

**AN ANALYSIS OF STUDENTS' PROBLEMS IN SPEAKING
ENGLISH DURING COVID-19 AT THE ELEVENTH
GRADE ACCOUNTING 1 OF VOCATIONAL
HIGH SCHOOL NUMBER 1 JAMBI CITY**

A THESIS

*Submitted to English Education Department of Batanghari University Jambi
City as a Partial Fulfillment of the Requirements for the Undergraduate
Degree in English Education*



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2022**

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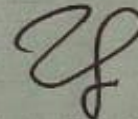
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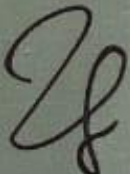


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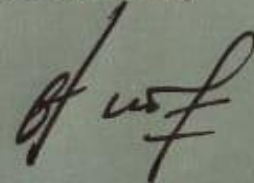
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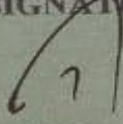
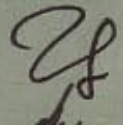
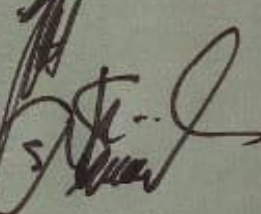
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LETTER OF RATIFICATION

This thesis entitled **"An Analysis Of Students' Problems in Speaking English During Covid-19 At The Eleventh Grade Accounting 1 Of Vocational High School Number 1 Jambi City"**

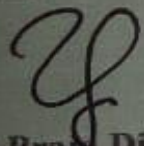
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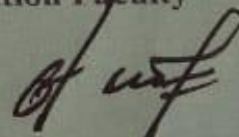
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MOTTO

“Do Something Today That You Future Self Will Thank You For”

-Sean Patrick Flanery

Artinya: “Lakukan sesuatu hari ini yang mana kita akan berterima kasih padanya di masa depan nanti.”

“ Jangan berhenti ketika kamu lelah, Berhentilah saat kamu selesai.”

DEDICATION

First of all, the researcher gives praise and thankfulness to God Almighty. Because his blessing and the merciful with deeply this thesis can be finished.

I dedicated this thesis especially for:

My beloved parents, there are my mother S.SEMBIRING and my father Y.TARIGAN, Thank you for love, financial, best support and prayer for me. Both of you always give me best motivation, your love give a power for me to finish this thesis.

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ABSTRACT

Meiralda. 2022, An Analysis of Students' Problems in Speaking English During Covid-19 at The Eleventh Grade Accounting 1 Vocational High School Jambi City Academic year 2021/2022. A Thesis, English Education Program Teacher Training Education Faculty Batanghari University Jambi City. The First Advisor Efa Silfia, S.Pd., M.Pd. The Second Advisor Ridho Praja Dinata, S.Pd., M.Pd.

This study, researchers focuses on analysis student problems in learning to speak English at Vocational High School number 1 Jambi City. In conducting the research, the researcher used qualitative research. The aims of the research is to find out what problems students faced in speaking English during the covid-19 pandemic and the solutions students made to overcome these problems. In this case, a direct analysis of the problems faced by students in learning to speak English in the classroom during the covid-19 pandemic. Corona Virus Disease 2019 or COVID-19 is an infectious disease caused by the newly discovered coronavirus known as acute respiratory syndrome coronavirus 2 (SARS-CoV-2) virus and disease recently unknown before the outbreak in Wuhan, China, in December 2019. COVID-19 is now a pandemic that strikes countries globally (World Health Organization, 2020a). It makes students study remotely (during) equipped with application facilities to send assignments and learn such as zoom, LMS, Telegram, Whatsapp, etc. The researcher took six students of class XI Accounting 1 as research subjects. In this research, researchers used interview sheets and interviewed students to collect data. Based on the results of the study, regarding the problems of students in learning to speak at Vocational High School number 1 Jambi City, there were several student problems during the pandemic, located in the sixth question about the difficulty of speaking English, namely, lack of confidence, embarrassed to speak English, online learning made students feel less confident. self-confident. learning time in class, so that the problems faced by students are lack of pronunciation, fear of making mistakes when speaking English, lack of motivation of students in speaking English, students get into trouble because it is based on problems experienced and experienced by themselves. that happens in everyday life. In learning to speak English, and based on interviews, there are solutions to the problem, such as, using more English, translating sentences on Google, by listening to English music.

Keyword : *Speaking English, Students Problems, Covid-19, Vocational High School.*

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Jambi, July, 05 2022

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CHAPTER I

INTRODUCTION

1.1 Background of The Research

Learning English is developing English language skills contextually and gratefully with the context and conditions and everyday situations of students. This is to produce a form of learning English that is more important than the language needs of students. In Learning English consists of speaking, listening, writing, and reading. which is used daily is talking when communicating, One of them speaking.

The reality of learning in Indonesia is currently disrupted by the Covid-19 outbreak which has had an impact, including: 1) unfortunately being transferred to home through a bold learning process; 2) there is a transformation of technology-based learning media through the use of Whatsapp Group, Zoom, Google Classroom, Youtube, and TV channels (TVRI); 3) learning adjustment methods; 4) adjust the learning evaluation to follow the standard of grade promotion and graduation; and 5) like parents, students at home as substitute teachers are worthy of the extent to which children's learning progresses. Learning with this bold method does not necessarily run smoothly. Some of the obstacles faced are: Access to the internet is not smooth,

English learning at Vocational High School Number 1 Jambi City, during the pandemic went smoothly, although learning was carried out remotely (during), the school provided an LMS (Learning Management System) as a means of online

or distance The burden of students' parents in buying the cost of purchasing data quotas, Unpreparedness of infrastructure and mastery of technology, Parents who are less synergistic in assisting children to study at home, Students who are emotionally and socially disconnected from their classmates at school.

Learning, in the LMS students and teachers could send assignments, adding info and students zooming in when there are hours of speaking practice, many students complain of difficulties and many obstacles that prevent students from participating in learning through zoom. After a long distance learning, the school provides the opportunity to do face-to-face and online learning according to student time sessions, therefore, students take turns according to the specified time, students feel a little happy, learning has not been able to run smoothly as usual, time is limited , lack confidence, when learning English in front of the class and feel the need for support in this distance learning, thus affecting students' speaking ability.

Speaking is one of the skills that must be mastered by students in order to learn to express something. Students who learn to speak English will be able to communicate with others in English. Students can express themselves verbally. Speaking can help students be more active during learning, so it is an important language skill that can support students' abilities while learning. In fact, not all students are capable of speaking skills; Students face many challenges when learning to speak. Some characteristics, according to Brown (2001: 270), make speaking a difficult language skill. That's why the majority of people Speaking is one type of communication, and speaking is one of the main elements of

communication, according to Richard and Renandya (2002: 210). This is an area that requires extra attention and instruction. To provide clear instructions. This means that the type of communication that should be discussed is speaking. We can say that anyone who lacks oral communication skills will suffer in this era of competition and may have difficulty advancing in their careers. When teaching speaking, the teacher will usually ask students to read the dialogue, read ahead certain classes, study, memorize expressions, and practice. In fact, students are given less opportunities to speak, more attention is given instead of speaking, and speaking is difficult for all students. According to Hinkel's (2005) claims, communication problems occur when learners discover that the words they do not understand, that they do not know how to use, or that they are unable to express the intended meaning. Another issue that students face when speaking is a lack of self-confidence and anxiety. They may feel at ease with feelings that affect their English, such as insecurity, embarrassment, anxiety, worry, and worry. It has become a major issue for self-theme students if they do not believe they can speak. Because of various issues and factors, the majority of them are unable to communicate effectively in English. Sometimes students want to speak English with other people but don't know what to say. Some students may have lost the words stored in their minds and are unable to express themselves while speaking. According to the text above, students have problems when it comes to talking, and it is not just the problem that exists, but also the factors that cause the problem, which is what happened in the eleventh grade students at State Vocational High School Number 1 Jambi City. As a result, it is critical to diversify the teaching

and learning process so that students are more motivated to participate in English learning activities. Allow students to participate in their studies. As a result, students believe they will be more engaged in the learning process. Researchers examined problems with speaking English in Eleventh Grade Accounting 1 of Vocational High School Number 1 Jambi City in this study. Researchers have already observed students learning English, particularly when speaking. They are enthusiastic and motivated to learn English, but their speaking ability is limited. Hopefully, this researcher will be useful to English teachers, students, readers, and, most importantly, researchers.

