(Research Article)

The Problems in English Learning Speaking Class VII by Students Satu Atap Sukun Junior High School in Academic Year 2024-2025

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Abstract: This study aims to identify various problems faced by students class VII at junior high school Satu Atap Sukun in learning to speak English, as well as the role of teacher in overcoming these challenges, specifically with seventh-grade students. The researcher is interested in exploring the issues faced at junior high school Satu Atap Sukun and the strategies implemented by teacher to help students overcome these difficulties. The research method used is qualitative, with data collection techniques through interviews and observations. The results found in this study indicate that the researcher identified problems in learning English speaking skills among students class VII at Junior High School Satu Atap Sukun, as well as the teacher strategies to solve these problems. The problems experienced by the students class VII at Junior High School Satu Atap Sukun are as follows: no experience in English learning from the basics, lack of motivation to English learning, lack of self-confidence, limited English vocabulary, very limited time for English learning, lack of learning facilities and teaching media, no English speaking practice outside of school, and the influence of an environment that uses the mother tongue. Meanwhile, the teacher strategies to overcome the English speaking problems among students class VII at Junior High School Satu Atap Sukun include group discussion strategy, role-play strategy, and whisper relay strategy.

Keywords: Childcare; Empowerment; Great Parents School; Parenting; Transformation.

1. Introduction

English learning in Indonesia has a very important position in educational institu-tions. English is recognized as a very important subject in educational institutions in Indonesia, as English is a language that is internationally recognized. English, as one of the international languages, indirectly has a significant influence on the education system in Indonesia (Alfarisy, 2021). Currently, English language learning is being taught from secondary education to higher education (Noorman Haryadi, 2020). The importance of learning English in educational institutions has led the government to regulate it through the national curriculum. This is based on the Regulation of the Minister of Education and Culture (Permendikbud) Number 12 of 2024 concerning the curriculum for early childhood education, basic education, and secondary education levels. The purpose of this regulation is to change the status of English learning in elementary and secondary schools from an optional subject to a compulsory one. The purpose of learning English in Indonesia is to be able to communicate and interact with various countries both orally and in writing. By learning English, people will be able to create job opportunities with various foreign countries.

The ability to speak English is a crucial skill in English language learning. According to Yunda Lestari, speaking is an essential skill that everyone, including students, should possess (Lestari et al., 2023). Currently, many people believe that English is a difficult subject to learn. This is because English is neither the mother tongue nor the medium of instruction in educational settings. Anggini states that speaking English is a challenging skill to master because

English is not the mother tongue and is not used as the medium of instruction in schools (Anggini, 2020). Additionally, there are several obstacles in speaking English, such as limited vocabulary, incorrect pronunciation, and improper sentence structure. According to Andika, one of the fundamental factors affecting speaking skills is the lack of self-confidence due to fear of nervousness and embar-rassment when mispronouncing words (Andika, 2022). External factors also hinder English speaking learning, including the environment, facilities, and teaching methods. Anzar & Mardhatillah identify external factors such as the teacher, social environment, school curriculum, and facilities as influencing English speaking skills (Anzar & Mardhatillah, 2020).

From the studies above, researcher have found common issues faced by previous researcher. They also discovered new challenges in the process of learning to speak English. Some of these challenges include low student interest in learning to speak English, the lack of effective methods to improve their speaking abilities, and the in-fluence of the environment on their English language development.The approach to addressing the issues raised from the above study in English speaking learning includes mastering language structure as well as expanding vocabulary. The indicators in learning speaking skills are vocabulary mastery, pronunciation, and grammar (Noorman Haryadi, 2020). Furthermore, how to speak great English is by way of. There is great courage that will make them confident. They will speak more fluently when they have confidence in speaking English (Syafitri et al., 2019). Several aspects that have been proposed by ex-perts to address the issues of learning to speak English are certainly influenced by other supporting factors. One of these factors is the role of the teacher in enhancing students' speaking abilities in English, for example by requiring students to speak English during English lessons. Additionally, students should be accustomed to submitting English vocabulary.

