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EXPLORING STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH: A CASE STUDY AT THE PRIVATE VOCATIONAL SCHOOL IN PEKANBARU



BY

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PEKANBARU
1445 H/2024 M**

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UIN SUSKA RIAU

BY

IKA FITRIANI

SIN. 12010424536

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
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STATEMENT OF AUTHENTICITY

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Certify that this skripsi entitled “Exploring Students’ Difficulties in Speaking English: a Case Study at the Private Vocational School in Pekanbaru” is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this skripsi. Others’ opinion findings included in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, June 28th, 2024



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SUPERVISOR APPROVAL

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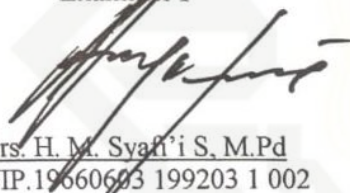
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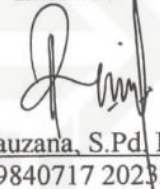
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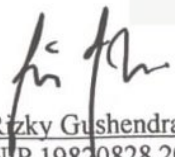
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Finally, the researcher realize that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, June 11th, 2024

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ABSTRACT

Ika Fitriani (2024): Exploring Students' Difficulties In Speaking English; A Case study At The Privat Vocational School In Pekanbaru

Based on preliminary observations, students have several problems in terms of speaking English, and this is a difficulty for students in speaking English. The factors of students' difficulties in this problem are, most of them are not confident when speaking English because they are afraid of making mistakes in pronouncing vocabulary in English, feeling anxious or embarrassed, and then because they are not interested in learning English. The purpose of the research is to explore and find out about the difficulties faced by the students in speaking English. This research used qualitative research, and case study as the design of the research. This research was held on May 2024 at SMK Multi Mekanik Masmur Pekanbaru. The sample of this research are students of X TKJ at SMK Multi Mekanik Masmur Pekanbaru. In addition, observation, questionnaires, and interviews were used to gather the data. The findings revealed that the data from the questionnaire, students tended to be strongly agree about the difficulties of speaking English. However, from the interview results, there is a deeper reason that students feel the difficulty of speaking English with various factors. It can be concluded that students feel strongly agree towards difficulties in speaking English, but the students also have certain reasons or more specifically, it is evident that students have difficulties in speaking English.

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ABSTRAK

Ika Fitriani (2024): Mengeksplorasi Kesulitan Siswa Dalam Berbicara Bahasa Inggris; Studi Kasus Pada SMK Swasta Pekanbaru

Berdasarkan observasi awal, siswa mempunyai beberapa permasalahan dalam hal berbicara bahasa Inggris, dan hal ini menjadi kesulitan bagi siswa dalam berbicara bahasa Inggris. Faktor kesulitan siswa dalam permasalahan ini adalah, sebagian besar dari mereka tidak percaya diri ketika berbicara bahasa Inggris karena takut salah dalam mengucapkan kosa kata dalam bahasa Inggris, merasa cemas atau malu, dan kemudian karena tidak tertarik mempelajari bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengeksplorasi dan mengetahui tentang kesulitan yang dihadapi siswa dalam berbicara bahasa Inggris. Penelitian ini menggunakan penelitian kualitatif, dan studi kasus sebagai desain penelitiannya. Penelitian ini dilaksanakan pada bulan Mei 2024 di SMK Multi Mekanik Masmur Pekanbaru. Sampel penelitian ini adalah siswa X TKJ di SMK Multi Mekanik Masmur Pekanbaru. Selain itu, observasi, kuesioner, dan wawancara digunakan untuk mengumpulkan data. Temuannya mengungkapkan bahwa data dari kuesioner, siswa cenderung sangat setuju terhadap kesulitan berbicara bahasa Inggris. Namun dari hasil wawancara, terdapat bahasa yang lebih dalam mengapa siswa merasakan kesulitan berbicara bahasa Inggris dengan berbagai faktor. Dapat disimpulkan bahwa siswa merasa sangat setuju terhadap kesulitan dalam berbicara bahasa Inggris, namun mereka juga mempunyai bahasa tertentu atau lebih spesifiknya terbukti bahwa siswa mempunyai kesulitan dalam berbicara bahasa Inggris.

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ملخص

إيكا فطرياني، (٢٠٢٤): استكشاف تحديات التلاميذ في التحدث باللغة الإنجليزية؛
دراسة الحالة في المدرسة الثانوية المهنية الأهلية بيكنبارو

بناء على الملاحظات الأولية، فإن التلاميذ لديهم عدة مشاكل في التحدث باللغة الإنجليزية، وهذا يشكل تحديا لهم في التحدث باللغة الإنجليزية. وعوامل التحديات التي يواجهها التلاميذ في هذه المشكلة هو أن معظمهم غير واثقين عند التحدث باللغة الإنجليزية لأنهم يخافون من نطق مفردات اللغة الإنجليزية بشكل غير صحيح، ويشعرون بالقلق أو الإحراج، وهم غير مهتمين بتعلم اللغة الإنجليزية. والهدف من هذا البحث هو استكشاف ومعرفة التحديات التي تواجهها التلاميذ في التحدث باللغة الإنجليزية. واستخدم هذا البحث نوع البحث الكيفي ودراسة الحالة كتصميم للبحث. وتم إجراء هذا البحث في مايو ٢٠٢٤ في مدرسة مسمور المتعددة الميكانيكا الثانوية المهنية بيكنبارو. وعينة هذا البحث تلاميذ الصف الاشر لقسم هندسة الكمبيوتر والشبكات في مدرسة مسمور المتعددة الميكانيكا الثانوية المهنية بيكنبارو. وتم استخدام الملاحظات والاستبيانات والمقابلات لجمع البيانات. وكشفت النتائج أن بيانات الاستبيان تميل إلى الموافقة بشدة على تحديات التحدث باللغة الإنجليزية. ومع ذلك، من نتائج المقابلة، هناك لغة أعمق حول سبب شعور التلاميذ بالتحديات في التحدث باللغة الإنجليزية بعوامل مختلفة. يمكن أن نستنتج أن التلاميذ يوافقون بشدة على التحديات في التحدث باللغة الإنجليزية، ولكن لديهم أيضا لغة معينة أو بشكل أكثر تحديدا ثبت أن التلاميذ يواجهون تحديات في التحدث باللغة الإنجليزية. e

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TABLE OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	vi
ABSTRAK	vii
ملخص.....	viii
LIST OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I: INTRODUCTION	
A. Background of the Problem	1
B. Formulation of the Problem	5
C. Objective and Significance of the Research	6
D. Definition of the Term	7
CHAPTER II: LITERATURE REVIEW	
A. Theoretical Framework.....	9
1. The Concept of Speaking	9
a. Definition of Speaking	9
b. The Important of Speaking.....	10
c. Function of Speaking	12
d. Types of Speaking.....	13
e. The Element of Speaking Aspect.....	14
2. English Speaking Competence.....	16
a. The Characteristics of a Successful in Speaking.....	17
b. Indicators of Speaking Competence.....	18
3. Difficulties of Speaking English	19
a. Difficulties in English Speaking Skills	19
b. Difficulties Faced by the Students in Learning Speaking	

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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English.....	25
c. The Cause Factors of Learning Difficulties in Speaking English.....	27
d. Reasons for the Difficulty of Speaking English.....	30
e. The Impact of Difficulties on Students' Speaking Skill	32
B. Relevant Research.....	34
C. Conceptual Framework.....	39
CHAPTER III: RESEARCH METHOD	
A. Research Design.....	40
B. Time and Location of the Research	41
C. Participant and Sample	41
D. Technique of Collecting Data	43
1. Questionnaires	44
2. Interview	46
E. Technique of Data Analysis.....	49
CHAPTER IV: FINDINGS AND DISCUSSION	
A. Findings.....	53
B. Discussion	68
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion.....	74
B. Suggestion.....	75
REFERENCES	
APPENDICES	
CURRICULUM VITAE	

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LIST OF TABLES

Table III.1	The Participant of the Research.....	42
Table III.2	The Sample of the Research.....	43
Table III.3	The Blue Print of the Questionnaires	45
Table III.4	The Blue of the Interview.....	48
Table IV.1	Students' Difficulties in Speaking English.....	54
Table IV.2	Category Lack of Vocabulary	54
Table IV.3	Category Fear of Mistake and Shyness	55
Table IV.4	Category Less of Self-Confidence.....	56
Table IV.5	Category Lack of Motivation	56
Table IV.6	Category Less of Self-Confidence.....	57
Table IV.7	Category Grammar	58

LIST OF APPENDICES

- Appendix 1** Documentation of Students
- Appendix 2** The Instrument of Questionnaires
- Appendix 3** The Instrument of Interview
- Appendix 4** Students Answer of Questionnaires
- Appendix 5** Students Interview Transcript
- Appendix 6** Tabulation of Students Data
- Appendix 7** Thesis Guidance Activity
- Appendix 8** Research Later

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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information (Bailey, 2005). There are many definitions of speaking that have been proposed by some experts, speaking is a productive language skill (Saihaan, 2008, p. 95). It means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003, p. 23).

