

The Students' Errors and Problems Encountered in Speaking Class at Harford Institute**Kesalahan Dan Masalah Yang Dihadapi Mahasiswa Dalam Kelas Berbicara Di Harford Institute****Libertini Priskila Ndraha^{1*}, Nenni Triana Sinaga², Carolina Pakpahan³**

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ABSTRACT

This study aims to determine students' errors and problems encountered in speaking class. This research was conducted at the Harford Institute, focusing on one class as the subject of analysis. This is a descriptive qualitative study, which seeks to describe the types of mistakes and difficulties students face during speaking activities. Data was collected through two primary techniques: observation and interviews, which provided comprehensive insights into the students' challenges. After collecting the data, the researcher then analyzed the data using Miles, Huberman and Saldana's (2014), which involves steps such as data reduction, data display, and conclusion drawing. With the results of 2 of interlingual errors, 8 of intralingual errors, 9 of lack of vocabulary, 20 of poor grammar, and 7 of poor pronunciation. The most common problem found is poor grammar and the fewest errors found are interlingual. The results highlight the importance of addressing these issues in speaking classes, particularly focusing on improving grammar and vocabulary, as these were the most prevalent problems encountered by students.

Keywords: *Speaking, Errors, Problems***ABSTRAK**

Penelitian ini bertujuan untuk mengetahui kesalahan dan masalah yang dihadapi siswa dalam kelas speaking. Penelitian ini dilakukan di Harford Institute, dengan fokus pada satu kelas sebagai subjek analisis. Penelitian ini merupakan penelitian kualitatif deskriptif, yang berusaha menggambarkan jenis kesalahan dan kesulitan yang dihadapi siswa selama kegiatan berbicara. Data dikumpulkan melalui dua teknik utama: observasi dan wawancara, yang memberikan wawasan yang komprehensif mengenai tantangan yang dihadapi siswa. Setelah mengumpulkan data, peneliti kemudian menganalisis data dengan menggunakan metode Miles, Huberman dan Saldana (2014), yang melibatkan langkah-langkah seperti reduksi data, penyajian data, dan penarikan kesimpulan. Dengan hasil 2 dari kesalahan interlingual, 8 dari kesalahan intralingual, 9 dari kurangnya kosakata, 20 dari tata bahasa yang buruk, dan 7 dari pelafalan yang buruk. Masalah yang paling banyak ditemukan adalah tata bahasa yang buruk dan kesalahan yang paling sedikit ditemukan adalah interlingual. Hasil penelitian ini menyoroti pentingnya mengatasi masalah-masalah ini di kelas berbicara, terutama berfokus pada peningkatan tata bahasa dan kosakata, karena ini adalah masalah yang paling banyak ditemui oleh siswa.

Kata Kunci: Berbicara, Kesalahan, Masalah

1. Introduction

Foreign language skills are becoming increasingly crucial as languages help bridge differences between countries and cultures, facilitating international trade, diplomacy, and cooperation. In addition, language is also a medium for art, literature, and creative expression, allowing writers, poets, and artists to convey ideas and deep emotions. As an international language widely utilized in many different fields, including communication, science, and technology, English is crucial to acquire. Society relies on language as a vital tool for building relationships and expressing thoughts. (Sinaga, Simbolon, and Tampubolon 2024). Speaking effectively in English makes one more competitive in the job market in the age of globalization since many employers seek candidates with this ability. Because of globalization, English has gained importance worldwide (Sri Andayani 2022). Speaking is the skill of communicating with others through language to share experiences, ideas, information, suggestions, and emotions in everyday life (Murti and Jabu 2022)

Listening, speaking, writing, and reading are four skills in language learning. Speaking is a fundamental communication ability involving thoughts, ideas, and feelings through spoken words. But, according to (Sinaga, Parhusip, and Saragih 2023) reading is the process or way to get information from language. The primary method of communicating across national boundaries will be through the English language (Mido 2019). Speaking involves more than just saying words; it is about articulating thoughts and emotions effectively. Many students believe that speaking is the most complex skill, especially when giving a speech (Satriawan & Skolastika 2023).

