**THE ANALYSIS OF ENGLISH SPEAKING DIFFICULTIES**

**IN SECOND GRADE STUDENTS AT MIFDA**

**VOCATIONAL SCHOOL**

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**Abstrak:**

Bahasa berfungsi sebagai media komunikasi yang penting, dengan bahasa Inggris muncul sebagai bahasa global yang dominan. Di sekolah vokasi Indonesia, termasuk MIFDA, bahasa Inggris merupakan mata pelajaran utama, terutama untuk mengembangkan keterampilan penting seperti berbicara. Namun, siswa kelas dua di SMK MIFDA menghadapi tantangan signifikan dalam menguasai keterampilan berbicara bahasa Inggris. Tantangan ini meliputi keterbatasan kosakata, kesulitan pengucapan, dan kurangnya rasa percaya diri, seringkali diperburuk oleh kurangnya latihan dan ketergantungan pada bahasa ibu mereka, Madura. Studi ini, berjudul "Analisis Kesulitan Berbicara Bahasa Inggris pada Siswa Kelas Dua di SMK MIFDA," bertujuan untuk mengeksplorasi kesulitan-kesulitan ini melalui pendekatan studi kasus kualitatif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Temuan menunjukkan bahwa siswa mengalami kesulitan berbicara akibat motivasi yang rendah, materi pembelajaran yang tidak memadai, dan lingkungan yang tidak mendukung. Solusi yang efektif meliputi peningkatan motivasi, penyediaan sumber belajar interaktif, dan penciptaan peluang latihan yang mendukung. Hasil studi ini sejalan dengan penelitian sebelumnya dan menekankan perlunya perbaikan metode pengajaran dan lingkungan belajar yang mendukung untuk membantu siswa mengatasi tantangan bahasa Inggris mereka.

**Kata Kunci**: Berbicara, Kesulitan, Bahasa, Motivasi.

***Abstract:***

*Language is a crucial communication tool, with English emerging as the dominant global language. In Indonesian vocational schools, including MIFDA, English is a core subject, especially for developing essential skills like speaking. However, Second-Grade students at SMK MIFDA face significant challenges in mastering English speaking skills. These challenges include limited vocabulary, pronunciation difficulties, and a lack of confidence, often worsened by insufficient practice and reliance on their native language, Madura. This study, titled " The Analysis of English Speaking Difficulties in Second-Grade Students at MIFDA Vocational School," aims to explore these difficulties using a qualitative case study approach. Data were collected through observation, interviews, and documentation. Findings indicate that students struggle with speaking due to low motivation, inadequate learning materials, and an unsupportive environment. Effective solutions include boosting motivation, providing interactive learning resources, and creating supportive practice opportunities. The results of this study align with previous research and highlight the need for improved teaching methods and supportive learning environments to help students overcome their English language challenges.*

***Keywords:*** *Speaking, Difficulties, Language, Motivation.*

**INTRODUCTION**

Language is a fundamental means for living beings to communicate in the world. Amongst living creatures, humans are the most adept at utilizing various languages, and it is undeniable that in today's era, English stands as the predominant international language utilized globally. Consequently, English is incorporated as one of the subjects in the Indonesian education system, particularly in MIFDA vocational high schools, where English language learning is also emphasized for students. The use of English as a medium of communication plays a crucial role in various aspects, including technology, education, communication, and numerous others (Cesaria et al., 2023).

As a foreign language, English has different rules compared to Indonesian, such as pronunciation, grammar, intonation, and vocabulary. To be proficient in the English language, students need to master four essential skills: listening, reading, writing, and speaking. Among these skills, speaking is particularly worth learning first. This is because with the speaking skill, we can interact directly with others without any intermediary, using our own oral communication. Speaking is important in learning English because speaking is communication using English with other people (Yusuf, 2021).

English learning at MIFDA vocational high school faces its own challenges. Specifically, Second-Grade students at MIFDA vocational high school encounter unique challenges in developing their speaking skills. There are some difficulties experienced by students in speaking, such as low vocabulary mastery, the difficulties in pronouncing, confused in arranging words, afraid of making mistake (Putri & Amri, 2020). Researchers saw that Second-Grade students of MIFDA vocational high schools faced several obstacles in developing their speaking skills. Among them is the lack of enthusiasm of students when learning English takes place in class. Apart from that, when students are asked to speak English by the teacher, they are still reluctant because they feel embarrassed and lack confidence, and are still confused about how to put words together. This is because they are still used to using their mother tongue inside and outside the classroom. Even when speaking in English, they still make many mistakes in their pronunciation. They are also not ready to accept ridicule from classmates if they say something wrong. Efrianti, (2022) also state that there are several factors influencing students' difficulties in speaking English, such as inadequate and inappropriate vocabulary, embarrassment, nervousness, fear of speaking, and lack of self-confidence in speaking.