Following Data Interview to students of Vocational High School Number 1 Jambi City in Eleventh Grade Accounting 1 from August 20, 2021 to August 26, 2021, the researchers discovered that the majority of the students cannot use English or that only one person is fluent in responding English in class. Because they are unable to communicate in English, even in very simple phrases or sentences. Actually, it is quite reasonable because in general teachers use Indonesia is dominant. Researchers think that teachers only want students to understand what he is conveying, so he uses Indonesian as his best tool to communicate material to students. While the teacher forced them to speak English, some students continued to use Indonesian. Further to that, they must say it in front of the class while being supervised by friends who will laugh at them if they make mistakes, and they will be individually questioned about the lesson being studied by the teacher.

According to Ur (1991:121), inhibition, a lack of words, low or uneven participation, and the use of one's mother tongue are major issues in speaking activities. Students may forget words that they have stored in their minds. As a result of this statement, the researcher is keen to observe students' difficulties in learning to speak English.

Based on the explanation and the background of the problem above the researcher interested to make research entitled “An Analysis Of Students’ Problems In Speaking English During Covid-19 At Eleventh Grade Accounting 1 of Vocational High School Number 1 Jambi City”.

1.2 Identification of the Problem

The researcher identifies of the problems is needed to gives the clarification about the problem in this research are:

1. The students do not know how to pronounce the words.
2. The students afraid of making mistakes.
3. The students are feeling shy.

1.3 Limitation of the Problem

In line with problem identification, the research focuses on students' problems in speaking English. First, the researcher restricts the study to the process of learning English speaking. On the other hand, specifies the informant of this study as students in the Eleventh grade at Vocational High School number

1 in Jambi City. This research, narrows the problems that will be investigated based on what the researcher mentioned in the research questions.

1.4 Formulation of the Problem

The Researcher formulated the problem is "What are students problems in speaking english during covid-19 at Eleventh grade accounting 1 of Vocational High School number 1 Jambi City ?"

1.5 Purpose of the Research

The Purpose of the research is find out of students' problems in speaking English during Covid-19 At Eleventh grade accounting 1 of Vocational High School Number 1 Jambi City.

1.6 Significance of The Research

1. For Teacher

After the teacher knows about the students' problems in learning speaking English, teacher can use better strategy of learning speaking English to make the students get the good achievement.

2. For Researcher

The researcher can add insight for researchers can develop the research to make it better.

3. For Students

The students would be evaluate themselves after they know about their ability in learning speaking English and its problems then develop their ability in speaking English.

1.7 Definition of Key terms

To help the researcher find out about the title using the variable, that is :

1. Learning

According to Syaiful and Aswan (2014: 5) "Learning is a change in behavior thanks to experience and practice. Learning English is what people do when they want to use the English language. In learning, we often talk about language skills and language systems Language skills include: speaking, listening, reading, and writing. Language systems include vocabulary, grammar, and pronunciation. A lot of people learn English at school, where English is common subjects.

2. Speaking

Speaking is the ability to speak fluently, which requires not only knowledge of language features, but also the ability to process information and language "on the fly," according to Quianthy (1990:7).

3. Problems

Problems are the best means of training yourself so that your heart becomes more open. In addition, the problem is also an important part that must exist in human life. (Richard Carlson). Problem solving is often called the experimental

method, reflective thinking method, or scientific method (Sudirman, et al., 1991:146).

4. Vocational High School

Wenrich and Galloway (1988), further suggest that "Vocational education can be defined as special education that prepares students to enter certain occupations or family work or to increase the number of employed workers". Vocational education can be a special education needed by students to enter certain jobs, or family work or to improve the ability of the workforce.

5. Corona Virus Disease (Covid-19)

Corona Virus Disease 2019 or COVID-19 is an infectious disease caused by the newly discovered coronavirus known as acute respiratory syndrome coronavirus 2 (SARS-CoV-2) virus and disease recently unknown before the outbreak in Wuhan, China, in December 2019. COVID-19 is now a pandemic that strikes countries globally (World Health Organization, 2020a).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Definition of Speaking

There are many definitions of speaking. According to Chaney in Kunyi (2008), speaking is defined as the process of creating and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Then, "Speaking" is defined by Walter and Woodford (in the Cambridge School Dictionary, 2008) as "saying something with your voice or making a speech in front of a large group of people."

In addition, According to Brown (2006, p 140) speaking is a direct productive skill that comes out through sound or voice. In other word, communication between students are a part of classroom speaking practices. As compared to reading and writing abilities (generally assumed to be written language, receptive skills), when compared to the language written in the text, speakers typically do not pronounce full sentences, use less precise vocabulary, and pronounce without pausing (continued with the previous sentence).

Tarigan (1990:3-4) defines speaking as a language skill that develops as in child's life as a result of listening and speaking skills learned at this. Speaking is one of the four basic competencies that students should master according to the curriculum 2013. It is very important in communication. Students face some challenges when speaking, one of which is the language it self. In fact, even though they have a large vocabulary, most students have difficulty speaking.

Furthermore, one of the most important oral skills for selecting appropriate sentences is speaking. Speaking, according to Lawtie (2007), is fundamental to human communication. According to the experts' definitions, the researcher concludes that speaking is an activity of speaking in English that is used in everyday life as a tool to communicate, and speaking is also very important for learning, particularly English, which requires speaking skills in order to build one's language.

2.1.1 Aspect of Speaking

Speaking is very important, because it is a skill that allow people to easily understand what is being explained. High school students are expected to have good speaking skills as they have studied English for several years and will have many performances related to oral skills at school. However, speaking ability among high school students is still low. Some aspects of speaking appearance are difficult for them to fulfill. Talking has several aspects:

a. Vocabulary

People cannot communicate effectively, express themselves, or write if they do not understand the vocabulary . The most important aspect of communication is vocabulary. The vocabulary used in speaking must be very familiar and be used in everyday conversation. Students must understand words, their meanings, how they are spelled, and how they are used. As a result, when teaching vocabulary, teachers must make sure to explain both the meaning as well as the spelling and pronunciation.

b. Pronunciation

Pronunciation is process by which students produce clearer language when speaking. Thornbury (2005) defines pronunciation as a student's ability to produce comprehensible speech to perform task requirements. Pronunciation is important because it adds meaning to what is said. Mispronunciations can cause misunderstandings or offend people involved in the conversation. The goal is to learn pronunciation not to achieve intonation of native accents, but to get students to pronounce them accurately enough to be comfortably understood by other speakers.

c. Grammar

Grammar is required for students to arrange correct sentences in written and oral conversations. It is consistent with Heaton's (1978) explanation that students' ability to manipulate structure and to distinguish appropriate grammar in appropriate form. Grammar is also useful for learning the proper way to gain proficiency in a language in both oral and written form.

d. Fluency

Fluency typically refers to the ability to express oral language freely and without interruption. If the teacher wants to assess students' fluency during the teaching and learning process, the teacher allows students to express themselves. The goal is for students to be able to speak easily and fluently. The teacher does

not correct right away because too much correction disrupts the flow of the conversation (Pollard, 2008).

e. Comprehension

Comprehension is the ability to understand and process discourse, or formulate a representation of the meaning of a sentence. Second language comprehension is more difficult to learn because it cannot be observed directly and must be inferred from, verbal and nonverbal responses, artificial instruments, or the intuition of the teacher or researcher. Comprehension refers to participants fully understanding the nature of a research project, even when the procedure is complex and risky (Cohen et al., 2005).

In conclusion, comprehension in refers to the speakers' comprehension of what they are saying to the listeners in order to avoid miscommunication; additionally, it's function is to make the listeners easily catch the information from the speaker.

2.1.2 Types of Speaking

There are three theories about language learning (Thornbury, 2005: 38) that can be applied in teaching speaking, that are behaviourist, cognitivist and sociocultural theory. Behaviorist theory emphasizes its method on repeated reinforcement through modeling. While cognitivist theory sees that learning is a movement from controlled to automatic processing which applied the conscious attention to the learning of individual stages through repeated aviation

(Thornbury, 2005: 38). The last and more perfect than the previous is sociocultural theory, all learning is mediated through social and cultural activity whereby the teacher interacts with the learners to provide a supportive framework within the learners, so that they can extend their present competence that is called by assisted performance (Thornbury, 2005:38).

