1. Introduction

Speaking is one of the English skills that must be taught to students. Speaking skills is one of the difficult areas both to teach and to learn. In teaching speaking, teachers must be able to know their students and the material to be taught. Selection of subject matter according to the level of education of students is important. The suitability between the skill taught and the grade of students can determine success in teaching English skills.

Mastering the ability to speak in English is a challenge, especially for younger students. The Junior High School students in Indonesia, especially in public school, are non-English speakers. Thus, it will be a challenge for the teachers to teach English to understand the meaning and be able to speak at the same time. The problems like this, of course experienced by English teachers in Indonesia, as a non-English speaking nation. We have some problems with language acquisition.

Improving English speaking skills is not only important in English lessons, but also to facilitate global communication activities. Speaking English is an important language skill and fundamental to human communication. People around the world use English to communicate with each other. Being able to speak English, people can interact with many people from all over the world.

Although English has been taught as a subject since elementary school for students in Indonesia, the teaching is prioritized on the vocabulary. Elementary school teachers prioritize understanding the meaning of words and the translation of words to their students. English lessons at elementary schools in Indonesia are more aimed at introducing English as a subject of study. The improvement of speaking, listening, reading, writing, and grammar skills will be taught to students in junior high school.

Speaking skill is considered the main language skill that students should improve. However, this does not mean it is simple to master. Therefore, students need to be encouraged to master this skill. According to Zhang (2009), speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English[1]. Students have their own difficulties in speaking English, such as difficulty pronouncing English words,

fear of committing mistakes, difficult understanding differences in syntax, and confusion in transferring language (from native language to English and vice versa). The difficulty of learning to speak English for students at junior high school level is a problem that must be overcome for teaching English. According to Candraloka (2019), in her previous research entitled "Investigating Problems and Difficulties of Speaking That Encounter English Language Speaking Students of Junior High School", found that students experienced difficulties in speaking English due to difficulties in mastering vocabulary, grammar, pronouncing difficulties, and lack of practice.

2. Research Question

As has been explained in the introduction, there are many difficulties for junior high school students in mastering English speaking skills. For this reason, certain methods or strategies are needed to improve English speaking skills for junior high school students. This study aims to answer these research questions:

1) What factors cause difficulties among the 8th grade of junior high school students in speaking English?
2) What are the strategies to overcome the speaking difficulties?

3. Objectives

This analysis aims to explain the challenges junior high school students encounter when learning English speaking skills. It also seeks to explain the barriers that prevent junior high school students from developing their English-speaking abilities. By outlining the challenges and the reasons that prevent effective solutions, we want to identify the most effective strategies that will engage a large number of students in improving their speaking abilities and generating the optimum comprehension.

In addition, this study uses teaching theory rather than psychology concepts like motivation and confidence to analyse the competence of speaking English. The goal of the compensating technique is to enable students to utilize their language despite frequently occurring knowledge gaps. The techniques that can be used to implement a direct strategy system, particularly compensating strategies, are

described by Oxford (1991, p.13). Using language cues and other hints are important aspects of the intelligent guessing method. The compensation strategy consists of (1) estimating, which includes using linguistic cues and other cues, and (2) overcoming various communication barriers, such as using code switching, asking for help, gesturing, avoiding communication, choosing a topic, changing the message, coming up with new words, and using synonyms.

4.   Literature Review

Referring to the research questions, there are several factors that can explain why students have difficulties in speaking English. First of all, since this study has to do with *"language", "learning", and "teaching"*, it is necessary to understand the definition of those terms in the first place. According to Webster (2003), language is "a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks by having understood meanings". Since English is a second language, the conventionalized signs, sounds, gestures, or marks are not used for daily conversation by junior high school students in Indonesia. To add, according to Oxford (1990), it is an option formed to cope with self-perceived weaknesses, such as using prefabricated patterns and code-switching. When the exact meaning of a statement is difficult to understand, the strategy assists students in finding synonyms from the context and relying on nonverbal communication, such as gestures or mime, to deliver meaning.

In addition, according to Brown (2007), learning is defined as "acquiring or receiving knowledge of a subject or a skill by study, experience, or instruction" in modern dictionaries. The lack of practice speaking English is one of the challenges junior high school students confront. They have been urged to limit their knowledge to words and their meaning, which is why this occurs.