Nowadays, speaking is generally regarded as the most fundamental skill to master. Since the inception of the communicative era, this skill has been considered the ultimate goal of language training and its proper development has been the focus of attention for both teachers and learners. However, it is also a generally recognized fact that achieving proficiency in speaking a foreign language under classroom conditions is no easy task. Even advanced learners often finish language courses with the belief that they are not adequately prepared to speak outside the classroom. In English, there are several things that need to be considered, namely in language teaching, especially in teaching speaking. Then in speaking there is such a thing as a difficulty.

Here the researcher was discussed the difficulties of students in speaking English. First, in teaching language speaking skill is the crucial skill for EFL students because it is used in communication (Pranoto & Suprayogi, 2020). Remembering that speaking is crucial thing, speaking is the most important thing and of course it is given great attention to students, especially at school. Nunan (1991) states that for most people, mastering speaking skill is the most important aspect of learning a second or foreign language. Also, that speaking is the main skill of the language, because it shows people's language measurement (Shteiwi & Hamuda, 2018). Besides, speaking is important for the students to master because it can make the students can communicate easily (Nazara, 2011). Second, Al-fasiafier & Al-Shareef (2018) stated, the common difficulties of speaking face by the students are mother tongue and linguistic, for example vocabulary. Therefore, the difficulty to learn English without much oral practice is hopeless because, through speaking people are able to articulate their thoughts, opinion, and ideas impulsively and unreservedly. For many learners, the ability to speak is the most essential and important feature of studying a foreign language and the success is measured by capacity of carrying out a conversation and exchange of information in that language (Brown & Yule, 2001).

Based on preliminary observations on October 2023, the researcher found several problems in terms of speaking English, and this is a difficulty for students in speaking English. The factors of students' difficulties in this problem are, most of them are not confident when speaking English because

they are afraid of making mistakes in pronouncing vocabulary in English, feeling anxious or embarrassed, and then because they are not interested in learning English. This problem is also evidenced by previous studies (Talia et al, 2022; Naima, 2021; Omar, 2023; Nguyen & Le, 2023) they also found the same problem in related studies about students' difficulties in speaking English. Therefore, it is seen that speaking is considered an important skill that requires extra attention when learning L1 and L2 because speaking expresses one's opinion and personality. Speaking is an interactive process of creating meaning that involves producing and obtaining information (Brown, 1994 in Burns, A & Joyce, H. 1997).

From those studies, the researcher can conclude that the students who study at one of the vocational schools in Pekanbaru still face the difficulties in speaking English. This is a problem because students have problems that will be a difficulty for them, seeing the results of these observations, the researcher wanted to find out more deeply what the students' difficulties were in speaking English, which made it difficult for them to speak English. So far, many previous studies have discussed students' difficulties in speaking English, and also the problems students face in speaking English. Here the researcher found a gap or problem that was different from previous research, which according to the researcher needed to do more in-depth research, namely regarding students' difficulties in speaking English.

Based on the previous study, there are similarities and differences from previous research and what the author was examine, where the similarities are



in the research design, namely both using case studies, then the problems found in the previous research, namely discussing students' problems in speaking English, then students' difficulties in speaking English. As it has been mentioned before that speaking English is always considering difficulty. This research may have similarities with previous research in studying the problems and difficulties of students in speaking English. The factors that influence students' difficulty in speaking English, or difficulty of understanding students in speaking English, the issues of the problems, and so on.

The thing that makes this study is different from the previous research or the research gap is the place or location, subject of the research, method or techniques, students' conditions, background of the students, and students' experiences and environments. From the previous research was conducted in Vietnam (Nguyen & Le Hoai, 2023), also in Malaysia (Azlina & Saraswathy, 2021) their research discusses about the difficulties of students in Malaysia regarding the difficulties of ESL students in speaking English. Therefore, from the explanations before the author needs to be done more research at SMK Multi Mekanik Masmur Pekanbaru. Some researchers have pointed that speaking English is generally challenging for students. Based on the studies that have been done by (Holandyah et al., 2022; Geria, 2022; Azlina & Saraswathy, 2021; Quyen et al., 2018; Nasim et al., 2022; Omar, 2023) the researchers are also wanted to know the students' difficulties in speaking English, investigate and exploring deeper into the issue of students' difficulties in speaking English.

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Over time, in this research the researcher focused on students' difficulties in speaking English, students from SMK Multi Mekanik Masmur Pekanbaru, exactly on the tenth-grade students which will be differentiate with the previous study. This research is to extend the result of the previous research, especially for students' in speaking English at vocational school in Pekanbaru. From having known the existing speaking difficulties faced by the students, is a need to know further the difficulties that the students faced in speaking and this study wants to do a further exploring about the difficulties faced by the students in speaking English. Because of the reasons above the researcher wants to conduct this study at SMK Multi Mekanik Masmur Pekanbaru under the title **“EXPLORING STUDENTS’ DIFFICULTIES IN SPEAKING ENGLISH; A CASE STUDY AT THE PRIVATE VOCATIONAL SCHOOL IN PEKANBARU”**.

B. Problem

1. Identification of the Problem

Based on the background and phenomena of the students' difficulties, the problems of this research identified on the following identifications:

- a. The students not used speaking English in English class Language especially in expressing and describing ideas.
- b. The students less interested in English lessons.
- c. The students' difficulties in speaking English especially in pronunciation, grammar, lack of vocabulary, and no self-confidence.



2. Limitation of the Problem

After identifying the condition that stated above which has indicated the phenomenon. Thus, the researcher wants to explore further students' difficulties in speaking English, especially tenth grade students' in SMK Multi Mekanik Pekanbaru as research proposal at Department of English Education UIN Suska Riau.

3. Formulation of the Problem

Based on the problem depicted in the background of the research, the researcher will identify as follows:

- a. What are the difficulties that students' face in speaking English at SMK Multi Mekanik Masmur Pekanbaru?
- b. What the reason of students' difficulties in speaking English at SMK Multi Mekanik Masmur Pekanbaru?

C. Objective and Significance of the Research

1. Objective of the Research

- a. To find out the students' difficulties in speaking English at SMK Multi Mekanik Masmur Pekanbaru.
- b. To find out the reason of the students' difficulties in speaking English at SMK Multi Mekanik Masmur Pekanbaru.

2. Significance of the Research

- a. To the Students

These research findings also hoped to be useful and valuable especially



for the students at SMK Multi Mekanik Masmur Pekanbaru to be considered for their future speaking English is important especially in English class.

b. To the Teachers

The findings of this research also expected to provide benefits and information for teachers, especially for English teachers at SMK Multi Mekanik Masmur Pekanbaru. To be more aware of what are the shortcomings and advantages for the progress of the students in learning.

c. To other Researchers

Besides, these research findings also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign or second language. Finally, these research findings can give additional information for other researchers who want to conduct further research on the research field.

D. Definition of the Term

Related to the title of this research, there are many terms involved. Thus, each term is necessary to be defined in purpose to avoid misunderstanding and misperception toward the terms. The definitions are as follows:

1. Speaking English

According to Brown (2007, p. 237), speaking is social contact in interactive language functions is an importance key and in which it is not what the learning say that counts but how learning say it what learning

convey with body language, gestures, eye contact, physical distance and other nonverbal message. It means that speaking is activity human in interactive language to say something or convey message with body language, gesture not with oral language. However, in this research, refers to the students' difficulties in speaking English, especially in the English class at SMK Multi Mekanik Masmur Pekanbaru.

