An Analysis of Students' Challenges in Speaking English in the Tenth Grade of Madrasah Aliyah Al-Hariri Tebo

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Abstract

This research aims to comprehend the challenges that Madrasah Aliyah Al-Hariri Tebo's tenth-grade students encountered when speaking English, as well as the solutions that the teachers offered to address these issues. The researcher used a descriptive qualitative approach. The research subjects for this study were seven students from class X at Madrasah Aliyah Al-Hariri Tebo and two English teachers. The researcher's needed criteria for seven students with the lowest test scores during English lessons were used to select the seventh student. Through observation and interviews, the data was acquired. Based on the study's findings, the researcher discovered that students at Madrasah Aliyah Al-Hariri Tebo at the tenth grade had the following five challenges when speaking English: challenges in pronunciation, challenges in vocabulary, challenges in grammar, challenges in fluency, and challenges in comprehension. Then, there are five solutions for teachers to overcome these challenges, namely: Use group or pair work, based on the activity's easy language, provide some dialogue or instruction in effective communication, keep students speaking the target language, and the last solution is to select a task and topic to pique attention carefully.

Keywords: Speaking English, students challenges, teacher's solutions

1. Introduction

Speaking is one of the skills you should practice the most to be an effective communicator. Speaking a foreign language can be one of the most challenging talents to acquire. Speaking aloud can be challenging for many language learners. Using language effectively can be difficult for Indonesian students. People may find it challenging to accept and converse in a foreign language due to social acculturation, which may prevent them from speaking in English. As stated by Harmer (2007), "We should modify what we say from time to time, based on how effectively we communicate, feedback also comes from the person we are communicating with when communicating with others in a foreign language.

Speaking fluency is crucial for learning a language, and it is highly valued in the classroom, particularly in Indonesian educational settings. When speaking English aloud, the majority of students experience tension, anxiety, and fear of making mistakes (Haidara, 2016).

After conducting a thorough examination of the teaching-learning process with Madrasah Aliyah Al-Hariri Tebo's tenth-grade pupils, the instructor asked for an opportunity for the majority of the students to practice speaking in front of the class in English. This conversation sparked the researcher's curiosity to learn more about the challenges that students had when speaking the language. Their limited vocabulary, erroneous pronunciation, improper syntax, unsatisfactory fluency, and low comprehension made it challenging for them to communicate in English. Subsequently, the instructor employed tedious methods to teach speaking, like assigning homework assignments that included conversation or text samples from handbooks and requiring pupils to come back and speak in front of the class. Pupils must put in a lot of effort if they are to become motivated and interested in learning English, especially while speaking the language.

According to what the researcher discovered in the literature; a large number of studies have looked into students' challenges in speaking English. According to Hidayati (2019), pupils have a few challenges when speaking English. The components might be categorized into two groups, according to the researcher: language factors and social aspects. These three things make up language: grammar, pronunciation, and vocabulary. Social influences affect self-assurance and motivation.

The author conducted a descriptive study to understand the phenomena and facts surrounding the students' challenges in developing their speaking talents through the

descriptive collection and accumulation of basic data. Speaking is a sophisticated talent since it involves knowledge of syntax, vocabulary, and pronunciation (Syakur, 1987). Next, poor vocabulary, poor fluency, and a lack of confidence are typical barriers faced by pupils (Rahmaniah et al, 2019). Students usually struggle to speak up because they are shy and uncomfortable speaking in front of others, especially when asked for personal information or their opinions (Harmer, 2010).

This research was conducted at Madrasah Aliyah Al-Hariri. The researcher felt it was important to examine the challenges students face in learning to speak English and the methods teachers can use to help them overcome these challenges. Therefore, this study aims to find out the challenges experienced by students in learning to speak English, particularly those enrolled at Al-Hariri Madrasah Aliyah, and to find solutions to this problem. The results of this study may contribute to the field of English language teaching. Thus, the research questions are as follows:

1. What are the students' challenges in speaking English in the Tenth grade of Madrasah Aliyah Al-Hariri Tebo?
2. What are the teacher's solutions to overcome challenges in speaking English in the Tenth grade of Madrasah Aliyah Al-Hariri Tebo?

