

## An Analysis of Students Speaking Constraints at Seven Grade in Islamic Junior High School of Darul Ulum

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### Abstract

This research is about the constraints of speaking skills in English. The purpose of this research is mainly to 1. describe the students' problems in speaking and 2. to describe effective solutions to overcome constraints in speaking, the participants of this study were 13 students who were at seven grade in Islamic Junior High School of Darul Ulum, the instruments used in this study were observation, interview, and documentation. After getting the data results, the researcher continued to analyze and determine the categories of speaking difficulties, and teacher constraints when teaching. The results of this study showed that 80% had difficulty with 20% learning as usual, the most prominent problems in the speaking process consisted of minimal vocabulary, poor pronunciation, and grammatical errors. Other factors include an unsupportive environment that causes students to not have enough motivation to learn English, teachers play an active role in overcoming problems such as providing vocabulary continuously, creating a pleasant learning atmosphere, and motivating students in speaking learning.

**Keywords:** Student Constraints, Speaking, Islamic Junior High School of Darul Ulum



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### INTRODUCTION

The definition of speaking is the way someone conveys something through the mouth so that the speaker can hear and understand the meaning conveyed by the speaker, to speak someone using the voice with various body movements including lips, vocal tract, vocal cords, and tongue. In speaking, the speaker needs at least 1 person as a listener. (Dr. Ahmed Maher Mahmoud Al Nakhalah 2016). Brown 2001, states that when someone speaks spontaneously, he uses six components in it, consisting of: Vocabulary, pronunciation, fluency, understanding, task, and grammar. In achieving speaking skills, a person needs several things so that his speaking skills are effective, namely someone needs sufficient motivation, interest and interest in a more practical understanding process.

In English, lessons include: writing, listening, reading, and speaking. Speaking skills are one of the maximum essential components, even the measure of the achievement of an English learner in school when they are fluent in speaking or communicating in English with human beings around or through various media. Professional in speaking English appropriately requires students to be able to communicate with others. Most of the students are not fluent in speaking English, the students who are not fluent in speaking can be accompanied by a passive attitude, lazy to speak, frightened of being incorrect and feel embarrassed, or even less inquisitive about practicing speaking in the classroom.

In its position, English is a global language that has to be without a doubt understood by all corporations, especially young people and students, this is in line with the current situation which is increasingly more sophisticated with developments where improvement requires us to recognize widely in foreign languages including English. So the students must muster confidence, braveness, and strength through experiencing all of the matters that have never

been completed. Each experience that students undergo regardless of how small in speaking learning, turns into strength and braveness in the future through attempting all ranges of learning through practice and exercise.

Unfortunately, in Probolinggo, especially at the seven grade Islamic Junior High School of Darul Ulum, speaking skills are not easy, this means that there are some difficulties in speaking. This happens due to various factors such as not knowing vocabulary, grammatical errors, poor pronunciation, and low motivation in learning.

Djamarah 2011, states that speaking difficulties are students' speaking processes that are not good in this case students get several threats, constraints, and learning disorders, student psychology is threatened. While Ahamadi and Widodo 2013, stated that the condition where students find it difficult to speak normally is one of the constraints for students. Of course this is a special concern that must be evaluated for significant changes. Therefore, this is the reason I chose the seven grade Islamic Junior High School of Darul Ulum, to describe problems in speaking development which made it difficult for students to understand English in class.

This research shows as well as informs the research that has been done to find out the difference from other scientific papers about constraints in learning English skills. The first scientific paper clearly describes the factors of difficulty in speaking skills, including learning methods, students' fears to speak, differences in teacher beliefs and perceptions, teaching and learning activities outside of school (extracurricular), and inadequate curriculum written by Al Hosni with the title "Speaking Difficulties Encountered by Young EFL Learners". This study aims to explain psychological factors that can affect students so that they are not optimal in learning to speak. The results of the study stated that students were shy, not confident, and afraid of being wrong. The second scientific paper, explains clearly the fear of students to speak English directly, these students can influence students to convey their speaking skills because they are very so that the purpose of the research written by Dr. Ahmed Maher Mahmoud Al Nakhalah under the title is "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University". The result of this research is that students experience problems due to several things including: an unsupportive environment, lack of confidence, not knowing the important role of English, and fear of making mistakes in speaking.

