

**AN ANALYSIS OF ENGLISH EDUCATION STUDY PROGRAM
STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH (A STUDY AT
STAIN MAJENE WEST SULAWESI)**



A THESIS

Submitted in Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teacher Training Department State Islamic College of Majene

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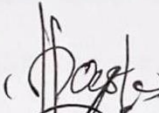
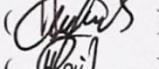


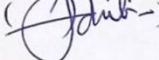

PENGESAHAN SKRIPSI

Skripsi yang berjudul, “An Analysis of English Education Study Program Students’ Difficulties in Speaking English (A Study at STAIN Majene West Sulawesi)”, yang disusun oleh saudari St. Fatimah MR. Nadirah Angel, dengan NIM : 10256121031, Mahasiswa Program Studi Tadris Bahasa Inggris pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Rabu, 20 Agustus 2025, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, dengan beberapa perbaikan.

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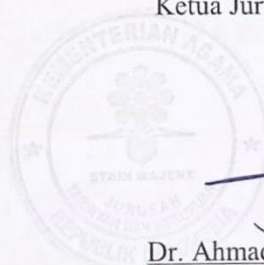
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PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi saudara St. Fatimah MR. Nadirah Angel dengan NIM: 10256121031, Mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene menyatakan bahwa, setelah meneliti dan mengoreksi secara seksama Skripsi yang berjudul “An Analysis of English Education Study Program Students’ Difficulties in Speaking English (A Study at STAIN Majene West Sulawesi)”, memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk mengikuti ujian munaqasyah.

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ABSTRACT

Researcher : St. Fatihah MR. Nadirah Angel
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Title : **An Analysis of English Education Study Program
Students' Difficulties in Speaking English (A Study at
STAIN Majene West Sulawesi)**

English Education study program students are expected to have advanced speaking skills as future English teachers. However, the observation at STAIN Majene indicate that many students still have difficulties in speaking English and their speaking skills under the expected standard. These gaps between expectations and reality require attention to improve the quality of EFL education at the higher education institution. Therefore, this study aims to analyze the difficulties encountered by English Education students in speaking English and the factors that caused the difficulties. This research utilized a qualitative method with phenomenological approach in conducting the research. The researcher used observation and interviews as data collection techniques. Additionally, the subjects of this study were English Education Study Program students in the second, fourth, and sixth semesters. The findings of this study revealed four main areas of students' difficulties in speaking English, including errors in pronunciation, limited vocabulary, low grammatical accuracy, and lack of fluency. In the Debate and Critical Speaking class, the main difficulties were limited vocabulary and lack of fluency. While in the Public Speaking class, there were fewer difficulties, although pronunciation and fluency issues were still evident. The factors of students' difficulties in speaking English are linguistic obstacles, inhibition, mother tongue interference, and access to speaking opportunities/practice.

Keywords: *Speaking Difficulties, English, English Education Students*

ABSTRAK

Peneliti : St. Fatimah MR. Nadirah Angel
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Judul : Analisis Kesulitan Mahasiswa Program Studi
Pendidikan Bahasa Inggris Dalam Berbahasa Inggris
(Penelitian di STAIN Majene Sulawesi Barat)

Mahasiswa program studi Tadris (Pendidikan) Bahasa Inggris diharapkan memiliki kemahiran dalam berbahasa Inggris sebagai calon guru bahasa Inggris di masa depan. Namun, berdasarkan hasil observasi di STAIN Majene menunjukkan bahwa masih terdapat sejumlah mahasiswa yang memiliki kesulitan dalam berbahasa Inggris, di mana kemampuan mereka belum memenuhi standar yang diharapkan. Kesenjangan antara ekspektasi dan kenyataan tersebut perlu mendapatkan perhatian serius guna peningkatan mutu pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL) di institusi perguruan tinggi. Oleh karena itu, penelitian ini bertujuan untuk menganalisis kesulitan yang dihadapi oleh mahasiswa Tadris (Pendidikan) Bahasa Inggris dalam berbahasa Inggris dan faktor-faktor yang menyebabkan kesulitan tersebut. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologis dalam pelaksanaannya. Peneliti menggunakan observasi dan wawancara sebagai teknik pengumpulan data. Subjek penelitian ini adalah mahasiswa Program Studi Tadris (Pendidikan) Bahasa Inggris pada semester dua, empat, dan enam. Hasil penelitian ini menemukan empat aspek utama kesulitan mahasiswa dalam berbahasa Inggris, yaitu kesalahan pengucapan, kosakata yang terbatas, keakuratan tata bahasa yang rendah, dan kurangnya kelancaran. Dalam kelas Debate and Critical Speaking, kesulitan utama adalah kosakata yang terbatas dan kurangnya kelancaran. Sementara dalam kelas Public Speaking, kesulitan lebih sedikit, meskipun masalah pengucapan dan kelancaran masih terlihat. Faktor-faktor kesulitan mahasiswa dalam berbicara bahasa Inggris meliputi hambatan linguistik, hambatan psikologis, pengaruh bahasa ibu, dan akses terhadap kesempatan berbicara/latihan.

Kata Kunci: Kesulitan Berbicara, Bahasa Inggris, Mahasiswa Pendidikan Bahasa Inggris

CHAPTER I

INTRODUCTION

A. Research Background

Torky (2006), describes that language is a vehicle for thinking and cultural transfer over generations and from nation to nation. It is also a communication tool between people. English is already the most important foreign language in the world. Nowadays, the entire world has turned into a global village and people all communicate to each other in a global language, that is English. The language is used all over the world and has achieved global language status (Rao, 2019). With English language skills, everyone can get a lot of opportunities in every aspect, whether it's from work or even education. To achieve higher education, we should be looking for knowledge not just from one source, but we should look for expertise from many different sources, like study abroad. To facilitate communication with people from various countries, we need a language that is easy to understand by each other, which is the international language. With the ability to communicate using international languages, communication will also proceed well.

A language is a system of sound symbols used to communicate among humans. Irwan et al., (2021), argue that languages cannot be separated with humans' interactions or daily life, because language is a tool or media of communication. The integral part of human life is communication. It comes in a variety of forms, and one of them is oral communication or conversation (Afdaliah, 2022). In educational contexts, oral communication in English is one of

the most important skills for English Education students. According to Amoah & Yeboah (2021), Speaking is one of the most important skills to acquire in learning a foreign language. Having good speaking in English skills can increase their chances of communicating with other people from different countries. Unfortunately, a lot of students still have difficulties in speaking English, like difficulties in understanding vocabulary, grammar, pronunciation, and etc.

According to the researcher's previous mini survey by using Google Form (<https://forms.gle/QBYFcNjr3nubFBN3A>) towards 55 students of English Education Study Program in the second, fourth, sixth, and eighth semester at STAIN Majene, it can be assumed that there are a large number of students who have difficulties in speaking English. It is due to the fact that the survey results shows that 92,7% of the students who participated in the survey felt that they had difficulties in speaking English. However, it is still unknown precisely what difficulties they face and what are the factors that contribute to their difficulties. It indicates that difficulty in speaking English is a serious problem among English Education students at STAIN Majene. Therefore, it is necessary to conduct further research to identify the difficulties and factors that make the difficulties occurs. Thus, the effective strategies can be developed in order to help students overcome the difficulties in speaking English.

Some of previous studies have discuss students' English speaking difficulties. Fitri (2019), found that the most dominant difficulty of students difficulties in speaking English is "Academic and conversational English skills and obstacles linguistic.". The other research by Handini., et al (2021) has found

that the students' difficulties in speaking English especially in introducing themselves are: (a) the student's low vocabulary mastery; (b) the students had difficulties in pronouncing certain words; (c) the students were still confused in arranging words; (d) the students were often afraid in speaking English. These studies both discussing about students' difficulties in speaking English. However, these studies focusing on school students and not specifically addressing the difficulties of English Education students in speaking English.

This study aims to analyzing the difficulties faced by English Education students in speaking English and the factors that contribute to the difficulties. Thus, it is predicted that this research can contribute to the development of more effective English learning strategies. The results of this study are also expected to be useful for students, lecturers, and educational institutions in improving English speaking skills.

Based on the background described above, the difficulties in speaking English experienced by English Education students are a phenomenon that needs to be examined and studied in detail. This issue is not only related to language skills, but also involves other factors which includes motivation, self-confidence, and learning environment. In higher education, students are expected to have more advanced English speaking skills than school students, because in theory, higher education students have been studying English for about six years in junior and senior high school, before continuing in college for about six semesters. Additionally as having good proficiency in English is one of the prerequisites for academic and professional success in the global era. However, the observation at

State Islamic College of Majene shows that students still have difficulties in speaking English and their skills have not reached the level they are supposed to. These gaps between expectations and reality require attention to improve the quality of EFL education at the higher education institution. Therefore, the researcher is interested in studying deeper and wider by raising the title "**An Analysis of English Education Study Program Students' Difficulties in Speaking English (A Study at STAIN Majene West Sulawesi)**".

B. Research Questions

Based on the research background that has been described, the questions that would be answered through this research are:

1. What are the difficulties faced by the English education study program students of STAIN Majene in speaking English?
2. What are the factors that cause the students difficulties in speaking English?

C. Research Objectives

Based on the research questions formulated above, the objectives of this research are:

1. To analyze the difficulties faced by the English education study program students of STAIN Majene in speaking English.
2. To analyze the factors that cause the students difficulties in speaking English.

D. Research Significances

This research encompasses two significances, theoretically and practically outlined below:

1. Theoretical Significance

Theoretically, this study aims to explore the difficulties students face in speaking English and identify the factors that contribute to them. Moreover, the results of this study can also be used as a reference for developing effective learning strategies. Therefore, this study can contribute to the development of ELT theory.

2. Practical Significances

- a. For students, this study are expected to provide benefits for English Education study program students in improving their English speaking skills. Knowing the students' challenges allows them to develop more effective learning strategies to improve their English speaking skills.
- b. For lecturers/teachers, this study are expected to provide benefits for lecturers and English language teachers in developing more effective learning strategies. By discovering the difficulties faced by students, they could improve the learning methods that are more relevant to the student's needs.
- c. For researcher, this research are expected to provide benefits for researchers in developing knowledge and skills in conducting research on English language learning. This research also can help researchers in developing theories and concepts about English language learning,

as well as contribute to the development of science about English language learning.

E. Research Scope

This research focuses on analyzing the difficulties of students of the English Education study program of STAIN Majene in speaking English. The research scope also involves identifying factors that caused the English speaking difficulties.

This research was conducted by utilizing a qualitative research method, which involves data collection through observation and interviews. The subject of this research are the English Education study program students of STAIN Majene in the second, fourth, and sixth semester who have difficulties in speaking English.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

There have been a number of studies conducted to investigate the speaking English difficulties faced by students. These studies have revealed various difficulties and factors that affect to students' speaking English difficulties. In the following are some previous studies that are relevant to the topic of this research and will be explored further.

1. The first research was conducted by Saputra., et al. (2023) under the title "Students' Difficulties in Speaking English as a Foreign Language: Undergraduate Students' Voices". This research aims to investigate the difficulties experienced by EFL students in speaking. The method used is exploratory sequential mixed methods in which qualitative data support quantitative data. This research revealed that students in English study programs still had problems communicating owing to psychological and linguistic reasons. Some of the explanations identified by this research include a lack of English vocabulary, a lack of confidence while speaking English, and nervousness about receiving negative criticism from colleagues or lecturers.

The similarity of the previous research with this research is that both focus on the difficulties of undergraduate students in speaking English. However, this research also has differences, which are the

previous research used exploratory sequential mixed methods, while this research used qualitative research methods. Moreover, the subjects of the previous research were students of Bengkulu Province University, while the subjects of this research are the students of West Sulawesi Province College.

2. The second study was from Fhonna & Yuthika (2023) with the title "An Analysis of Students' Difficulties in Speaking English". This study focused on analyzing the difficulties faced by students when speaking English at Darul Ulum Islamic Boarding School in Banda Aceh. The study aimed to identify these difficulties and explore the underlying factors contributing to them. A mixed-methods research design was employed, involving questionnaires and interviews. The participant of this research was 21 eleventh-grade students. The findings indicated that students face various challenges in speaking English. They encountered obstacles in grammar (43% expressing concerns), fluency (15% citing regional accents as a barrier), pronunciation (15% experiencing difficulties), and vocabulary (43% uncertain about their proficiency). The study highlighted the need for tailored support to address these issues effectively. Additionally, the research explored factors contributing to these difficulties, including inhibition (43% lacking confidence), "Nothing to Say" during activities (24% finding it challenging), the availability of conversation partners (86% do not face a shortage), and the influence of the mother tongue (57% finding their native language

easier). The study concluded that these multifaceted factors influence students' English-speaking abilities.

The previous study and the research are similar in aiming to identify students' difficulties in speaking English and the causes. The difference between this previous study and the research are in the method and research subject. This study used a mixed-methods research method, while the research use a qualitative research method. In addition, the location of the previous study was Aceh Province, while the location of the research is West Sulawesi Province, Majene Regency.

3. The third study was from Aziz & Kashinathan (2021) with the title "ESL Learners' Challenges in Speaking English in Malaysian Classroom". This study presents a comprehensive overview of published studies of the challenges of ESL learners speaking English from 2014 to 2021 in the Malaysian classroom. This systemic review addresses two questions of research, i.e., what are the challenges faced by ESL learners in Malaysia to speak English and what are the effective strategies to overcome the speaking challenges among the ESL learners? The authors found that ESL students experience both internal and external challenges to speaking English. The findings also reveal useful strategies for overcoming learners' difficulties in speaking the language.

The previous study's similarity with this research is that both focuses on learners' difficulties or challenges in speaking English. The difference between this previous study and this research is in the research

subject, the previous study focused on Malaysian ESL learners, while this research is Indonesian EFLStudents'.

4. The fourth research was conducted by Handini., et al. (2021) under the title "An Analysis on Students' Difficulties in Speaking". The purpose of this research is to analyze the students' difficulties in speaking English especially in introducing themselves self at MTS NW Al Hidayah Baremayung. Besides, this study tries to identify what the students' difficulties in speaking English and what the factors of students' difficulties in speaking English especially in introducing themselves. The result of this research shows that the students' difficulties in speaking English especially in introducing themselves are: (a) the student's low vocabulary mastery; (b) the students had difficulties in pronouncing certain words; (c) the students were still confused in arranging words; (d) the students were often afraid in speaking English.

As for the similarity between the previous research and this research is both want to analyze students' difficulties in speaking. Meanwhile, the difference is that the previous research focuses on analyzing students' difficulties in speaking, especially introducing themselves, while this research focuses on speaking aspects in general and in more depth.

5. The fifth research was carried out by Fitri (2019) under the title "An Analysis on Students' Difficulties In Speaking English At Islamic Senior High School Kotabaru Seberida". This research aims to understand the

difficulties in speaking English, and the factors that most cause students to speak English. This study is a quantitative descriptive study. The subjects of this study are students" of class IX Madrasah Aliyah Kotabaru. While the object of this study is the difficulty of students' in speaking English. The writer uses total sampling to take samples and 20 students as samples. To collect data, the authors use questionnaire. Questionnaire is used to determine the difficulty of students" in speaking English. The researcher found that the difficulties of students' "in speaking English are categorized into a strong level The average value of students" in Academic and conversational English skill is 4.05 The average value of obstacles linguistic is 3.66 The average value of access to speaking opportunities is 3.53 The average value of the speech process difficulty is 3.29 and the average negative effect value is 3.13 from 5 aspect of students" difficulty in English speaking, it can be concluded that there is a dominant aspect found in this study, the most dominant difficulty of students difficulties in speaking English is "Academic and conversational English skills and obstacles linguistic."

