

HIGH SCHOOL STUDENTS' STRATEGY FOR OVERCOMING DIFFICULTIES IN SPEAKING ENGLISH

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HIGH SCHOOL STUDENTS' STRATEGY FOR OVERCOMING DIFFICULTIES IN SPEAKING ENGLISH

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Abstract

Speaking became one of the more difficult skills at mastering English for most high school students. The paper aims to know the difficulties students from often experience when speaking English, students overcome difficulty in speaking English, and application/media that use to improve the English speaking skills. The data were collected by applying on online questionnaire through a Google form which questions about strategy to overcome difficulties in speaking. The data were taken from 15 respondent, mainly students grade 1 through 3 in senior high school, vocational high school, and Islamic senior high school. The result show that 84,6 % respondent states that the respondent have difficulties in speaking English, then 15,4 % respondent states that the respondent does not have difficulties in speaking English. The difficulties of respondent in speaking English is difficult to translating word, less of vocabulary, difficult materials, pronunciation, spelling words, and self confidence. The strategy based on respondent experience to overcome the difficulties is conversation practice everyday, using application related to English skills, learning from YouTube, reading novels, increasing vocabulary from English songs, and making relationship with stranger.

Keywords: *Speaking, Students, Difficult, Strategy.*

Introduction

The ability to speak English is very important, therefore learning English is often found in elementary schools, junior high schools, senior high schools and even lectures. However, there are several students have difficulties in learning English, especially in speaking English. Speaking became one of the more difficult skills at mastering English for most high school students. Harmer (2007:284) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language "on the spot" (Wahyuni, 2016). According to Chaney (1998:3), "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching." It means students should be able to communicate with the others to get or to share information and/or to express what they feel (Andari, 2012).

The average of high school student in Indonesia still has difficulty speaking English properly. The students may understand the other people say in English, but they find difficulties to pronounce the word in English. Indonesian student don't speak English so well as shown by Education First (EF) released the 2020. English Proficiency index report the first rank of English Proficiency in the world this year is the Netherlands with score of 625 (very good). Indonesia was ranked 74th in the world and 15th in the Asian region with score of 453 which was classified a slow (Tika, 2021). This shows that students in Indonesia are still relatively low in English speaking ability. Speaking skills is needed not only in our daily language but also we need it to use it using an international language (Sintya Crisianita, 2022).

High school students' difficulties in speaking English are predicted to be caused by several factors. Al Hosni states that students unable to speak because of lack of vocabulary, student also afraid of making mistake in speaking English in front of their friend (Tika, 2021). There were three factors that affect students' difficulty in speaking performance namely affective factors, linguistic factors and performance condition (Hendriati Afebri, 2019). Difficulty in speaking English might be due to linguistic aspect and non- linguistic aspect, such

as lack of vocabularies, not being confident, no ideas about what to say, afraid of making mistake and afraid of being laughed by friend (Heriansyah, 2012).

The most students who only spoke to the sake of the speaking score, did not truly learn ways to speak in more proper way, but just spoke for collecting the score despite their speaking was good or bad (Suryani, 2020). In speaking English possession, language managers should be good role and example for the students use the correct and relevant language properly in their daily communication (Nursita Fathichatul Ulfiyah, 2021). This show that can be a good speaking English, it must have a good sentence using language manager.

Students might face problems in learning to speak as they have different social background, educational background, no language training, and too much influence from mother language (Sadia Asif, 2018). Based on the problem explanation, Efforts to overcome difficulties in speaking English need to be done optimally. The researcher is interested to conduct a research about "High School Students Strategy for Overcoming Difficulties in Speaking English" It is purposed to be able to solve problems learning English and to find out good strategies for overcoming difficulties in English at the high school level. This study also aims to facilitate students in learning to speak English with effective strategies so that this research can be useful for students and teachers in improving their ability to speak English.

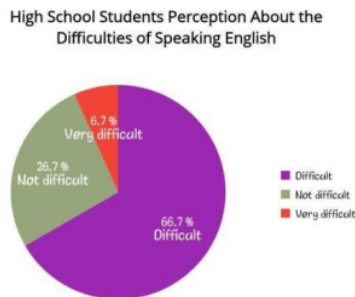
Method

This is descriptive qualitative research. The data were collected by applying an online questionnaire through a Google form. The data were taken from 15 respondents, mainly students grade 1 through 3 there are 46,7% from senior high school, 13,3% from vocational high school, and 40% from Islamic high school. The high school students were chosen as a sample because many high school students still had difficulty speaking English. Taking the data conducted from February 10, 2023 until February 16, 2023. In taking the data, the researchers used a questionnaire which contains questions about strategy to overcome difficulties in speaking. After being collected, the researchers analyse the data that includes: classifying the data, presenting data, discussing the findings, and taking the conclusion.

Findings and Discussions

The researcher conduct search and collected data through questionnaire of google form. The data were taken from 15 respondents mainly students grade 1 through 3 senior high school, vocational high school, and Islamic high school. To achieve research objectives, the researcher analyse the data systematic and accurate, data is analyse to emphasize conclusion about objectives study. Therefore. The results from this research based on fact who respondent met on social media. The research results are presented in the following explanations:

1. High School Students Perception about the Difficulties of Speaking English.



Picture 1. High Students Perception

The table 1 shows high school students' perception about the difficulties of speaking English. The average of high school student in Indonesia still has difficulty in speaking English properly, this is evidenced by the respondent's experience data listed in the table 1. The 10 respondents said that speaking English is difficult and there was one respondent who states that speaking English is very difficult. However, even though the average high school student had difficulties in speaking English there were four respondent who stated that they had no difficulty speaking English.

