

**STUDENTS' DIFFICULTIES IN SPEAKING CLASS AT THE ENGLISH  
EDUCATION STUDY PROGRAM OF MANADO STATE INSTITUTE OF  
ISLAMIC STUDIES**

**THESIS**

Submitted as a Partial Requirement for the Degree of Education (S.Pd)  
in Teaching English.



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Manado, 14 Mei 2024

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### THESIS RATIFICATION

The thesis entitled “*Students' difficulties in Speaking class at English Education Study Program of Manado State Institut of Islamic Studies*” compiled by Irawan Umaternate with student registration number 1926019, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on Mei 14<sup>th</sup> 2024 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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## ABSTRACT

**Irawan Umaternate (2024). Students' difficulties in Speaking class at English Education Study Program of Manado State Institut of Islamic Studies. A Thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.**

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This research investigates about what factors cause English education study program students' difficulties in speaking class and how students' strategies to overcome these speaking difficulties. The method of the research is mixed methods. The researcher employed questionnaires and interviews as data collection tools. The research participants consisted of 17 students of the English education study program of IAIN Manado who had experience learning in speaking class. The data analysis process involved data reduction, display, and drawing conclusions. According to the analysis results, 90% of the students experienced difficulties in using English in speaking classes, while only 10% had positive response. Based on the analysis of findings in the questionnaire and interview, there are several factors that influence students in speaking English, those are; lack of vocabulary, lack of grammar understanding, poor pronunciation, lack of confidence, lack of motivation, lack of background knowledge, difficulties in communicating with unfamiliar topics. meanwhile Students also have strategies to overcome difficulties in speaking English, meanwhile, Based on interview findings with English Language Education students regarding their strategies in overcoming difficulties in speaking English, those are: memorizing new vocabulary, practicing every day, reading more books, watching English videos, speaking in front of the mirror, using language learning apps, listening to a lot of English songs and then looking at the lyrics and figuring out the meaning, courageous in seizing opportunities to speak in public, and learn a lot, whether through YouTube or other means.

**Keywords:** *Students` Difficulties, Speaking Class.*

## ABSTRAK

**Irawan Umaternate (2024). Kesulitan Mahasiswa dalam Kelas Berbicara pada Program Studi Tadris Bahasa Inggris di Institut Agama Islam Negeri Manado. Skripsi Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Manado.**

Penelitian ini menyelidiki tentang faktor-faktor apa saja yang menyebabkan kesulitan mahasiswa program studi pendidikan bahasa Inggris dalam kelas berbicara dan bagaimana strategi mahasiswa untuk mengatasi kesulitan berbicara tersebut. Metode yang digunakan dalam penelitian ini adalah metode campuran. Untuk mengumpulkan data, peneliti menggunakan kuesioner dan wawancara sebagai alat pengumpulan data. Partisipan penelitian terdiri dari 17 mahasiswa program studi pendidikan bahasa Inggris IAIN Manado yang memiliki pengalaman belajar dalam kelas berbicara. Proses analisis data melibatkan reduksi data, penyajian, dan penarikan kesimpulan. Berdasarkan hasil analisis, 90% mahasiswa mengalami kesulitan dalam menggunakan bahasa Inggris dalam kelas berbicara, sementara hanya 10% memberikan tanggapan positif. Berdasarkan analisis temuan dalam kuesioner dan wawancara, terdapat beberapa faktor yang memengaruhi mahasiswa dalam berbicara bahasa Inggris, antara lain: kurangnya kosakata, kurangnya pemahaman tata bahasa, pengucapan yang buruk, kurangnya kepercayaan diri, kurangnya motivasi, kurangnya latar belakang pengetahuan, kesulitan dalam berkomunikasi dengan topik yang tidak familiar. Di samping itu, mahasiswa juga memiliki strategi untuk mengatasi kesulitan dalam menggunakan bahasa Inggris, yaitu: menghafal kosakata baru, berlatih setiap hari, membaca lebih banyak buku dan mencari kosakata yang asing, menonton video berbahasa Inggris, berbicara di depan cermin, menggunakan aplikasi pembelajaran bahasa, mendengarkan banyak lagu berbahasa Inggris dan kemudian melihat liriknya serta mencari artinya, berani mengambil kesempatan untuk berbicara di depan umum, dan banyak belajar, baik melalui YouTube atau cara lain.

**Kata kunci: Kesulitan Mahasiswa, Kelas Berbicara.**

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The researcher realizes that this thesis is still far from being perfect, and hopefully, this thesis can provide benefits and input for readers.

Manado, 14 Mei 2024

The Researcher

A handwritten signature in black ink, appearing to be 'Irawan Umaternate', written over the printed name.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Speaking is an essential skill for communicating, thinking, and learning because the speaking language is a powerful learning tool. It can form, modify, expand, and organize thoughts. So, it can be said that speaking language is the basis of all language development, and therefore, it is the basis of all learning. Students can learn concepts by speaking and understanding, developing vocabulary, and experience structures.<sup>1</sup>

Therefore, speaking English will help someone communicate more broadly in the era of globalization. English is an international language used in various activities such as business, entertainment, and relations between nations.<sup>2</sup>

Moreover, speaking is a major language skill that students must develop, it is widely acknowledged that speaking English is difficulties. Futhermore, Henna Paaki stated there are numerous factors that contribute to this difficulties task because it requires understanding the language as well as good grammar and vocabulary, but it appers that there is a lack of vocabulary when speaking.<sup>3</sup>

This study is associated with the verses of the Quran which related to speaking. According to Q.S Ar-Rahman /55 verses:1-4,

الرَّحْمَنُ عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

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<sup>1</sup> A R Khunaifi, 'Kesulitan-Kesulitan Siswa Dalam Belajar Speaking English', *Anterior Jurnal*, 12.2 (2013), 69–73.

<sup>2</sup> I R Kusuma, R F Osin, and I A Anggabawa, 'Impact of Tourism Industry-Driven Media Communication in Students' Speaking Ability', *The Asian EFL Journal*, 23.6.3 (2019), 27–45.

<sup>3</sup> Henna Paakki, 'Difficulties in Speaking English and Perceptions of Accents A Comparative Study of Finnish and Japanese Adult', *Erepo.Uef.Fi*, 2013.



Translation: The most compassionate thought the Quran, created humanity, (and) taught them speech”(Q.S Ar-Rahmah 55:1-4).<sup>4</sup>

The interpretation of Al-Syaukani in *Tafsir Fath al-Qadir* interpret *al-bayanas* ability to communication. To know how people should communicate properly (*qaulan sadidan*), should be tracked the keywords used Al-Quran for communication.<sup>5</sup>

From the verses and the interpretation, can be concluded that it is required to be good at communicating because by communicating can build a relationship with society. This statement is relates to this study that want to know students difficulties in speaking and also students strategies to overcome their difficulties in speaking.

In fact, most of students get difficult and afraid to speak English or share their opinion. It caused by some factors,those are; motivation, interest, teaching techniques and using teaching media. By using teaching media, the teacher can increase the students' motivation and create an interesting learning atmosphere and alternative way to create suitable and interesting techniques related to students' conditions.<sup>6</sup>

Based on previous interviews with fifth semester English students at the English Education Study Program at IAIN Manado, it is found that during the speaking class process they still experienced difficulties when in speaking class. and some students said that they had difficulties and felt worried about pronunciation and articulation during the speaking class.<sup>7</sup>

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<sup>4</sup> Toha Putra, *Departemen Agama RI, AL-Quran Dan Terjemahannya* (Semarang, 2001), 885.

<sup>5</sup> Syaukani, *Tafsir Fath Al-Qadir*, ed. by Dar al Fikr, 5th edn (Beirut, 2017), p. 251.

<sup>6</sup> Andi Mukarramah Nagauleng and others, 'IMPROVING THE STUDENTS SPEAKING SKILL THROUGH PICTURE AT THE EIGHT GRADE STUDENTS OF MTs NEGERI 1 BOLAANG MONGONDOW TIMUR', *British (Jurnal Bahasa Dan Sastra Inggris)*, 10.1 (2021), 89–106.

<sup>7</sup> Previous Interview, with fifth semester English students at the English Education Study Program at IAIN Manado, 2 Mei 2023

From the previous interview above, this problem has to be considered seriously, because speaking is skill that must be improved in English. related to the reason above, the researcher is interested in conducting this research titled “*Students’ difficulties in Speaking class at English Education Study Program of Manado State Institut of Islamic Studies*”.

### **B. Scope and Limitation of The Research**

To clarify the problem, it is necessary to make a limitation of this study is to find out what factors influence students’ difficulties. The research focus on the Speaking Class. The subject of the fifth semester in the academic year 2023/2024 of English Education Study Program at IAIN Manado.

### **C. Research Questions**

Based on the background of the study, the researcher formulates the problems of the study as follows:

1. What are the factors of students’ difficulties in speaking at the fifth-semester students of the English Education Study Program?
2. What are the strategies used by the students’ to overcome their difficulties in speaking by the fifth-semester students of the English Education Study Program?

### **D. The Objective of the Study**

From the research question above, the objectives of this study are as follows:

1. To find out that the cause the students difficulties in speaking class by the fifth-semester students of the English Education Study Program.
2. To discover the students overcome the difficulties in speaking class by fifth-semester students of English Education Study Program.

