The Students' Difficulties in Speaking English Performance at a Public Senior High School in Amurang

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Abstract

The ability to speak English fluently and confidently opens up various opportunities, both academically and professionally. However, many students face difficulties in speaking English, which can hinder their overall language development and communication skills. This study aimed to describe students the level for each type of difficulties in speaking English. In addition to that, this study also wanted to describe the factors that had the highest score of difficulties in speaking English. The research design was descriptive quantitative method. The data were analysed by using descriptive analysis to find the mean score. Fifty-five respondents were selected by using simple random sampling. The instrument was 24-items questionnaire adapted from Turkey Ozkan (2020). The findings of this showed that public high school students of Amurang possess difficulties with the score mean of these are as lack of vocabulary (3.70), ungrammatical words (3.52), poor pronunciation (3.57), lack of confidence (3.42), and fear of making mistakes (3.62). Lack of vocabulary, ungrammatical words, poor pronunciation and fear of making mistakes were all interpreted as high difficulties and lack of confidence was interpreted as moderately difficult. The senior high school students of Amurang possess the highest difficulty in lack of vocabulary. Thus, incorporating more speaking activities in the classroom and providing opportunities for regular practice can help students overcome their fear of speaking.

Keywords—difficulties in speaking, English speaking performance

Abstrak

Kemampuan berbahasa Inggris dengan lancar dan percaya diri membuka berbagai peluang, baik secara akademis maupun profesional. Namun, banyak siswa menghadapi kesulitan dalam berbicara bahasa Inggris, yang dapat menghambat perkembangan bahasa dan keterampilan komunikasi mereka secara keseluruhan. Penelitian ini bertujuan untuk mendeskripsikan tingkat untuk setiap jenis kesulitan dalam berbicara bahasa Inggris para siswa. Selain itu, penelitian ini juga ingin mendeskripsikan faktor-faktor yang memiliki skor kesulitan tertinggi dalam berbicara bahasa Inggris. Desain penelitian adalah metode deskriptif kuantitatif. Data dianalisis dengan menggunakan analisis deskriptif untuk mencari skor rata-rata. Lima puluh lima responden dipilih dengan menggunakan simple random sampling. Instrumennya adalah kuesioner 24 item yang diadaptasi dari Turkey Ozkan (2020). Temuan dari penelitian ini menunjukkan bahwa para siswa dari salah satu SMA Negeri Amurang mengalami kesulitan dengan skor rata-rata ini adalah sebagai kurangnya kosa kata (3,70), kata-kata yang tidak sesuai tata bahasa (3,52), pengucapan yang buruk (3,57), kurang percaya diri (3,42), dan rasa takut membuat kesalahan (3.62). Kurangnya kosa kata, kata-kata yang tidak sesuai dengan tata bahasa, pengucapan yang buruk dan ketakutan membuat kesalahan semua ditafsirkan sebagai kesulitan tinggi dan kurang percaya diri ditafsirkan sebagai kesulitan sedang. Siswa SMA Amurang memiliki kesulitan tertinggi karena kurangnya kosa kata. Dengan demikian menggabungkan lebih banyak kegiatan berbicara di kelas dan memberikan kesempatan untuk latihan rutin dapat membantu siswa mengatasi rasa takut berbicara mereka.

Kata kunci— kesulitan dalam berbicara, kinerja berbicara bahasa Inggris

INTRODUCTION

Speaking English fluently and confidently is a crucial skill for students in today's globalized world. However, many students face difficulties in achieving proficiency in spoken English. These difficulties can stem from various factors, including lack of exposure, fear of making mistakes, and ineffective teaching methods. In this article, we will explore the common challenges faced by students in speaking English and discuss possible solutions to overcome these obstacles.