Due to everything mentioned earlier, the researcher is interested in conducting a study titled "The analysis of english speaking difficulties in Second-Grade students at MIFDA Vocational School"

**RESEARCH METHOD**

Utilizing qualitative research methods, the researcher employs a case study design to delve into the challenges encountered by Second-Grade students at MIFDA vocational high school, specifically addressing difficulties in both student experiences and English speaking. Descriptive qualitative research is applied to elucidate the hindrances in English communication faced by these second-grade students during the academic year 2023/2024. Data collection encompasses observations, interviews, and documentation.

1. **Technique of Data Collection**

Research tools refer to instruments, devices, or methods used in a study to gather relevant data or information.

1. Observation

In this case, the researcher employs a non-participant observation method, where the researcher does not participate in the learning but is solely tasked with observing to collect data. By observing student behavior, the material being taught, and student involvement in learning English in class, the researcher aims to obtain a comprehensive understanding of the dynamics of the learning process.

1. Interview

The interview method, as an approach used to collect oral data, involves direct meetings between researchers, students, and teachers. In conducting these interviews, the researcher will specifically ask various questions to the five sample students, aiming to gain a deeper understanding of the problems these students may face in their English language skills.

1. Documentation

In this research, documentation was conducted by collecting data through taking photos and video recordings during the English language learning process in class and during data collection. Apart from capturing moments through recordings and photos, researchers also gathered additional documents such as modules or lesson plans prepared by teachers. This was done to obtain a more comprehensive and in-depth understanding of the teaching methods and learning materials applied in the learning environment.

1. **Data Analysis**
2. Data Reduction

The data reduction process includes selection, simplification, and grouping of unrelated information. The author determines which data to encode and extract by utilizing the best patterns to summarize it. Data reduction involves an honorable, focused approach to sorting, organizing, and throwing out data with a specific method, enabling the extraction and confirmation of conclusions. This shows that researchers tailor the database more specifically for certain situations based on the data collected.

1. Display Data

Data display aims to compile structured information into a fascinating and coherent form, allowing the observer to track development and draw accountable conclusions. This process enables researchers to transform complex data into a simpler or more selected form, making it easier to understand. The presentation of this data is crucial across various fields such as business, science, technology, health, and education. Data display also aids in effectively visualizing complex data, facilitating efficient analysis and delivery of accurate and reliable results for informed decision-making.

1. Drawing Conclusion

The research analyzes English speaking barriers among Second-Grade students at MIFDA Vocational High School, considering social, psychological, and environmental factors influencing students' abilities. Examining the impact of teaching methods on successfully overcoming these barriers provides valuable information for educators and decision-makers in the field of education, aiming to enhance the quality of English language learning at MIFDA Vocational High School.

**RESEARCH FINDING AND DISCUSSION**

1. Research Findings

In this section, the researcher presents the data obtained through observation, interviews, and documentation during the research conducted on second-grade students at MIFDA Vocational School. The collected data covers various aspects observed and information directly gathered from participants through interviews and direct observation. Additionally, the collected documentation is used as supporting evidence to strengthen the research findings. The researcher provides an explanation of the collected data as follows:

1. Observation

In this section, the researcher conducted direct observations during classroom teaching and learning activities. This study used an observation method with a checklist as an instrument to evaluate various factors that influence students in answering the research questions. The researcher observed several aspects, including the interaction between the teacher and students during the learning process, the teaching methods used by the teacher, student participation in the class, and the level of student engagement and enthusiasm throughout the learning process. Additionally, the researcher assessed the classroom environment and the ways students communicated. The results of the observations were recorded using a checklist, which also serves as evidence of the observations conducted by the researcher. The result from the checklist are as follows:

**INSTRUMEN PENELITIAN OBSERVASI CHEKCLIST**

(The Analysis Of English Speaking Difficulties In Second-Grade Students At Mifda Vocation Al School)

1. General Information

Observer’s Name : Fatoni

Observation Date : May 14, 2024

School Name : SMKS MIFTAHUL HUDA

Class : XI TAV

Teacher : Sofia Abdul Wahab, B.Sc., M.pd

Subject : Passive Voice

Number of Students : 26

1. Observation purpose

To identify the factors that affect students’ difficulties in speaking English

1. Aspects Observed

Table 1. Aspects Observed

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Aspects Observed | Skor | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| 1. | Each student does not have a dictionary as a reference. |  |  |  |  | √ |
| 2. | Students have difficulty forming sentences in English. |  |  |  |  | √ |
| 3. | Students struggle with pronouncing certain vowels and consonants |  |  |  |  | √ |
| 4. | Students seem less confident when speaking English |  |  |  | √ |  |
| 5. | Students often feel shy or afraid to try speaking English. |  |  |  | √ |  |
| 6. | Students show low interest and motivation in learning English |  |  |  | √ |  |
| 7. | Students feel that English is not relevant to their daily lives |  |  |  | √ |  |
| 8. | Students are enthusiastic and active during classroom lessons |  |  | √ |  |  |
| 9. | There is a lack of English speaking practice both inside and outside the classroom |  |  |  | √ |  |
| 10. | Teaching methods are not effective and learning materials are not engaging |  |  | √ |  |  |
| 11. | Students rely on their native language (Madura) for communication both in and out of class |  |  |  | √ |  |

**NOTES :**

1. The Thirdh number who get fifth points, the students who haven’t the diqtionary, difficulty forming sentences and struggle with pronouncing certain vowels and consonants
2. The Six number who get fourth points, the students seem less confident when speaking English, often feel shy or afraid to try speaking English, show low interest and motivation in learning English, feel that English is not relevant to their daily lives, There is a lack of English speaking practice both inside and outside the classroom, Students rely on their native language (Madura) for communication both in and out of class.
3. The two number who get third points, the students are enthusiastic and active during classroom lessons, Teaching methods are not effective and learning materials are not engaging.