### **E. Significance of Study**

This study will be beneficial to be used theoretically and practically, as follow:

### 1. Theoretically

This study result gives information about difficulties in speaking class that can help students to know the theory of difficulties in speaking class. It can help the lecture to overcome students' difficulties in speaking class.

### 2. Practically

The result of this study can be used to contribute practically, such as:

#### a. For Students

This research is very crucial for students to know difficulties in speaking class.

#### b. For Teachers

This research can be information or references for English teachers to overcome students' difficulties in speaking classes.

#### c. For School

The result will give information and solution to the new reference for students' difficulties in speaking and also can be a reference and contribution to the academic community of Faculty Tarbiyah and Teacher Training, particularly in the English Education Study Program.

## F. Definition of Key Terms

1. Difficulties is mistakes, mis-judgments, miscalculations, and error from an important aspect of learning in acquiring information.<sup>8</sup>
2. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.<sup>9</sup>

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<sup>8</sup> Catur Widy Asworo, 'The Analysis of Students' Difficulties In Speaking English at the Tenth Grade of SMK N 2 Purworejo', *Journal of English Education and Teaching*, 3.4 (2019), 533–38.

<sup>9</sup> Ahmed Nakhalah, 'Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University', *International Journal of Humanities and Social Science Invention*, 5.12 (2016), 96–101.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Speaking

##### 1. Definition of Speaking

Speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language. Speaking is more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction.<sup>1</sup>

Speaking is the active use of language to express meanings so that other people can make sense of them. Also adds that attention to precise details of language is required to speak in a foreign language in order to share understandings with other people. Speaking or oral communication is an activity that includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level.<sup>2</sup> Speaking is a skill that is needed today, especially in the world of education. by speaking someone will easily improve the ability to process words and sentences. Speaking can also be said as a power to deal with problems that occur in everyday life.

Meanwhile, according to Theodore Huebner in the journal by Pramuja Baydillah, speaking is a skill that a person uses to communicate in everyday life, both at school and outside.<sup>3</sup> From the above definition, it can be concluded that speaking is expressing ideas, opinions or feelings to others through the use of articulated words or sounds to inform, persuade and entertain.

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<sup>1</sup> Eyüp Yaşar Kürüm, 'Teaching Speaking Skills', *Annals of the University of Oradea: Economic Science*, 25.1 (2016), 264–73.

<sup>2</sup> Nagauleng and others.

<sup>3</sup> Pramuja Baydillah, 'Tips and Tricks to Streamline and Train Confidence in Speaking English Definition of Speaking', *Researchgate.Net*, 2021.

## 2. Types of Speaking

according to Brown in the journal by Feni Cahyani, Brown divides the types of speaking skill into five types. Those are as follow:

### a. Imitative

“Imitative is someone’s ability to imitate a word or phrase or possibly a sentence”.<sup>4</sup> While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

### b. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phological aspect. Understanding meaning is needed to respond certain tasks but the intraction with the counterpart is minimal. The activity sample is reading aloud, completion sentence and dialogue.<sup>5</sup>

### c. Responsive

Unlike two categories, which mentioned above, responsive speaking involves learners to speak promptly. Conversation should be authentic. Evaluation in responsive tasks includes brief interactions with interlocutor. Unlike interactive speaking, in responsive one test taker uses its creativity but in limited lengths of utterances.<sup>6</sup>

### d. Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking the number of the speakers also matter as sometimes it needs more than two people in the conversation.<sup>7</sup>

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<sup>4</sup> Feni Cahyani, ‘The Use of Think Pair Share Technique to Improve Students’ Speaking Performance’, *Research in English and Education Journal*, 3.1 (2018), 76–90.

<sup>5</sup> Yenny Rahmawati, ‘Developing Assessment for Speaking’, 2014.

<sup>6</sup> Rahimboeva Hulkar Gayratovna, ‘Assessment for Speaking Skill’, *JournalNX*, 7.04 (2021), 46–49.

<sup>7</sup> Rahmawati.

e. Extensive

“Extensive oral production task include speeches, oral presentation, and story-teling, during which the opportunity for oral intraction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.”<sup>8</sup> extensive oral production is for the students at the intermediate to advence levels, when the students able to speak in a monologue from of oral report, summary, or short speeches.

Based on the opinions of the experts above, it can be concluded that there are 5 types of students' difficulties in speaking English, these 5 types of difficulties are imitative, intensive, responsive, interactive and extensive. These five types are problems or obstacles that a person faces when speaking in English.

### 3. Component of Speaking

according to Speaking Scoring Criteria by Phillips, in the journal by Esmail Zare-Behtash and Tayebe Sarlak, It examined five components of English language. Philip described each criterion concretely and practically. The speaking test was supposed to score for pronunciation, grammar (refers to syntax rules), vocabulary, fluency, and organization.<sup>9</sup>

a. Pronunciation

There were four levels to mark pronunciation level including pronouncing the word correctly, with minor errors, with a number of errors, and at the lowe st level pronouncing the word completely incorrect. The raters rate them from four to one respectively.

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<sup>8</sup> Cahyani.

<sup>9</sup> Esmail Zare-Behtash and Tayebe Sarlak, ‘The Effect of Project Based Learning (PBL) on the Components of Speaking Ability of Iranian EFL Beginner Learners’, *Journal of Applied Linguistics and Language Research*, 4.3 (2017), 119–30.

b. Grammar

rating criterion gave four for using complex syntax rules correctly; three for applying simple rules properly, two for using both complex and simple rules with a few problems, one for applying simple rules with some problems.

c. Vocabulary

mark four for using advanced words appropriately, three for applying simple words without any errors or advanced words with some errors, two for using simple words, one for applying words incorrectly that caused interrupting communication.

d. Fluency

The learner's speech is generally fluent. The learner's speech is generally fluent, with minor problems. There are problems in their speech which cause their fluency to become decreased. The learner has problems with fluency that make the responses difficult to understand.

e. Organization

The learners' response is well organized and developed. The learners' response is organized basically and is not thoroughly developed. The learners' response is clearly organized and is incomplete or contains some inaccurate points. The learners' response is not planned and is only minimally on the topic.<sup>10</sup>

There are several components that must be mastered if someone wants to be fluent in speaking using English, these components must be mastered without exception because all components relate to each other to form a good and correct way of speaking English, therefore if someone wants to speak English fluently then must master the components above.

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<sup>10</sup> Zare-Behtash and Sarlak.

## **B. Speaking Difficulties**

### **1. Definition of Speaking Difficulties**

In reality, speaking in English is more difficulties than writing and reading. These difficulties can occur because of factors that affect. Factors can be interpreted as the reason that led to a problem.

According to Penny Ur, the student's speaking difficulty are:<sup>11</sup> inhibition, lack of topical knowledge, low vocabulary or uneven participation, and mother tongue use.

Speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspect for students to master because they do not having enough exposure to English (environmental factor), infrequent English speaking practice in daily life (they could use the mother tongue to communicate, instead of using English), feeling shy and laziness to learn English. Many of students cannot speak clearly when they talk with foreigner because they don't know how to express what they want to say and how to say that. For it, they get a miss communication. To minimize the mistakes and get a good communication with native speakers or no, the learners must know and comprehend the use of expressions and the elements in speaking.

### **2. Difficulties in speaking**

There are some characteristics can make speaking difficult. According to Hosni in the journal by Wirda Jannatul Jannah and Batdal Niati, There are major speaking difficulties encountered by the students at this level, and they are linguistics difficulties, mother tongue use and inhibition.<sup>12</sup>

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<sup>11</sup> Elsa Silvana Destriani and Wahid Hasim, 'AN ANALYSIS OF STUDENTS' SPEAKING DIFFICULTIES IN ROLE PLAY ACTIVITIES', *English Education and Applied Linguistics Journal (EEAL Journal)*, 2.2 (2019), 111–16.

<sup>12</sup> Wirda Jannatul Jannah and Batdal Niati, 'Students' Difficulties in Speaking English', *JEE (Journal of English Education)*, 8.2 (2022), 120–29.



the characteristics causing difficulty who faced by student when speaking English such as:

a) Inhibition

Students often feel ashamed, afraid and embarrassed when learning to speak and are also often embarrassed if criticized when they mispronounce a word in English and are also laughed at by classmates.

b) Nothing to say

Students don't know what words they want to say in English because students don't understand what the teacher is teaching

c) Low or uneven participation

Sometimes students in learning activities do not participate in class so that they do not practice speaking words in English.

d) Mother-tongue use

The habit of students in using their mother tongue makes students more and more difficult in learning speaking.

Based on the expert explanation about researcher conclude that There are four causes of difficulty in learning speaking such as inhibition, nothing to say, uneven participation in class and mother-tongue and also what Hosni described. all of these are common causes of difficulties that students face when learning speaking. some of these difficulties come from the students themselves. That's why an evaluation must be held in every lesson whose goal is that students can introspect on the difficulties they experience each.

### **3. Factor Causing Speaking Difficulties**

According to Afebri and Muhsin, in the journal by Mai Hung Dong, pointed out that three difficulties in learning to speak are affective, linguistic, and performance conditions, but it is actually the most difficult factors are pronunciation, grammar, listening, and even

confidence.<sup>13</sup> Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going.