There is one expert who argues about speaking English, namely: According to Brown (2004:141-142), provides an additional type of performance speaking in class; six similar categories for the types of oral, students expect to do in class:

- a. Imitative A very limited amount of classroom speaking time may legitimately be spent generating "human tape recorder" speech, in which learners, for example, practice an exoneration contour or attempt to pinpoint a specific vowel sound. This category of imitation is done not for the purpose of meaningful interaction, but to focus on the same specific element of language form. Intensive speaking extends beyond imitative speaking to include any speaking performance intended to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or part of a pair work activity in which learners are "going over" a form of language.
- b. A amount of student speech in the classroom is responsive; short responses to teacher and student-initiated questions or comments. These responses are usually sufficient and do not lead to further discussion (categories 4 and 5). Transactional (dialogue) Transactional language is a subset of responsive language that is used to convey or exchange specific

information. For example, may be more negotiating in nature than responsive speech. What is the main point of this essay? S: The United Nations should be given more power. T: more power than what? S: Compared to how it is now T: For example, the UN should have the authority to compel a country such as Iraq to destroy its nuclear weapons.

- c. Interpersonal relations (dialogue), which was done more to maintain social relationships than to transmit facts and information.
- d. Finally, students at the intermediate to advanced levels are required to deliver extended monologues in the form of oral reports, summaries, or short speeches.

2.2 Problems in Speaking

Here is some definitions of problem according by experts. According to Brown (2001, p. 269), anxiety is the cause of poor language performance. In other word, anxiety as a negative factor, something students should avoid so as not to have a negative impact on the English they learn at school, especially their speaking ability in class. It means that in speaking English, most students feel very challenged, namely in terms of the courage to speak the language, either to their English teacher or their friends in the class. Most of the students will be very proud when they can speak the language fluently.

Unfortunately, most of them show anxiety when using English to communicate with their teachers or friends. It also appears when the teacher asks students to present something in front of the class or verbally answer some questions using

English and have English conversations in pairs in front of the class. According to Ur (1996, p. 121), there are four main problems in speaking a foreign language in the classroom. They are:

1. Inhibition Unlike reading, writing, and listening, speaking requires some real-time audience exposure. Schoolchildren are often hesitant to speak in a foreign language in the classroom because they are afraid of making mistakes, of being judged or losing face, or simply of the attention that their voice would attract.
2. Nothing to add Even if the students are not inhibited, they may complain that they are unable to think of anything to say or express themselves. According to Baker and Westrup (2003, P. 16), many students struggle to answer when their teachers ask them to say something in a foreign language because they don't know what to say, what words to use, or how to use the grammar correctly.
3. Inequality participation In a large group, each student would have very little talking time because only one person will speak at a time, so the participants can only hear him or her. Some students tend to dominate, whereas others speak little or not at all.
4. They use mother tongue. It occurs when all or a large number of students speak the same mother tongue. Speaking in their mother tongue is easier for them; speaking in a foreign language sounds unnatural; and speaking in their mother tongue makes them feel less "exposed." It can be difficult to get some classes, especially the less disciplined or motivated, if they are teaching in

small groups. There are a variety of reasons why students use their mother tongue in class. When teachers do not encourage students to use a foreign language, they may clarify things in their native tongue. In other words, teaching students to use English in class is critical for the development of students' language skills. Harmer (2001, p. 131). Brown (2000: 270) states that the problems in speaking are:

- a. Clustering Fluent speech is phrasal rather than word for word. Through such clustering, learners can organize their both cognitively and physically (in breath groups).
- b. Redundancy. The speaker has the opportunity to clarify meaning through language redundancy. Learners can benefit from this aspect of spoken language.
- c. Abbreviated ,Contractions, elisions, reduced vowels, and so on all pose unique challenges in teaching spoken English. Students who do not learn colloquial constructions may develop a stilted, bookish manner of speaking, which stigmatizes them.
- d. Variable Performance One advantage of spoken language is that the process of thinking while speaking allows for a certain number of performance hesitations, pauses, backtracking, and corrections. It is possible to teach students how to pause and hesitate. For example, in English our „thinking time“ is not silent; we insert certain “fillers” such as uh, um, well, you know, I mean, like, etc. One of the most salient

differences between native and nonnative speaker of a language is in their hesitation phenomena.

- e. Informal Language. Make sure your students are reasonably familiar with colloquial language words, idioms, and phrases, and that they practice producing these forms . The rate of delivery is another distinguishing feature of fluency. One of your responsibilities in teaching spoken English is to assist students in achieving an acceptable speed as well as other aspects of fluency.
- f. Rhythm, intonation, and intensity These are the most important aspects of English pronunciation, as will be discussed further below. The tense timing and intonation patterns of spoken English convey a critical message. Communication As stated earlier, learning to produce language waves in a vacuum—without an interlocutor—will deprive the speaking skill of its most valuable component: the creativity of conversational negotiation. Learning problems, according to Shah (1999), are caused by two factors: internally and externally factors. As one of the factors of students' problems in the process of learning to speak English, both internal and external factors play a very important role. There many internal and external factors. Internal factors could be because they are afraid of making mistakes (Koichi: 2003).

2.3 Definition of Problem

Humans will frequently face problems in their daily lives. These kinds of issues will appear unexpectedly in our lives. Problems are frequently associated with bad luck and disaster. In fact, if the basic nature of the problem is studied further, the actual problem does not always have a negative impact. Problems can sometimes present themselves as an opportunity to improve one's own weaknesses.

First, Vangundy (2005; 21) believes that "Problems as goals, one general definition describes a problem in terms of some difficult obstacle or goal." To put it another way, anything difficult to overcome is a problem. He implies that every difficulty is a problem that must be overcome in order to achieve the goal. Walter (2008) defines a problem as "a situation, person, or thing that requires attention and must be dealt with or solved." It is implied that there is a problem wherever and whenever there is a problem. It has to be resolved. In other words, never let problems go unsolved and never solve problems without having a problem with them.

A problem, according to the Oxford Advanced Learner's Dictionary (2000: 1049), is something that is difficult to deal with or understand. As a result, the researcher concludes that students' problems are the things that make it difficult for students to deal with or understand something.

Second, the discovery or solution to the unknown must have some social, cultural, or intellectual value. He means that something exists but is unknown, and

it must be discovered and solved in order to have social, cultural, or intellectual value.

2.3.1 Types Of Problem

There are various types of problems. Every human being, every research project, and every other thing has its own set of problems that must be addressed using various methods. In general, problems are classified into two types: simple problems and complex problems.

1. Simple Problem

Simple problems are those that have a small scale, are unrelated to other problems, have minor consequences, have a simple solution, and can be solved by individuals. Individuals can solve this problem because its scope is limited to individuals.

2. Complicated/Complex Problems

Problems are broad in scope, can cause a variety of other problems, have far-reaching consequences, and their resolution necessitates collaboration and in-depth analysis. This set of issues affects a large number of people and can only be solved by a large number of people.

2.3.2 Problems Solving Methods

Problems are broad in scope, can cause a variety of other problems, do have effects, and their resolution necessitates collaboration and in-depth analysis. This set of issues affects a large number of people and can only be solved by a large number of people.

This Problem Solving Method is often called the experimental method, reflective thinking method, or scientific method (Sudirman, et al., 1991:146).

The steps that need to be taken in solving the problem are:

1. Problem Identification

Before solving it, the first step you should take is to identify, identify and determine the problem. How to use deviations that arise from standards, differences between desired conditions and actual conditions, and omissions found from customer requirements.

2. Describe the problem

After successfully identifying the problem, the next step is to describe it in greater detail and specifically. Remember that even if you describe the problem, you must still see and do it directly in order to better study and analyze the various inputs and output of the process and prioritize the efforts to be made.

3. Set a target

Commitment and focus are two important points, because they will affect the ongoing process. Companies should set challenging targets, but

don't cross boundaries that will hinder the organization and hinder the improvement process.

4. Root Cause Analysis

When you solve a problem, you must analyze the source or root of the problem itself. The problem will be more easily solved to the root.

5. Develop Solutions

The information from the root cause analysis then becomes and supports to develop a guide solution to solve the problem. There are as many solutions as possible and come from the minds of all team members, one solution from one thought alone will not be the best problem solver.

6. Solutions Implementation

Communication is the most important factor in being able to implement agreed-upon solutions in the problem-solving process, because ideas and innovations from all team members will still be required.

7. Monitor Process and Results

Well, the above explained the possibility of errors in the troubleshooting solution. To anticipate this, you should review and modify the solution so that it gives the desired result. From the system, it can also be identified whether the solution used only comes from the results of the analysis or is it an idea.

8. Standardization and Sharing

If the solution and all the processes above are successful in solving the problem, then a new standard in organizations, individuals and companies

will emerge. It doesn't stop here, flashback evaluation of all processes and things obtained, and re-applying for problems that will be faced in the future.

