

ANALYSIS OF THE FACTORS CAUSING DIFFICULTIES IN SPEAKING ENGLISH FOR GRADE 10 STUDENTS OF SMA ISLAM PAGERUNGAN BESAR

Masyhuri

Universitas Panca Sakti, Bekasi, Indonesia

*Correspondence Author Email: aljaelanimasyhuri@gmail.com

Abstrak: Penelitian ini bertujuan untuk menganalisis faktor-faktor penyebab kesulitan berbicara bahasa Inggris siswa kelas 10 di SMA Islam Pagerungan Besar. Kemampuan berbahasa Inggris sangatlah penting dimana pada era ini bahasa Inggris menjadi bahasa yang digunakan dalam komunikasi internasional. Namun masih banyak siswa kelas 10 SMA Islam Pagerungan Besar yang mengalami kesulitan dalam berbicara bahasa Inggris. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus, pengumpulan data dilakukan melalui wawancara, observasi kelas, dan analisis dokumen terkait. Hasil penelitian menunjukkan bahwa terdapat 2 faktor utama penyebab kesulitan yang dialami siswa, yaitu faktor internal dan eksternal. Faktor internal antara lain kurang percaya diri, terbatasnya penguasaan kosa kata, kesulitan dalam pengucapan, takut melakukan kesalahan, dan kurangnya motivasi. Sedangkan faktor eksternal antara lain lingkungan yang kurang mendukung, fasilitas pembelajaran yang kurang memadai, metode pengajaran yang kurang efektif, kurangnya dukungan guru dan teman, serta kurangnya kesempatan berlatih berbicara. Berdasarkan temuan tersebut, disarankan agar guru dan sekolah menciptakan lingkungan belajar yang lebih mendukung untuk meningkatkan rasa percaya diri siswa, memberikan lebih banyak kesempatan kepada siswa untuk berlatih berbicara melalui kegiatan di luar kelas, dan menggunakan metode pengajaran yang lebih interaktif dan inovatif. Selain itu, peningkatan fasilitas pembelajaran seperti penyediaan laboratorium bahasa dan sumber belajar digital, serta penyediaan buku-buku keterampilan berbicara diperlukan untuk membantu siswa meningkatkan keterampilan berbicara bahasa Inggris.

Kata kunci: Berbicara, Faktor Internal, Faktor Eksternal, Bahasa Inggris,

Abstract: This study aims to analyze the factors causing difficulties in speaking English grade 10 students at SMA Islam Pagerungan Besar. The ability to speak English is very important where in this era, English is the language used in international communication. However, there are still many 10 grade students at SMA Islam Pagerungan Besar who have difficulties in speaking English. This study uses a qualitative method with case study approach, data were collected through interviews, classroom observations, and analysis of related documents. The results of the study indicate that there are 2 main factors causing difficulties experienced by students, namely internal and external factors. Internal factors include lack of confidence, limited vocabulary mastery, difficulty in pronunciation, afraid of making mistakes, and lack of motivation. Meanwhile, external factors include less supportive environment, learning facilities are inadequate, less effective teaching methods, lack of support from teacher and friends, and lack of opportunity to practice speaking. Based on these findings, it is suggestions that teachers and school create more supportive learning environment to increase students' self-confidence, provide more opportunities for students to practice speaking through activities outside the classroom, and use more interactive and innovative teaching methods. In addition, improving learning facilities such as providing language laboratories and digital learning resources, as well as providing books on speaking skills are needed to help students improve their English speaking skills.

Keywords: Speaking, Internal Factors, External Factors, English

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INTRODUCTION

Speaking English fluently is an essential talent for both academic and professional settings, as well as for daily communication. English is a widely utilized international language in a variety of industries, including commerce, education, technology, and diplomacy. As a result, becoming proficient in speaking English is essential, particularly for high school students who are getting ready to go on to a higher education or start working. The English language proficiency of grade 10 students at SMA Islam Pagerungan Besar, however, still falls well short of expectations. The fact that many students have trouble mastering these abilities suggests that there are a number of underlying causes that require more research.