Based on the observations, it is clear that there are several reasons why students struggle with speaking English and mastering vocabulary, grammar, and pronunciation. First, many students lack supporting materials like dictionaries or guidebooks, making it hard for them to understand English. Without adequate learning materials, they find it difficult to expand their vocabulary and understand grammar well.

Additionally, many students feel unconfident and shy when speaking English. Low interest and motivation make them passive learners. They tend to avoid using English because they are afraid of making mistakes or being laughed at by their friends. Ineffective teaching methods also play a big role, making it hard for students to expand their vocabulary and improve their grammar. Teaching that is less interactive and unengaging quickly bores students and reduces their enthusiasm for learning. The lack of opportunities to practice speaking makes it even harder for students to communicate fluently. Minimal speaking practice means they are not used to using English in daily conversations.

Furthermore, many students still often use their native language, such as Madurese, when interacting with teachers. The classroom environment is also less supportive because when they interact with other students, they also use their native language, Madurese. Because Madurese is deeply ingrained in their daily lives, many second-grade students find it difficult to practice communicating in languages other than Madurese, whether it is Indonesian or English. As a result, they rarely get the chance to practice their English skills, making it hard for them to speak fluently and correctly.

1. Interview

In this activity, the researcher utilized the results of observations and interviews to address the first and second research questions. The observation and interview process greatly assisted the researcher in identifying the factors that cause second-grade students at MIFDA Vocational School to struggle with speaking English. Through direct observation and interviews, the researcher was also able to uncover the reasons why these students have not yet mastered vocabulary, grammar, and pronunciation in English

Interview results show that almost all students have difficulty speaking English for several reasons. They are not very interested or lack motivation to learn English. Additionally, they struggle with vocabulary, grammar, and pronunciation. When asked to read English sentences or texts, they often pronounce them according to Indonesian rules, not correct English pronunciation. They also rarely practice or get used to English, both at school and outside. Another reason is their lack of confidence or feeling shy when speaking English.

To overcome these difficulties, several solutions can be applied. First, increase students' motivation by explaining the importance of English in today's world and providing interactive learning, such as language learning apps. Second, organize English clubs or regular practice sessions outside of class. Third, provide interesting learning resources like videos, songs, and short stories. Fourth, give support and positive feedback to build confidence. Finally, practice pronunciation with apps that provide examples and track students' progress.

1. Discussion

Interpretation of Findings : This study's results are similar to previous research by Astuti (2023), Nurfitri & Rahmawati (2021), and Efrianti (2022). It was found that second-grade students at SMK MIFDA face several difficulties in speaking English. These difficulties include a lack of motivation, limited vocabulary, poor grammar and pronunciation skills, and a lack of confidence or shyness.

Comparison with Previous Research : Astuti (2023) found that students at SMPN 1 Sragen struggled with speaking English due to language issues and factors like a lack of confidence and fear of making mistakes. Similarly, Nurfitri & Rahmawati (2021) found that eighth-grade students at SMPN 1 Majasari faced difficulties due to low motivation, listening skills, and social environment influences. Efrianti (2022) highlighted that language barriers and the use of the mother tongue were major obstacles for students at MTS Muhammadiyah Penyasawan.

The current study confirms these factors and adds specific issues at MIFDA, such as the frequent use of their mother tongue (Madura) and a lack of adequate learning materials.

Implications of Findings: These findings are important both theoretically and practically. Theoretically, they show that language learning needs to consider linguistic, psychological, and environmental factors. Practically, they suggest that efforts to improve English learning should focus on increasing student motivation, providing engaging and supportive learning materials, and creating a classroom environment that encourages the use of English.

Limitations of the Study: However, this study has some limitations. The number of students studied was small, and the research was only conducted at SMK MIFDA, so the results may not apply to other schools or educational levels. Additionally, the study relied heavily on interview and observation data, which, although detailed, can be subjective and open to various interpretations.

**CONCLUSION**

Students often have difficulty speaking English and mastering vocabulary, grammar, and pronunciation for several main reasons. First, they are not encouraged to actively speak English. This is shown by their low motivation and interest in English. Before discussing English theory or material, students are not told about the importance of English, especially in today's modern era.

Observations and interviews with students and teachers show that the main problem is the lack of emphasis and familiarization with English. In teaching methods, supporting materials, and the learning environment, students feel unaccustomed and less encouraged to use English. This lack of support means students do not get enough practice and understanding needed to effectively master English.

Therefore, there needs to be a change in teaching methods and the provision of learning materials, as well as the creation of a more supportive environment, so students are more motivated and better prepared to learn English.

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