

ABSTRACT

Sulthon, Abu Bakar Habibullah, 2025. *An Analysis of Students Difficulties in Speaking English at Tenth Grade of SMK Al-Furqon Bondowoso*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisors: (1) Dr. Hanafi, M.Pd. (2) Dr. Anita Fatimatul Laeli, M.Pd.

Keyword: Speaking English, Difficulties, Vocabulary, and Pronunciation.

The ability to speak English is an essential skill for students in achieving the goals of English language learning, especially under the implementation of the Emancipated Curriculum (*Kurikulum Merdeka*) in Indonesia. Despite its importance, many students still encounter serious difficulties in speaking English fluently and confidently. This research aimed to analyze the factors that cause students' difficulties in speaking English, focusing on linguistic aspects (such as lack of vocabulary, poor pronunciation, and grammar issues) and non-linguistic aspects (such as low self-confidence, anxiety, and lack of motivation).

The research question guiding this study was: *What are the factors that cause students' difficulties in speaking English?* To answer this question, the researcher employed a quantitative descriptive method using a survey design. Data were collected through a structured questionnaire distributed to 25 tenth-grade students of SMK Al-Furqon Bondowoso in the 2024/2025 academic year. The questionnaire consisted of closed-ended questions using a Likert scale and an additional column to capture students' reasons for their responses.

The findings revealed that the most common difficulties experienced by students in speaking English were a lack of vocabulary, pronunciation problems, and low confidence. Many students also reported experiencing fear of making mistakes and limited speaking practice. Furthermore, the reasons behind these difficulties included insufficient English exposure, rare opportunities to speak in class, and influences from the learning environment, such as peer pressure or ineffective teaching strategies.

In conclusion, students' speaking difficulties are caused by a combination of linguistic and non-linguistic factors. The results suggest that to improve students' speaking skills, teachers should focus not only on language components but also on building a supportive and motivating classroom environment that encourages practice and reduces speaking anxiety.