Speaking skills in English not only involve the ability to pronounce words correctly, but also require fluency in constructing sentences, the ability to convey ideas effectively, and confidence in speaking in public (Ur, 1996). This skill, unfortunately, is often a big challenge for many students at SMA Islam Pagerungan Besar. Based on initial observations and interviews with teachers and students, it is known that the majority of students experience obstacles in speaking English in class. They tend to be passive when asked to speak, rarely participate in discussions, and show reluctance when they have to make presentations in English. This not only impacts their academic performance in English subjects, but also reduces their opportunities to interact in a global context.

One of the internal factors that plays a big role in difficulty speaking English is low self-confidence. Many students are afraid to speak English because they are worried they will make mistakes, both in terms of pronunciation, grammar and word choice (Harmer, 2007). This anxiety often results in students becoming stiff and unable to speak fluently. This anxiety is also exacerbated by a lack of intrinsic motivation to learn English. Students who do not see the importance of mastering English or do not have an internal drive to excel in this language tend not to make efforts to improve their speaking skills (Krashen, 1982; Yashima, 2002). In addition, less positive learning experiences in the past, such as experiencing failure or sharp criticism when speaking English, can leave psychological trauma that hinders their progress.

Apart from internal factors, external factors also play an equally important role in influencing students' speaking abilities. A less supportive learning environment, for example, is one of the main obstacles. At SMA Islam Pagerungan Besar, the use of English outside English classes is still very minimal. Students are rarely exposed to situations where they have to speak English spontaneously. As a result, they are not used to it and feel uncomfortable when they have to use the language (Richards & Renandya, 2002). The teaching methods applied also often do not encourage students to speak. An approach that focuses too much on mastering grammar and vocabulary, without being balanced with sufficient speaking practice, means students do not have the opportunity to develop their speaking skills in a real way (Brown, 2007).

Furthermore, support from the family environment is also very influential. In many families, especially in remote areas such as Pagerungan Besar, English may not be considered important, and parents do not always provide enough encouragement for their children to learn and practice speaking English (Kurniasih, 2011). Lack of access to

supporting resources such as English books, electronic media that uses English, or even a social environment that facilitates the use of English, further worsens the situation. Without adequate support from family and the surrounding environment, students tend to experience greater difficulties in mastering English speaking skills (Rahman, 2010; Sari, 2017).

This situation raises deep concern considering the importance of mastering English in facing the challenges of globalization. If students at SMA Islam Pagerungan Besar are unable to overcome the difficulty of speaking English, they will be left behind in global competition, both in academic and career contexts. Furthermore, the lack of ability to speak English can also affect their opportunities to continue their education to a higher level, especially in educational institutions where English is the language of instruction. In addition, in the world of work, English speaking skills are often one of the main requirements considered by employers, especially in internationally oriented industries (Tsou, 2005; Liu & Huang, 2010).

Therefore, this study aims to analyze the factors that cause difficulty speaking English in grade 10 students at SMA Islam Pagerungan Besar. This research will not only identify internal and external factors that influence students' speaking skills, but will also explore how these factors interact with each other and influence the development of students' overall speaking skills. With a deeper understanding of the causes of difficulty speaking English, it is hoped that effective strategies can be formulated to overcome this problem. It is also hoped that the results of this research can make a significant contribution to the development of curriculum and teaching methods at SMA Islam Pagerungan Besar, as well as provide practical recommendations for teachers, parents and the school in supporting the improvement of students' English speaking skills.

From the Background, Focus and Sub-Focus Previously Presented, The Research Questions Are Formulated as Follows: What are the internal and factors that cause difficulties in speaking English for 10th grade students at SMA Islam Pagerungan Besar? What are the external factors that cause difficulties in speaking English for 10th grade students at SMA Islam Pagerungan Besar? What solutions can be done to overcome the difficulties in speaking English faced by grade 10 students at SMA Islam Pagerungan Besar?

METHOD

This study employs a qualitative method with a case study approach to explore in depth the factors influencing students' speaking abilities, focusing specifically on 10th-grade students at SMA Islam Pagerungan Besar. This method was chosen as it enables an in-depth analysis of the internal and external factors that may shape students' language performance in this unique setting. The research was conducted at SMA Islam Pagerungan Besar, located at Jl. Ki Hajar Dewantara No. 2, Dusun 6, Pagerungan Besar Village, Sapeken District, Sumenep Regency, East Java, Indonesia. Being a remote area with limited access to modern educational resources, the school's location introduces unique challenges that are relevant to the study.