Speaking plays a crucial role in communication, and people strive to learn this skill to effectively interact with the global community (Mega and Sugiarto 2020). Speaking, as a vital component of language learning, is the ability to communicate verbally in a coherent and effective manner.

According to (Sari, Talib, and Faradiba 2023) speakers, they often need to plan how to deliver words, phrases, or statements, which can cause them to mispronounce their statements. Likewise with students, of course, they will first think about it in their mother tongue and then translate it. So, it is very natural for students to make mistakes when speaking. According to (Brown 2001), there are two main types of spoken language: monologue and dialogue. A monologue involves one person speaking without interaction from others, such as in speeches, lectures, or storytelling. The speaker maintains control of the discourse and typically presents organized, pre-planned content. Dialogue, on the other hand, involves interactive communication between two or more participants. It features turn-taking, immediate feedback, and collaborative meaning-making. Dialogues can be formal (like job interviews or academic discussions) or informal (casual conversations between friends).

Speaking involves more than just saying words; it is about articulating thoughts and emotions effectively. Many students believe that speaking is the most complex skill, especially when giving a speech (Satriawan & Skolastika 2023). Mastering spoken English presents major difficulties for foreign language learners, even though strong English skills are essential for different aspects of life. To effectively develop and improve English skills, mainly speaking, it is essential to identify the problems and find appropriate solutions (Murti & Jabu 2022).

According to (Craig et al. 2013), errors in speaking often occur due to "interlingual interference," When features of someone's first language influence how they speak or write in the language they're learning. For instance, a Spanish-speaking student might incorrectly apply Spanish syntax when constructing sentences in English, leading to errors such as subject-verb agreement or word order issues. This interference is particularly prevalent among beginners who are still trying to grasp the fundamental rules of English.

According to (Gass and Selinker 2008), one of the primary sources of speaking errors is language transfer, where learners apply structures or rules from their first language (L1) to the target language (L2). When students engage in English communication, they naturally interact

with their peers through verbal exchanges. Their motivation to speak stems from either having information to share or seeking additional knowledge through questions. During these speaking interactions, it's common for students to make mistakes in their language production. These linguistic errors typically fall into two distinct categories: interlanguage errors, which occur due to interference from their native language, and intralanguage errors, which arise from incomplete understanding or misapplication of English language rules. Both types of errors are natural parts of the language learning process and provide valuable insights into students' language development.

Errors reflect the process of interlanguage, where learners' language production is neither fully native-like nor fully foreign but represents an intermediate stage of development (Wang 2024). Furthermore, a lack of speaking practice can exacerbate these errors. According to (Kürüm 2016) students often feel anxious about speaking, which can lead to hesitation and mistakes when they do attempt to communicate.

Speaking challenges have far-reaching effects that go beyond basic communication issues. When students shy away from speaking practice due to nervousness, it negatively impacts their broader language skills development. Their avoidance of speaking activities means they lose precious chances to practice, which they need to develop both smooth speech and self-assurance. Since actively practicing speaking helps students master new words and grammar patterns, those who don't speak regularly may find themselves falling behind in their language learning progress (Febriana, Anggraini, and Efrialis 2023).

However, many students often face difficulties and make errors when speaking. Students can make mistakes when speaking English for several reasons, often due to the challenges inherent in learning a new language. The mistakes students make in speaking can hinder effective communication. Typically, students may transfer rules from their native language, which may result in errors such as incorrect sentence structure or word order. Another source of errors in their speaking is a lack of confidence, which stems from their belief that they cannot speak English like a native and that they cannot develop their ideas in English despite having mastered Indonesian (Marantika, 2024). Sometimes, students are allowed to speak in class to ask questions, express opinions, debate with their friends, and even make presentations. When they want to say something in class, they can get sidetracked. They fear criticism and worry that they may make mistakes (Mido 2019).

Harford Institute is an English language course institution that has a learning method that focuses on conversation. Conversation plays an important role in developing students' speaking skills, both as a learning tool and as a practical application of language skills.