Next, the same as language and learning, according to Brown (2007), learning and teaching cannot really be separated. The definition of teaching is, "leading and facilitating learning, enabling the learner to learn, and creating the conditions for learning". The fundamentals of teaching and learning languages must be understood by teachers. Students must make an attempt to venture outside the boundaries of

their first language and into a new language in order to study English as a Second Language and communicate effectively (total commitment, involvement, physical, intellectual, and emotional response). In this study, things that have an impact from the students' point of view are elaborated using the acquisition of English as a second language.

Talking about Second Language Acquisition (SLA), the terms English second language (ESL) and English Foreign Language (EFL) are frequently used in a nation where English is widely spoken and generally utilized by the populace, such as the United Kingdom. ESL is a name for a foreign language. Although English as a Foreign Language is a term that is not frequently used in a nation where it is not the majority language ESL and EFL are distinguished by two key factors. To begin with, learning English as a second language can be much more impressive than learning other languages. The reason for this is that students will be exposed to more English, have more chances to communicate, and be able to apply what they learn. Compared to EFL, where most learning occurs in classrooms, this is much less constricting. Another major difference is the cultural aspect of study. Despite the fact that EFL students may be proficient communicators, it can be challenging to teach them the nuances of social settings and language use. Unlike students studying English in their home country, who might not even have access to native speakers, ESL students are always able to immerse themselves in the language and apply what they learn to practical circumstances. Additionally, teaching speaking skills to Indonesian junior high school students might be tough and be categorized as EFL.

Ur (1996) asserts that a few things can make speaking challenging, such as mother tongue use, lack of speech, inconsistent participation, and inhibition. Students that feel inhibited are just shy, unable to act naturally and naturally, and self-conscious. The students are in the situation of having little to say and little desire to communicate. Due to huge class sizes and some students' propensity for dominance, low or uneven participation only occurs when one participant is able to speak while others communicate little or not at all. The situation known as mother-tongue use, which occurs when students use their mother tongue since doing so makes things simpler for them. The outcomes influence various things. Since

English is a foreign language in Indonesia, most students, particularly those in junior high school, only utilize it in class and less frequently outside of it.

Lacking of Vocabularies

Vocabulary, according to Nuna (1999, as quoted in Trinovangke 2019), is more than just a collection of terms in the target language. The only mechanism used is the alphabetical order is a list. To understand the meaning of words, it also requires the process of contextual learning. Students who are learning English occasionally struggle with understanding vocabulary terms. Students must therefore be able to comprehend each word in the phrase in order to understand its meaning.

Moreover, vocabulary is an important and basic aspect of the English language. Students must understand word meanings when learning new vocabulary. The learning process is hampered by a lack of vocabulary. The benefits that students would experience when they comprehend terminology and its usage are outlined by Trinovangke (2019). Students may, for instance, ascertain a word's form and use it when speaking English. When learning English, a person needs to comprehend and be familiar with "the part of speech". Aby Andaya Iswara (2016, quoted in Trinovangke 2019) states that there are eight different categories of terms in English; *Nouns* are used to name things, including people, animals, locations, and abstract ideas. A *pronoun* can take the place of a noun. Using this part of speech will help students avoid using the same noun twice. *Verbs* are employed to show activities taken by the subject, to describe conditions or events, *Nouns* or pronouns are explained using adjectives, Verbs, adjectives, and other adverbs are explained by adverbs. *Prepositions* are used to explain verbs, nouns, and adjectives in phrases that contain nouns or pronouns. *Conjunctions* join two words, phrases, sentences, or paragraphs together. Coordinative, correlative, subordinate, and adverbial conjunction are the different parts of this word. A brief utterance known as an *interjection* is used to convey emotion. From some explanations above, that is why vocabulary mastery and speaking ability have a close correlation with each other since vocabulary is a subsidiary of speaking skill.

Fear of Making Mistakes

In his study, Nawshin (2009) said that students encounter a variety of issues, such as the inability to know when to speak and the fear of making mistakes (which are also speech-related issues). This problem can affect how the students feel and behave around others. Many students suffer from this situation when they are asked to speak English in the classroom. According to Juhana (2012, p.101 cited in Rahayu, 2015) while discussing the fear of making mistakes, this dread is connected to the subject of criticism and poor reviews. Additionally, fear of being ridiculed by their peers or criticized by the audience has a big impact on this. Students typically quit taking part in the speaking activity as a result.