There are issues with the students' speaking performance since they have trouble speaking in English. These elements could originate with the pupils themselves or come from sources beyond their control, such the surroundings variables coming from the learner, such as a limited vocabulary, slurred speech, and improper pronunciation. The majority of students said that these issues truly interfere with their speaking because of the lack of practice from other students as well as the fact that students who learn English as a foreign language have quite diverse backgrounds from English. Students must put in a lot of practice to overcome these types of challenges. For instance, Megawati and Mandarani (2016) discovered that a person's vocabulary and the number of phrases they can recall when they are speaking how they use appropriate language when speaking in a certain situation. Some children had terrible pronouncing skills and were unable to pronounce some words correctly. They most likely make certain English word sounds in their native accent or by the way some vowels or consonants sound in their language.

Some pupils could experience speaking anxiety and struggle to talk, or they might forget what they were about to say. According to Musliadi and Yunus (2018), student self-confidence significantly influences their communication style in a very foreign language, they use sentences that are grammatically incorrect yet are spoken by native speakers who would never use those words. In other words, if the student's speaking comes across as if their speech isn't as natural as a native speaker's or if they don't adhere to the grammar norms, Additionally, kids can be reluctant to practice speaking English. Students must project confidence when speaking in order for others to comprehend what they are saying and understand its purpose when they are communicating with them. The majority of grade 12 of public senior high school Amurang students claimed that this kind of issue mostly emerges because of how other people see them, and pupils who attempt to speak English often encounter such unfavorable comments from others. And because they need someone to encourage them to talk so they can develop their English-speaking ability as students, the fear of making a mistake becomes a big issue. Students who lack confidence will be reluctant to talk or may even choose not to speak at all. The environment is a factor that comes from the outside, like the pupils. According to Islimiati (2019), the environment is the main component that influences and fosters personal growth in order to enrich identity. Because no one in the neighborhood speaks English as a medium in which students can practice their speaking skills, the setting doesn't encourage students' development of their speaking abilities, which of the things prevents ESL students from speaking.

There are some essues of difficulties that may originate with the pupils themselves or with other people who hear them talk. Because they just know a few words in English or do nott know how to put the words together correctly, many students do not want to speak in English because they don't know what to say. In addition, Husnawati (2017) claimed that because they don't speak English well, they also experience psychological issues when speaking. They experience insecurity and anxiety when communicating in English. Haidara (2016) claims that while "most of them have trouble speaking the language, when we analyzed, we found that most of them have a fair level of vocabulary or grammar. Therefore, "it is not only a matter of lack of grammar or vocabulary, but it is also a matter of psychology, their beliefs, their confidence, and their strong feelings about themselves" (p. 1504). Even though they already possess strong speaking abilities, they nevertheless struggle with issues like the fear of making mistakes stemming from negative experiences, which

prevents them from trying again. Speaking issues can be divided into two categories, according to Susilawati (2017): linguistic issues, such as poor vocabulary, grammar, and pronunciation, and non-linguistic or psychological issues, such as a fear of making mistakes and a lack of confidence.

Prasetyaningrum, Fikni, and Wati (2020) cited that to overcome speaking problems, one of the ways to solve the difficulties is to use certain strategies in the classroom. But the fact that language learning in Indonesia may be a little bit hard because students only learn as a foreign language, which means they only learn in the classroom and don't use English, but these speaking difficulties can be fixed as long as we want to find out what our problems are, then try to find out how to fix them, and then try to practice them every day. Rather than just think of English as a subject that we struggle with or find difficult, it is better if students think that it is part of their development for communication purposes (Andriawan, 2018).

One of the key abilities we must develop in order to acquire a language is speaking. Speaking is regarded as a primary talent in language learning in addition to being a main skill. Learning a language is truly such a crucial part, especially for communication. Speaking is a production skill, and according to Afrizal (2015), speaking ability is a prerequisite for the ability to create and convey thoughts or messages using the sound of speech. Speaking is about conveying our messages or ideas to others clearly so that they can hear and comprehend us. It is not just about having good pronunciation, intonation, or a natural accent. However, it's crucial to strike a balance between being able to communicate our thoughts properly and having a good speaking voice or structure. Speaking has two key components, accuracy and fluency, which have an impact on speaking as an output skill (Derakhshan, Khalili, & Behesti, 2016). Fluency refers to a student's ability to communicate effectively with others through using the language effectively. Students can utilize these simple words to express themselves fluently even if they make a few pronunciation errors or use a few words that aren't grammatically correct. Students are considered fluent even when they use a lot of nonsensical phrases since they can convey the meaning with a few pauses or hesitations (Goh and Burns, 2012).