2. Theoretical Framework

2.1. Definition of speaking

One of the four critical skills that students need to acquire is speaking. It plays a crucial part in communication. Speaking is crucial in one-on-one conversations, as people speak all the time and everywhere (Melti, 2021). Speaking, according to Zuhriyah (2017), is the oral means by which people exchange ideas or interact with one another. Speaking actually involves uttering noises, sequences of varied lengths, and pauses to break up the monotony of sound creation (Goldman, 1961). Speaking, according to Florez (quoted in Indira, 2016), is not just a process of taking in information and giving it meaning through interpreting utterances, it's also a complicated scenario since it's tied to the circumstances surrounding speaking.

Based on the theories above, it can be concluded that when a student is speaking to another student, they should be able to use their word choice and understand what words they are using or what they are saying. This is what is referred to as the key to success in speaking English.

2.2. Components of speaking

Speaking is the most important ability to master, as it has the potential to continue the conversation. According to Harmer (cited in Ismida, 2018), speaking is a complex talent that requires the use of several different abilities simultaneously. Therefore, the components covered in speaking are pronunciation, vocabulary, grammar, fluency and comprehension. In

conclusion, all these components are important in speaking because they are interrelated and interconnected. Therefore, when learning to speak, students are expected to master all those components to improve their speaking skills.

2.3. Challenges in speaking

Speaking in English is challenging for kids as well because fluency and good comprehension require a lot of preparation. The reason why students don't speak English well is typically due to their lack of interest in learning the language. This is accomplished by Geria (2017), who argues that there are four challenges of speaking skills faced by English as a foreign language students in Indonesia such as mother tongue, vocabulary, confidence, and motivation. According to Susilawati (cited in Sayuri, 2016), in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing how to pronounce certain words, and not understanding what is being discussed are potential challenges that can hinder students' ability to speak. Rahmaniah et al. (2019) state that students frequently struggle with low vocabulary, low fluency, and lack of confidence.

From the theory above, it can be concluded that speaking English is also not easy for students because they have to study hard if they want fluency and a good understanding of the language. When speak in English the students mostly face some challenges like pronunciation, vocabulary, grammar, fluency, and comprehension.

2.4. Possible solutions for the challenges

Ur (1996) lists at least five strategies to address speaking challenges: employ group or pair work, modify the task's language to make it easier for students to understand, provide guidance or practice discussion skills, encourage students to continue speaking the target language, and carefully select the topic and task to pique students' interest. Harmer (2010) claims that students frequently avoid speaking because they are bashful and unaccustomed to expressing themselves in public, particularly when asked for personal information or their thoughts.

3. Method

The researcher employed a descriptive qualitative method in this study, a qualitative approach is utilized in the description and interpretation of the current conditions, events, and occurrences. Another way to characterize qualitative research, according to Creswell (2012), is as an unfolding show that takes place in a natural situation and allows the analyst to include rich experiences from the real world to create a degree of depth. The researcher only examines one class, namely class X Madrasah Aliyah Al-Hariri, the researcher only examines 2 teachers and 7 class X students as research subjects. In the process of gathering data through observation and interview, the researcher's observation is a nonparticipant observation, meaning that the researcher does not interfere with the teachers' or students' activities, the researcher only keeps an eye on what is going on. The researcher made observations at

approximately 2 meetings during the research. Data from the field are gathered and evaluated, categorized, and interpreted as part of the research process, which is also supported by observation sheets.