Furthermore, based on the results of initial observations in July 2021 Islamic Junior High School of Darul Ulum, obtained results that from observations in Islamic Junior High School of Darul Ulum. The school that is far from the English language environment, such as extracurriculars, English zone, and English course. Based on the results of the initial interview conducted on July 14, 2021 at 09.00 - 09.30 am with an English teacher named Mrs. Rayus Barvi Nurul.S.Pd. states that all students in Islamic Junior High School of Darul Ulum have difficulties in developing English let alone speaking and suggest that every student needs to be guided intensively for their English development, this means that 80% of Islamic Junior High School of Darul Ulum students find constraints and 20% have English skills.

From scientific papers that have been published and the results of observations by the teacher in Islamic Junior High School of Darul Ulum, it can be concluded that many difficult constraints in the classroom when learning speaking skills that occurred in different countries and the author will find a speaking problem at different places and levels of this research. Based on the learning experience described above, it can be concluded that speaking skills are very important things that every student must have in learning English. Speaking skills are the core of the English learning process at school because with speaking skills students can communicate each other inside and outside the classroom properly and correctly. In addition, speaking skills can develop the ability to think, read, write and even listen. However, in reality, students often find difficulties in speaking and are less able to implement themselves through

speaking even though students have studied English for a long time, there are several studies on constraints in English but only focus on students university, therefore in this current study, the researcher decided to try to observe the constraints to speaking English at different levels to get the new facts. The purpose of this research is to describe the constraints that occur in speaking skills subject at seven grade in Islamic junior high school of Darul Ulum and provide the effective solution to overcome the problem.

## RESEARCH METHODS

In this research, the researcher applies the qualitative descriptive method at seven grade in Islamic Junior High School of Darul Ulum using observation, interviews, and documentation, to obtain factual information. Goetz and Lecompte, state that qualitative research is a type of research in which researchers are required to disclose information or describe it in detail from that understanding, qualitative research is simply research that consists of various varieties of components which include legitimate information, field notes, pictures, or written notes. The aims of descriptive research is focuses on the interplay of college students and teachers in the classroom at some stage in the teaching and learning process, finding issues through investigating, conditions in the classroom, communication, relationships, and materials. Observation aims to understand the knowledge of a phenomenon based on previously known ideas in Islamic Junior High School of Darul Ulum and interview were addressed to students at seven grade in Islamic Junior High School of Darul. The number participants 13 students consist 7 male students and 6 female students and an English teacher, then the two data could be collaborated right into an unmarried unit to obtain information approximately the constraints that occur to be used as a tool to analyse.

## RESULTS OF RESEARCH AND DISCUSSION

### Research Results

During target data collection at seven grade in Islamic Junior High School of Darul Ulum through interview one by one, the researcher found some students who were not confident in speaking in English and then in this case tried to analyze the students' constraints so as to produce a significant improvement in English especially in speaking. In addition, some students find it very difficult to adapt English and feel it's impossible, as for the factors that often occur in this incident are most of them don't know but basic vocabulary and types of vocabulary will directly give difficult vocabulary so students claim English is very difficult to learn. The next obstacle is pronunciation, one of the difficulties in speaking skills is pronunciation because often words in English between writing and pronunciation are very different. In addition, intonation that is difficult to practice in pronunciation also drains students' minds so that they decide not to study and become lazy in learning speaking skills.

These difficulties can only be overcome by accommodating students to always focus on the target language, lastly adding the interest and motivation of students in learning English which is very minimally preventing students from wanting to learn English, then the last obstacle is grammar, students still have difficulties and even very less familiar with grammar, this happens because students are not accustomed to studying grammar in English lessons. Factors that often occur when learning grammar are difficulties in memorizing and practicing formulas in a sentence and also students feel afraid of being wrong and embarrassed when working on grammar questions because classmates laugh when the answer is wrong.

Interview data obtained as follows:

1. According to you are to learn English is important? Answer: 4 out of 13 students answered explicitly important because English is an international language and they are interested in

learning English, 9 students answered English is not too important for them because they don't like English plus very minimal vocabulary mastery.

2. What are you doing to multiply vocabulary? Answer: 7 of the students answered briefly using the method of memorizing vocabulary, reading books, and listening to English songs to increase English vocabulary, while 6 students answered memorizing if they had the intention to learn English, this is because these students have difficulties to develop their vocabulary such as their disinterest in English.
3. How do you feel when learning grammar? Answer: 4 out of 13 students answered that they were happy and 9 students were easily bored when learning grammar.
4. What do you do to facilitate pronunciation in English? Answer: 14 students answered learning from the teacher directly and looked at the English dictionary. However, in practice, only 7 students were active in learning proper pronunciation because they had motivation and interest in English pronunciation which was considered unique because there was no difference between text and pronunciation.