Another issue in students' difficulties is the limited vocabulary of students. In fact, one of the foundational skills we will master when learning a language is vocabulary. Many students claimed that their inability to formulate coherent sentences in English is the root of their performance problems. According to Jaelani and Zabidi (2020), a student's lack of vocabulary is to blame if they frequently converse but then stop. They only speak a limited amount of English. Students cannot interact with people if they simply know a few English words in their heads. How do they put their views across? when they should be saying it but are at a loss for words. What explanations can the pupils provide? if they are unable to express it in words.t vocabulary is one of the basic elements that will enable learners to speak the certain language. People may be confused and unable to understand them when they talk as a result of them stopping and stuttering frequently. If they are their friends, other people may also laugh at them. Students undoubtedly experience frustration when they struggle to effectively explain something or perform a speech. Additionally, they experience increased fear and trepidation when speaking. Students may not attempt to speak English again as a result of psychological issues like a fear of making mistakes or a decrease in speaking confidence.

Students merely need to expand their vocabulary to make it right. Make an effort to learn more and more vocabulary. forced their minds to listen and read terminology in their adequate input, allowing them to perform better in the output of their speaking abilities. According to Suchona and Shorna (2019), speaking skills can be improved by having a broad understanding of one's lexicon. They can learn so much more information if they expose themselves to terminology more thoroughly. Students can undoubtedly cover a lot more ground when speaking, which can be really beneficial for communicational purposes. The

largest chance for students to be fluent in the language lies in their increased vocabulary mastery.

The most challenging aspect of learning a foreign language is grammar. The quality of our speaking will also depend on how well-written and accurate the grammar is. According to Zuhriya (2017), knowing grammar is a requirement for studying English because it is a crucial skill and because it affects all facet of language acquisition, including speaking, reading, writing, and listening. Due to the numerous distinctions between Indonesian and English, students in Indonesia studying English as a second language have difficulty with their grammar and pronunciation. People tend to think in the language they are most comfortable with; in this situation, as students are practicing their English speaking, they are mentally translating their sentences from Indonesian into English. According to Sari (2018), even though students are aware that they still struggle with English grammar, they occasionally fail to recognize when they are making a mistake when speaking English. As a result, students will use the grammar of their original tongue when speaking in English. Students may occasionally be confused about what they will say in English due to these factors, which can also have an impact on them. Additionally, because our society does not encourage pupils to apply their English in daily life, they are unable to practice speaking English. Students must therefore practice speaking with others so that others may evaluate their proficiency in speaking English.

It goes without saying that students need to devote a lot of time to speaking grammar practice. According to Kamlasi (2019), "In fact, language learners need a long time to learn a new language because he or she must learn a new structure, thousands of new vocabulary words, and different pronunciations" (p. 84). Because learning English requires students to learn a lot and practice a lot so they can become accustomed to the new language and grammar, English has a very distinct background from Indonesian. In order to motivate students to use the target language they study, they should test it out in certain speaking circumstances. Hervina (2014) commented that "Grammatical errors are unacceptable, and thus they play a very important role in our daily life. A grammatical error can change the meaning and make a bad impression." (p. 218). Speaking for communication means people can understand what you are saying and for language that we learn we need to learn the grammar, so we did not make some mistakes because if we have mistaken in our grammar and people cannot understand us or perhaps, they can interpret our ideas on the negative side. This is the reason why students need to learn grammar and practice grammar while speaking.