The researcher conducted interviews in order to collect data for the qualitative analysis. In this case, the researcher used semi-structured interviews which are not standardized and are often used in qualitative analysis, the interview was conducted by conducting questions and answers directly to the informants by listening directly and recording carefully what was explained by the informants, then the results of the interview were analyzed based on thematic analysis procedures. At the beginning of the interview, the researcher briefly introduced herself and her goals. The researcher then spoke with two English teachers and seven grade X pupils at Madrasah Aliyah Al-Hariri Tebo. This in-class interview lasted between fifteen and twenty minutes, with teachers and students participating. The researcher made recordings during the interview, and recordings of all interview activities were used to document the content of the interaction, then the researcher transcribed the text verbatim and the transcribed text became the analyzed data. The researcher used three stages to analyze the data namely, data reduction, data display, and conclusion drawing:

3.1. Data reduction

In this research, the researcher focused on reducing and transforming raw data from observation and interviews of teachers and students in the Tenth Grade about students' challenges in learning to speak. The first step in data reduction is to collect the raw data obtained (Interview transcripts and observation checklists). The second is coding the data, which is selecting and focusing on the data needed.

3.2. Data display

In this step, the researcher only collects information that is relevant and has a clear purpose. In the process of showing data, the researcher created a narrative presentation of information regarding the students' struggles with speaking skills using data that had been condensed. A thorough description of every finding from the observation and interview.

3.3. Conclusion drawing

A research finding is the result of the investigation, the researcher uses descriptive qualitative analysis, data analysis was carried out by reflecting on the result of interviews and observations about the analysis of students' challenges in learning to speak at the Tenth grade of Madrasah Aliyah Al-Hariri Tebo.

4. Finding and Discussion

4.1. Findings

This research was conducted to find out what obstacles pupils have when speaking English, tenth-grade students and English teachers in Madrasah Aliyah Al-Hariri participated in this

study. Among the nine participants were two English professors and seven pupils from class X. The research findings consist of two main themes, which are based on the research questions that were presented in Chapter I. The first research topic focuses on the challenges that students face when speaking English. The second question focuses on the methods instructors employ to assist tenth graders at Madrasah Aliyah Al-Hariri Tebo in overcoming challenges related to speaking English. Based on the informants' comments, the researcher selected the main themes after making observations and interviewing each of them. The following were some of the subjects examined:

4.1.1. Students' challenges in speaking English

The researcher's observations and interview data indicate that the students struggle with speaking English. There are numerous obstacles that students at Madrasah Aliyah Al-Hariri encounter when speaking English. Among them, the students contend that there are five primary obstacles, which are detailed in the paragraph that follows:

4.1.1.1. Challenges in pronunciation

The researcher found that half of them said that they have challenges in pronunciation. This occurred because the students faced challenges in pronunciation is based on the reason that when they memorized the vocabulary they did not read how to spell the word correctly in a dictionary. Based on the observation data, the students could not pronounce the words correctly. When the teacher asked about the students' daily activities and asked them to answer using English, the researcher saw that the students' pronunciation was inadequate and they often made mistakes in pronouncing. For example, in the word "Mosque" they pronounce this word with "Mosk-yu". In fact, the correct pronunciation is "Mosk". When interviewing students about challenges in pronunciation, students are confused about pronouncing, reading, and spelling words correctly.

> SA said: *"I find this speaking lesson to be very difficult because I sometimes struggle to read and spell English sentences correctly and feel confused when I speak the language."*

From the aforementioned facts, it can be inferred that the pupils struggle with pronunciation due to inadequate reading and spelling skills. As SA noted, "I feel confused to pronounce the words correctly." Classroom observations confirmed that students frequently mispronounce words and have inadequate pronunciation skills.