2. Difficulty

Difficulty is used to indicate a 'level' which students believe that they will be successful if they make a sufficient effort (Calikoglu, 2019). Furthermore, difficulties in speaking English is while some students find it hard to get their thoughts and ideas (Rafikova, 2022). In this term, difficulty is the response of students who learn English in class, especially in speaking English who always find it difficult to speak English.

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CHAPTER II LITERATURE REVIEW

A. Theoretical Framework

1. The Concept of Speaking

a. Definition of Speaking

According to Brown (2003), speaking is a productive skill that can be directly an empirically observed, the observations are always influenced by the accuracy and effectiveness of the test taker's listening ability, this inevitably affects the reliability and validity of an oral production test. In addition, Thornbury (2005) states, that speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow. It means that speaking is the way for communication with other people can be also with gesture include with hand, move head and eye contact, and speaking takes the form of face to face dialogue and therefore involves interaction.

Ur (1996), considers speaking as the most important skill among the four skills (speaking, listening, reading, and writing). Because people who know a language are called speakers of the language, speaking is a way to express human ideas, thoughts and feelings in spoken form. This skill is the most important skill in learning English (Lestari, 2017). Speaking is an interactive process in which when someone is speaking

can make meaning which includes producing, receiving, and processing information in accordance with the ongoing discussion (Torky, 2006).

Moreover, Cooper (2016) states that speaking can be said to be a productive skill where when someone who is carrying out an activity uses a speech tool successfully, while receptive skill because it must require other people who can listen to what is being said to respond to something that has been heard. Also, according Brown (2008) speaking skills and communication are closely intertwined and strengthen each other. The interaction of speaking as performance applies especially strongly to conversation. In classroom, speaking is a skill that is most widely used for classroom interaction. In daily life, the skills of speaking are very useful to build a good positive impression when we meet new people for the first time, it's also very good to build and maintain professional relationship at works.

From all the description above, the researcher can conclude that speaking is the process of expressing words, ideas, information, and feelings through the use speaking in English. It involves creating where the speaker must be productive in producing words and also capable organize speech into clear sentences and create communication between the two parties.

b. The Important of Speaking

Speaking skill is important, it is often underestimated by school. This is supported by Clifford (1978), speaking is often neglected by



schools because learning takes a lot of time and is difficult to assess objectively. Even so, speaking is still an important thing in the process of learning English. Nunan (1995) stated, although in school exams speaking skills are often ignored, people still think that speaking skill is one of the factors to determine the success of students in learning English.

Speaking ability is seen in the globalization period as a sort of contribution that is widely distributed. This ability is the prerequisite that is so important, speaking is a crucial skill for everyone looking for job, this also important for students' future. Speaking is one of the English skills that is considered a very crucial and priority skill because it is one of the basic keys in communication. By mastering speaking skill, people can carry out communication, express ideas, purpose opinion, and persuade other people. For students speaking is one of the important skills that should be built and develop. one of the factors that successful than the other skill in English. This statement is supported by Thornbury (2005) stated, speaking as a part of daily life that we take it for granted, it indicates that speaking is crucially needed or very important for every people.

According to Ur (2009), speaking is the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language. Speaking not only know how to produce specific point of language like grammar, vocabulary,

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pronunciation, and other that are in linguistic competence, but also learners need understanding about when, why, and in what ways to produce language or apply the sociolinguistic competence.

c. Function of Speaking

According to Richard (2008), there are many functions of speaking. The functions of speaking are classified, which are:

1) Talk as interaction

This refers to what we usually say as conversation, that is interactive communication carried out spontaneously by two or more people. It is about how someone who wants to try to convey his message to others.

2) Talk to transaction

The main characteristics of talk as a transaction are:

- a) It has primary information focus
- b) The primary focus is the message and not the participants
- c) Participants use communication strategies to make themselves easy understand
- d) There many negotiations and deviations

3) Talk as performance

The main features of talk as performance are:

- a) There is a focus on message and audience
- b) It reflects predictable organization and sequence
- c) Form and accuracy matter

d. Types of Speaking Skill

Speaking is a productive skill that can be directly an empirically observed, speaking is on of two productive skill in a language teaching. According to Brown (2004) as a process of building and sharing meaning through the use of verbal or oral form describes six categories of speaking skill area. Those six categories are as follow:

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs or group work, for example reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comment. This is a kind of

short replies to teacher or student-initiated questions or comment, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (Dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For examples here is conversation which is done in pair work.

5. Interpersonal (Dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of fact and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6. Extensive (Monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story-telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language function that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

e. The Elements of Speaking Aspect

There are five elements of speaking skills concerned with comprehension, vocabulary, grammar, pronunciation, fluency (Brown, 2005).

1) Comprehension

When communicating orally, of course require a speaker and listener.

This is because understanding can provide the information they want.

If students have a good understanding of learning, it will certainly help improve their understanding. Which is to read a little, write, or listen to someone speak and then answer.

2) Vocabulary

Vocabulary is the most basic element in language, vocabulary has the appropriate diction meaning used in communication. It includes single words, set phrases, variable phrases, phrasal verbs and idioms.

Without having a vocabulary, a person cannot communicate effectively and also cannot express their ideas, both in oral and written form.

3) Grammar

Grammar is a logical and structured rule in a language, which can be in the form of pronunciation, meaning, and linguistic history that regulates the arrangement of sentences, phrase, and words.

4) Pronunciation

Pronunciation is an act or opportunity for the speaker to produce a clearer speech when someone is speaking. It deals with phonological processes related to grammatical components. This includes segmental features, vowels, consonants, word stress, pitch, and intonation patterns.

5) Fluency

Fluency can be defined as the ability to speak freely and spontaneously, the ability to speak freely without excessive hesitation. Speaking fluency, requires the speakers to be able to convey the message in every possible way and ability, regardless of the deficiencies that exist.

2. English Speaking Competence

According Hornby in the Oxford Advance Dictionary, speaking competence is defined as having the ability, power, authority, skill, knowledge, etc. while Chomsky (1998, p. 13) states in Brumfit and Johnson that the definition of competence concepts of appropriateness and acceptability are thus included in knowledge and competence. A variety of sociocultural elements, attitude, and motivation will unavoidably be taken into account when studying competency, and speaking competently refers to having a conversational skill or talent it carries out the interactive, mutually reliant nature of communication (Nolasco, 1997). It is an awareness activity and assess their own progress performance, when those awareness and feedback activities done gradually, automatic conversation becomes accustomed; speaking ability, in this case conversation skill, needs gradual practice-controlled, awareness, and fluency conversation.

a. The characteristics of a successful in speaking

The competence of English-speaking skills has variously characteristics. Canale and Swain (1980) summarise it in three parts of

competence, namely grammatical, sociolinguistic and strategic. As Jones (1996), Bruns (1998), and Richards (2006) categories, second language's speaking activities include talking as interaction, talking as transaction, and talking as performance.

In particular, talking as interaction is implied to meet social function, and talking as transaction is for purposive situations while talking as performance refers to transmitting information to audiences with well-structured language. However, the current study is mainly focused on talking as interaction in English classroom.

According Ur (1999, p. 120) that the characteristics of a successful speaking activity are as follows:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners' talk, this may seem obvious but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not determined by a minority of talk active participant; all get chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high, learners are eager to speak; because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterance that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

b. Indicators of speaking competence

According Brown (2004, p. 141-142) that one can be called have speaking competence if he/she is able to:

1. Imitate a word or phrase or possibly a sentence (imitative).
2. Produce short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. Such as prosodic elements intonation stress, rhythm, juncture, intensive ability (intensive).
3. Respond a very short conversation, standard greetings and small talk, simple request and comments, and the like (responsive).
4. Take the two forms of either transactional language which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining social relationship (interactive).
5. Maintain social relationships with the transmission of facts and information (interpersonal).
6. Develop (monologue) oral production including speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out together (extensive).