Furthermore, According to Riadil, in the journal by Mai Hung Dong, claimed that factors that can adversely affect a student's speech are linguistic problems such as low grammar knowledge, limited vocabulary, and poor pronunciation. While, students' psychological problems are seen as a loss of self-confidence, insecurity, and nervousness.<sup>14</sup>

There are several factors that cause difficulties in speaking English, namely difficulties that come from oneself and external factors, this factor is what causes a person's difficulty in speaking English. For example, problems that come from oneself such as shame, lack of confidence, lack of vocabulary and anxiety. Then external factors such as the teacher's teaching procedures. Therefore, someone has difficulties in speaking English.

According to Bygate, in the journal by Della Severtina, Aridah Aridah, and Didik Sucahyo, there are factors that affecting the difficulties in speaking as follows:

a. Linguistic Obstacles

Linguistic problems are obstacles in certain language during speaking. They can be a grammar error, incorrect pronunciation or lack of vocabulary knowledge.

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<sup>13</sup> Mai Hung Dong, 'A STUDY ON FACTORS AFFECTING OF ENGLISH-MAJORED STUDENTS' DIFFICULTIES IN THEIR SPEAKING PERFORMANCE', *European Journal of Foreign Language Teaching*, 6.1 (2022) <<https://doi.org/10.46827/ejfl.v6i1.4229>>.

<sup>14</sup> Dong.

b. Speech Processing Difficulties

Most of the students are still using their mother tongue in daily lives. They also find it difficult to use some words in English. Students don't communicate well when they have conversation with their teacher. They still need to focus on fluency when they speak English because there are many problems that they do not have any mastery in them.

c. Academic and Conversational Skills

Many students find it difficult to lead discussion in English because they do not suit with the class situation. Most of them seem to do not want to participate themselves in English discussion because they are afraid to speak. One of this happens during presentation in front of the class.

d. Negative Affects

The visible affects on students are when they feel nervous when they want to speak, positively have anxiety about grammar error they would have which will make the students awkwardly silent in the classroom, and have less confident to speak.

e. Access to speaking opportunities

Individual learning is not only involves one individual but also include social groups. Most of the students need to speak English more outside the classroom since they do not participate more inside the classroom.<sup>15</sup>

#### 4. Strategies to Overcome Speaking Difficulties

The most important theory about communication strategies Wich the writer will take as the main theory. The following is a classification of

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<sup>15</sup> Della Severtina, Aridah Aridah, and Didik Sucahyo, 'Students' Difficulties In Speaking English Of The Eighth Grade Students Of SMP Negeri 35 Samarinda', *E3L: Journal of English Teaching, Linguistic, and Literature*, 4.1 (2021), 46–57.

communication strategies based on experts who categorized communication strategies:

According to Yang, in the journal by Ming-yueh Shen and Tzu-yen Chiu, there are several effective strategies to help improve learner's oral communication. These strategies are summarized as follows: supervision news in English, not Chinese; looking for lectures in English on topics of interest you and try to take notes; watch a play or dramatic performance given in English campus; choose a famous person whose accent you admire, and imitate them speak; find a friend or two and agree to speak English at certain regular times.<sup>16</sup>

Furthermore, according to Trudgill, in the journal by Ming-yueh Shen and Tzu-yen Chiu, put forward a strategic process to overcome difficulties as follows: collect ideas; arrange it in best order; choosing the language in which he has to communicate with others. Learners apply these habits in the use of mother tongue or foreign language to deal with it their audience with confidence.<sup>17</sup>

In brief, speaking strategies are essential because they sufficiently provide foreign language learners with valuable tools to communicate in the target language in diverse contextual situations and help them to survive a multiplicity of speaking problems. Put it differently, speaking learning strategies become vital to develop students' language ability in order for them to be more selfsufficient and active in their own learning process.

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<sup>16</sup> Ming-yueh Shen and Tzu-yen Chiu, 'EFL Learners' English Speaking Difficulties and Strategy Use', *Education and Linguistics Research*, 5.2 (2019), 88–102.

<sup>17</sup> Shen and Chiu.

### C. Review of Previous Study

**Table 2.1 Relevant Studies**

<b>No.</b>	<b>Research Identity</b>	<b>Similarity</b>	<b>Differences</b>	<b>Research Originality</b>
1	A research paper by Elsa Silvana Destriani and Wahid Hasim, with the title “An Analysis of Students’ Difficulties in Rule Play Activities” <sup>18</sup>	This research focused on the students’ difficulties in speaking English	The research using qualitative method for the answer the problem statement	This study will focus on knowing what factors affect the students difficulties in speaking class
2	A research paper by Amanda Kenshi Nurfitriani and Eri Rahmawati, with the title “The Analysis of Students’ Difficulties in Speaking English of Eight Grade	This research focused on the factors of students’ difficulties in speaking English	The research using qualitative approach and descriptive analysis technique	To discover the students overcome the difficulties in speaking class by fifth-semester students of English education Study program

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<sup>18</sup> Destriani and Hasim.

	Studentsat SMPN 1 Majasari” <sup>19</sup>			
3	A research paper by Catur Widyasworo “Students’ Difficulties in Speaking English at the Tenth Grade of SMK N 2 Purworejo” <sup>20</sup>	This research focused on the students’ difficulties in speaking, and to describe strategies used by teacher to overcome the speaking problems.	The research using questionnaire, interview and documentation.	
4	A research paper by Santi Adriani Putri, Samsul Amri, and Ahmad “The Students Difficulties Factors In Speaking” <sup>21</sup>	This research focused on to know the factors of the students’ speaking difficulty.	The research using descriptive qualitative.	
5	A research paper by Olyvia Revalita Candraloka and Aliva Rosdiana Investigating Problems and Difficulties of	This research focused on problems on English speaking.	The research using quantitative and kualitatif.	

<sup>19</sup> Amanda Kenshi Nurfitri and Eri Rahmawati, ‘The Analysis of Students’ Difficulties in Speaking English of Eight Grade Studentsat SMPN 1 Majasari’, *PROCEEDING AISELT*, 6.1 (2021).

<sup>20</sup> Asworo.

<sup>21</sup> Santi Andriani Putri, Samsul Amri, and Ahmad Ahmad, ‘THE STUDENTS’DIFFICULTIES FACTORS IN SPEAKING’, *J-Shelves of Indragiri (JSI)*, 1.2 (2020), 115–29.

	Speaking That Encounter English Language Speaking Students of Junior High School” <sup>22</sup>			
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The researcher found some literature about the previous study relevant to this research.

1. Elsa Silvana Destriani and Wahid Hasim, (2019) conducted a research on The Use of An Analysis of Students’ Difficulties in Role Play Activities. It took place at senior high school in Garut. This research was aimed to find the students’ difficulties in speaking English and to find the factors contributing to students’ difficulties in speaking English. The research used qualitative method for the answer the problem statement. The sample of this study was all students of eleventh grade of a senior high school in Garut which used population sampling technique. Based on the data from the result of this research showed that: 92% of the students’ difficulties in speaking, 80% of students had limited vocabulary, 70% pronunciation, 20% nervousness. Factors contributing to students’ difficulties in speaking were that 100% students preferred to speak in their mother tongue (Sundanese) rather than English, they are lazy to read and learned new words, 92, 6% the students did not had motivation and the teachers’ teaching style was also one of the factors contributing to students’ difficulties in speaking English.
2. Amanda Kenshi Nurfitria and Eri Rahmawati (2021) conducted a research on The Use of The Analysis of Students’ Difficulties in Speaking English

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<sup>22</sup> Olyvia Revalita Candraloka and Aliva Rosdiana, ‘Investigating Problems and Difficulties of Speaking That Encounter English Language Speaking Students of Junior High School’, *JELE (Journal of English Language and Education)*, 5.2 (2019), 130–35.

of Eight Grade Students at SMPN 1 Majasari. It took place at SMPN 1 Majasari. This research aims to describe and analyse the factors of students' difficulties in speaking English language faced by eighth grade students of SMPN 1 Majasari. This research uses a qualitative approach and descriptive analysis technique. The population in this study were 82 students in the eighth grade; which were divided into three classes (VIII A consisted of 29 students, VIII B consisted of 30 students, and VIII C consisted of 23 students). Therefore, the sample of the population in this research were taken by a simple random sampling technique; six students (two students each class) to answer the interviews, and 33 students (11 students each class) to answer the questionnaires. In collecting data, the instruments used in this study were tests in the form of multiple choice questions and recorded interviews. While to analyze the data, qualitative data analysis procedures were administered through data display, data reduction, and conclusion drawing. The results showed that the factors of students' difficulty to speak English in class VIII SMPN 1 Majasari were; affective factors (low motivation & anxiety), listening ability, inhibition, focus on grammar, social environment and mother-tongue use. It is recommended for the English teachers to use some strategies to help the students overcome their difficulties in speaking.

3. Catur Widyasworo (2019) Students' Difficulties in Speaking English at the Tenth Grade of SMK N 2 Purworejo. It took place at SMK N 2 Purworejo. The aims of the study are mainly to know the students' difficulties in speaking, and to know the strategy used by teacher to overcome the speaking problems. The participants of the study were 36 students of the tenth grade of SMK N 2 Purworejo. The instruments used in this research were questionnaire, interview and documentation. After getting the data, the writer analyzed them to determine category of students' speaking skill, students' speaking difficulties and teacher strategies. The result of the study shows that the mean score of students skill in speaking is 64.8. It belongs to



sufficient category. The students' speaking difficulties covered linguistic and non linguistic problems. The linguistic problems include lack of vocabulary, pronunciation, grammar knowledge, while non linguistic problems, namely inhibition, nothing to say, uneven participant, mother tongue interference, anxiety, shyness, lack of self confident and low motivation. To solve the problems, the teacher has strategies such as drilling, brainstorming, role playing and giving the students motivation.