The similarity between the previous research and this research are that both want to identify students' difficulties in speaking English and the causes of the difficulties. The difference between the previous research and this research is in the method, the previous research used quantitative methods, while this research using qualitative methods.

Besides, the previous research also focused on Senior High School students, meanwhile this research focuses on College Students.

Thus, these previous studies above present a strong foundation for understanding students' difficulties in speaking English and the factors affecting them. Despite having the same objective, which is to identify students' difficulties in speaking English, these studies show significant differences in terms of research subjects, where the majority of the studies are focused on the school level, while the research at the higher education level is still relatively limited. Therefore, this study is expected to be a significant contribution in filling the existing research gap and providing a deeper insight into students' difficulties in speaking English at the higher education level.

B. Some Pertinent Ideas

1. Speaking Skills Definition

Speaking are identified as one of the four language skills (reading, writing, listening, and speaking). Tran (2024), states that speaking is a fundamental aspect of human communication, enabling individuals to convey their thoughts, feelings, and ideas effectively. Speaking is a tool that students use to communicate with others to achieve certain goals or to express their opinions, intentions, expectations, and perspectives (Torkey, 2006). In other side, Brown (2007) described that Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing

information. Therefore it can be concluded, speaking is an oral activity when an individual conveys opinions, suggestions, information, and even criticism.

Guebba (2021) said that speaking is the physical realization of ideas, concepts, and assumptions that exist in the human schema. It allows others to understand and respond to those ideas. By speaking, one can convey their intentions more effectively, build social relationships, and reach communicative goals.

In Indonesia, English is a foreign language (EFL) because Indonesian citizens are not using English in their daily communication (Normawati., et al (2023). EFL learners are considered proficient in English if they master the four communication skills: listening, speaking, reading and writing. Among the four skills that learners must master, speaking is considered one of the most important language skills. Normawati., et al (2023) also explain that speaking in the context of English as a Foreign Language (EFL) is generally defined as an interactive process of constructing meaning through producing, receiving, and processing spoken language. It involves not only the physical act of producing sounds but also the use of appropriate vocabulary, grammar, pronunciation, intonation, and fluency to communicate effectively and meaningfully with others.

2. English Speaking Aspects

In order to achieve speaking expertise, students need to master several aspects of speaking. Brown, (2012) suggests these aspects are pronunciation, vocabulary, accuracy, fluency and comprehensibility.

a. Pronunciation

The pronunciation is a foundational spoken language aspect that involves the articulation and correct pronunciation of speech sounds, words, and sentences. Pronunciation holds an essential role in effective communication, since it allows the listener to understand the message intended by the speaker. Pronunciation is the act of producing speech sounds accurately and effectively. Pronunciation covers the physical aspects of sound production, phoneme usage, as well as nuances of intonation and stress (Rizki, 2024). A clear and accurate pronunciation improves communication and understanding in spoken language.

b. Vocabulary

Vocabulary is a fundamental aspect of language and communication, which includes a variety of words and expressions that people use to express meaning, thoughts and ideas. Vocabulary is also a crucial component of effective communication, language proficiency, and the ability to navigate and understand the complexities of spoken and written language.

c. Fluency

Language fluency refers to the ability to smoothly, accurately, and effectively communicate in oral and written forms without hesitation or distraction. This is a multifaceted skill that involves not just speed delivery, as well as coherence, confidence, and overall communication quality.

d. Accuracy

In the context of language and communication, accuracy means the correctness and precision with which someone uses words, grammar, pronunciation, and other linguistic features to convey the intended meaning clearly and error-free. It is a foundational element of effective communication and language proficiency, which requires careful attention and continuous refinement.

e. Comprehensibility

Comprehensibility refers to how well a speaker can be understood by the listener, focusing on the ability to grasp the meaning of what is being said despite possible errors in pronunciation, grammar, or vocabulary. It involves the speaker's capacity to understand and respond appropriately in conversation, even when the language is not perfect.

One of the rubric models that can be used to assess speaking skills is the rubric developed by Brown, (2012). This rubric covers some of the important aspects of speaking skills previously discussed.

Table 1. Speaking Rubric Scores by H. Douglas Brown (2012)

Scores	Pronunciation	Vocabulary	Accuracy	Fluency	Comprehensibility
1	Very unclear pronunciation with many errors	Very limited vocabulary, with many errors	Very poor grammar accuracy, with many errors	Very disjointed speech, slow	Very difficult to understand, many confusions
2	Somewhat difficult to understand, with some errors	Limited vocabulary, with some errors	Poor grammar accuracy, with some errors	Somewhat disjointed speech, slow	Somewhat difficult to understand, some confusions
3	Pronunciation is clear enough, with some errors	Vocabulary is reasonably wide, with some errors	Accuracy of grammar is reasonably good, with some errors	Speech is reasonably fluent, sometimes disjointed	Reasonably easy to understand, sometimes confused
4	Clear pronunciation, with few minor errors	Wide vocabulary, with few errors	Good grammar accuracy, with few errors	Fluent speech, rarely disjointed	Easy to understand, rarely confused
5	Very clear pronunciation, almost no errors	Very wide vocabulary, almost no errors	Very good grammar accuracy, almost no errors	Very fluent speech, almost no pauses	Very easy to understand, no confusion

In terms of speaking skills in English, one of the important aspects is classroom speaking. Classroom speaking can be an indicator of general speaking ability, since students can practice their speaking skills in a controlled situation. According to Brown (2004), there are five basic types of classroom speaking performance, they are:

1) Imitative

In this specific form of speaking assessment, the primary criterion under evaluation is the capacity to replicate the pronunciation of individual words, phrases, and sentences with precision. The act of imitation in this context is not intended to facilitate meaningful interaction but rather to concentrate on a specific aspect of linguistic form. An illustrative instance of this type of imitative speaking test is the task where individuals are asked to repeat words exactly as they are presented to them.

2) Intensive

Intensive speaking, which extends beyond mere imitation, encompasses any speaking activity aimed at honing specific phonological or grammatical aspects of language. Examples of intensive assessment tasks include engaging in dialogues and completing sentences, reading passages aloud, responding to specific prompts, and participating in activities where pictures serve as cues. These tasks are intended to provide focused practice and refinement of language skills, emphasizing particular linguistic elements.

3) Responsive

Responsive assessment tasks involve evaluating a person's ability to interact and comprehend in a testing context. However, these tasks typically encompass relatively brief exchanges, such as basic greetings, simple small talk, making straightforward requests, and offering basic comments. Examples of responsive speaking tasks include tasks like rephrasing or summarizing information, providing directions or instructions, and engaging in question-and-answer sessions. These tasks are designed to assess an individual's capacity to engage in basic conversational interactions and to gauge their understanding of the language being used.

4) Interactive

Interactive speaking shares similarities with responsive speaking, but the key distinction lies in the depth and complexity of the interaction. In interactive speaking tasks, conversations can be longer and involve more intricate exchanges, sometimes including multiple participants. These interactions serve two primary functions:

- (1) Transactional Language: This form of interaction is primarily geared towards conveying or exchanging specific information. Its purpose is to transmit facts or data efficiently.
- (2) Interpersonal Exchanges: In this type of interaction, the emphasis shifts towards nurturing social relationships rather than simply

transmitting information. The goal is to maintain and foster social connections.

5) Extensive (Monologues)

Extensive oral production tasks encompass activities like delivering speeches, oral presentations, and narrating stories. These tasks typically provide limited opportunities for listeners to engage in oral interaction, often restricted to nonverbal responses or none at all. In terms of language style, extensive tasks tend to be more thoughtful and formal, often involving planning and preparation. However, it's worth noting that there are instances of informal monologues within this category, such as casually recounting personal experiences like a vacation in the mountains, sharing a recipe for a delicious pasta dish, or summarizing the plot of a novel or movie.

3. The Difficulties of Speaking English and The Factors

Brown (2012) identifies several key difficulties and factors student face in speaking English:

a. The Difficulties of Speaking English

1) Pronunciation

English pronunciation differs notably from many learners' native language. Causing confusion and difficulty in producing correct sounds. Differences in phonetic sounds between English and the students' mother tongue make correct pronunciation challenging. English has more vowel

sounds and different stress patterns compared to many native languages, causing difficulty in adaptation.

2) Vocabulary

Lack of Vocabulary: Students often struggle to find the right words to express their thoughts, which hampers their ability to speak fluently and coherently.

3) Grammar/Accuracy

Constructing grammatically correct sentences is difficult due to differences in syntactic rules between English and the students' first language. This lack of grammar knowledge affects their speaking ability.

4) Fluency

Students tend to hesitate, produce pauses, and have fragmented speech due to problems in retrieving vocabulary and encoding grammatical forms while speaking.

b. The Factors of Speaking English Difficulties

1) Linguistics Obstacles

Linguistic obstacles are obstacles in languages such as grammar error when speaking English. Not good structure when using English. Problem with vocabulary and grammar when talking with teacher. And then error pronunciation (Bygate, 2008).

2) Shyness and Anxiety / Inhibition

Fear of making mistakes, being laughed at, or speaking in front of others leads to reluctance to speak. Low self-confidence and insufficient

motivation also reduce students' willingness to practice speaking. Many students encounter inhibitions and self-doubt when attempting to learn spoken English. These feelings arise from fear, shame, and the potential for embarrassment, especially when they make pronunciation mistakes that may lead to ridicule or criticism from classmates (Ur, 1996).

3) Mother Tongue Use / Interference

Students often revert to their native language, which limits their English speaking practice. When both students and educators habitually resort to their native language, it can create substantial obstacles for students trying to improve their English speaking abilities.

4) Lack of Practice Opportunity / Low or Uneven Participation

Insufficient exposure to English-speaking environments and lack of regular practice hinder speaking skill development. Occasionally, students choose not to engage actively in classroom activities, resulting in missed chances to enhance their spoken English skills.

5) Nothing to Say

Some students face challenges in articulating their thoughts in English due to a lack of vocabulary. This issue often arises from a limited understanding of the content being taught by their instructors.

6) Access to Speaking Opportunities

Access to speaking opportunities There is a growing awareness that individual learning is not an individual psychological process but also a social process. So it can be interpreted to speak English not for individuals but socially. Most students" speak less English outside the classroom and many do not participate in class.

When discussing speaking English difficulties, some linguists have identified characteristics of spoken language that can make speaking difficult. Brown (2001), suggest several characteristics of spoken language that make speaking difficult:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc., all from special problem in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

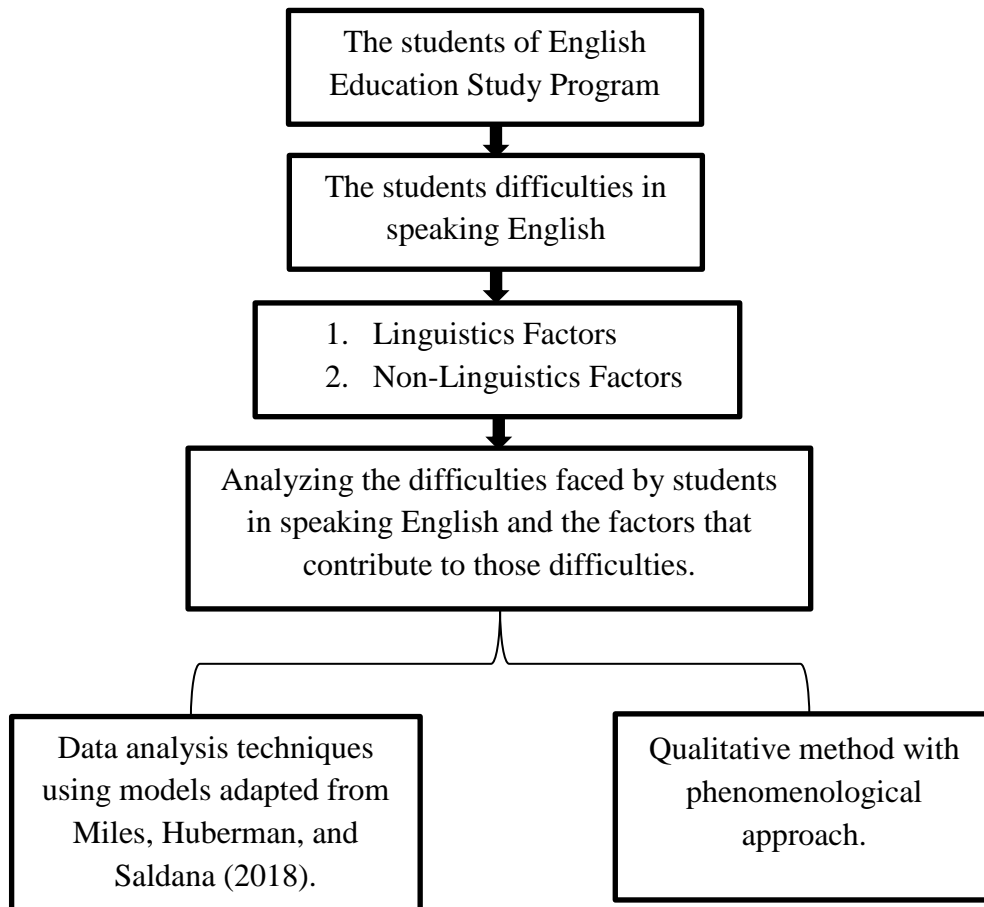
7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

C. Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Approach

This research utilized a qualitative method with a phenomenological approach. According to Hennink., et al. (2020), Qualitative research is a method that can identify issues from the perspective of research participants and understand the meanings and interpretations that they provide to behaviors, events, or objects, as well as to seek contextual understanding of phenomena, beliefs, process identification, and understand the context of people's experiences. Phenomenology is an approach began by Edmund Husserl and later developed by Martin Heidegger that seeks to study the lived human experiences and the way things are perceived and appear to the consciousness (Tuffour, 2017). Therefore, this research can present a more in-depth depiction of the research participants' subjective experiences.

B. Research Location

The location of this research is State Islamic College of Majene (STAIN Majene), Totoli Village, Banggae District, Majene Regency, West Sulawesi. The researcher choosing this college because based on the result of mini survey that researcher conduct on Google Forms towards 55 students of English Education Study Program at the State Islamic College of Majene, it shows that the college has a high number of English Education Study Program students who have difficulties or problems in speaking English. Therefore, the researcher conduct the

research on students' difficulties in speaking English at the State Islamic College of Majene (STAIN Majene), especially in the English Education Study Program. This research was conducted on June 2025.

C. Research Subject and Object

The subjects of this research are the students of Tarbiyah and Teacher Training Department at STAIN Majene. The department has four study programs, including Islamic Education, English Education, Islamic Education Counseling and Guidance, and Madrasah Ibtidaiyah Teacher Education. However, this research focuses on the students of English Education Study Program in the second, fourth, and sixth semester who have speaking English difficulties. Meanwhile, the object of this research are the issues to be studied, that are the students' difficulties in speaking English and the factors that contribute to those difficulties.