Based on the issues above, the researcher concludes that English is recognized as a very important international language. In Indonesia, English language learning in edu-cational institutions plays a crucial role, so every institution, from secondary schools to higher education, is required to teach English. A person's success in learning English can be measured by their ability to use the language fluently. Currently, proficiency in speaking English seems to still be influenced by several factors. These include the persistence of the mother tongue, the influence of the surrounding environment, and a lack of self-confidence when speaking English. This is certainly closely related to the challenges faced in the learning process at various educational institutions, especially at Junior High School Satu Atap Sukun. Furthermore, this research also aims to investigate some of the problems students face in learning to speak English. The researcher is also interested in exploring the issues

Research Of Problem Namely: What are the students' problems in English speaking skill by students class VII at Junior High School Satu Atap Sukun? And what are the teacher strategies to solve problems English speaking skill by students class VII at Junior High School Satu Atap Sukun?

The purpose of this study is closely related to the introduction and problem for-mulation that have been stated. The objectives of this study are: To analyze the problem in english speaking skill by students class VII at Junior High School Satu Atap Sukun and To explain the teacher's strategy to solve problems English learning speaking by students class VII at Junior High School Satu Atap Sukun.

2. Literature Review
The Definition of English Speaking Skills.

The ability to speak in English is one of the essential competencies that students must master in the current era of globalization (Trianasari et al., 2024). According to Ruspa in the study by (Hotmaria, 2021), speaking skills are one of the most im-portant indicators of students' success in learning English. Speaking skills refer to the ability to construct sentences, as communication occurs through sentences to display the varying behaviors of people from different societies. Speaking is one of the most crucial skills to be mastered in English language learning (Djonnaidi et al., 2021).

From the above study, it can be concluded that speaking ability is a measure of one's proficiency in learning English. To master speaking English well, a speaker must possess speaking skills in English. This is because speaking skills in English reflect a person's success in understanding vocabulary when speaking English.

Theory of Teaching and Learning Speaking

Teaching speaking skills will lead to more efficient communication for each individual. Everyone should make a strong effort to achieve the goals taught and understand as well as avoid potential problems that may arise when teaching speaking, such as vocabulary, grammar, pronunciation, and intonation (Oktaviana et al., 2021).

Speaking skills development is one of the crucial elements in education that must be provided to students to ensure they can communicate well and effectively in various situations (Suciati et al., 2023). Learning speaking means teaching something to students. In this sense, it implicitly involves selecting, determining, and developing methods to achieve the desired learning outcomes based on the existing conditions (Harianto, 2020).

From the opinions mentioned above, it can be concluded that teaching speaking and learning speaking are both essential in communication for every individual, with the goal of enabling each person to communicate effectively and more efficiently.

Indicators of English Speaking Ability

The indicators in learning speaking skills are the mastery of vocabulary, pronunciation, and language structure (Grammar) (Noorman Haryadi, 2020). According to (Noorman Haryadi, 2020), reading habits can improve students' ability to develop students' speaking skills. In order for someone to have good english speaking skills, the first step that needs to be taken is to have great courage. This courage will help a person feel more confident when speaking. They will speak more fluently when they have confidence in speaking English (Syafitri et al., 2019).

Learning to speak English which is put forward by several experts, it can be concluded that the ability to speak English has several indicators including. Increased vocabulary, pronunciation, grammar structure, reading habits to enrich vocabulary in speaking English, and the need for confidence to try to speak English.

Problems in Speaking English

The problems in English language learning actually have several factors, both internal and external. According to Utami & Nurjat in their study (Firna et al., 2024) one of the main internal factors is a lack of self-confidence, where individuals feel uncertain about their abilities and are afraid of making mistakes. This lack of self-confidence is often exacerbated by low motivation to learn and practice, which may be caused by the belief that English is too difficult or irrelevant. On the other hand, Azhar and Mardhatillah in their study (Susanthi, 2020) state that external factors include the teacher, social environment, school curriculum, and facilities. According to Roinah in her study (Iswara et al., 2024) students face many challenges, including a lack of vocabulary mastery, lack of desire to learn English, difficulties in communicating in English, and a lack of motivation to study.

From the discussions above, it can be concluded that the issues in English speaking learning include the lack of self-confidence, due to fear of nervousness and embarrassment in pronouncing English words or sentences. Additionally, there are other issues, such as the influence of the social environment, the availability of school facilities like English language labs, insufficient vocabulary mastery, and a lack of motivation to learn English.

