

A Study of English Students' Speaking Difficulties at English Club SMA Negeri 7 Samarinda

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Abstract

This study aimed to investigate students' speaking difficulties and the reasons behind the difficulties. This qualitative case study gathered data through speaking task assessment, questionnaire, and semi-structured interview which analyzed thematically from English Club in SMA Negeri 7 Samarinda in the academic year of 2024 who were selected based on the 3 lowest score of the questionnaire. Additionally, students' speaking difficulties in speaking were categorized into shyness and inhibition, low participation of individuals, finding things to say, and L1 use, meanwhile the reasons behind students' speaking difficulties were categorized as psychological factors, linguistic factors, and lack of practice factors based on some theories. The result showed that English Club students experienced some difficulties in speaking, such as overuse of L1, confused in finding things to say, shyness and inhibition, and low participation of individuals. This study also found out that the possible reasons behind the difficulties were from linguistic factors: lack of vocabularies, lack of pronunciation, and lack of grammar. Moreover, psychological factors which related to fear of making mistakes, self- confidence, and language anxiety also contributed to the difficulties with the lack opportunities to practice inside and outside the class. Hence, English Club students were still lack of linguistical features in speaking which also affect their psychological and became hesitate to speak in English Club meetings.

Keywords: Speaking difficulties, English Club, Reasons behind speaking difficulties, English speaking learning.

1. Introduction

Speaking is a crucial skill in everyday life, because it allows people to react to other people and situation while expressing thoughts, feelings, and ideas. Students must learn to speak as part of their English studies in school. People who can communicate well in English are in high demand today since English as an international language is frequently spoken by English-speaking foreigners and people from countries where English is not officially used. In this instance, students may encounter difficulties in speaking English, which appears more sophisticated than their original language. Ur (2009:121) has been classified the speaking difficulties in EFL students which are shyness and inhibition, often using L1 in class, difficult to think and find words in English, and low participation of

individual. In Indonesian context, some students also get unfamiliar with speaking in English and feel anxious when the teacher ask students to speak English in class.

English Club is an extracurricular in SMA Negeri 7 Samarinda that was created in 2019. This club is not a mandatory for students, because it is not a part of English subject in school, even though it is beneficial for improving students' English skill. Students who join English Club tend to have high motivation to learn more about English in a fun way.

In every meeting, students learn about English skill, such as listening, speaking, reading, and writing. Unfortunately, the members of the English Club are not the exception in facing speaking difficulties that prevent them from communicating easily in English. Based on the information that the researcher have got from the English Club teacher, the students are still unfamiliar with English speaking, feeling shy, and still use their L1 dominantly in English Club meeting. It is essential to investigate the difficulties and the reasons behind it so that the teacher can identify, evaluate, and address any learning method or plan in English speaking learning and students can also improve their speaking skills and communicate well.

Considering the previous issues, the researcher is interested in conducting this study in order to explore the English Club members' speaking difficulties and the reasons behind it. With research question 1) What are speaking difficulties that the students' faced in English Club SMA Negeri 7 Samarinda? 2) What are the reasons behind students' speaking difficulties in English Club SMA Negeri 7 Samarinda?

2. Literature Review

A. Speaking difficulties

According to Ur (2009:121), the students' speaking difficulties can be classified as:

1. Shyness and Inhibition

Speaking, unlike reading, writing, and listening, necessitates some level of real-time audience interaction. Students are often hesitant to try a foreign language in the classroom because they are afraid of making mistakes, of receiving criticism or losing face, or simply of the attention that their speech generates. Moreover, according to Oflaz (2019), shy students hesitate to speak, try to give short answers to questions asked in the target language and prefer generally to be alone.

2. Low participation of individuals

Only one member can speak at a time if he or she wants to be heard; in a big group, this means that each person will have very limited talking time. A further issue here is that certain pupils dominate, while others talk very little or not at all. According to Murad & Jalambo (2019), some students do not speak or participate in English classroom because of lack of language proficiency, teacher's role, students' lack of confidence, and absence of motivation.

3. Finding things to say

Even if they are not restricted, students frequently claim that they do not know what to say. According to Dong (2022), students feel that lack of vocabulary will make them difficult to orally produce ideas and arguments about any topic. Unfortunately, simply giving an engaging topic is insufficient. Students must believe that they have

something significant and unique to contribute to the topic in order to justify speaking up.

4. L1 use

In classes where some or all of the students share the same first language, they may resort to it when they could, with a little more effort, speak English. They do this because it is easier and more natural to communicate in

their native tongue. Occasional L1 use is unavoidable - and can be quite beneficial in overcoming specific vocabulary problems, for example - but if students spend the most of their time speaking their native language, they will have little opportunity to build their speaking skills in English.