Pronunciation is the sound of words that we produce in our speech. Language has its own rules on how to suppose the words need to be produced. Which part to be stressed or which part should not have made a sound while saying or reading it, "Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language" (Mulish, 2015, p. 295). Students must pay attention to how they produce sounds in English. Learning English as a foreign language makes mistakes in their pronunciation. In particular, students who learn English as a foreign language sometimes cannot distinguish pronunciation because when they practice with their friends, they also make the same mistake in their speaking or, in other words, the students' environments do not really support them in speaking. Saad and Yunus (2015) stated that if students learn in an environment that uses English and where they can use and practice their English speaking, it will help them gain pronunciation more naturally and they can manipulate how to handle their own accent while speaking in English. Typically, English as a foreign language has the same problems; for example, English foreign language students might have sentence structure and good grammar, but for the listener, they cannot understand what they said because they have strong accents from their native language. Gilakjani (2016) commented that because students have strong and strange accent in their speaking even though it was understandable but it cannot acceptable to listen to it. In learning English speaking, students

should learn how to speak naturally as to how the native speaker produces their pronunciation. Students can gain more confidence in how they can handle their speaking well, when they can produce their speaking more naturally, and students will feel comfortable with the language than students will be more skillful in English speaking and even present speaking in a more advanced level of skill in their speaking performances.

Confidence refers to how students think or feel about themselves while speaking. According to Musliadi & Yunus (2018), self-confidence is outlined as an associate degree individual's recognition of his own talents, loving himself and being aware of his own emotions' (p. 335). Confidence is about students' feelings about themselves or how they look about themselves. The feeling of being accepted or recognizing their talents by others makes them love themselves. Nasih, Yunus and Rahmawati (2019) stated that students can gain better speaking performance in their self-confidence leads them to get through their speaking performance; confidence really affects how other people react to students' speaking performances; moreover, when other people compliment about their speaking and approve their speaking performance, they gain confidence from that and they can sound relax and natural. Many students can easily give up in their speaking because they do not have confidence in themselves; therefore, when other people, such as the students' friends laugh at him or the teacher scold them because they are making mistakes in their speaking, they can really affect their confidence. As a result, students will start nervous, stuttering, and may forget what they have already practiced before. Confidence can also come by the students themselves; for instance, when students try to speak, they think they cannot do this because they were not prepared so much about it their confidence will become low and affect their speaking performances.

Low confidence can be a result of many factors, including fear of the unknown, criticism, being unhappy with personal appearance (self-esteem), feeling unprepared, poor time management, lack of knowledge, and previous failures (Kholifah, 2016, p. 3). Low confidence will affect students' events they do not speak yet, but because he keeps thinking about it even though actually already had enough practice and learning than it will affect their speaking because their confidence already disturbs because of it. There are also some cases where some students have a good skill in English speaking they know how to use grammar well and very good pronunciation, but because of their appearance about people looking down to them, even some people will mock them because of their appearance, which will disturb how students think about themselves and they really feel embarrassed because of their self-appearance, and the result of it may be that students want to try to speak to other people become quite, although already a good English speaking skill. However, for these problems, students should see that it is okay to have a bad performance if making a mistake can do a lot of practice for their speaking instead just worry about their mistakes and do not want to improve themselves by staying away from it or not wanting to try again (Kurniawati, 2013).

Students might have some experiences in which they perform poorly while they are in the middle of speaking English. It is common for students in Indonesia to fear mistakes. In Indonesia, students only learn a foreign language in the classroom. Such a small classroom environment for students to learn English. It is common for students who learn English as a foreign language to have feelings and thoughts about mistakes. Anyway, English is not our native language, so it is natural that students make such a mistake. Even all people who are learning a language, especially as a second or foreign language, make the same mistakes. Based on the literature review mentioned above, this study aimed to answer two specific questions. What is the level of difficulty the students are having speaking English? And which of those difficulties' students possess has the highest mean score?

RESEARCH METHODS

This study used the quantitative descriptive method because, according to Creswell (2014), it is best to understand what factors or variables influence an outcome in a quantitative project. In other words, a quantitative research method involves quantifying and analyzing variables in order to obtain results.

Population and Respondents

During the academic year 2020–2021, the respondents to this survey were 12th graders attending a public school in Amurang, North Sulawesi. 55 students participated in answering the questionnaire that was distributed. Science 2 from grade 12 to science 5 are included.

