AN ANALYSIS OF HIGH SCHOOL STUDENTS' SPEAKING DIFFICULTIES IN ISLAMIC BOARDING SCHOOL ASHHABUL YAMIN

THESIS

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

English is a common language to speak in Indonesia. Today, especially in this 4.0 era English has become a necessity skill in this country. Companies will more considerate applicants who have an ability to speak in English. Nowadays, young generations of Indonesia also use English in their daily conversation. It can be said that English is not a new stuff and one of foreign languages that should be learnt. Therefore, Indonesian government give policy that English should be taught at school.

Due to the importance of English in many aspects in this country, the government decide English as one of core subjects in curriculum of education since in Junior High School until University level. As stated in Regulation of Minister of Education and Culture no. 35 and 36 in 2018 that English as a core subject in high school. English subject has taught for decades in Indonesian high school. In Indonesia, English is taken as a foreign language and taught as a compulsory subject in Junior and Senior high school. It means, high school graduate has learnt English at least for 6 years. In that long enough period, the students should have an ability to speak in English at least speaking in conversational context. It can be proven by the based competence in syllabus where students are expected to be able to speak start from simple conversation until a bit of the high level conversation in the end of learning session In learning English, there are four skills that should be mastered by English

students, they are listening, speaking, reading, and writing. These skills should be mastered by students in order to achieve the learning goals. However, as mentioned formerly people will measure someone's English ability based on their speaking ability.

Besides, in this globalization era, speaking in English is widely used in order to be able to communicate with people from different country facing the developing world. Speaking skill is needed to communicate with other people and it is as a wide variety of skill. Richard (2002: 201) declares that mostly the students learn English to be proficient in speaking. It does not mean that the three other skills are not necessary, but practically speaking is really determined of all. In sum, speaking is the most important skill for students to master among these skills as they can practice it in communication orally.

According to Ahmed Maher (2016: 99) speaking is the expression of language that is delivered through the mouth. To speak, we produce sounds by using a variety of body parts such as the lungs, vocal tract, vocal chords, tounge, teeth, and lips. Ahmed Maher also mentions that speaking is the expression of language, this means through speak human can convey ideas, thought, or opinion. Meanwhile speaking skill is an ability to communicate to other to deliver meaning or message. Simply, we can resume that speaking uses one of the five senses which is mouth and ability is needed in order to make the speaking or conversation understood well.

Speaking can be done in two ways; monolog such as speech and story telling and dialog like conversation. It means that speaking is a productive skill that can be seen directly. It is different from writing, the another one of productive skill, people should read in advance, there is an attempt to read before knowing a person' ability in English, meanwhile by speaking it just needs to listen. So, people will know someone's English ability through speaking.

However, Indonesian students face a lot of challenges and difficulties in speaking English fluently. Even after accomplishing their high school education, most of them still cannot speak a little bit of English eventhough a simple sentence of English correctly. Unability of students to speak is caused by many factors, it comes from external or environments and internal or from the students themselves. Academically, students encounter difficulties to comprehend tenses, grammar, pronunciation and vocabulary. The method teachers use in teaching and supporting environment such as English club and facility of English activity also takes account. Moreover, the students also face the internal factors, motivation, intention, and courage to speak for instance.

Based on the preliminary research in January 2021, the researcher came to English speaking class which was one of the extra curriculars in that school and found some phenomena related to students' English speaking skill, there were many factors included. Among of them, the researcher found out that most of the students in Islamic Boarding School Ashhabul Yamin were still not able to speak correctly eventhough just for daily speaking context whereas

they have learnt English since Junior High school. The first problem that the researcher found was the students needed long time to understand what the speaker said to them. In January, 5, 2022, when the first preliminary research was done, the researcher asked the students to introduce and describe themselves, they got confused at first and just kept silent for seconds. They tried to understand the meaning that they received from the speaker before responding. For some students they did not know the meaning of utterance that was said to them at all, and it ended up with just kept silent because they did not know how to respond.

The second problem is the students also were not able to speak structurally and grammatically. For instance, they ignored the use of tenses and how to arrange sentence correctly. As the researcher explained above, when the researcher asked them to tell about themselves, most of them said sentences or phrases with incorrect grammar, such as, *"My name Regina", "I'm live in Padang", "I born 12 July 2008", "I'm hobby is cooking and swimming"*. They had diffulty to deliver opinion in their mind eventhough questions that researcher gave were just simple questions. Further, the researcher also found out that most of the students were lack of vocabularies and pronounce words incorrectly.

The last problem is they were ashamed and do not have confidence to speak. When the researcher asked the students a question, they needed a long time to answer, it can be seen in their face they collected the bravery in advance before answering and they spoke slowly, with low voice, and

stuttered. They tend to asked the other friends to speak rather than themselves. As an example, on second observation in February, 4, 2022, there was a student named Ara that was asked by the researcher to tell about her dreams in front of class, she did not want to stand up and go forward. There was anxiety in her face and she rather to point out her friend and refused to speak by saying an excuse she cannot do it. After observing and a little bit interviewing them, the researcher conclude this is caused because they were afraid to make mistakes. Instead of saying anything in mind, they decided to not aswer than get any judge from people.

Based on the problems elaborated above, the researcher is interested in analyzing and finding out the factors of students' difficulties in communicating or speaking by using English. The researcher will conduct a research with title *"An Analysis of High School Students' Speaking Difficulties in Islamic Boarding School Ashhabul Yamin ".*

B. Identification of the Problem

Based on the background of the research the identification of the problem as follows:

1. The students needed long time to understand what speaker says to them.
2. The students had difficulties in speaking such as lack of understanding to use the correct grammatical and lack of vocabulary.
3. The students were lack of confidence to speak in front of their friends.

C. Research Question

Based on the focus and scope of the research above, the research questions of study formulated as "What difficulties are encountered by students in English speaking?"

D. Limitation of the Problem

The researcher focuses this study in describing the difficulties faced by students in English speaking of students in Islamic Boarding School Ashhabul Yamin.

E. The Purpose of the Study

1. For the Researcher

   To find out difficulties met by students in English speaking in Islamic Boarding School Ashhabul Yamin.

2. For the Teachers

   By knowing the students' difficulties in English speaking, the teachers are expected to find a solution and give better strategy of learning in order students can speak in English correctly.

