



**REASONS BEHIND THE PROBLEM IN STUDENTS'  
SPEAKING SKILL: A STUDY FROM EFL TEACHERS' AND  
STUDENTS' SELF REFLECTION PERSPECTIVE**

*SKRIPSI*

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## ABSTRACT

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**Key words:** speaking, self-reflection, perspective

Speaking is the skill of English in expressing opinions, commenting and communicating. Speaking skills are one of the skill that must be mastered by students and EFL learning teachers. This speaking activity itself involves some accuracy and vocabulary skill. The skill to speak is also to convey self-expression that can describe something when in happy or sad conditions. Speaking is associating the ideas of language sounds in words and sentences precisely and clearly. Speaking ability is an activity to convey messages orally and messages will be received by listeners.

This study aims to improve students' speaking skill in English to students and teachers by approaching the approach of looking for the reasons behind the problems of students' speaking ability. The data is taken through the reflection perspective of teachers and students. The purpose of this study is to improve and find solutions to students' problems in speaking English. The subjects of this study were a teacher and 6 advanced 11th grade students at SHS 2 BATU in the 2023/2024 academic year. Given that the primary goal of this study was to explore the notes taken by English teachers as they self-reflect on their actual teaching experiences. Researcher used a qualitative approach taken from interviews and used semi-structured interviews. Semi-structured interviews were used to collect the data, which included self-reflective evaluations from both the teacher and the student. Interviews are interactions between two persons in a single opportunity. The data is organized, summarized, and interpreted to get the essence of the participant's experience.

The findings show that one of the main problems experienced by students is a little anxious and a little boring during class. In this study also found participants' self-reflection of doubts in language including in determining the direction and consequences of thinking. However, a teacher also pays a little less attention if students have a lack of self-confidence so that students seek more knowledge through students worksheets and other learning resource.

This research has various kinds of shortcomings due to the limited time given by the school so that the interview must cut school hours. In addition, students and teachers take time during learning hours. Every thing went smoothly and according to plan.

## CHAPTER I

### INTRODUCTION

A researcher brought up the subject of speaking ability self-reflection during the course of this study. Particularly in Chapter I, where a number of series of studies were carried out and discussed by researchers in terms of background, earlier studies, and research gaps. The following data collection procedure includes research goals, research interests, and research stages.

#### 1.1 Background of the Study

Speaking is one of the skills that students must master in EFL learning. Basically speaking, it is a tool to communicate with others. This is a process for conveying various ideas and even information orally. The act of speaking involved some skills such as accuracy, fluency, vocabulary and pronunciation (Derakhshan et al, 2016; Saito, 2017 and Levis, 2006). Researchers have shown increasing interest in discussing second language learning, especially in terms of speaking. In EFL learning, it is definitely inseparable from what is called "talking." EFL learning includes four skills: speaking, listening, writing, and reading. In line with that, Kosar and Bedir (2014) stated that speaking is the essence of language learning. However, in this regard, a researcher, Richards (2008), added that the main goal of learning English as a second or foreign language is to improve speaking skills simultaneously. According to Harmer (2007), speaking is an action in real time. When people are having a

conversation, they compose a word, and the other person responds immediately so that they respond to each other. When speaking, the person cannot revise or edit what has been said, which illustrates that speaking is direct spoken language. Therefore, many people associate their speaking ability with how well they speak English.

In this regard, an educator must find effective ways to assist students in growing and developing skills in interpreting and communicating with friends in English. As a result, in order to achieve long-term growth and interpretive skills, language teacher education is dependent on the continuous development of learners' independent learning ability and assessment (Lee 2009). Teaching and learning in formal education sometimes encounter problems from students who find it difficult to express themselves through ideas due to a limited English vocabulary during the learning process. Genuinely, every student is required to speak English during the language learning process; this can be carried out on a regular basis. Continuing with the speaking topic, speaking is required for social interactions between friends and groups. The selection of correct words and the direction at which the other person is speaking are a few of factors that connect to speaking activity. Each speaker must also deliver their topic in a way that is simple enough for the audience to understand. Speaking can therefore be described as a method of conveying thoughts and information that are organized to meet the demands of the listener (Tarigan, 1987, cited in Musaddat, 2008). According to Drakhshan et al. (2016), Saito (2017), and Levis (2006), the act of speaking involves several skills, including accuracy, fluency, vocabulary, and pronunciation. All of these elements must