Table 1. Respondents Demographic Data

No	Grade	Number of Respondents
1	Science 2	24
2	Science 3	14
3	Science 4	8
4	Science 5	9
Total	4 Grades	55 Respondents

Instrument

Random sampling is used in this investigation. A modified questionnaire from Ozkan (2020) was used in this investigation. The Likert scale, which was employed in this survey, has five possible responses: 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for strongly agree. The original Likert scale, according to Joshi et al. (2015), "is a set of statements (items) presented for a real or hypothetical circumstance under examination. On a metric scale, participants are asked to indicate how much they agree or disagree with the provided statement (or items). Nine questions concerning vocabulary, five about pronunciation, three about grammar, four about confidence, and three about fear of making mistakes make up the questionnaire.

Table 2. Respondents Demographic Data

No	Area of difficulties	Number of items
1	Lack of vocabulary	2,3,4,6,9,13,15,22,24
2	Ungrammatical word	8,16,18
3	Poor pronunciation	1,5,7,17,23
4	Lack of confidence	10,11,12,14
5	Fear of making mistakes	19,20,21

Data Analysis Techniques

In order to properly address the specified research objectives, this study used descriptive analysis of the means to determine the mean score for each of the challenges faced by public senior high school students when speaking English. The results were evaluated using a five-point Likert scale to represent participants' levels of agreement based on the level classifications of Wijirahayu Dorand and (2018), in order to address two research issues.

Table 3. Verbal Interpretation of Data

Likert's Scale	Response	Discrimination Criteria	Interpretation
5	Strongly agree	4.50 -5.00	Very difficult
4	Agree	3.50 – 4.49	Difficult
3	Neutral	2.50 – 3.49	Moderately difficult
2	Disagree	1.50 – 2.49	Easy
1	Strongly Disagree	1.00 – 1.49	Very easy

RESULTS AND DISCUSSIONS
   The results of this study showed that students of one of the public senior high schools in Amurang possess high difficulty in vocabulary.

Table 4. Distribution Mean Score in Lack of Vocabulary

No of Item	Items	Mean Score	Verbal Interpretation
2	*Saya bingung ketika kata-kata yang asing dalam bahasa Inggris*	3.65	Difficult
3	*Saya tidak memiliki kapasitas untuk menebak arti dari beberapa konteks kata.*	3.51	Difficult
4	*Meskipun saya memahami sebagian besar poin utama dalam pembelajaran, saya biasanya tidak memahami detail pendukungnya.*	3.55	Difficult
6	*Ada banyak kata dan ungkapan baru yang tidak saya mengerti.*	3.78	Difficult
9	*Saya merasa sulit untuk memahami diskusi kelas karena kurang kosakata*	3.64	Difficult
13	*Saya mengambil jeda lebih lama karena saya kesulitan mendapatkan kata-kata bahasa inggris untuk digunakan sebentar di kelas.*	3.85	Difficult
15	*Saya biasanya berhenti berbicara karena kosakata tidak cukup untuk mewakili pendapat dan ide saya.*	3.87	Difficult
22	*Saya menggunakan komunikasi non-verbal (bahasa tubuh) untuk menanggapi dalam bahasa Inggris.*	3.67	Difficult
24	*Saya tidak dapat menanggapi secara spontan karena kurangnya kosakata bahasa Inggris saya.*	3.76	Difficult
	Grand mean of Lack of Vocabulary	3.70	Difficult

   The outcome revealed that the overall mean score for vocabulary deficit was 3,70. According to the interpretation of the data, the mean score ranged from 3.50 to 4.49, indicating a low level of vocabulary that was perceived as challenging. This indicates that the majority of students have trouble speaking English due to a lack of vocabulary. As a result of their limited vocabulary and ability to create more than four brief phrases, many pupils' descriptions can only use simple words as examples. Some students only repeat the same words. Even though they intended to explain a lot of topics, they were only able to give a limited amount of background.

The results of this study revealed that the majority of students at one of Amurang's public senior high schools struggle with problems involving non-grammatical words.

