

AN UNDERGRADUATE THESIS

**THE ANALYSIS OF FACTORS AFFECTING THE STUDENTS'
DIFFICULTIES IN SPEAKING ENGLISH AT THE EIGHTH GRADE OF
SMPN BULO**



TINI

H0120316

**The thesis was written to meet some of the requirements to get a Bachelor
of Education degree**

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

SULAWESI BARAT UNIVERSITY

2025

APPROVAL SHEET

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*Has been successfully the thesis in front of the Examiner Team of Faculty of
Teacher Training and Education on: 12th March 2025*

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRAK

TINI: Analisis Faktor Efek Kesulitan Siswa Berbicara Bahasa Inggris Di Kelas VIII SMPN Bulo. Tesis Sarjana. Majene: **Fakultas Keguruan dan Ilmu Pendidikan Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui faktor-faktor apa saja yang mempengaruhi kesulitan siswa dalam berbicara bahasa Inggris di kelas delapan SMPN Bulo. Desain penelitian pada penelitian ini adalah pendekatan kuantitatif. Populasi dan sampel penelitian ini adalah dua kelas yang terdiri dari 40 siswa di SMPN Bulo. Instrumen penelitiannya adalah angket, dan analisis datanya menggunakan rumus persentase. Berdasarkan hasil penelitian ditemukan dua faktor yang mempengaruhi masalah berbicara siswa di SMPN Bulo: faktor internal dan faktor eksternal. Faktor internal antara lain rasa malu, kurang percaya diri, cemas, dan takut melakukan kesalahan. Faktor eksternal antara lain penggunaan bahasa ibu, penggunaan media pembelajaran, kurangnya perhatian orang tua, dan rendahnya motivasi. Dari hasil yang diperoleh peneliti setelah menyebarkan kuisisioner kepada siswa, terdapat faktor yang paling mempengaruhi kesulitan siswa dalam berbicara bahasa Inggris adalah faktor Takut salah. Karena siswa merasa takut melakukan kesalahan ketika berbicara bahasa Inggris di depan orang lain. dan faktor yang paling berpengaruh terhadap kemampuan bahasa Inggris mereka adalah rasa takut melakukan kesalahan saat berbicara bahasa Inggris baik di luar sekolah maupun di lingkungan sekolah. Implikasi dari penelitian ini adalah memberikan wawasan bagi sekolah dan guru untuk mengatasi kesulitan siswa dalam berbicara bahasa Inggris. Saran yang diberikan peneliti kepada sekolah dan guru adalah guru dapat meningkatkan minat siswa terhadap bahasa Inggris dengan selalu mendorong dan memotivasi siswa untuk menggunakan bahasa Inggris baik di dalam maupun di luar kelas. Selain itu guru juga dapat mengadakan pertemuan dengan orang tua siswa untuk membahas permasalahan yang dihadapi siswa di sekolah, sehingga orang tua dapat lebih memperhatikan perkembangan anaknya. Sekolah dan guru juga harus berusaha menyediakan media pembelajaran yang menarik agar siswa lebih tertarik dan antusias dalam belajar berbicara bahasa Inggris.

Kata Kunci: Faktor-faktor yang mempengaruhi, kesulitan siswa dalam berbicara

CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication that is used by humans to communicate and interact with each other by using language, people can express their ideas and emotion. Without language, one cannot communicate effectively or express ideas in both oral and written form.

As a foreign language in Indonesian, English is learned seriously by many people to have a good prospect in the community of international world. English is an important language, since it is important, English is taught widely at formal schools starting from elementary school up to universities even at informal schools. The use of English as a second language in oral communication is complex activity to be considered when teaching the English language (Al-Sibai, 2004). And in written form.

The trend of globalization has spread and developed English around the world. Some people from various continents can speak English nowadays. Speaking is the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings. More broadly, speaking is a form of human behavior that makes extensive use of physical, psychological, neurological, semantic, and linguistic factors so that it can be considered the most important human tool for social control. Thus, it can be said that in speaking activities there is a process of changing the form of thoughts or feelings into forms of speech or meaningful language sounds. Speaking is not just saying things without meaning, but conveying thoughts or feelings to others through speech or spoken language.