The researcher employs purposive sampling in the informants' selection due to the fact that each English Education student at STAIN Majene has a different level of speaking ability. The informants' characteristics required in this study are students of the English Education Study Program who are still actively conducting lectures in the classroom, students who have experience speaking English in both academic and non-academic contexts, students who have difficulties in speaking English, students who have sufficient time to be interviewed and can provide honest and in-depth answers, as well as willing to share experiences regarding the difficulties they face in speaking English and the factors that contribute to the difficulties, which can provide valuable information

for the research. Therefore, the participants of this study are appropriate for using purposive sampling in which purposive sampling is a deliberate selection of informants based on their ability to explain a particular theme, concept, or phenomenon (Robinson, 2024).

D. Research Instruments

The instruments of this research are observation and interview. The observation is carried out through direct observation with fieldnotes to collect data regarding the phenomenon under study. Fieldnotes is used to capture relevant information, including descriptions of the activities observed and the interactions between the participants in speaking English. In addition, interviews is conducted by employing semi-structured interviews to collect data on participant's experiences and perceptions.

E. Procedures of Collecting Data

In this study, the data was obtained through several data collection techniques, that are the observation and interview. The observations is conducted to collect data on respondents' behavior and activities. Interview was implemented to obtain data on respondents' experiences, opinions, and perceptions.

1. Observation

According to Kumar & Sharma (2023), The observation is a data collection method that is described as a method for observing and describing the subject's behavior, and involves basic technique of simply observing phenomena until some hunch or insight is gathered. Observation taken by the researcher in order to understand the participants' interactions

in English speaking situations. The observations is conducted directly and indirectly, i.e. through direct observation experience in the classroom when the speaking process is ongoing and analysis of video or audio recordings that taken during the direct observation.

Before the observation is held, the observer asked for permission from the lecturer of the speaking course to observe during the class. Once permission is granted, the researcher observed using field notes and audio recording techniques while the students are speaking. While the class is in session, the observer took notes on relevant data needed for the research, namely the students' difficulties in speaking English.

2. Interview

The researcher conduct interview with participants in order to find out the difficulties they faced in speaking English. Interview is a data collection technique through a question and answer process between the researcher and the respondents to obtain information. The purpose of this interview is to gain an in-depth perspective, instead of factual or abstract information (Osborne & Grant-Smith, 2021). The researcher conduct a question and answer process with three English Education students in each class who have difficulty in speaking English. The researcher utilized one type of interview structure, that is semi-structured interview, which allows new questions to be developed due to the answers provided by the respondent in order to explore more in-depth and extensive information.

The first step that researcher's take before conducting interviews with informants are asking permission and providing research information sheets to participants. After the interviewees agree to be interviewed, in the next step the researcher give a research participation concent form to the participants to sign as as one of the research data needs. Then, the participants were interviewed one by one face-to-face with audio-recorded or WhatsApp voice note during the interview to ensure that all information provided by the participants can be captured properly.

F. Techniques of Data Analysis

After collecting data through observation and interview, the next stage is analyzing the data in order to obtain a deeper comprehension of the students' difficulties in speaking English. This research will employ data analysis techniques from Miles, Huberman, & Saldana (2018), which includes data condensation, data display, as well as drawing and verifying conclusion.

1. Data Condensation

The initial technique for analyzing data in this research is data condensation. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. (Miles., et al., 2018). In this case, the researcher will implement the process of selecting the data to be taken appropriately for research needs.

2. Data Display

After the data has been condensed, the next step is data display. According to Miles et al., (2018), Data display is an organized and dense collection of information, which allows analytic reflection and action. Through the data display, it is possible to perceive what is currently happening and do something whether it is further analyzing or taking action-based on that perceived understanding. The presentation can be presented in the form of a short description. Therefore, researchers carried out the data collection process by organizing the data to be more systematic.

3. Conclusion Drawing/Verification

The data that has organized was arranged systematically in narrative form. The data is concluded until the meaning of the data can be found in the form of arguments. The conclusions are also verified during the research conducted.

G. Data Validity Testing

In this study, the data validity tested by applying the triangulation technique. Noble and Heale (2019), described that triangulation refers to the process which helps to enhance the research credibility and validity. It could be defined that triangulation research basically aims to validate the research results. (Bans-Akutey & Tiimub, 2021). Thus, the researcher can ensure that the data collected is accurate and trustworthy by using triangulation technique. In addition, triangulation technique can also reduce bias and increase data validity.

The type of triangulation that used in this research is data triangulation. Data triangulation refers to the use of several data sets to investigate a phenomenon, and data triangulation is frequently misinterpreted as methodological triangulation (Donkoh et al., 2023). Data triangulation involves using multiple sources of data to ensure that the data collected is consistent and valid. In this research, data was obtained through observation and interview. Reviewing the data from the three sources (observation, observation recordings, and interview), the researcher could be sure that the data collected is both accurate and reliable.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion, which aim to answer the research questions and fulfill the research objectives outlined in chapter one.

A. Findings

The findings of this research provide answers to the research questions mentioned in Chapter One. This research was conducted at the State Islamic College (STAIN) of Majene, West Sulawesi. The data for this study were collected through observation and interview techniques.

The observation was conducted to identify the students' difficulties in speaking English and helped the researcher in selecting the interview respondents. The researcher observed two speaking courses, which are Public Speaking in the second semester as well as Debate and Critical Speaking in the fourth semester. Whereas, the selection of interview respondents in the sixth semester class used the score of Debate and Critical Speaking course in the fourth semester. This is due to the sixth-semester students no longer having speaking courses the sixth semester. The researcher determined the interview respondents by identifying students who had difficulties in speaking English and had the lowest speaking ability. The observation showed that there were nine students who have difficulties in speaking English and their speaking ability was still substandard. Therefore, based on the observation results, it can be concluded that the students difficulties in speaking English are error in pronunciation, limited vocabulary, low

grammatical accuracy, and lack of fluency. Additionally, there are nine students correspond to the interview respondent criteria of this study.

Semester	Courses	Types of Speaking Performance	The Difficulties	The Factors
2	Public Speaking	Extensive	Error in Pronunciation	1. Inhibition 2. Mother Tongue Interference
			Limited Vocabulary	1. Linguistics Obstacles
			Lack of Fluency	1. Linguistics Obstacles 2. Inhibition
4	Debate and Critical Speaking	Interactive	Error in Pronunciation	1. Linguistics Obstacles 2. Inhibition 3. Mother Tongue Interference
Limited Vocabulary			1. Access to Speaking Opportunity	
6			Low Grammatical Accuracy	1. Linguistics Obstacles
			Lack of Fluency	1. Linguistics Obstacles 2. Inhibition

Table 2. The Findings of Research

Based on table 2 above, it can be seen that students encounter various difficulties in speaking English during each semester, either in Public Speaking or Debate and Critical Speaking courses. The difficulties commonly found include errors in pronunciation, limited vocabulary, lack of fluency, and low grammatical accuracy. The factors that lead to these difficulties include linguistic obstacles, access to speaking opportunity, mother tongue interference, and shyness or

anxiety (inhibition). As the semester level increases, the types of difficulties become more sophisticated, reflecting the higher demands of oral and interactive communication in English language learning.

After selecting the interview respondents from the observation results, the researcher interviewed three students in each semester, in the second, fourth, and sixth semesters, who had difficulties in speaking English and achieved relatively low scores in speaking. The interview contains twelve main questions and several follow-up questions. The interview was held for approximately five to ten minutes face-to-face with voice recording in each respondent. The results of these interview aims to gain the perceptions of English Education study program students regarding the difficulties they experience when speaking English and the factors that contribute to those difficulties. The results of this study are classified into two types of classroom speaking performance: the extensive type, implemented in the Public Speaking course during the second semester, and the interactive type, employed in the Debate and Critical Speaking course during the fourth and sixth semester. The following are the research results:

1. Public Speaking (Extensive)

The results of this study begins with an analysis of students' difficulties in speaking English in the Public Speaking class, which implements the extensive classroom speaking performance type, where students are allowed to express extensively and in depth about a topic. Based on the observations carried out, the researcher found that overall, the students' English speaking performance in the class that applied the

extensive type showed relatively good outcomes. However, some weaknesses still need to be improved, including phonological errors in pronouncing English words correctly. In addition, some students still struggle with speaking English fluently, which means they still stammer and pause for an extended time in the middle of their speech. They also still ignore the meaning of what they conveyed, so that the comprehensibility is insufficient, as they focus more on the rote rather than understanding the meaning of the words delivered. The results of this study are also supported by the interviews results, which show the correspondence between the observation data and students' experiences in speaking English. The students' difficulties in speaking English in this class include the following:

a. Error in Pronunciation

Based on the observations conducted, the researcher discovered that one of the difficulties of students in speaking English lies in the aspect of pronunciation. Throughout the speaking process, it was seen that overall is good in pronunciation but there are a few students still experienced errors in pronouncing certain English words, such as “because”, “was”, “also”, “picture”, “all”, “justice”, and so on. Furthermore, the results of the interviews also revealed that some students admitted that they felt pronunciation was a difficult aspect to master in English. The factors that influence students' difficulties in speaking English, notably in the aspect of pronunciation, are as follows:

1) Inhibition

N: "E... like being shy hehe, afraid of being wrong. If there is a lecturer, sometimes I am shy. But if there is no lecturer, I'm not shy at all hehe."

Based on the respondents' answers, it suggests that students find difficulties in the pronunciation aspect of speaking English due to embarrassment and fear of being wrong. This implies that inhibition is one of the factors that affect the students' English speaking skills, especially in pronunciation. The feeling of embarrassment and fear of being wrong may cause the students to become unconfident and doubtful in pronouncing English words, thus hindering their speaking ability. Therefore, inhibition can be considered as one of the factors contributing to students' difficulty in speaking English.

2) Mother Tongue Interference

NM: "When I communicate with my lecturers, I often use Indonesian. Very rarely use English."

According to the argument above, when communicating with lecturers, the students preferred to use their mother tongue instead of English. It can be seen that mother tongue interference also caused students to find it difficult to pronounce English words, as they rarely used English words in conversation. Subsequently, it can be claimed that students' difficulties in speaking English in the pronunciation aspect are also due to mother tongue interference.

b. Limited Vocabulary

Through the observation, the researcher noted that students' difficulties in speaking English were also associated with vocabulary. When they speak English, their vocabulary is quite extensive due to the memorization of the script they have prepared. However, the interview results showed that some of them also felt that their vocabulary was still limited, even very limited. The following are the factors of students' difficulties in speaking English, especially in terms of vocabulary.

1) Linguistics Obstacle

NM: "Sometimes my difficulty is, because my vocabulary is lacking, my vocab is very limited. Yes, that's it. So if I want to speak, I say, what is this in English?, like that."

NA: "Well, sometimes the vocab is a lot unfamiliar, right? We need to increase the vocab. Because if we don't, then we'll face difficulty with it."

In line with the results of interviews with these respondents, it revealed that students experience significant difficulties in the vocabulary aspect when speaking English due to the limited vocabulary they have. It leads them to face difficulty finding the right and appropriate words to use in speaking English. Subsequently, it can be concluded that linguistic factors, especially vocabulary limitations, are one of the main factors of students' difficulties in speaking English.

c. Lack of Fluency

The observation results of this study suggest that students' difficulties in speaking English are also related to fluency. Some students

still have difficulty in fluently expressing their thoughts in English, which is identified by stammering and sometimes pausing in the middle of the speaking process, even for quite a long time. The results of the interviews that were held also confirmed this finding, in which there were a few students who stated they felt they were still not too fluent in speaking English. As mentioned in the respondents' comments quoted from the interview transcripts as follows:

1) Linguistics Obstacle

N: "Maybe it's fluency. Because of the lack of practice because of the limited time, as well as limited vocabulary, and pronunciation skills are not good enough."

Corresponding to the interview results above, it can be noted that students experience difficulties in the fluency aspect of speaking English due to lack of practice and limited vocabulary, as well as poor pronunciation.

2) Inhibition

NA: "More specific... e.... I think actually e... the main factor is the vocab problem. Also... e... if we are speaking, we have to be confident too, especially in front of people, right? We have to be confident. So e... the same thing, because of being insecure, sometimes being insecure, seeing our friends are better than us, so we are over thinking. A lot of thinking that... e... what? Will it be good?"

NM: "In front of the audience I'm not fluent because, yes, maybe I'm nervous, that's true. And, sometimes I also speak, daily conversation, it's not bad. But I have to memorize the vocab first. I have to think about the vocab for that, what is this in English?"

As mentioned by respondents before, it can be identified that one of the difficulties in speaking English is in the aspect of fluency. The factors which affect this difficulty include lack of vocabulary, low of confident, and nervousness when speaking English. These low of confident and nervousness can be categorized as inhibition, which is one of the psychological factors that affect English speaking ability. Hence, it can be concluded that students' difficulties in speaking English are not only caused by linguistic vocabulary factors, but also psychological factors such as inhibition.

2. Debate and Critical Speaking (Interactive)

This research also investigated students' difficulties in speaking English in a Debate and Critical Speaking class that implements the Interactive Classroom Speaking Performance type, where students are supposed to interact actively and critically with the debate participants or the audience. Based on the observations conducted, the researcher found that, as a whole, the students' English speaking performance in the class that applied the interactive type was also fairly good. Nevertheless, some disadvantages still need to be addressed, such as errors in pronouncing certain English words correctly. Moreover, several students felt that their vocabulary was still limited, thought that grammar was difficult, and there were still students who had difficulties in speaking English fluently, namely, stammering and pausing in the middle of the speaking process. The results of this research are also supported by the interview results,

which demonstrated students' perceptions of their experiences in speaking English. The students' difficulties in speaking English in this class include the following:

a. Error in Pronunciation

Corresponding to the observations undertaken, the researcher found that one of the students' difficulties in speaking English is the pronunciation aspect. During the speaking process, it was seen that some students still encountered mistakes in pronouncing several English words, like “become”, “result”, “talk”, “early”, “exist”, and etc. Additionally, the interview results also revealed that some students admitted that pronunciation was a difficult aspect to master in speaking English. The factors that contribute to students' difficulties in speaking English, especially in the aspect of pronunciation, are elaborated as follows:

1) Linguistics Obstacle

H: “Because especially in English, it was difficult, difficult to pronounce sentences in English. That's my difficulty due to lack of vocabulary, and lack of confidence.”

The statement above shows that students find pronunciation difficult due to lack of English vocabulary. Not only her, other respondents also have the same opinion. Here are the responses from other respondents:

BKA: “Hmm I personally think it's a little difficult. Because e.. I still lack a lot of vocabulary, and ... e... lack of confidence in speaking in front of people.”

The responses from these respondents indicate that students' difficulty in speaking English in the pronunciation aspect is caused by the lack of vocabularies. Therefore, It could be concluded that lack of vocabulary can lead to difficulties in speaking English, specifically in the pronunciation aspect.

2) Inhibition

H: "Maybe... congenital, inborn because when I perform in public or speak in public, um... I feel like... panic, like hot and cold, nervous."

The argument above shows that students have difficulties in speaking English particularly in the pronunciation aspect because sometimes the students feel panic, hot and cold, and nervous which makes them feel difficult in pronouncing English words. This was also felt by other respondents, as follows:

Nd: "E... In my opinion, it's difficult. Because my pronunciation is also lacking, sometimes people also comment on it, and then it becomes my obstacle, my grades too, plus I'm still kind of stiff."