Lack of Practicing

Students face many difficulties in learning to speak English in class, one of it is a lack of practice. What is important is that students continue to practice speaking English. In this regard, it is necessary to explain what Brown (2000, as cited in Aziz, 2021) believes about what is appropriate for practicing English speaking. Sometimes students want to speak English to other people but don't know what they really want to talk about. Some students may forget words that they have stored in their minds but are unable to produce.

Role Play

Role play is an educational strategy that exposes students to experience in real circumstances to develop students' ability for speaking naturally and effectively with their peers about events of their daily lives and future professional contexts, according to Raodhatul (2020). Role play is a creative teaching method in which participants assume the roles of others, according to Sellers (2002, as mentioned in Raodhatul 2020). When teaching speaking, role playing becomes a pleasant teaching method where the students take on the part and behave as someone else.

In addition, using a role-play to grab attention and encourage daring speaking (Raodhatul 2020).

Role plays involve learners acting out diverse social roles and social circumstances, according to Thonbury (2005), Harmer (2001), and Solcova (2011, as cited in Aldilah, 2018). One entertaining activity that encourages students to speak English in front of their friends is role playing. According to Aldilah research (2018), the majority of students believed that the classroom environment may influence their language acquisition. It implies that making a speaking class enjoyable is important. Additionally, a hostile environment in the classroom could make the students feel afraid or hesitant to make mistakes. Making students talk in groups can therefore reduce their speaking fear because they would believe that it is not they who will catch their friends' attention.

Storytelling

Zuhriyah (2017) made a number of points based on her findings, claiming that storytelling is an activity including interaction between the storyteller and the audience as well as between a person and the listener on a certain level (Zaro and Saberri in Akhyak and Indramawan) (2013, p.20). In addition, Safdarian (2013, p.208) describes storytelling as a mechanism for students to retell stories the teacher has told them using a different wording. In Julia (2015, p.14), Ling claims that storytelling is a learner-centered technique that aids in the application of knowledge and conveys messages to others. As a result, it may be claimed that storytelling is a teaching strategy in which students are asked to retell the stories' material in different manners. As a result, it can be claimed that storytelling is a technique of instruction in which the students are asked to retell the stories' material in new ways through the use of a particular interaction between the storyteller and the listeners.

Group Discussion

Group discussions include intellectual, emotional, and social benefits. Practically speaking, discussion helps students in understanding the variety of viewpoints held by others. Students may become personally and emotionally invested in the learning process through a group discussion. It encourages the development of the students' interpersonal skills and their consciousness in expressing their unique viewpoints during group discussions (Dael, Astarini, Husnussalam, 2019 as cited in Susanti, 2021). A discussion can be held after a class that is content-based for a number of reasons. Students may seek to draw a conclusion, exchange viewpoints on a situation, or come up with solutions during a group discussion. Before the discussion begins, the teacher must establish the purpose of the discussion method. As a result, the discussion subjects are relevant to this purpose (Hayriye Kayi, 2006 as cited in Susanti, 2021), and students do not really waste time conversing with one another about unrelated things. For effective group discussions, it is always best to avoid forming big groups because silent students may avoid contributing in such situations. Finally, regardless of the importance of the in-class or group discussion, it is always important to encourage students to ask questions, clarify their thoughts, and paraphrase others' ideas.

5. Research Method

This study uses a descriptive qualitative method. According to Creswell (2014), the qualitative method is a research method to explore and understand the meaning that some individuals or groups of people think come from social or human problems. Identification of a problem, facts, and educational events in the field; compilation of information relating to the concepts and principles of education based on information and data that occur in the field are some of the goals of qualitative research in the field of education. This research seeks to explore the process of educational activities based on what is in the field as study material to find shortcomings and weaknesses so that efforts can be determined to improve them.

Data collected by giving questionnaire to the 8th grade students. It contains 6 (six) questions that aimed to measure ability of students in speaking, find out

difficulties they face, and the teaching method they wanted to. The data obtained from the results of the questionnaire answers were processed using Microsoft Excel. The answer choices were sorted from the most to the fewest choices, then displayed and explained in percentage.