Speaking is one of the essential skills that must be practiced to communicate orally. Through speaking, people can communicate and interact

with each other. People who can speak will be better at sending and receiving information or message to others. Speaking is the process of building and sharing meaning through verbal and non-verbal symbols in various contexts.

Unfortunately, nowadays students face complicated difficulties in speaking English in some cases, they perhaps know about some vocabulary that they need to express some information or expression. But, they are afraid to make mistake in pronunciation or form structure sentences and they feel shy from their friends when making mistake. Finally, is that the teacher dominated teaching activities in Indonesian so that students cannot improve their speaking skills in English.

Speaking is one of the most challenging skills. According to Cameroon (2001:40), speaking is an active use of language, but within the mental movement it includes the demands that they make on learners of dialects in terms of finding and sharing meaning. Speaking with great choice isn't simple for Indonesian students. They do not speak English can be caused by the social condition of students who are accustomed to using their local languages, so that a foreign language is difficult to accept and communicate in. "Speaking the foreign language in order to share understandings with other people requires consideration to express details of the language," writes Harmer (2001). A speaker has to discover the most appropriate word and the proper linguistic use to communicate meaning precisely and has to organize the talk so that an audience was get it. The use of English as a second language in oral communication is complex activity to be considered when teaching the English language (Al-Sibai, 2004) and in written form.

In Indonesia's educational context, speaking is additionally emphasized in learning. It has become one of the students' weekly exercises. Most students face tension when speaking English for verbal communication purposes (Haidara, 2016). They face difficulties when speaking English, such as when creating words and seeming unable to think of anything to say. English is decidedly the main foreign language, which is given more significance than any other language that

is instructed in Indonesian (Haidara 2016). Therefore, students are required to master the ability to speak English well (Zulfitri, 2019). However, speaking is considered the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language.

As far as the researcher finds in the literature, there are numerous researchers who have studied about students' difficulties speaking English. Winda Hiyati (2019) with the research title "An Analysis of the Difficulty Level in Speaking English by the Eighth Class Students of SMP Unismuh Makassar", the researchers analyze information by giving a set questionnaire and analyzing it. In conclusion, there are some difficulties faced by students when speaking English. The researcher could conclude that the factors could be divided into two types: internal and external factors. Internal factors consisted of fear of making mistakes, anxiety, shyness, and lack of confidence while external factors consisted of low motivation, use of mother tongue, lack of parent's attention and use of learning media.

Based on the researcher's observation at SMPN Bulo, it is clearly shown that students difficulties in speaking for class presentation in English learning process, especially for presentation. This was supported by the result of interview with the English teacher Mrs. Nurdiah. She said that the most students in the second grade have difficulties in speaking English, most of them got under average score in speaking section and mostly they could not pronounce the word correctly. Actually that was reasonable enough because generally, the teacher used Indonesian dominantly. The researcher believe that the teacher just wanted to make the students understand what the material was delivered by them. So, she used Indonesian as the best way to give the material to her students although the teacher had tried to guide and challenge them to speak English, but the students always used Indonesian. For example, when the students want to go to toilet, they did not ask permission by using English. However, students must master not only the subject but also component of speaking. That is why learning English (the

students have to speak fluent with English) and also learning the other subject is very difficult for them.

Based on my initial observation and fact above, the researcher found the fact many students in second grade have difficulty when speaking English, from this relevant the researcher found that there were still problem as to why many students have difficulties in English speaking, So that the researcher are interest in analyzing and knowing what cause students to have difficulty in English speaking and how they perception when speaking during in class. Which are usually done by students at SMPN Bulo. Therefor the researcher took the title “THE ANALYSIS OF FACTORS AFFECTING THE STUDENTS DIFFICUTIES IN SPEAKING ENGLISH AT THE EIGHT GRADE OF SMPN BULO”.