This speaking difficulties can be faced by students, especially in EFL context. Students often unfamiliar with the language since they always use their mother language, whether it is traditional languages or Indonesian. In the class, the difficulties can be seen from the low participation and the shyness of students to speak English in front of their friends.

B. Reasons behind speaking difficulties

There are some reasons behind the students' speaking difficulties when practicing the speaking skills:

1. Psychological aspects

According to Putra et al., (2023), the term psychological refers to something that affects or occurs in the mind, specifically someone's mental and emotional states. These issues can prevent EFL students from actively speaking English. According to Bourezzane (2015), Murad & Jalambo (2019), and Putra et al., (2023), when it comes to performing English, students' biggest concern are feeling afraid to make mistakes, anxiety, lack of confidence, and lack of motivation.

a. Language anxiety

According to Bourezzane (2015), language anxiety is a negative notion that refers to a condition of uneasiness caused by learning a new language. Some learners have a negative self-concept and frequently underestimate the strength of their speaking skills. Some students may feel apprehensive when they perform in front of their classmates, such as in role-plays and oral presentations, or when they speak and others look to them, as in classroom debates or even reluctant in the class based on Bourezzane (2015) and Murad & Jalambo (2019). In other words, they grow worried when they are placed on the position. As a result, learners may require more time to adjust to their new duties and positions.

b. Motivation

Motivation is an important factor in determining whether SL or FL learning is successful or unsuccessful since it provides a positive push to begin learning the SL/FL. Learners who are sufficiently motivated can acquire a working knowledge of a second language, regardless of their language ability or other cognitive qualities. This suggests that pupils are willing to participate in events without being forced to do so.

c. Self-confidence

Self-confidence, a component of self-esteem that refers to a person's positive perception of himself or herself, is a person's ability to do a certain activity effectively and is directly related to initial task engagement, persistence, and achievement, according to Bourezzane (2015). A student with self-confidence, even if he or she has low verbal ability, does not feel embarrassed or afraid of making mistakes while participating in classroom activities. On the other hand, some students with lack of confidence have the tendency to compare themselves with their classmates ; then

they start to underestimate their abilities if they are better than them, in their opinion.

d. Fear of making mistakes

Bourezzane (2015) found that EFL students regard mistakes as banned and should not be committed. They believe that if they don't communicate with proper grammar, their classmates will laugh at them. Furthermore, in some circumstances, pupils' reluctance may stem from the teacher constantly correcting them for every mistake they make. Furthermore, according to Putra et al., (2023), the students keep quiet and waited until they are required to speak English because they fear and feel embarrassed to make mistakes.

2. Linguistic aspects

According to Thi et al., (2020), learners seem to have trouble with linguistic components; for example, they lack words to deliver speeches, they do not know how to pronounce new words or pronounce wrongly, which makes the listeners unable to understand the meaning, or they even do not have enough grammatical knowledge to form a full sentence or do not know how to put single words into a correct order. In line with the study, according to Tanveer (2007), Thi et al., (2020), and Huwari (2019), linguistics factors can be classified as follows:

a. Pronunciation

Pronunciation was discovered to be a significant source of stress for ESL/EFL students in this study. According to Tanveer (2007), learners are often concerned when they are unable to pronounce narratives because they have never made or heard such sounds in their home language. Moreover, Thi et al., (2020) stated that students have trouble because they do not know how to pronounce words as well as how to use correct stress and intonation in particular situations.

b. Grammar

According to Thi et al., (2020) and Huwari (2019), students do not know grammatical points and they do not know how to put words into correct order to form complete sentences. Tanveer (2007) also stated that some pupils have difficulty using tense and verbs to convey present, past, and future time. Learners also had problems with adjectives, verbs, adverbs, or nouns that are from the same root, such as confidence, confidently, etc. The learners feel difficulties with the word endings or suffixes that are not the part of their L1 system.

c. Vocabulary

Students with a limited vocabulary may struggle to find exact words to describe their ideas or thoughts and will constantly feel uneasy as a result of their lack of language abilities, according to Tanveer (2007), Huwari (2019), and Thi et al.,

(2020). Furthermore, when pupils are given a limited amount of time to talk, they will make the 'irrrr' sound without understanding its meaning. Thus, a lack of vocabulary will restrict students from speaking English in class.

3. Lack of practice

According to Tanveer (2007) students, the subjects claimed that insufficient exposure to English in their native countries is a significant impediment to the development of their communicative proficiency. As a result, individuals frequently find it harder to practice outside of class or have less opportunities in their environment. Furthermore, L2 setting teachers want students to communicate freely and spontaneously, which causes tension when they are asked to answer a question.