be mastered by students, especially in the learning and teaching process of EFL. In this process, the teacher is required to contribute time, attention, and courage to provide opportunities for students to practice speaking skills. This is related to the theory conveyed by Anyaegbu et al. (2012), Nehe et al. (2018), and Wiraningsih and Santosa (2020). Moreover, speaking skills are one of the communication activities that involve giving each other opinions and views. When used to doing it, this makes a learner and teacher reciprocate with each other.

However, the skill to speak can be self-reflective through connecting words in English. Speaking is one of the daily activities needed to convey information to each other and ask for even more. Speaking a foreign language is one of the problems that is often encountered in the process of learning English in class; this requires habituation. Students' enthusiasm for improving their English language abilities decreases when they complain frequently about connecting words or involving challenging words while learning English, requiring them to open and close the dictionary. While the majority of English teachers believe that learners need to practice speaking English.

According to Khadidja (2010), p. 40, children must also understand and communicate messages using verbal forms and verbal expressions as they learn to talk. Dialogue and conversation are effective ways for students learning English as a second language to practice speaking, since these skills need practice and exposure to grow. However, speaking a foreign language is not an easy skill to master. Since speaking well in a foreign language involves a lot of courage and preparation, learners view speaking as the most



challenging ability. Speaking includes five components, according to Brown (2004, p. 172), including grammar, vocabulary, comprehension, fluency, and pronunciation. These elements need to be taught to students. They should have a lot of ideas in their heads about what they will say since they should know what they will say before they speak. Students also need to be able to pronounce words correctly; otherwise, it will be challenging for listeners to understand them. Furthermore, students need to have a large enough vocabulary and be able to structure their sentences clearly in order to talk clearly and smoothly. The students will certainly be able to speak well if everything is done correctly, and their listeners will have no trouble understanding what they are saying. 2014 (Siti Khotimah) English teachers have a challenging task: getting their students to speak English. Long-term practice and learning are required. Students of foreign languages observe that their mother tongue is significantly different from English, yet they have very little opportunity to learn and use English in their daily lives. They therefore need to speak English more often.

In a previous studies, Gan (2013) identified four reasons that prevent being motivated and engaged in English speaking activities. These factors are lexicogrammar, cognitive processes, speaking anxiety, and a lack of speaking experience. Cao (2011) also looked at the ecological elements that affect students' motivation to communicate in English in a different study carried out. The findings demonstrated that three key areas—their dimensions as persons (self-confidence), community (subject and types of tasks), and linguistics—had an impact on students' speaking experiences (language

proficiency adequacy). Students are unable to participate fully in language lessons as a result, which has an impact on their ability to speak fluently. The ability of students to speak out in class should be compared to their desire to participate fully in language lessons, therefore English teachers and speakers should take this into consideration. The research on teaching reflection in ELT has produced some excellent findings. The following are three current or previous related studies on teaching reflection that focused on EFL teachers' teaching reflection. The first study (Afshar & Farahani, 2015) used quantitative research to investigate the relationship between reflective teaching and thinking of 233 EFL Iranian teachers based on gender and teaching experiences. Reflective assignments can provide important information for curriculum development and feed back into future assessment tasks. According to Ulzer (2019), learning languages requires several fun learning methods. One method that can train students' speaking skills is the storytelling method; this method can improve speaking skills, language structure, pronunciation, and vocabulary. Setyarini (2012). There are 4 language skills that can be learned by students, namely listening, speaking, writing, and reading. In this case, they need to master these four aspects of language. Among these 4 skills, speaking is usually said to be the most preferred language skill and is used whether a person has succeeded in learning a language or not. However, that is why most students make good speaking performance their ultimate goal in language learning (Richards & Rendaya, 2002; Rao, 2019). It is also widely recognized that in almost all

language settings, speaking is the most frequently used language skill. (Trialoka, V.S., Puspita, H., Sabarrudin, S., 2017. Abdl El Fattah, 2006).