3. For the Students

   Students would do a self evaluate to their ability in speaking and find out ways to improve their ability.

F. Definition of Key Terms

To avoid the misinterpretation of the title, the definition of key terms are provided as follows:

1. Speaking

   Speaking is the way of producing sounds through the mouth by using some of body parts to express opinion, ideas, and thought.

2. Speaking skill

   Speaking skill is the competency to speak with other by considering some components such grammar, pronunciation, vocabulary, etc.

3. Difficulties

   Difficulties here means obstacles that students met in English speaking. There are some factors of difficulties they met in speaking English such as poor in grammar, lack of vocabulary, incorrect pronunciation, do not comprehend the utterances, and anxious of talking.

CHAPTER 2

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The nature of difficulties

Difficulties are ordinary things that happen to humankind. As a human that is imperfect, we often face difficulties in daily life. It can be defined as matters or cases that cannot be overcame by person or people. Furthermore, Merriam Webster Dictionary defines difficulty 'as the quality or state being hard to do, deal with, or understand'. Based on the definition, the conclusion is difficulty is a thing that is not easy to be done or understood by someone or group of people.

For English students, speaking English is one of the biggest difficulties that should be overcame. The difference of grammatical, pronunciation, and intonation of English speaking than their native language make this skill be a challenge for the students. In line with statement of Mosalingua website, they said that speaking needs us to master multiple skills, in speaking, we need to listen and understand what the other person is saying. When response them, there are vocabularies that come up in conversation and the correct pronunciation is taking account as well to be understood.

2. The Nature of Speaking

a. The Definition of Speaking

Speaking is crucial in daily life where people use it as a media to communicate with each other in this whole world. There are some statements of experts about definition of speaking. According to Tarigan (1992), speaking is a skill to deliver message through oral language. Furthermore, Bailey (2000: 25) mentioned that speaking is a process of interaction where it is meant to build meaning through receiving, processing, and producing information. To sum up, speaking is used as a tool to convey idea, message, and thought orally that involves producing and processing information.

Speaking is one of skills that should be mastered by students who learn English. It means that speaking is one of productive skills that is a must for English students to be good at because English speaking skill can be seen through spoken directly. However, in speaking not only express your thought but also you should consider some aspects like Hymes stated in his book, speaking is context and content. As a context, is to comprehend the meaning of speech from speaker based on the statement and intonation. As the content, speaking consists of rules such as pronunciation, grammar, etc. Overall, it may be said for those students who learn English should be mastered in speaking by considering context and content.

b. **The Aim of Speaking**

The basic purpose of speaking is to communicate with other to express idea, thought or to deliver message. In communicating, people should use proper language in order to achieve aims, objectives, and goals. There are three aims of speaking that is stated by Tarigan (2008: 30-36), as following:

1. To inform

   The speaker shares and informs ideas and information to the listener. So, here the speaker just wants to give an information such as knowledge or fact.

2. To entertain

   Speaking is to entertain meant to make the hearers being pleasing, to give amusement so that they can be happy. Activities can be done such as telling an anecdote to classmates or parents read a book of tale to their children before sleeping.

3. To discuss

   It means sharing ideas, opinion, or thought about an issue or matter and discuss it with other people or in this case to other classmates or students.

So, it can be concluded that in speaking has some purposes to the audience or the listener, those are to inform or share ideas or informations, to entertain such as telling a story, and to discuss a topic with a person or more.

c. **Types of speaking**

Speaking is one productive skills beside writing in language learning that can be directly seen. According to Brown there are five basic types of speaking as a process of sharing meaning through oral or verbal form, those are:

a. Imitative

It is someone interested in what is labelled by "pronunciation." She/he imitates a native speaker's pronunciation.

b. Intensive

It is someone's ability to gain the meaning of the conversation based on the context.

c. Responsive

It refers to someone's comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.

d. Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive.

e. Extensive (monologue)

Extensive oral production includes speech, oral presentation, and storytelling, in which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together. All of the components can sign how far students' speaking proficiency is.

Based on the explanation above, students' speaking ability can be seen by their communication orally and their skill in spoken language activities directly. In addition Hasibuan (2017:101) states that "language learners need to recognize that speaking involves three areas of knowledge:

a. Mechanics (pronunciation, grammar, and vocabulary)

b. Functions (transaction and interaction)

In a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinions or get something done, or they can aim to do several of these and other things at once. The point in their interaction is that they do these things together Louma (2004 : 20).

c. Social

Cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)." Speaking not only just speaking as we like, making framework to identify social and contextual aspect are needed.

d. Components of Speaking

Pursuant to Vanderkevent's (1990) statement, there are three components of speaking, they are the speakers, the listeners, and the utterances.

a. The speakers

In speaking, the speakers take important role since they who give statement to deliver opinion or feeling to the listeners.

b. The listeners

The listeners are people who receive any information that is stated by the speakers and also expected to give feedback in conversation.

c. The Utterances

The utterances are statements that are stated or delivered by the speakers and it is expected to get feedback from the listeners.

Meanwhile, Harris stated the are five components of speaking, they consist of:

a. Grammar

Grammar is needed to make a correct sentence in making a conversation. Further, Harris explains that grammar is used by the speaker to make sentences become structural.

b. Pronunciation

According to the statement of AMEP Research Center, pronunciation refers to sound that is produced to make meaning. Therefore, pronunciation is necessarry in order to make the conversation will be understandable easily.

c. Vocabulary

Vocabulary is not only used in speaking but also in three other English skills such as reading, writing, and listening. Brown defines vocabulary is words that is used based on the context of speaking appropriately.

d. Fluency

Fluency is the ability to deliver utterances smoothly without any trouble. It is also related to speed and easiness that performs by the speakers.

e. Comprehension

Comprehension is the competency to understand the meaning of sentence that speakers say so that she can respond them (Harris, 1974).

All in all, there are three things needed to exist in making conversation, those are the speakers, the listeners, and the utterances. To build a conversation run well, it is necessary to pay attention to the structure of

sentence, choice of word, clear pronunciation, fluency, and comprehension to make the conversation can be comprehendable.