4. Santi Adriani Putri, Samsul Amri, and Ahmad (2020) *The Students Difficulties Factors In Speaking*. it took place at SMA Negeri 2 Tembilahan. The research purpose is to know the factors of the students' speaking difficulty. The design of the research is descriptive qualitative. The number of population as many as 157 students of eleventh-grade students of SMA Negeri 2 Tembilahan that consist of 6 classes. In taking the sample, the researcher uses a simple random sampling technique. The number of samples is 40 students or 25% of the population. The researcher uses a questionnaire as an instrument as many as 15 items and also uses an interview technique. After analyzing the data by using the descriptive qualitative method, it is known that the four factors of speaking difficulty have a positive value or more than 50%. The values of these four factors were 62.5% for personal factors, 95% for teaching strategies factor, 90% for curriculum factor and 57.5% for the environmental factor. Therefore, it can be inferred that the dominant factor which causes students' difficulties in speaking is teaching strategies.
5. Olyvia Revalita Candraloka and Aliva Rosdiana (2019) *Investigating Problems and Difficulties of Speaking That Encounter English Language Speaking Students of Junior High School*. it took place at MTSN 2 Kudus. This study is aimed at investigating the students' ability, the problems of why they faced problems on English speaking. The triangulation of mixed methods was used in this study to show and measure the speaking difficulties encountered by students of 7th grade Junior High School at MTS

N 2 Kudus. The quantitative data gathered from the speaking test result in by involving 31 students of MTSN 2 Kudus and the qualitative data gathered from the questionnaire and interview results from the selected students who meet criteria. The findings showed that the students' ability was categorized difficulties in speaking English (26.009); the students have problems on vocabulary (100%), pronunciation (100%), grammar (83.9%), and fluency (96.7%). The causes of problems faced by students on English speaking that English were not only having limited knowledge on the components of speaking skills including vocabulary, pronunciation, grammar, and fluency but also they have their own personal reasons, such shyness, anxiety, confusion, lack confidence, and fear of making mistake. This study indicated that the students' ability should be increased by giving motivation and taught them with th esuitable and interested English speaking materials.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Research design**

This research utilized mixed methods. According to Creswell, mixed methods focus on collecting, analyzing, and combining quantitative and qualitative data in a single study or series of studies. Its central premise is that using both quantitative and qualitative approaches in combination provides a deeper understanding of research problems than using either approach alone.<sup>1</sup>

The researcher uses this research method because the researcher wants to dig deeper into what factors affect students' difficulties in English speaking, and how the students' overcome difficulties in speaking.

#### **B. Research Setting**

This research was conducted among English students in the fifth semester of the English Education Study Program at IAIN Manado. It is located at Jl. Dr. S. H. Sarundajang Kompleks Ringroad, Manado, The researcher conducted this research from January 2024 to February 2024.

#### **C. Research Participants**

Research Participants from this study were Students at the English Education Study Program of Tarbiyah and Teachers Training Faculty, Manado State Institute of Islamic Studies. The research sample of this study is purposive sampling, also known as judgment sampling. This technique allows choosing a sample from the population and judgment that the sample represents and is typical of the population.

In this study, the researcher analyzed the students who were taught about speaking. In the fifth semester of the English Education study program, the students have learned subjects that one of the chapters in that

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<sup>1</sup> *Research Design Qualitative, Quantitative, and Mixed Method Approaches* (John W. Creswell) (Sage Publications, Inc., 2013).

subject is learning about speaking. Thus, the researcher concludes that all students in the fifth semester are suitable to be a sample in this research. In the fifth semester, there is one class that has 17 students in the academic year 2023/2024.

## **D. Data and Source of Data**

### **1. Primary Data**

According to Dulces, primary data are collected directly by researchers through sources such as surveys, observations, questionnaires, and interviews.<sup>2</sup> This research's primary data was collected from Questionnaire and interview.

### **2. Secondary Data**

In the thesis by Shashini, Tripathy stated that secondary data is existing data. It can be collected through large-scale surveys, personal research, and other research.<sup>3</sup> The secondary data of this research were taken from e-books, journals, articles, and previous studies.

## **E. Research Instrument**

Research Instruments are tools to measure the research data the researcher will carry. In this case, the researcher used Questionnaire, and Interview. They are as follows:

### **1. Quantitative Instrument**

#### **a. Questionnaire Sheets**

The purpose of a questionnaire is to collect information from respondents about their attitudes, experiences, and opinions. Use questionnaires to gather quantitative and/or qualitative data

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<sup>2</sup> Dulce Fuentes, 'Destructive-Constructive Leadership and Active-Duty Service Members ' Commitment to Military Service Submitted By' (Grand Canyon University, 2022).

<sup>3</sup> Shashini Rajaguru, 'Forced and Unplanned Digital Transformation of Education in Sri Lanka during Covid-19 Crisis : A Case Study Shashini Rajaguru' (UPPSALA UNIVERSITET, 2021), p. 27 <<https://doi.org/10.13140/RG.2.2.36758.06722>>.

information.<sup>4</sup> A questionnaire, as the main and the most dominant way of collecting primary data, makes the process of data collection standardized together with comparable. Thus, it can ensure a faster and more accurate data collection process, and facilitate the data processing as well. The questionnaire contained 15 questions. In this research, the researcher adapted the questionnaire from Phan Thi Minh Uyen<sup>5</sup>.

In measuring the score of questionnaire, the researcher used the Likert Scale. A Likert scale is a unidimensional scale that researchers use to collect respondents' attitudes and opinions. Researchers often use this psychometric scale to understand the views and perspectives towards a brand, product, or target market.<sup>6</sup>

For example, the response options can be considered as: "Strongly Agree, Agree, Disagree, Strongly Disagree" These options can be arranged using either horizontal or vertical fashions in the questionnaires. However, it is also found that horizontal types seem more reliable to the respondents when well-educated or self-administration questionnaires are conducted. As for this research, the researcher used the following options.

## 2. Qualitative Instrument

### a. Interview Sheets

Interviewing is a communication process that involves asking and receiving questions and responses, claims Fabelia in Hasriani G.<sup>7</sup> Effective interview is used in speaking learning because it can stimulate

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<sup>4</sup> Ellen Taylor-Powell and Mary Gladys Marshall, *Questionnaire Design: Asking Questions with a Purpose* (Cooperative extension service, university of wisconsin-extension, 1998).

<sup>5</sup> Phan Thi Minh Uyen and Phan Thi Dieu, 'COMMON DIFFICULTIES IN SPEAKING OF ENGLISH-MAJORED FRESHMEN AT TAY DO UNIVERSITY, VIETNAM', *European Journal of English Language Teaching*, 8.1 (2023).

<sup>6</sup> Dan Fleetwood, 'What Is a Likert Scale – Definition, Example, Characteristics, & Advantages', *Questionpro* <<https://www.questionpro.com/blog/what-is-likert-scale/>> [accessed 21 February 2024].

<sup>7</sup> G Hasriani, 'Interview as a Learning Technique in Speaking Subject: Students'™ Perspective', *Language Circle: Journal of Language and Literature*, 13.2 (2019).

the brain to think. In the interview process, interviewers reveal questions and interviewees listen and then respond to questions. Each receives then examines the message for later compared to the knowledge they have. This can make communication more dynamic and weighty.

Cresswell states that an interview is when it involves questions that are intended to obtain views and opinions from the research instrument.<sup>8</sup> To show that this research was proper, the researcher uses this tool to collect data to find out how the teacher overcame students' difficulties in speaking class based on the result of previous interview.

In this study, the results of interviews from interviews with students. Interviews that obtain accurate information are as follows; interview questions, results of written interviews, and names of students who participated in this study. the researcher interview adapted from Sartika Sri Rahayu and Puput Arianto<sup>9</sup>.

## **F. Data Analysis Technique**

There are two kinds of analysis in this study those are qualitative analysis and quantitative analysis.

### **1. Quantitative analysis**

In this research quantitative data were analyzed by distributing questionnaire and presented in descriptive statistics. The size of the score for the questionnaire data was calculated using a likert scale measurement scale. Has a category of Strongly Agree (SA), Disagree (D), Agree (A), and Strongly Agree (SD).

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<sup>8</sup> *Research Design Qualitative, Quantitative, and Mixed Method Approaches* (John W. Creswell) (Sage Publications, Inc., 2013), 190.

<sup>9</sup> Sartika Sri Rahayu and Puput Arianto, 'STUDENTS'DIFFICULTIES IN ENGLISH SPEAKING LESSON AT THE TWELFTH GRADE OF SMA N 1 JATINOM IN THE ACADEMIC YEAR OF 2020/2021' (IAIN Surakarta, 2020).