Apart from that, one of the informants above also mentioned the difficulty factor, stating that her pronunciation was hindered by criticism from others, including friends. It proved that Inhibition is one of the factors of difficulties students face in speaking English, particularly in terms of pronunciation.

3) Mother Tongue Interference

R: "And... pronounce is different from the writing the reading is also different, right? Especially when pronounced kak, so it's

like difficult, sometimes it's like we mix, sometimes we read the written word."

SAK: "When I reply, it's frequently in Indonesian, but sometimes there's a little mix of English, just a little bit."

As argued by the interviewees' responses above, it reveals that students' difficulty in speaking English is in pronunciation. The factors stem from the difference between written and pronounced words in English. Consequently, students sometimes mix their mother tongue with English, and even use the Indonesian method of reading English words, which involves reading them as written.

In addition, students also mostly use Indonesian when communicating with lecturers, which means their mother tongue. Therefore, it can be claimed that students' difficulties are also due to mother tongue interference.

b. Limited Vocabulary

According to observation result, the researcher noticed that students' difficulty in speaking English is also related to vocabulary. The moment they were speaking English, it was seen that some students occasionally still lacked vocabulary. In addition, the interview results show that some students have mentioned feeling their vocabulary is still limited, and even highly limited. Below are the factors of students' difficulties in speaking English, particularly in vocabulary:

1) Access to Speaking Opportunity

NAA: "Confident, and limited vocabulary make speaking English difficult. For instance, vocabulary may have been memorized and used, but due to lack of speaking practice, when I want to use it again I usually forget the vocabulary and it affects my performance in speaking English."

As stated by one of the respondents quoted from the initial mini-survey results. It indicates that the difficulty experienced by students in speaking is the lack of vocabulary due to a lack of practice. In this case, it can be seen that students have difficulty in speaking, specifically in the vocabulary aspect, because the students lack speaking practice. Therefore, sometimes students find it difficult when they encounter new or unfamiliar vocabulary. As the opinion of one of the respondents below:

RS: "Sometimes it's difficult if e... find new vocab again."

Based on the previous perspective, it could be said that it is true that students encounter difficulties with the vocabulary aspect once they find unfamiliar vocabulary, thus hindering the students' ability to communicate effectively and fluently in English.

c. Low Grammatical Accuracy

Through observation, the researcher identified that students had difficulty in the accuracy of grammar aspect when speaking English, which was characterized by the presence of grammatical errors that still occurred frequently. This observation shows that students need to improve their ability to use proper grammatical structures in speaking English. The

interview results also reinforce the findings, where students explicitly revealed that they still have difficulties in understanding and applying grammar rules correctly in speaking English. The factors are listed as:

1) Linguistics Obstacle

BKA: "Yes, it's a bit difficult, because every tense depends on the time and context. Sometimes it's also like... back and forth, not enough mastery too."

R: "In terms of grammar, there are a lot of things like sentence structure, the tenses, sentence formation again, it has to be appropriate. So it's like difficult for me."

Based on the respondents' statements above, it confirms that students' difficulties in speaking English in the grammar aspect refer to difficulties that arise due to differences in language structure, grammatical rules, or linguistic features between English and the previously mastered mother tongue, that is, Indonesian. In terms of this situation, difficulties in comprehending and using the correct tenses in English are a category of difficulties from linguistic obstacles.

d. Lack of Fluency

The observation results of this research shows that students' difficulties in speaking English also lie in the fluency aspect. Several of the students still have difficulties in expressing ideas fluently in English, which is characterized by stammering and pausing occasionally in the middle of the speaking process. All the same, the results of the interviews conducted also confirm this finding, with a few students stating that they feel they have not reached the expected level of fluency in speaking

English. As stated in the respondents' opinions quoted from the following interview transcripts:

1) Linguistics Obstacle

SAK: "E for me, I'm not too fluent, not too fluent. Em... usually it's like, I think I lack, sometimes I lack topics or vocab."

Corresponding to the interview result, this factors of difficulty can be identified as linguistic obstacles, which include limited vocabulary and pronunciation errors. Therefore, it could be implied that linguistic obstacles are one of the factors that affect the students' difficulties in speaking English, particularly in the fluency aspect.

2) Inhibition

Nd: "During presentations, during teaching practice, what are the difficulties? In teaching practice, I find it difficult to speak because sometimes we have to speak full in English, so I feel nervous, so I stammer."

RS: "Maybe when I find it very difficult it's when I'm told to present because... e... whatever is it called? It's e... I'm an introvert, so it's like I'm always nervous so, even though sometimes I practice and practice, but when I perform, I'm still nervous."

As mentioned by these respondents above, it can be identified that one of the difficulties in speaking English is in the aspect of fluency. The factors which affect this difficulty is nervousness when speaking English. This nervousness can be categorized as inhibition, which is one of the psychological factors that affect English speaking ability. Hence, it can be concluded that students' difficulties in

speaking English are not only caused by linguistic vocabulary factors, but also psychological factors such as inhibition.

The findings of this study revealed that the students of the English Education Study Program encountered several difficulties in the English speaking aspect, which includes pronunciation, vocabulary, accuracy of grammar, and fluency. However, the most significant difficulties lie in the vocabulary and fluency aspects, in which most of the students experience limited vocabulary and a lack of fluency in speaking English. Further analysis shows that these difficulties were caused by several factors, including: linguistic obstacles (lack of vocabulary and pronunciation), shyness and anxiety (inhibition), mother tongue interference, and lack of speaking opportunities/practice. Thus, this study highlights the importance of understanding the difficulties faced by students in speaking English and the factors that contribute to them, so that effective strategies can be developed to improve their speaking skills.

B. Discussion

Based on Brown's (2004) classification of classroom speaking performance, this study discovered that two types of speaking performance were implemented in the class, namely, extensive speaking performance in the Public Speaking class and interactive speaking performance in the Debate and Critical Speaking class. The analysis indicated that in each of the speaking performance types, students experienced several difficulties in speaking English.

During the observation in the class that implemented the extensive speaking performance, the researcher found that students' difficulties in speaking English consisted of errors in pronunciation, lack of vocabulary, and lack of fluency. Errors in pronunciation are often marked by some students, who sometimes still mispronounce certain English words, such as "because," "was," "also," "picture," "all," "justice," and others. Lack of vocabulary is characterized by the use of a single word repeatedly. The lack of fluency was evident in some students who occasionally stammered and paused for an extended period in the middle of speaking English.

Whereas the results of observation carried out in the class that employs the interactive speaking performance revealed several students' difficulties in speaking English, including errors in pronunciation, limited vocabulary, low grammatical accuracy, and lack of fluency. Errors in pronunciation is identified by the fact that there are some students who sometimes still experience mispronunciation on a few English words like "become", "result", "talk", "early", "exist", etc. Lack of vocabulary is marked by some students who sometimes use the same word over and over again. Low grammatical accuracy is actually not seen as a difficulty, but from the interview results, there are students who feel they still have a lacks in accuracy of grammar. Meanwhile, the lack of fluency is indicated by some students who still stammer and sometimes there is still pausing in the middle of the speaking process. As the semester level increases, the types of difficulties become more sophisticated, reflecting the higher demands of oral and interactive communication in English language learning.

The results of this study show that students experience difficulties in speaking English, which are reflected in four main areas, namely error in pronunciation, limited vocabulary, low grammatical accuracy, and lack of fluency. The results of this research are in line with the results of previous research conducted by Fhonna & Yuthika (2023) which revealed that the students' difficulties in speaking English are obstacles in grammar, fluency, pronunciation, and vocabulary. This confirms that students encounter difficulties in speaking English in terms of pronunciation, vocabulary, grammar accuracy, and fluency aspects.

The pronunciation difficulties are evident from the mispronunciation of English words that the students frequently perform. It is aligned with the results of the research by Handini, et al. (2021) which also states that students' difficulties in speaking English are the students have difficulties in pronouncing certain words. Furthermore, difficulties in vocabulary are related to the limited vocabulary that students have, making it difficult for them to find the right words to express their ideas. In addition, it is also supported by other research carried out by Saputra, et al. (2023), who pointed out that lack of vocabulary is one of the difficulties that students faced in speaking English. Grammar difficulties are also an obstacle for students in expressing ideas effectively, and fluency difficulties can be seen from the habit of stammering and pausing in the middle of the speaking process.

Several factors that caused the students' difficulties in speaking English can be identified as linguistic obstacles, inhibition, access to speaking opportunities / practice, and mother tongue interference. Linguistic obstacles are

one of the main factors of students' difficulty in speaking, because they still have difficulty in mastering aspects of English such as pronunciation, vocabulary, and grammar. Saputra, et al. (2023), also found that linguistic obstacle is one of the factors of students' difficulty in speaking English. Inhibition is also a significant factor, as students often feel insecure in expressing ideas in English. Inhibition such as a lack of confidence affects students' difficulties in speaking English. Some students feel unconfident in expressing their ideas in English as they fear making mistakes.

Moreover, a lack of practice opportunities is also a problem for students in improving their speaking skills. The students usually have fewer opportunities to practice English speaking, which makes it difficult for them to improve their speaking skills. Fitri's (2019) research findings is in line with this factor, which shows that students' difficulties in speaking English are due to the lack of opportunities to speak English.

The mother tongue interference is also one of the factors that cause students' difficulties in speaking English. This statement is align with Puspita Sari, et al. (2023) which found that the use of mother tongue is part of the factors that make it difficult for students to speak English. The influence of mother tongue often makes it difficult for students to pronounce English words correctly and express their ideas effectively. Hence, it is necessary to enhance students' speaking ability, such as providing more speaking practice opportunities, as well as giving support and motivation to increase their confidence in using English.

Based on the previous discussion, it can be inferred that this study reveals the students' difficulties in speaking English are caused by several factors, including linguistic obstacles, inhibitions, access to speaking opportunity / practice, and the mother tongue interference. These findings indicate that pedagogical interventions should be tailored to the speaking type: interactive speaking classes may benefit from activities that develop spontaneous vocabulary use and real-time fluency, while extensive speaking classes should focus on pronunciation enhancement and strategies to manage anxiety during delivery. Thus, it is expected that students can improve their English speaking skills and become more confident in using English in various situations.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings of this study, several conclusions in this research can be drawn as listed:

1. This study aims to investigate the difficulties faced by English Education students at STAIN Majene in speaking English and the factors that caused the difficulties. This research used a qualitative method with a phenomenological approach. Field notes observation and semi-structured interviews were used by the researcher in collecting the data. The interview consisted of twelve main questions and several supporting questions. In addition, researchers used data analysis techniques adapted from Miles, Huberman, & Saldana (2018), which are data condensation, data display, and conclusion drawing. The data was obtained from three courses: two from the Debate and Critical Speaking classes, one from the Public Speaking class, and interviews with students. The researcher conducted classroom observations in one meeting of the Public Speaking class and two meetings of the Debate and Critical Speaking classes. The observation reveals significant differences in speaking performance type between the two courses. Following Brown's (2004) classification of classroom speaking performance, Debate and Critical Speaking classes are categorized as interactive speaking, which involves the information

exchange between speakers, as in debates, with more interaction between speakers. Meanwhile, Public Speaking classes are identified as extensive speaking, which involves students focusing on explaining a specific topic, as in presentations or storytelling, with minimal interaction between the presenter and the audience.

2. The findings of this research reveal that in the class that implemented the extensive speaking performance, the researcher found that students' difficulties in speaking English included errors in pronunciation, lack of vocabulary, and lack of fluency. Errors in pronunciation are often marked by some students, who sometimes still mispronounce certain English words, such as "because," "was," "also," "picture," "all," "justice," and others. Lack of vocabulary is characterized by the use of a single word repeatedly. The lack of fluency was evident in some students who occasionally stammered and paused for an extended time in the middle of speaking English. Meanwhile, in the class that employs the interactive speaking performance revealed several students' difficulties in speaking English, namely, errors in pronunciation, limited vocabulary, low grammatical accuracy, and lack of fluency.
3. Further analysis shows that these difficulties were caused by several factors, including: linguistic obstacles (lack of vocabulary and pronunciation), shyness and anxiety (inhibition), mother tongue interference, and access to speaking opportunity/practice. This research indicates that students' difficulties in speaking English are not only due to

linguistic factors, but also psychological and environmental factors. Consequently, it is necessary to provide students with more opportunities to practice speaking, as well as support and motivation to increase their confidence in using English. Thus, it is expected that students can improve their English speaking skills and become more confident in using English in various situations.

B. Suggestions

Based on the conclusions drawn from the study results, the researcher hopes that the findings of this study will be beneficial and insightful for readers, particularly for lecturers, students, and other researchers in the field of English education. Apart from that, the researcher also offered suggestions to the readers, as follows:

1. The researcher suggested that college students should be more active in practicing speaking English, both inside and outside the classroom, as well as seeking opportunities to practice speaking English with native speakers or utilizing online media to enhance their English speaking skills.
2. The researcher suggests that lecturers could be more concerned about students' difficulties in speaking English and provide extra attention to students who have difficulty in speaking English.
3. For future researchers, the researcher suggests to conduct a study on the effectiveness of an English teaching method that can increase students' English speaking competence.

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APPENDICES

Appendix 1. Research Lisence



PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar

IZIN PENELITIAN

Nomor : 500.16.7.2/432/IP/VI/2025

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/435/VI/2025 Tanggal 17 Juni 2025 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a : ST. FATIHAH MR. NADIRAH ANGEL
Pekerjaan : Mahasiswi
N I M : 10256121031
Program Study/Jurusan : S1 Tarbiyah dan Keguruan
Universitas : STAIN Majene
Alamat : Baruga Kel. Baruga Kec. Banggae Timur
Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **“AN ANALYSIS OF STUDENTS’ DIFFCULTIES IN SPEAKING ENGLISH (A STUDY AT STAIN MAJENE WEST SULAWESI)”** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 19-06-2025
Kepala Dinas



Hj. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb.
Pangkat: Pembina Utama Muda
Nip. 196809281992032011

Appendix 2. Students' Interview Guidelines

INTERVIEW DRAFT FOR STUDENT (DRAFT WAWANCARA UNTUK MAHASISWA)

Objective: To identify the students' difficulties in speaking English and to identify the factors that contribute to those difficulties.

Respondent Identity

Name:

Semester:

WhatsApp:

Students' Personal Feelings	
1. Do you like or dislike speaking English? Why?	7. Are there any specific areas of English speaking that you struggle with, such as pronunciation, vocabulary, Grammar, Fluently, etc? Why?
2. How do you feel during speaking in class?	8. Have you ever felt embarrassed or self-conscious about speaking English in front of others? Why?
3. Do you think speaking is difficult? Why?	9. Are you afraid when your lecturer asks you to speak in English? Why?
4. Do you have difficulty in speaking? What are the difficulties? Why?	
5. Could you describe a specific situation where you struggled to express yourself in English?	
6. Do you find it difficult to pronounce words in English?	
Factors That Contribute to Those Difficulties	
What factors make you worry or hesitate when speaking English? Why?	
Speaking English Experiences	
1. What makes you feel comfortable or uncomfortable when you speaking in front of the class?	
2. Do you often use Indonesian when your lecturer asks you to speak in English?	