Based on the two theories explained above, the researcher goals with the theory of Harris which reveals that speaking consists of five components; grammar, pronunciation, vocabulary, fluency, and comprehension.

f. Problems of English Speaking

As one of multiple skills that is uneasy to achieve, it is a certain that some students meet problems or difficulties in English speaking. Errors can be happened when the students try making utterances, whether it is phrases, clauses, or sentences. There are some theories conveyed by the experts related to problems of English speaking that causes an obstacle for students. Catur (2019: 534) conveys that mastering speaking skill is difficult for Indonesian students, because they were lack of certain vocabularies, they were poor in pronouncing words, and they were reluctant to speak in English. It can be concluded that difficulties faced by Indonesian students in speaking consists of the students still do not have much vocabularies, they do not know words in target language, error pronunciation that causes wrong meaning, and there is no desire to practice either in learning session or out of it.

1. Linguistics Difficulties

Speaking Difficulties are some difficulties that make someone is lack of speaking ability. Dorris and Jessica mentioned that language problem is one the of the main reasons for the bad academic speaking performance.

According to Brown there are four aspects that make English is difficult to speak those are pronunciation, vocabulary, grammar, and fluency. These aspecst are belong to linguistics difficulties. As Brown stated the speaking assessment, they are

Scores	Fluency	Pronunciation	Grammar	Vocabulary
1	(No specific fluency description. Refer to the other four language areas for the implied level of fluency)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Errors in grammar are frequent, but the speaker can be understood by a native speaker.	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Can handle with confidence but not with facility most situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.	The accent is intelligible though often quite faulty.	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
3	Can discuss particular interests of competence with reasonable ease. Rarely has	Errors never interfere with understanding and rarely disturb the native speaker.	Control of grammar is good. Able to speak the language with sufficient	Able to speak the language with sufficient vocabulary to participate effectively in

	to grope for words.	The accent may be obviously foreign.	structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	most formal and informal conversations on practical, social, and professional topics. The vocabulary used is broad enough that he rarely has to grope for a word.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of the experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammatical are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision in vocabulary.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

2. Non Linguistics Difficulties

Non linguistics problems in speaking is related to psychology. Psychology is the study of mind and behavior that includes feelings and thought. Psychology also impact to the ability of students' speaking performance. Acording to Elliot, there are two aspects of psychology problems in speaking, they are anxiety and lack of confidence.

1. Anxiety

Anxiety is an emotion and feeling of unease such as fear or worry about something. Students who have an anxiety will end up with nothing to say. They face some feelings such as worry, nervous, anxious, and afraid of something worse will happen if they do not speak better and correct (Rochelle: 2011).

2. Lack of confidence

Students' lack of confidence occurs when they realize that their partners in conversation do not understand what they are talking about or vice versa, they cannot catch understanding of messages or ideas that are being delivered.

Lack of self confidence can be made up by numerous components which include guilty feeling, shyness, unreal expectancies of perfection, and worry of making mistake (Eliot, 1998: 29). Lack of self confidence makes the students have beliefs that they cannot speak in English well. So, they just decide to keep silent and do not have confidence to communicate their opinion.

According to Penny Ur, in speaking students face some problems. The problems in speaking cover nothing to say, low or uneven participation, inhibition, and mother-tounge use.

1. Nothing to say

Regardless of whether they are not hindered, we regularly hear students whine that they cannot consider anything to say, they have no idea to communicate themselves.

2. Low or uneven participation

Sometimes, in a group of people there is one who tends to dominate in conversation and this means another one will have little opportunity to talk, and it ends up the person just listen and be silent.

3. Inhibition

Due to speaking is a direct action unlike writing and listening, students have some inhibitions in it such as need to think what to say in English, worry to make mistakes, or simply shy to be paid attention to. As Yildiz (2021: 390) mentions that the anxiety of making mistakes and negative judgement are factors that inhibit oral production.

4. Mother-tongue use

In school where all the students speak same mother tongue all the time, they prefer to use it because it is easier to speak and more feel natural than speak to one another in foreign language (Sulastri, 2018: 20).

Based on the factors mentioned above, it can be summarized that the first factor is nothing to say where this can be caused by a bit of number of vocabulary, and then the students tend to do not want to participate to speak in a group especially, it ends up they just be silent listener. The third factor is obstacles that students have from themselves that is out of cognitive aspects such as needing time to think what to say, anxiety of making mistakes, and embarrassed to be paid attention by people. The last factor is the students used to speak in their mother tounge which they always use in daily life, so it is more comfortable to speak.

Tuan (2017) pointed out among of those difficulties are related to the students themselves, the environment, the curriculum, and the teaching strategies. Based on the statement, we know that difficulties could come from anything surrounding the students, it can be both internal and external factors.

Meanwhile, there are three problems that is common met in speaking mentioned by Martin Bygate, they are:

a). Pronunciation

Pronunciation is the most common problem in the English speaking. When we speak in English, we need to consider not only the pronunciation of words, but also linking words in the sentence.

b). Vocabulary

Vocabulary is one of the necessarry factors in speaking. Due to the limitations of the vocabulary, sometimes it is difficult to say what is being thought.

c). Confidence

Confidence is needed to convey ideas clearly in speaking. Because, if we have lack of confidence in speaking, the ideas or thought in mind will not be delivered well.

As mentioned previously, difficulties in English speaking can come from external and internal factors. Talking about external factors, it means that comes from everything outside of the students themselves, it can be the environment, the teaching strategy, facility support the English activity, and also the curriculum. Internal factors include everything that is inside of the students such as confidence and motivation.

In line with the explanation above, Juhana mentions that the English speaking problem can be categorized into two; linguistics and psychological problems as follow:

a. Linguistics problems

Linguistics problems consist of the lack of vocabulary, poor in grammar, and mispronounce words.

1. Vocabulary

Vocabulary is set of words used in language. The lack of vocabulary occurs when someone is talking and does not know how to express becase she has lack of vocabulary. Khan states that some students who learn

English as a foreign language have obstacles to express words in speaking. The students know what they are going to say in source language but they have difficulties when they have to switch language into the target language, where in this case English, and they are confused of combining words with the proper vocabularies. In addition, Al Hosni (2014: 24) clarifies that many students who are lack of vocabulary having obstacles to get the message across and as a result, they cannot keep the interaction going.