Participants included 43 students from the 10th grade, along with English teachers who provided essential insights supporting the study's findings. The data collection involved three primary instruments: interviews, classroom observations, and document analysis. In-depth interviews were conducted with all 43 students—15 males and 28 females—to delve into their experiences and identify the factors impacting their speaking skills. These interviews were designed to explore both internal factors, like self-confidence, and external factors, such as learning resources, that might influence students' speaking abilities.

Classroom observations took place twice during scheduled English lessons to observe the teaching-learning dynamics, including interactions between teachers and students. This allowed the researcher to see firsthand the instructional methods and classroom environment impacting students' engagement with speaking activities. Additionally, document analysis was conducted, examining materials such as lesson plans, student assignments, and teacher evaluations. This analysis provided a better understanding of the approaches teachers use to teach speaking and how student performance is assessed.

The collected data were analyzed using thematic analysis, where transcripts from interviews and classroom observations were reviewed to uncover prominent themes. The coding process, aided by qualitative analysis software, helped identify patterns within the data related to the factors influencing speaking ability. To validate the findings, triangulation was performed by comparing interview data with observations, ensuring a reliable and nuanced understanding of the challenges and dynamics impacting students' speaking skills.

RESULTS AND DISCUSSIONS

The results of this study indicate that there are two main groups of factors that influence English speaking difficulties among 10th grade students at SMA Islam Pagerungan Besar. These factors are grouped into internal factors and external factors. Each group of factors interacts with each other, exacerbating students' challenges in mastering speaking skills.

Tabel 1. Internal and External Factors

No.	INTERNAL FACTORS	EXTERNAL FACTORS
1	Lack of confidence	Less supportive environment
2	Limited vocabulary mastery	Learning facilities are inadequate
3	Difficulty in pronunciation	Teaching methods are less effective
4	Afraid of making mistake	Lack of support from teacher and friends
5	Lack of motivation	Lack opportunity to practice speaking

Internal Factors

In this study, several internal factors were identified as contributing to the challenges students face in speaking English. A significant factor is a lack of confidence, with 60% (26 out of 43) of students expressing a similar sentiment. Many reported feeling uncomfortable and anxious when required to speak in English, especially in front of the

class or in other public settings. This anxiety is often rooted in past experiences where students faced teasing or criticism for making mistakes. One student shared, "I always feel afraid that if I say something wrong, my friends will laugh at me." Such experiences have led students to avoid speaking and to prefer remaining silent during lessons to prevent similar situations.

Another critical factor impacting students' speaking abilities is their limited vocabulary mastery. About 65% (28 out of 43) of the students mentioned difficulty expressing their ideas due to a lack of English vocabulary. One student explained, "Often, I know what I want to say in Indonesian, but I don't know the right words in English." This limited vocabulary can be attributed to insufficient exposure to new words, which makes students feel unprepared and hesitant to participate in speaking tasks. Additionally, 44% (19 out of 43) of students cited pronunciation difficulties as a barrier. The fear of pronouncing words incorrectly creates further reluctance to speak, as students worry that errors will lead to ridicule from peers, exacerbating their discomfort and apprehension in class.

Fear of making mistakes is another common issue, with 51% (22 out of 43) of students identifying this as a major challenge that impacts their ability to speak English. One student noted, "I am always worried that if I make a mistake, my teacher or friends will embarrass me." This fear not only hampers their confidence but also diminishes their motivation to actively engage in language learning. Lastly, a lack of motivation affects 47% of students, who feel less inclined to learn spoken English due to a perceived lack of immediate benefits. These students reported that the lessons tend to focus on theory and grammar without providing sufficient opportunities to practice speaking in real-life scenarios, which further reduces their interest and confidence in developing their speaking skills.

External Factors

Several external factors have also been found to influence students' challenges in speaking English. A primary factor is the less supportive learning environment at SMA Islam Pagerungan Besar, where 60% (26 out of 43) of students expressed that the atmosphere is often tense and lacks encouragement from peers and teachers. This environment makes students feel inhibited in practicing their speaking skills, as they do not feel comfortable enough to take risks or make mistakes in front of others.