Abrar et al., (2018) also indicated that non-serious companions and a boring topic of discussion detract from their desire to participate in more speaking activities both inside and outside of the classroom. The environment is related to the restricted time provided by the teacher for speaking activities in class, as well as the topic modules that determine class activities. In addition, Huwari (2019) also stated that in a large group, teachers are unable to divide the time between all the students, therefore it creates a gap between students that is one student speaks more than another does. In addition, it is important to teachers to prepare speaking activities with sufficient time to avoid the opportunity gaps between students.

According to Huwari (2019), students believe that the time allocated for speaking in English in the classroom is insufficient. Students must be allowed sufficient time in the classroom to express themselves, discuss, debate, or argue with their peers. As a result, students require more classroom practice, which takes a long time. Furthermore, it is uncommon to use the language outside of the classroom, in places like hotels and restaurants.

In conclusion, there are 3 aspects that can be the reasons why students faced speaking difficulties in class. The first reason is about psychological factors that relate to anxiety, motivation, fear of making mistakes, and confidence. For the linguistic factors, there are vocabulary, grammar, and pronunciation. Last, the lack of practice also becomes a factor which relate with limited time of speaking and practice outside the class.

3. Methods

This study employs a qualitative research design. According to Fraenkel et al., (2012), a qualitative research design is helpful to get to know the quality, process, and how the events happened more focus. A case study was chosen because the researcher wants to investigate a phenomena around the intended participants as a result of their activities. A case study is a research design used in many fields, particularly evaluation, in which the researcher conducts an in-depth analysis of a case, which is typically a program, event, activity, process, and one or more individuals Creswell (2018).

The participants of this study are 12 English Club members from 11th grade of SMAN 7 Samarinda. The participants are selected based on the questionnaire scores. Thereafter, the researcher will select the highest, average, and lowest score students in speaking task to conduct interview about the reasons behind the students' speaking difficulties.

This research used questionnaire, speaking task assessment, and interview as the instruments for data collection. There are 10 questions in the questionnaire that was adapted from Khoirunnisa & Ahmad (2022) and Ngoc & Dung (2020). The questionnaire was used for answering students' speaking difficulties. The researcher also used speaking task assessment to find out students' speaking ability which rated by English Club teacher and by

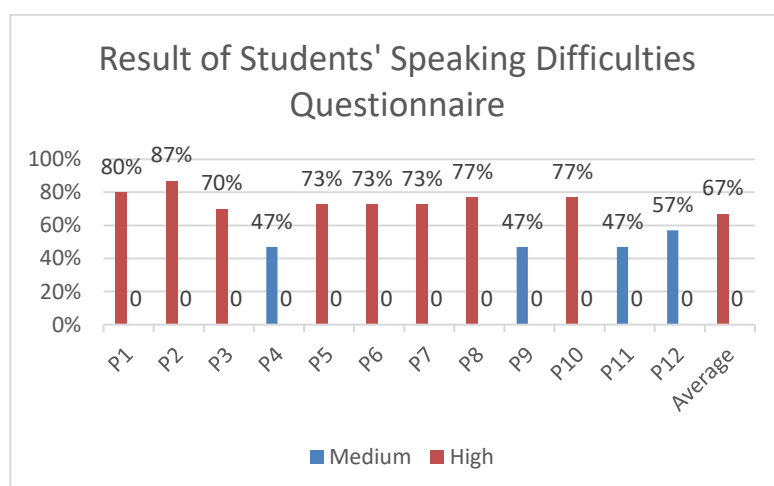
an artificial intelligent called SmallTalk2Me. In the assessment, students were asked to make a short speech video which talking about 'English learning strategies'. After collecting the questionnaire's results, the researcher then chose 3 students which got the lowest score to be interviewed to find students' speaking difficulties. According to Flick (2018), in a semi-structured interview, the researcher asked questions in a specific order to promote free- flowing talks about study issues guided by what participants say. There are about 15 questions in the interview with 3 different themes in reasons behind speaking difficulties include: psychological, linguistics and lack of Practice. Abrar et al., (2018), Bourezzane (2015), Huwari (2019), Tanveer (2007) theories are adapted to form the interview questions.

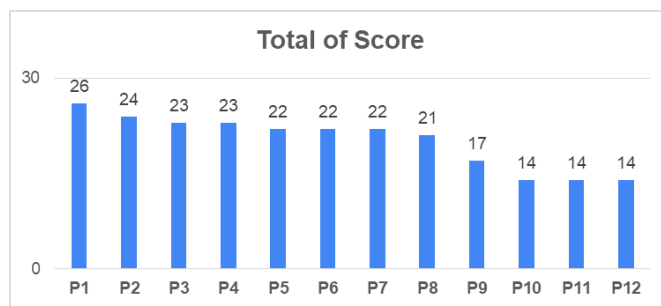
4. Result

The findings are presented according to the instruments for easy understanding clarity.