English Speaking Learning Strategies

The teacher's strategy to influence students' English language skills includes asking students to practice speaking in groups in front of the class or engage in question-and-answer sessions, with the goal of enabling students to communicate with their classmates (Anggini, 2020) Furthermore, in English speaking lessons, every activity conducted should involve communication in English (Lismay & Zubaidah, 2019). Teachers should also apply creative English language teaching strategies, such as learning through play. The idea behind learning through play is to sing English songs that mention the names of animals, plants, and so on. This method serves as a stimulus provided by the teacher to prevent students from getting bored during English lessons (Islam et al., 2022). Teacher should also con-tinuously motivate students regarding the importance of learning to speak English to encourage them to stay enthusiastic about participating in English speaking lessons. According to Oder & Ei-senschmidt in the study by (Inggris et al., 2024), in addition to improving their English skills, a teacher must also maintain their stu-dents' motivation and enthusiasm for learning.

From the above study, it can be concluded that English language learning strategies include speaking in groups with classmates, and every activity conducted should be in English. Additionally, teachers should create more creative learning approaches, such as learning through play, so that students participating in English lessons do not feel bored during the

learning process. Teacher should also fre-quently provide motivation to students. The above study also presents an appro-priate strategy to enhance English speaking lessons and address issues in speaking English.

3. Methodology Research

This study uses a qualitative method. According to Sukmadinata in the study by (Suttrisno et al., 2022) qualitative research is research aimed at describing and analysing an event, phenomenon, social life, behaviour, beliefs, responses, and thoughts of individ-uals or groups. The purpose of choosing the qualitative research method in this study is to allow the researcher to directly interview and observe the learning activities of students in the classroom, as well as gather information about the issues faced by students class VII who are experiencing English speaking lessons for the first time. The research lo-cation chosen by the researcher is at junior high school Satu Atap Sukun. This research is also intended for class VII at junior high school Satu Sukun and is scheduled to take place on 10-20 February 2025.

The data sources used by the researcher are: Primary data sources are data obtained directly through informant interviews or direct sources. Primary sources are data sources that provide data directly to the researcher as the data collector (Sinaga, 2022). The primary data used in the field focuses on interviews with an English teacher and students class VII at junior high school Satu Atap Sukun, regarding the issues in English speaking learning among students and the strategies used by teacher to address the problems of students in speaking English. The secondary data utilized by the researcher involves reviewing relevant journal literatures related to the research problems, as well as exam-ining the strategies employed by teachers to address students' issues in speaking English.

For collection the data the research used observation technique involves observing students' habits in pronouncing English vocabulary through objects available in the school (Islam et al., 2022). According to Suyoto in the study (Firdaus et al., 2023) the observation focuses on the process and activities of teaching and learning, while prep-aration is made to record the learning process. The observation technique used by the researcher in the field aims to directly observe English learning activities in the classroom and the methods employed by the teacher to enhance students' speaking skills in Eng-lish. Additionally, the researcher also wants to assess the speaking abilities for class VII at junior high school Satu Atap Sukun.

The interview technique used by the researcher in this study involves conducting direct interviews with students class VII at Junior High School Satu Atap Sukun. The questions asked will focus on identifying the challenges faced by the students in learning English speaking skills. After interviewing the students, the researcher will also conduct an interview with the English teacher at Junior High School Satu Atap Sukun regarding the strategies implemented to address the students' English speaking problems.

For data analyzed the research used from Miles & Huberman, as cited in Barlian et al. (2023), data analysis consists of the following steps: Data reduction is the process of summarizing and selecting essential and relevant information. In this stage, the re-searcher simplifies raw data collected from interviews and observations, transforming it into more meaningful and relevant information for further analysis. Data display refers to a brief narrative description. In this stage, the researcher presents the results of data reduction in a systematic and structured manner, making the data easier to read and understand. Conclusion drawing is the process through which the research addresses the research questions, leading to implications and recommendations for relevant stakeholders. At this stage, the researcher interprets the findings into meaningful con-clusions based on the data that has been reduced and displayed.

4. Conclusion

Based on the research conducted by the researcher using observasion and interview methods in Junior High School Satu Atap Sukun, it was found the students' problems in English speaking and there are teacher strategies to solve English student.

The Students' Problems in English Speaking Skill By Students Class VII at Junior High School Satu Atap Sukun.

Based on the observations made in the field, the researcher found several challenges faced by students in communicating using English. The researcher concluded that the difficulty in speaking English is caused by the students' habit of preferring to respond to classmates or teacher using the local language or Indonesian. In addition, there are still many errors in pronunciation and intonation of words, and most students class VII at junior high school Satu Atap Sukun still feel awkward or shy to speak English in front of the class. Furthermore, there is a lack of facilities that can support students class VII in following English lessons. After conducting the observation, in order to analyze the problems faced by students class VII at junior high school Satu Atap Sukun, the next step was for the researcher to conduct interviews to gather more in-depth information regarding the issues of speaking English. Through both data collection techniques applied in the field, the researcher found several factors contributing to the problems experienced by the students class VII at junior high school Satu Atap Sukun, such as internal and external factors.