Following the successful identification of the problem, the next step is to describe it in greater depth and specificity. Remember that even if you describe the problem, you must still see and do it in order to better study and analyze the process's various inputs and outputs and prioritize your efforts.

a. Discussion

When students spontaneously want to talk about something during a lesson, the outcome is often highly satisfying (Harmer, 2007: 128). Before any discussion, the teacher should always remember that the students need time to gather their thoughts. The purpose of the discussion activity must be established by the teacher prior to the discussion. Whatever the goal of the class or group discussion, students should always be encouraged to ask questions, share ideas, offer support, and seek clarification.

b. Role Play

During role play activities, the teacher informs the students about who they are and what they think or feel. Role play stimulates the real world in the same way, but students are assigned specific roles and told who they are and what they think about a particular subject. They must

speak and act from the perspective of their new character (Harmer, 2007: 125).

c. Simulation

Simulations are similar to role play, with the exception that they are more elaborate. Students can bring items to the classroom to create a realistic environment during simulations. Harmer (2007: 125) states in his book, *How to Teach English*, that in simulations, students act as if they are in a real-life situation.

d. Telling Stories

Simulations are similar to role-playing games, with the exception of being more complicated. Students can bring items to class to create a realistic environment during the simulation. Harmer (2007: 125) states in his book, *How to Teach English*, that in simulations, students act as if they were in real life situations.

e. Picture Describing

Another way to use pictures in speaking activities is to give students only one picture and ask them to explain what is in the picture. For this activity, students can form groups and each group is given a different picture. Students can work in pairs and each pair is given two different pictures, for a picture of a boy playing soccer and another picture of a girl playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

2.3.3 The Ways to Cope with Speaking Problems

According to Juhana (2012), possible solution to solve the psychological problem as follows:

a. The solution to solve fear of mistake

To overcome the feeling for fearing mistake in speaking, between teachers and students should there are chemistry and the teacher should build the students concentration and good atmosphere in the class, so the students will feel comfortable when they speak English. Like the suggestion from Zua (2001) to overcome the feeling fear mistake. First, the emotional between teacher and students should be built. It's mean that the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, the teacher should improve the students' concentration when learning English. The last, the teacher should create a harmonious atmosphere that can reduce students' problem.

b. The solution to solve the shyness

In terms of solution to overcome shyness, the teacher should create the good way to solve the students' shyness. Pesce (2011) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this way, students' shy are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar.

c. The solution to solve the anxiety

Students' anxiety when they speaking can be solves by giving motivation the students and creates an ease environment. According to Keramida (2009) motivating the students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

d. The solution to solve lack of confidence

The solution to solve the students' lack of confidence, Ye Htwe (2007) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence.

e. The solution to solve the students' lack of motivation

The solution to solve the students' lack of motivation, teacher can do activities like promoting students' awareness the importance of English, enhancing students' interest in English, and developing their self-confidence. Aftat (2008) suggest that to encourage the students' motivation, teachers should provide constant encouragement and support as well ask question that reveal the basis of a students' problems. Doing this becomes very important, because encouragement also gives students a feeling of secure and welcome in their learning.

2.4 Students Problems in Speaking English

The problems identified from the research background are related to the needs and constraints of students in learning so far Covid-19 pandemic. The Covid-19 pandemic has changed the learning mechanism at school which was originally done face-to-face then turned into long-distance learning, or hybrid using sessions each time students enter school alternately according to the time determined by vocational high school number 1 Jambi as one of the schools that also experienced problems in the learning process. Teaching and learning activities in vocational schools which are basically more dominant in carrying out practical activities, must be temporarily suspended because pandemic or not full hours if studying normally, students also cannot learn to communicate in English if they don't go to school and if they go to school the time used is also limited.

Policies regarding online learning make it difficult teachers to carry out learning activities, especially learning English. In addition, the Covid-19 pandemic may also have made changes to school policies. Limited study time, must use masks, also affects learning to speak in class, lots of school holidays, so learning does not run smoothly.

Now, there are educational problems that occur in schools. The problems faced are closely related to students and learning. Students are given learning in school. Most students at school are more focused on grammar, but students are rarely given direction about how and what the functions of the elements of the language they are learning are.

The results of student tests show that, on average, students master English grammar patterns. Simple present tense, simple past tense, and others are examples. However, students are unsure when and how to use the structure in everyday situations. Not that grammar is unimportant, but these theories will have an impact on everyday life.

English in school is too technical. For example, electronics, reforestation, and others. In fact, sometimes students are very happy with English terms, but cannot mention the objects they usually use in English everyday, and they are also ashamed to use English because they are afraid of being laughed at. Teachers in schools whose role is to help students who have difficulties in various ways, especially learning problems, must receive serious attention so that these learning difficulties can be resolved immediately. From here the role of the teacher is needed and not only to overcome student learning difficulties but also to help teachers in getting to know their students more deeply so that teachers are more systematic and qualified. Therefore, there are some of the difficulties faced by students, that's :

1. Lack of Confidence

Beginners often feel insecure, especially when speaking English. This confidence stems from the fear or shame of making a mistake when expressing a sentence. Everyone starts from scratch and makes mistakes, so you're not alone. Only you can give yourself confidence. The solution is to study regularly and meet strangers often. Your confidence level will increase as you get used to it, so

study with a large group of people to get used to it. If you are interested in joining an English learning community, this is a good choice. During a pandemic, self-confidence decreases or students become insecure because they rarely speak English and are nervous when asked to come to the front of the class.

2. Shyness in Speaking English

Shyness is another major reason why students struggle to communicate in English. It's the sensation that students have when they speak English. They are hesitant in front of their teachers and peers. Because of their shyness, they are unable to express their thoughts and desires. Shy people lack confidence in their ability to speak, and they struggle to remember grammar rules and correct vocabulary when speaking English. They are uncomfortable and anxious in front of people who speak English because of their shyness. Teachers must encourage students to be self-confident; it is normal to feel awkward in front of others, but they must know that they can do it and be encouraged to speak English as much as possible. They must overcome their shyness and speak English with confidence.

3. Limited Time to Study

Problems that are frequently encountered by those of you who are busy at work and have limited time to study. You are tired after work and want to rest, but this is not an impediment to continuing your studies. There are numerous options for those of you with limited time, because learning English does not always have to be in a classroom for a few hours. It takes little time but often to learn

effectively. There are currently many applications that can be used to study anywhere. Whenever you have free time, whether it's at lunch, after waking up in the morning, or before going to bed. It only takes 15 minutes to read texts or memorize vocabulary using an electronic dictionary to gain knowledge.

4. Vocabulary is limited

The fundamental lesson that must be learned is vocabulary. The more vocabulary you have, the easier it will be to construct sentences and conversations in the future. However, memorizing foreign words that must be translated into the mother tongue is difficult. If you don't have your visits memorized, your current method is incorrect. There are several methods for memorizing available. To begin, place sticky notes on all of the objects in the room. as well as object names to make it easier to remember. Both memorize one word at a time, with a weekly target to meet using an electronic dictionary. Third, you can memorize it by using simple English.

5. lack of Pronunciation

Saying a foreign language will be difficult on the tongue; you may know it in your head, but it will be difficult to pronounce. You can learn about this pronunciation issue by memorizing vocabulary. Not only must you memorize it, but you must also say it. You can listen to a native speaker's voice in the electronic dictionary. Try to pronounce it yourself after, but while recording. Listen to your own pronunciation and repeat until it sounds similar. Conversations

with friends or native speakers can help with learning improvement. Inquire about their thoughts on your pronunciation.

6. Difficulty in learning Grammar

Almost everyone finds grammar material difficult to learn English. When using verbs, nouns, and present, past, and future formulas, there are numerous rules to remember. However, doing the questions is the most effective way to learn. You Have to practice correct and incorrect grammar in questions. The more questions you answer, the easier it will be to understand grammar.

7. Having No Friends to Practice

Lots of people stop learning English because they don't have friends to practice with. Even though this is very important and making friends nowadays is not difficult, let alone the goal is to master English. You can use learning applications that connect to many people. If you don't study online take an english course that will help you meet friends in person. There you can study every day and even form you own study group. If you don't want to study online, take an English course that will help you meet friends in person. There you can study every day and even form your own study group.

