

Students' Difficulties in Learning Speaking Skills at Doctor Nueng Intercare Krabi School Thailand

Najla Azkiah¹, Nargis², Moh. Iqbal Firdaus³, Arporn Huailuek⁴

^{1,2,3} English Education Study Program, Faculty of Education and Teacher Training,
Universitas Muhammadiyah Tangerang, Indonesia

⁴ Doctor Nueng Intercare Krabi School, Thailand
Jl. Perintis Kemerdekaan 1/33 Cikokol, Tangerang-Indonesia
41 Maharaj 4 Alley, Tambon Pak Nam, Amphoe Mueang Krabi, Thailand

Submission Track:

Received: June 26, 2024

Revised: June 29, 2024

Accepted: June 30, 2024

Keywords:

Students' difficulties, speaking skill

*Corresponding Author:

najlaazkiah14@gmail.com

Copyright@2024 (author/s)

Abstract: Speaking is an essential skill that everyone needs to have to communicate with other people all around the world. The aims of this research to find difficulties in learning speaking skills at the Doctor Nueng Intercare Krabi School. Specifically for nursing students for the 2023 scholarly year, the number of students in the class is 18 people, 3 men and 15 women. This research uses a qualitative descriptive method, where the descriptive qualitative method is a method that attempts to find out the causes of problems in a condition that is currently occurring. In collecting data, the researcher used interviews, observation and questionnaire. From the results of the data that have been explained, the researcher found that there were two aspects of difficulties experienced by students, namely the linguistic aspect where students lacked vocabulary (83%), grammar (44.4%), pronunciation (50%), fluency (50%), and comprehension (44.4%). Apart from that, there are psychological aspects such as lack of confidence (44.4%), shyness (44.4%), anxiety (55.6%), and lack of motivation (61.1%). From these two aspects, the difficulties most often experienced by students are a lack of vocabulary (83%) and a lack of motivation (61.1%).



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

INTRODUCTION

English is an international language used by people all over the world. Through language, we can exchange information such as expressing feelings, desires, opinions, and needs with other people (Jaelani & Zabidi, 2020). Often, we see English sentences on social media, in public places, and even the smartphone technology we use uses English. This shows that English is very important to use in everyday life (Hanapi et al., 2023). It is right now known that the objective of learning to speak is simple oral communication which must be mastered both within the world of education and the world of work. In the world of education, English plays a very important role, because there are English language skills that must be mastered.

Scrivener (2005) stated simple skills can be categorized into two categories skills, namely productive skills and receptive skills. In productive skills, there are speaking and writing skills, while in receptive skills there are reading and listening skills (Muslim & Nugroho, 2015). In productive skills, there are skills called active skills, and receptive skills called passive skills (Resmayanni Ade & Putra Darma Tri, 2022). Through the involvement of productive skills and receptive skills, students can create self-confidence and fluency in speaking.

According to Harmer (2007) in (Daulay et al., 2022) speaking is the ability that anyone possesses to communicate his feelings to others people and speak with fluency. According to (Nunan, 2003) states that speaking is an oral skill that produces systematic language expressions to convey meaning (Indriyani, 2020). Speaking skills also play a crucial appearance in the conveyance of one's point. When someone wants to convey a message by speaking it will be different, because it is easier to understand, whereas conveying a message in writing will have a different meaning and can cause miscommunication. One of the most important aspects of the communication process is speaking (Richards & Renandya, 2002). From the opinions of the experts that have been explained, speaking skill are a tool for communication with everyone around the world and are simple skill that a person must have to communicate.

Learning to speak can support students convey their ideas and can also encourage students to take an active role in their ongoing education. Thus, oral speaking is very important in language skills because it can support students' abilities and the surrounding environment. Currently, speaking skills are a top priority in the eyes of English teachers around the world. The reason is solely to prepare students to compete in the global world (Jalaluddin, 2022).