1. Questionnaire

In this research, the questionnaire used to answer RQ1 and to select the interview participants.





Based on the chart above about the speaking difficulties' questionnaire, out of the 12 members in the English Club were categorized into medium and high levels. Four members were in the medium category, meaning the students rarely experienced the speaking difficulties in English Club meetings. Meanwhile eight students were in the high category, showing that most members admitted that they never experienced almost all speaking difficulties items. The findings from total score also showed that there are 12 students filled the questionnaire that consisted of 4 themes of speaking difficulties (shyness and inhibition, low participation of individuals, finding things to say, and L1 use). The questionnaire was analyzed by using likert-scale with the description; frequently 3 point, rarely 2, and never 1 point. From the total of score, it found that the highest score is 26 and the lowest is 14 (Chart 2). To get the suitable and best participants, the researcher chose the students who have the lowest score to be the interview participants. Therefore, the P10, P11, and P12 would be interviewed for exploring the reasons behind speaking difficulties.

2. Speaking task assessment

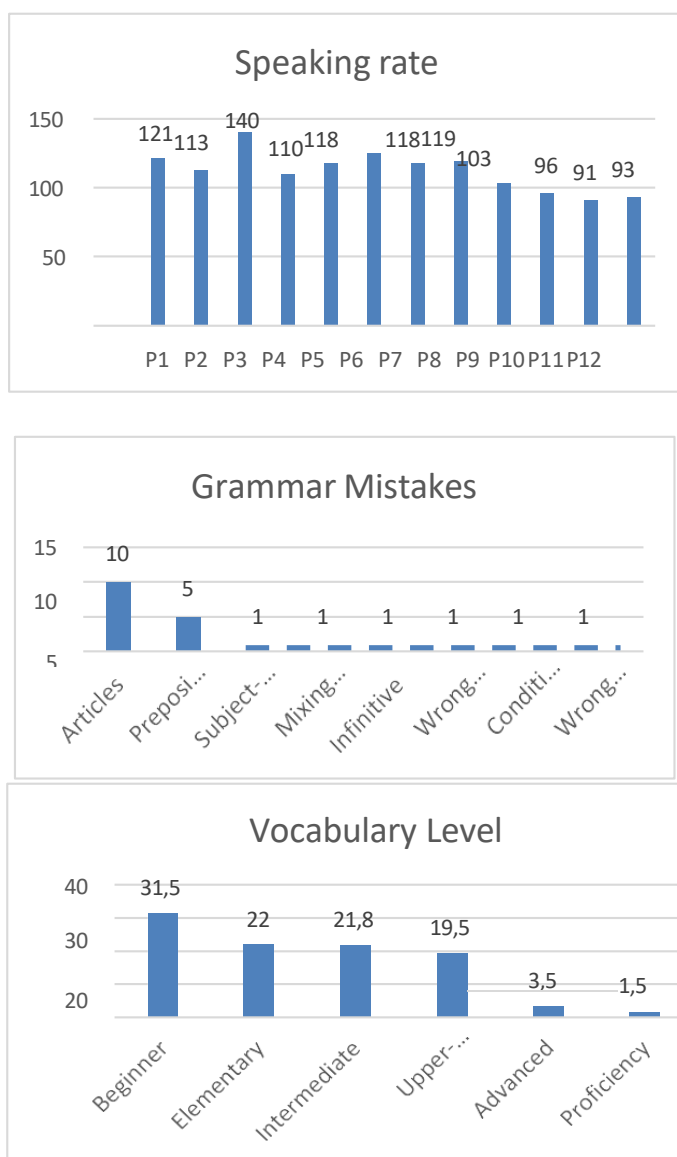
a. Speaking assessment rate by teacher

Scores	Category				
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
5	33.33% (4 Students)	50.00% (6 Students)	50.00% (6 Students)	25.00% (3 Students)	33.33% (4 Students)
4	50.00% (6 Students)	41.67% (5 Students)	41.67% (5 Students)	33.33% (4 Students)	25.00% (3 Students)

3	16.67% (2 Students)	8.33% (1 Student)	8.33% (1 Student)	25.00% (3 Students)	41.67% (5 Students)
2	-	-	-	8.33% (1 Student)	-
1	-	-	-	8.33% (1 Student)	-
Total	100% (12 Students)				