2. Grammar

Grammar is a system and the structure of language that consists of composition of clauses, phrases, and sentences. If students do not comprehend the rules of grammar and are not able to use it, they will get difficult to speak correctly and effectively. In line with Celce-murcia, if learners do not learn structures of sentence, grammar will become difficult to use. For instance, if the students cannot differentiate the use present and past tense, they wil use verb that is inappropriate according to the time, they will make errors such as “I buy fiction book yesterday”.

3. Pronunciation

Pronunciation is important in speaking as well as vocabulary and grammatical. Pronunciation is referring to the way in which a word or language is spoken. The correct pronunciation will affect to the clear utterance so that the speaker’s message can be understood. It will be good

for the students if they are able to speak naturally according with the way to pronounce the words like native speaker.

b. Psychological problems

1. Shyness

Shyness is the most common proble that students face during learning process in shool especially when it comes to performance action like speaking. Speaking in front of people is common phobias for students and feeling shy makes them going blank and end up with nothing to say (Baldwin: 2011).

2. Fear of mistake

This problem is one of common issues in speaking. Students are afraid to speak due to they assume for the negative respon like being laughed by their friends.

3. Lack of motivation

Motivation is the key to consider of students' readiness to speak. It is important to see the reluctance of students in speaking English. Further, Littlewood explained that communicative skills can be developed only if students have the motivation and chance to express their feeling and connect with people around them. As the researcher observed on the preliminary research, this matter is the most common thing happened in the school. They do have lack of motivation to speak in English by assuming that it is difficult to do as same as math and other science subjects. They consider English is not

a necessary thing to learn or to speak. By the result, they just communicate in their native language rather than practice in English.

Based on the statements of the experts above, we can draw conclusion difficulties in speaking come from two aspects; linguistics and psychological problems. In linguistic consists of grammar, vocabulary, pronunciation, fluency, and comprehension. Meanwhile, factors of psychology are anxiety or fear of making mistakes, shyness, lack of motivation, and lack of confidence. Also, the environment factor can determine students' speaking English.

4. Criteria of good speaking

As explained above, speaking is a complex skill which is expressed orally that consists of some components in it. To be success in speaking or doing conversation, students should acquire some aspects. According to Barras (2006: 13-14), there are some aspects to have a good speaking skill as follow:

1. Pronunciation

   Pronunciation is the way a word or language is sounded or uttered. This might refer to sound sequences used in pronouncing a word or language in correct pronunciation or simply the way a single person speaks a word or language. In order to have succesful speaking, the speaker must be able to utter correct pronunciation so that the message will be delivered clearly to the listener.

2. Fluency

Fluency is the ability to speak smoothly and fluently. It means that a speaker who is fluent is the person who can speak automatically without translating words in her/his mind from source language into target language during speaking.

3. Accuracy

Accuracy defined as an ability of a person speaks correct grammatical sentences or utterances. All in all, the rules of language such as sentence structure and grammar should be followed by the speaker to give an accurate utterances.

4. Vocabulary

Vocabulary is set of lexemes consist of single words, compound words, and idioms. If the speakers or in this case the students can master vocabulary, they will be able to do all three components mentioned earlier.

To know if someone has an ability to speak well in English, there are some aspects to be measuring which are pronunciation; the clearness and correctness of pronouncing words, fluency which is uttering sentences fluently without stuttered, accuracy that is the exactness of speaking with correct grammar and structure, and the last is vocabulary, it can be said the speaking is good if the speaker has large vocabularies.

5. Teaching Speaking

Concerning the topic 'Teaching speaking', a fact is that teaching practice, as well as theory, belongs unavoidably to this category. It is not

enough to know how to make a sentence in theory, when learning speaking, but we must start to produce sentences. The most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation, (Ur, 1996: 56). Nunan (1998: 39) sees “mastering the art of speaking” as the most important aspect of learning a language.

According to Hughes (2003: 113), the objective of teaching spoken language is the development of the ability to interact successfully in that language, and thatthis involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing of this ability will not be called for, informal observation providing any diagnostic information that is needed.

Brown (2004, pp. 331-332) on his book “Teaching by Principles” wrote principles for teaching speaking skill, they are; focusing on fluency and accuracy which considering the learning objective, preparing intrinsically techniques to motivate the students in learning, authenticating language use in an appropriate contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, giving students opportunities to communicate in learning process as much as possible, and encouraging them to develop their speaking strategy and style.

Teaching speaking, in the researcher's opinion, is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence the others. For this reason, in teaching speaking

skill it is necessary to have clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes on the activities to make the students active and creative.

B. Review of Related Studies

Research about students' difficulties in English speaking was studied by the following researchers:

Tasmia conducted a study that investigates *about students' problem in English speaking at eight grade of Riyadhul Amien Islamic boarding school*. This study focuses on problems students met when perform in English speaking class. She conducted the study to find out why the students have difficulties in speaking in English class. It was found out that students are poor in grammar, vocabulary, pronunciation, and anxiety as the reason they have fear to speak in the class.

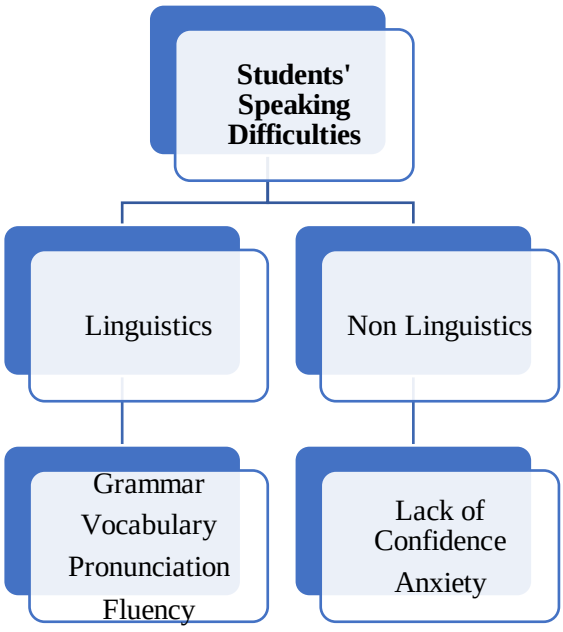
The next study is conducted by Natalia Rahayu that studies about students' problem in speaking English daily language program. This study focuses on students in English daily language program that is settled in Husnul Khotimah Islamic boarding school. The school conducted English language program which is daily language program where there are some language activities conducted every day. Husnul Khotimah Islamic boarding school applied English as daily communication. This study is aimed to investigate the reason of students' speaking problem in English while they communicated in English every day.

