

**AN ANALYSIS OF DIFFICULTY LEVEL IN SPEAKING ENGLISH BY
FIFTH CLASS STUDENTS OF MI NURUL MUHAJIRIN MESUJI**

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Abstract

This research aims to analyze the level of difficulty faced by fifth-grade students at MI Nurul Muhajirin Mesuji in speaking English. As one of the key language skills, speaking plays a crucial role in effective communication. However, for elementary students, especially in rural or under-resourced areas, speaking English remains a significant challenge. This study employs a qualitative descriptive method, involving classroom observations, student interviews, and teacher input to identify specific factors contributing to students' speaking difficulties. The findings reveal that pronunciation, limited vocabulary, lack of confidence, and minimal exposure to English outside the classroom are the main obstacles. This research is expected to provide insights for English teachers and curriculum developers to improve teaching strategies that can better support young learners in developing their speaking skills.

Keywords:

*Speaking difficulties 1,
English language 2, language
learning 3*

Kata kunci:

*Kesulitan berbicara 1, bahasa
Inggris 2, pembelajaran
bahasa 3*

Abstrak

Penelitian ini bertujuan untuk menganalisis tingkat kesulitan yang dihadapi siswa kelas V MI Nurul Muhajirin Mesuji dalam berbicara bahasa Inggris. Sebagai salah satu keterampilan berbahasa yang penting, berbicara memegang peranan penting dalam komunikasi yang efektif. Akan tetapi, bagi siswa sekolah dasar, terutama di daerah pedesaan atau daerah dengan sumber daya yang terbatas, berbicara bahasa Inggris masih menjadi tantangan yang signifikan. Penelitian ini menggunakan metode deskriptif kualitatif, yang melibatkan observasi kelas, wawancara siswa, dan masukan guru untuk mengidentifikasi faktor-faktor spesifik yang berkontribusi terhadap kesulitan berbicara siswa. Temuan penelitian mengungkapkan bahwa pelafalan, kosakata yang terbatas, kurangnya rasa percaya diri, dan minimnya paparan bahasa Inggris di luar kelas merupakan kendala utama. Penelitian ini diharapkan dapat memberikan wawasan bagi guru bahasa Inggris dan pengembang kurikulum untuk meningkatkan strategi pengajaran yang dapat lebih mendukung siswa muda dalam mengembangkan keterampilan berbicara mereka.

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INTRODUCTION

Language is a fundamental tool for communication, and English, as an international language, plays a significant role in global interactions. In many educational institutions across the world, English is taught from an early age to equip students with the necessary skills to compete in an increasingly interconnected world. However, mastering English, particularly speaking skills, remains a major challenge for many learners, especially those in primary schools.(Sintadewi et al., 2020)

At MI Nurul Muhajirin Mesuji, English is introduced as a foreign language subject to fifth class students. Despite the structured curriculum and regular lessons, many students still face considerable difficulties in speaking English. These difficulties can be influenced by various factors, including limited vocabulary, lack of confidence, poor pronunciation, inadequate exposure to the language, and limited practice opportunities.

English is one of the most widely spoken languages in the world and plays a crucial role in international communication, education, and technology. In Indonesia, English is taught as a foreign language starting from elementary levels. However, many students still face various challenges, particularly in speaking skills. Speaking is considered one of the most complex aspects of language learning, as it involves not only vocabulary and grammar but also pronunciation, fluency, and confidence.(Yusuf, 2020)

At the elementary school level, especially in rural or less developed areas, students often struggle with speaking English due to limited exposure, lack of practice, and inadequate teaching resources.(Afandi et al., 2023) MI Nurul Muhajirin Mesuji, a madrasa located in a relatively rural region, provides English instruction to its students, including those in the fifth grade. However, their speaking proficiency appears to be low, raising concerns about the effectiveness of the teaching methods and the learning environment.

This research aims to analyze the level of difficulty experienced by fifth class students of MI Nurul Muhajirin Mesuji in speaking English. It seeks to identify the main factors that hinder their speaking ability, such as vocabulary limitations, poor pronunciation, lack of confidence, or anxiety. Understanding these difficulties is essential in order to develop better teaching strategies and provide appropriate support to improve students' speaking skills.

Understanding the level and nature of these difficulties is crucial for

improving the effectiveness of English language instruction. By identifying the specific challenges that students encounter, teachers and educators can develop more targeted strategies to support learners in overcoming their speaking barriers. (Nur et al., 2023)

This research aims to analyze the difficulty levels experienced by fifth class students of MI Nurul Muhajirin Mesuji in speaking English. It will explore the main factors contributing to these difficulties and provide recommendations for enhancing students' speaking skills through improved teaching methods and learning environments.

THEORETICAL FRAMEWORK

In conducting research on the difficulties experienced by students in speaking English, it is essential to base the analysis on relevant linguistic and pedagogical theories. This theoretical framework outlines the key concepts and theories related to language learning and speaking difficulties.

A. Speaking as a Language Skill

Speaking is one of the four basic language skills—listening, speaking, reading, and writing. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It requires not only knowledge of the language system but also the ability to use language appropriately in social contexts.