Based on the result above, in pronunciation, 4 students got 5 points, 6 students got 4 points, and 2 students got 3 points. In term of grammar, 6 students got 5 points, 5 students got 4 points, and 1 student got 3 points. In vocabulary, 6 students got 5 points, 5 students got 4 points, 1 student got 3 points. For fluency, 3 students got 5 points, 4 students got 4 points, 3 students got 3 points, 1 student got 2 points, and 1 student got 1 point. Meanwhile in the comprehension, 4 students got 5 points, 3 students got 4 points, and 5 students got 3 points.

b. Speaking assessment rate by AI (SmallTalk2Me)



Based on the rate from the artificial intelligence called SmallTalk2Me, students still have some difficulties. In term of speaking rate, 3 students almost reached the threshold (P10, P11, and P12). During students' speaking performance, some students also had grammatical error, such as the articles and preposition use, subject and verb disagreement, wrong sequence, and etc. Meanwhile in vocabulary level, most students were also still in the beginner, followed by elementary level. This findings based on students' word choice during their speech.

3. Interview

The findings of the interview data were analyzed using thematic analysis. Here are the themes that found:

a. Psychological factors

This research found that challenges of a research supervision process that faced by the students are in the both internal and external challenges. The findings are presented below:

a) Language anxiety

Language anxiety can be found through a negative self-concept of students' capability in speaking, frequently underestimate the strength of their speaking skills and they might feel apprehensive when they perform in front of their classmates.

In my opinion it's normal, just normal. But if you compare it with my friends, it might still be less. (P1, IN1, L38-39)

In my opinion, my speaking skills are still lacking, Sis. So there still needs to be a lot of improvement ... (P2, IN2, L36-37)

My opinion about my English speaking ability is still lacking... (P3, IN3, L38-39)

b) Motivation

Motivation is the positive push to begin learning a foreign language. Learners who are sufficiently motivated can acquire a working knowledge of a second language, regardless of their language ability or other cognitive qualities.

Hmm, if it's in front of my friends, I'm embarrassed, but I'll also use it as a lesson so I'll know. (P1, IN1, L98-99)

I think that my friends who actively speak English are very good and I want to learn from them about how they learned to the point where they are fluent in speaking English well and correctly. (P2, IN2, L72-75)

There is no feeling of insecurity, it makes me more motivated, sis. (P3, IN3, L87-89)

I think I'll laugh too. Then I'll ask my friend about what the correct answer is. (P3, IN3, L116-117)

c) Self-confidence

Student with self-confidence, even if he or she has low verbal ability, does not feel embarrassed or afraid of making mistakes while participating in classroom activities.

As for me, I feel a little scared to try again and I also feel embarrassed if my friends laugh because of my mistake. (P2, IN2, L102-104)

d) Fear of making mistakes

EFL students regard mistakes as banned and should not be committed. They believe that if they don't communicate with proper grammar, their classmates will laugh at them. Furthermore, in some circumstances, the students keep quiet and waited until they are required to speak English because they fear and feel embarrassed to make mistakes.

That's right, I'm afraid of being criticized or judged by my friends. That's because I'm afraid of vocabulary, for example, I'm afraid that the words I use are wrong or not quite right. My pronunciation is also sometimes wrong because I think it's still foreign. Grammar is also afraid of mistakes in the grammatical structure and verb forms. (P2, IN2, L26-33)

b. Linguistic factors

a) Pronunciation

Learners are often concerned when they are unable to pronounce narratives because they have never made or heard such sounds in their home language.

My pronunciation is also not clear, so my friends sometimes don't understand what I'm talking about. (P1, IN1, L46-48)

b) Grammar

Students do not know grammatical points and they do not know how to put words into correct order to form complete sentences. Some students also have difficulty using tense and verbs to convey present, past, and future time.

I have often thought about it for a long time because I was confused about which tenses to use. Because I'm quite forgetful, so sometimes I get confused. (P1, IN1, L122-125)

c) Vocabulary

Students with limited vocabulary may struggle to find exact words to describe their ideas or thoughts and will constantly feel uneasy as a result of their lack of language abilities.

For me, sis, it's hard to put it into words. The topic is already in my mind, but putting it into words is hard. (P2, IN2, L152-154)

d) Lack of practice

Students believe that the time allocated for speaking in English in the classroom is insufficient. Students frequently also find it harder to practice outside of class or have less opportunities in their environment.