B. Problem Identification

There were some factors affecting in speaking English

1. The students of the SMPN Bulo lack awareness of studying English speaking. The students had no idea what to say, and nothing to say when they wanted to speak. As students of the SMPN Bulo, they must master the English language completely.
2. Some students from SMPN Bulo was unaware of their English speaking proficiency level. Students should be aware of their ability to study English speaking. If they knew their English ability level, they would be more motivated to increase it through the learning activity. This is crucial because students who are fluent in English was perform well. Students who were confident in their abilities would be more likely to persuade others of their point of view.

C. Limitation and Formulation

In this research, the researcher limits the research to the factors and how teachers overcome students' difficulties the students' difficulties in speaking English at the eighth grade of SMPN Bulo in the academic year 2024.

Based on the previous description, the researcher formulates a research

question as follows:

1. What factors affect students difficulties in speaking English at the eight-grade of SMPN Bulo?
2. Which one the most of students difficulty in speaking English at the eighth grade of SMPN Bulo?

D. Research Objective

Based on the research problem above, the researcher intended to find out the objective:

1. To find out what the cause of the factors affecting the difficulties in speaking English at SMPN Bulo.
2. To find out which one the most of students difficulty in speaking English at the eighth grade of SMPN Bulo?

E. Research Benefits

This research expects to be useful information for many people in the learning process, such as:

1. For educators:
 - The result of this research is expected contribute theoretically and practically to the development of English teaching, especially to minimize students' difficulties in speaking.
 - This research provides information for the teacher to understand the students' difficulty in speaking;
2. For the students, this research is expected to give them a way of learning English and make them interested in speaking English.
3. For the researcher, this research is expected to give information or contribution to another researcher who wants to conduct more complex research.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

1. Previous Research Findings

This part presents the previous findings by some researchers many studies have been performed by the research related to the difficulty in speaking English. The previous related research findings are discussed as follows:

Pabro-Maquidato (2021) with the title “*The Experience of English Speaking Anxiety and Coping Strategies*”. The study investigates speaking anxiety and strategies that second language learners use to deal with their anxiety when they speak English. The researcher conducts semi-structured interviews to collect data. 55 students in a state university in the Philippines participated in the study, and the top five students with the highest level of anxiety were interviewed for data collection. Transcendental phenomenology was used as a method of research. The results showed that learners have emotional tensions, physiological symptoms, and mental difficulties when they speak English. The fear of losing face or negative feedback was also attributed to the anxiety of the students. The researcher also found that the students use some strategies to cope with their nervousness by utilizing helpful tools such as reading books in English and consulting a dictionary. The strategies enabled the students to put their thoughts into writing,

overcome their shyness, and become open-minded to the teacher's corrections or feedback.

The second is Rintaningrum (2021). in her research about "*An analysis of students' difficulties in speaking English*" and to fix it, said that the things that make it difficult for students to speak in English are the lack of motivation themselves it causes students not to be confident, feel ashamed, and afraid to be blamed or laughed at when speaking in English. Another problem is the lack of vocabulary that is owned and the learning methods at school and campus are still not good. But behind all these difficulties, many solutions can be tried to do, for example reading English articles, watching English films, singing in English, practicing talking with friends, and utilizing existing social media.

The third is Asworo (2019). in his research about "*The Analysis of Students' Difficulties In Speaking English in the Tenth Grade of SMK N 2 Purworejo*", is to know the students' difficulties in speaking and to know the strategy used by the teacher to overcome the speaking problems. The participants of the study were 36 students of the tenth grade of SMK N 2 Purworejo. The instruments used in this research were a questionnaire, interview, and documentation. After getting the data, the writer analyzed them to determine the category of students' speaking skills, students' speaking difficulties, and teaching strategies. The result of the study shows that the mean score of students' skills in speaking is 64.8. It belongs to a

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

The forth is Suryani, Suarnajaya, and Pratiwi (2020). their research, *“Investigate the Inhibiting Factors in Speaking English faced by senior high school students in Singaraja”*. This study had the purpose of exploring the factors inhibiting the students from speaking English and knowing the teacher's perception toward the factors inhibiting the students from speaking English as a foreign language. It was done to overcome students' problems in learning the target language and solve students' problems in learning to speak. The result also found that grammar, pronunciation, and knowledge of vocabulary were the factors inhibiting the students from speaking. The result also showed that the teacher had positively agreed that many factors which become earlier also inhibited the students from learning to speak English as a foreign language. In the end, the teacher should also consider the result of the research as the consideration in designing the activity in the process of learning to speak English as a foreign language which would help the students to overcome their speaking problems.