Kinds of Difficulties Experienced by high School Students in Speaking English.

Table 1: Difficulties experienced by high school students in speaking English

Kinds of Difficulties	Amount
Lack of Vocabulary	3
Pronunciation Problems	7
Misunderstanding	1
Grammatical	1
Lack of Materials	2
Self Confidence	1
Total	15

Students has various kinds of difficulties in speaking English. Based on the respondent experience on the table 2, the kinds of difficulties experienced by High School students in speaking English are lack of vocabulary. Vocabulary is important to speaking English because of the lack of vocabulary students will have difficulty in constructing sentences when speaking English. Pronunciation problems also affecting the difficulties of speaking English for students. Pronunciation is the most common difficulty experienced by students. Students tend to pronounce words according to their writing so that the pronunciation is considered wrong. The third difficulties of students to speaking English is misunderstanding, based on the respondent answer students have difficulty understanding the meaning of words so that students are difficult to pronounce sentences in English.

Grammatical is a common difficulty for high school students, this is because the structure of the English word itself is very different from the structure of words in Indonesian, so that students experience difficulties in speaking English using the correct word structure. Lack of material can also be a kind of difficulty experienced by high school students in speaking English because with adequate material it will make students understand more about how to speak English fluently, the lack of material that students have makes them know a little about the vocabulary that will be used in speaking English the last type of difficulty in speaking English is lack of self-confidence. Students who have good self-confidence will be more optimal in speaking English while students who lack confidence will greatly affect the students' speaking skills, this also makes students nervous. Those are some kinds of difficulties in speaking English based on the experience of the respondents

2. Students' Strategies in Overcoming Difficulties in Speaking English.

Table 2: Students Difficulties in Overcoming English Speaking

Students Strategy	Amount
Learn English using applications	5
Learn grammatical (word structure)	1
Learn continuously	5
Using game	1
Learn with songs	2

Reading novels	1
Total	15

To overcome difficulties in speaking English students and teachers must carry out effective strategies. The following are the students' strategies for overcoming difficulties in speaking English, first, learn English using the application. Applications used to improve English speaking skills are YouTube, Duolingo, U – Dictionary and Google Translate. Students learn through the application by watching videos, translators and practicing with the application. The second is learn grammatical, students overcome these difficulties by learning the correct structure of words and sentences so that in speaking English the correct sentence structure is used.

Game is also one of the strategies of students in improving English language skills. Some games are currently equipped with English features so that students can learn while playing games. The fourth is learn with songs, students use music as a medium for learning English, through music and English songs students can acquire new vocabulary from the lyrics of the song. Apart from these strategies, reading novels is also an effective strategy to improve English language skills because reading a lot will increase students' understanding. The last strategy based on the respondents' answers is continuous learning. This is of course related to student consistency. Continuous learning will continue to improve and develop students' skills.

3. Media or Application Used by Students to Improve English Speaking Skills.

Table 3: Media Used by Students to Improve Speaking

Application and Media Used	Amount
Application	8
Songs and films	3
Book	1
No media/additional application	3
Total	15

Table 3 shows that around 80% from 15 respondents used media or applications to improve their English speaking skills. The answers given by high school students indicate that applications or other media are a strong influence to enhance their abilities in the English language, especially speaking. Using applications or media, it will add to the students' motivation and interest in learning English. The students can use Google, because there are lots of references that are easy to understand and also students easily open Google translate. However, 20% or around 3 students do not use applications or media for enhanced speaking.

Around 8 respondents used applications to improve English speaking skills, such as Duolingo, YouTube, TikTok, U-Dictionary, and Google. Duolingo is an application that can spoil its users, because can learn foreign languages only through a smartphone. According to students, this application is very easy to use. The way of training also starts from the most basic. The next applications that are used to improve speaking are YouTube and TikTok, because access to the application is quite easy and for students it's easy to understand the video that is explained by the content creator. The other, students used U-Dictionary because this application is very helpful and easier to find vocabulary used is very appropriate.

Moreover, the students also used songs and films to improve their speaking skills. There were 3 respondents using songs and films, because for students to learn English should be during a good time and a cool atmosphere. Songs and films can be media for learning English, by listening to a song and seeing film, students can train in emulating the pronunciation in speaking and students can also learn in listening skills. The last, there is 1 respondent who used book lessons to improve their English skills, by reading and understanding the book.

Conclusion

According to the research findings, it can be concluded that the high schools students still has difficulties in speaking English. The difficulties experienced by these students were caused by factors that influenced students' speaking abilities. The journal of Heriansyah (2012) states that Difficulty in speaking English might be due to linguistic aspect and non-linguistic aspect. Lack of vocabularies, not being confident, no ideas about what to say, afraid of making mistake and afraid of being laughed by friend (Tika, 2021).

Students has various kinds of difficulties in speaking English. Based on the respondent experience, the kinds as for the student strategy to overcome difficulty in speaking English, some of it is learning English using applications, learning grammatical and memorizing vocabulary, learning continuously, learning using games, songs, reading books/novels, and students can practice by watching the tutorial video for the correct English pronunciation. As for the student strategy to overcome difficulty in speaking English, some of it is learning English using applications, learning grammatical and memorizing vocabulary, learning continuously, learning using games, with songs, reading books/novels, and students can practice by watching the tutorial video for the correct English pronunciation. The media or application can used to improve the speaking skills, such as Duolingo, YouTube, TikTok, U-Dictionary, Google, songs, films, and book or novels.

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