4.1.1.2. Challenges in vocabularies

Based on the result of observation and interview data about students' challenges in vocabulary, the researcher saw that students have limited vocabulary and have difficulty remembering complex words, half of the students argued that they have challenges in vocabulary especially if the teacher explains the lesson in English and they do not understand what the teacher's words mean and they also feel reluctant to speak in English because of

their limited vocabulary. When conducting observations, the researcher noticed that when the teacher invited students to speak in English and asked students to respond, they looked hesitant in speaking and the researcher also saw that students still lacked vocabulary mastery, this can be seen from when they were asked to speak and respond to the teacher, they often repeated the same words. for example in the words "In my opinion" and "I think that ". Then, based on the result of the interview with students about vocabulary challenges, the students do not understand what the teacher means, and they also feel reluctant to speak in English because of their limited vocabulary. Students commented on vocabulary:

> *QA said: "I believe that my difficulty with vocabulary stems from my inability to understand what the teacher is saying and my limited vocabulary, which leaves me at a loss for words when I do want to speak".*

From the explanation above, many students have a limited vocabulary, which hinders their ability to understand and speak English effectively. QA expressed difficulty in understanding the teacher, while FAP found memorizing complex words challenging. Observations showed that students often hesitate to speak due to their limited vocabulary and difficulty remembering words.

4.1.1.3. Challenges in grammar

According to the results of classroom observations and the interview, the researcher found that the students were poor in structure and lacked an understanding of grammar, and reinforced by interview data where students said that when they spoke English, they felt less confident and were afraid of making a mistake or the teacher not understanding what they were saying, so when the teacher told them to speak English, sometimes they used Indonesian or even kept quiet. Based on observation data, the researcher found that when students speak English, they often make mistakes and have difficulty in constructing sentences such as the word "I love to singing" even though the word that should be pronounced is "I love singing" or "I love to sing". According to the results of the interview, students argued that they were confused with grammar and when they spoke English, they felt less confident and were afraid of making a mistake or the teacher not understanding what they were saying.

> SA said: *"I find grammar to be the most difficult because, when I want to speak in English, there are moments when I worry that what I want to say will be incorrect because I don't understand the word changes in the grammar."*

According to the results of the data shown above, grammar is a major difficulty for students, who therefore feel less secure and afraid of making mistakes. SA mentioned, "I am afraid of being wrong with what I want to say because I am confused with the word changes in the grammar." Observations supported these findings, revealing that students often refrain from speaking to avoid grammatical errors.

4.1.1.4. Challenges in fluency

Based on the conclusions of the classroom observation and interviews conducted with students about challenges in fluency. The researcher found that students feel shy and look nervous when speaking English, and half of the students said that fluency is also the most challenging part when speaking English. Based on classroom observation, the researcher saw that students looked nervous as when speaking they looked panicked, had difficulty concentrating, trembled, and were unsure of what to say. For example, when they speak in public, they look panicked as they lack focus, tremble, more silent and they are look not sure what they want to say. The results of the interview show that, when speaking in English the students argued that they often feel embarrassed, nervous, and afraid of making mistakes, so this becomes an obstacle that causes students to be less fluent in speaking English.

> FAP commented: *"When prompted to articulate my thoughts in English, I experience a sense of trepidation and timidity due to the perception that I lack sufficient topics to discuss, ma'am. I perceive that my anxiety causes all the ideas that are present in my mind to vanish."*

Anxiety, embarrassment, and the apprehension of committing errors while addressing an audience represent merely a subset of circumstances that may contribute to challenges in fluency. FAP expressed, "When addressing the class, I experience feelings of shyness and nervousness." Research has indicated that students often exhibit signs of hesitation and discomfort when engaging in communication in the English language. Observations indicated that students often feel shy, look nervous, and are hesitant to speak in English

4.1.1.5. Challenges in comprehension

From the result of classroom observation and students' interviews about English comprehension, the researcher found that the students did not understand what they were talking about and they felt confused about what to say because they lacked preparation before speaking English. In the classroom observation, the researcher saw a lack of preparation or practice in students when they wanted to speak, for example when speaking they looked confused about what to talk about and did not know how to start delivering their reports. This was seen in students who had their turn to come forward but were delayed and replaced by other friends who were better prepared. The results of interviews with students show that they have challenges in comprehension because when someone speaks, they must be able to understand the meaning of the words and sentences spoken.

