JIUBJ

Jurnal Ilmiah Universitas Batanghari Jambi, 22(3), Oktober 2022, 2108-2111
Lembaga Penelitian dan Pengabdian kepada Masyarakat universitas Batanghari Jambi
ISSN 1411-8939 (Online), ISSN 2549-4236 (Print)
DOI 10.33087/jiubj.v22i3.2986

English Speaking Problems in Covid-19 Pandemic at Second Grade of Vocational High School

Efa Silfia*, Ridho Praja Dinata
English Lecturer FKIP, Batanghari University
*Correspondence email: efasilfia28@gmail.com

Abstrak. *Tujuan dari penelitian ini adalah untuk mengetahui masalah siswa yang dihadapi dalam berbicara bahasa Inggris selama covid-19 dan solusi untuk mengatasi masalah tersebut. Peneliti menggunakan penelitian kualitatif. Peneliti mengambil enam siswa kelas XI Akuntansi 1 sebagai subjek penelitian. Dalam penelitian ini, peneliti menggunakan lembar wawancara dan mewawancarai siswa untuk mengumpulkan data. Berdasarkan hasil penelitian, mengenai permasalahan siswa dalam pembelajaran berbicara di SMKN 2 Kota Jambi terdapat beberapa permasalahan siswa pada masa pandemi, terletak pada pertanyaan keenam tentang kesulitan berbicara bahasa Inggris yaitu kurangnya percaya diri, malu berbicara bahasa Inggris, pembelajaran online membuat siswa merasa kurang percaya diri, tidak percaya diri pada waktu belajar di kelas, sehingga permasalahan yang dihadapi siswa adalah kurangnya pengucapan, takut melakukan kesalahan saat berbicara bahasa Inggris, kurangnya motivasi siswa dalam berbicara bahasa Inggris. berbicara bahasa Inggris, siswa mendapat kesulitan karena didasarkan pada masalah yang dialami dan dialami sendiri. Dalam pembelajaran berbicara bahasa Inggris, berdasarkan wawancara, ada solusi untuk masalah tersebut, seperti, menggunakan lebih banyak bahasa Inggris, menerjemahkan kalimat di Google, dengan mendengarkan musik bahasa Inggris.*

Kata Kunci: Berbicara Bahasa Inggris; Masalah Siswa

Abstract. The aim of this research was to find out students' problems faced in speaking English during the covid-19 pandemic and the solutions to overcome these problems. The researcher used qualitative research. 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 2 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 in learning time in class, so that the problems faced by students were lack of pronunciation, fear of making mistakes when speaking English, lack of motivation of students in speaking English, students got into trouble because it was based on problems experienced and experienced by themselves. In learning to speak English, based on interviews, there were solutions to the problem, such as, using more English, translating sentences on Google, by listening to English music.

Keywords: Speaking English; Students Problems

INTRODUCTION

Language has a central role in the development of intellectual, social, and emotional students and is supporting the success of the study all field of study. Language learning is expected to help learners to know themselves, their culture, and culture of others. In addition, learning language also helps learners can express ideas and feelings, participate in society, and even find and use analytical and imaginative skills that are in themselves. In language learning is essentially learning to communicate. Therefore, the main purpose of English language learning aimed at improving students' skills in communicating in question is to understand and explain information, thoughts, feeling and develop science, technology, and culture using the English language. Also, learning English involves in mastering speaking, listening, writing, and reading, which is used daily is talking when communicating, One of them speaking.

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 supported 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 (2007), make speaking a difficult language skill. That's why the majority of people argue that speaking is one type of communication, and speaking is one of the main elements of communication, according to Peterson (2020). 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. It can be seen 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 Hussain (2018); Damayanti & Listyani (2020) 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 2 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 2 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.

English learning at Vocational High School Number 2 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. 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,

In addition, 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.

Following Data Interview to students of Vocational High School Number 2 Jambi City in Eleventh Grade Accounting 1, the researcher discovered that the most of the students cannot use English or that only one person is fluent in responding English in class, because they were unable to communicate in English, even in very simple phrases or sentences. Actually, it is quite reasonable because in general teachers use Indonesian is dominant. According to Primadani & Nugroho (2020), 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. Also, teachers only want students to understand what he is conveying, so she uses Indonesian as his best language to explain material for 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. Based on the explanation and the background of the problem above the researcher interested to make research entiled “An Analysis Of Students’ Problems In Speaking English During Covid-19 At Eleventh Grade Accounting 1 of Vocational High School Number 2 Jambi City”.

METHOD

This research used a qualitative approach. Creswell (2014) defines qualitative research as a method of investigating and comprehending the importance that individuals or groups ascribe to a social human problem.

The researcher processed 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. Six students at Eleventh Grade Accounting 1 of Vocational High School Number 2 Jambi City were the subjects of this research. 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. In addition to data collection, the research instrument included instructions on how to process the data. The researcher then used open-ended questions to collect data through interviews. Open-ended survey questions allow respondents to respond in an open-ended text format. The students can respond based on their full knowledge, feelings, and comprehension. 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. Interviews, on the other hand, were used to help researchers learn more about the questions that respondents ask. This method of data collection was 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 2 Jambi City. This research uses qualitative data, so it had been analyzed using the qualitative analysis as follow: (1) Data Reduction; (2) Data display; and (3) Drawing Conclusions and Verification

RESULT

The findings were 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, and learn to talk with friends.

There were two examples of the students' responses in interview questions in speaking English:

1. The sixth question asked about "What did make 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.
   From the students' response 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.
2. 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 response 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.

This research focused on the analysis of students' problems in speaking English in the process of learning English at Vocational High School number 2 Jambi City. The researcher 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 explained 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 that you are into an English learning community is opened. 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. 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. Prasetya (2021).

CONCLUSION

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.

REFERENCES

Brown, H. D. 2007. *Principle of Language Learning and Teaching*, Fifth Edition.United States of America, Pearson Education.

Creswell, J. W. 2014. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (Fourth Edition ed.) America:SAGE Publication

Damayanti, M. E., & Listyani, L. 2020. *ELTR., English Language Teaching and Research Journal*.

Hussain, S. 2018, *Teaching Speaking Skill in Communication Classroom*, Madda Walabu University, Bale Robe, Ethiopia.

Peterson, K. 2020. *Why Do English Second Language Students Have Speaking Problems?*

Prasetya, E, P., 2021. *Journal of English Teaching and Research*. In: Akademi Sekretariat Budi Luhur.

Primadani, R,M., & Nugroho, H, A. 2020. *English Education, Language and Faculty,*State University of Surabaya.