Another research comes from Sulastri Yenti (2018). This study is entitled "An Analysis of Students' Speaking Difficulties in English Classroom". This

study investigates about the difficulties that students met in English class as one of programs in SMAN Cahaya Madani Banten. In this class, the teacher taught using full English in class. There were some students were enthusias but some of them were not. So the researcher focused the study on this some students. And the researcher found out most of problems the students have are the lack of grammar and vocabulary, they were confused in using tenses to apply in English speaking.

Based on the three studies above, it can be seen that there are several differences with this research. In this study, the researcher focuses on speaking difficulties encountered by students in conversational context outside of the class. Meanwhile the previous studies above study about students' English problem in English class or English program where those researchers focuses on problems that students have when they perform speaking in front of class.

C. Conceptual Framework



CHAPTER 3

RESEARCH METHOD

This chapter presents about design of the research, population and sample, instrumentation, research procedure, technique of the data collection, and technique of the data analysis.

A. Design of the Research

Research design is a tough problem follows the task that defines the research problem which is the planning of the design of the research project. The design of this research was descriptive qualitative as the research method. It was a plan, guideline strategy of investigation that answered the research questions.

This research was conducted to find out or investigate the problems or difficulties that students encounter in speaking for daily conversation. In this study, the researcher as the primary instrument collected the data and processed it into words form.

In this research, the researcher used descriptive qualitative method in this research design where the researcher wants to describe about students' difficulties in speaking in English extracurricular class in Islamic Boarding School Ashhabul Yamin.

B. Population

Population is a group of person who have the same characteristic (Creswell, 2012: 142). The population of this study was all senior high school students level from 10^{th} to 12^{th} grade in Islamic Boarding School Ashhabul Yamin in English Extracurricular class. The students joined the extracurricular class consisted of 20 students but the researcher took 5 students to observed and interviewed. The probability sampling is selected in this research. As John Creswell said that, probability sampling is the selection of individuals from the population so that they are representative of the population. The category of probability sampling used in this study was simple random sampling to obtain information.

C. Instrumentation of the Research

An instrument is necessary in getting the data. In collecting the data the researcher used non test forms such as observation and interview. First, observation was done by asking the students to speak in English and noticed their speaking and tried to figure out difficulties they met. Next, the interview sheet was made by the researcher and interviewed the students in the school to complete the data from observation. An evaluation sheet also used by the researcher to write down the problems that encountered during students' performance. Another instrument was used was a video recorder to record students' performance, to avoid the missing of mistakes by the researcher.

D. Informant of the Research

Informant is defined as a person or people who present information related to the research. In this study, students in Islamic Boarding School Ashhabul Yamin helped the researcher to be informant of this research. The students were from three different grades, which was from the first grade to the third grade of senior high school level.

E. Research Procedure

Research procedure can be defined as steps that have to be done by the researcher in conducting a study or research. The research procedures in this study were:

1. Asking for permission

   The researcher asked permission to the school to conduct a research in the school especially to the students where the researcher have done the research.

2. Observation

   Observation in this research was a process of observing the research object related to students' speaking difficulties. The researcher observed students while they were speaking and collected the data to be processed into form of words. The means that was used to collect the data was using observation sheets. This step was done several times until the data was collected completely and could accomplish the research purpose.

3. Interview

The interview is done as a technique to complete the data that has obtained from the observation. According to Afrizal, in doing interview form there are two types of interview which are semi structured interview and unstructured interview. In this research, the research used semi structured interview form where this form is suitable for qualitative research. It is meant to get more detailed information from the students of first grade to the third grade in Islamic Boarding School Ashhabul Yamin which will be chosen randomly later.

F. Technique of the Data Collection

Based on John Creswell's statement in his book that there are five steps to collect the data completely, they are identifying place of research and participants, attaining permission, collect the data by designing instruments, recording information given by the participants, and managing procedures. The researcher has done some of the steps. Firstly, the researcher identified the place of the research which is Islamic Boarding School Ashhabul Yamin and the participants were the students who study there. The second step, the researcher asked for permission to the shool to conduct the research. After gaining permission, the researcher conducted the research by collecting the data using research instruments that has been designed. Then, information given by the participants in the research process were recorded to make sure the data is collected was valid. The last step was managing procedures. The

study was conducted in Islamic Boarding School Ashhabul Yamin where the students from first grade to the third grade as the participants. The permission for conducting research has been obtained from the school. To gain the data, the researcher used some instruments which were observations and interviews. The device for recording was prepared as well in order to complete the missed information from the observation and interview sheets.

G. Technique of the Data Analysis

Data analysis is the process in figuring out and arranging systematically in order to make it easy understanding. The researcher will analyze the data that is collected through some techniques stated by Miles and Huberman as follow:

1. Data collection

The data were collected through observation and interview by the researcher. The researcher took some notes based on the observation of students' English speaking in front of the class. The researcher observed the students' speaking by using observation check list sheets that was prepared previously. The observation sheets consisted of students' difficulties aspects from linguistic and non linguistic difficulties with numbering 1 to 5 level. The researcher did a check list on a number based on students' performance. Lastly, the researcher did the interview by asking questions to the students about the difficulties they met in speaking

English. The interview was as a supported tool to gain more information about students' speaking difficulty.

2. Data description

The researcher will describe the data obtained about students' difficulties in English conversation from the result of the research in narrative form.

3. Data analysis

In this point, the researcher will be analyzing factors cause students are difficult to speak in English. Furthermore, the researcher will include the data from interviewing students about the reason they have those difficulties in speaking English.

4. Conclusion

After all the steps have been done, the researcher will conclude the data and information obtained from observation and interview.

H. Triangulation

The researcher uses triangulation procedure to check the credibility of the research. Creswell says that triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes. This research uses triangulation types of data. The researcher will compares the result of interview with the result of observation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the finding and discussion about students' English speaking difficulties. The findings were based on data analysis of observations and interviews.