Based on the previous research, the researcher concluded that the previous research was related to all research, especially in terms of the difficulties of students who are less proficient in speaking English. While the difference between previous research and current research is the purpose, place, time, and research methods. In this study, the researcher conduct quantitative research to find out the factors that affect the students' difficulties in speaking English, and this research takes place in a remote area.

B. Theoretical Framework

a. Speaking

a) Definitions of Speaking

Many definitions of speaking have been proposed by experts in language learning. Speaking is a very important ability in doing daily activities because people can react to other persons and situation and express their ideas, thought, and feeling through speaking language.

Hosni (2014), speaking is the active use of language to express meaning, and for young learners, the speaking language is the medium through which a new language is encountered, understand, practiced, and learn. Rather than oral skill simply one aspect of learning language, the speaking form in the young learner's classroom act as the prime source of language learning.

Speaking ability is important in the process of language learning. People communicate through speaking to gain much more information

therefore, both teachers and students should realize the rule of speaking ability for their success in language learning. Keith and Morrow in Swary (1981), defined that: Speaking ability as an activity to produce utterances in real communication. This ability is involving two or more people in which the participants are both hearers and speakers having to react to what they hear and make their contributions at high speed, so each participant has an intention or set of intentions that he wants.

Brown (2005) stated that speaking is oral interaction when participants need to negotiate the meaning of ideas, feelings, and information, in this case, the speaker must see the relationship between ideas. The definition of speaking is many variations. According to Mead and Rubin (1985), speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components. Chaney (2006) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal components. Hornby (1990) stated that speaking is making use of words in an ordinary voice. Lawtie (2007) stated that speaking is fundamental to human communication. O'Malley (1996) stated that speaking is negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener. Non-verbal symbols, in a variety of contexts.

Fauziati (2010) speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of

the ability to carry out a conversation in the language It has been observed that Learners do not get any chance either in the classroom or outside to speak English.

Thornbury (2005) States that Speaking is an activity to communicate with others in daily life. By speaking, people can express their ideas and purposes orally to the listeners. The activities are unplanned and their continuity is based on the situation. Most speakers need active listeners who directly respond to what they say during the interaction.

According to Nakhalah (2016), speaking is the delivery of language through the mouth. while speaking, we create sounds using any part of our body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. Speaking is the second of four skills, which are; Listening, Speaking, Reading, and Writing skill that we learn. When two or more people speak or talk to each other, the conversation is called “dialogue”. Speech can flow naturally from one person to another in the form of dialogue. It also can be planned and rehearsed, as in the delivery of a speech or presentation.

About the statements above, the researcher concludes that speaking is one of the important skills in interaction between speaker and listener to giving information or asking the opinion by using oral communication.

b) Types of Speaking

According to Brown (2004), there are 5 basic types of classroom speaking performance, they are:

1) Imitative

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is the main criterion being tested and assessed. Imitation of this kind is carried out not for meaningful interaction, but for focusing on some particular element of language form. An example of an imitative speaking test is the word repetition task.

2) Intensive

Intensive speaking goes one step beyond imitative including any speaking performance that is designed to practice some phonological or grammatical aspect of language. Examples of intensive assessment tasks include: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued tasks.

3) Responsive

Responsive assessment tasks include interaction and test comprehension but a somewhat limited level of very short conversations, standard greetings, small talk, simple requests, comments, and the like. Examples of responsive speaking tasks include paraphrasing, giving directions and instructions, and question and answer.

4) Interactive

Interactive speaking is similar to responsive one, the difference between them is the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms transactional language which is carried out to convey or exchange specific information and interpersonal exchanges which are carried out more to maintain a social relationship than for the transmission of facts and information. For instance: interviews, role plays, games, and discussions.

5) Extensive (Monologues)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. The language style is frequently more deliberative (planning is involved) and "formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speeches (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

c) Function of Speaking

Brown and Yule (1983) mention that can be seen as having two functions: transferring information (transactional function) and establishing/maintaining social relationships (interactional function).