> QA said: *Sometimes I feel challenged when asked to talk in English since I don't get the significance of the topic being discussed, and when someone speaks, I am confused about what they mean. Sometimes situations like this make me feel hesitate when I want to speak".*

The aforementioned information leads one to believe that students' comprehension issues stem from a lack of knowledge of the discussion topic and a lack of adequate practice. QA said, "I'm not sure what the topic being discussed means." These interview results were corroborated by classroom observations, which confirmed that students often lack preparation and feel confused about what to say during English-speaking activities.

According to research question one about the difficulties students have speaking English in the tenth grade at Madrasah Aliyah Al-Hariri Tebo, pronunciation, vocabulary, grammar, fluency, and comprehension are the main difficulties students have. Many factors contribute to these challenges, such as insufficient practice, poor memory techniques, anxiety about making mistakes, and limited exposure to English. To solve these issues, teachers must offer targeted solutions and students must practice often. In the following section, we will discuss potential strategies to address these challenges and improve students' English-speaking skills.

4.1.2. Teacher's solutions for the challenges

There are several solutions according to the teachers to overcome students' challenges in speaking English at Madrasah Aliyah Al-Hariri, namely:

4.1.2.1. Use group or pair work

According to this study, teachers are advised to prepare for these difficulties in advance by utilizing group or pair work techniques. These methodologies can facilitate students in developing greater ease in verbal communication within a classroom setting, whilst simultaneously alleviating obstacles for those individuals who may favor abstaining from public discourse in such an environment. The strategies are, first the teachers engage the class by motivating them, then assigning homework, forming small groups, and having the students discuss the assigned topic in those groups before presenting their work to the entire class. This is according to the interview conducted with the teachers:

> SR said: "In my opinion, to overcome students' speaking difficulties, first of all, we can motivate and convince them so that they can be more confident when speaking in public, then I think it is necessary to divide them into groups consisting of several people, then from each group, we ask them to discuss and practice in advance to prepare themselves so that they can be more confident and perform better when speaking in public".

From the explanation above, the researcher concluded that the results of the interview were that the teacher suggested using a group work or pair work strategy. First, the teacher motivates students, then gives assignments, then the teacher makes small groups, in these groups students discuss the material given by the teacher. The second idea is for the teacher to assign pairs of pupils, who would then be required to practice a brief discussion in front of the class. The difficulties that pupils have with fluency can be addressed using this method.

4.1.2.2. Based on the activity's easy language

The teacher's language use in the classroom during activities usually provides the solution for students to talk freely and without hesitation; the required grammar and vocabulary should be simple to remember, comprehend, and use. To help the students better understand and comprehend the context being discussed, teachers can assign texts that are engaging and frequently heard by students, such as those concerning daily activities. This is under the following interview results:

> SR said: *"When teaching speaking I often find challenges because when I speak and ask students to respond, students do not actively participate in the conversation. Seeing this, I think to use language that is easy for students to understand, such as asking about students' daily activities and others. I think by using this method, students will understand what is being asked and they will respond".*

The researcher concluded that the teacher advised using language that students could easily understand when questioning students about their daily activities based on the aforementioned interview results. The second suggestion is that teachers can provide topics that are simple, interesting, and familiar to students so that they understand the context. This strategy can be used to overcome students' challenges in comprehension.