Table 5. Distribution Mean Score in Ungrammatical Words

No of Item	Items	Mean Score	Verbal Interpretation
8	*Saya tidak melatih mental selama pembelajaran karena saya tidak dapat menggunakan susunan kata yang logis (sintaksis) dalam bahasa Inggris.*	3.35	Moderately difficult
16	*Saya tidak dapat berpartisipasi selama diskusi bahasa Inggris kelas karena tata bahasa saya.*	3.51	Difficult
18	*Saya mengalami kesenjangan dalam berbicara dengan orang lain karena saya kurang lancar dan tidak akurat dalam bahasa Inggris.*	3.69	Difficult
	Grand mean of Ungrammatical Words	3.70	Difficult

The results showed that the ungrammatical words had a grand mean score of 3,52, which indicated that they were at a high level and were therefore considered challenging. According to Sari (2018), speaking still has a grammar problem with numerical errors being the most frequent. Speaking in grammatically incorrect ways is very common among students, especially those who are learning English as a second language. Due to influences from their original language, many pupils use terms that aren't grammatically correct. According to Damaiyanti (2021), certain sentences were created by extensively adapting the grammar of the source language to the target language. When speaking in English, some people's automatic phrases contain English syntax from their native tongue. In order to put the words in the proper order and give them more significance, students need to practice following English grammatical rules.

Table 6. Distribution Mean Score in Poor Pronunciation

No of Item	Items	Mean Score	Verbal Interpretation
1	*Saya mudah bingung dan biasanya hilang konsentrasi selama kelas karena saya mendengar pola intonasi yang berbeda*	3.71	Difficult
5	*Saya tidak bisa menguraikan pengucapannya.*	3.35	Moderately difficult
7	*Saya tidak dapat mengikuti pembelajaran karena perbedaan antara struktur tata bahasa Inggris dan bahasa Indonesia.*	3.33	Moderately difficult
17	*Saya tersandung dalam berbicara bahasa Inggris karena intonasi yang salah.*	3.82	Difficult
23	*Saya tidak dapat menanggapi selama percakapan bahasa Inggris di kelas karena pengucapan saya.*	3.64	Difficult
	Grand mean of Ungrammatical Words	*3.57*	Difficult

The findings indicated that a 3,57 overall mean score for weak pronunciation. According to the interpretation of the data, it indicated that the level of poor pronunciation was high, which was taken to mean that it was difficult. Because it conveys the intent or meaning of what the pupils are saying, pronunciation is crucial. Wahaab, Munas, and Rizvi (2021) assert that sound is significant since it is used to express meaning in usage. Even worse, pronounced errors could lead to serious misunderstandings. According to Widodo, Putrawan, and Perdana (2023), the problem was the different sound systems in their native language (Indonesian), which they were trying to learn, and their target language, which was English. When students attempt to say or pronounce some English words, they are unaware of this. They say it in the Indonesian manner, which occasionally results in an odd

sound. It could make it difficult for others to grasp what they just said, or they might misunderstand what was said due of the incorrect noises.

Table 7. Distribution Mean Score in Lack of Confidence

No of Item	Items	Mean Score	Verbal Interpretation
10	*Saya enggan mengikuti diskusi bahasa Inggris di kelas karena saya tidak yakin dengan jawaban / gagasan saya.*	3.44	Moderately difficult
11	*Saya merasa tidak aman dan cemas setiap kali saya membaca di kelas.*	2.96	Moderately difficult
12	*Saya ragu untuk berbicara karena saya tidak tahu pengucapan yang benar dari beberap\a kata bahasa Inggris.*	3.47	Moderately difficult
14	*Suaraku melemah saat menjawab pertannyan guru dalam bahasa Inggris*	3.82	Difficult
	Grand mean of Ungrammatical Words	3.42	Moderately difficult

The result showed that the grand mean score of lack of confidence was 3,42. Based on the interpretation of the data, it signified that the lack of confidence was at a moderate level. Thinh and Tuyet (2022) concluded that the second most significant issue that virtually all students participating in the study face is a lack of confidence. In line with what the research found in the mean score of lack of confidence in the moderate score as a result, In speaking English, students also need to establish their psychological factors while speaking. They need to gain some confidence so they can talk; if not, they might be nervous and hesitate to talk or say some words in English. if they first develop their confidence before using English. They might really benefit from more fluid speech. That is, the success of speaking increases as self-confidence increases. However, some students suffer from low self-esteem because they are concerned about being scrutinized by others.