Interactional spoken language is characterized by shifts in the topic and short turns. The accuracy and clarity of information are not of primary importance, and facts/views are not normally questioned or challenged. In transactional spoken language longer turns are the norm and there is a clear topic. Since the effective transference of information is the goal, interlocutors are actively engaged in the negotiation of meaning.

According to Richards (2008), the mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches (Richards, 2008):

- Talk as interaction:

This refers to the conversation and describes the interaction as a primarily social function. When people meet and exchange greetings and information, it is because they wish to be friendly and establish a comfortable zone of interaction with others.

- Talk as transaction:

Talk as transaction refers to a situation that focuses on what is said or done and understanding clearly rather than how they interact socially.

- Talk as performance:

This refers to public talks, such as presentation, public announcement,

and speech that transmits audience.

d) Purpose of Speaking

The goal of speaking can be transactional or interactive. There appear to be differences in the spoken language used in transactional and interactional discourse. According to (Harris 1974, as cited in Mitha et al., 2018) There were three essential purpose for speaking:

1) To inform

To inform assumes that the speaker truly wants to tell and share ideas, information, and opinions with the audience.

2) To entertain

To entertain assumes that the speaker can express their feelings and that the listeners can engage them through mutual communication.

3) To persuade

To persuade assumes that everyone uses speech to convince someone to do something in a specific activity.

b. The Factors Affect Students Difficulties in Speaking English

According to Nadzirotunnuha (2007), 2 factors affect students' problems in English speaking, are:

a) Internal Factor

Internal factor is a factor that comes from the students' self.

Internal factors include:

1) Fear of Making Mistake

Talk about making mistakes, especially in learning to speak. These difficulties were supported by a research finding by Taiqin (1995) about non-language factors, which showed that ninety-five percent of students said that they had difficulty speaking because they were afraid of making errors in class, they had no idea what to say, they were not confident and comfortable if they made mistakes, and they were not interested with the topics that are given by the teachers. Gulam Mustafa Ali Khan (2015) says that Most students hesitate to speak English because of what others may think if they find a mistake. They can laugh at them or insult them. To be on the safe side, they prefer to keep quiet or speak as little as possible. It can indeed make students feel they don't want to try to learn to speak again. But if it can be controlled, mistakes like that can be made as a generator of the level of confidence. Because when he made a mistake in front of his friends and then laughed at if he can overcome this with the confident attitude he has, he can divert the error with something else. "Here's the truth: making mistakes is something we all do. A mistake is unintentional. It doesn't have to be tied up in emotion or self-criticism. And making mistakes certainly doesn't mean you're a bad person.

2) Anxiety

Anxiety is a feeling of tension, apprehension, and nervousness

with the situation of learning a foreign language, Horwitz in Juhana (2012). Anxiety is one of the problems that can make students not feel uncomfortable when they do a speaking performance. According to Horwitz in Juhana (2012), anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they are. To the explanation above, the teacher should attempt to create a learning atmosphere that gives students more comfortable situations in their learning activity.

3) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shyness is one of the common problems in students' speaking performance. Shyness also being a problem in speaking learning class, so paying attention to this aspect is also quite important to help the students do their speaking performance in the classroom, Gebhard in Juhana (2012). According to Baldwin in Juhana (2012), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or they was forget what to say.

4) Lack of Confidence

Lack of confidence usually occurs when students realize that their

conversation partners have not understood them or when they do not understand the other speaker. In this situation, they would rather keep silent while others talk showing that the students lack the confidence to communicate. Nunan in Juhana (2012) says that students who lack confidence in themselves and their English necessarily suffer from communication apprehension. To the explanation above, the teacher should more give attention to building students' confidence when they speaking.

b) External Factors

The external factor is a factor that comes from the outside. This can be a means of infrastructure, an environmental situation be its family environment, school, and community environment. External factors that. Some Internal factors that cause students problems in English learning, are:

1) Low Motivation

According to Hamalik (2003), motivation is a change of energy in a person characterized by the emergence of feelings and reactions to achieve goals. With this understanding, it can be said that motivation is something complex. Motivation was cause a change in energy that exists in man, so that was give impact psychiatric symptoms, feelings, and emotions, to then act or do something.