I have no partner. So I usually talk to myself, just try it myself. (P2, IN2, L186)
Yes. My friends also sometimes use Indonesian so I also use Indonesian.
Because the teacher still allows me to speak Indonesian. (P3, IN3, L47-51)

5. Discussion

a. Students' speaking difficulties in English Club SMA Negeri 7 Samarinda

1) Shyness and Inhibition

Based on the finding in questionnaire, students experienced shyness and inhibition in speaking English. Students felt shy when they have to perform in front of their friends spontaneously because they were worried to make mistakes. Furthermore, students were also inhibited because they were worried if their friends would criticize their speaking skill. Students also felt that they should be given time to prepare before perform in front of the class.

The questionnaire is also in line with the interview. All participants claimed that they felt shy to speak in front of class, especially when they were pointed by teacher to speak spontaneously. Most of time they also felt shy to rise their hands and answer the teacher questions. All students also felt worried if their friends laugh at them when they make mistakes.

This result is in line with some previous studies that has been conducted before. First, this result about shyness and inhibition is consistent with the result from Oflaz (2019) that stated shy students were often hesitate to speak, try to give short answers and generally to be alone. A quantitative study from Khoirunnisa & Ahmad (2022) also found out that students were worried if their friends criticize them and worry in making mistakes which resulting in shyness.

2) Low participation of individuals

Result from the questionnaire showed that some student were rarely participate in English Club meetings voluntarily. Most of students also rarely hesitate to speak English and answer questions from the teacher. Meanwhile for the motivation, most students have motivation to study English in English Club meeting.

The result in questionnaire is also in line with the interview statement from students. Students stated that they rarely participate and answer teacher's questions voluntarily in English Club meeting. They also claimed that they often felt shy and prefer to keep silent and let their other friends to answer the questions. They also hesitate to speak and in the end they did not answer the questions.

Some previous studies have been carried out with the same theme. According to Murad & Jalambo (2019), some students do not speak or participate in English classroom because of students' lack of confidence, lack of language proficiency and absence of motivation, the result is inconsistent with the result in this study that showed students have high motivation in learning English in English Club. Meanwhile the study from Khoirunnisa & Ahmad (2022) is in line with the result from this study. They stated that some students faced low participation as the result of worried in making mistakes.

3) Finding things to say

According to the result from questionnaire, most of the students cannot think of anything to say on some topics frequently. Moreover, most of students have experienced the confuseness when it comes to express their mind. These showed that students had problems in findings things to say that affect their speaking performance in English Club meeting.

The result from another instrument which are from teachers and AI (artificial Intelligence) rating from speaking task also showed the same result. According to AI result, students' vocabulary level were still in the beginner and elementary level. The rating based on the word that students use in their speaking task. Besides it, the result from teacher's rating sheet showed that 2 students were still in the fair and poor level of fluency, showing that they faced difficulties in findings things to say.

The result from the interview showed some insights from speaking difficulties related to the findings things to say. The result confirmed the other instrument that the participant felt confused in expressing the ideas in mind. The participant stated that sometimes they knew the answer, but they could not arrange the right words.

The findings based on the questionnaire, interview, teacher's rating and AI rating from students' speaking assessment is related with some previous studies. Dong (2022) stated that students feel that lack of vocabulary will make them difficult to orally produce ideas and arguments. Wulandari (2022) also conducted a study about students' challenges in speaking and found out that students' lack of vocabulary will be the cause of speaking problems.

4) L1 use

Based on the finding from questionnaire, students experienced the difficulties in speaking, related to L1 use in English Club meetings. 66,7 % students claimed that they used Bahasa Indonesia in English Club meeting and frequently felt that Bahasa Indonesia was easier and effortless to use when learning English. The result is in line with the interview, where students still use Indonesian language because their friends still use it dominantly and the teacher also allows students to speak in Indonesian.

This finding is consistent with some previous studies that have been conducted before. A study from Khoirunnisa & Ahmad (2022) showed that the overuse L1 in English class, because it can hindered students from practice the language. Besides it, Huwari (2019) also stated that lack of practice can be the reasons of students' speaking difficulties.

b. The reasons behind students' speaking difficulties

1) Psychological Factors

According to the interview, students have some factors in term of psychological that made them difficult to speak in English Club meeting. The psychological factors will be related with language anxiety, motivation, self- confidence, and fear of making mistakes.

a. Language Anxiety

Based on the result from interview, all participants were having language anxiety when they speak English. They felt that their speaking skill was still low and they often compared their skill to others. The participant also stated that their speaking skill need lots of improvement. It is showed that the participants have negative self concept and in this case is comparing their speaking skill.

Besides negative self-concept from the participant, they also felt nervous when they were asked to speak in front of class without preparation. Students with language anxiety usually require more time to adjust to their new duties. They will feel embarrassed at the beginning, but if they have enough time to prepare, they will become normal to the task. Teacher here, should provide time for students to speak so that they can be more confident and not feeling nervous.