A. Research Findings

The instruments were used in this research were observation and interview to strengthen and support the data collected. The research was conducted in English speaking class as one of the extracurricular programs in Islamic Boarding School Ashhabul Yamin. This class consists of 15 students that came from three different classes from the tenth to the twelfth grade.

The observation was done to study the process of speaking in class. Observation was used by the researcher to acquire data. The researcher observed the problems and difficulties met by the students in English speaking extracurricular class. The researcher did the observation twice; in June, 6 2024 and June 15 2024.

Another instrument to collect the data used by the researcher was interview. By doing the interview, the researcher got more information from the students and this instrument was used to support data that the researcher got from the observation. The researcher conducted the interview with 5 students of English speaking extracurricular class.

The result of the observation and interview toward the students can be seen as follows:

1. Students' English Speaking Difficulties

In this part, the researcher is going to explain about the answer for the research question; the difficulties that are faced by the students in speaking activity. In finding, there will be two parts. The first one is description of the data and the second one is analysis of the data.

1. Description of the data

   In this part, the researcher will describe the data that has been collected through the observation session. To make it easy, the researcher will name the students as their initial name. The data of the students is as below:

Students' Initial	Sub Variable	Indicator	Score Of Indicator	Explanation
MR	Linguistic	Fluency	1	No specific fluency description. Refer to other to four language areas for implied level of fluency.
		Pronunciation	1	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers at

				tempting to speak his language.
		Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	Non linguistic	Lack of self-confidence		1. A lack of faith on themselves to take new challenges 2. Difficulty of being assertive
		Anxiety		Nothing to say towards their interlocutor or the audiences
RA	Linguistic	Fluency	1	No specific fluency description. Refer to other to four language areas for implied level of fluency.

		Pronunciation	1	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers at tempting to speak his language.
		Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	Non linguistic	Lack of self-confidence		A lack of faith on themselves to take new challenges
		Anxiety		Confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen.
RN	Linguisti	Fluency	2	Can handle with confidence but not

	c			with facility most social situation, including introduction and casual conversations about current events, as well as word, family, and autobiographycal information.
		Pronunciation	2	Accent is intelligible took of often faulty.
		Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		Vocabulary	2	Has speaking vocabulary sufficicient to express himself simply with some circumlocution
	Non linguistic	Lack of self-confidence		Did not show lack of self confidence
		Anxiety		Did not feel anxiety, worry, or nervous.
UZ	Linguistic	Fluency	1	No specific fluency description. Refer to other to four language areas for implied level of

				fluency.
		Pronunciation	1	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers at tempting to speak his language.
		Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	Non linguistic	Lack of self-confidence		A lack of faith on themselves to take new challenges
		Anxiety		Confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen.

NM	Linguistic	Fluency	2	Can handle with confidence but not with facility most social situation, including introduction and casual conversations about current events, as well as word, family, and autobiographycal information.
		Pronunciation	1	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers at tempting to speak his language.
		Grammar	2	Can usually handle elementary constructions quite accurately but does not have thorough or confidents control of grammar.
		Vocabulary	2	Has speaking vocabulary sufficicient to express himself simply with some circumlocution
	Non linguistic	Lack of self-confidence		Spoke with confidence

		Anxiety		Confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen.

2. The analysis of the data

a. Linguistic

Linguistics is the study of language, where it also studies about language structure (grammar), words, and phonology. In general, linguistics is the part of the study of vocabulary, grammar, and, pronunciation.

1) Fluency

Fluency is the most difficulties in speaking found by the students. It can be seen by the observation where were the students spoke slowly. MR had the worst difficulty in fluency. This is because MR paused to speak for six seconds after saying one sentence.

Besides, another student named RA also struggled with fluency. From the observation this student seemed to tend to speak by using filler words such as “hmm”.

The student named RN has 1 score higher than his other friends because he is quite fluent in speaking without pausing too long when delivering his monologue.

Difficulty in fluency is also experienced by a student named UZ. In a fairly short time she spoke she had said “hmm” 4 times.

Finally, the student named NM was the most fluent student in speaking among his four friends. She could deliver her monologue easily without having to stop for a moment to think about the next sentence.

2) Pronunciation

In pronunciation, MR also got score 1 where this score is the lowest score. This was because the error made by MR in saying words frequent enough eventhough it was still intelligible. The words that were pronounced incorrect by MR for instance; *brush* and *pray* in which these words were pronounced with ‘brusy’ and ‘prai’.

RA's pronunciation is at score 1 because there are quite a lot of pronunciation mistakes she made. As in the word *about* which is pronounced 'abot' and *PPAY* which stands for Pondok Pesantren Ashhabul Yamin is pronounced 'pe pe a ye' as the pronunciation in Indonesian.

RN made fewer mistakes in pronunciation. This can be seen from the observation that RN only mispronounced 1 word, in the word *come* which is pronounced 'kom'.

The student named UZ found more mistakes in pronouncing words, for example, she said the words *writing, fourteen,* and *come* as written in Indonesian.

NM also had difficulty in pronouncing words correctly in English such as the words *come, five,* and *brush* which were pronounced incorrectly by saying 'kom', 'fev', and 'brusy'.

3) Grammar

All students also make errors in grammar. MR did 2 errors related to grammar when she said “I want tell” and “after pray”. Seeing that the text spoken was quite short, the 2 errors in grammar made by MR are enough to get him a score of 1.

RA had difficulty in composing a good sentence structure so that the meaning of his delivery was quite difficult to understand as he said in the monologue, 'I feel so happy coming with my friends' while the previous sentence spoken had nothing to do with the topic about his friends. This makes RA also get score 1 on grammar.

During speaking, the student named RN made quite a lot of mistakes on grammar, the mistakes encountered during the observation were RN said sentences that were not in accordance with the grammatical, such as 'I am living in dormitory', 'My hobby is singing, traveling, and shopping', 'I am coming from Malalo', 'My favorite drink is matcha and boba'. Here it can be seen that RN does not understand the use of verbal sentences, to be, and the use of singular and plural.

Similar to RN, UZ also experienced the same thing. UZ also had difficulty in distinguishing between singular and plural words and mistakenly used ‘to be’.

This can be seen from the sentences, 'My hobby is writing and singing', 'I am from Payakumbuh', 'My favorite drink is coffee and milk'.