Motivation has a very important role to improve the spirit of

students in learning English. Parents at home and teachers at school both must motivate students to be more enthusiastic about learning. For example, the children was not get class activities if their parents do not support them. They was be quick and lazy to learn and the class activity is boring. The teaching process was be a success if students have the motivation the learning. Because of it, the teacher needs to grow the students' motivation.

Children should be motivated to learn with parents always encouraging children to study diligently. The trick is if the child reaches a certain achievement, as a parent do not hesitate to give a reward for the effort and effort. Gifts given to children do not always have to be material but can be rewards and praise. If a child feels that his or her efforts are being rewarded, the child was be motivated to do better, and the child was not feel that his efforts are in vain.

2) Mother tongue Use

Mother tongue is the first language acquired and controlled by a person. Mother tongue is the basis of one's thinking. According to Cummins (1989) students who study in schools that use the mother tongue as the language of instruction, tend not to have difficulties in following the learning activities.

The students feel that their mother tongue is easier than their second language. The students often include mother tongue use when

they speak a second language. This problem was make the students feel comfortable doing it. Harmer (1991) stated some reasons why students use their mother tongue in class. Firstly, when the students are asked to discuss a topic that they are incapable of, if they want to say anything about the topic, they was use their language. Another reason is that the use of the mother tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teacher. Finally, if teachers frequently use the students' language, the student was feel comfortable doing it.

3) Lack of Parents' Attention

"Orang tua adalah guru pertama dan utama bagi anak" (Muskibin, 2009). Parents are fully responsible for the care of their children since they were born and are fully responsible for the formation of their children's carbs. From an early age, parents teach how children should act, act, speak, and so on. The child was behave well, be honest, patient, and helpful, or was be a cheat, angry, liar, not confident, and so on depending on how the parents perform the responsibilities as the first teacher for their children.

Walgito (2000) States that parents can encourage, and direct their children to be creative, to foster children's confidence. Therefore, the child is allowed to develop his abilities, and if necessary parents give

the right directions to children. The forms of attention parents can give to children include: (a) giving love, (b) Providing guidance, (c) Facilitating the needs of the child, and (d) creating a safe and comfortable learning environment.

4) Learning Media Use

Dale (1969) stated that audio-visual materials can provide many benefits as long as teachers play an active role in the learning process. Teacher-student relationships remain the most important element in today's modern education system.

Sudjana and Rivai (1992) stated the benefits of learning media in the learning process of students, are (a) Learning was attract more students so that it can grow the motivation to learn, (b) The learning materials was be more clear meaning that can be better understood by students and enable it to master and achieve learning objectives; (c) Teaching methods was be more varied, not merely verbal communication through the words by the teacher, so that students do not get bored and the teacher does not run out of energy, especially if the teacher teaches at every lesson; and (d) Students can learn more because they not only listen to the teacher's description but also other activities such as observing, performing, demonstrating, playing, and others.

Learning media have a very important role in education and

training activities. Learning media can be utilized to facilitate learning effectively and efficiently. So the role of the instructor is very influential in using, utilizing, and media selection. Learning media is one of the important components of learning activities. Learning media of many kinds, so that in its utilization must be able to choose by the material and learning objectives to be achieved.

c. The Most Students' Speaking Problem

Speaking English is not easy, when speaking English students face many problems. Desmayani et al. (2019) said that there are several problems in speaking English namely, cultural, language problems, and communication difficulties. Meanwhile, according to Chen (2009) the difficulties that are often experienced by students are lack of self confidence, not fluent in speaking English and also do not memorize vocabulary. In addition, Heriansyah (2012) said that speaking difficulties occur because of little knowledge of vocabulary; don't know how to use grammar, difficult in pronunciation. So do not know to say. Dalem (2017) also stated the same thing that students were afraid to make mistakes when speaking for fear of being laughed at, feeling embarrassed and lacking confidence.