Furthermore, Rao (2018) argues that speaking serves a dominant role in mastering a foreign language or a second language. Speaking is an activity focused by the teacher to promote good students' speaking skills because speaking is good for students because it is useful for developing networks, personality, and character. According to the theory presented by Supriadi (2005), students will get social and professional benefits if they can use spoken language, such as opportunities for student exchange, fast graduation, and scholarships. In connection with the importance of mastering English speaking skills, students tend to face many difficulties in speaking. Shen and Chiu (2019) reported in their study that the difficulties in speaking English that students faced were psychological in nature and borne from several problems (e.g., nervousness, fear of making mistakes, lack of confidence), linguistic problems (e.g., inadequate vocabulary, grammar, expressions, inadequate sentence organization, etc.), and problems from an environmental perspective as well as the context of learning English.

According to Ararso (2012), in terms of the use of strategy and achievement, students who get high scores are learning methods that have more strategies than low-ranking students as a whole by carrying out social strategies. With others, using different methods is more likely to help students achieve greater success in language learning classes.



The reflections reported on in this paper focused on the second type, aiming to assess and interpret students' development of metacognitive and critical thinking skills. The study reported here contributes to the small body of previous studies on shared learning between student healthcare interpreters and health professionals by providing an insight into students' critical reflections in their post-session written reflections. Speaking a second language is another cognitively demanding task (Ardila, 2003). In other words, they learn from multiple experiences so they can produce appropriate changes in methodology, teaching, and assessment, according to Pacheco (2005) and Cimer, Cimer, & Velki (2013). As speakers gain proficiency in a non-native language, they shift toward directly accessing their second-language lexicon and (more or less) away from translating every thought from language 1 to language 2. As a result, speaking a second language imposes more of a cognitive load for novice speakers than for proficient speakers. The role of the educators in this study shifted from "transferrer of knowledge" to "organizer, adviser, and source of information" (Horváth 2007). Learners were provided with information on the scenarios used in the simulations in advance, and both cohorts shared their observations and learning experiences in a debriefing session, as recommended by Latimer, Robertiello, and Squires (2019). In addition, it was reported in a study that one of the basic problems faced by students was the attitude of unsupportive parents, which greatly affected the students' English learning process (Tariq, A. R., Bilal, H. A., Sandhu, M. A., Igbal, A., & Hayat, U., 2013).

## 1.2 Research Questions

The researcher discovered that the study of self-reflection involves qualitative methodologies in relation to the ideas and context from the previous review. Two questions are addressed in this research :

1. How students do self-reflection in speaking skill ?
2. How the teacher's self-reflection when overcoming the problem of speaking skill ?

## 1.3 Objective of the Study

This study aims to determine how self-reflection strategies are applied to speaking abilities, which are expected to help students in speaking and boost their motivation for learning. The researcher is also interested in the strategies used to improve speaking abilities.

## 1.4 Significance of the Study

The expected research findings indicate that the core is for teachers to serve as guidelines and references for teachers in improving speaking skills through self-reflection. In addition, it can improve the quality of teaching for students and allow students to express self-reflection in speaking English. Giving aids both teaching and learning. It is intended that it would provide a foundation and point of reference for future research on the speaking

techniques employed by highly proficient EFL learners as well as provide new ideas for teaching methods that will help students improve their speaking skill.



## CHAPTER V

### CONCLUSION

The researcher draws a few conclusions from the qualitative research that was conducted utilizing a semi-structured instrument in this closing part. The recommendations in the next section are for teachers and students to follow in order to maximize learning results. Seven participants will each give a detailed description, and the researcher will offer recommendations for the curriculum, teachers, and students.