Table 8. Distribution Mean Score in Fear of Making Mistake

No of Item	Items	Mean Score	Verbal Interpretation
19	*Saya merasa canggung berbicara bahasa Inggris dengan orang lain karena saya takut evaluasi negatif.*	3.67	Difficult
20	*Saya merasa terintimidasi ketika saya mendengar begitu banyak kata-kata bahasa Inggris yang asing di sekitar saya.*	3.44	Moderately difficult
21	*Tanggapan saya tertunda ketika saya mendengar begitu banyak kata-kata bahasa Inggris yang asing di sekitar saya.*	3.76	Difficult
	Grand mean of Ungrammatical Words	3.62	Difficult

The outcome indicated that 3,62 was the mean score for fear of making a mistake. According to the analysis of the data, it was challenging since it indicated that there was a significant level of dread of making a mistake. Students were worried that they would misunderstand the question and that their peers would make fun of them if they did. Rahmawati, Yunus, and Nassih (2021) Some students in English conversation classes experience anxiety when speaking in front of the class. Fear of failing a difficult subject, fear of ridicule from their classmates, fear of making a mistake when pronouncing an English word, and lack of preparedness.

Table 8. Distribution The Grand Mean Score of Area of Difficulties

Are of Difficulties	Mean Score	Verbal Interpretation
Lack of Vocabulary	3.70	Difficult
Uungrammatical Words	3.52	Difficult
Poor pronunciation	3.57	Difficult
Lack of Confidence	3.42	Moderately difficult
Fear of Making Mistakes	3.62	Difficult

The findings revealed that, out of all the factors affecting spoken English performance challenges, a lack of vocabulary had the highest mean score, with a mean score of 3.70. This showed that one of the public high schools in Amurang's students opted to experience a very challenging issue in their English-speaking ability in terms of vocabulary as their major barrier. The results of this study are consistent with those of a study on Turkish speaking difficulties conducted by Ozkan (2020): Turkish speakers have problems with their vocabulary, grammar, and pronunciation, which affects how well they speak English and causes some degree of insecurity about that performance.

This study and one by Jaelani and Zabidi (2020), which looked at junior high school students' challenges with English language learning in the speaking and listening parts, share certain similarities. Using descriptive qualitative methodologies, data analysis and data interpretation were done for issues that students in two junior high schools in Bogor had. According to this study, students need to put what they have learnt into practice right away if they want to overcome their difficulty speaking English. Additionally, he said that because English is the only foreign language taught to Indonesian students, which means that the majority of language acquisition occurs in the classroom, the researcher advised the English instructor to help pupils improve their speaking by using some strategies that can encourage students to improve their speaking and also try them to encourage students to practice by themselves.

CONCLUSIONS

When students find themselves in a foreign setting, they often encounter difficulties in their English-speaking performance. Students face various challenges in their English-speaking performance in a foreign setting. These include the language barrier, pronunciation and intonation issues, vocabulary and grammar limitations, lack of confidence, and cultural differences. By implementing immersion programs, pronunciation and intonation training, vocabulary and grammar enhancement exercises, confidence-building strategies, and cultural sensitivity training, educators can help students overcome these difficulties and improve their English-speaking performance.

RECOMMENDATIONS

Immersion program can help students to overcome language barriers by providing an environment where English is the primary language of communication. This allows students to practice speaking English in real-life situations, improving their fluency and confidence. In addressing vocabulary and ungrammatical barriers, regular vocabulary and grammar exercises can expand students' language skills. Engaging in activities such as reading, writing, and listening to English content can improve their vocabulary and help them understand grammar rules better. In terms of poor pronunciation, dedicated training programs focusing on pronunciation and intonation can help students improve their speaking skills. Practicing with native speakers and using pronunciation guides can enhance their ability to be understood clearly. And lastly creating a supportive and non-judgmental learning environment is crucial for boosting students' confidence. Encouraging participation, providing constructive feedback, and emphasizing the importance of

mistakes as learning opportunities can help students overcome their fear and become more confident speakers.

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