2.5 Previous Studies

Alfi Syahidah Turada(2021) An Analysis Of Students' Problems In Speaking At Eleventh Grade Of Senior High School Number 1 Sukodadi. Students usually faced several problems when speaking, such as lack of vocabulary and grammar. This study focuses on speaking ability as an important skill of four basic language learning. Using the qualitative descriptive method, the researcher examined students' problems with speaking in SMA Negeri 1 Sukodadi, Lamongan. The students' usually faced problems when speaking, such as lack of vocabulary and grammar. The following research problems are guiding this study: (1) What are the students' difficulties in speaking English in the eleventh grade at SMA Negeri 1 Sukodadi? (2) What are the causes of students' problems in speaking English at eleventh grade in SMA Negeri 1 Sukodadi. Researcher used qualitative methods. In answering research problems, researcher used observations and interviews. The researcher uses three main phases of data, namely, data reduction, data display, and drawing conclusions. Based on the data analysis, the result of research found the students problems, included the cause of problems in English speaking. In speaking English every students has their typical problems, but in general those can be stated as follows: lack of vocabularies, grammar, pronoun, comprehension and fluency. The researcher also found that the causes of students' problems are, lack of confidence, fear of mistakes, shyness, anxiety and low of motivation.

While Nawshin (2009) A Study of Students' Problems In Learning Speaking English at Eleventh Grade the Vocational High School, explains that in

his observation, SMK students face various types of problems such as feeling shy, not knowing when to speak, and so on. I agree with his research that the most difficult aspects of learning English speaking are caused by internal factors such as shyness, a lack of knowledge, and so on. However, I believe that these factors are insufficient. Because, in addition to the internal or psychological factors, the mastery of the component of speaking itself contributes to the students' inability to speak. For example, having a limited vocabulary, not knowing how to pronounce words, and another important aspect of speaking. In this study, Nawshin also provides a solution to these problems. He explained that students should be given ample opportunities to speak in the classroom because the more they speak, the greater their accuracy, fluency, and confidence.

Pebriantika, Vena. 2022. Students' Problems in Speaking English at SMK Negeri 2 Ponorogo. Speaking is one of the skills that must be mastered in English. Speaking is the ability or skill to express thought, opinion, or feeling to communicate with others. There are aspects such as vocabulary, grammar, pronunciation, and fluency that must be mastered so that speaking skills are achieved optimally. In learning speaking, sometimes students will face problems when they try to speak. There are problems that often encountered from the speaking aspect itself such as, poor in grammar, lack of vocabulary, poor in pronunciation, and fluency problem. Each problem has a way to solve it, according to the ability of each student. The purposes of this study were to identify the factors causing students problem in speaking and the solution to solve the problem. This research applied descriptive qualitative as the research

design. This research conducted in SMK Negeri 2 Ponorogo. The sample of this research was determined by accidental sampling in which students were randomly selected. In collecting the data, the researcher conducted by also interviews with the English teacher and students, observation to observe the condition of students in the class, and documentation. To analyze the data the researcher used three major phases of data analysis called by data reduction, data display, and conclusion drawing or verification. The result of this study showed that each student faced different problems in speaking English. Grammar is the most common problem among students, then the pronunciation of English words because they rarely practice their tongue to pronounce English words. Next is the lack of students' vocabulary knowledge because some students have sufficient vocabulary knowledge. Lastly, is fluency, because they rarely practice speaking in English. Furthermore, the result of this study also revealed the solutions used by the students to cope with the problems. The solutions are seeking for help either to friends or teachers, practicing alone, practicing with their classmates, listening to English songs, watching movies, learning more deeply about grammar, memorizing English words and repeating words when speaking English.

Meanwhile, This research differs from the previous research of the researchers. The researcher is told about the difficulties that most students face when learning to speak English in Eleventh Grade at Vocational High School. The researcher discovered some issues, such as a fear of making mistakes, a lack of confidence, and others. In this study, she not only explained the English speaking problems, but she also explained how teachers and students can solve the English

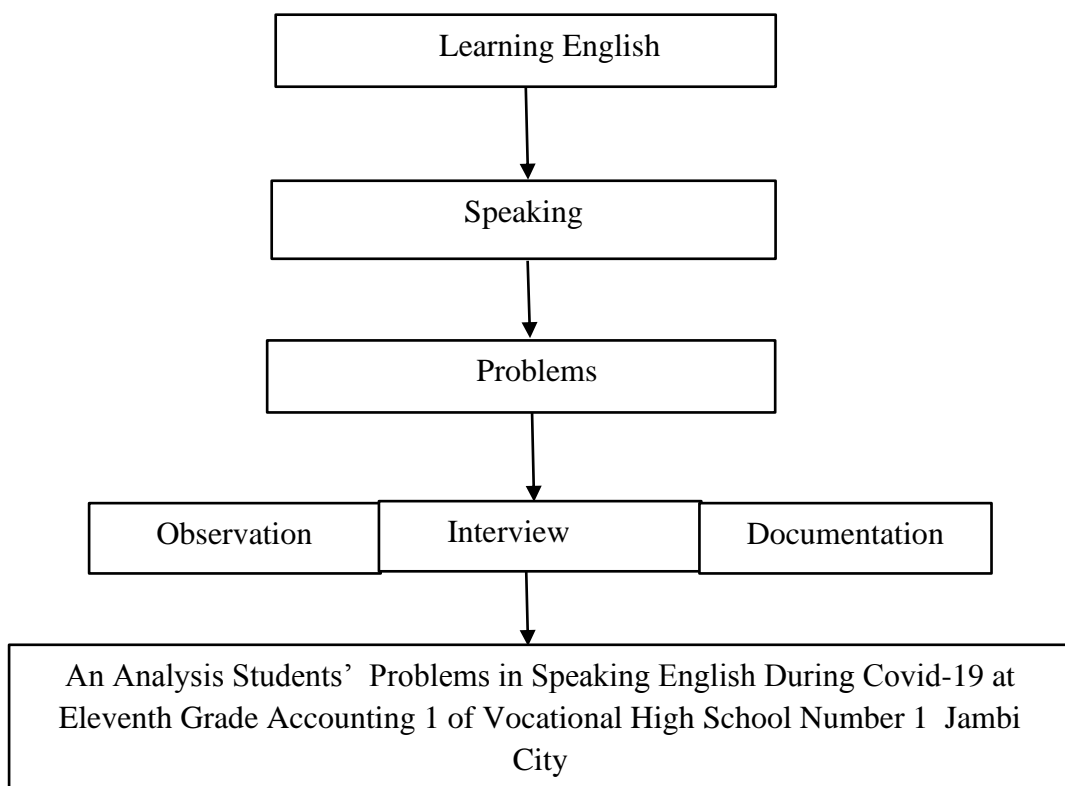
speaking problems. As a result, the researcher believes that the study will be extremely beneficial to all circles.

2.6 Conceptual Framework

A conceptual framework is a written or visual representation of a variable's expected relationship. The focus of this study is the speaking problem of students in the eleventh grade accounting program at Vocational High School Number 1 in Jambi City. The following diagram depicts the conceptual framework underlying this research.

Figure 1

Conceptual Framework



The researcher will analyze students' speaking problems based on the conceptual research. As a result, the researcher will identify the students' speaking difficulties through technique interviews, documentation, and observation.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research uses a qualitative approach. Creswell (2012) defines qualitative research as a method of investigating and comprehending the importance that individuals or groups ascribe to a social human problem. The research process includes developing research questions and procedures, collecting data from participants, analyzing the data inductively, building from specifics to broad themes, and interpreting data meaning. The final written report's writing structure is adaptable.

As a result, this study employs Phenomenology research. Phenomenology assists us in comprehending the significance of people's lived experiences. A phenomenological study investigates what people experienced and focuses on their encounter with a phenomenon. The phenomenological approach is used to develop an understanding or explain the meaning of an event that a person or group has experienced. According to Creswell, phenomenology is used to derive meaning from events or individual experiences (Creswell(in susila,2015)). So, this phenomenology has a strong philosophical basis, it is recommended that you read the works of key thinkers such as Husserl, Heidegger, Sartre, and Merleau-Ponty before beginning your research.

3.2 Setting of The Research

This study, focuses on students' English problems in the eleventh grade at Vocational High School Number 1 in Jambi City on August 20, 2021 and May 25-27, 2022. The researcher did this in this location because there were previously no researchers who made observations of this situation during the current pandemic.

3.3 Subject of The Research

Six medium-ability students in Eleventh Grade Accounting 1 of Vocational High School Number 1 Jambi City were the subjects of this study. Purposive sampling was used as a sampling technique. Purposive sampling is a type of sampling technique that is commonly used in scientific research. Its main goal is to produce a sample that can logically be considered representative of the population. As stated by (Dana P. Turner,2020), used when a researcher wishes to target individuals with specific characteristics in a study.