Appendix 3. Observation Sheet for Students' Difficulties

OBSERVATION RESULTS SHEET OF STUDENTS' DIFFICULTIES

LEMBAR HASIL OBSERVASI KESULITAN MAHASISWA

A. General Information

Date	June 16, 2025
Time	09.40 - end
Location	5 th Floor of TPD Building
Subject	Public Speaking
Class	TI.1 Class of 2024
Observer	St. Fatimah MR. Nadirah Angel

B. Students' Difficulties

No	Student's Initial Name	Pronunciation	Vocabulary	Accuracy	Fluency	Comprehensibility
1	RA	Pronunciation is clear with few minor errors (picture, conversation)	Vocabulary is reasonably wide	Good grammar accuracy	Somewhat disjointed speech, slow	Reasonably easy to understand, sometimes confused
2	LAA	Clear pronunciation, with few minor errors (usually)	Vocabulary is reasonably wide	Good grammar accuracy	Somewhat disjointed speech, slow	Reasonably easy to understand, sometimes confused
3	RA	Very clear pronunciation, almost no errors (would)	Vocabulary is reasonably wide	Good grammar accuracy	Fluent speech, rarely disjointed	Easy to understand, rarely confused
4	PR	Clear pronunciation, with few minor errors (was, has)	Vocabulary is reasonably wide	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Reasonably easy to understand, sometimes confused
5	NM	Clear pronunciation, with few minor errors (company)	Vocabulary is reasonably wide	Good grammar accuracy	Somewhat disjointed speech, pausing for an	Reasonably easy to understand, sometimes confused

					extended time, and slow	
6	N	Clear pronunciation, with few minor errors	Vocabulary is reasonably wide	Good grammar accuracy	Somewhat disjointed speech, very slow	Somewhat difficult to understand some confusion
7	NA	Clear pronunciation, with few minor errors	Vocabulary is reasonably wide	Good grammar accuracy	Somewhat disjointed speech, pausing for an extended time, and slow	Reasonably easy to understand, sometimes confused
8	DM	Clear pronunciation, with few minor errors (justice)	Vocabulary is reasonably wide	Good grammar accuracy	Somewhat disjointed speech, slow	Reasonably easy to understand, sometimes confused
9	NA	Clear pronunciation, with few minor errors (advancing)	Vocabulary is reasonably wide	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Easy to understand, rarely confused
10	H	-	-	-	-	-
11	W	Very clear pronunciation, almost no errors (sugar)	Vocabulary is reasonably wide	Good grammar accuracy	Fluent speech, rarely disjointed	Easy to understand, rarely confused
12	N	Very clear pronunciation, almost no errors	Vocabulary is reasonably wide	Good grammar accuracy	Somewhat disjointed speech, slow	Somewhat difficult to understand some confusion
13	MAS	Clear pronunciation, with few minor errors (also)	Vocabulary is reasonably wide	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Reasonably easy to understand, sometimes confused
14	NAF	Clear pronunciation, with few minor errors	Vocabulary is reasonably wide	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Reasonably easy to understand, sometimes confused
15	FA	Clear pronunciation,	Vocabulary is	Good grammar	Speech is reasonably	Reasonably easy to understand,

		with few minor errors (also)	reasonably wide	accuracy	fluent, sometimes disjointed	sometimes confused
16	NR	Clear pronunciation, with few minor errors	Vocabulary is reasonably wide	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Reasonably easy to understand, sometimes confused
17	MI	Very clear pronunciation, almost no errors (about)	Wide vocabulary	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Easy to understand, rarely confused
18	MBA	Clear pronunciation, with few minor errors (All)	Wide vocabulary	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Easy to understand, rarely confused

OBSERVATION RESULTS SHEET FOR STUDENTS' DIFFICULTIES

LEMBAR HASIL OBSERVASI UNTUK KESULITAN MAHASISWA

A. General Information

Date	June 04, 2025 and June 11, 2025
Time	08.00 – 09.40
Location	2 nd Floor TPD Building
Subject	Debate and Critical Speaking
Class	TI.1 Class of 2023
Observer	St. Fatimah MR. Nadirah Angel

B. Students' Difficulties

No	Student's Initial Name	Pronunciation	Vocabulary	Accuracy	Fluency	Comprehensibility
1	UA	Very clear pronunciation, almost no errors (early)	Wide vocabulary	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Easy to understand, rarely confused
2	MI	Clear pronunciation, with few minor errors	Vocabulary is reasonably wide	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Reasonably easy to understand, sometimes confused
3	BKA	Somewhat difficult to understand, with some errors	Vocabulary is reasonably wide	Grammar accuracy reasonably good	Speech is reasonably fluent, sometimes disjointed	Reasonably easy to understand, sometimes confused
4	HA	Very clear pronunciation, almost no errors (exist)	Wide vocabulary	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Easy to understand, rarely confused
5	NA	Very clear pronunciation, almost no errors	Vocabulary is reasonably wide	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Easy to understand, rarely confused
6	H	Pronunciation is clear	Vocabulary is	Grammar accuracy	Somewhat disjointed	Reasonably easy to understand,

		enough, with some errors	reasonably wide	reasonably good	speech, slow	sometimes confused
7	MKM	Very clear pronunciation, almost no errors	Wide vocabulary	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Easy to understand, rarely confused
8	S	Very clear pronunciation, almost no errors	Vocabulary is reasonably wide	Grammar accuracy reasonably good	Somewhat disjointed speech, slow	Reasonably easy to understand, sometimes confused
9	TA	Very clear pronunciation, almost no errors	Wide vocabulary	Grammar accuracy reasonably good	Speech is reasonably fluent, sometimes disjointed	Reasonably easy to understand, sometimes confused
10	RS	Somewhat difficult to understand, with some errors	Vocabulary is reasonably wide	Grammar accuracy reasonably good	Somewhat disjointed speech, slow	Reasonably easy to understand, sometimes confused
11	HA	Clear pronunciation, with few minor errors	Vocabulary is reasonably wide	Good grammar accuracy	Speech is reasonably fluent, sometimes disjointed	Easy to understand, rarely confused

Appendix 4. Students' Score Sheet

STUDENTS' SCORE SHEET OF SPEAKING COURSE

(LEMBAR NILAI MATA KULIAH SPEAKING MAHASISWA)

A. General Information

Subject	Debate and Critical Speaking
Class	TI.1 Class of 2022

B. Students' Score

No	Student's Initial Name	Speaking Course Score
1	AH	90
2	AR	90
3	AREF	80
4	NRS	90
5	R	90
6	PA	90
7	R	95
8	SAP	80
9	N	90
10	R	90
11	NAA	90
12	NLM	90
13	N	75
14	MH	90
15	MDS	80
16	AM	90
17	RD	80
18	NH	80
19	N	80
20	D	80
21	Z	80
22	S	80
23	R	75
24	F	75
25	SAK	75

The interview coding result information:

The Difficulties:

4. Errors in Pronunciation
5. Limited Vocabulary
6. Low Grammatical Accuracy
7. Lack of Fluency

The Factors:

1. Linguistics Obstacles
2. Inhibition
3. Mother Tongue Interference
4. Lack of Practice / Speaking Opportunities

Appendix 5. Students' Interview Results

1ST RESPONDENT

Name : N
Class : TI.1 Semester 2
Date & Time : June 16, 2025 at 12:37 WITA
Interviewer : St. Fatihah MR. Nadirah Angel

Interviewer : Kan tadi sudahki belajar speaking dan sudahki juga speaking, nah bagaimana perasaanta saat tampil diatas?

Respondent : Groggi, e... terus nervous

Interviewer : Ohh nervouski? Kenapa bisa?

Respondent : E... mungkin karena... tidak terbiasa hehe

Interviewer : Terus e.. apakah menurut anda speaking itu sulit?

Respondent : Hmm... menurut saya e.. sedikit sulit dan sedikit tidak, sedang-sedang

Interviewer : Ohh, kenapa sulit?

- Respondent** : Sulit karena... biasa... e.... harus tampil di depan banyak orang, terus saya kan tidak terbiasa begitu e
- Interviewer** : Kenapa kalau tampil depan orang? Apa yang kita rasa?
- Respondent** : E.... kayak malu-malu begitue hehe, takut salah begitue
- Interviewer** : Ohh iya, terus bisaka di jelaskan dalam situasi spesifik apa e... merasaki kurang PD atau merasa kesulitan dalam speaking English?
- Respondent** : Mungkin kalo pronounciationnya kurang bagus, e... vocabnya kurang begitu
- Interviewer** : E... terus menurutta susahki mengucapkan kata-kata dalam bahasa Inggris?
- Respondent** : Tergantung vocabnya
- Interviewer** : Ohh iya. Terus e... kan dalam speaking itu kan ada beberapa aspek kayak pronounciation, terus vocabulary, grammar (Accuracy), e.. terus fluency kek begitu kan. E... menurutta itu, kita aspek yang paling kurangnya dalam speaking itu pada aspek apa?
- Respondent** : Di.... Apa yang terakhir disebut?
- Interviewer** : Ada pronounciation, vocabulary, grammar (accuracy), fluency
- Respondent** : Fluency mungkin
- Interviewer** : Ohh fluency? Pronounciation?
- Respondent** : Pronounciation juga? Ituji dua
- Interviewer** : Ohh, kalo bole tau kenapa sulitki di fluency?
- Respondent** : Karena kurangnya latihan karena waktu yang sedikit, sama keterbatasan kosa kata, sama pronounciation kurang baik
- Interviewer** : Kalo vocabulary?
- Respondent** : Kalo vocab nda terlaluji
- Interviewer** : Karena memang banyakmi vocabta di?
- Respondent** : E... tidak terlalu tidak terlalu hehe

Interviewer : Terus e... pernahki merasa malu atau minder kalo tampil didepan kelas?

Respondent : E... kalo ada dosennya biasa malu-malu, tapi kalo nda adaji dosennya, nda malu-maluji hehe

Interviewer : Ohh oke. Terus kalo tiba-tiba disuruhki dosen untuk bicaraki pake bahasa Inggris, apa yang kita rasakan?

Respondent : (Menghela nafas) e... langsung deg-degan begitue, e... kek nda enak perasaanku begitu hehehe karena belum tentu bagus pronunciationku begitu kak

Interviewer : Ohh jadi karena itu di, karena takutki nda bagus pronunciationta?

Respondent : Iye hehe

Interviewer : Terus kalo biasanya ditanyaki dosen menggunakan bahasa Inggris, biasanya kita jawabnya pakai bahasa Inggris atau bahasa Indonesia?

Respondent : Bahasa Indonesia

Interviewer : Ohh oke. Kemudian, apa yang menjadi faktor utama kesulitanta dalam speaking English? Apa faktor-faktornya yang lebih spesifik?

Respondent : Mungkin karena waktunya yang kurang... e... ya waktunya yang kurang, jadi.. kurang belajar begitue. Karena kan banyak tugas-tugas dari.. dosen lain

Interviewer : Ohh oke, itumi saja. Thank you naa!

Respondent : Iye

2ND RESPONDENT

Name : NA

Class : TI.1 Semester 2

Date & Time : June 16, 2025 at 12:37 WITA

Interviewer : St. Fatimah MR. Nadirah Angel

Interviewer : Pertama-tama, izinka untuk kurecord audio ini di?

Respondent : Ohh iye

Interviewer : Jadi disini saya akan menanyakan tentang kesulitan anda dalam speaking English. E... pertama, bagaimana perasaanta kalau berbicara dengan bahasa Inggris di depan kelas?

Respondent : Honestly, honestly kan e.... e... dulunya toh seringka di rumah, saya lebih sering di rumah dan kurang e.... kurang... apa namanya? Kurang int kurang berinteraksi sama orang-orang. Jadi, pas masuk sini, jadi haruska itu e.... haruska lebih ekstra lagi e... untuk... supaya bisaka PD (Percaya Diri) tapi to itu tidak mudah bagi saya

Interviewer : Ohh iya. Terus menurut anda, apakah speaking English itu sulit?

Respondent : Speaking, kalo cuma speaking menurutku nda begitu sulit

Interviewer : Speaking English

Respondent : Iya speaking English, kalo cuma speaking English itu tidak begitu sulit kalau banyakji vocabta. Kalo... kita punya vocab yang cukup, yang basic-basic masih bisaki speaking English, tapi kalo untuk... especially e.. pelajaran ini di pronun, di apa? Di speaking English, kan bukan cuma sekedar bicara, tapi kan ada topiknya.

Interviewer : Ohh iya

Respondent : Jadi kan itu vocabnya, kadang yang asing-asing itu kan banyak ya, masih banyak. Kita perlu... e menambah vocab tersebut. Karena kalo tidak, makah kita bakal kesulitan untuk itu.

Interviewer : Terus e.. kalau kita sendiri, ada kesulitanta dalam speaking English?

- Respondent** : E... kalau cuma speaking English mungkin ada. Karena e... masih banyak vocab yang harus diketahui, tapi kalo sekedar berbincang-bincang mungkin e... bisa, tapi tidak untuk yang... khusus
- Interviewer** : Ohh yang daily conversation bisa di?
- Respondent** : Ya, yang biasa khusus itu nda bisa
- Interviewer** : Ohh iya. Terus e.. bisa dijelaskan ke saya tentang kesulitan dalam speaking English secara lebih spesifik kayak apa?
- Respondent** : Lebih spesifik.... (sambil berfikir) e.... I think sebenarnya e... faktor utamanya itu permasalahannya adalah vocab. Sama... e... kalo speakingki haruski PD (percaya diri) juga, kalo apalagi di depan orang toh? Haruski PD. Jadi e... sama itu, karena minderki, kadang minder, lebih baik diliat temanta disbanding kita, jadi overthinkingki. Banyakki mikir bahwa... e... apa? Nanti bisa nda ya, bagus? Jadi sebenarnya baru ku searching tadi, sebenarnya karena dari kita overthinking selalu mau sempurna, jadi bisaki blank, ngebalankki tiba-tiba. Jadi itu yang kualami, ku searching tadi o. Ohh iya ternyata begitu ya betul overthinkingka.
- Interviewer** : Terus apakah menurutta sulitki mengucapkan kata-kata bahasa Inggris?
- Respondent** : Honestly kalo... e... untuk... itu.. ya kalo di dengar to kayak... nda begitu sih karena kalo kapan kita mendengar baik-baik, kita dengarkan baik-baik, bisaji, cuman karena e... mungkin dari segi bahasanya biasa kan dari segi e... kesulitannya juga ya meningkat-ningkat i, ya tapi honestly kalo dicobai, bisaji.
- Interviewer** : Terus apakah ada aspek tertentu dalam speaking English yang menurutta paling susah? Kan dalam speaking English itu ada beberapa aspek, yaitu pronunciation, vocabulary, grammar (accuracy), dan fluency, seperti itu. Nah menurut anda, dari semua itu apa yg paling sulit?
- Respondent** : Yang pertama e... grammar (accuracy), mungkin grammar secara teks e... gampang i kalo ditulis, tapi kalo dikeluarkan, susah i untuk sesuai grammar. Itu permasalahanku sendiri
- Interviewer** : Kalo pronunciation?