3. Difficulties of Speaking English

a. Difficulties in English Speaking Skills

Firstly, pronunciation is one of the most difficulties in English speaking skills facing students who learn English as a foreign language. For example, Htwe (2017) suggested that numerous evidences points out that pronunciation is a major problem in the communication process. She found out that the different dialects of Chinese command use of tones differentiate diverse words with first tones whereas the English language does not use tones to differentiate words from one another. Besides, pronunciation is a major problem especially among Chinese students taking their studies in the U.S. The researcher claimed that many languages do not use word stress, while word stress is key to understanding spoken English to communicate rapidly and accurately, even in difficult conditions. As such, the common pronunciation problems among Chinese students are often brought about by the dissimilar in structure between the two languages (Robby, 2010).

Secondly, speaking skills cannot be developed unless we develop listening skills (Gan, 2012). Because students have to understand what speakers say or discuss. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/she cannot understand what is said, which means speaking is closely related to listening (Kelly, 2013). However, according to Higgins (1995), another problem in listening is the elision of a sound or exactly a syllable

in a word. Thus, students cannot recognize the words that they hear. Once they try to comprehend every single word, there is little chance for them to discover the key words which give them clues to understand the listening text.

In addition, lacking ideas is one of the most difficulties of English-speaking skills. It is because speaking is one way to communicate with ideas and through a message orally. Students struggle to think and express their ideas. It is very difficult for learners to respond when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately (Tanveer, 2007). Students find it difficult to have a conversation on a topic that they know little about (He & Chen, 2010). Furthermore, students are also unconfident and shy when speaking English. Any other factors such as nervousness and "afraid of making mistakes" result in failure to produce a correct form of English speech (Bashir, Azeem& Dogar, 2011). Students are worried about making mistakes, fearful of criticism or losing face. As a result, they feel more depressed in learning English. It asserts that a foreign language classroom to can create inhibitions and anxiety easily (Kurtus, 2001). Besides, their lack of self- confidence in using the language is linked to their poor proficiency in various language skills, causing them to become afraid or embarrassed of making mistakes (Baldwin, 2011). Fear of mistakes becomes one of the main factors of students' reluctance to

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speak in English in the classroom (Baker, 2014). Therefore, students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers.

Besides, difficulties in English speaking skills are believed to relate to other components of the English language. English learners and some students with learning difficulties may respond orally with language conversation errors such as grammatical errors or partial meaning (Bygate, 1987). English learners and students with learning difficulties may not know many other words in the text that will be crucial for their full understanding of the topic. Students speaking performance was not good because they did not master the three elements of speaking, namely, vocabulary, grammar and pronunciation (Clifford, 1987). Cambridge (2008), explored obstacles to speaking skills confronted by English-majored students in Hong Kong University and found that the students in this context significantly encountered several problems leading to their limitation of fluent speaking performance such as lacking vocabulary and focusing much on grammar structures.

According to Tom et al. (2013), speaking skills could be the most challenging skill for learners to master, it is likely to cause difficulty when learners do not have good background knowledge of the English language. In addition, speaking skill among the four English language skills, the hardest to acquire (Hinkel, 2006). There are three possible

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difficulties to learners' speaking skill, namely learners' worries making mistakes, which lead to their fearful of criticism, learners' low or uneven participation, or learners' fear of other good learners' domination (Ur, 1996). In the same way, Folley & Rabab'ah (2005) discover from their studies that teaching methods can be challenging to learners in terms of teachers' limitation of how to teach speaking skills.

In addition, students' backgrounds also greatly affect their ability to speak English. As confirmed by Harmer (1991), those who are learning English as a second language and have a common mother tongue to communicate even in English classes seem to be easier to express what they really want to exchange. This means that students who do not have an English background have a greater difficulty than students who do. Further, large classes as an inhibiting factor for EFL learners' speaking performance in relation to EFL learners who have limited time to show their speaking ability (Nguyen & Tran, 2015).

In the environment, speaking is a tool for communication, and people will see students' proficiency in speaking in English. The students cannot learn it fast, it should be step by step and need to be developed (Ihsan et al., 2018). Some factors make speaking skills so challenging to master, students are afraid to make mistakes and be judged by their EFL class peers, which may lead to anxiety and lower self-confidence (Hammad & Ghali, 2015). Another factor is that the students are less likely to contribute to oral activities voluntary (Bekleyen, 2009). There

are some difficulties faced by the students, such as lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation (Omar, 2023).

a. Lack of vocabulary

This issue is the first difficulty face the students in learning speaking skills. Lack of vocabulary is the condition when the students cannot build the sentence because, of limitation of words. Further, that the students who lack the vocabulary will have an impact on themselves, when they want to have interaction and would have less confidence (Jimmy, 2018).

b. Fear of mistake and shyness

According Juhana (2018), psychological factors are the emotional feeling of students when they want to speak in English, that the students would forget what they want to say because shyness, students' fear of whether they make a mistake or not when speaking in English, and also they are worried about being laughed by their friends. Again, Juhana (2018) mentioned that 37% of the students mostly chose fear of mistake, and 26% of the students chose shyness. Moreover, these psychological factors have influenced students' speaking performance.

c. Lack of confidence

This psychological factor is a students' feeling that occurs when the students realize that their speaking partners do not get their

points when speaking in English (Juhana, 2018). Similarly, the students' feel a lack of confidence because they feel their English is not good, and they keep silent. Additionally, 13% of the students chose a lack of confidence as one of the difficulties in speaking English (Juhana,2018).

d. Lack motivation

According Jin M (2014), motivation is vital for students, motivation is important to make students successful in language learning. Juhana (2018) added that 6% of students chose a lack of confidence because they do not have motivation when they see their teacher's way of teaching. Similarity, the teacher should show their enthusiasm by showing their activeness using English to communicate and during their teaching process (Juhana, 2018).

In a problem, there must be factors that cause the problem. Here is some explanation of the factor that cause difficulties in speaking English skill. Zhang (2009) mention that, according to his observations, the reason of speaking English remains the most challenging aspect for the majority of English learners, leading to their incompetence in oral communication. Identifies several factors contributing to the difficulties in speaking English, these factors include inhibition. Where students are hesitant due to fear of making mistakes, criticism, or shyness, often resulting in lack motivation to express themselves (Ur, 1996).

Norst (1999) found that when studying English speaking students learning a foreign language. The reason of the students, they expressed fear and anxiety when they were placed in a situation where they had to play in front of colleagues or teacher. In the same way, Alam & Ashrafuzzaman (2018) conducted a study to find out the difficulties of developing speaking skill through classroom interaction of EFL learners and found the nervousness, fearfulness, inattention to the class, mistakes in grammar were the main problems faced by the EFL students.

b. Difficulties Faced by the Students in Learning Speaking English

A problem that has often been discussed in the literature concerns the level of proficiency in the EFL language of Indonesian students. Several reports show that Indonesian language learners in general have not reached a good level of spoken English proficiency. Sayuri (2016) found that students majoring in English had many mistakes when speaking. Errors include pronunciation (eg, tenses, choice), fluency (eg, frequent, repairs), and interactive communication (eg, difficulties in getting the meaning).

From the explanation above, the researcher takes the theory from Penny Ur (2006) which is classified into four parts which include linguistic problems. There are students' difficulties in speaking according to Ur (2006):

1) Inhibition

One of the problems students often face is inhibition. When students want to try to say something in a foreign language in class, they are often hampered. They feel worried about making mistakes, afraid of being criticized or losing face, or just embarrassed if people pay attention to them when they say something. Another difficulty regarding barriers here is not such as reading, writing and listening activities, and speaking requires some level of clear time exposure to the audience. Littlewood (2007) asserts that a foreign language classroom creates inhibitions and anxiety easily.

2) Nothing to Say

Even when they have no inhibitions, many students often complain that they have trouble thinking of anything to say. They do not have a pattern for expressing themselves beyond the feelings of guilt they should express. It is difficult for many students to respond when the teachers ask them to say something in foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly Baker & Westrup (2003).

3) Low or Uneven Participation

In a large group, each student will not have much time to talk because usually only one participant can speak at a time so that the others just listen. Only one participant can talk at a time because of

large classes and the tendency of some learners to dominate, while other speak very little or not at all (Hosni, 2014). The students do not have the same opportunity to speak English. It could also because lecturer do not provide opportunities for students to speaking English in class.