4.1.2.3. Provide some dialogue or instruction in effective communication

When offering a task that involves group discussion, make sure to include instructions for participation. Instructors can employ this method, in which pupils are given directives, invited to engage in discussion or debate, and then asked to share their thoughts. Considering the teacher's interview:

> SR said: *"I usually use the discussion method when teaching speaking, where students are divided into groups, then each group is given interesting material or topics to discuss and after that, I will ask them to discuss, then each group gets the opportunity to speak and convey their respective opinions".*

The information above demonstrates that in order to help children who struggle with grammar, teachers recommend the discussion technique, in which students are given guidelines, invited to engage in debate or build a dialogue, and then asked to share their thoughts. The second option is for the teacher to use partnered storytelling, in which students are instructed to create dialogues in pairs and present stories in front of the class when they are ready.

4.1.2.4. Keep students speaking the target language

This solution is very important to implement, where the students must be taught the value of speaking frequently, how to ensure that everyone has an opportunity to say, and how to practice speaking in English constantly so that they would be prepared for this kind of setting.

Because they are accustomed to speaking in English often, pupils will become more fluent in the language while speaking in scenarios similar to this one. This is according to the interview with the teacher:

> SR said*: "In my view, in order to assist students in becoming more fluent English speakers, teachers should speak in the language as much as possible while the students are being taught, and we should also request and emphasize that students practice speaking the language in daily activities." Even if it can be challenging at times, we go through all of this to help students become more comfortable speaking English and less stiff or reluctant. Students will become more accustomed to speaking in English in circumstances such as these, and as a result, their pronunciation will improve".*

The researcher concluded that to help students overcome their pronunciation challenges, the teacher could have stressed and inquired about the importance of students practicing speaking English in everyday situations. The aforementioned interview's findings served as the foundation for this conclusion. The teacher can also urge students to communicate in English as they get more comfortable with the language. This will help them become more at ease and self-assured speakers of English. The second choice is this.

4.1.2.5. Select a task and topic carefully to pique interest

This last solution is also very important and can be used to overcome vocabulary challenges, where the students will be more driven and excited to expand their vocabulary if the topic or goal of the discussion is made explicit.

> SR said*: "When teaching speaking I see that the main challenges students face is on vocabulary because they have limited vocabulary and lack of motivation which causes them to be less interested and lazy to memorize a lot of vocabulary. To overcome this, we as teachers can provide interesting and clear topics to build students' interest so that they are motivated to memorize".*

It is clear from the aforementioned remark that to help children overcome their challenges in vocabulary, the teachers suggest providing interesting and clear topics to build students' interest so that they are motivated to memorize. The second solution is that teachers should provide simple topics and language that is not too high according to their level so that students can easily memorize and remember the vocabulary.

Based on research question two, which asked teachers how they help students who struggle with speaking English in the tenth grade at Madrasah Aliyah Al-Hariri Tebo, five solutions were offered. The first was to use group pair work; the second was based on the activity's simple language; the third was to offer guidance or instruction in effective communication; The fifth was to carefully choose a topic and task to pique students' interest. The fourth required students to talk in the target language. Thus, we'll talk about some

possible approaches to dealing with these issues and enhancing students' English-speaking abilities in the section that follows.

4.2. Discussion

4.2.1. Students' challenges in speaking English

The data collected indicates that the pupils struggle with pronunciation, vocabulary, grammar, fluency, and comprehension when speaking in English:

The first area of challenge is pronunciation. The students argue that when speaking English, they are less able and confused to pronounce things correctly, thus they feel that their pronunciation is poor. Therefore, pronunciation needs to be provided more care when acquiring speech skills. This is so that students can speak the language with fluency since teaching pronunciation in English language classes is crucial. This finding is reinforced by Fulcher (2003:25), who claims that second language learners need to be cognizant of intonation, understand the phonetic structure of the language at the word level, and be familiar with the language they plan to speak. Subsequently, Juhana (2012: 101), a separate study, discovered that pronunciation is a common issue that students encounter; they struggle to speak some terms since writing and pronunciation in English differ. Another researcher Husnawati (2017), found that two elements affect students' trouble speaking English: linguistic issues and psychological ones. As a result, students still have significant challenges speaking English because of their limited vocabulary and pronunciation.