- Respondent** : Pronunciation... (sambil berfikir) ya mungkin dibaris... ke.. ya ke... ketiga, lebih di atas i vocab ya karena itu yang dibutuhkan
- Interviewer** : Kalo vocabulary, tidak merasa kesulitanki?
- Respondent** : E.... vocabulary?
- Interviewer** : Iya
- Respondent** : Ya... untuk saya untuk pemula yaa, baruka ini terjun di dunia English, baru sedikit kutau vocab. Jadi vocab itu perlu diperbanyak karena dari sana kita bisa berbicara. Karena kalau tidak ada vocab, bagaimana kita bisa bicara. Karena di dalam ini, e... pasti kalo speaking to ada topik-topiknya. Dan itu pasti bukan e... vocab-vocab yang e... yang cuman basic.
- Interviewer** : E... terus pernahki merasa malu atau minder saat berbicara dalam kelas menggunakan bahasa Inggris?
- Respondent** : Pernah. Karena mungkin di pikiranku mungkin dulu kayak e... orang-orang pasti e... nda merasa enak kalo kita berbahasa Inggris di kelas. Mungkin e... ya yang kutau yaa, yang kufikir mungkin overthinking juga karena terlalu mendengar apa yang dikatakan orang, jadi nda nda ya adalah nda PD nya. Kadang nda, ya lebih... Praktiknya itu kayak e cuman e...dua teman kayak bergobrol feedback kayak satu dan dua orangji kayak begitu nda diluar kelas.
- Interviewer** : Apa faktor yang paling buatki minder?
- Respondent** : Ketika orang-orang itu melaju
- Interviewer** : Kayak apa?
- Respondent** : Melaju dengan cepat dengan e.. speakingnya, ya mereka itu lebih pintar dalam e... apa? gesturnya, dan saya sangat merasa kayak saya itu kurang.... Karena kurang terbiasa juga.
- Interviewer** : Ya
- Respondent** : Tapi itu bukan alasan, ya saya tau itu, seharusnya kita, kita sendiri yang... e... apa? untuk mengingatkan diri kita sendiri untuk mau belajar
- Interviewer** : Kemudian, Apakah em.. saat dikelas, dosen sering menyuruh kalian untuk menggunakan bahasa Inggris?

- Respondent** : Seringg... ya kalau iya dosen-dosen TBI itu kayak e... sangat support kita untuk menggunakan bahasa Inggris
- Interviewer** : Lalu, apakah anda merasa takut ketika dosen tiba-tiba menyuruh anda untuk berbicara menggunakan bahasa Inggris?
- Respondent** : Honestly, karena memang nda terlalu... ya tergantung apa pertanyaannya, tergantung apa topiknya, bisa, tapi kalo anu ya mungkin ada takut, pasti takutki klo nda ditau
- Interviewer** : Terus e... apakah dosen sering mengajak kalian menggunakan bahasa Inggris?
- Respondent** : E... sejauh ini.. diharuskan sih nda, tapi dianjurkan. Nda memaksa, karena mungkin tau juga kan bagaimana. Tapi honestly, dosen selalu menyuruh kita untuk selalu... e... apa? selalu e... dosen selalu menganjurkankita untuk menggunakan Bahasa Inggris
- Interviewer** : Oke. Kalo misal dosen berbicara ke kita menggunakan bahasa Inggris, biasanya kita jawab pake bahasa apa?
- Respondent** : Emm... sejauh ini kayak... lebih mendengar, cuma mendengar kayak mengangguk-angguk kayak, ya tapi kalau ditanya, ya mungkin kalo saya tau in Englishnya ya jawab English. Tapi kalo nda tau, ya tergantung dari apa yang kita tau
- Interviewer** : Tapi lebih seringnya pake bahasa apa?
- Respondent** : Ohh sebisa mungkin kita menggunakan e... in English, Tapi karena ya kadang juga nda PD, kadang juga nda PD, ya kita menggunakan bahasa Indo
- Interviewer** : Terus apa yang membuat anda merasa nyaman dan tidak nyaman saat tampil in front of the class?
- Respondent** : Merasa nyaman dan tidak nyaman?
- Interviewer** : Iya
- Respondent** : Hehe honestly kayak... kayak susah untuk merasa nyaman karena.. overthinkingnya itu loh, kayak bisa nda ya? E... apa ya, tergantung kan itu kalo bahaski topik, trus kan, iyaa saya tu e... permasalahannya di ini, di overthinking, terlalu banyak mikir, kayak meskipun saya, e misal dari tadi malam pokoknya e berkali-

kali diulang itu teks, karena, karena overthinking, kita tiba-tiba bengong, blank

Interviewer : Seperti apa itu overthinkingnya?

Respondent : Ya kayak, bisa nda ya? Kayak bisa nda ya? Ih jangan sampai kulupa ini nanti kayak.. selaluka mau mengulang-ngulang kayak bilang jangan sampai kulupa, jangan sampai kulupa, nah ah akhirnya ngeblank

Interviewer : Terus biasanya kalo merasaki kesulitan dalam speaking, apa yang kita lakukan?

Respondent : Lebih ke e... berusaha untuk... praktik. Yaa walaupun kayak, missal to kalo praktikka di dalam ruangan, sendirika toh, itu lebih mudah. Tapi pas kucoba lagi di outdoor, itu langsung ngeblankka nda tau kenapa, tapi kucoba dicoba terus i tapi itu, e.. lama-lama juga bisaji, cuman kadang ya mungkin terlalu besar itu overthinkingnya, kadang itu terlaluki kepikiran ya begitu o, ngeblank

Interviewer : Oke, thank you!

Respondent : Iya, thank you very much

3RD RESPONDENT

Name : NM

Class : TI.1 Semester 2

Date & Time : June 16, 2025 at 12:45 WITA

Interviewer : St. Fatihah MR. Nadirah Angel

Interviewer : Menurutmu susah itu speaking English?

Respondent : Menurutku toh, lumayan susah. Tapi, tapi, lumayan susah, tapi... menurutku juga, keknya to, harus ditau juga cara-caranya. Dan saya belumpi kutau

Interviewer : Apa saja kesulitanmu?

Respondent : Kadang toh kesulitanku, karena, kurang kos kataku. Kurang sekaaali vocabku. Yah itu. Jadi kalo mauka bicara, bilangka, apa lagi ini? Apa lagi bahasa Inggrisnya ini? begitu

Interviewer : Ohh oke. Terus kan dalam speaking itu ada beberapa aspek, kayak pronunciation, vocabulary, accuracy (grammar), fluency (kelancaran berbicara), dan comprehensibility. Nah menurutmu, mana yang paling sulit? Bisa salah satu, beberapa, atau semuanya

Respondent : Yang paling susah menurutku, fluency. Karena, belum paka bisa lancar bicara. itu

Interviewer : Kalo yang lainnya?

Respondent : Kalo anu, pronunciation, kayak gampangji lumayan, dan vocab, begitumi, se, agak-agak anu, sedikit vocabku jadi mungkin susah i. Kalo grammar, lumayan kutauji, dan... comprehensibility, kadangka mudah anu, mappahami apa nabilang orang, kadang tidak mudah

Interviewer : Dan kenapa nda lancar o speaking English?

Respondent : Nda lancarka kalo depan umum karena, ya mungkin toh, nervous, iya ituo. Dan, kadangka juga bicara, bicara sehari-hari, itu lumayanji. Tapi haruska dulu cernai vocab-vocab. Haruska dulu pikir apa ini vocabnya, apa ini bahasa Inggrisnya ini

Interviewer : Kenapa bisa o nervous? Bagaimana perasaanmu sehingga nervous o?

Respondent : Yang bikinka nervous, anuji deh, itu to naliat-liatki orang, kupikir i, bagaimana ini... penampilanku naliat orang, rawangka juga karena jangan sampe kulupai, begitue

Interviewer : Kenapa rawang o naliat orang?

Respondent : Karena, biasanya orang to nakomenki, baru saya, kadang kalo nakomen orang, kayak.. (diam) kupikir i. Tapi sebenarnya pasti tidakji, tapi, di pikiranku itu kayak, bilangka, ais nanakomen pasti orang penampilanku begitue

Interviewer : Nakomen bagaimana?

Respondent : Itu toh, takutka nakomen i penampilanku. Tapi, belum tentu sih nakomen. Tapi nda kutaui kenapa bilangka, bilangka kayak, kayak

bagaimana ini naliat orang naliat penampilanku di? bagusji atau tidak. Dan... itu membuat saya nervous

Interviewer : Terus misal tiba-tiba nasuruh o dosen tampil di depan untuk speaking English, bagaimana perasaanmu?

Respondent : Kalo... secara mendadak misalnya disuruhki tampil untuk speaking, jelas rawang memang maka, nervouska, karena toh kayak bilangka bisa jaka ini kah? Nda yakinka sama diriku

Interviewer : Kenapa nda yakin o?

Respondent : Ya karena... masih tekke-tekkeka, masih... nda terlalu lancarp speakingku, dan apalagi depan umum. Mungkin sulitka untuk mengeluarkan secara English dengan bahasa Inggris

Interviewer : Ohh oke. Kemudian bisa mujelaskan secara spesifik ke saya dalam situasi atau kondisi apa murasa kesulitan o dalam speaking?

Respondent : E... sulit kurasa speaking to, kalo dalam keadaan, banyak orang. Dan, dan itu kalo tampilka di depannya. Kurasa sulit i.

Interviewer : Terus biasanya kalo bicarao sama dosen, biasanya pake bahasa apa yang paling sering?

Respondent : Kalo bicara sama dosen, sering pake bahasa Indonesia. Jarang sekali pake bahasa Inggris

Interviewer : Kalo dosennya, biasanya pake bahasa apa?

Respondent : Kalo dosen mengajar di kelas, atau menjelaskan, bicara juga, seringnya pake bahasa Inggris

Interviewer : Terus kalo itu nasuruh o dosen berbicara bahasa Inggris, biasao nervous karena nda mutau apa mau mubilang?

Respondent : Kalo tiba-tiba nasuruhki bicara, pernah to, matkulnya ma'am Nihla, extensive reading. Kan naevaluasiki toh, bilang i, usahakan bahasa Inggris. Ya itu to, lumayan bisa jaka, tapi grammarnya nda terlalu. Dan, kayak, tekke-tekke. Dan... yang penting tidak didepan, tidak di, tidak di depan kelas. Massuku toh itu kayak, tidak kayak presentasi yang pernah muliat o, kalo begitu, gampang sekaliki nervous

Interviewer : Ohh, memangnya apa bedanya di depan kelas sama depan dosen?

Respondent : Kalo depan kelas, intinya... nervous dan takut lupa. Kalo, depan dosen langsung, nda nervous jaka, tapi lebih takut salah. Tapi, kulakukan i, dan lumayan bisa.

Interviewer : Ohh okedeh thank you!

Respondent : Makasih juga!

4TH RESPONDENT

Name : RS

Class : TI.1 Semester 4

Date & Time : June 19, 2025 at 12:17 WITA

Interviewer : St. Fatimah MR. Nadirah Angel

Interviewer : Apakah menurut anda speaking itu sulit?

Respondent : E... selama belajar disini, e... jujur e... ada saat dimana saya e.. merasa itu belajar speaking itu sulit, dan ada juga e... disaat merasa bahwa kayak gampangji. Mungkin disaat merasa sulit sekali itu pada saat disuruh presentasi karena.. e... apa namanya? Itu e... saya kan orangnya introvert, kadi kayak selalu nervouska jadi, biar biasa itu dilatih dan dilatih, tapi saat tampil tetap nervous. Tidak tau juga kenapa hehe.. Dan... untuk e... saat-saat anu kayak gampang mungkin karena kayak kerja kelompok, itu nda terlalu susah.

Interviewer : Ohh iya. Terus kan dalam speaking itu ada beberapa aspek, kayak pronunciation, vocabulary, grammar (accuracy), fluency, nah dari semua aspek itu, apakah ada aspek spesifik yang menurutmu sangat sulit?

Respondent : Yang cukup sulit untuk saya e.. pronunciation. Karena e... entah kenapa selalu belibet emm.. saat praktikka. Biar itu bagus saat latihan, tapi kenapa saat praktik jadi kek belibet, jadi salah-salah pronounciationnya.

Interviewer : Kalo pada vocabulary?

Respondent : Emm... mungkin vocabulary e... menurut saya harus dikembangkan dan harus lebih banyak menghafal vocab lagi kak

Interviewer :Maksudnya, apakah menurut anda vocabulary itu juga sulit?

Respondent : Kadang susah kak kalo anu e... menemukan vocab baru lagi.

Interviewer : Terus kalo di grammarnya?

Respondent : Grammar? Emm... nda terlaluji kak

Interviewer : Ohh oke. Kalau fluency nya? Bagaimana menurutta tentang kelancaran berbicarata?

Respondent : Lancarji kak kalau latihan

Interviewer : Kemudian, kalau dalam sehari-hari, apakah dosen terkadang menyuruh kalian untuk menggunakan bahasa Inggris? Maksudnya speaking in English

Respondent : Maksudnya dalam kegiatan pembelajaran kak?

Interviewer : Iya, dalam pembelajaran

Respondent : Bukan tugas kak?

Interviewer : Bukan

Respondent : E... biasa disuruh kak, tapi ya tergantung kemampuan masing-masing

Interviewer : Terus bagaimana perasaanta kalo misalnya tiba-tiba dosen suruhki tampil didepan untuk bicara menggunakan bahasa Inggris?

Respondent : E... kalo perasaan yaa kayak harus kak, nda boleh tidak menerima

Interviewer : Iye... apakah nervous kah atau bagaimana?

Respondent : Iya nervouska

Interviewer : Kenapa nervouski kalo tiba-tiba disuruh tampil? Apakah takutki atau malu atau apa

Respondent : Lebih ke takut sih kak, kayak takut salah dan akhirnya jadi nervous

Interviewer : Ohh iya. Kemudian, kalo misal dosen tiba-tiba bertanya menggunakan bahasa Inggris, biasanya kita jawab pake bahasa apa?

Respondent : Biasanya kalo mampu, pake bahasa Inggris, tapi biasanya lebih sering pake bahasa Indonesia

Interviewer : Lalu apa saja yang menjadi faktor utama penyebab speaking itu sulit menurut anda?

Respondent : E... I think, seperti yang disebutkan tadi yang pertama kak, kayak pronunciation, kelancarannya kak

Interviewer : Fluency

Respondent : Yaa, dan... faktornya dari.. diri saya sendiri

Interviewer : Oke, terima kasih

Respondent : Oke, sama-sama kak

5TH RESPONDENT

Name : H

Class : TI.1 Semester 4

Date & Time : June 25, 2025 at 14:23 WITA

Interviewer : St. Fatimah MR. Nadirah Angel

Interviewer : Langsung saja, menurut anda apakah speaking itu sulit?

Respondent : Hmm.. sedikit sulit, lumayan sulit

Interviewer : Kenapa?

Respondent : Karena... e... apalagi dalam bahasa Inggris, eh ya sulit, e... sulit untuk mengungkapkan kalimat dalam bahasa Inggris. Itu kesulitan saya karena... kekurangan kosa kata, sama... kurang percaya diri

Interviewer : Kenapa kurang percaya diri? Apa yang dirasakan ketika speaking sehingga kurang percaya diri?

Respondent : Mungkin... bawaan, bawaan dari diri karena memang kalau tampil di depan umum atau berbicara di depan umum itu, em... saya merasa kayak... panik, kayak panas dingin begitu, nervous

Interviewer : Kenapa bisa nervous? Apa yang ada dalam pikiranta sehingga merasa nervous?

Respondent : Em... yang saya pikirkan itu takut salah, yang pertama takut salah, kemudian (sambil menghela nafas) kayak... kalo liatka orang, orang-orang di depanku sementaraka berbicara itu langsung hilang apa yang mau kubilang

Interviewer : Ohh langsung ngeblank di?