**Table 3.1 Likert Scale**

Description	Score
Strongly Agree (SA)	1
Agree (A)	2
Disagree (D)	3
Strongly Disagree (SD)	4

Then, to analyze the data, the researcher used the percentage formula.<sup>10</sup>

$$P = \frac{F}{N} \times 100\%$$

Description:

P : Percentage

F : Frequency

N : Number of Respondents

100% : Fixed Number

Then, to find out the level of these criteria, the score obtained in the form of a percent (%) with a descriptive percentage analysis can be seen in the criteria table below:

**Table 3.2 Criteria in the interpretation of respondents based on likert scale<sup>11</sup>**

Interval	Criteria
93% - 100%	Extremely
76% - 92%	Very Difficult
59% - 75%	Difficult
42% - 58%	Easy
25% - 41%	Very easy

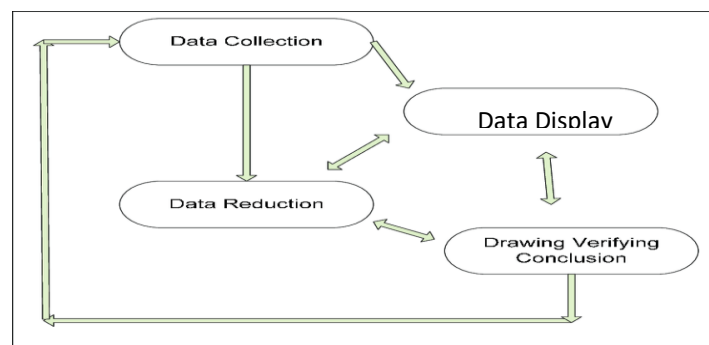
<sup>10</sup> Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Pt Rajagrafindo Persada, 2006).

<sup>11</sup> Pera Gustina, 'An Analysis Of Students' Difficulties In Speaking English At The Third Semester Of English Language Education Of FKIP UIR' (Universitas Islam Riau, 2022).

## 2. Qualitative Analysis

According to M.B. Miles, there were three data analysis techniques in the descriptive qualitative method: data reduction, data display, and conclusion drawing/verification. Therefore, the researcher will use these three techniques.

**Figure 3. 1 Flow Model by Miles and Huberman**



### a. Data reduction

M.B Miles states that data reduction is a process to change the data that appears in field notes or writing transcripts by selecting, focusing, simplifying, abstracting, and transforming the data.<sup>12</sup> The researcher uses data reduction because considering the data that will be obtained later will be quite a lot, the researcher must summarize and focus on the essential things. Therefore, it will make it easier for the researcher to collect further data.

### b. Data Display

Moreover, M.B. Miles states that data display is organized and compressed data that has been collected and can facilitate drawing conclusions and subsequent actions.<sup>13</sup> By using data display, the researcher expects to be able to present the data in a brief description or chart so that it can make it easier to understand what is happening.

<sup>12</sup> A. Michael Huberman Matthew B. Miles, *Qualitative Data Analysis* (London, United Kingdom: Sage Publications, Inc.), 10.

<sup>13</sup> Matthew B. Miles, 11.



c. Conclusion Drawing/verification

According to M.B. Miles, conclusion drawing/verification is after the researchers complete the data collection process, the researcher will explain what is in the data, such as explanation, pattern, proportion, and causal flow.<sup>14</sup> The researcher used this conclusion drawing/verification to summarize and answer research problems.

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<sup>14</sup> Matthew B. Miles, 11.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presented the findings and discussion of the research. The data obtained from the questionnaire and interview is analyzed to present the research findings.

#### **A. General Description of Research Setting**

##### **1. Faculty of Tarbiyah and Teacher Training**

This research was conducted at the Faculty of Tarbiyah and Teacher Training. this faculty was established on March 21, 1997. The Sharia Faculty of IAIN Alauddin officially separated and independently changed to STAIN Manado as the Faculty of Tarbiyah and Teacher Training.

The development of institutional status from Department to Faculty co-occurred when STAIN Manado became IAIN Manado based on Presidential Regulation 147 of 2014 concerning the Transition from STAIN Manado to IAIN Manado.

The institutional transformation from majors to faculties results in changes and developments, especially in study programs. Currently, the Faculty of Tarbiyah and Teacher Training has six Study Programs. The study programs are Islamic Religious Education, Islamic Education Management, Arabic Language Education, Basic Teacher Education Study Program, PAUD Islamic Religious Education Study Program, and English Education Study Program.

##### **2. English Education Study Program**

The English Education Study Program was established in 2015 as a result of the development of the Tarbiyah and Teachers Training Faculty. The English Education Study Program is known as Tadris Bahasa Inggris (TBI). The English Education Study Program was accredited "B" nationally in 2018 with a value according to SK number: 1100/SK/BAN-PT/Akred/IV/2018, and accredited "Unggul" nationally in 2023 with a value

according to SK number: 52/SK/LAMDIK/Ak/S/I/2023. Since 2015 students of the English Education Study Program have been reached through nine batches.

## B. Findings

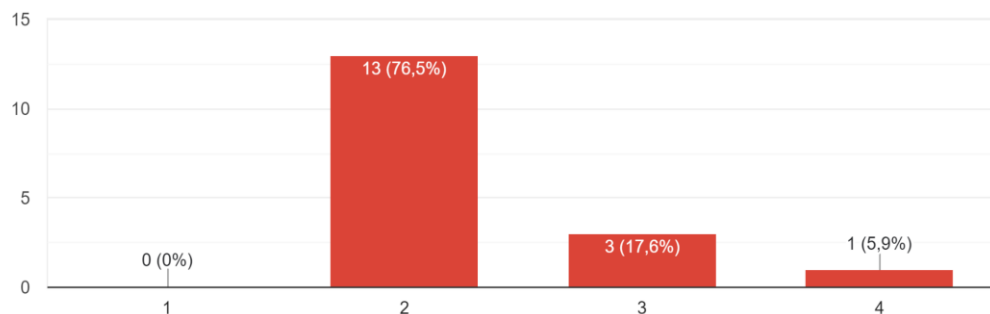
This subchapter explained the purpose of this research which aims to find out the Students' difficulties in Speaking class. The researcher presented the data that collected from 17 students, which were 17 students filled out the questionnaire and 15 of them were the interviewee.

### 1. Questionnaire

In this study, 17 English Education Study Program students responded to 15 questionnaire statements. The total percentage of each statement is explained in the following charts.

1. Vocabulary is actually a big challenge for me in any English conversation

17 jawaban



**Chart 4. 1**

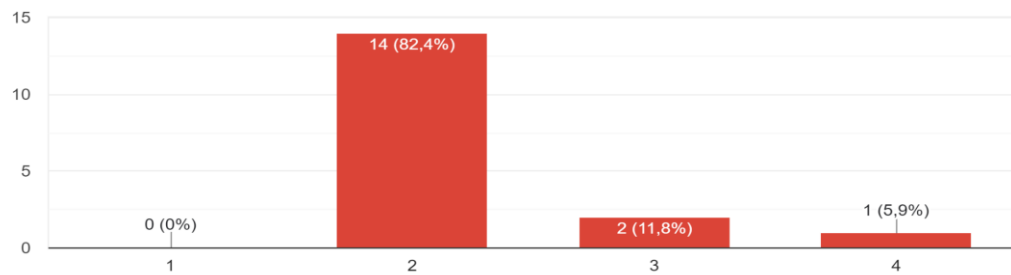
### **Vocabulary is actually a big challenge for me in any English conversation**

As can be seen from graph 4.1, 76.5% of respondents answered agree, 17.6% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. In addition, the chart finds that

Vocabulary is actually a big challenge for them in every English conversation especially in class.

2. Due to a lack of vocabulary, I cannot convey my messages to the listeners when speaking

17 jawaban



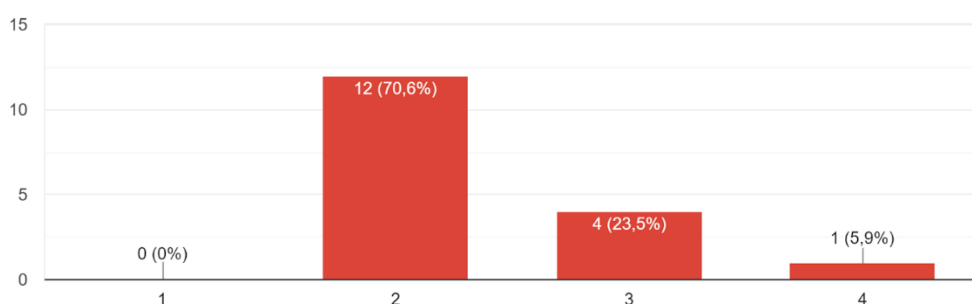
**Chart 4. 2**

**Due to a lack of vocabulary, I cannot convey my messages to the listeners when speaking**

Based on the chart 4.2, 82.4% of respondents answered agree, 11.8% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. From the chart above, it can be seen that a lack of vocabulary can cause them to be unable to convey messages to listeners when speaking.

3. I seldom utter a completely proper sentence when speaking due to my shortage of vocabulary

17 jawaban

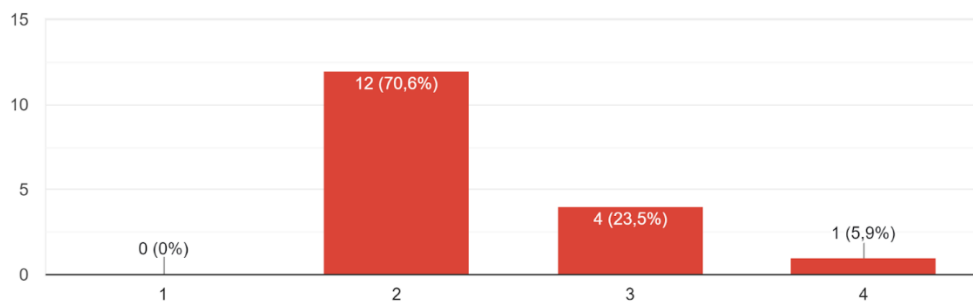


**Chart 4.3**

**I seldom utter a completely proper sentence when speaking due to my shortage of vocabulary**

As illustrated on the chart 4.2, 70.6% of respondents answered agree, 23.5% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. From the chart above, it can be seen that they rarely say correct sentences when speaking because of their lack of vocabulary.