The result of this study is in line with a previous study from Murad & Jalambo (2019) and Bourezzane (2015). They stated that students may feel apprehensive when they have to perform in front of others. As a result, learners may require more time to prepare for their speeches in class.

b. Motivation

Based on the interview, students have high motivation to speak English. All students perceived problems or mistakes in speaking English as the chances to become better. They also eager to learn from the mistakes, searching in Google about the correct answer, and ask their other friends. Even though at the first they felt embarrassed for the mistakes that they have made, but they were still motivated to learn.

Students also stated that they have no insecurity if their friends speak more fluent than them. They perceived it as something to motivate them. This result is also in line with the questionnaire before. Students answer that they always feel motivated to learn in English Club meeting. In the end, they always show positive response about learning English speaking.

The result of this study is consistent with some previous studies. First, a study from Bourezzane (2015) which stated that learners have positive push to begin learning the foreign language and willing to participate in events without being forced to do so. Huwari (2019) found that students' have lack motivation and it can be the reasons behind students' speaking difficulties. Fortunately, the students in English Club have high motivation since their purpose of joining the extracurricular is to study English together with their friends.

c. Self-confidence

Based on the interview, students have low self-confidence in English Club meeting. The participants stated that they nervous because lacked confidence and a little scared to try speaking in English Club meeting. Furthermore, they also admitted that sometimes they do not really feel confident because they were confused if they did not know the English. The students also felt embarrassed if their friends laugh because of their mistakes. The result is in line with a study from Bourezzane (2015). She stated that students with low self confidence will feel embarrassed while participating in the class.

d. Fear of making mistakes

Based on the interview, one of the reasons behind students' difficulties in speaking is fear of making mistakes. Students admitted that they perceived mistakes as something

forbidden and should not be committed. They are afraid of making mistakes because they believe that their other friends will laugh at them. Some errors that they are afraid to commit are error in pronunciation, grammar, saying the wrong vocabularies, or not fluent when speaking in front of others.

Even though all participants admitted that they were afraid to make mistakes, they also showed commitment to improve their skill in speaking. First and third commit to use mistake as a lesson that can make lots of improvement in their speaking ability. Moreover, third participant also claimed that even though she is scared of making mistakes, she still accepted all corrections from her friends and the teacher.

These result are in line with some studies from Bourezzane (2015) and Putra et al., (2023). Putra et al., (2023) stated that students with fear of making mistakes keep quiet and waited until they are required to speak English because they fear and embarrassed to make mistakes. Bourezzane (2015) also stated that students perceived the mistakes as something should not be committed.

2) **Linguistics Factors**

According to the interview, students have some factors in term of linguistic that made them difficult to speak in English Club meeting. The linguistic factors will be related with pronunciation, grammar, and vocabulary.

1) **Pronunciation**

Based on the interview, linguistic factors especially pronunciation is one of the reasons why students have difficulties in speaking. All participants in the interview admitted that their pronunciation is not really clear, sometimes they also mispronounce words, and change some words if the pronunciation is too difficult for them. One of them also told a story when she had to pronounce 'fifteen' but ended up saying 'faifteen'.

Besides mispronounce words, the paricipants also stated that they unfamiliar with some words. They stated that their pronunciation skill is still lacking, especially if they never heard the words or those words were new to them. Even though they admitted that their skill was still lacking, they still showed willingness to learn the pronunciation more.

The result of the study is consistent with some studies from Thi et al., (2020), Tanveer (2007), and Huwari (2019). Thi et al., (2020) stated that students have trouble because they do not know how to pronounce new words or pronounce it wrongly. Tanveer (2007) also stated students are often concerned when they are unable to pronounce narrativesbecause they have never made or heard the sounds. Meanwhile Huwari (2019) stated pronunciation can be one of the reasons why students have speaking difficulties.

2) **Grammar**

Based on the speaking task rating from AI, most students still have some grammatical errors in their speaking task. The errors were the used of articles, prepositions, subject-verb disagreement, mixing up different, infinitive, wrong sequence of words, conditional sentence, and wrong time construction. Meanwhile the

rate from teacher is inconsistent with the rate from AI. Based on teacher's rate, students have great grammar from the speaking assessment performances.

The result from AI is confirmed by the interview. One of the reasons of students' difficulties in speaking is grammar. Students admitted that they do not

know grammatical points and how to put words into correct order to form complete sentences. Moreover, students also have difficulty in using tenses and verbs to convey present, past, and future time. The lack knowledge of grammar makes all students hesitate and confused to speak well in the class.