4) Mother Tongue Use

In any class, or a number of students use the same mother tongue, they may tend to use it because it is easier and feel awkward to speak to each other in a foreign language. Here they are also less exposed if they speak their mother tongue. When they speak in small groups, it will be very difficult to get several classes, especially those who lack the discipline or motivation to maintain the target language. Harmer (2011) shows that the reason students use their mother tongue is when students discuss unknown topics so students use their mother tongue.

c. The Cause Factors of Learning Difficulties in Speaking English

In learning each student has been experience their own difficulties, especially in speaking English. According to Nguyen & Le (2023) there are two factors, namely internal and external factors.

1. Internal Factors

Internal factors are all the potential that exists within a person, usually in the form of attitudes as well as traits that are inherent in a person.

a) Interest

Interest is an initial capital that must be possessed by students to learn something. If a student does not have his own interest in learning something he wants, then the learning process will not be carried out as it should. Interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success (Harackiewicz, et al., 2016).

b) Intelligence

In the same class, it is certain that each student has a different level of intelligence, therefore not all students can understand the material provided by the lecturer simultaneously. Each student is unique because they have different intelligence difficulties from one another. Students who have a high level of intelligence will more quickly grasp the material more easily and quickly. Intelligence is one of the factors which may affect second/foreign language learning about which there is a debate among researchers (Ghoncepour, & Moghaddam, 2018). Therefore intelligence is also important for students so they can improve understanding when learning speaking.

c) Shy or nervous (Confident)

One of the other internal factors that causes students to be less able to speak English is shy or nervous. Shyness or

nervousness can occur because students have experienced failure when speaking English and cause students to worry about making mistakes. Students may also not be used to speaking in public, especially when they speak a foreign language as their means of communication. Speaking in front of people is one of the phobias that students commonly encounter and embarrassment will make students minds go blank or they will forget something that they wanted to convey before (Baldwin, 2011). This is also part of their daily life, if basically they are introvert or anti-social then it will be a little difficult for them to adapt in the situation of class.

2. External Factors

External factors are everything that exists outside of a person, usually includes the environment around which something is happening and also includes the people closest to the individual.

a) Family environment

The family environment is one of the important factors for students to learn to speak English. However, when they are in the family environment, on average, they will definitely not practice speaking English, because they only use their mother tongue in their daily life. There are not many families whose daily language uses a second language in Indonesia, especially English, only a few parents teach their English to speak since their children are small. Therefore, students become confused about improving their

English-speaking skills when they are already in a family environment.

b) Students environment

The next external factor came from the student environment. In a student environment, usually when learning speaking inside or outside the classroom is supported by the students in it, they usually learn to speak English with their close friends. However, it is very unfortunate that most of them learn to speak English only when learning in class. Even then, in class some students would laugh when students who were learning to speak English made a mistake, it became an obstacle from the outside that caused students to have difficulty learning to speak English.

c) Lecturer environment

In a lecturer environment, things that can cause students to have difficulty learning to speak English are when lecturers teach in a way that their students do not like. Such as a way of teaching that is too rigid, too serious, and lacks motivation, and so on which will make the classroom atmosphere less effective and conducive and make students feel less comfortable understanding the material provided.

d. Reasons for the Difficulty of Speaking English

The reason why pronunciation is also known to cause difficulties in English speaking has been attributed to the fact that most of these



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students lack neutral grounds to practice their English skills and to sharpen their pronunciation on skills, as a result it becomes omes difficult to speak English efficiently in the future (Eckard & Kearny, 1981). In addition to difficulties in producing sounds, the difficulty in seeing the differences between sounds is also another reason why learners might have problems with speaking (Flowerdew & Miller, 1996).

Besides, many factors cause speaking difficulties in speaking skills. The problems were believed to cause by speech rate, vocabulary and pronunciation (Florez, 1999). According to Florez (1999), these kinds of features may be encountered when the message is spoken at such a rapid speed that the sentences uttered cannot be spoken word by word. Moreover, once they try to comprehend every single word, there is little chance for them to discover the key words which give them clues to understand the listening text (Tuan & Mai, 2015). Moreover, learners often concentrate on grammar and vocabulary test to past examinations and tests at school.

Another reason for speaking difficulties is the employment of mother tongue in class. Tuan and Mai (2015), listed some reasons why students use mother-tongue in class. It is easier for them to talk and share the information. According to Leong & Ahmadi (2017), the application of the mother-tongue is very natural for learners to use. If teachers do not urgeds their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

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Ur (1996) stated that the fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. They emphasized that speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners. According to Varasarin (2007), the primary reason of fear of mistakes is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them. Especially, speaking in front of people is one of the more common fears that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say (Woodrow, 2006).

e. The Impacts of Difficulties on Students' Speaking Skill

The difficulties of pronunciation affect students' ability to speak English effectively. Woodrow (2006), investigated Chinese students in New York Universities and found that many Chinese students were stressful to learn English language and to polish its pronunciation, which demonstrated that pronunciation is a difficulty that potentially affected the communication process. In particular, incorrect pronunciation of American English by Chinese college students from Columbia University and St. Johns University have been mostly blamed for interfering with optimal communication and success due to the wrong utterance of words that made the communication process ineffective. Moreover, Chinese students struggling to get the right pronunciations tended to shy away from participating in active school activities in fear of

being looked down upon as well as fear of being misunderstood (Krashen, 1982). Thus, incorrect pronunciation is one of the most important factors that affect student's speaking English.

According to Krashen (1982), a variety of effective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined three categories: motivation, self-confidence and anxiety. Meanwhile, the term of anxiety is an instant, transitory emotion which can immediately impact on child cognition in specific condition and make them feeling worried and nervous, all of these events can extremely impact on memory and learning process (Beck, 1985). However, Littlewood (1984) interpreted this issue and argued that anxiety has a negative influence on working memory performance. Gan (2012), concerned this with lack of motivation in speaking English.

Besides, Thornbury (2005) study explored obstacles to speaking skills confronted by English-majored students in Hong Kong University and found that the students in this context significantly encountered several problems leading to their limitation of fluent speaking performance such as lacking vocabulary, focusing much on grammar structures, having limited in-class speaking opportunities, and lacking English speaking environment. This lack of self-confidence also becomes a serious problem which affected the students speaking performance. The author concluded that it was difficult for the students to master English

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speaking skills if they were not confident with their own speaking ability, language anxiety influenced learning and performance negatively.

Other authors also argued that anxiety causes negative effect on performance (Liu, 2007). Because of the impact of language anxiety in learning to speak a foreign language (Indrianty, 2012), it is certainly a problem if learners do not know what words to say. It is asserted that being pointed out to perform in English class emerges anxiety for learner, and it has negative effects on performance (Pennington, 2014).

B. Relevant Research

Relevant research on students' difficulties in speaking English has been conducted in several countries in different areas subject, the researchers in this study are:

First, from (Holandyah et al., 2022) with a research entitled "Speaking difficulties in a life skill program for Islamic boarding school students: A case study". The aim of this study was to explore students' speaking difficulties in a life skill program at an Islamic boarding school Al-Fahd, South Sumatra, Indonesia. Through using a qualitative case study, the collected data by using in-depth interviews with participants at the research site. The qualitative data were analyzed through thematic analyses by identifying, describing, organizing, and reporting them within a set of data in the form of themes. The structured of discussion around their viewpoints and the settings in which difficulties they met appear. An exploration of the manuscripts or data revealed



that major themes related to facing language boundaries, enjoying using mother tongue, coping with psychological issues, looking for interesting topics of conversation. The results of the study indicated that students were difficulty by a variety of issues that had prevented them from having a good speaking skill in English although they were involving in a life skill program. Teachers and school leaders should provide them with a well-designed program in order to prepare them to face real life situations after finishing their program.

Second, from (Geria, 2022) with the title of the research "Difficulties faced students in speaking English in Indonesia". This research focuses on explaining speaking skill difficulties faced by English as foreign language students in Indonesia. A library research method is in this research. The data were obtained from compiled books, articles, journals, and other literary media as support for this research. The result showed four difficulties of speaking skills faced by English as a Foreign Language Students in Indonesia such as mother tongue, vocabulary, confidence, and motivation.