Internal Factors

No Experience English Learning From The Basics

Internal factors experienced by the students class VII are due to the fact that most of them had never studied English from the elementary level. They only started learning English for the first time when they entered class VII. This is evident from the interview excerpt with informant A1, who stated:

> *"We started learning English for the first time when we entered class VII."*

This statement is supported by informant A2, who said:

> *"Most of us began learning English for the first time upon entering class VII because the majority of us did not receive English lessons in elementary school."*

Together, the statements from informants A1 and A2 indicate that the internal problem faced by students class VII stems from the large number of students who did not receive English instruction during elementary school. As a result, most students class VII receive their first English learning when they enter class VII.

Limited Motivation in English Learning

Motivation to learn English is a benchmark for a person's ability in learning the language. The higher the students' motivation to English learning, the better their ability to understand the language. Conversely, the lower their motivation, the lower their ability to comprehend English. Currently, students' motivation to English learning is decreasing, which makes them less interested in learning the language. This factor is evident among students class VII at junior high school Satu Atap Sukun. Most of the students class VII at junior high school Satu Atap Sukun have very low motivation to English learning, which causes them to be reluctant to participate in English learning activities. This is supported by an interview excerpt from informant A1, who stated:

> *"We feel that English is a very difficult subject to learn because the reading is different, the writing is different, the pronunciation is different, and the translation is also different. We also feel lazy to attend English classes because we don't understand what is being taught."*

This statement is reinforced by informant A2, who said:

> *"Most of us are less enthusiastic about learning English because we consider it one of the most difficult subjects.*

Based on the findings gathered by the researcher in the field, these observations are highly relevant to expert opinions regarding students' decreasing motivation to learn English. According to Utami & Nurjat in their study (Firna et al., 2024), the lack of motivation to learn and practice may be due to the belief that English is too difficult or irrelevant.

Lack of Self Confidence

The lack of self-confidence among students class VII is caused by the fact that most of them at Junior High School Satu Atap Sukun still feel nervous when speaking English because they are shy and afraid to try speak English. This is evident from an interview excerpt with informant A1, who stated:

> *"The lack of self-confidence makes us feel shy and nervous when speaking English because we are afraid of making mistakes and being laughed at by our friends."*

This statement is reinforced by information A2 who said:

> *"Most of us still lack confidence when speaking English with teachers or classmates because we are still influenced by our environment and local language, which makes it difficult for us to speak English."*

The findings from the interviews are highly relevant to expert opinions. A lack of self-confidence in an individual often causes them to feel embarrassed when speaking. According to Utami & Nurjat in their research (Firna et al., 2024), one of the main internal factors is a lack of self-confidence, where individuals feel uncertain about their abilities and are afraid of making mistakes.

Limited English Vocabulary

The lack of English vocabulary causes students to not understand the words spoken by their friends or teachers during English conversations. A limited vocabulary also prevents students from comprehending written English texts. This factor often occurs among students who are just beginning to learn English, including students class VII at junior high school Satu Atap Sukun. Most class VII at junior high school Satu Atap Sukun still have a limited English vocabulary, which significantly affects their ability to speak English. This is evident from an interview excerpt with informant A1, who stated:

> *"We still lack English vocabulary, which affects our enthusiasm for learning English and makes it difficult for us to speak English."*

This statement is supported by informant A2, who said:

> *"The lack of English vocabulary greatly affects our ability to communicate in English, and this lack of vocabulary also makes it difficult for us to understand English texts."*

This statement is highly relevant to expert opinions, as a lack of English vocabulary greatly affects students' ability to speak English. According to Roinah in her study (Iswara et al., 2024) students face many challenges, including a lack of vocabulary mastery, a lack of desire to learn English, difficulties in communicating in English, and low motivation to learn.