In Thailand, English is used as a second language in everyday life. Thailand is ranked in the first two with the lowest English language skills compared to other countries. Information conveyed to Thai people and throughout the world shows that English pronunciation failure in Thailand reaches 99 percent (Apichat & Fatimah, 2022). Most students have linguistic problems and factors in learning speaking, such as a lack of vocabulary, grammar, pronunciation, comprehension, and fluency. Apart from that, students also have psychological problems, such as a lack of confidence, shyness, anxiety, and lack of motivation (Turada, 2021).

Previous research shows that the speaking problem of students at SMA 1 Sukodadi Lamongan studied by (Turada, 2021) is that almost all students do not know the elements of speaking, and students also have problems such as lack of vocabulary, pronunciation, understanding and fluency. Apart from that, students also have problems in speaking, namely lack of confidence, lack of motivation, shyness, and anxiety. In the second previous study, students' difficulties in speaking English at SMKN 3 Sorong, which was researched by (Maji et al., 2022) showed that there were factors of difficulty matured by students when learning to speak English, namely linguistic factors such as lack of vocabulary, poor pronunciation and lack of grammar knowledge. Apart from that, there are psychological factors, namely anxiety, shyness, motivation, mother tongue use, self-confidence, and fear of making mistakes.

From the statement explained above, there are problems and factors in student speaking, namely linguistic factors and psychological factors.

In this research, researchers analyzed the difficulties of linguistic factors and psychological factors in learning speaking. Difficulty factors occur in nursing students at Doctor Nueng Intercare Krabi School Thailand. Learning English is one of the lessons that students must master. Researchers have observed students when learning English takes place, especially in learning speaking. students are generally having high motivation and are enthusiastic about learning English, but many also have relatively poor speaking abilities. I hope this research can be helpful for English teachers, students, readers, and researchers.

THEORETICAL SUPPORT

Difficulties

According to Thursan Hakim (2005) Learning difficulties are a condition in the learning process that creates obstacles in a person's learning (Aslamiah, 2020). Obstacles that occur can cause someone to experience failure or lack of success in achieving learning goals. The difficulties experienced by students will result in a lack of speaking skills that students have. There are several difficulties experienced by students. Chen (2009) states that student frequently struggle with a lack of confidence, not speaking English fluently, and not memorizing vocabulary. Apart from that, Heriansyah (2012) said that speaking difficulties occur because of little knowledge of vocabulary, not knowing how to use grammar and difficulty in pronunciation (D. P. Sari et al., 2023). Harris (1974) argued speaking difficulties can be divided into five categories, such as comprehension, grammar, vocabulary, pronunciation, and fluency (Hidayah et al., 2021).

1. Comprehension

Comprehension is the ability to appropriately reply to or communicate what someone says in light of the context of the conversation is known as. Therefore, one of the keys to effective communication is comprehension.

2. Grammar

Grammar is the structural rules of a language. Grammar is also very important in learning spoken and written language skills. In studying grammar, many students are scared to speak English because their grammar skills are not perfect, which is why students have difficulty learning English.

3. Vocabulary

Vocabulary is an important element used when speaking. Without having vocabulary skills, someone will experience difficulty in communicating. When someone has limitations in mastering vocabulary, it is typically one of the challenges that learners have when learning speaking.

4. Pronunciation

Pronunciation is the process of pronouncing a syllable clearly when speaking. When students listen to or read English words, they have difficulty adjusting when pronouncing them. This can affect when a student's first language is different from English. In studying speaking, the pronunciation aspect is very important so that students can communicate well.

5. Fluency

Fluency is the capacity to write, read and communicate without difficulty or any hindrance. In speaking, the fluency aspect is the most important ability for students to master.

Psychology is one of the keys to the success of EFL students in improving students' speaking skills (N. N. Sari, 2022). According to Harmer (2007:345), students often don't want to talk because they feel embarrassed and don't want to express or give opinions about what they think to other people (Pratiwi & Andriani, 2021). In this way, psychological factors influence the difficulties experienced by students in English speaking skills (Haidara, 2016).

