

## CHALLENGES IN SPEAKING ENGLISH AND POSSIBLE SOLUTIONS

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**Abstract:** *Speaking is one of the four skills in English. It is used by people as the main process in daily communication with other people. In teaching and learning English, speaking is an important skill, as it takes more than knowing the grammar and vocabulary. English Speaking is also not easy for students, because they must study hard if they want to speak fluently and have good comprehension to speak. Therefore, they must learn more about vocabulary and pronunciation. The purpose of this research was to find out the students' difficulties in speaking English and to find the solutions to overcome the students' difficulties in speaking English.*

**Keywords:** *speaking, performance, speaking difficulties, conversation.*

As time goes by, mastering English today is not merely a choice but somewhat is a need. The development of professional life of human in various aspects has impact on the use of English as the medium of communication. Whether in working or educational environment, the frequency of English uses increases. This increase occurs for two simple reasons, communication and technology. This increase then demands us to be aware the importance of English as an international language. Moreover, the teaching of English is finally becoming a mandatory in almost schools and universities around the world, to prepare good English users in order to create a more communicative environment both in working and education.

As it is now required to teach English, the majority of teachers (in both formal and informal English schools) concentrate more on what to teach and how to teach it. In other words, two important factors in many English classrooms are the teaching strategy and the curriculum. As per customary, the teacher evaluates the pupils' progress at the conclusion of the instructional procedure. Several approaches or guiding principles might be used in the assessment process. The teacher can assess a variety of factors to determine whether or not the students have achieved the learning objective.

A teacher may not focus adequately on the students' learning backgrounds due to timing and the length of the lesson (learning motivation and learning difficulty). Students may encounter a variety of challenges in universities where English courses are divided into language skills (speaking, listening, writing, and reading). As a result, some students may excel in some language skills while falling short in others.

The facts that studying students' learning difficulties is a challenging work has made the most teachers around us decide to let it untouched. However, it is seen that the ignorance on this case may become an ultimate reason why students' learning achievement never increase.

Speaking ability can be regarded as a primary skill that students in EFL programs must possess. Speaking ability is crucial because those who are able to speak a language are known as speakers of that language (Ur, 1996:43). Nonetheless, speaking ability among

students is noticeably lacking, at least in this research environment. It would seem crucial to conduct research on the kids' speaking challenges in our setting. Owing to this problem, the researchers carried out a study to determine the pupils' speaking issues. This study is anticipated to remind us of some of the speaking issues we may have previously encountered and to provide us with possibly fresh perspective on them.

By speaking difficulties we mean the factors that cause the students lack of speaking skill. Some previous researchers found that students face difficulties in speaking in various areas of knowledge we have mentioned above.

For instance, Al-Lawati (1995) discovered that the linguistic domain—which includes vocabulary, grammar, pronunciation, and discourse—represents the area of difficulty that is the most serious. Al-Abri (2008) also makes the incorrect claim that there isn't enough oral engagement in the learning textbook, which occasionally leads to students' speaking immaturity. Students can genuinely pick up speaking skills through a variety of media, including music, TV shows, and other forms of entertainment. He is arguing that too much was demanded of the textbook by both students and professors. The sources that were available for the oral materials were not used.

According to Ur (1996), one of the key elements producing speaking issues is their psychology. They worry about making errors (low self-confidence). Sometimes they lack ideas and have nothing to say, which prevents the pupils from participating in the speaking learning process. The kids eventually experience trouble speaking in natural situations as a result of this.

Based on some noticeable description above, it can be summed that the students' speaking difficulties can be divided into three main categories: linguistic category, psychological category, and social category.

Linguistically, one may experience speaking issues due to the students' ignorance of the language system. This calls for proficiency in speaking, listening, and pronunciation. Teachers and students must not only rely on the textbook, but also other learning and material resources, in order for the students' skills to develop. Speaking problems in students can psychologically result from a lack of ideas and self-assurance. These first two categories lead to the third category, which is the students' poor social communication skills.

Now, English is an international language. Even technology and working world use English. It is believed that the students want to be the winner in working world competition that is getting tight day by day. One of the conditions that the students must require is having ability to speak English fluently. This skill will be their plus point in facing the working world. From now on, the students have to try hard to overcome their difficulties to speak English fluently.

There are two ways to encourage students to overcome their problem. The first one is a way for the teacher to do. It is considered necessary for the teacher to force the students only to speak English during the class. The teacher may fine the students every time they speak their native language. The teacher himself must be able to convince his students to be brave to speak English, does not matter if they have very bad grammar. Just say whatever the students want to say. And the teacher must convince his students that making errors is a

normal thing in learning. This way will raise students' confidence to try to speak English. It will be better if the teacher does not give correction every time his students make errors, but he should give feedback and give explanation for every error after the students finish their speech.

The second solution is for the students themselves. They can have an English conversation club that consists of their own classmates. They can share and talk about anything in English during that time. In this club, they can learn together. Students can correct each other without feeling embarrassed. English will become students' routine by doing that activity.

Every problem can be solved, likewise the problem to speak English fluently that senior high school students have. Even though the problem seems as students' problem, but in fact teachers also play an important role in solving this problem. Students' difficulties to communicate in English must be solved as soon as possible considering their needs in facing the working world. In conclusion, by forcing the students only to speak English during the class and having conversation club will solve their difficulties to speak English.

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