In addition, inadequate learning facilities are a significant barrier, with 70% (30 out of 43) of students stating that the resources at SMA Islam Pagerungan Besar are insufficient for developing their English-speaking skills. Facilities such as language labs, access to audio-visual materials, and English textbooks in the library are lacking, making it challenging for students to get the necessary exposure and practice needed to improve their speaking abilities. This shortage of resources limits their opportunities to engage with the language in diverse ways that could enhance their speaking proficiency.

Another factor is the perceived ineffectiveness of teaching methods, as reported by 49% (21 out of 43) of students. They believe that the lecture-focused approach employed by teachers, with an emphasis on grammar and theory, provides limited opportunities for students to practice speaking. This method restricts students from

actively engaging in conversational practice, which is essential for developing fluency and confidence in speaking English.

Furthermore, there is a notable lack of support from teachers and peers, affecting 42% (18 out of 43) of students. Social encouragement plays a crucial role in fostering confidence and motivation, yet some students feel discouraged by criticism rather than supported. As one student shared, "If I make a mistake, the teacher often criticizes me instead of encouraging me to try again." Finally, 58% (25 out of 43) of students highlighted the limited opportunities to practice speaking both inside and outside the classroom. Due to the predominance of lecture-based instruction, classroom activities tend to focus on theory, reading, and writing, leaving little room for speaking practice. This lack of practice hinders students from building their speaking skills, making it difficult for them to grow comfortable with using English in real-life contexts.

Tabel 2. The Results of the Study

No.	FACTORS	NUMBER OF RESPONDENTS	PERCENTAGE
Internal Factors			
1	Lack of Confidence	26	60%
2	Limited Vocabulary Mastery	28	65%
3	Difficulty in Pronunciation	19	44%
4	Afraid of Making Mistake	22	51%
5	Lack of Motivation	20	47%
External Factors			
1	Less Supportive Environment	26	60%
2	Learning Facilities are Inadequate	30	70%
3	Teaching Methods are Less Effective	21	49%
4	Lack of Support from Teacher and Friends	18	42%
5	Lack Opportunity to Practice Speaking	25	58%

The data reveal that within internal factors, limited vocabulary mastery stands out as the most common issue among respondents, with 28 out of 43 students (65%) expressing difficulty in this area. Additionally, 25 respondents (58%) noted a lack of self-confidence as a significant barrier, while 22 respondents (51%) identified a fear of making mistakes as another key factor impeding their speaking abilities.

Regarding external factors, inadequate learning facilities emerged as a primary concern, with 30 out of 43 respondents (70%) indicating dissatisfaction with the resources available to support their English learning. Furthermore, 26 respondents felt that their learning environment was insufficiently supportive of their English-speaking development. Lastly, 25 respondents (58%) reported a lack of opportunities to practice speaking English, which has further restricted their ability to develop and refine their language skills.

CONCLUSION

The study revealed that a combination of internal and external factors significantly affected the English speaking ability of 10th grade students at SMA Islam Pagerungan Besar. Internal factors such as lack of self-confidence, limited vocabulary, fear of making

mistakes, and pronunciation difficulties played a significant role in hindering students' ability to communicate effectively in English. These issues often caused students to withdraw from classroom interactions, resulting in a passive attitude towards speaking activities. The findings also showed that fear of making mistakes in pronunciation and grammar further exacerbated students' reluctance to speak, creating a cycle of low participation and poor performance.

Furthermore, the study highlighted several external factors that exacerbated students' difficulties. These included an unsupportive learning environment, where classroom dynamics were often too stressful for students to practice speaking comfortably. The absence of language support tools, such as language labs and digital resources, limited students' opportunities to engage in active language learning. Furthermore, ineffective teaching methods that focused mainly on grammar and theory without providing adequate speaking practice further contributed to students' challenges. Social support from teachers and peers was also found to be lacking, leaving students with little incentive to improve their speaking skills.

From this analysis, it becomes clear that psychological and environmental aspects in learning English as a foreign language must be considered to produce better results. Students need to feel confident and supported in their learning environment to fully engage in speaking activities. On the other hand, teachers need to adopt more interactive teaching strategies that focus on practical communication skills rather than just theoretical knowledge.

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