3.4 Research Instruments

A research instrument is a tool used to conduct research, specifically for measurement and data collection through observation and interviews. In addition to data collection, the research instrument included instructions on how to process the data. The researcher then uses open-ended questions to collect data through interviews. Open-ended survey questions allow

respondents to respond in an open-ended text format. So that they can respond based on their full knowledge, feelings, and comprehension.

3.5 Technique of Collecting Data

This section contains the following information: The data collection method used in qualitative research includes in-depth interviews, document analysis, and observation (Creswell, 2012). The data for this study was gathered through several data collection techniques, including interviews, documentation, and observation. In qualitative research, one of the methods used by researchers to collect data is the interview. According to Latief (2015:201), interviews are a data collection tool that involves direct verbal interaction between individuals. Interviews, on the other hand, are used to help researchers learn more about the questions that respondents ask. This method of data collection is based on self-report, or at the very least on one's knowledge and beliefs. The researcher interviewed six students from Accounting 1 Vocational High School Number 1 Jambi City.

3.6 Technique Analyzing Data

This study uses qualitative data, so it will be analyzed using the qualitative analysis.

1. Data Reduction

This section includes, In qualitative research, data collection methods include in-depth interviews, document analysis, and observation (Creswell, 2012).

The data for this study came from interviews, documentation, and observation, which were gathered using a variety of data collection techniques: The interview is one of the data collection methods used in qualitative research. Interviews, according to Latief (2015:201), are a data collection tool that involves direct verbal interaction between individuals. In contrast, interviews are used to provide researchers with additional information about the questions posed by respondents. This method of data collection is based on self-report, or, at the very least, one's knowledge and beliefs. Six students from Accounting 1 Vocational High School Number 1 in Jambi City were interviewed by the researcher.

Second, data reduction frequently necessitates decisions about which aspects of the assembled data should be emphasized, minimized, or completely ignored for the purposes of the project at hand. Beginners frequently fail to recognize that, even at this stage, the data does not speak for themselves. In a futile attempt to remain "perfectly objective," many people make the mistake of presenting a large volume of unassimilated and uncategorized data for the reader's consumption in quantitative and qualitative analysis.

In qualitative analysis, the analyst decides which data to isolate for description based on selectivity principles. This usually entails a combination of deductive and inductive reasoning. While predetermined study questions shape initial categorizations, the qualitative analysis should remain open to inducing new meanings from the data available.

2. Data display

The second major activity that researchers must complete is data presentation, which entails reducing data and displaying it in an organized, compressed format to allow for easier conclusion drawing. Data display is the second element or level in Miles and Huberman's (1994) model of qualitative data analysis. Beyond data reduction, data display provides "an organized, compressed assembly of information that allows for conclusion drawing."

A display can be a long piece of text or a diagram, chart, or matrix that provides a new way of organizing and thinking about textually embedded data. Data displays, whether written or diagrammatic, enable the analysis to extrapolate enough from the data to discern systematic patterns and interrelationships. In addition to those discovered during the initial data reduction process, additional higher order categories or themes may emerge from the data during the display stage.

3. Drawing Conclusions and Verification

The final analytical activities for a qualitative researcher are drawing conclusions and verification. Here, the researcher begins to determine what something means. Researchers attempt to draw conclusions and verify their findings by looking for meaning in each symptom that arises in the field, noting the possible sequence and figuration, causal flow of phenomena, and prepositions. Researchers read the entire interview transcript and describe all of the experiences discovered in the field. So, using interviews, documentation, and observations of

students in Eleventh Grade Accounting 1 at Vocational High School Number 1 in Jambi City, the researcher draws conclusions and verifies them.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research findings

The data for the study was gathered through interviews, observations, and documentation. Researchers gathered information by observing interviews and interviewing six students. The interview and observation data in student problems were collected on Friday, May 27, 2022, and Wednesday, May 25, 2022, respectively. Researchers examined students' speaking difficulties while learning English at Vocational High School Number 1 in Jambi City.

The findings are in the form of problems faced by students during the Covid-19 period in learning to speak English, namely lack of self-confidence, lack of motivation, students feel ashamed to speak English, are afraid to speak English, so students do not dare to speak English in front of them. class, and there were findings of solutions from their students that they would study hard using English music, learn to talk with friends, listen to pronunciation on Google and many more.

4.1.1 Students' problems in speaking English

Related to the first question asked about whether the students likes to speak English. and from the results of interviews to these questions, “ Do you like to speaking English ?”.

Student 1 : Eee... No, I don't like speaking English

Students 2 : Hmm...No, I don't like

Student 3 : Eee... little like

Student 4 : No, because I can't speaking English

Student 5 : No, because I can't speaking English

Student 6 : Yes, I like speaking English is happy and fun

Based on the description above, it can be seen that there are some students who do not like speaking English, one person likes it and one person likes it a little.

Related to the second question asked about “ What do you know about speaking English ?”.

Student 1 : Speaking is the way we communicate with someone or a lot people.

Student 2 : Speaking is the way we communicate follow human being social life

Student 3 : Speaking is expressing opinions and... has..been his mind

Student 4 : Speaking is communication that is done all the time

Student 5 : Speaking is communication that is done all the time and with people

Student 6 : Speaking is the communication that is use everday.

Based on the results above, it can be seen that the average student knows what it means to speak English

Related to the third question asked about “ Does the teacher often teach speaking English in class ?”.

Student 1 :Eee... yes

Student 2 :No, because they speak English when study English only

Student 3 :Eee... yes the teacher speaking English in class

Student 4 :Eee... yes the teacher often do it in class

Student 5 :Yes, my teacher often do it in the class

Student 6 :Eee... Yes, always.

Based on the results above, the students said that the English teacher often taught speaking English in class

Related to the fourth question asked about “ How is speaking English learning in class ?”.

Student 1 :Eee.. fun,because the teacher is enggrosed in explaining English learning

Student 2 : It's normal, not to speak English very often

Student 3 :It's cool, because the teacher teach clearly

Student 4 :Hm... Just normal,nothing special

Student 5 :Eee... I think Just normal

Student 6 :Hm...fun, because the teacher is while explaining.

Based on the above, it can be seen that learning to speak English in class is running normally or as usual

Related to the fifth question asked about “ What do you think about the language learning process English all this time,especially when is speak ?”.

Student 1 : Eee... I think I'm pleasant

Student 2 : English learning is less effective among public school, because incal language habits are inherent.

Student 3 : is fun,miss. The learning process runs smoothly and effectively.

Student 4 : Learning English is important a not to know the basic

Student 5 : Learning English is important as basic knowledge

Student 6 : English learning is easy and difficult.

Based on the results above, it can be seen that on average students say that English is important and fun.

Related to the sixth question asked about “ What makes it difficult for you to speak English ?’.

Student 1 : I’m lack confidence in speaking English

Student 2 : I’m shy in speaking English

Student 3 : Hard to pronounce the sentence or I’m lack pronunciation in Speaking English.

Student 4 : cause I’m lack confidence

Student 5 :Eee... the teacher’s way of speaking makes it hard for me to understand.

Student 6 : Because, I have difficulty in using speaking English, I’m afraid to make mistakes in Speaking English.

Based on the results above, it can be seen that two students feel insecure in learning speaking English, one student feels embarrassed, one student feels afraid, and one student finds it difficult to pronounce English.

Related to the seventh question asked about “ How do you deal with speaking problems ?”.

Student 1 : There no way that I do in learning English

Student 2 : Maybe, watching movie and singing

Student 3 : I usually, translate the sentence on google

Student 4 : use...use more often

Student 5 : learn more in speaking English

Student 6 : By listening to English music

Based on the results above, it can be seen that students overcome the problem of speaking English by listening to music, translating sentences on Google, and continuously learning to speak English.

Related to the eighth question asked about “ What impression do you get when you learn to speak English in class ?”.

Student 1 : Make me excited in learning English, although, I don't dare to speak English in class.

Student 2 : Hm...I feel quite fun

Student 3 : Not, confidence, even though learning is fun.

Student 4 : Quite interesting

Student 5 :Eee... Make me interested in learning to speak English

Student 6 : I'm Very happy

Based on the results of the interviews above, it can be seen that students speak English, there are some students who enjoy learning English, and some who are less confident in speaking English.

4.2 Discussion

This research focuses on the analysis of students problem in speaking English in the process of learning English at Vocational High School number 1 Jambi City. The researchers collected data by conducting observations, interview, and documentation with six Students in the eleventh grade accounting 1. The results of this research, the researchers found several students problem in speaking.