There were a few mistakes made by NM on grammar but it was not too obvious and did not make the sentence structure incorrect. NM only made mistakes in the sentence 'I am living in dormitory', therefore NM could get score of 2.

4) Vocabulary

For vocabulary, MR also received a score of 1. This is because MR did not have sufficient vocabulary to tell about herself. Meanwhile, telling about yourself is a fairly easy topic and should be able to be told at length. However, from the observation, MR was only able to say the vocabulary that was really needed.

RA had a very poor vocabulary, it can be seen from the observation that RA only uttered a few sentences in her speaking monologue which made her get score of 1 on vocabulary.

RN has quite a lot of vocabulary that made her able to tell about herself quite fluently, even she can use vocabulary about what she will do in the future such as the following sentence she said, *'I want to be an independent woman, so I want to study business in campus'*.

During the observation, the researcher saw that UZ had a fairly limited vocabulary. UZ only repeated the same sentences that her friends had said before and she could not use other vocabulary to tell about herself.

The amount of vocabulary possessed by NM was quite a lot as seen from her longer monologue delivery compared to her other friends and she can tell about herself and her daily life in more detail. Therefore, NM scored 2 on vocabulary.

b.Non Linguistics

1) Lack of self-confidence

Based on the researcher's observation, MR did not appear to lack confidence. However, during the interview session, MR admitted that he was nervous and lacked confidence. So MR's speaking difficulties are also caused by a lack of confidence to speak.

From the researcher's observation, RA initially refused to be asked to come to the front of the class to speak, she remained sitting in his seat and instead pointed to his friend to perform. After the teacher asked her several times to come to the front of the class, she was willing. During her speaking performance, RA looked shy while speaking, she quickly ended her speaking and occasionally covered her face while speaking.

Of the five students observed, RN was the most confident student when speaking, she took the initiative to perform without being asked first. When speaking, RN seemed very confident.

While speaking, UZ seemed to clasp her hands behind her back which is a sign of insecurity. However, her face and voice did not indicate this.

The last student named NM also seemed confident when speaking, as seen from her being able to move her hands while speaking to express what she said.

Although previously she did not want to be asked to perform by showing an anxious look on her face.

2) Anxiety

Despite frequent pauses and lack of fluency, MR did not show any anxiety while speaking. MR only admitted that he was nervous because of his lack of vocabulary.

In addition to not being confident to speak, RA also experienced anxiety when asked to speak in front of her friends and teachers. While speaking, her eyes were seen looking here and there. When interviewed, RA admitted that she felt insecure and anxious to speak English.

RN was the only student in the English extracurricular class of the five students who performed who seemed confident and did not show anxiety when speaking.

Although not as severe as RA, UZ also seemed to show a little anxiety when speaking from the researcher's observation. This can be seen from the timid look on UZ's face when speaking.

Lastly, NM previously she did not want to be asked to perform by showing an anxious look on her face.

Further explanation of students' speaking difficulty

Here the researcher will present the findings from the observations and interviews of students when speaking English

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1) Fluency

The level of fluency of the students found in the middle to low level.

a. Observation

The researcher observed four aspects of the students' English speaking performance in front of the class especially the students' fluency. The students were find it hard to speak fluently in English. They tend to pause and said "emm.., engg.." in the middle of their speaking in front of class.

b. Interview

By interviewing the students, the researcher knew that the students were lack of fluency because they had a little bit vocabulary so that they tend to take a time for a while to think words that should be said.

R: "I saw that you spoke with stuttered and often to pause while speaking just now in front your friends and teacher, may I know why?"

S: "It's because I don't know how to say it in English, so I tried to find the words translate it into English in my head, that's why I stopped and think about what I should say besides I was nervous to speak in English."

Based on the statement of the result above, the researcher can conclude that fluency was one of the students English speaking difficulty and most of them answered that was because of lack of vocabulary and nervous.

2) Pronunciation

a. Observation

Based on the observation, students' pronunciation error were found frequent. The students struggle in pronouncing words and this impacted their speaking performance. The lack of understanding to pronounce words in English being an obstacle for the students to speak and it was hard to define the speaking meaning due to the misheard by the audiences and it leads to the inaccuracy in delivering information of their speaking.

b. Interview

R: You looked not confident while you speak in English, what is the reason?

S: I'm not confident to speak because my English pronunciation is bad, the way we write and speak it are different and I usually say it in the way it is written.

From the statements above, the researcher take a conclusion that poor in pronunciation became a difficulty in English speaking. The students had difficulties pronouncing English words because speaking and writing are different, so they were confused to pronounce the correct pronunciation of the words.

3) Grammar

a. Observation

In speaking, grammar is one the important points in order the meaning of speaking can be understood. However, based on the

researcher's observation, nearly of the students had poor grammar mastery. They were unable to make a proper sentence structure, they were confused in using the correct tenses according to the time, and they had difficulty to differentiate between singular and plural things. Such as they said, "I go to market yesterday and I buy vegetable", "My hobby is read, sing, and cook".

b. Interview

R: Do you find difficulties when speaking English?

S: Yes

R: What is it?

S: I cannot arrange a correct sentence, when I speak in English I say the sentence like in Indonesian sentence structure and I am confused to differentiate between when should I use Present Tense and when should I use Past Tense. Besides, it is hard to memorize the participle verb of past tense".

The students had difficulty with using correct structure but they mostly did not realize that they made mistakes in structure. Eventhough the students were given the topic a week before speaking performance, they still produce inaccurate grammar in speaking due to the gaps of the first and foreign language.

4) Vocabulary

a. Observation

The students were lack of English word meaning mastery. They did not understand the vocabulary they will use when they speak. The students struggled to deliver what they were thinking, this can be the lack of words bank to communicate what they want to say.

b. Interview

R: Do you like English?

S: Yes, I do.

R: Is English hard for you?

S: I can say yes because I do not have many vocabularies so I do not know what to say, it makes me hard to speak. Sometimes I also do not understand if my teacher speaks in English to me.

In conclusion, the students clearly know what they were going to say in source language (Bahasa Indonesia or Minangnese), but when they had to say it into the target language (English), they got confused to use the proper vocabularies.

b.Non Linguistics Difficulties

1. Lack of Self Confidence

a.Observation

As the researcher observed, the teacher asked the students to raise their hand to go as the first speaking performer in front of the class. But, the students remained stay and kept silent on their seat. Despite the teacher said that she will not mad when the students make mistakes but still they did not want to move their hand. When the teacher called out one of the students, she said she did not want to and point her friends instead.