The second is challenges in vocabulary, according to the findings of their observations and interviews, certain students argue that their vocabulary is inadequate, have difficulty remembering complex vocabulary, and what has been memorized is quickly lost (short-term memory) which sometimes makes it difficult to master vocabulary. This finding aligns with Nunan et al. (2005)'s definition of vocabulary, which defines vocabulary as the collection of terms that an individual is familiar with. Without a large enough vocabulary, a person cannot convey their ideas or communicate clearly, both orally and in writing. Then, as noted by Rahmaniah et al. (2019), this result is consistent with earlier research that indicates language restriction is the most common difficulty encountered by students. Common issues faced by students include their limited vocabulary, low self-esteem, and slow fluency. Almira (2014) discovered that students who speak English as a second language face several challenges, one of which is a limited vocabulary that makes it difficult for them to participate in and comprehend a discussion.

Third, there are grammatical challenges, some students claim that when the teacher asks them to speak in English, their grammar is messy and they have poor structure. As a result, they sometimes speak in Indonesian or even just stay silent because they feel less confident and afraid that the teacher won't understand them when they speak English. This study

verifies the argument expressed by Baker & Westrup (2003: 99), that many students struggle to answer when requested to speak in a foreign language by teachers because they are ill-prepared with adequate vocabulary, syntax, and conversational phrases. Fitriani et al. (2015), claimed that grammatical issues are what hinder students' ability to communicate successfully.

The fourth concern pertains to fluency-related challenges, which, according to fifty percent of the students, represents the most formidable aspect of English verbal communication. The learners frequently encounter difficulties stemming from shyness, anxiety, and the apprehension of committing errors; consequently, this psychological barrier inhibits their capacity to communicate in English with fluency. In contrast to the results of this research, Stockdale (2009) posits that fluency in a foreign language is attained when an individual employs the minimum number of silent pauses, filled pauses (such as "uh" and "um"), self-corrections, false starts, and hesitations during the discourse. Sayuri's (2016) assertion that various factors, including shyness, nervousness, and fear of error, can significantly impact students' verbal proficiency during oral presentations further substantiates this conclusion. Furthermore, Nauli (2014) and additional scholars have identified that the act of speaking English is impeded by three primary obstacles: communication difficulties, linguistic barriers, and cultural challenges.

The final one is challenges in comprehension. Two of the seven students claimed that their difficulties with comprehension stem from their inability to comprehend what they are discussing, their lack of preparation, and their uncertainty about what to say, all of which cause them to pause when speaking. Furthermore, one must be able to comprehend the meaning of the words and sentences that are spoken when someone speaks. This finding follows Hornby (1999), that comprehension is the power of understanding that is used to improve or test one's understanding of a written or spoken language. And then another researcher Wilantari et al (2023), found that the factor that underlying students' lack of comprehension was students have not mastered English.

It is clear from the discussion above, which was derived from the observational and interview data, that students' challenges in speaking English according to Doris and Jessica (cited in Abdullah, 2007), are related to the results of the data that has been presented. Students struggle to speak English because of their weak grammar, limited vocabulary, pronunciation, fluency, and comprehension. This indicates that students have a lot of trouble speaking English.

4.2.2. Teacher's solutions for the challenges

Based on the research findings, English teachers employed several strategies to help students overcome challenges in speaking English:

The first solution is to use group or pair work, the teachers split the class up into groups and give assignments. The expectation is that each group will discuss the assigned material and report back to the class on its conclusions. This is made possible by working in groups or pairs. By overcoming their anxiety and humiliation when speaking in front of the class independently, students can use this strategy to increase their fluency. These results are consistent with those of Yulianti (2022), who pointed out that conversation tactics give students the chance to practice speaking, gain confidence, and enhance their comprehension of the material. Additionally, Harmer (2007) noted that group work promotes self-initiated language use and teamwork.