In this section, the researcher will explain in depth about these findings and delivery of research results about problems faced by students in speaking English, and Based on the data In the question number six, about “ What makes it difficult for you to speak English ?”. The result is they have collected and the analyzed that has been carried out, the researcher concluded that the student's problems were, among others, lack of confidence, shy to speak English, afraid to try English, lack of pronunciation, and lack of student motivation in speaking English.

Some students say I'm not confident speaking English because I can't speak it. Beginners frequently experience a lack of confidence, particularly when it comes to speaking English. This self-assurance stems from the fear or shame of making a mistake when expressing a sentence. Everyone starts from scratch and makes mistakes, so you're not alone. Only you can give yourself confidence. The

solution is to study regularly and meet strangers frequently. Your confidence level will increase if you get used to it, so study with a large group of people to get used to it. A good choice if you are into an English learning community and are open to it. The students lack of confidence because she or he afraid to say speaking English.

Shyness is another major reason why students struggle to communicate in English. It's the sensation that students have when they speak English. They are hesitant in front of their teachers and peers. Because of their shyness, they are unable to express their thoughts and desires. Shy people lack confidence in their ability to speak, and they struggle to remember grammar rules and correct vocabulary when speaking English. They are uncomfortable and anxious in front of people who speak English because of their shyness. They are uncomfortable and anxious in front of people who speak English because of their shyness. They are embarrassed and anxious in front of people who speak English. Teachers and parents should encourage students to be more confident; it's okay to be shy in front of others, but they should know they can do it and encourage them to speak English as much as they can. They must overcome their shyness and speak English confidently by reading English sentences more frequently and conversing with friends in English. The students are shy because they do not speak English and are afraid of being mocked by their peers for speaking English.

Lack of pronunciation is saying a foreign language will be difficult on the tongue, you may already memorize it in your head but when it is difficult to pronounce it. You can learn this pronunciation problem when memorizing

vocabulary. Not only memorize but also have to say it. In the electronic dictionary you can listen to the voice of a native speaker. After listening, try to pronounce it yourself but while recording. listen to the pronunciation you do then repeat until similar. Learning improvement that can be done is by having conversations with friends or native speakers. Ask their opinion about the pronunciation you have done.

Lack of confidence, and lack of pronunciation that students feel is when we are afraid to make mistakes in speaking English because it's closely related to the occurrence of errors in pronunciation. Fear of making mistakes in speaking English language is also one of the big problems that usually the students faced in speaking. Learning English is a means of learning how to communicate with other people in speaking English language. The students are afraid of making mistakes in speaking English language that their mates laugh at them or looking silly in front of their mates, or even criticize them in the classroom. The fear of making mistakes has resulted in failure in speaking English language with other people. Making mistakes is a normal thing. No one is born perfect; everyone makes mistakes; however, they must learn from their mistakes and overcome them when speaking English.. From that mistakes, motivation plays an active role in increasing children's interest in continuing to learn English.

Motivation is crucial when it comes to speaking English. Teachers, other students, and even parents can motivate students. However, they did not effectively motivate them to speak English. They did not take an interest in speaking English because they lacked motivation.

In short, it is clear from the results and analysis of these statistical calculations that the most prevalent problem faced by the eleventh grade is a lack of confidence in speaking English. These issues have an impact on students' speaking performance, whether for themselves, mentally, or due to anxiety. According to Elliot (1998:29), the concept of self-confidence refers to self-assurance in one's personal judgment, ability, power, and so on, which can sometimes be excessive. Self-confidence stems from a focus on oneself. Lack of self-confidence can be caused by a variety of factors, including guilt, shyness turned inward, unrealistic expectations of perfection, a false sense of humility, fear of change or making mistakes, depression, and so on.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings of the study, the researchers discovered the students' problems in speaking English on Covid-19 in the pandemic era.

The problems that are usually appear on students, namely the first lack confidence is a problems where students not sure about English skills, so they don't say a sentence. Second, shyness in speaking English is a when students are embarrassed to speak English for fear of being wrong or unsure of their abilities. The third, vocabulary is limited, the easier it will be in the future to assemble sentences and conversations. However, memorizing foreign words that must be translated into the mother tongue is difficult. If you don't visit memorized then the method you are currently doing is wrong. The fourth, lack pronunciation is not sure or hesitate to say words in English. Fifth, Fear of making mistakes when speaking English language is where students. Students are afraid that if they make mistakes when speaking English, their classmates will laugh at them, make fun of them, or even criticize them in class. Finally, one of the reasons students are unable to communicate in English is a lack of motivation on their part. Motivation is crucial when it comes to speaking English. Teachers, other students, and even parents can motivate students. However, they did not effectively motivate them to speak English. They did not take an interest in speaking English because they lacked motivation.

5.2 Suggestions

Based on the preceding conclusion, students and other researchers are given recommended based on the research findings. The researcher hopes that the findings of this study will be useful as experiences and references for future students and researchers.

1. For the Students

The Students must know speaking problems that is in themselves or what they feel when they speak in English. Students can use this study as a reference in learning to speak English in everyday life.

2. For the other researcher

The Researchers hope that the results of this study can provide contribution as a data source for further research on students' problems in speaking English during Covid-19 and also for other researchers to conduct interviews in person or through other online learning applications, it is advisable to join directly in the learning process.

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APPENDICES

Appendix 1

List of interview

1. Apakah Anda suka Berbicara dalam Bahasa Inggris ?
(Do you like to Speaking English ?)
2. Apa yang kamu ketahui tentang berbicara Bahasa Inggris?
(What do you know about speaking English?)
3. Apakah guru sering mengajar berbicara Bahasa Inggris di kelas?
(Does the teacher often teach speaking English in class?)
4. Bagaimana pembelajaran berbicara di kelas?
(How is speaking English learning in class?)
5. Apa pendapat Anda tentang proses pembelajaran Bahasa Inggris selama ini, terutama ketika "berbicara"?
(What do you think about the language learning process English all this time,especially when is speak ?".)
6. Apa yang membuat anda sulit dalam "berbicara Bahasa Inggris ?
(What makes it difficult for you to speak English?)
7. Bagaimana cara anda mengatasi masalah berbicara Bahasa Inggris ?
(How do you deal with speaking problems?)
8. Kesan apa yang Anda dapatkan ketika Anda belajar Berbicara Bahasa Inggris di kelas?
(What impression do you get when you learn to speak English in class?)

Questions and Answare

Researcher :	Apakah Anda suka Berbicara dalam Bahasa Inggris ? (Do you like to Speaking in English ?)
Student 1 :	Eee...No, I don't like speaking English
Researcher :	Apa yang kamu ketahui tentang berbicara Bahasa Inggris? (What do you know about speaking English?)
Student 1 :	Speaking is one way we communicate with someone or a lot of people.
Researcher :	Apakah guru sering mengajar berbicara Bahasa Inggris di kelas? (Does the teacher often teach speaking English in class?)
Student 1 :	Eee...Yes, the teacher often teaches speaking in class
Researcher :	Bagaimana pembelajaran berbicara di kelas? (How is speaking English learning in class?)
Student 1 :	Fun, because the teacher is enggrosed in explaining English learning.
Researcher :	Apa pendapat Anda tentang proses pembelajar Bahasa Inggris

	<p>selama ini, terutama ketika "berbicara"?</p> <p>(What do you think about the language learning process English all this time,especially when is speak ??.)</p>
Student 1	: I think I'm pleasant.
Researcher	: Apa yang membuat anda sulit dalam "berbicara Bahasa Inggris ? (What makes it difficult for you to speak English?)
Student 1	: I'm lack confidence in speaking English.
Researcher	: Bagaimana cara anda mengatasi masalah berbicara Bahasa Inggris ? (How do you deal with speaking problems?)
Student 1	: There is no way I do in learning English.
Researcher	: Kesan apa yang Anda dapatkan ketika Anda belajar berbicara Berbicara Bahasa Inggris di kelas? (What impression do you get when you learn to speak English in class?)
Student 1	: Make me excited in learn English, although, I don't dare to speak English in class.
Researcher	: Apakah Anda suka Berbicara dalam Bahasa Inggris ?