4. I often get bad marks when studying an English-speaking subject due to grammatical errors  
17 jawaban

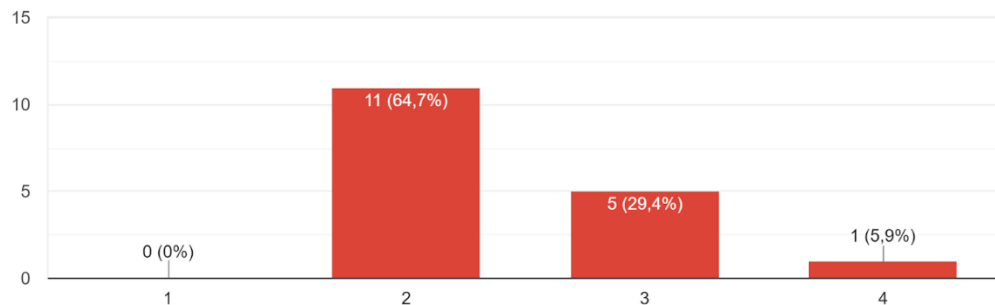
**Chart 4.4**

**I often get bad marks when studying an English-speaking subject due to grammatical errors**

As indicated on the chart 4.2, 70.6% of respondents answered agree, 23.5% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. It can be conclude that most of the agree that the grammatical errors make them often get bad marks when studying an English-speak

5. The listeners cannot understand what I speak because of my poor grammar use

17 jawaban



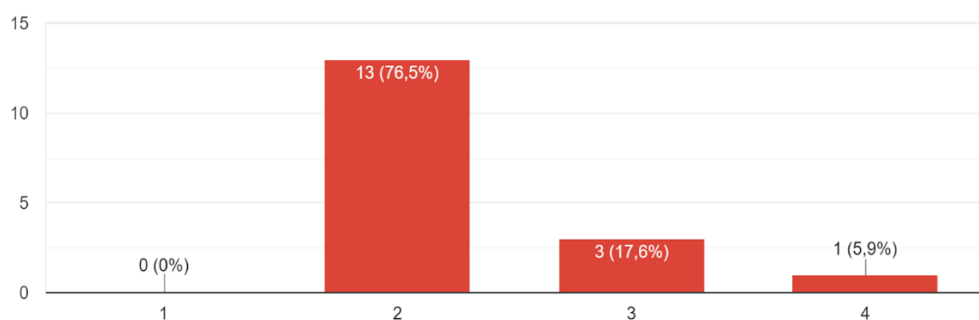
**Chart 4.5**

**The listeners cannot understand what I speak because of my poor grammar use**

On the chart 4.5 above, there are 64.7% of respondents answered agree, 29.4% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. Apart from that, this shows that the majority of people agree that the grammar can cause the listeners to not be able to understand what they are talking about.

6. It finds difficult for me to produce a sentence with correct grammatical structures when speaking

17 jawaban



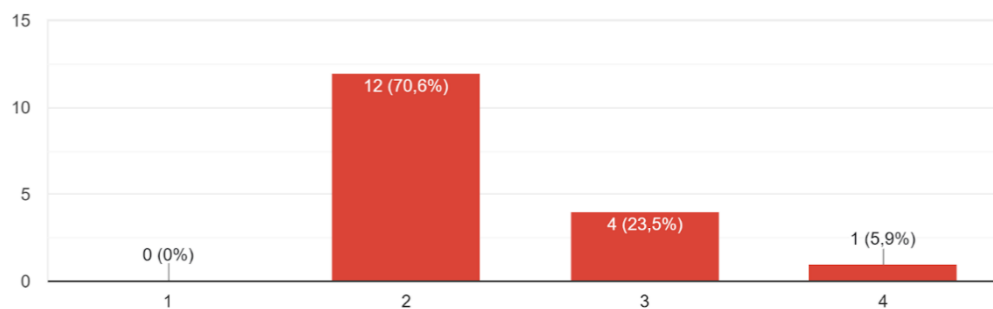
**Chart 4.6**

**It finds difficult for me to produce a sentence with correct grammatical structures when speaking**

Chart 4.6 above indicates that 76.5% of respondents answered agree, 17.6% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. Therefore, most of the respondents agree about the statement, that they are difficulties for to produce a sentence with correct grammatical structures when speaking.

7. Pronunciation is a challenging aspect for me in speaking practices.

17 jawaban



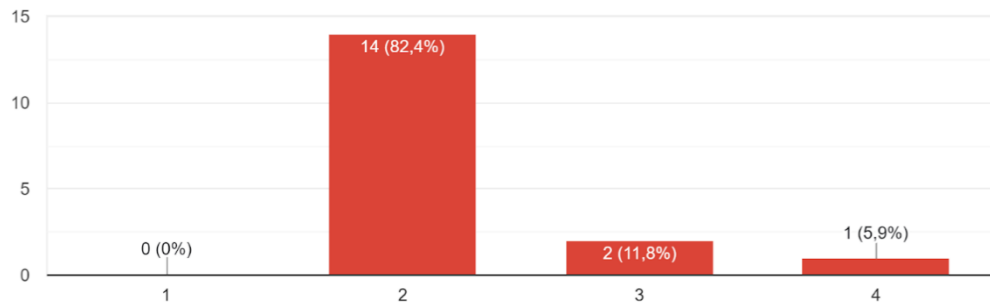
**Chart 4.7**

**Pronunciation is a challenging aspect for me in speaking practices.**

In accordance with chart 4.7, it showed that there were 70.6% of respondents answered agree, 23.5% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. It can be concluded that the Pronunciation is a challenging aspect for them in speaking practices.

8. Due to poor pronunciation, the listeners are unable to understand my speaking content

17 jawaban



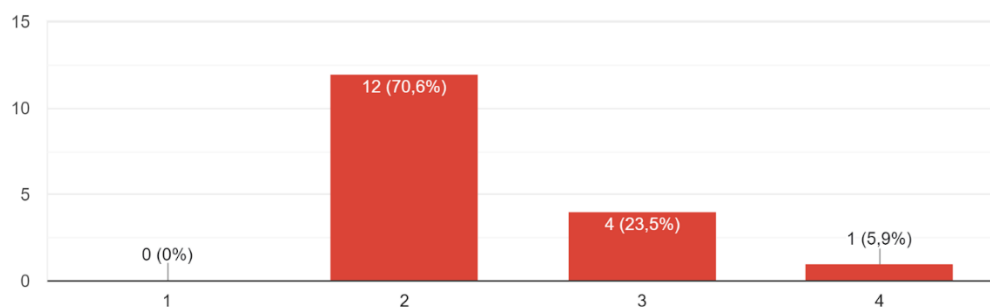
**Chart 4.8**

**Due to poor pronunciation, the listeners are unable to understand my speaking content**

In accordance with chart 4.8, it showed that there were 82.4% of respondents answered agree, 11.8% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. It can be concluded that the Due to poor pronunciation, the listeners cannot understand what they are talking about.

9. In English speaking, I usually make a lot of mistakes in pronouncing

17 jawaban



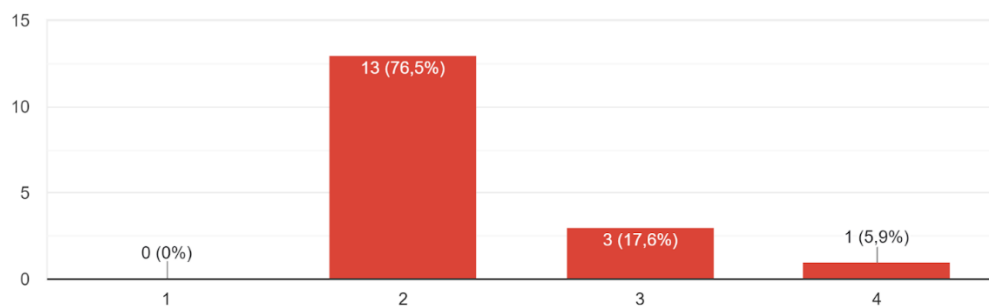
**Chart 4.9**

**In English speaking, I usually make a lot of mistakes in pronouncing**



In accordance with chart 4.9, it showed that there were 70.6% of respondents answered agree, 23.5% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. It can be concluded In English speaking, they usually make a lot of mistakes in pronouncing.