Understanding the specific errors and problems students encounter is important for designing effective teaching strategies and interventions to improve their speaking abilities. The researcher chose students at Harford Institute because students who take part in learning activities in that place are required to master English speaking skills. Harford Institute is one of the well-known English tutoring centres in Medan City and has many branches, which focal point on the conversation to train speaking students with methods tailored to the needs or classes of students. Students at Harford Institute have different backgrounds, which certainly affects their speaking skills. The research on students' errors and challenges in speaking classes at Harford Institute is essential because it provides actionable insights to improve teaching quality, adapt instructional methods, and help students develop stronger speaking skills. This not only enhanced the overall learning experience but also ensured that students were more prepared to communicate effectively in English in both personal and professional settings. After reviewing the existing background material, the researcher then decided to take the research title "An analysis of students' errors and problems in speaking class at Harford Institute". The researcher believes that this effort would benefit the readers in investigating the sources of errors produced by Harford Institute students.

2. Research Method

A qualitative approach with descriptive analysis was utilized in this research to investigate "The Students' Errors and Problems Encountered in Speaking Class at Harford Institute" due to its ability to provide in-depth insights, explore contextual factors, capture participant perspectives, and adapt to emerging themes. The subjects in this study were Harford Institute students. Observation and interview were employed in this research to collect data. This research using the interactive data analysis framework developed by (Miles, Huberman, and Saldana 2014).

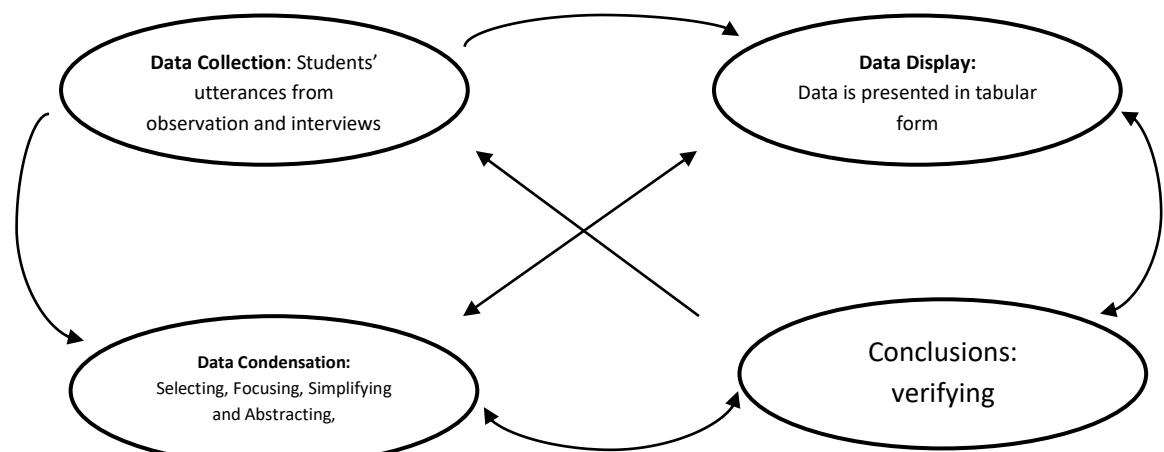


Figure 1. Scheme Interactive Data Analysis Chart (Miles, Huberman, and Saldana 2014)

3. Result and Discussion

The data were collected from one class of Harford Institute’s student. This research was conducted on February 26th, 2025 and March 10th, 2025. The data were obtained from the voice recording and interviews. After collecting the data, the researcher identified the errors in the student’s voice recordings. The researcher identified all errors in the students’ voice recordings. From the identification of errors, the researcher found out that many students made errors when speaking in class.

Through speaking, students put their thoughts, emotions, and goals into words so that listeners can understand the intended message. (Jaya, Wello, and Muhayyang 2022).