Third, from (Azlina & Saraswathy, 2021) with the title "ESL learners' difficulties in speaking English in Malaysian classroom". Qualitative research in this study. This study presents a comprehensive overview of published studies of the difficulties of ESL learners speaking English from 2014 to 2021 in the Malaysian classroom. This systemic review addresses two questions of research, i.e., what are the difficulties faced by ESL learners in Malaysia to speak English and what are the effective strategies to overcome the speaking difficulties among the ESL learners? A total of fifteen studies were reviewed in

depth. The findings show that ESL students experience both internal and external difficulties to speaking English. The findings also reveal useful strategies for overcoming learners' difficulties in speaking the language. The limitations of previous studies were examined in greater depth, as well as future research and practice directions. The study may provide useful information for ESL teachers, English supervisors, administrators, Ministry of Education officials, and, most importantly, learners in the development of speaking abilities.

Fourth, from (Quyen et al., 2018) with the title "Difficulties to speaking skills encountered by English-major students: A story of one Vietnamese university in the Mekong Delta". The method of this research is mixed-method, this study is to investigate difficulties of speaking skills faced by English-majored freshmen in a Vietnamese university. The data obtained from the questionnaire with 131 students, individual interviews with lecturers, and class observation. The findings show that English freshmen faced both internal and external difficulties, especially the latter ones regarding the limitation of English-speaking environment and extracurricular activities. Possible measures are proposed to tackle such difficulties in helping students speak English more effectively.

Fifth, from (Nasim et al., 2022) with the title "An investigation into the difficulties faced by the secondary level students in speaking English in district Kohat KPK Pakistan". this study was conducted on difficulties faced by the secondary level students in speaking English in district Kohat. The main aim of



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this study was to investigate the specific difficulties and problems faced by the Secondary level students in speaking English. The study hand sought out the difficulties and difficulties faced by secondary level students in speaking English in district Kohat and provide possible solution for these problems. Class 10 the students were selected as Participants for this study from 5 Government High Schools in District Kohat. The data were collected from 70 students i.e. 14 students were included from each school who were studying in class 10. Data were analyzed through SPSS software. In the present study, Questionnaire was used as a tool for data collection which contains 13 items. The study yielded important results. Some of the problems were highlighted by the study are Social, psychological, and cultural factors that hinder English language speaking proficiency at school level students in district Kohat.

Sixth, from (Omar, 2023) the study entitled "Students' difficulties in EFL speaking classrooms". aims to study the difficulties students encounter in EFL-speaking classrooms and the major causes of these difficulties. The sample for this study included six students studying the Listening and Speaking module as first-year undergraduate students for two semesters in the English department at Knowledge University. The study employed a qualitative approach using a semi-structured interview. Furthermore, it uses thematic analysis to analyze the raw data. This research paper examines the issues of speaking from students' perspectives to understand the demands and difficulties of students in EFL classrooms that focus on speaking which have not been studied yet. The results of analyzing the data show that students have obstacles

in EFL-speaking classrooms, like fear of making mistakes, shyness, limited vocabulary knowledge, and large class sizes. Finally, the implications of these results for both teachers and students and the limitations of the study are discussed.

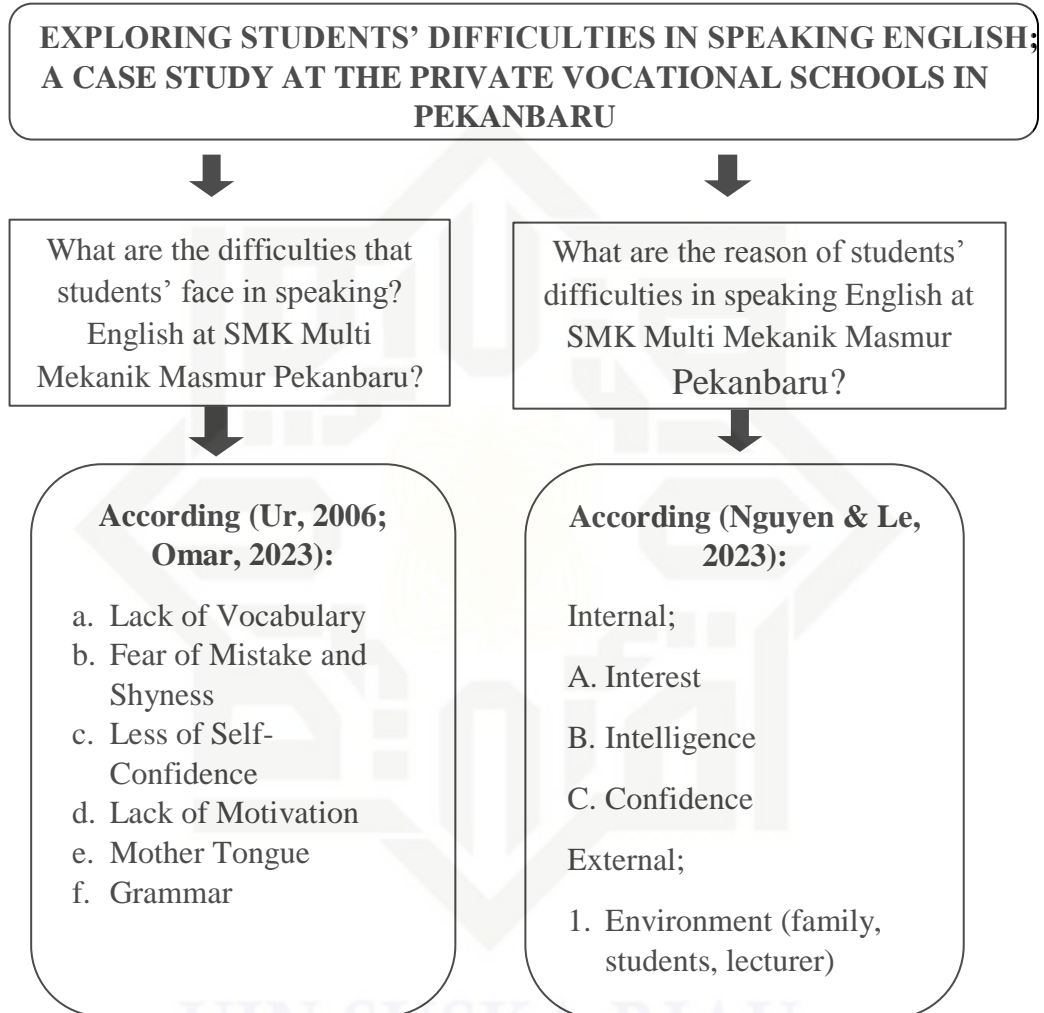
Based on the results of previous research, there are similarities in these studies. Namely, both discussing student difficulties in speaking English, but the differences between previous research and this study are the participants, location, and research design, then the factors that cause problems in this study are also different from previous studies, such as environmental factors and so on.

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C. Conceptual Framework

Figure II.1



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CHAPTER III RESEARCH METHOD

A. Research Design

In this study, the researcher used a qualitative research. Qualitative research is concerned in exploring a problem and developing a detailed understanding of a central phenomenon (Creswell, 2012). Furthermore, qualitative research is an approach to research that focuses on understanding and interpreting social phenomena through the exploration of subjective experiences, meanings, and contexts. It seeks to uncover rich and nuanced insights by collecting and analyzing non-numerical data, such as interviews, observations, and textual materials (Silverman, 2017).

This research used case studies as the research design. Because this research was described and explore in detail and holistically how students' difficulties in speaking English classroom. Case study is a strategy of inquiry in which the researcher explores in depth an issue, program, event, activity, process, or one or more individuals. They are bound by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Creswell, 2012). Moreover, case study is to provide a detailed, contextualized understanding of the case being studied. Case studies aim to generate rich, descriptive data that allow for a comprehensive analysis of the phenomenon under investigation (Yin, 2018).

Case study are classified into three types based on the nature of the problem or case being studied. There are three types of case study: single instrumental case study, multiple case study, and intrinsic case study. This study was employed intrinsic case study which is a type of case study research that focuses on understanding and exploring the unique and specific case itself. It involves studying a particular case for its own sake, without intending to generalize the findings to a larger population or theory. Intrinsic case studies are often conducted when the case itself holds intrinsic value or is of particular interest to the researcher (Stake, 1995). Moreover, there is a general issue in this study, which is difficulties in speaking English at Vocational School Pekanbaru.