External Factors

Limited English Learning Time in Class

The limited time allocated for English lessons in Grade VII poses a significant challenge to students' ability to enhance their English proficiency. At Junior High School Satu Atap Sukun, students receive only one English class per week. This limitation is evident from an interview excerpt with informant A1, who stated:

> *"We feel that the time we have to learn English is not enough because we still want to learn more with the English teacher, but the lesson time has already ended."*

This sentiment is further supported by informant A2, who mentioned:

> *"Our English learning time at school is insufficient because the time is very limited."*

Based on the issues identified by the researcher, the problems related to speaking English are caused by the very limited time allocated for English learning. This finding is highly relevant to expert opinions. According to Rosmana in the study by (Rahma Arifatuzzahra et al., 2024) time is also an important factor, especially in countries like Indonesia, where learning time is limited. This makes learning English too condensed and difficult to prioritize in daily routines.

Lack of Learning Facilities and Teaching Media

The lack of learning facilities at school has a significant impact on students' learning. At Junior High School Satu Atap Sukun, there is still a shortage of facilities to support students in learning English. These facilities include the absence of an English language lab. Teachers still rely on lectures and use the blackboard as the primary teaching media. As a result, students play a very limited role in the learning process. This can be evidenced by an interview excerpt from informant A1 as follows:

> *"The lack of learning facilities, such as a language lab, makes us learn English only with the blackboard and lecture methods from the teacher."*

The statement from informant A1 is further supported by informant A2 through the following interview excerpt:

> *"The lack of learning facilities has a major impact on student learning. So far, the teaching media used to improve students' speaking skills in English are the blackboard and lecture methods. Therefore, students' understanding of speaking English has not developed significantly."*

The lack of learning facilities at school makes classroom learning increasingly monotonous. This is highly relevant to expert opinions. According to Azhar and Mardhatillah in their study (Susanthi, 2020), external factors include teachers, social environment, school curriculum, and facilities.

No English Speaking Practice Outside of School

Most of the seventh-grade students at Junior High School Satu Atap Sukun rarely attempt to speak English at home. This is evidenced by an interview excerpt from informant A1, who stated:

> *"Outside of school, we never try to practice speaking English with friends or people around us."*

> This statement is further supported by informant A2, as evidenced by the following interview excerpt:

> *"With the limited time available, we never try to speak English with friends or others outside of school hours."*

Based on the findings obtained by the researcher, the absence of English-speaking practice outside of school is highly relevant to expert opinions. In their daily lives, students almost never use English when communicating with one another, whether at school or after school (Herdawati & Ridwan, 2022)

The Influence of the Environment Using Mother Tongue

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> *"Outside of school, we never try to practice speaking English with friends or people around us."*

> This statement is further supported by informant A2, who said:

> *"With the limited time available, we never try to speak English with friends or others outside of school hours."*

Based on the statements obtained by the researcher, it appears that the problem of speaking English among students is influenced by their mother tongue. This is highly relevant to expert opinions. The difficulty students experience is due to differences in the sound systems between Indonesian and English, making it hard for students to pronounce English words or sentences correctly. This difficulty is influenced by factors affecting pronunciation learning, particularly the mother tongue (Annisa et al., 2022).

The Teachers' Strategies to Solve English Student Class VII at Junior High School Satu Atap Sukun

Based on the observations made by the researcher, the researcher found several strategies employed by the teacher to address the issue of speaking in English among seventh-grade students. Some of the efforts made by the teacher to improve students' speaking skills in English include:

Student Group Discussion Strategy

The group discussion strategy is a method used by the teacher to minimize classroom learning time. Since the time allocated for English lessons in the classroom is limited, this strategy is implemented. This can be supported by an interview excerpt with informant B1 as follows.

"Because the time for English lessons in the classroom is very limited, I usually use a group approach to make the most of the available time, so that all students can practice speaking English."

In forming the discussion groups, the teacher sorts students who are proficient in English and those who are not, then combines them into one group. This can be evidenced by an interview excerpt with informant B1 as follows.

"I usually sort out which students are already proficient in English and which students are not. Then, I combine those who understand English with those who do not in one group with the goal that they can teach each other."

The purpose of this group approach is also to make students more active than the teacher and to help students build the confidence to present the results of their discussions in front of the class. This can be supported by an interview excerpt with informant B1 as follows.

"The purpose of the group discussion approach is to make students more active than the teacher. It also encourages the students' self-confidence so that they can present in English in front of the class."