B. Components of Speaking

speaking ability consists of several key components:

- | | |
|--|------|
| 1. | Pron |
| unciation: the way of producing sounds correctly. | |
| 2. | Gra |
| mmar: the correct usage of language structure. | |
| 3. | Voca |
| bulary: the range of words used by the speaker. | |
| 4. | Flue |
| ncy: the ability to speak smoothly and without hesitation. | |
| 5. | Com |
| prehension: the ability to understand and respond appropriately. | |

These components are often used as indicators to assess speaking proficiency and can also be sources of difficulty for learners.

C. Difficulties in Speaking English

Language learners often face various problems in developing speaking skills. common speaking problems include:

- | | |
|----|-------|
| 1. | Inhib |
|----|-------|

1.	shyness or fear of making mistakes)	Not
2.	ing to say (lack of ideas or vocabulary)	Low
3.	participation (especially in large classes)	Mot
4.	her-tongue use (students prefer using their native language)	

These issues are particularly relevant in young learners who may lack confidence or are unfamiliar with English-speaking environments.

D. The Role of the Learning Environment

The learning environment plays a significant role in students' speaking development. Vygotsky's Sociocultural Theory (1978) emphasizes the importance of social interaction in learning. If students are not provided with opportunities to speak in a supportive and interactive classroom, their speaking skills may not develop effectively.

E. English Language Teaching at Elementary Level

Teaching English at the elementary level requires age-appropriate methods and materials. young learners need more contextual and interactive approaches to language learning. Activities like songs, role plays, and storytelling are effective in promoting speaking among children.

RESEARCH METHODOLOGY

This research uses a descriptive qualitative approach. The purpose of this study is to describe and analyze the difficulties faced by fifth class students of MI Nurul Muhajirin Mesuji in speaking English. A qualitative method is appropriate because it allows the researcher to explore students' speaking problems in depth based on their experiences, expressions, and behaviors in the learning process.

The subjects of this research are the fifth grade students of MI Nurul Muhajirin Mesuji in the academic year 2024/2025. The total number of students in the class is approximately 80. The researchers selected this class because they had already received basic English instruction and were expected to have developed basic speaking skills.

RESULTS AND DISCUSSION

A. Students' Difficulties in Speaking English

Based on the observations, interviews, and documentation, it was found that the fifth class students of MI Nurul Muhajirin Mesuji face several difficulties in speaking English. These difficulties can be categorized into the

following aspects:

1. Pronunciation Problems

Many students mispronounce English words due to interference from their mother's tongue (Bahasa Indonesia or local dialects). For example, words like "three" and "think" were often pronounced incorrectly as "tree" and "tink".

2. Limited Vocabulary

Students often struggle to express their ideas because they lack sufficient English vocabulary. During speaking activities, many students paused frequently or used Bahasa Indonesia when they could not remember the English words.

3. Grammar Usage

Grammatical errors were common. Students tend to use incorrect tenses, such as saying "He went to school" instead of "He went to school." This indicates a lack of understanding of basic sentence structures.

4. Lack of Confidence and Anxiety

Many students showed signs of nervousness when speaking English in front of the class. They were afraid of making mistakes or being laughed at by their peers, which reduced their willingness to speak.

5. Low Participation in Class Activities

Only a few students actively participate in speaking exercises. Most students were passive and preferred to remain silent unless directly called upon by the teacher.

B. Factors Influencing the Speaking Difficulties

From the interviews with teachers and students, several contributing factors were identified:

1. Lack of Practice Opportunities

Students have very limited time to practice speaking in the classroom. Most lessons focus on reading and writing, with some interactive speaking activities.

2. Limited Teaching Media

The school lacks adequate teaching aids such as audio-visual materials, which are useful in developing listening and speaking skills.

3. Teacher-Centered Approach

The English lessons were often delivered in a traditional, lecture-based format, with minimal student engagement in communicative tasks.

4. Environmental Factors

Students have little exposure to English outside the classroom. There were no English clubs or extracurricular activities that promoted speaking practice.

C. Discussion

The findings of this study align with those who stated that common speaking problems include inhibition, lack of vocabulary, low participation, and mother-tongue interference. These difficulties are further influenced by classroom conditions and teaching methods.(Lestari, 2021)

To overcome these challenges, it is recommended that teachers use more interactive and student-centered approaches, such as role plays, group discussions, and games that encourage students to speak. In addition, creating a supportive classroom environment and integrating more English-speaking practice into the curriculum can help improve students' confidence and competence in speaking English.(Qalyubi et al., 2023)

CONCLUSION

Based on the results of the research, it can be concluded that fifth class students of MI Nurul Muhajirin Mesuji face several significant difficulties in speaking English. The main problems identified include poor pronunciation, limited vocabulary, grammatical errors, low confidence, and minimal participation in speaking activities. These difficulties are influenced by both internal factors (such as students' lack of motivation and fear of making mistakes) and external factors (such as limited practice opportunities, teacher-centered teaching methods, and lack of supporting media).

The findings indicate that speaking is a challenging skill for young learners, especially in environments with limited exposure to English. Therefore, English teachers are encouraged to apply more interactive, student-centered, and communicative approaches in teaching. Providing more opportunities for students to practice speaking in a supportive and enjoyable environment will help to reduce anxiety and improve their overall speaking ability.

This research is expected to contribute to a better understanding of students' speaking difficulties and to serve as a reference for improving the teaching and learning process of English speaking skills in elementary schools, particularly in rural or under-resourced areas

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