Meanwhile, Inayah and Lisdawati (2017) said that students understand English well but students still have difficulty and do not feel comfortable when practicing speaking. With this, many students

understand English, but they still feel they can't speak because they have difficulties in speaking such as pronunciation problems, lack of vocabulary mastery, and are also embarrassed to look wrong in front of their friends. That is what underlies the students' speaking performance does not increase.

There are contributing factors in difficulty speaking English. According to Ur (1996) there are four main factors: (1). Inhibition, (2). Nothing to say, (3). Low participation, and (4). Mother tongue used.

1. Inhibition

Most students often inhibited in trying to say something when speaking a foreign language in class. Such as worried about making mistakes afraid of being commented on, or simply embarrassed by the listeners paying attention. According to Latha (2012) inhibition is one of the most common factors faced by students in learning a foreign language. Sometimes students just worry about making a mistake when speaking English because they are afraid that listeners was comment on and laugh at them while speaking. So, under these conditions they had quite a high inhibition and caused them to mostly shut up. Common problems faced by students when learn something, not only English especially speaking but also another subjects.

Anxiety is a mental disorder characterized by feelings of worry, fear or anxiety about things that can interfere with daily activities. Fear of

speaking and acting according to Alfazari (2020) the language learned in a foreign language class is known as fear of speaking. The problem of students' anxiety when learning English can be in the form of learning performance. Indra (2021) said that anxiety is one that affects students in learning language, especially in English. This problem can cause students to speak less fluently.

2. Low participations

There are only one to two participations who can speak during the lesson in a large group class, meaning that each person was have very little time to speak. This problem is exacerbated by the tendency of some students to lead, while others speak little or nothing. Petress (2001) stated that the low participation of students in class is very detrimental to student progress and hampers the ability of teachers to assess students' speaking progress.

Motivation is an important part of student learning achieving goals (Nijat et al. 2019). Motivation can easily influence students hate speaking English. In this case, motivation is just as important aspects that lead to effective communication Nunan (1999) in Nijat et. al (2019) there are many studies showings that students have a strong motivation to succeed and more likely to progress they learn and achieve better grades than students who already do lack of motivation.

3. Nothing to say

Sometimes students are not inhibition, but students complain that they cannot think of what to say (Ur, 2000). Meaning they don't know what to say when they are about to speak. Students have difficulty thinking about what to say. The students couldn't think of anything to say because they didn't have the motivation to express themselves in speaking. Afisa (2015) states that students generally use Indonesian more when they have to speak English because they do not know a lot of English vocabulary. Sheila (2015) said that when students do not know vocabulary, they was spontaneously use Indonesian when they have to speak English. With a lack of knowledge of vocabulary students do not know what to say even most students are often not confident in speaking for fear of being wrong when speaking. Then, grammar is an important part of learning English (Tasmia, 2019). By understanding grammar, speakers and writers become easy deliver information that others can understand. Lots of grammar rules that explain how words are combined, arranged, or changed to show them different kinds of meanings.

4. Mother tongue use

In classes where all students share the same mother tongue, they tend to use it because they find it easier to use the mother tongue it was be easier to understand and they feel it is not natural to speak another language or English. Students tend to use their mother tongue because using English is a bit difficult such as difficulty in pronunciation. Ghrib

(2002) said that there are several problems that make it difficult for students to speak, one of which is the lack of pronunciation. With a lack of pronunciation when speaking was cause feelings of nervousness when speaking because they are not accustomed to speaking English and use intonation when speaking or in dialogue. If they speak in small groups tend to use their mother tongue it was be difficult to be able to speak especially those who are less disciplined or motivated to keep using their second language was not be able to improve students in learning to speak English.