From the statement above, group discussions aim to make students more active than the teacher and enable students to present the results of their discussions in front of their peers. Additionally, the goal of group discussions is to help students develop the courage to speak. This aligns with the opinion of Erna Dewi Astuti, who states that teachers will apply a group discussion learning method specifically designed to improve speaking skills learning outcomes (Dwi Astuti, 2023)

Role Play Strategy

The role play strategy is one of the methods employed by English teacher at junior high school Satu Atap Sukun to enhance the speaking skills of seventh-grade students. The model of this role play strategy involves the teacher providing relevant materials to improve students' speaking abilities. This can be evidenced by an interview excerpt with informant B1 as follows:

"I create role play texts based on the material being taught and then ask students to perform roles. For example, in the introduction material, I ask students to stand in front of the class and introduce themselves or others."

The goal of this role play strategy is to encourage students to engage in communication according to the materials provided by the teacher. Additionally, it allows the teacher to assess students' speaking proficiency and vocabulary mastery. This can be evidenced by another interview excerpt with informant B1 as follows:

"By using the role play strategy, I can assess students' speaking abilities and their command of English vocabulary. I can also correct their pronunciation errors."

From the statement above, the role play strategy used by English teacher at junior high school Satu Atap Sukun to enhance the speaking skills of seventh-grade students. This strategy involves the teacher providing relevant materials, after which students perform roles based on these materials. This approach aligns with Erlis Kurniawati's definition of role play as a teaching technique in English that assigns roles to two or more students to engage in

conversations according to their respective roles. Implementing role play requires cooperation between partners or group collaboration (Batu et al., 2023). Similarly, Harmer in their study (Iman et al., 2021) asserts that role-playing is an effective teaching strategy for English speaking instruction, where role-playing activities can be conducted in the classroom using English. Furthermore, Ratnawati suggests that the introduction material, accompanied by video dialogues, can be practiced directly by students through role play (Indonesia, 2025).

Whisper Relay Strategy

The language game strategy is one of the methods employed by English teacher at junior high school Satu Atap Sukun to enhance the speaking skills of seventh-grade students. One model of this strategy is the Whisper Relay. In this model, the teacher forms groups and arranges them in a circle. The English teacher then whispers a sentence in English to one student and asks them to repeat the sentence aloud. Subsequently, that student whispers the sentence to the next student, who repeats what they have heard. The objective of this Whisper Relay is to actively engage students, making the learning process more enjoyable and less monotonous. It encourages students to pronounce English sentences correctly and allows the teacher to assess their ability to comprehend and articulate the sentences through their listening and speaking skills.This approach is supported by an interview excerpt with informant B1:

> *"The purpose of the game I created is to encourage students to convey the English sentences they have received, and I can also assess their ability to understand and express the sentences accurately."*

The statement above highlights that language games are a strategy implemented by English teacher at junior high school Satu Atap Sukun. The purpose of these language games is to assess students' ability to understand English sentences within the game context. This approach aligns with the statement by Putu Adri Wisanta, who notes that the use of games in such activities aims to break the ice, making participants more comfortable practicing their English skills (I Gusti Ayu Mahatma Agung, 2023) . Furthermore, according to Farida Ariyani, games also serve to encourage students to interact and communicate with their peers. This method is enjoyable and engaging, preventing students from feeling bored. Games motivate students to continue their studies and tasks during the teaching and learning process, as they feel relaxed and entertained (Farida Ariyani, 2023).

5. Conclusion

A person's ability to master English can be measured through their speaking skills. This is because speaking English is a highly productive skill and serves as a benchmark for those who have successfully learned the language. Nowadays, the ability to speak English is declining because many people perceive English as a very difficult language to learn. In addition to this view, there are other factors that can affect one's speaking ability in English, such as a lack of vocabulary, incorrect pronunciation of English sentences, incorrect sentence structure, a lack of confidence, and the influence of one's native language becoming stronger. Among the various challenges in learning English, there are ways to overcome difficulties in speaking English. These include improving vocabulary, building confidence to speak English, proper pronunciation, and using the correct sentence structure in English.

Currently, learning English is very difficult for seventh-grade students at SMPN Satu Atap Sukun. The researcher found several problems faced by these students in learning English. These problems are caused by two main factors: internal and external factors. The internal factors experienced by the seventh-grade students include the lack of basic English learning, low motivation to learn English, lack of self-confidence, and limited English vocabulary. On the other hand, the external factors include limited class time for English learning, the absence of learning facilities and teaching media, no speaking practice outside of school, and the influence of an environment that uses the mother tongue. In addition to the problems faced by the seventh-grade students at SMPN Satu Atap Sukun, the English teacher applies several strategies to overcome the students' difficulties in speaking English. These strategies include focus group discussion, role play, and whisper relay.

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