B. Time and Location of the Research

This research was conducted on May 2024. The research taken place at SMK Multi Mekanik Masmur Pekanbaru on KH. Ahmad Dahlan Street No.96, Kp. Melayu, Kec. Sukajadi, Kota Pekanbaru, Riau 28122.

C. Participants and Sample

In general, participant in qualitative research refers to an individual or group who actively engages in a study aimed at exploring subjective experiences, perspectives, and meanings related to a specific research topic. Participants provide their insights, narratives, and interpretations to help researchers gain a deeper understanding of the phenomena being investigated (Creswell, 2013). In this research, the participant are the students of tenth grade



students at SMK Multi Mekanik Masmur Pekanbaru. The specification of the participant in this research can be seen as follows:

Table III.1
Participant of the Research

No.	Classes	Total of Students
1.	X TKR	30
2.	X TBSM	30
3.	X RPL	27
4.	X TKJ	18
5.	X AK	10
Total of Students		115

From the table above, there are 5 class and consist of 115 students of tenth grade at SMK Multi Mekanik Masmur Pekanbaru. Furthermore, participants of this study were selected by using purposive sampling. Purposive sampling is a sampling technique determined based on specific considerations which the participants will provide the best understanding of the main phenomenon (Sugiyono, 2019). To address this issue and collect the data from appropriate participants, the researcher employs a sampling technique called as homogeneous sampling. Homogeneous sampling is a technique to choose participants which share similar characteristics or experiences. Homogeneous sampling can be useful when studying a specific subgroup within a population or when aiming to gain in-depth insights into a particular phenomenon (Creswell, 2013).

In this research, the researcher taken X TKJ class as the sample. For the reason that more effectively for researcher to do the study, and students who have the best grades in English class. The researcher taken 18 students as the sample for questionnaire and 3 students as the sample of interview from TKJ class, this class is more active in the English learning process. To ensure the calculation of the sample, the researcher used theory from Arikunto "if the subject of population is less than a hundred, it is better for the researcher to take all the population as sample, but if it is more than a hundred, the researcher can take the sample only 10-15% or 20-25 % or more" as stated by (Arikunto, 2002).

Table III. 2
Sample of the Research

No.	Classes	Total of Students
1.	X TKJ	18
Total of Students		18

For the data collecting using questionnaire, the researcher taken 15% of participant as the sample which consist of 18 high achievement students. While, the interviews used to collect in-depth information data, the researcher was taken 15% of questionnaire sample which consist of 3 students.

D. Technique of Collecting Data

In this research, the researcher used questionnaire and interview to collect the data, as follows:

1. Questionnaire

In this research, the researcher used questionnaire to collect the data about students' difficulties in speaking English. In this study, the researcher used close-ended questions, which the researcher provided the options on their questions by using lickert scale (Creswell, 2012). The researcher distributed the questionnaire to the participants on March 2024, as follows:

- a. The researcher prepared the questionnaire that could be distribute to the 18 students as the participants.
- b. These questionnaires were translated into Indonesian language to help the students understand the content easily.
- c. Each student was given a questionnaire to answer all of the statements.
- d. The researcher gave instruction to the students the way to answer the questionnaire.
- e. After the students had finished answering the questionnaire, the researcher collected the questionnaire and recheck the answer. If there is incomplete data, the researcher asked the students to fill the questionnaire again.
- f. Last, the questionnaire completed, the researcher analyzed the data and report the data.

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Table III.3
Blueprint of Questionnaires Concept

No	Category	Indicator	Statement	SD	D	N	A	SA
1.	The students' face difficulties in speaking English	lack of vocabulary	I lack vocabulary to express ideas in speaking English					
			I do not know English speaking strategies					
		fear of mistake and shyness	I am afraid to making mistakes and being shy by classmates					
			Less of self-confidence	I feel nervous and not confidence using speaking English				
		I am afraid being criticized by my classmates						
		Lack of motivation	I am not interesting with English class					
		Mother tongue	I use mother tongue in classroom					
			I have difficulty in pronouncing English vocabulary					
			English is hard to speak in my mouth					
		Grammar	I don't understand English grammar					
			I find it difficult to use English grammar					
			I still make mistakes in using English grammar					

Adapted from (Ur, 2006 & Omar, 2023)

Instruction: please mark (√) for “SD”: *strongly disagree*; “D”: *Disagree*; “N”: *Neutral*; “A”: *agree*; “SA”: *Strongly Agree*

2. Interview

Interview have three types: structure interview, unstructured interview, and semi-structure interview (Creswell, 2014). In this research, the researcher used semi-structure interview considered exploring students' difficulties in speaking English more flexible, and modify the question and allowing asking new question during the interview. Moreover, the researcher conducted the interview in two languages English and Indonesian which depends on the students who was been interviewed, they can choose what language is comfortable to use, furthermore they can enjoy to answer and give the information that will avoid misunderstanding of the purpose.

Furthermore, there are 4 categories of interview: one-on-one interview, focus group interview, telephone interview, and electronic interview (Creswell, 2012). Therefore, the researcher conducted focus group interview to collect the data. By using focus group interviews, the researcher gathered the students into one group consisting of 3 people, this way made it easier for researcher to get information of the results more quickly. Then the researcher recorded the result of the interview and mentioned the name of each students to made it easier for researcher to analyzed the data and information obtained.

During processes such as these, researcher asked the group questions on an instrument and recorded or noted on the group conversation. Focus groups provided for interaction among interviewee which is the researcher, collection of extensive data, and all individuals in a group have participated

(Krueger, 1994). Focus group discussion has helped the researcher to minimized time-consuming to collect the information from the students.

There 3 students interviewed, and the interview have been put into 1 group consisting of tenth grade of students majoring TKJ at SMK Multi Mekanik Masmur Pekanbaru. The researcher conducted the interview on Mei 2024, as follows:

1. The researcher prepared a few questions that asked to the selected students. The researcher additionally organized recorded and noted to report their answer.
2. The researcher asked and talked in amicable way based on the total of questions that prepared.
3. The researcher recorded their answered and noted if it needed.
4. The researcher analyzed the responses of the students primarily based on (Nguyen & Le 2023) theory.

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Table III.4
Blueprint of Interview Conceptual

No	Category	Indicator	Questions
1.	The reasons of the difficulties in speaking English	Internal (interest, intelligence, confidence)	Is lack of vocabulary the cause of your difficulties in speaking English?
			Do you feel afraid of making mistakes, when you speaking English?
			Do you feel not confidence, when you speaking English in front of your classmates? Why?
		External (environment)	What the reason, why you lack of motivation in speaking English?
			Is your mother tongue can be a difficulty to speaking English?
			Is English pronunciation difficult? Why?
			Do you think speaking English requires using grammar?

Adapted from (Nguyen & Le2023)

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E. Technique of Data Analysis

In this research, to analyzed the data the researcher used two techniques, which are questionnaire and interview. The data from questionnaire calculated and analyzed by using descriptive statistics (Mean and percentage). Descriptive statistical analysis is a technique to explain data in general or in a generalization manner, by calculating the minimum value, maximum value, mean, and standard deviation (Sugiyono, 2017). The means has been interpreted as follows: strongly disagree in the point range of 1.00 – 1.80, disagree 1.81 – 2.60, Neutral 2.61 – 3.40, Agree 3.41 – 4.20, and Strongly disagree 4.21 – 5.00.

a. Mean formula

$$X = \frac{\sum Fi.Xi}{N}$$

Note:

X: Average score

Fi: Frequency of value selection

Xi: Questionnaire

N: Total number of frequencies

b. Percentage

$$P = \frac{Fi}{\sum Fi} \times 100\%$$

Note:

p: Percentage of respondents

F_i : Number of respondents

$\sum F_i$: Total number of respondents

Furthermore, for interview the data transcribed and coded to analyzed the data. The data analyzed by using inductive analysis. Inductive analysis is a bottom-up approach where specific observations and data points are analyzing to identify broader themes and patterns (Miles, 2014).