6.   Data Collection

This study was conducted by survey that is visiting the school to do field research. To collect the data from the students, I gave and handed in the questionnaires to them, and also interviewed one of the 8th grade English teachers at that school. This survey is needed to identify the difficulties faced by the students, teaching techniques used by the teacher in the classroom, and also to identify the active participation of students in the English class.

The data collecting was done at Class D of the 8th grade in SMPN 4 Kertek, Wonosobo, Central Java. The observation was done from 4th to 5th of January 2023. I committed the research into 2 (two) days. The first day of the survey was conducted on the 4th of January, and then continued to interview one of the English teachers on the 5th of January 2023. In addition, there were 26 students in Class D of the 8th grade, who participated in the research. The respondents were selected because they were students who had just received English speaking instruction based on their curriculum. Naturally, they do not speak English in daily conversation.

Then, I use the data related to speaking teaching material in junior high school, teaching techniques for speaking skills in class. These data were obtained from secondary sources such as books, information from the internet, and previous research with the same or similar theme as the theme in this study. For instance, it is about a lack of vocabulary. I agree with the idea that students need to have the knowledge of vocabulary in order to speak in English. If remembering vocabulary is difficult for students, at least they have the skill to paraphrase the word(s) they do not know.

After collecting data and information through library research from offline and online sources (i.e., text book and articles), then I will identify the difficulties of teaching speaking skills by applying Brown's SLA (Second Language Acquisition) theory, as well as one of Oxford's strategy classification theories, which is compensatory strategies to overcome limitations in speaking and writing.

7.   Observation Tools

To measure the difficulty of junior high school students in mastering English speaking skills, the authors designed a set of questionnaires as a measurement tool. This questionnaire is intended to be filled out by junior high school 8th grade students and interview questions (attached in Appendix 2) for the English teacher in SMPN 4 Kertek, Wonosobo, Central Java. Here I attached the questionnaire, in the Appendix 1, that was used to collect data from respondents in this study.

8.   Results And Discussion

Data collection was done with two methods, which were using questionnaires through Google Forms to 8th grade of Junior High Students in SMPN 4 Kertek, Wonosobo, Central Java, and doing an on-site interview with the English teacher. This study's participants for both methods are Junior High students enrolled in a speaking lesson and one of their English teachers.

a) Explanation

In this method, they have filled in a questionnaire that consists of 6 (six) questions related to speaking difficulties. The speaking difficulties, which are being analysed, such as limited vocabulary and knowledge of a second language, the fear of making mistakes, and rarely practicing English in everyday life often cause problems in speaking comprehension.

a) Is speaking in English easy for you?

☒ The first question is to measure the level of students' English-speaking ability. More than half of the students (69%) agree that speaking English is difficult, while the remaining 31% can speak English easily. This result shows that most of the students have problems in speaking English.


Easy
Difficult
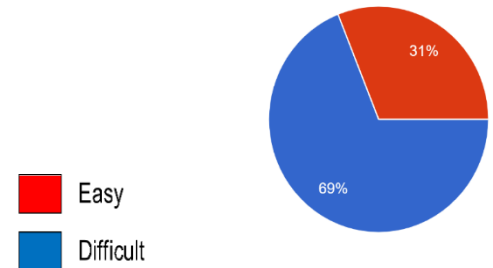
b) Do you enjoy talking in English??

no
Yes
indecis
ive

☒ The second question aims to get information about students' interest towards English. The result for "Yes" and "No" option is balanced with the same percentage of 24,1%. Meanwhile, 51,7% of students are still hesitant whether they have interest in speaking English or not. The result demonstrates that most of them are not comfortable to talk using English.
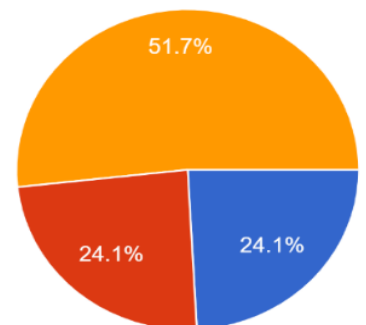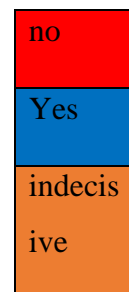
c) Do you think you are fluent enough to speak English in class?