Table 1 Analysis Data of Students’ Errors and Problems Encountered in Speaking Class at Harford Institute

No.	Data	Types of Error		Types of Problem		
		Interlanguage	Intralinguage	Lack of Vocabulary	Poor Grammar	Poor Pronunciation
1	tomorrow				✓	
2	Fired	✓				
3	Salary; wage.			✓		
4	Lodging			✓		
5	Obtain			✓		
6	Acknowledge			✓		

7	Usable			✓		
8	Concubine			✓		
9	Generous			✓		
10	Appointed			✓		
11	Point to			✓		
12	Miss, if the song the singer				✓	
13	fearness					✓
14	fell					✓
15	is				✓	
16	releaf					✓
17	ask				✓	
18	not				✓	
19	is				✓	
20	and also my pronunciation not good.				✓	
21	nervouse					✓
22	interestin					✓
23	specially		✓			
24	find				✓	
25	am				✓	
26	classmate		✓			
27	confortable					✓
28	feels				✓	
29	caused				✓	
30	much		✓			
31	makes I				✓	
32	make				✓	
33	feels				✓	
34	frufacen					✓
35	make				✓	
36	the teacher instructions				✓	
37	classmate		✓			
38	materi.	✓				
39	to		✓			
40	said				✓	
41	teach				✓	
42	get				✓	
43	they are a tons of verb				✓	
44	a difficulties		✓			
Total		2	6	9	20	7

Based on the data presented in table above, students make errors and face problems when speaking. In types of error there are 8, namely 2 of interlanguage and 6 of intralanguage. In the types of problems there are 36, namely 9 of lack of vocabulary, 20 of poor grammar, and 7 of poor pronunciation. With a total of 44 errors and problems, the most common is poor grammar. It can occur for various reasons related to understanding language rules, speaking habits, or limitations in using the language. One of the main causes is a lack of understanding of grammar rules, where students do not fully understand sentence structure, tense usage, or other rules in the language being studied. In addition, a lack of practice in using the language can cause someone to make mistakes repeatedly because they are not used to the correct structure or rules. The least common mistake is interlanguage. This is because students are no

longer too focused on Indonesian. Like when in class teachers are not allowed to answer students in Indonesian, meaning they are required to be able to use English during the learning process.

The researcher conducted the research in stages, in the first week the researcher conducted observation by joining the class and observing student activities during the learning process. Then in the next meeting the researcher rejoined the class to record the sound during the class, after the class ended the researcher conducted an interview. During the observation, the researcher saw that the class was very active and the students were also interactive. The teacher used the fun learning method which made the students play an active role in the class. Teachers did not only explain, but besides using books as learning references, they also held games for students, which made students very happy in class.

When students spoke in class, whether to provide feedback, ask their teacher questions, or talk to their friends, they unintentionally or unconsciously made mistakes in speaking. This could happen because students were joking with their friends or were confused about what they wanted to say in English. Sometimes, students also used Indonesian in class when talking to their friends. However, when students spoke to their teachers in Indonesian, the teacher would ask them to use English and then respond in English. It is also undeniable that, on several occasions, teachers used Indonesian with students when the students were already confused or misunderstood the explanations in English.

Students made errors and faced problems when speaking in class. This has been presented in table 1 which shows what mistakes and problems students make when speaking in class. It was influenced by various things. After the data on errors and problems faced by students has been collected, data analysis is carried out by categorizing or grouping the data into types of errors and problems as presented in the table.

In table 4.2 it can be seen that there are two errors caused by interlanguage. "Fired" and "materi". Students interpret the word "fired" as to burn. Literally there is nothing wrong with that, but in this case the word "fired" cannot be interpreted as burn. This can arise during observations, where students are asked by their teachers to arrange words into sentences with the correct word order. The words are "The-officer-ordered-the-men-to-fired-at-the-enemy". As we know that one word has many meanings and depends on the context. (*Fired means to be thrown out, dismissed, or laid off from a job*). Fired is the past tense and past participle of the verb "fire". In this context "fired" interpreted with "*laid off from a job*". This error is because when Indonesian-speaking students learn English, they may try to associate the meaning of words based on phonetic similarities or similar word forms. Here, students also do not fully understand the context of the sentence, they associate the word "fired" with a more common meaning or one they hear more often. Students who are in the English learning stage often translate words literally. They assume that the word "fired" must be related to "fire". This shows that they are not yet familiar with idioms or other meanings of the word, they can automatically interpret "fired" as "burn". Students should look at the context of the sentence first before trying to interpret a particular word. By understanding the context, they will find it easier to identify the correct meaning of a word. In this case, if students see that the sentence is related to a work situation or an order, then they can understand it more easily. Understanding the context is an important step in avoiding misinterpretations caused by interlingual. Without paying attention to the context, students can get caught up in understanding words based on their experiences or associations with their mother tongue (L1), which often does not match the intended meaning in the second language (L2).