10. Because of a lack of confidence, the listeners are unlikely to understand my speaking content  
17 jawaban



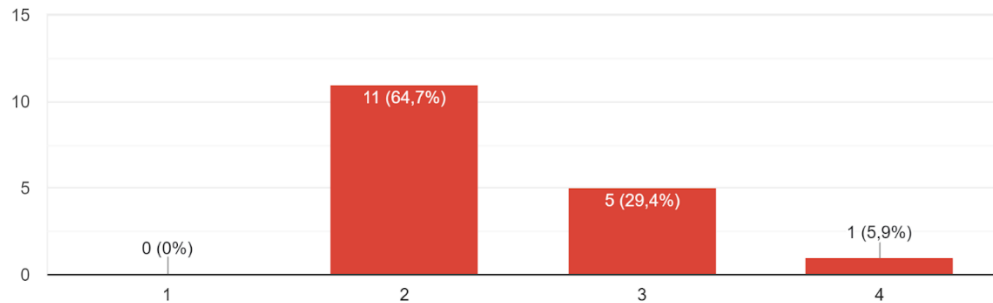
**Chart 4.10**

**Because of a lack of confidence, the listeners are unlikely to understand my speaking content**

In the chart 4.10, it shows that 76.5% of respondents answered agree, 17.6% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. It can be concluded that Because of a lack of confidence, the listeners are unlikely to understand of their speaking content.

11. Unconfidence is a great problem affecting my speaking performance.

17 jawaban



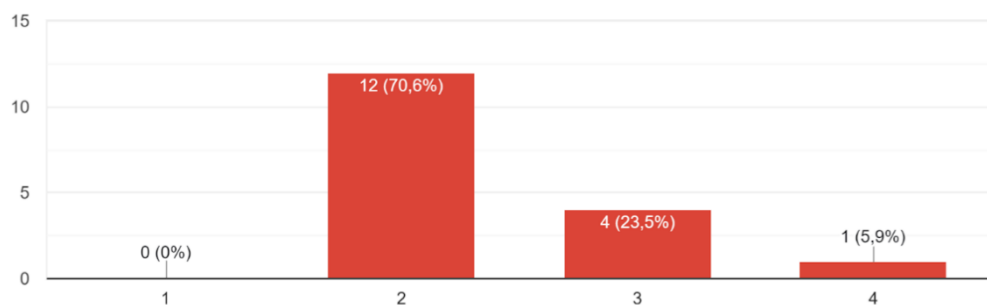
**Chart 4.11**

**Unconfidence is a great problem affecting my speaking performance**

As could be seen, the chart 4.11 shows that about 64.7% of respondents answered agree, 29.4% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. It can be concluded that Unconfidence is a great problem affecting their speaking performance.

12. I regularly keep silent in almost every English conversation because I feel unconfident.

17 jawaban

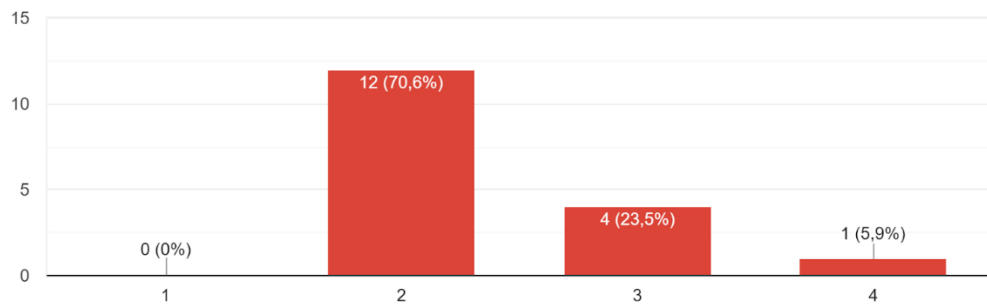


**Chart 4.12**

**I regularly keep silent in almost every English conversation because I feel unconfident.**

In the Chart 4.12 above, it indicates that 70.6% of respondents answered agree, 23.4% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. It can be concluded that they are regularly keep silent in almost every English conversation because they feel unconfident.

13. Lack of motivation makes my speaking performance unsuccessful  
17 jawaban

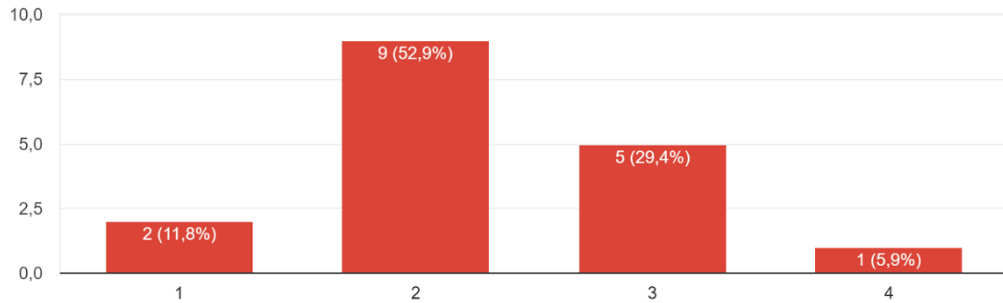
**Chart 4.13**

**Lack of motivation makes my speaking performance unsuccessful**

In accordance with chart 4.13, it shows 70.6% of respondents answered agree, 23.4% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. It can be concluded that Lack of motivation makes their speaking performance unsuccessful.

14. Lacking background knowledge makes my conversation boring and ineffective

17 jawaban



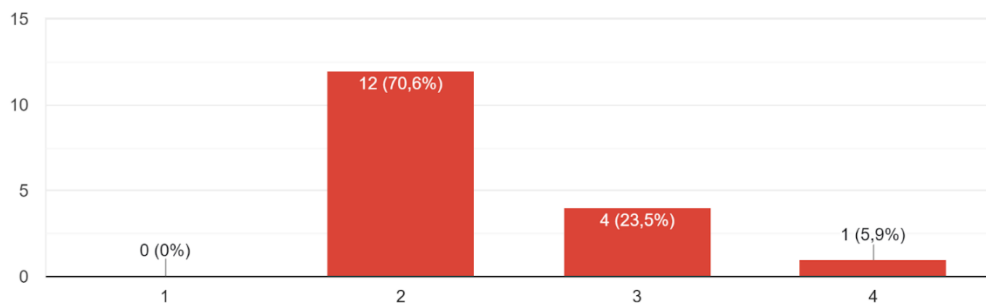
**Chart 4.14**

**Lacking background knowledge makes my conversation boring and ineffective**

Based on the chart 4.14, it shows 52,8% of respondents answered agree, 29,4% of respondents answered disagree, 11,8% of respondents answered strongly agree, and only 5,9% of respondents answered strongly disagree. It can be concluded that lacking background knowledge makes their conversation boring and ineffective.

15. I have difficulties in communicating with unfamiliar topics

17 jawaban



**Chart 4.15**

**I have difficulties in communicating with unfamiliar topics**

On the basis of chart 4.15, it shows that 70.6% of respondents answered agree, 23.5% of respondents answered disagree, and only 5.9% of respondents answered strongly disagree. It can be concluded that they have difficulties in communicating with unfamiliar topics.

The previous statements and the score percentage were calculated to determine the final dominant score of the perceptions and it is measured using the percentage formula. The result of the calculation is presented in the table 4.1 below.

**Table 4. 1 Average of Respondents' Answers**

No.	Statements	Positiv most dominant			Negative most dominant		
		1 Strongly Agree	2 Agree	Percentage	3 Strongly Disagree	4 Disagree	Percentage
1.	Vocabulary is actually a big challenge for me in any English conversation	0	26	92%	9	4	8%
2,	Due to a lack of vocabulary, I cannot convey my messages to the listeners when speaking	0	28	94%	6	4	6%

3.	I seldom utter a completely proper sentence when speaking due to my shortage of vocabulary	0	24	90%	12	4	10%
4.	I often get bad marks when studying an English-speaking subject due to grammatical errors	0	24	90%	12	4	10%
5.	The listeners cannot understand what I speak because of my poor grammar use	0	22	88%	15	4	12%
6.	It finds difficult for me to produce a sentence with correct grammatical	0	26	92%	9	4	8%

	structures when speaking						
7.	Pronunciation is a challenging aspect for me in speaking practices.	0	24	90%	12	4	10%
8.	Due to poor pronunciation, the listeners are unable to understand my speaking content	0	28	94%	6	4	6%
9.	In English speaking, I usually make a lot of mistakes in pronouncing	0	24	90%	12	4	10%
10.	Because of a lack of confidence, the listeners are unlikely to	0	26	92%	9	4	8%

	understand my speaking content						
11.	Unconfidence is a great problem affecting my speaking performance.	0	22	88%	15	4	12%
12.	I regularly keep silent in almost every English conversation because I feel unconfident.	0	24	90%	12	4	10%
13.	Lack of motivation makes my speaking performance unsuccessful.	0	24	90%	12	4	10%



14.	Lacking background knowledge makes my conversation boring and ineffective	2	18	88%	15	4	12%
15.	I have difficulties in communicating with unfamiliar topics	0	24	90%	12	4	10%
Average		90%			10%		

Based on the table 4.2 above, most of the respondents on the agree that they experience difficulties in using English with a percentage score of 90% and the rest of the respondents on the disagree with the score of percentage 10%.

## 2. Interview

This research presented the data which collected from 17 students and 17 of the students being the interviewee. The interview was conducted to acquire the information regarding the Students' difficulties in Speaking class. Google form was used as a media to keep the students' responses to the interview questions. The 17 students whom being the interviewee were from 2021 academic year. Therefore, the researcher prepared five questions, and the data was collected on January 2024. According to the interview results with the English Education

Study Program students regarding the Students' difficulties in Speaking class.

The researcher gave five questions to the students of the English Education study program for the 2021 academic year as respondents and were learn about the Speaking in the classroom.