## Discussion

Kayi, stated that vocabulary, pronunciation and grammar are one unit when speaking, this means that speaking is a complex thing. Speaking is an interactive process for constructing meaning which consists of producing and receiving information. Among the four language skills, speaking is seen as the heart of second language learning. Then the researcher Al Hosni showed that communication is the use of language in an active and direct voice to convey ideas, concepts, or information from the speaker to the listener. speaking is one of the important elements in language learning, because the problem of speaking in English is the main task for accurate foreign language learning. Based on the opinions that have been described, speaking skills can be interpreted as a tool to convey something to others to achieve goals with proper pronunciation in the language. Through this research, researchers provide factual information about what constraints occur and how to overcome these constraints in learning speaking skills, then researchers as valid solutions for practice.

The comparison between previous research is that there are problems that are not the same as students in English lessons in class, this happens because of the limitations of inadequate facilities in learning English such as sound, limited dictionaries, and the number of students who are very few make the atmosphere lonely and easily bored, besides that there are several internal factors from students, namely learning motivation, student interest in English and very basic knowledge. The researcher found that some students were confident in speaking in English and thought that these students had good abilities pronunciation. but most students find it difficult to develop English, in this case trying to observe and analyze the causes of students who inhibit speaking, researchers share 3 main factors of constraints in English, namely:

1. Vocabulary. Richard and renanda, stated that the key component in language that makes a very important contribution to the speaking process is vocabulary, this is what students do when speaking, listening and writing. This means that in terms of vocabulary, it determines how well students speak. Furthermore, Richard defines vocabulary as points to achieve proficiency in language skills when students speak, listen, read and write. In English and even other languages, to master and understand the language, one must have a lot of vocabulary and then the vocabulary is developed into sentences that are used to communicate. However, at the same time when students are to pronounce words properly and correctly, this will be a very meaningful progress for students. In fact, almost all seven grade students in Islamic Junior High School of Darul Ulum have not been able to make words

into sentences, this happens because of a student's limitation of English, in this case students are allowed to say vocabulary as often as possible, the aim is to train students' memorization skills in remember then the teacher explains the structure and generic language in a simple and little by little.

2. Pronunciation. The next component is deconstructing vocabulary, According to Paulston and Burder, pronunciation is a sound that can communicate well by the liste. in this case the students are asked to repeat the voice guided by the teacher, the teacher guides the pronunciation of the word and then the students follow the spoken vocabulary such as basic vocabulary including windows, holidays, names of days, human body parts, and so on. Then the teacher connects vocabulary by vocabulary into a complete sentence. The teacher should also actively explain how the text and pronunciation differ. In this case, the seven grade students in Islamic Junior High School of Darul Ulum found it difficult with pronunciation, this factor caused the slow development of learning. Students will be happy if they can pronounce a word correctly, therefore, the teacher must be able to make the class atmosphere pleasant so that students can train and accelerate fluency and improve pronunciation.
3. Grammar. (Douglas Brown, 2000), defines that grammar is the conventional writing rule in English to connect words in a sentence. Meanwhile, according to Fromkin and Rodman, based on the description of the experts above grammar is a writing rule that produces new meanings when a word is combined. For seven grade students in Islamic Junior High School of Darul Ulum grammar is a vocabulary that must be memorized, but in reality grammar is a rule of writing in English, this means that students do not know much about grammar, students do not know the structure in sentences and students do not want to practice to develop grammar. In this case, many factors cause students to be lazy, namely lack of confidence, shame and fear of being wrong when the teacher tells them to work on the board. Students have their own opinion that grammar is a very difficult subject, meaning they claim to themselves that they will not be able to master grammar, thus the task of the teacher here is to describe the role and function of grammar in a simple and concise way so that students understand and are interested in learning grammar.

## CONCLUSION

The seven grade in Islamic Junior High School of Darul Ulum still has many difficulties in speaking English. the difficulties experienced by seven grade in Islamic Junior High School of Darul Ulum because they do not understand the role and function of English well, especially basic things in English such as mastery of vocabulary, pronunciation and grammar which are still in the process from the beginning. These things cause students to be afraid to practice speaking English. On the other hand, students do not have enough motivation to learn English so it has a bad impact on students. In addition, the school environment does not support the development of English so that it slows down the development of students. for a teacher must explain the important role of English in this modern era and be given sufficient motivation to learn English. The author would like to thank Mr Abd Aziz Wahab, M.Ag as first supervisor, Mr. Zainuddin, M.Pd as the second supervisor and Mr. Beny Hamdani, M.Pd as the last supervisor who gave motivation to the author so that this research would be perfect.

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