#### 5.1 Conclusion

Based on the results of the study, it can be concluded that the results show that students feel more comfortable when learning English is interspersed with playing games and singing together. This makes the class atmosphere live again. Students need encouragement to want to speak English. The supporting facilities or media provided by teacher to students are felt to be lacking if they are felt only through textbooks and worksheets where the students participate through the appearance of a public figure's speech video or a piece of film so that students can imitate the accents spoken in learning English. Through this imitation, it can have a positive impact on participants' self-reflection. Maybe a lot of words, even some words that are spoken, have errors in spelling or pronunciation. The advice that can be given to teacher is that students should be embraced together to study outdoors so that the class atmosphere becomes lively. This research also shows that English teachers really need students to be aware of how important they are.

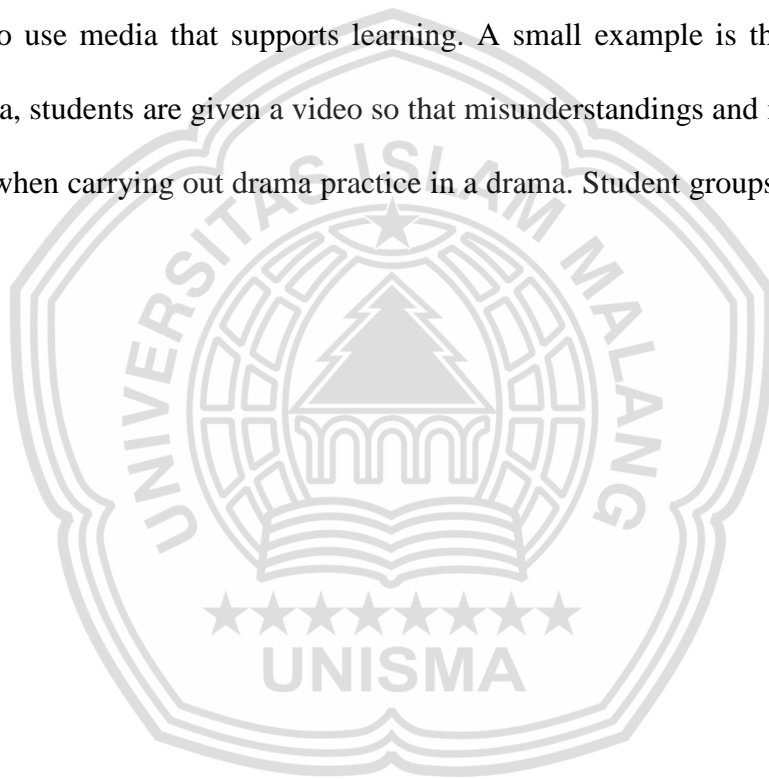
No less important is the material provided in accordance with the teaching materials provided by the curriculum. Furthermore, the specialization teacher should be responsible for providing learning materials that are easily understood by young students, which can only be achieved with a fun type of teaching. Through self-reflection, there are several effective methods used as learning media and several effective strategies for learning English. What's more, the teacher must often evaluate some of the errors experienced by students through learning assessments in integrated speaking sessions based on how the English teacher performs in pronunciation, accuracy, fluency, and creativity with EFL learners. Suggestions for students are that if they feel uncomfortable studying alone, they are welcome to submit opinions on studying in groups to produce groups that are comfortable and support each other's study friends. Another alternative that can be applied when self-evaluating is by recording it and then playing it back and fixing it if there are wrong words that have been spoken. I learned a lot from the words said by community leaders.

## 5.2 Suggestions

Suggestions for students are that if they feel uncomfortable studying alone, they are welcome to submit opinions on studying in groups to produce groups that are comfortable and support each other's study friends. Another alternative that can be applied when self-evaluating is by recording it and then playing it back and fixing it if there are wrong words that have been spoken. I learned a lot from the words said by community leaders. A learner can adapt to peers and create a warm



classroom situation by forming study groups where each group consists of 4-5 people. Starting from these small things, students begin to reflect on each other's mistakes in learning English in advanced classes. However, even though they have mastered some vocabulary and are learning English, students still need to learn a lot in order to experience an increase in their proficiency. A teacher needs to apply some precise strategies in order to balance the interests of students. Thus, some suggestions that can be given by teachers teaching advanced English subjects are to use media that supports learning. A small example is that when learning drama, students are given a video so that misunderstandings and mistakes do not occur when carrying out drama practice in a drama. Student groups include 4-5 members.



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