When the students perform the speaking they tend to put their hands in their back and spoke with low voice and some of them always bow when speaking.

b.Interview

R: Why did you not want to come in front of the class when the teacher asked you to speak?

S: I am not confident. I cannot speak in English in front of teacher and my friends.

R: What is the reason?

S: I am afraid to say the wrong words and my friends will laugh at me.

From the data above, most of the students had difficulty to speak in English due to they were lack of confidence and afraid of making mistakes because they think their friends will underestimate them when they have to speak in front of their friends and teacher.

5) Anxiety

a.Observation

From the observation it can be seen that the students were anxious to speak in front of their friends. The students often held their hands, their voice was trumbled, and their face looked like someone is scared of something when they speak in front of the class.

b.Interview

R: You looked nervous when you spoke in front of class just now, are you okay?

S: I felt nervous and anxious when I should speak in English in front of people.

R: Do you often have feeling like this when speaking English?

S: Yes, often.

R: Why?

S: I am afraid if I make mistakes because English is harder that Bahasa Indonesia so I am afraid if I am wrong.

All in all, the anxiety become the most problem of the students to speak in English in front the class.

B. Discussion

In this part, the researcher compared the researcher's assumption about the result of observation with the theory and the previous research.

a. Linguistics

1) Fluency

Based on the observation, MR is the one the most struggled with fluency. From the interview, it can be known the cause was MR said she lack of vocabulary and she felt nervous so that she had difficulty to speak fluently. The same thing happened to students named RA and UZ. They tend to pause while speaking and often saying filler words such as 'hmm..', 'ngg..'. The other two students named RN and NM could speak fluent enough without having to take long time to think what to say.

Meanwhile, according to Barras, fluency is the ability to speak smoothly and fluently. Here means, the students can be said had difficulty with fluency because they cannot fulfill the theory.

In Tasmia's research about *students' problem in English speaking at eight grade of Riyadhul Amien Islamic boarding school.* The same thing also happened in this research, most of students had poor fluency in English speaking.

The researcher found that the fluency is difficult for students in speaking, this thing is suitable with the opinion of rater 2 which assumed that most of students were having lack of fluency.

2) Pronunciation

Speaking is not easy for Indonesian students because of English as a foreign language. Based on Gilakjani (2012), pronunciation must be given more attention when learning to speak. Based on the finding data, students tended to

pronounce words incorrectly. They say a word as it is written in Indonesian. For instance, student named UZ pronounce word *writing* as 'writing' in Indonesian and word *fourteen* was pronounced 'forten'.

Tasmia in her research said that the students thought pronunciation is very difficult because sometimes the written word and the way to say it is different. The other researcher named Natalia also discovered that most of students' difficulty in speaking was the inaccurate of pronunciation.

The inaccurate of pronunciation will mislead the information heard by the listener. As in Barras said that in order to have succesful speaking, the speaker must be able to utter correct pronunciation so that the message will be delivered clearly to the listener.

3) Grammar

One of the students' difficulties in speaking was grammar mastery. If students do not know the grammatical rules, it will difficult to perform speaking effectively. Celce Murcia stated that if students do not learn structures, it makes the grammar become difficult.

As the finding data, mostly, the students had difficulty in arranging correct sentence structure and did not understand tenses and the using singular and plural. They did not understand that speaking in English should use tenses according the time. In Tasmia' research, it was also found out that the students had problem in grammar because they did not understand how to arrange word correctly

4) Vocabulary

The last difficulty students met in linguistics part was vocabulary. Kamil and Hiebert mentioned that vocabulary is the foundation of that all aspects of English, it was one the important aspects in English. The students will have struggle to pronounce words, make a correct structure grammatically, and speak fluently if they do not have vocabulary in mind.

Based on the observation and interview, the students said that they had lack of vocabulary, this made them did not speak fluently. This also can be seen that they tended to spoke shortly due to unability to enlarge the monolog because of they lack of vocabulary.

2. Non Linguistics Problems

The major issue that most students face is non linguistics problems or it can be called psychological problems. It is because psychological factors can influence students' ability to communicate effectively. Therefore, not only from linguistic difficulties that the students have, but also from non linguistics difficulties such as a lack of confidence and anxiety. Based on the interview, the researcher found three problems that students have.

a. Lack of confidence

Self-confidence may be the most critical thing in speaking English (Fatmawati, 2020). Confidence and shyness are the same thing, because when the students feel shy about speaking English, it means their fear of making mistakes.

When the students made a mistake when speaking English in front of their friends and teacher, they would feel shy to speak in English.

b. Anxiety

The students admit that they feel anxious because they were afraid to make mistakes and got judgements when speaking English. They were afraid that their pronunciation and grammar were wrong. Students also fear arranging words when speaking English because of unfamiliar vocabulary and the fear of making grammar mistakes. Besides that, they will also be embarrassed if they make mistakes when speaking English.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

In this chapter, the researcher presents the conclusion of the research and suggestions for dealing with students' difficulties in speaking English in English extracurricular class of Islamic Boarding School Ashhabul Yamin in Senior High School level. The following discussion provides the study conclusion and suggestions.

Based on the data analysis, it can be concluded that the researcher found students' difficulties in speaking English in English extracurricular class come from the students themselves. The difficulties that the students experienced included linguistics and non linguistics problems. In linguistic problems, there are several aspects, such as pronunciation, fluency, grammar, and vocabulary problems. In non linguistic problems, there are two aspects, where are lack of confidence and anxiety.

B. Suggestions

Based on research findings, the researcher would like to propose some suggestions as follows:

1. For the teacher

a. The teacher should motivate students to speak in English moreover in front of the class.

b. The teacher should make the students used to speak in English not only in the classroom but also outside of classroom such as in their daily life so that English become familiar with the students.

2. For the students

a.The students should practice more to speak in English in daily life and explore their ability to speak confidently.

b. The students should increase their linguistics ability of English such learn more about grammar, enlarge vocabulary by using dictionary and speak a lot with teacher to practice pronunciation.

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