Another student also made mistake in the interview. When the researcher asked, the students answered: "What I feel when I take a class at Harford Institute, I feel so great and I feel so well because, you know I love this institute because they taught me a lot about friendship, about class, and about the materi". Student used the word "materi" which is Indonesian, even though that student should say material. Mistakes made by students in using the word "materi". students transfer the meaning from their mother tongue (Indonesian) into

English. In Indonesian, "material" is often used to refer to teaching materials or topics in education, which makes students feel that the word can be directly translated into English. However, in English, the correct word to refer to teaching materials is "material," not "materi". This mistake occurs because students do not fully understand the differences in meaning and use of similar words in the two languages. The correct sentence should be: "What I feel when I take a class at Harford Institute is that I feel so great and I feel so well because, you know, I love this institute because they taught me a lot about friendship, about class, and about the material". To avoid similar mistakes, students need to pay more attention to the context and understanding of words in English, as well as practice more specific vocabulary in the context of education.

Intralingual errors represent a significant challenge in second language acquisition, particularly in English language learning. These errors stem from learners' incomplete grasp of the target language's rules and conventions, rather than interference from their native language. Understanding these errors is crucial for educators and learners alike, as they reflect the natural progression of language acquisition and highlight areas requiring focused attention.

One common intralingual error involves the confusion between similar adverbs, such as "specially" and "especially." Students often use these terms interchangeably, not recognizing their distinct contextual applications. This misunderstanding demonstrates how learners struggle with subtle differences in word usage, even when similar terms exist in their native language.

The failure to properly pluralize nouns represents another significant intralingual error. For instance, students frequently use "classmate" in contexts where "classmates" is appropriate, showing a disconnect in understanding English plurality rules. This error persists even when students' native languages have similar pluralization concepts, indicating that the mistake stems from incomplete mastery of English grammar rather than language interference.

Quantifier usage presents another challenge, particularly in the distinction between "much" and "many." Learners often incorrectly apply "much" to countable nouns, where "many" would be the correct choice. This error highlights students' difficulty in internalizing the countable versus uncountable noun distinction in English, a concept that requires consistent practice and reinforcement.

The improper use of infinitive structures, particularly with the verb "to be," represents a complex area of intralingual errors. Students sometimes omit "be" when it's required or insert it unnecessarily, showing confusion about English sentence construction. This type of error often occurs regardless of how similar or different infinitive structures are in the learner's native language.

Article usage with plural nouns presents another common source of intralingual errors. Students might produce phrases like "a difficulties," combining singular articles with plural nouns. This error demonstrates a fundamental misunderstanding of how articles function in English, rather than interference from the student's first language.

These various errors point to a broader pattern in language learning where students struggle to fully internalize English grammar rules. The mistakes occur not because of first language interference but rather due to the complexity of English language conventions and the challenges learners face in mastering these rules. This understanding is crucial for developing effective teaching strategies and learning approaches.

Teachers and language instructors can address these intralingual errors through targeted instruction and practice exercises that focus on specific grammar rules and their applications. By recognizing that these errors stem from incomplete understanding rather than native language interference, educators can develop more effective teaching methods that

help students master English grammar conventions and improve their overall language proficiency.

Students also have problems in speaking due to lack of vocabulary. According to (Maji, Samanhudi, and Mokoagouw 2022) students find it difficult to speak English because they do not know the right vocabulary to represent their thoughts. During the observation, the teacher tested the students' memory of the vocabulary they had learned in the previous meeting. The teacher asked all students to line up in a long line to the back and the teacher would mention the word or phrase in Indonesian and then be ready to mention the translation. Students who managed to answer would move back to the back of the line but students who could not answer were punished.