Respondent : Ya..

Interviewer : Bisaka dijelaskan dalam situasi atau kondisi apa yang lebih spesifik kita rasa speaking itu sulit sekali?

Respondent : Maksudnya... situasinya?

Interviewer : Iya, situasinya. Misal presentasi kah atau bagaimana, pada situasi apa kita rasa speaking itu sulit?

Respondent : Em... mungkin di... kalo presentasi, sama... mengungkapkan pendapat ya.

Interviewer : Ohh kayak debat juga begitu?

Respondent : Ya.. debat juga

Interviewer : Terus kalo dalam kelas, biasanya dosen menggunakan bahasa apa?

Respondent : Mix, e... bahasa Inggris bahasa Indonesia

Interviewer : Kemudian bagaimana perasaanta kalo misal tiba-tibaki ditunjuk dosen untuk berbicara di depan menggunakan bahasa Inggris?

Respondent : Kalo menunjuk sudah pasti kayak ha! Nervous, takut

Interviewer : Takut apa itu?

Respondent : Takut, di ini.. takut tampil di depan hehe,

Interviewer : Ohh hehe

Respondent : Ya

Interviewer : Oke, kemudian biasanya kalo dosen bertanya pake bahasa Inggris, biasanya kita jawab pake bahasa Indonesia atau Bahasa Inggris?

- Respondent** : Bahasa... lebih seringnya bahasa Indonesia
- Interviewer** : Terus e... kan dalam speaking itu ada beberapa aspek, yaitu pronunciation, vocabulary, grammar (accuracy), fluency (kelancaran), dan comprehensibility. Nah dari semua aspek itu, apa yang sangat sulit untuk anda? Apakah salah satunya, beberapa, atau semua juga bisa
- Respondent** : Em... mungkin kalo saya itu pronunciation. Karena disitu kayak, beberapa... apalagi dalam speaking itu e... beberapa kalimat itu susahka mengucapkan, dan... juga dari kosa kata kurang kosa kata, dan grammarnya
- Interviewer** : Ohh iya. Kalo fluencynya kelancarannya apakah menurut anda, anda sudah cukup lancar?
- Respondent** : Tidak hehe. Karena dari... apa? Intinya merasa tidak lancar
- Interviewer** : Kemudian apa yang kita rasakan ketika tampil speaking didepan teman-teman?
- Respondent** : Emm... mungkin tidak terlalu nervous, karena kalo teman-temanji, tidak terlalu iniji, nervous, tapi kalo ada kayak dosen atau orang lain itu... merasa ini, nervous
- Interviewer** : Terus biasanya kalau kita rasa speaking itu sangat sulit, apa yang biasa kita lakukan?
- Respondent** : Kalo... dari pengalaman, em... kayak tugas speaking kemarin itu, menghafal teks.
- Interviewer** : Ohh dihafal?
- Respondent** : Iya
- Interviewer** : Terus apa lagi, cuman itu?
- Respondent** : E... iya, karena kalo tanpa itu, tanpa teks dan menghafal itu nda bisa
- Interviewer** : Ohh iya. Kemudian menurut anda faktor utama yang menjadi penyebab anda kesulitan dalam speaking itu apa?
- Respondent** : Kesulitan?
- Interviewer** : Iya, faktor utamanya

Respondent : Mungkin dari rasa percaya dirinya

Interviewer : Ohh percaya diri?

Respondent : Iya

Interviewer : Ohh okay thank u!

Respondent : Sama-sama hehe

6TH RESPONDENT

Name : BKA

Class : TI.1 Semester 4

Date & Time : June 25, 2025 at 14:16 WITA

Interviewer : St. Fatimah MR. Nadirah Angel

Interviewer : Apakah menurut anda speaking itu sulit?

Respondent : Hmm... menurut saya pribadi... agak sedikit sulit. Karena e... saya masih banyak kekurangan kosa kata, dan... dan... e... kurang PD bicara di depan orang

Interviewer : Kenapa kurang PD?

Respondent : Karena saya orangnya introvert hehe

Interviewer : Hehe iye, apa yang kita rasa sehingga jadi tidak PD?

Respondent : Karena kurang penguasaan

Interviewer : E... terus kalau tampilki depan umum menggunakan bagaimana perasaanta?

Respondent : E... kurang PD kak

Interviewer : Kenapa kurang PD?

Respondent : Apa ya? Karena takut salah

Interviewer : Terus apa lagi?

Respondent : That's it

Interviewer : Cuma itu?

Respondent : Iye

Interviewer : Kemudian, kan dalam speaking itu ada beberapa aspek, yaitu pronunciation, vocabulary, grammar (accuracy), terus ada fluency (kelancaran berbicara), dan comprehensibility. Jadi pertanyaan saya, pada aspek apa saja menurut anda speaking itu sulit?

Respondent : Di pronunciation

Interviewer : Pronunciation? Kalo boleh tau kenapa kesulitanki di pronunciation?

Respondent : Alasannya karena di English bunyinya tidak sama dengan tulisannya, jadi biasanya kesulitan mengucapkan

Interviewer : Ohh iya. Kalo yang lainnya bagaimana? Kayak vocabulary, grammar,

Respondent : Vocabularynya juga agak kurang

Interviewer : Kurang apa?

Respondent : Kurang tau

Interviewer : Ohh, kalo grammarnya? Dalam speaking

Respondent : Ya, iyaa agak sulit, karena tiap tenses berbeda-beda sesuai waktu dan konteksnya. Biasa juga kayak... tabalek-balekka, kurang penguasaan juga.

Interviewer : Terus kelancaranta berbicara bagaimana?

Respondent : Lancar kalo dihafal hehe

Interviewer : Ohh pake hafalan?

Respondent : Biasa, iya pake

Interviewer : Ohh. Kemudian biasanya di kelas, dosennya menggunakan bahasa apa?

Respondent : Mix. Tapi....., menggunakan metode mix

Interviewer : Ohh iya. Terus kalo misal tiba-tiba dosenta suruhki naik untuk berbicara menggunakan bahasa Inggris, apa yang kita rasakan?

Respondent : Deg-degan, itu kak. Gugup

Interviewer : Ohh iya, kenapa gugup?

Respondent : Karena tidak ada persiapan

Interviewer : Kalo ada persiapan?

Respondent : It's okay ndapapa naik

Interviewer : Okay. Terus kalo biasanya dosen bertanya menggunakan bahasa Inggris ke kita, pake bahasa apaki biasa jawab itu?

Respondent : Mix kak.

Interviewer : Mix, tapi lebih seringnya pake bahasa Inggris atau Indonesia?

Respondent : **Iya, bahasa Indonesia kak**

Interviewer : Ohh ya, terus kalo misal merasaki kesulitan dalam speaking, apa yang biasanya kita lakukan?

Respondent : Liat video... tutorial di youtube cara kayak... hmm bagaimana cara.... pronunciation yang baik

Interviewer : Ohh terus apa lagi?

Respondent : Itu saja

Interviewer : Ohh itu saja?

Respondent : (Mengangguk)

Interviewer : Kemudian bisaka dijelaskan dalam situasi atau kondisi apa kita rasa kayak speaking itu sangat sulit?

Respondent : Contohnya e.... di matkul..... apa lagi ini e, matkul ini, speaking sendiri di kelasnya ma'am Kan e... waktu itu disuruh kayak... individu buat ppt, disuruh menjelaskan ppt masing-masing, ya disitu kesulitanku

Interviewer : Sulitnya itu di apanya? Dimananya yang sulit?

Respondent : Di... penguasaan kosa kata,

Interviewer : Ohh sama materinya?

Respondent : Yes

Interviewer : Ohh oke. Thank you!

Respondent : Iye kak

7TH RESPONDENT

Name : SAK

Class : TI.1 Semester 6

Date & Time : June 25, 2025 at 13:10 WITA

Interviewer : St. Fatimah MR. Nadirah Angel

Interviewer : Apakah menurut anda speaking itu sulit?

Respondent : Hmm... sepertinya tidak. Hanya saja, em... terkadang, e... ada sedikit e... kendala ketika e... apa ya? Ketika kita kurang mempersiapkan materi. Itu saja. Tapi kalau e secara keseluruhan sebenarnya speaking tidak sulit. Kecuali, jika em... saat speaking kita e... tidak mengatur e... emosional kita, atau mungkin ada insecure atau em... kekhawatiran.

Interviewer : Apa yang buatki khawatir?

Respondent : Hmm.. kalau untuk saya sendiri e.. saya sebenarnya orang yang percaya diri ketika speaking, hanya saja em... kalau saya tidak mempersiapkan e... baik-baik, e... speak materi saya, e... tentu saya akan khawatir e.. karena saya tipe orang yang kalau.. e.. akan e presentase itu sebenarnya saya harus benar-benar enjoy, untuk belajar tentang materi saya

Interviewer : Ohh

Respondent : Hu,u

Interviewer : Terus kan dalam speaking itu ada beberapa aspek, kayak pronunciation, vocabulary, grammar (accuracy), fluency (kelancaran), dan comprehensibility. Nah menurut anda, e.. ap aspek yang paling sulit dari beberapa aspek tersebut?

Respondent : E... mungkin... yang paling sulit... (sambil berfikir)

Interviewer : Bisa satu atau beberapa bisa

Respondent : Yang paling sulit itu... grammar sih. Tapi, sebenarnya tidak sulit, kenapa? terkadang saya merasa grammar sulit itu ketika saya

kurang membaca. Karena e... sesuai pengalaman saya, semakin banyak saya membaca, sebenarnya saya lebih cepat paham grammar walaupun saya tidak, tidak, e.. tidak harus mendalami e.. kayak belajar tenses gitu. Tapi, semuanya itu secara otomatis e.. grammarnya saya tau ketika saya sering membaca

Interviewer : Ohh iya. Kalo vocabulary?

Respondent : Vocabulary, kalo vocabulary saya suka dan saya rasa tidak ada yang sulit kalo dalam hal vocabulary

Interviewer : Kalo dalam hal speaking, itu apakah mudah atau sulit?

Respondent : Kalo vocabulary itu menurut saya sangat-sangat mudah, apalagi kalau... tentang pronunciationnya, cukup mudah

Interviewer : Bagaimana dengan kelancarannya?

Respondent : Kelancaran bagaimana?

Interviewer : Fluencynya dalam speakingta bagaimana menurut anda?

Respondent : E kalau saya sih tidak terlalu lancar, tidak terlalu lancar.

Interviewer : Kira-kira apa yang menyebabkan itu tidak terlalu lancar?

Respondent : Em... biasanya kayak.. em.. saya rasa kurang, kurang... kurang kekurangan ini, e... pembahasan atau vocab biasa, kadang.

Interviewer : Ohh oke.

Respondent : Kalau jarang membaca lagi

Interviewer : Terus kalau misal dosen tiba-tiba menyuruh anda untuk berbicara bahasa Inggris, apa yang anda rasakan?

Respondent : Hmm... nda nentu sih, terkadang.. senang, e... terkadang juga kayak sedikit kaget jangan sampe nanti saya tidak tau gitu ya

Interviewer : Terus biasanya dalam pembelajaran di kelas, dosennya menggunakan bahasa apa?

Respondent : Ohh di dalam kelas itu dosen seringkali me mix bahasa Inggris dan bahasa Indonesia

Interviewer : Terus kalo dosen bertanya pake bahasa Inggris, biasanya kita jawabnya pake bahasa apa? balasannya pake bahasa Inggris atau Indonesia?

Respondent : Saya kalau balasannya tuh em... sering bahasa Indonesia, tapi kadang ada mix sedikit saja bahasa Inggris, sedikit saja.

Interviewer : Kemudian, bisaka dijelaskan secara spesifik apa yang paling sulit dalam speaking selama ini untuk kita?

Respondent : Yang paling sulit itu... (sambil berfikir) e gugup

Interviewer : Gugup kalau dalam hal apa?

Respondent : Kalau dalam hal... ini, presen, bukan presentasi. Em.. iya, presentase, sama... kalau... kayak, speaking, tapi presentase sekarang sudah tidak terlalu segitunya ya, tapi terkadang kalau misalnya ada mata kuliah yang kayak kita disuruh untuk speaking, e di... tempat yang skalanya tuh besar kayak misal di ruangan ini, TPD lantai lima itu aula, terus kita disuruh kayak e practice e... kayak seminar begitu, terus kita sebagai pembicara itu kan skalanya besar, nah yang itu... kayaknya sulit untuk saya

Interviewer : Kenapa bisa sulit? Apa yang dirasakan?

Respondent : Sebenarnya sulitnya itu gara-gara keduluan sama fikiran-fikiran buruk sih. Yang saya tadi katakan insecure terus kekhawatiran jangan sampai nanti kayak kan kalo sudah banyak orang, jadi takut. Ya ini kan skalanya besar, trus kayak lebih duluan diserang pikiran-pikiran negatif. Nah itunya yang... ini, yang jadi kendala

Interviewer : Kan tadi kita jawab juga gugup kan? Apa yang menyebabkan anda merasa gugup?

Respondent : Gugup itu, ya karena.. e.. apa lagi? Karena... tidak tau ya. Kenapa gugup (sambil berfikir) karena itu tadi kayak

Interviewer : Apa yang anda rasakan sehingga anda gugup? Takut kah atau apa

Respondent : Iya, kalau... karena, e.. sempat di beberapa kesempatan itu, kayak saya kurang mempersiapkan e ini.. apa? e.. materi, begitu. Kan seperti yang saya jelaskan tadi saya itu tipikal orang yang kalo saya mau... mempresentasikan sesuatu, itu saya harus benar-benar enjoy belajar. Belajarnya itu dalam hal, e dalam keadaan yang

menyenangkan dan e.. entah itu dalam waktu yang lama atau sebentar tapi, saya lebih suka itu kayak lama berlangsung terus-menerus dan saya enjoy. Dan saya itu sangat menikmati biasanya e.. ketika saya belajar begitu

Interviewer : Biasanya kalau anda merasa kesulitan dalam speaking, biasanya apa yang anda lakukan?

Respondent : Ini ketika practice atau diluar ini?

Interviewer : Ketika di dua-duanya. Kalau anda merasa speaking itu sulit, apa yang biasanya anda lakukan?

Respondent : Nah saya biasanya itu kayak latihan. Latihan e... di... biasa di kosan yaa. Saya latihan kayak saya buka tiktok, terus saya cari, kan banyak di tiktok itu banyak kayak latihan-latihan speaking kan? Terus saya ikuti lah speaking yang ada di.. tiktok itu. Terus kadang juga reading, karena kalo menurut saya, reading itu, untuk saya ya, sangat-sangat berpengaruh untuk speaking saya

Interviewer : Ohh iya

Respondent : Hu'um. Terus perbanyak kosa kata juga, e... kadang latihan-latihan sendiri sih kayak entah itu kata-kata yang berat atau kata-kata yang ringan, saya kadang suka ngomong-ngomong sendiri, begitu. Supaya speakingnya nanti lebih enjoy dan e.. siaplah kalo tiba-tiba harus kayak, harus practice gitu.

Interviewer : Ohh okay thank u!

8TH RESPONDENT

Name : R
Class : TI.1 Semester 6
Date & Time : June 25, 2025 at 13:19 WITA
Interviewer : St. Fatimah MR. Nadirah Angel

Interviewer : Apakah menurut anda speaking itu sulit?