☒ Next, just the same with the first question, this question aims to measure the level of students' English-speaking ability. The chart indicates that most of the students believe that they cannot speak English fluently in class as the percentage reaches 58,6%. Then 31% of the students are not sure with their English-speaking skill. However, the remaining 10,3% have the ability to speak English fluently in class.

no
yes
indecisive
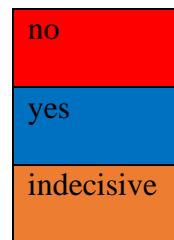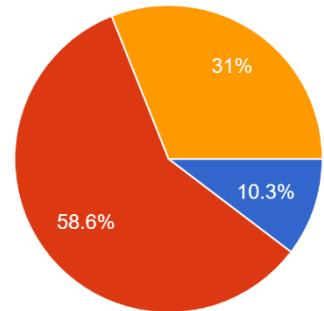
d) What are your common or main problems when you are speaking English?

☒ Then, after we got the information and found out the students' speaking ability, the next step is we need to figure out students' major problems in speaking English through this question. As has been explained in the background, there are many difficulties for junior high school students in mastering English speaking skills, such as difficulty to pronounce English words, fear of committing mistakes, difficulty to understand differences in syntax, and

Lack of vocabularies
Difficulties in pronouncing
Fear of making
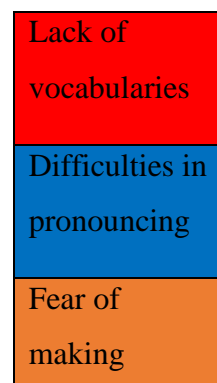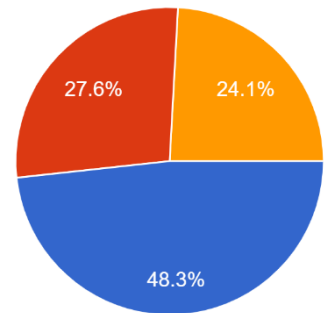
confusion in transferring language, Zhang (2009). In addition, this chart shows that the majority of the students (48,3%) found the difficulties in pronouncing as their main problems while speaking English. Meanwhile, 27,6% of the students lack vocabulary, and the remaining 24,1% are afraid of making grammar mistakes.

grammar mistakes

e) What factors cause the obstacles in speaking English?

☒ The same as the fifth question, this question aims to figure out students' major problems in speaking English. The result tells that lack of practice in speaking English is the main obstacle for the students as the highest percentage refers to it with the number of 41,4%. Other factors are caused by an unsupportive environment with the percentage of 31%, and differentiation in writing and spelling that reaches 20,7%. Only 6,9% consider lack of knowledge as the obstacles that causes them to speak English.
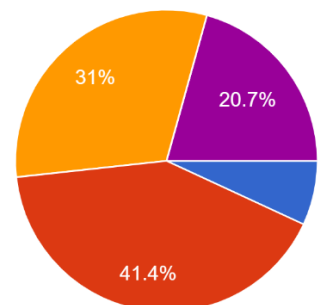
Lack of practice

Lack of knowledge

Unsupportive environment

Accent/mother tongue

Differentiation in writing & spelling

31%   20.7%

41.4%

f) What learning methods that you like and are easy to understand in order to practice speaking English?

Story telling	
Role play	
Group discussion	

☒ Lastly, this question aims to figure out kinds of learning methods or better techniques especially in an effort to help improve English speaking skills for students.

The chart points out that students prefer using storytelling and role play methods in order to practice their speaking skill with the same percentage of 37,9%. Nevertheless, another 24,1% prefer to practice their speaking skill through a group discussion forum.
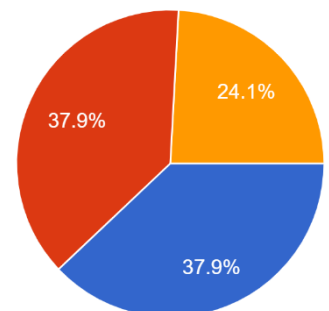
b) Interview