According to the interview results with the English Education Study Program students, the researcher found that the students is fun to learn speaking lesson in the class, but sometime it is difficulties with grammar It can be seen from these following answers:

Student KNA said that *"In my opinion english speaking lesson is fun. But sometimes it is difficult to speak with grammar."*

Student also agree with CAP statement, *"I think english lesson is fun, but sometime it is difficult with grammar."*

Meanwhile student IAM stated, *"Sometimes it's scary and sometimes it's fun."*

Another student, GB Stated, *"I think they are good based on my learning experience in IAIN."*

The next question the researcher asked was whether you found difficulty in speaking English? If yes, why? And if not, why? the Researchers found that some students had difficulties speaking English. It is showed in the students' following answers:

The students NIA said *"Yes, because I lack vocabulary and sometimes find it difficult to organize words according to good and correct grammar."*

On the other hand, the students IK stated *"Yes, because the lack of vocabulary hinders my speaking process."*

Student CAP statement was *"Yes, i'am having a bit of trouble. Possible reason may include unfamiliar grammar, vocabulary, or limited exposure."*

Meanwhile the students FM stated, *“My difficulties are grammar, vocabulary, fluency, and overcoming shyness. When trying to improve English speaking skills, I think consistent practice, exposure, and gradually pushing in my comfort zone can help address that challenges.”*

Based on the interview responses to the third question, it can be concluded that they feel nervous when asked to come forward, because it is difficult to pronounce correct English sentences. It can be seen in the students’ following answers:

The student NIA said, *“Very nervous. Especially when it comes to speaking English.”*

Meanwhile student KNA statement was, *“Kinda nervous because i not really in to english. I'm scared to get wrong in my grammar and other student will laugh on me.”*

Student NDG also said that, *“often feel nervous and afraid to ask or answer questions.”*

The researchers also asked for responses from students regarding the teacher's delivery of material in class. and most of them feel happy because it is very easy to understand. It can be seen in the students’ following answers:

The student IK said, *“good, the way of explaining it is easy to understand and explores more new vocabulary.”*

Meanwhile student CNP statement was, *“It's Good especially if the teacher explain it well.”*

Student VA also said that, *I think it's pretty good so far. Especially speaking class, the topics we have studied so far are material that is easy for us to understand.”*

The last question was about what solutions students found to solve their problems when they had difficulty speaking English. And this is their answer:

The student PRE said, *“the solution is that I have to be braver in taking a chance and learn how to speak in public via YouTube or something else.”*

Meanwhile student WS statement was, *“memorize new vocabulary and practice it every day to develop English language skills.”*

Student NDG also said that, *“listen to a lot of English songs and then look at the lyrics and figure out the meaning.”*

Researcher interviewed 15 students to find out their difficulties in speaking class. the Researcher gave five questions to the students of the English Education study program for the 2021 academic year who were active and selected as respondents because they have learned speaking class.

Based on interviews with student, researcher found answers regarding their difficulties, especially in speaking subjects. This is because more students lack vocabulary, grammar and are nervous so they are not fluent in pronouncing words or sentences in English so they will have difficulties speaking English. Apart from that, it was also concluded that the environment could be the best meaning if someone wants to speak English well.

### **C. Discussion**

In this subchapter, the researcher presented and analyzed the data collected from the respondents, using questionnaires and interviews to describe the research question, “What are the factors of students’ difficulties in speaking?” and “What are the strategies used by the students’ to overcome their difficulties in speaking?” The questionnaire was adapted from Phan Thi Minh Uyen<sup>1</sup> and the interview was adapted from Sartika Sri Rahayu and Puput Arianto<sup>2</sup>.

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<sup>1</sup> Uyen and Dieu.

<sup>2</sup> Rahayu and Arianto.

Based on the analysis of findings in the questionnaire, 90% of students agreed that they had difficulties using English in speaking class. However, several students did not agree with some of the questionnaire statements. They thus obtained a score of 10%. 2 statements achieved the highest score with a percentage of 94% combined between strongly agree and agree. They are, "Due to a lack of vocabulary, I cannot convey my messages to the listeners when speaking, Due to poor pronunciation, the listeners are unable to understand my speaking content". Based on the respondents' Likert scale interpretation criteria, these two statements are included in the Extremely criteria, namely 94%.

Moreover, the three statements have the second highest score, reaching the same score of 92% combined between strongly agree and agree. They are, "Vocabulary is a big challenge for me in any English conversation, Because of a lack of confidence, the listeners are unlikely to understand my speaking content" It finds difficulties for me to produce a sentence with correct grammatical structures when speaking, it can be seen that students difficulties with the use. their lack of vocabulary and lack of self-confidence makes it difficult for them to produce sentences with correct grammatical structures when speaking English".

The last are 7 statements that have same score that is 90% combined between strongly agree and agree. They are "I seldom utter a completely proper sentence when speaking due to my shortage of vocabulary, I often get bad marks when studying an English-speaking subject due to grammatical errors, Pronunciation is a challenging aspect for me in speaking practices, In English speaking, I usually make a lot of mistakes in pronouncing, I regularly keep silent in almost every English conversation because I feel unconfident, Lack of motivation makes my speaking performance unsuccessful, and I have difficulties in communicating with unfamiliar topics". From all the data analyzed in the findings, most of the

respondents agreed with a percentage 90% and the rest disagreed with a percentage score of 10%.

In addition, Based on Criteria in the interpretation of respondents likert scale, it can be concluded that students have difficulties using English in speaking class and are included in the very difficult criteria, namely 90%.

According to Djamarah, in the journal by Catur Widyasworo, difficulties in learning is a condition where the students can not study well, caused some threat, obstacle, or disturbance of learning.<sup>3</sup> Based on the analysis of findings in the questionnaire, So there are several factors that influence students in speaking English, among others:

1. lack of vocabulary
2. lack of understanding of grammar
3. poor pronunciation,
4. lack of confidence
5. lack of motivation
6. lack of background knowledge
7. difficulties in communicating with unfamiliar topics.

Therefore for Understanding and identifying these sources of learning difficulties are crucial for educators to design effective teaching strategies and provide the necessary support for students to overcome challenges in their learning journey.

Meanwhile, In accordance with this research, the researcher found 90% of students agreed that they often encounter difficulties when using English in speaking classes. The results indicate that most students responded negative to the use of English in speaking classes. However, some students disagreed with certain statements in the questionnaire, resulting in a 10% positive response score.

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<sup>3</sup> Asworo.

Based on the findings of interviews with students from the English Education Study Program regarding their difficulties, researchers found that students often felt challenged when they were instructed to use English in class.

This challenge manifested in various ways, ranging from struggles with vocabulary recall to difficulties in forming grammatically correct sentences. Many students expressed feelings of self-consciousness and anxiety about making mistakes, which hindered their ability to actively participate in classroom discussions and activities. Additionally, some students mentioned a lack of confidence in their speaking and pronunciation skills, particularly when speaking in front of their peers or instructors. These findings underscore the importance of implementing effective teaching strategies and providing supportive environments to help students overcome their language learning challenges and foster their confidence in using English.

Furthermore, Based on interview findings with English Language Education students regarding their strategies in overcoming difficulties in speaking English, among others:

1. memorize new vocabulary
2. practice every day
3. read more books and look for vocab that is foreign
4. watching english videos
5. speak in front of the mirror
6. using language learning apps
7. listen to a lot of English songs and then look at the lyrics and figure out the meaning
8. courageous in seizing opportunities to speak in public
9. learn a lot, whether through YouTube or other means.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The research findings indicate that most students in the English Language Education Program experience difficulties speaking English in class. Out of the 17 interviewed students, the majority acknowledged these difficulties. Furthermore, based on this research, 90% of the questionnaire respondents agreed that they often encounter difficulties when using English in speaking classes. The results indicate that most students responded negative to using English in speaking classes. However, some students disagreed with certain statements in the questionnaire, resulting in a 10% positive response score. Based on these findings, it can be concluded that students have difficulties using English in speaking class and are included in the very difficult criteria, namely 90%. Some factors that make students difficulties in speaking english and students' strategies for overcoming difficulties in speaking English, as follows:

1. factors that influence students in speaking English, those are: lack of vocabulary, lack of understanding of grammar, poor pronunciation, lack of confidence, lack of motivation, lack of background knowledge, difficulties in communicating with unfamiliar topics.
2. students' strategies for overcoming difficulties in speaking English those are: memorize new vocabulary, practice every day, read more books and look for vocab that is foreign, watching English videos, speak in front of the mirror, using language learning apps, listen to a lot of English songs and then look at the lyrics and figure out the meaning, courageous in seizing opportunities to speak in public learn a lot, whether through YouTube or other means.



## **B. Suggestions**

Based on the conclusions above, the researcher would like to offer some suggestions as follows:

### 1. Lectures:

Providing more time in lectures for practicing speaking in English can help students improve their skills. It can be done through group discussions, role-playing games, or other engaging speaking activities. Moreover, an individual mentoring program should be introduced where students can work one-on-one with instructors to boost their confidence in speaking English.

### 2. Additional Resources:

Providing extra resources such as interactive online learning materials or English-speaking guidebooks can help students practice outside the classroom. In this way, they can enhance their speaking skills independently.

### 3. Other Researchers:

The researcher hopes that other researchers will be able to develop further similar topics regarding students' difficulties in speaking English to address ignorance and enrich the knowledgeable generation. Other researchers can also utilize this study for various academic research purposes.

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