	(Do you like to Speaking in English ?)
Student 2 :	Hm...No, I don't like
Researcher :	Apa yang kamu ketahui tentang berbicara Bahasa Inggris? (What do you know about speaking English?)
Student 2 :	Speaking is the way we communicate with follow human beings in social life.
Researcher :	Apakah guru sering mengajar berbicara Bahasa Inggris di kelas? (Does the teacher often teach speaking English in class?)
Student 2 :	No, because they speak English when study English only
Researcher :	Bagaimana pembelajaran berbicara di kelas? (How is speaking English learning in class?)
Student 2 :	It's normal, not to speak English very often
Researcher :	Apa pendapat Anda tentang proses pembelajar Bahasa Inggris selama ini, terutama ketika "berbicara"? (What do you think about the language learning process English all

	<p>this time,especially when is speak ?”.)</p>
Student 2 :	<p>English learning is less effective among public school, because incal language habits are inherent.</p>
Researcher :	<p>Apa yang membuat anda sulit dalam "berbicara Bahasa Inggris ? (What makes it difficult for you to speak English?)</p>
Student 2 :	<p>I'm shy in speaking English</p>
Researcher :	<p>Bagaimana cara anda mengatasi masalah berbicara Bahasa Inggris ? (How do you deal with speech problems?)</p>
Student 2 :	<p>Maybe, Watching movie and singing.</p>
Researcher :	<p>Kesan apa yang Anda dapatkan ketika Anda belajar berbicara Berbicara Bahasa Inggris di kelas? (What impression do you get when you learn to speak English in class?)</p>
Student 2 :	<p>Hm...I feel quite fun.</p>

Researcher	:	Apakah Anda suka Berbicara dalam Bahasa Inggris ? (Do you like to Speaking in English ?)
Student 3	:	Eee... little like
Researcher	:	Apa yang kamu ketahui tentang berbicara Bahasa Inggris? (What do you know about speaking English?)
Student 3	:	Speaking is expressing opinions and...has... been his mind
Researcher	:	Apakah guru sering mengajar berbicara Bahasa Inggris di kelas? (Does the teacher often teach speaking English in class?)
Student 3	:	Eee... yes the teacher speaking English in class
Researcher	:	Bagaimana pembelajaran berbicara di kelas? (How is speaking English learning in class?)
Student 3	:	It's cool, because the teacher teaches clearly.
Researcher	:	Apa pendapat Anda tentang proses pembelajaran Bahasa Inggris selama ini, terutama ketika "berbicara"?

	(What do you think about the process of learning English so far, especially when it comes to "talking"?)
Student 3 :	The learning process runs smoothly and effectively.
Researcher :	Apa yang membuat anda sulit dalam "berbicara Bahasa Inggris ? (What makes it difficult for you to speak English?)
Student 3 :	Hard to pronounce the sentence or I'm lack pronunciation in Speaking English
Researcher :	Bagaimana cara anda mengatasi masalah berbicara Bahasa Inggris ? (How do you deal with speaking problems?)
Student 3 :	I usually translate the sentence on google.
Researcher :	Kesan apa yang Anda dapatkan ketika Anda belajar Berbicara Bahasa Inggris di kelas? (What impression do you get when you learn to speak English in class?)

Student 3 :	Not, confidence, even though learning is fun.
Researcher :	Apakah Anda suka Berbicara dalam Bahasa Inggris ? (Do you like to Speaking in English ?)
Student 4 :	No, cause I can't speaking English
Researcher :	Apa yang kamu ketahui tentang berbicara Bahasa Inggris? (What do you know about speaking English?)
Student 4 :	Speaking is communication that is done all the time.
Researcher :	Apakah guru sering mengajar berbicara Bahasa Inggris di kelas? (Does the teacher often teach speaking English in class?)
Student 4 :	Eee... yes the teacher often do it in class
Researcher :	Bagaimana pembelajaran berbicara di kelas? (How is speaking learning in class?)
Student 4 :	Hm... Just normal,nothing special
Researcher :	Apa pendapat Anda tentang proses pembelajaran Bahasa Inggris selama ini, terutama ketika "berbicara"?

	(What do you think about the language learning process English all this time,especially when is speak ?".)
Student 4 :	Learning English is important a not to know the basic.
Researcher :	Apa yang membuat anda sulit dalam "berbicara Bahasa Inggris ? (What makes it difficult for you to speak English?)
Student 4 :	Cause, I'm lack confidence
Researcher :	Bagaimana cara anda mengatasi masalah berbicara Bahasa Inggris ? ? (How do you deal with speaking problems?)
Student 4 :	By listening to music in English
Researcher :	Kesan apa yang Anda dapatkan ketika Anda belajar berbicara Berbicara Bahasa Inggris di kelas? (What impression do you get when you learn to speak English in class?)
Student 4 :	Use...use more often

Researcher :	Apakah Anda suka Berbicara dalam Bahasa Inggris ? (Do you like to Speaking in English ?)
Student 5 :	No, because I can't Speaking English
Researcher :	Apa yang kamu ketahui tentang berbicara Bahasa Inggris? (What do you know about speaking English?)
Student 5 :	Speaking English is communication that is done all the time and with people.
Researcher :	Apakah guru sering mengajar berbicara Bahasa Inggris di kelas? (Does the teacher often teach speaking English in class?)
Student 5 :	Yes, my teacher often do it in the class.
Researcher :	Bagaimana pembelajaran berbicara di kelas? (How is speaking English learning in class?)
Student 5 :	Eee...I think Just normal
Researcher :	Apa pendapat Anda tentang proses pembelajaran Bahasa Inggris selama ini, terutama ketika "berbicara"?

	(What do you think about the language learning process English all this time,especially when is speak ?".)
Student 5 :	Learning speaking English is important as basic knowledge.
Researcher :	Apa yang membuat anda sulit dalam "berbicara Bahasa Inggris ? (What makes it difficult for you to speak English?)
Student 5 :	The teacher's way of speaking makes it hard for me to understand.
Researcher :	Bagaimana cara anda mengatasi masalah berbicara Bahasa Inggris ? (How do you deal with speaking problems?)
Student 5 :	Learn more in speaking English.
Researcher :	Kesan apa yang Anda dapatkan ketika Anda belajar berbicara Berbicara Bahasa Inggris di kelas? (What impression do you get when you learn to speak English in class?)

Student 5 :	Make me interested in learning to speak English.
Researcher :	Apakah Anda suka Berbicara dalam Bahasa Inggris ? (Do you like to Speaking in English ?)
Student 6 :	Yes, I like speaking English is happy and fun
Researcher :	Apa yang kamu ketahui tentang berbicara Bahasa Inggris? (What do you know about speaking English?)
Student 6 :	Speaking is the communication that is use everday.
Researcher :	Apakah guru sering mengajar berbicara Bahasa Inggris di kelas? (Does the teacher often teach speaking English in class?)
Student 6 :	Eee... yes, always
Researcher :	Bagaimana pembelajaran berbicara di kelas? (How is speaking learning in class?)
Student 6 :	Hm...fun, because the teacher is while explaining

Researcher :	<p>Apa pendapat Anda tentang proses pembelajaran Bahasa Inggris selama ini, terutama ketika "berbicara"?</p> <p>(What do you think about the language learning process English all this time,especially when is speak ?".)</p>
Student 6 :	English learning is easy and difficult.
Researcher :	<p>Apa yang membuat anda sulit dalam "berbicara Bahasa Inggris ?</p> <p>(What makes it difficult for you to speak English?)</p>
Student 6 :	Because, I have difficulty in using speaking English, I'm afraid to make mistakes in Speaking English.
Researcher :	<p>Bagaimana cara anda mengatasi masalah berbicara Bahasa Inggris ?</p> <p>?(How do you deal with speaking problems?)</p>
Student 6 :	By listening to English music
Researcher :	<p>Kesan apa yang Anda dapatkan ketika Anda belajar berbicara Berbicara Bahasa Inggris di kelas?</p> <p>(What impression do you get when you learn to speak English in class?)</p>

Student 6 :	I'm Very happy.
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Appendix 2 Observation

Field note of Observation

Date : Tuesday May 25 , 2022

Title : Observation of English Speaking Interview

Pukul : 08.00 p.m-10.00 p.m

a. Opening

- 1) The Teacher greets in front of the class
- 2) The Teacher checks attendance of students

b. Main activity

- 1) The Teacher invites the researcher to take over the lesson for an interview.
- 2) The Researcher gives interview text for students to study
- 3) The Researcher started asking interview questions to the students one by one while recording and retrieving documentation.
- 4) The Students answer the questions given by the researcher
- 5) Finally, The Researcher ended the interview.

c. Closing

- 1) The teacher and researcher ended the activities in class by saying thank you and greetings.

Appendix 3 Pictures