The second solution is based on the activity's easy language, providing interesting and common topics to help students memorize vocabulary and understand grammar, enhancing comprehension. For example, if the teacher uses complicated language, then students will find it challenging to understand the topic being discussed, but if the teacher uses easy language such as "daily activities" students can understand the topic being discussed. Bailey (2005:72), who suggests that teachers should modify and experiment with their speaking instruction methods, concurs with this conclusion. Free talk exercises include asking about everyday activities, retelling, storytelling, describing an image, acting in speech contests, and speaking are some of the approaches that can be employed. The assertion made by Yulianti (2022) that utilizing simple language improves fluency by making vocabulary and grammar easier to recall and generate then further supports this finding. In order to promote more fluid communication, Oktaviana (2018) also pointed out that discussion language ought to be less complex than intense language-learning exercises.

The third solution is to provide some dialogue or instruction in effective communication, which entails giving students themes to discuss in groups, having them present their results to the class, and having teachers offer advice or instruction on productive discussion strategies. This solution helps students understand grammar in context, reducing their fear of making mistakes. For example, when students use storytelling and group discussion methods, they will slowly understand how to apply grammar correctly and they can share their understanding of grammar and solve problems together. This finding is consistent with Astuti (2022), who asserts that engaging topics and clear interaction goals motivate students to speak English. Then according to Harmer (2001) adds that small group discussions are effective in organizing language activities.

Keeping students to speak the target language is the fourth solution. English usage should be promoted by teachers to their pupils both within and outside of the classroom. Students' pronunciation gets better and they become more fluent with this constant practice. For example, if students diligently practice speaking English, they will be familiar with the words and their pronunciation will be better due to frequent practice of speaking English.   Ur (1996), who claims that a key component of successful speaking is that learners speak a lot,

supports this conclusion. Students should speak more than teachers during activities, as much of the time given to them is spent conversing with the students. The results thus make sense in light of Syakur's (2020) emphasis on the necessity of regular practice to develop speaking competency. Teachers should monitor their students' behavior, remind them to communicate in the target language, and lead by example according to Murti (2022).

The last solution is to select a task and topic to pique attention carefully. teachers carefully choose interesting and simple topics with clear goals to stimulate students' interest and motivation to improve their vocabulary. For example, if the teacher provides an interesting topic, then students will be more excited and motivated to increase their vocabulary because they are excited about the topic. This finding is in accordance with Keller (1987) who stated that personal involvement in class activities increases student interest. Sugiharto (1994) noted that instructional media can stimulate students' interest and make memorization easier.

According to Harmer (2007), if students want to be able to speak fluently in English, they should be able to pronounce phonemes correctly, use proper stress and intonation patterns, speak with connected speech, diligently practice, and they should be able to use various conversational strategies and conversation repair. However, this continuous practice can help students become fluent and improve their pronunciation.

From the discussion above, it is clear that Ur's (1996) findings about strategies for helping students who struggle with speaking are connected to the data that has been provided. Teachers offer strategies like use group or pair work, based on the activity's easy language, provide some dialogue or instruction in effective communication, keeping students to speak the target language, and select a task and topic carefully to pique interest.

5. Conclusion

The researcher has previously conducted research in Madrasah Aliyah Al-Hariri and has concluded that internal causes are the cause of the students' challenges speaking English. These challenges include challenges in pronunciation, challenges in vocabulary, challenges in grammar, challenges in fluency, and challenges in comprehension. Utilizing the method of encouraging pupils to speak the target language is the first thing teachers can do to help students who are struggling with pronunciation. Using the technique of carefully selecting a topic and working to spark interest is the second way to help children overcome their vocabulary issues. Providing some conversations or discussion skills training is the third way to help pupils overcome their grammatical issues. The teacher proposes employing group or pair work as the fourth method to help students overcome their fluency difficulties. As a last resort, the instructor proposes employing a technique predicated on the simple language of the task to help students overcome their comprehension difficulties.

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