The analysis delves into the various vocabulary-related challenges that students encounter during their English language learning journey. A significant observation is that students frequently struggle with words that aren't commonly used in day-to-day conversations. Terms like "lodging," "obtain," "acknowledge," "usable," and "concubine" present particular difficulties for learners, highlighting a gap between academic vocabulary and practical language use.

When faced with vocabulary recall problems, students exhibit several coping mechanisms. The most common responses include reverting to their native Indonesian language, opting for simpler word alternatives, or providing incorrect answers. A notable example is the preference for using the more basic term "get" instead of its more formal counterpart "obtain." Similarly, students often find it challenging to grasp the subtle distinctions between closely related terms such as "salary" and "wage."

The root of these vocabulary difficulties can be traced back to insufficient exposure and limited practical application. The human brain struggles to retain words that aren't regularly used in real-life situations, making it particularly challenging for students to remember and correctly use vocabulary that remains confined to textbooks or classroom exercises. This lack of practical context creates a disconnect between learning and actual language application.

The research further indicates that students sometimes resort to using random familiar words when they're uncertain about the correct terminology. This is evidenced by instances where words like "generous" and "appointed" are misused in inappropriate contexts. To address these challenges, the study suggests that vocabulary retention could be significantly improved by providing students with more opportunities to practice these words in meaningful, contextual situations, rather than teaching them in isolation. This approach would help bridge the gap between theoretical learning and practical application.

Grammar poses one of the most significant problems for students learning English. The intricate rules and numerous exceptions make it particularly challenging for non-native speakers to master the language. Many students struggle with basic concepts like subject-verb agreement and proper article usage, which can significantly impact their ability to communicate effectively.

The complexity of English grammar rules often leads to confusion and mistakes, particularly in academic and professional settings. Students frequently find themselves second-guessing their sentence structures, leading to hesitation in both writing and speaking. This uncertainty can create barriers to confidence and fluency, causing some learners to become reluctant to participate in English conversations or writing tasks.

When students attempt to express themselves in both written and spoken forms, they often encounter difficulties maintaining consistency and accuracy. Simple conversations can become challenging when learners must quickly process grammar rules while trying to maintain natural flow and rhythm. Written assignments present additional challenges, as students must demonstrate their grammar knowledge while simultaneously focusing on content and organization.

The most notable issue is poor grammar usage, especially concerning tense consistency. Students frequently mix past tense verbs with future time indicators, creating confusing and incorrect sentences. This particular challenge can persist even at advanced levels of English proficiency, requiring dedicated practice and attention to overcome. The inconsistent application of verb tenses not only affects clarity but can also lead to misunderstandings in both academic and professional communications.

Sentence structure and formation represent another major hurdle for English language learners. Students often struggle to construct complete and coherent sentences, a problem that becomes particularly evident during interactive activities like guessing games. This difficulty extends to subject-verb agreement, where learners frequently fail to match plural subjects with their appropriate verbs or misuse singular and plural forms in their sentences.

The challenges continue with more complex grammatical elements, including negative sentence construction and the proper use of auxiliaries. Students frequently encounter difficulties with prepositions and gerunds, often applying them incorrectly or omitting them entirely. Pronoun usage, especially in object positions, presents another significant challenge, as does maintaining consistent tense throughout their sentences.

Further grammatical issues manifest in the form of incorrect possessive forms, improper article usage, and confusion with plural noun forms. These errors significantly impact students' ability to communicate effectively in English, often leading to misunderstandings or unclear messages. The prevalence of these mistakes can be attributed to several factors, including students' incomplete understanding of basic English grammar rules and insufficient practice opportunities.

The root of these grammatical challenges often lies in the interference from students' native language patterns, which can significantly influence their English language production. When students attempt to apply the grammatical rules of their first language to English, it frequently results in errors and misconceptions. To address these issues, educators suggest that increased practice opportunities and focused attention on grammatical rules would help students develop stronger language skills and more effective communication abilities in English.