The next method was done by interviewing one of the English teachers in SMP 4 Kertek, Wonosobo, Central Java. The interview was done in order to analyse what methods the teacher uses to overcome the students' problem in speaking English. Another reason is that, we need to see not only from the students' point of view, but also from the teacher whether the compensation learning method is useful for learners who do not get to speak a second language. There are 5 (five) questions in this interview:

a)	Me	: Have the students been taught speaking English, sir?
	Teacher	: Yes, they have, but only the basic lesson such as greeting.
b)	Me	: Approximately, what is the percentage of speaking lessons in the class, sir?
	Teacher	: Actually, speaking practice has not been really emphasized in this school, but when it comes to percentages compared to writing or reading it's probably 20% - 25% at most. Due to English not being their mother language, they can't really do it.
c)	Me	: What skill is more prominent between writing and speaking?
	Teacher	: The students are more active in writing than speaking.
d)	Me	: Do you think, what are the factors that cause the students to find difficulty in speaking English?
	Teacher	: There are 2 factors. The main factor is because English is not their first language, and they don't use it for daily life. Second is, they don't

		have direct contact in English, for example on cell phones. They even tend to choose to use the Indonesian language on their cell phone. So, it's clear that since they are not familiar with English, they are not familiar too with English vocabularies.
e)	Me	: What methods do you usually use in teaching them speaking English, sir?
	Teacher	: For speaking, I usually practice them through presentations. For example, I will describe something, and then later I ask them to discuss it in a group discussion. Another example is, I ask them to write about a specific thing, and after that they will read it in front of the class.

From the result of the interview above, we can sum up why students have difficulties in speaking English. In (a), (b), and (c), show that students in SMP 4 Kertek, Wonosobo do not use English for daily conversation as they learn basic English lessons only at school. They do not have much experience in learning English, especially in speaking. In addition, these results are related to Brown (2007) theory. It is said that "acquiring or getting knowledge of a subject or a skill by study experience, or instruction". In (a), (b), and (c) cases, one of the difficulties faced by the students is because of the lack of experience in practicing speaking English.

Next, the result in (d) explains the factors that influenced students' problem in speaking English. As Ur (1996) stated that some factors that cause difficulty in speaking English are inhibition, nothing to say, low participation, and mother-tongue use. Moreover, in (d) case refers to mother-tongue matter. Since they rarely practice speaking English and Indonesian has become their first language, they tend to use Indonesian because it is easier when they use and speak with their mother tongue.

Lastly, the last result tells us the methods used by the teacher to overcome the students' problem in speaking English. Based on the result, the teacher implements some aspects in SLA (Second Language Acquisition) theory from Brown (2007). The first one is the "Compensation Strategies", which is "selecting

the topic", and "Instructional Variables". Here, it can be seen that the teacher always decides a certain topic either in reading, writing, or speaking for the students' material in class. Furthermore, in the "Instructional Variables", learning outcomes are significantly influenced by what classroom teachers do on a daily basis. In this case, the teacher promotes extended discourse through writing, presentation, and discussion at the same time to practice the students' speaking skill, and modify assessment to match instructional modifications.

c) **Resume**

Our field study at a public junior high school in Kertek Wonosobo, Central Java, revealed that students, particularly those who take English learning, find it challenging to practice speaking in English. They didn't feel comfortable or enjoy speaking English in class or in daily life because they believe it to be hard to learn. They experience issues when speaking English that are typically brought on by a limited vocabulary, which makes them uneasy when doing so. The students are also reluctant or feel terrified to communicate in English because they worry that they may mispronounce words. This because there are so many diverse vocabularies used in English writing and pronunciation. The fact that students in public schools not usually speak English in class or during daily interactions refers to the difficulty of speaking the language. Private junior high school students, particularly those in urban areas, speak English more frequently in class and in casual interaction.

The hassle in speaking English among public junior high school students is due to several reasons, such as: the proportion of learning speaking in English class is only around 20% to 25% of the total lesson time, students are not used to speaking English in their social circles since the environment is not supportive enough, problems the regional accents of these students, the lack of understanding of vocabulary, and the lack of practicing English outside the school. Seeing these conditions, the students and teachers of this state junior high school are of the view that a certain method of learning English is needed that can overcome students' difficulties in speaking and can facilitate mastery of speaking English, which are role play, storytelling, and group discussion.