Respondent : Menurut saya sulit, karena kan vocabku sangat kurang, jadi ya mungkin sulit bagiku kan apalagi seringki berbicara, apalagi sama temanta kan biasa, apalagi dosen menjelaskan biasa in English itu kayak bingungki begitu. Menurutku kayak sulitka.

Interviewer : Apa yang buat bingungki?

Respondent : Karena kan kurang, minim vocabku kak. Jadi kayak bingung begitu, jadi, jadi kalo na mix i lagi dosen ya, kayak pahamki lagi

Interviewer : E.. bisaki jelaskanka secara spesifik pada situasi atau kondisi apaki merasa kesulitan speaking English?

Respondent : Pada saat itu, e presentasi begitu kan, kadang kan akhir-akhir ini kemarin, apalagi ada dosen yang, yang baru-baru. Kan haruski kayak Bahasa Inggris kan apalagi microteaching, jadi kayak disituka kayak sulit begitue. Pada saat itu speakingku sulit.

Interviewer : Ohh sulitnya seperti apa?

Respondent : Pada saat presentasi miki kan haruski kan harus banyak vocab, apalagi temanta kalo bertanyai dalam bahasa Inggris, pasti kayak sulitki untuk menjawab karena tidak ditau apa nabilang

Interviewer : Ohh jadi kita tidak tau artinya?

Respondent : Iya, kan minim vocabku kak, gitue

Interviewer : Oke. Terus kan dalam speaking itu ada beberapa aspek, yaitu pronunciation, vocabulary, grammar (accuracy), fluency (kelancaran berbicara), dan comprehensibility. Menurut anda, yang paling sulit dari semua aspek tersebut yang mana? Bisa salah satu, beberapa, atau semua.

Respondent : Kesulitan... apa saja itu tadi kak o?

Interviewer : Pronunciation, vocabulary, accuracy (grammar),

Respondent : Ohh grammar sama pronounce

Interviewer : Fluency, and comprehensibility. Fluency itu kelancaran, kayak tidak putus-putus, terus comprehensibility itu mudah atau tidaknya dipahami ucapannya. Mana yang lebih sulit?

Respondent : Lebih sulit itu kayak pronounce, sama.. grammar, sama.. yang kelancarannya itu kak

Interviewer : Ohh fluency? Kalo bole tau kenapa sulitki dalam kelancaranta berbicara pakai bahasa Inggris?

Respondent : Iya, karena kurang vocab kak, tidak bisaki lancar berbicara kalo tidak ada ditau vocab

Interviewer : Kalau vocabularynya?

Respondent : Ya sulit juga kak, karena kan jarangka membaca jadi kayak kurang vocabku disitue, apalagi kan speaking to kan haruski memang banyak-banyak vocabta begitue, Kalo grammar kan banyak i anunya kak kayak didalamnya ada itu kayak to be to be begitu kayak tata bahasanya

Interviewer : Iya, iya tenses...

Respondent : Iya, hu'u tensesnya, tata bahasanya lagi kan, harus kayak sesuai begitue. Jadi kayak sulitka begitue

Interviewer : Ohh ya ya...

Respondent : Saama... pronounce kan, beda tulisan beda bacaan toh? Apalagi disebutkanmi kak, jadi kayak sulit begitue, kadangki kayak mix, kadangmi tulisannya dibaca begitue

Interviewer : Terus kalau di kelas, biasanya dosen menggunakan bahasa apa?

Respondent : Pada saat menjelaskan atau menerangkan materi, kadang namix. Kek indo dan English. Supaya kan, kan tidak semua orang paham, termasuk saya kadang. Jadi dosen itu me mix, mungkin natau juga kemampuannya mahasiswanya dimana-mana kan, jadi ya na mix i

- Interviewer** : Terus kalo dosen bertanya ke kita pake bahasa Inggris, biasanya kita jawab pake bahasa apa? Bahasa Indonesia atau bahasa Inggris?
- Respondent** : Bahasa Indonesia
- Interviewer** : Lebih seringnya?
- Respondent** : Iya
- Interviewer** : Okay. Kemudian misal tiba-tiba dosen suruhki tampil ke depan untuk berbicara atau menjelaskan menggunakan bahasa Inggris, apa yang kita rasakan?
- Respondent** : Emm... gugup, sama... bingungka, karena kan, kalo pas tiba-tiba nasuruh baru tidak ditau ini, anunya, jadi kayak bingungki kak mauki bagaimana ini menjelaskanki bagaimana? Haruski pake bahasa apa? begitue. (Menghela nafal) Sama kan gugupki kayak ha! ha! ha! (menunjukkan ekspresi kebingungan) eh tiba-tiba saya nasuruh begitu, kayak yaa campur aduklah kak eh keringat dingin miki kak begitu, tiba-tiba blankmi semua, yang mau diucapkan begitue
- Interviewer** : Kenapa merasa gugupki?
- Respondent** : Ohh iya. Karena kan, saya orangnya kayak, e...kayak maluka tatap matanya orang kak. Kan, kan, harus kan kalo begitu haruski kayak menatapki teman-temanta juga toh, jadi ai disitu kayak kadangka liatki temanta kayak sinis i, bilangki salahki ini? Jadi e disitumiki kayak terdistrak begitu kak
- Interviewer** : Ohh jadi takutki salah di?
- Respondent** : Iya
- Interviewer** : Terus kalo biasa dirasa kesulitanki speaking English, apa yang biasa dilakukan?
- Respondent** : Ya kadangkai juga itu haruski, kalo saya a
- Interviewer** : Ya
- Respondent** : Ya liat nonton-nontonka biasa kana ada lewat di reels ig atau tiktok kan biasa nontonki disitu atau kayak membaca-bacaki e... vocab-vocab lah cariki vocab yang kayak susah ditau artinya, yang

kayak jarang-jarang di dengar kan kadang dosen biasa yang jarang sekali didengar toh, kan itu digunakan

Interviewer : Ohh okay thank you!

Respondent : Oke..

9TH RESPONDENT

Name : Nd

Class : TI.1 Semester 6

Date & Time : June 25, 2025 at 13:28 WITA

Interviewer : St. Fatimah MR. Nadirah Angel

Interviewer : Apakah menurut anda speaking itu sulit?

Respondent : E... menurut saya, sulit. Karena itu ya.. e... **pronunciation saya juga kurang,** kadang sering dikomentari juga orang, terus itu.. e.. **jadi hambatanku, nilaiku juga.** **Apalagi... masih... kayak masih kaku**

Interviewer : Penyebabnya apa?

Respondent : **E... mungkin karena... jarang apa, jarang... latihan.. speaking begitu. E... cuman... apa ya, yaa hehe**

Interviewer : Oke. Terus e.. kalau misalnya tampil di depan umum, apa yang kita rasakan?

Respondent : Jujur, cuman... tampil di depan umum sih yaa... didepan teman-teman yaa

Interviewer : Tampil di depan umum menggunakan bahasa Inggris

Respondent : Ya menggunakan bahasa Inggris. Tapi yaa..

Interviewer : bagaimana perasaanta?

Respondent : Gugup sih, pertama-tama gugup, tapi... e.. secara perlahan, e.. tidak karena apa yaa, cuman... yang dikomentari itu, e... bahasaku kaku, karena pronunciationku, eh apa itu? Karena speakingku pronunciation masih kaku jadi...

Interviewer : Ndapapa bahasa begini, kayak bahasa biasami

Respondent : Jadi...

Interviewer : Biarmi nda formal

Respondent : Iya jadi... kayak jadi... kan gugup pertama toh? gara-gara pronunciationku

Interviewer : Yaa

Respondent : Nah itumi jadi kayak gugupka, karena... naliat-liatika temanku kemari, kayak tegangka itu maliat temanku o, baru naliat-liatika juga dosen, dalam, jadi semakin gugupka begituo

Interviewer : Oke. Kemudian em... biasanya dosen menggunakan bahasa apa dalam mengajar?

Respondent : E... campur. Bahasa Indonesia dan bahasa Inggris

Interviewer : Oke

Respondent : Tapi... kebanyakan bahasa Inggris

Interviewer : E.. ketika tiba-tiba disuruhki dosen untuk tampil berbicara menggunakan bahasa Inggris, apa yang kita rasakan?

Respondent : Jujur yaa, pertama itu kaget, terus... ya sama saja sih kayak gugup, tapi... tapi secara perlahan sudah biasa

Interviewer : Kemudian kalau misal dosen bertanya kepada anda menggunakan bahasa Inggris, biasanya anda jawab pake bahasa apa? bahasa Inggris atau Indonesia?

Respondent : Saya jawabnya sih pake bahasa Indonesia terus disuruh pake bahasa Inggris. Jadi itu... pas disuruh pake bahasa Inggris, ya diam.

Interviewer : Kemudian, apakah anda menyukai speaking?

Respondent : Jujur tidak hehe

Interviewer : Oke hehe. Terus bisaka dijelaskan dalam situasi atau kondisi yang spesifik apa kita rasa speaking itu sulit?

Respondent : Itu pas presentasi sih, pas praktek mengajar, jadi... kesulitan.. apa ya, e... dalam praktek mengajar toh, kesulitanka meanu, apa itu,

me... melakukan speaking. Ja, pas apa yaa, karena... kadang full bahasa Inggris, itu ya gugup, jadi.. terbata-bata

Interviewer : Ohh okay. Terus kan dalam speaking itu kana da beberapa aspek, yaitu pronunciation, vocabulary, grammar (accuracy), fluency (kelancaran berbicara), dan comprehensibility. Nah menurut anda, apa yang paling sulit dalam speaking? aspeknya. Bisa satu atau semuanya

Respondent : Ya kalo... sulit sih semuanya. Tapi yang paling sulit itu dua yaitu vocabulary... sama... pronunciation. Tapi menurutku yang paling susah itu pronunciation, karena vocab, kan vocab itu tinggal.. apa ya, e... tinggal menguasai... apa ya, kosa kata baru, sementara ini pronunciation, kebanyakan apa ya, sulit itu disebutkan, bagaimana ini penyebutannya?

Interviewer : Ohh iya. Kalo grammar bagaimana?

Respondent : Kalo grammar, agak gampang menurutku

Interviewer : Ohh iya. Terus biasanya kalo anda merasa kesulitan dalam speaking English, apa yang biasanya anda lakukan?

Respondent : Kalau kesulitan sih cuman apa ya, kek kebanyakan diamka kalo diatas, tapi kadang dibantu sama teman

Interviewer : Kenapa diamki, apa yang kita rasa sehingga diamki?

Respondent : Karena apa ya, nda ditau apa yang mau dibilang gitu hehe

Interviewer : Ohh tidak ditau apa yang harus diungkapkan? hehe

Respondent : Iya nda ditau apa yang mau dibilang hehe

Interviewer : Ohh, terus apa lagi?

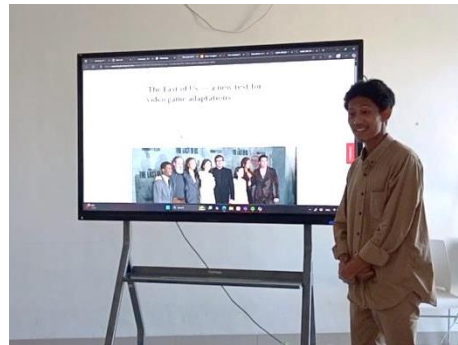
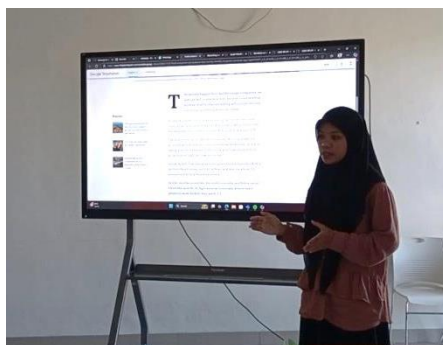
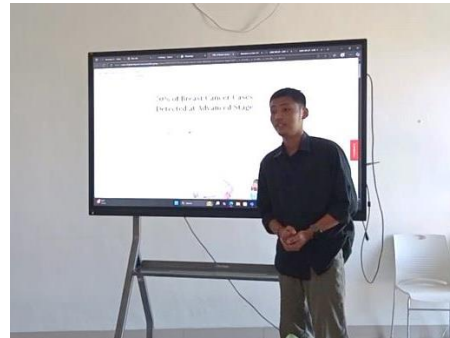
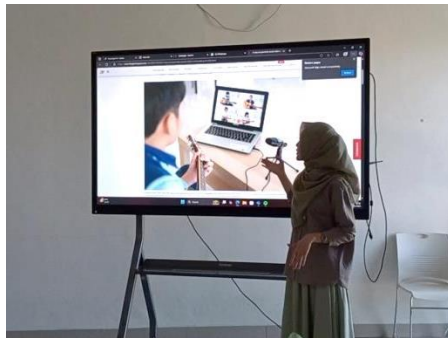
Respondent : Ya Cuma itu sih

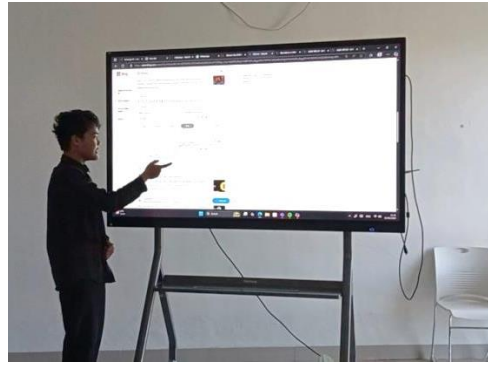
Interviewer : Ohh okay thank you!

Respondent : Iye

Appendix 6. Documentations

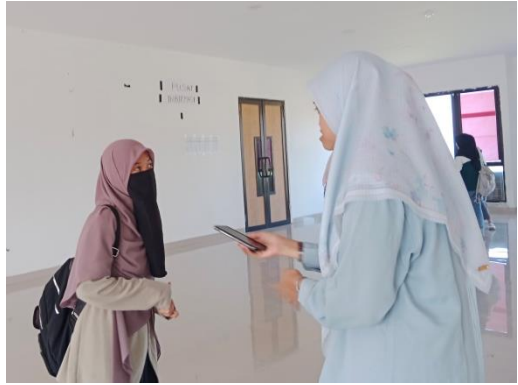
A. Observation





B. Interviews





CURRICULUM VITAE



The author's name is St. Fatihah MR. Nadirah Angel. She was born in Majene on May 5, 2003. She is the only child/daughter of spouses Drs. H. Muslim Hadi and Almh. Hj. St. Mu'minah Mirzayani. The author lives in Majene Regency, West Sulawesi. The writer began her education at Pertiwi Kindergarten in 2007-2009. Subsequently, the author continued her elementary school education at MIN Simullu/MIN 1 Majene from 2009 to 2015. Afterward, the writer took her junior high school education at MTS DDI Baruga in 2015-2018. Then, the author continued her study at MA DDI Baruga and graduated in 2021. In the same year, the researcher continued her tertiary education at the State Islamic College of Majene (STAIN Majene) through SPAN-PTKIN and was accepted as a student in the English Education Study Program. The author conducted the research in order to complete the final project as a requirement to obtain a Bachelor of Education degree (S. Pd) in the English Education Study Program, Tarbiyah and Teacher Training Department at the State Islamic College (STAIN) of Majene under the title **"An Analysis of English Education Study Program Students' Difficulties in Speaking English (A Study at STAIN Majene West Sulawesi)"**.