The result of the study is consistent with Thi et al., (2020), Huwari (2019), and Tanveer (2007). Thi et al., (2020) and Huwari (2019) stated that students do not know grammatical points and they do not know how to put words into correct order to form complete sentences. Moreover, Tanveer (2007) also stated that some pupils have difficulty using tenses and verbs to convey present, past, and future.

3) Vocabulary

Based on the speaking task rating from AI, students vocabulary level is still low. The level of vocabulary from all students is still in the beginner level, based on the word choice from their speaking task. It is also confirmed by the result of interview. Students admitted that their vocabulary is still not really broad and it makes them afraid if the words that they use are wrong. Students with limited vocabularies know what they wanted to say in Indonesian, but unfortunately they felt difficult to put it into words.

This result is consistent with Thi et al., (2020), Huwari (2019), and Tanveer (2007). They stated that students with limited vocabulary may struggle to find exact words to describe their ideas or thoughts and will constantly feel uneasy as a result of their lack of language abilities. Thus, a lack of vocabulary will restrict students from speaking English in class.

4) Lack of Practice

Based on the interview, students experienced some obstacles to practice English inside and outside the English Club meeting. First, students do not have serious partner in class as well as outside the class. Therefore, they try hard to find a way for speaking English outside the class. Besides it, the unfamiliar and difficult topics hindered them to speak since the vocabularies are new to them.

Students admitted that they ever got difficult and unfamiliar topic in English club meeting that makes them hesitate to speak well. Besides it, they stated that the teacher still allows L1 use in class, and their other friends also use L1 in English Club meeting. No rules about L1 use makes students overuse it in class since L1 requires low effort to be used.

The teacher's role in English club meeting also play an essential role. Teacher should make role about the use of English and Indonesian, therefore students can practice to speak English in class and avoid overuse of L1. Besides it, the time given for each students have to be balanced so that everyone can speak and there is no gap of opportunities between all students.

The result is consistent with some studies from Tanveer (2007) and Huwari (2019). Tanveer (2007) stated that the subjects claimed that insufficient exposure to

English in their native countries is a significant impediment to the development of their communicative proficiency. Meanwhile Huwari (2019) also stated that in a large group, teachers are unable to divide the time between all the students, therefore it creates a gap between students that is one student speaks more than another does. Moreover, Huwari also stated that the time allocated for speaking English in class is insufficient.

To answer the second research question related to the students' expectation of the research supervision, the research conducted data from the interview. The research found out that majority of the students expected that their supervisors are responsive. Next, they also expected that the process of thesis supervision can run smoothly and fast, the time and schedule for supervision are arrange well and have routine supervision with their supervisors. And some of them felt that they were not getting those yet. One of the students even mentioned that she expected, if she works diligently and quickly on her thesis, she could finish her thesis faster. However, it turns out not like what she expected; hence, the expectation does not meet.

6. Conclusion

Based on the analysis in chapter four, the researcher drew the conclusions related to students' speaking difficulties and the reasons behind the difficulties in English Club of SMA Negeri 7 Samarinda.

According to the findings in the previous chapter, the researcher drew a conclusion related to English Club members' speaking difficulties and the reasons behind their speaking difficulties. These findings of the study from lowest score of questionnaire of the English Club members. The findings of this study highlighted some theories and previous studies in Chapter II about students' speaking difficulties and the reasons behind the difficulties.

The first research question findings showed that students' difficulties in speaking English are shyness and inhibition, low participation of individual, finding things to say, and L1 use. Based on the result, most students experienced the difficulties mostly in the overuse of Indonesian language in English Club meeting, followed by finding things to say. Students often confused to arrange words, even though they have ideas to express in their mind. They also preferred to use Indonesian language since it is effortless to use and their teacher still allowed them to use it.

The second research question showed and described the students' reasons behind the difficulties in speaking. The reasons behind students' speaking difficulties are related to psychological, linguistic, and lack of practice. In term of psychological, students have language anxiety, lack of self-confidence, and fear of making mistakes hindered them from speak psychologically. Meanwhile linguistically, students have lack of pronunciation, grammatical and vocabulary that makes them difficult to express their ideas. Moreover, lack of practice also showed the essential of using English inside and outside classroom that surprisingly the opportunity itself is still lacking.

The researcher offers some suggestions; the use of Indonesian language should be limited wisely in class with making some rules when students are allowed to use it. The teacher should also provide a lesson plan which includes the time for each student to speak, not just one or two students with familiar topic or if it is not familiar, teacher can provide some vocabularies or keyword from the topic. Additionally, students can also slowly reduce the Indonesian language in English Club meeting and in class as well, trying to find partners or online tools that can help them to improve their speaking and increase the English exposure outside the class. Moreover, students are expected to participate in class more often.

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