The last of problem is Poor Pronunciation. Some individuals might struggle with pronouncing certain English sounds correctly in natural speech, especially when it comes to combining specific sounds or placing them in the correct positions within words (Nugraha et al. 2022). The students did mispronounce in words "fearfulness". Student said "fearness". It is an error in the form of pronunciation and understanding of the correct ending. Grammatically, the word "fearfulness" is a noun form derived from the adjective "fearful", which is added with the suffix -ness to form a noun meaning "the state or quality of being afraid". On the other hand, the word "fearness" does not exist in the English dictionary, so this pronunciation is wrong. This error may occur because students are trying to follow the common pronunciation pattern in English, where adjectives are often added with the suffix -ness to form nouns, but not all words follow this pattern. In this case, students may be stuck in the wrong habit and assume that it is enough to replace the suffix -ful with -ness to form a noun. In fact, in this case, the correct word is "fearfulness". To correct this error, students should use "fearfulness" and avoid "fearness". This will ensure that they use the correct form of the noun that indicates the quality or state of being afraid.

The next is "feel" which the student said "Of course, because I mean we are all in the same class so, why should I **fell** shy". The next is "feel" which the student said "Of course, because I mean we are all in the same class so, why should I fell shy". It is clear that the student made a mispronunciation or poor grammar. From the context of the sentence, the student actually wanted to express his feelings but mispronounced by saying /fel/ (fell). The mistake of pronouncing "feel" as "fell" often occurs due to several factors, especially the similarity of sound between the two words. "Feel" (basic form, present tense) and "fell" the

past tense of "fall" have similar pronunciations, especially in everyday conversation. This can be confusing, especially for students who do not fully understand the difference between tenses or verb forms in English. The phonetic influence of the mother tongue can also be a cause, especially for Indonesian speakers, where the difference in vowel sounds such as /i/ and /e/ is not always clear. In addition, the habit of listening to fast or informal English conversations can also lead to this mispronunciation, because the difference between "feel" and "fell" tends to be ignored in that context. To avoid these mistakes, it is important for students to pay more attention to pronunciation differences and understand tense rules, as well as practice listening and speaking English a lot. Student should say "Of course, because I mean we are all in the same class so, why should I feel shy".

Next is several pronunciation mistakes made by students in English words. For "relieved," students incorrectly said /'rɪ'li:f/ instead of the correct /rɪ'li:vd/, likely influenced by the similar word "relief." The word "nervous" was mispronounced as "nervouse" with an added vowel sound, deviating from the correct /'nɜ:vəs/. Students dropped the final 'g' in "interesting," saying "interestin" rather than the proper /'ɪntrəstɪŋ/. "Comfortable" was incorrectly pronounced as "confortable," omitting crucial sounds from the correct /'kʌmfərtəbl/. The word "frustration" was severely mispronounced as "frufacen" instead of /frʌs'treɪʃən/. These pronunciation errors typically stem from students' tendencies to simplify complex words, interference from similar-sounding words, rapid speech patterns, and insufficient understanding of English pronunciation rules. To improve, students need to focus more on proper pronunciation and engage in dedicated practice, particularly with words whose pronunciations differ from their spelling. Of all types of errors and problems, the most common is poor grammar. Poor grammar problems arise due to several factors. First, even though they get lessons, mastering grammar requires time and continuous practice. Where these students are still studying at the junior high school level, which means they are in the stage of developing English skills, and complex grammar rules, such as tenses and sentence structures, are often still confusing. Overall, even though they have studied at a course institution, this grammar problem is part of a natural learning process and requires time and further practice to be able to master it properly.

Interlanguage errors are rarely found in students because they are accustomed to mixed language at home, where their parents come from various ethnicities, such as Chinese, Batak, and Javanese. In everyday life, they often use a mixture of Indonesian with elements of regional languages, but because of the influence of diverse backgrounds, they are not too influenced by the rules of their mother tongue in speaking English. This language mix allows them to be more flexible in learning English without being too influenced by the grammatical structure or vocabulary of a particular mother tongue.

4. Conclusion

After analyzing the data obtained, the researchers found that students at the Harford Institute faced problems and made mistakes in speaking English. From the findings, there were about 44 mistakes and problems experienced by students related to obstacles in speaking English. The most dominant problem is bad grammar. This is caused by several factors, such as forgetting, and lack of practice. And the fewest mistakes found are intralingual because they are used to hearing and using a mix of languages at home.

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