There three steps of analysis the data (Miles & Huberman, 1994):

1. Data reduction

First, deciding on and summarizing the relevant documents then encode the statistics, right here the researcher evolved a starting coding list primarily based on the theoretical orientations" researcher and then tested the records or it known as pattern coding based on (Omar, 2023; Nguyen & Le 2023) theories. Moreover, in the information there is additional information that needs to be remembered steps or made a reflective observe, the researcher can write down her thinks and clarifies on the subject of the item. In the facts, the researcher selected which aspects of the facts that regarded inside the interview transcription and remark transcription, have to be emphasized, minimized, or set aside completely for the purposes of the research.

2. Data Display

In the second stage, Miles and Huberman stated that data display is in the form of a collection of information that is well organized and presented briefly, facilitating the process of drawing conclusions in the form of a structured collection of information that is given the possibility to draw conclusions.

3. Conclusion/Verification

Conclusion drawing involves pausing to gather analyze data and assess its implications for the research questions. In this phase, the writer extracted the significance of the information presented in a visual format. Additionally, the data's reliability and confirmability needed to be evaluated. The researcher employed a triangulation strategy to verify the validity of the data.

In this research, the researcher used the trustworthiness of the data, namely the method triangulation, so the researcher checked the credibility of research results and data sources from various methods such as interviews and questioners used to obtain the validity of precise and detailed information to complete a description of certain information that results in the form of text or transcript. In this research, it is important to do validity checking to shows the validity of the data collected. Trust in this research is acquire by used triangulation. Triangulation is the process of collecting data from different participants, types of data (such as field questionnaires and interviews), data collection method (such as questionnaires and interviews) (Creswell, 2012).

There are four types of triangulation (Denzin, 2012). From that four types, the researcher used one that is used in research method triangulation. The used of multiple methods to check the consistency of findings generated by various data collection methods is known as method triangulation, and the researcher checked the credibility of research data and data sources, which is done by used more than one data collection technique and analyzed it with the same method.

Methods triangulation is the used of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another. It is also a variation on data triangulation, with an emphasis on using data collected by different methods as opposed to data collected for different programs, locations, populations, etc (Denzin, 2006). Method triangulation used in this study by comparing and integrating data from interviews and questionnaires.

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BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings at SMK Multi Mekanik Masmur of X TKJ class. The results of the study, the researcher found that the results of the analysis of questionnaires and interviews with students are in accordance with Penny Ur's theory. That students have difficulties in speaking English. These include the categories of lack of vocabulary, fear of mistake and shyness, lack of self-confidence, lack of motivation, mother tongue and grammar. In total of average and percentage students are 11 (61.11%) strongly agree. It can be concluded that from the conclusion of the results of the analysis of the student questionnaire, the lack of vocabulary category gets the highest score with the category of strongly agree 16 (88.89%).

Which the results of the questionnaire analysis students strongly agree on the difficulties in speaking English. And from the results of the interview analysis, the researcher found that students have difficulties in speaking the language and are caused by internal and external reasons. This is due to the surrounding environment, rarely using English, not interested in English. even students have the reason that English is difficult to understand and not interested in English. Based on the results of the analysis of student interviews, the results are in accordance with the theory described by Nguyen & Le (2023).

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B. Suggestion

Based on the conclusion above, the researcher proposes some suggestion as follows:

1. To the Students; be confidence and overcome fear, practice English more, and students should often practice English. As often as possible, students practice speaking English in class and in their daily lives and in the environment where they live so they get used to it so they don't experience difficulties in the future.
2. To the Teacher; A good teaching strategy, having creativity, innovative thinking must be owned by a lecturer for his students so that they are enthusiastic and happy learning English, not only when learning is offline but when learning is online as well.
3. To Other Researcher; The researcher hopes that this research can be a reference for future researchers who will conduct research that is still related to the same topic as this research, The author hopes that future researchers will be more thorough and detailed in digging deeper information about students' difficulties in speaking English. Because the author still has many shortcomings in terms of writing and the process of data collection and data analysis.

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APPENDICES

UIN SUSKA RIAU

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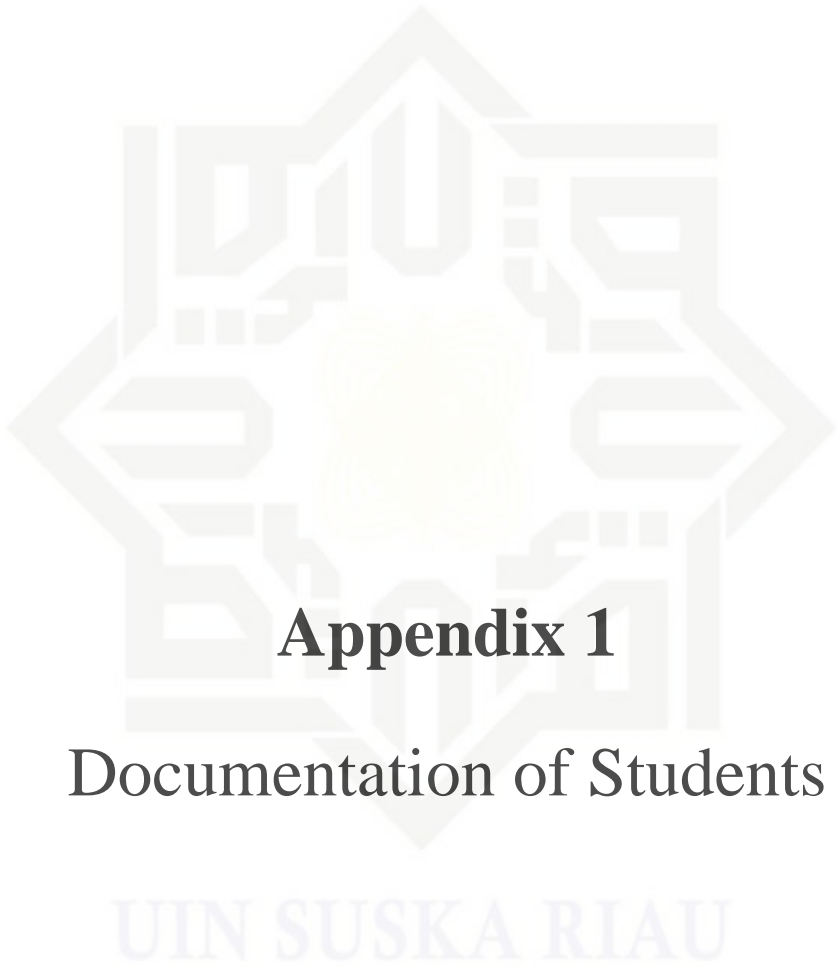
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Appendix 1

Documentation of Students

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Appendix 2

The Instrument of Questionnaires

UIN SUSKA RIAU

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Appendix 3

The Instrument of Interview

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Appendix 4

Students Answer of Questionnaires

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Appendix 5

Students Interview Transcript

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Appendix 6

Tabulation of Students Data

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengurnungkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Appendix 7

Thesis Guidance Activity

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

Appendix 8

Research Later

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



Ika Fitriani is the oldest daughter of Mr. Beni Saputra and Mrs. Sumarsih. She was born in Bayas Jaya, 10 December 2001. In 2013, she graduated from SDN 006 Sungai Ara. She completed her studies at MTsS Al-Muslimun boarding school in Bandar Seikijang in 2016, and SMAS Al-Muslimun boarding school in Bandar Seikijang in 2019, and also selected as a one of the service teachers at the Al-Muslimun Islamic boarding school for one year, in 2020.

In 2020, she was accepted as an English student Department of Education, Faculty of Teacher Training and Education, UIN Suska Riau. In July 2023, she was doing a KKN (Kuliah Kerja Nyata) program in Pekantua Village, District. Kempas Jaya, Kab. Indragiri Hilir. Then she took part in the Pre-service Teacher Practice (PPL) program at SMK Multi Mekanik Masmur Pekanbaru from September-November 2023. To fulfill the requirements for a Bachelor of English Language Education, she was conducted research from April to May 2024 on a thesis entitled **“Exploring Students’ Difficulties in Speaking English; A Case Study at the Private Vocational School in Pekanbaru”**.