C. Conceptual Framework

Based on the explanation above, the conceptual framework of this research is illustrated as follows:

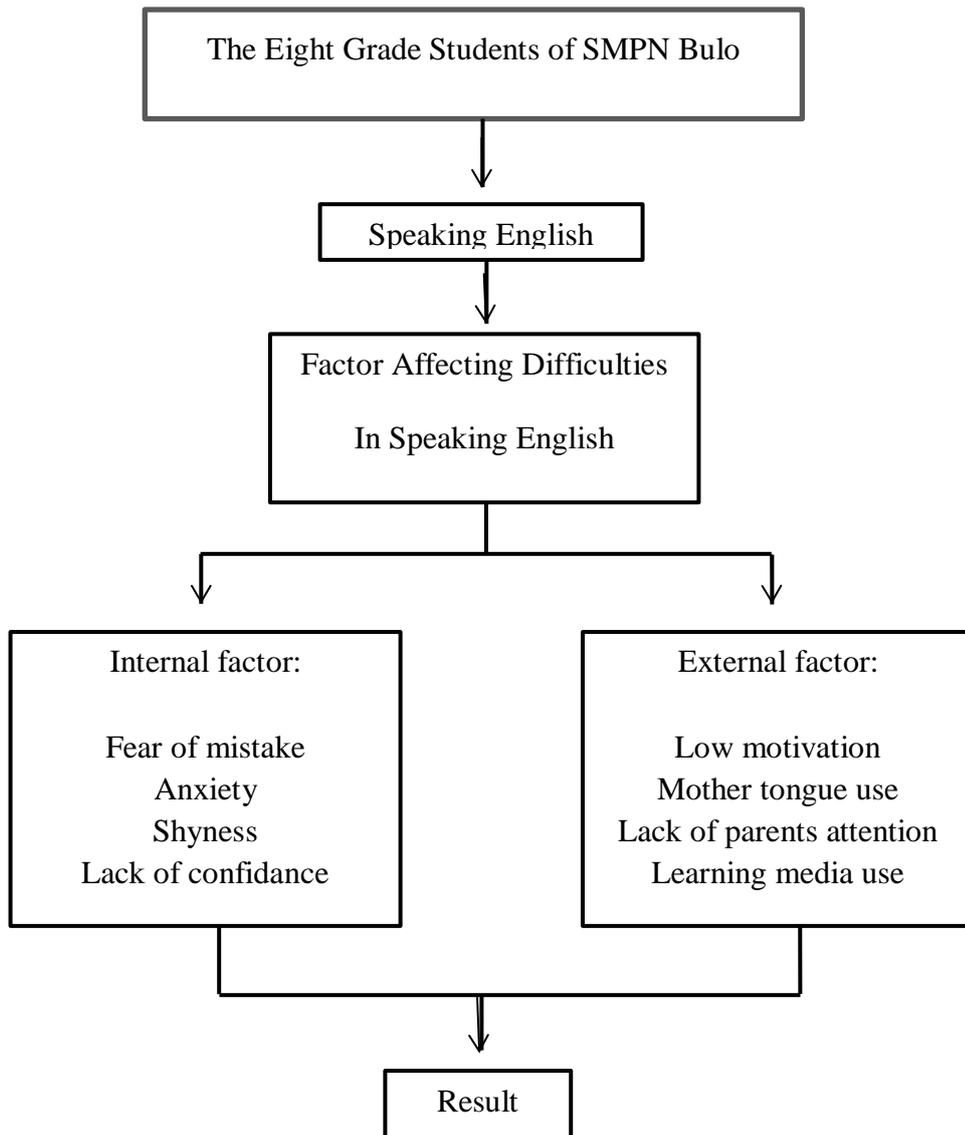


Figure 2.1 Conceptual Framework

In this part, the researcher analyzed the factors affecting students' difficulties in speaking English. In the situation of the teaching-learning process conducted by the eighth grade students of SMPN Bulo that the researcher received from an English teacher, the students lacked speaking skills because when the teacher taught speaking, they just gave an explanation and an exercise. Even though the teaching method given by the teacher was good, the students still felt uncomfortable, and the basic skills and learning outcomes of the student would not have been achieved. If the students found it difficult to speak English, without any countermeasures, the students would have just dragged on in their difficulties. According to Nadzirotunnuha (2007) the students' lack of speaking was due to a few factors, which divided into two types: internal and external factors. Internal factors consisted of fear of making mistakes, anxiety, shyness, and lack of confidence while external factors consisted of low motivation, use of mother tongue, lack of parent's attention and use of learning media. The researcher used a questionnaire as an instrument to find out the outcome of the students' difficulties in speaking English, the researcher used a questionnaire as an instrument.

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