Several factors influence students' difficulties in learning speaking. According to Brown (2001), several psychological factors are the main causes of students experiencing difficulties, such as shyness and anxiety (Nijat et al., 2019). Apart from that, according to Thornbury (2005), psychological factors that influence language learning are motivation, anxiety, and self-confidence (Qureshi et al., 2020).

Burns and Joyce in Nunan (1999); Schwartz (2005); and Thornbury (2005) stated that psychological factors that students frequently encounter when learning speaking such as anxiety, shyness, lack of confidence, lack of motivation, and fear of making mistakes are factors that are often experienced by students in learning speaking (Juhana, 2012).

As has been discussed and explained by various researchers, the most important psychological factors in students' difficulties in learning speaking are lack of confidence, shyness, anxiety, and lack of motivation.

1. Lack of confidence

When students discover that the person, they are speaking to does not comprehend what they are saying or when they do not understand the other person, that is a lack of confidence results. Learners' decision to stay silent in such circumstances demonstrates their lack of faith in their communication abilities. According to Tsui (1999) students who are less confident in themselves when speaking English have a fear of communication (Pratiwi & Andriani, 2021). In situations like this, it can be seen that to build students' self-confidence, the teacher's role is also very important in building students' self-confidence.

2. Shyness

Students often feel shy when they are asked to talk in English. This is because developing shyness might lead to problems when learning to speak English. According to Baldwin (2011), in general, students often feel a phobia when speaking in front of the other people, and the shyness they experience causes them to forget what to say (Dalem, 2017). Thus, shyness can be seen as among the difficulties experienced by students in learning to speak in English.

3. Anxiety

When we experience feelings of fear and we cannot control them, this is a psychological aspect called anxiety. Then, according to (Pratiwi & Andriani, 2021) Foreign Language Anxiety (FLA) very often occurs in the language learning process, as students often

think and have excessive fear when learning English. According to Harmer (2007), teachers must consider the advantages and disadvantages of every student in order to adapt their teaching strategies to the needs of the class and reduce anxiety during the learning process. (Juhana, 2012).

4. Lack of Motivation

When students are studying speaking, an essential part of their learning process is motivation. Apart from that, motivation is also one of the students' desires to learn a language, such as learning English speaking skills to achieve success. Ellis (2000) stated motivation might affect students' reluctance to talk English, it is crucial to consider (Pratiwi & Andriani, 2021). That way, students who have high motivation will be able to achieve better results compared to students who do not have motivation. According to Babu (2010), students who are not motivated to learn may find it difficult to speak English in the classroom (Nijat et al., 2019). In situations like this it can occur due to a lack of motivation or support from teachers at school and even in the surrounding community, hindering students' ability to acquire English speaking abilities.

According to the previous explanation, it can be seen that there are difficulties in speaking skills experienced by students, namely linguistic factors and psychological factors. Linguistic factors such as comprehension, grammar, vocabulary, pronunciation, and fluency. For psychological factors such as lack of confidence, shyness, anxiety, and lack of motivation.

Speaking skill

Speaking skill are part of communication and are one of the most important parts when communicating with everyone in the world. Speaking is also a productive oral skill. Speaking occurs when the mouth conveys something and is followed by expressions and actions carried out by humans. According to Gert & Hans (2008) argue that speaking is a way of communicating ideas, opinions, and information that people wish to get across (D. P. Sari et al., 2023). Pérez, Carreiras, and Duñabeitia (2017) argued that "speaking is an interactive process of building meaning that involves information production, reception, and processing" (Handini et al., 2021). In this way, speaking means an expression shown by someone and has a very important meaning. By speaking, a person will also convey ideas, thoughts, feelings, opinions, and also understanding that he understands.

When someone wants to talk about something, they must be able to communicate to get what they want. English speaking is a second language, which is difficult in some countries, for example in Thailand the pronunciation of the mother tongue and second language English is very different, so when someone learns English, it will be a little difficult to pronounce it. Apart from that, second languages are also challenging to learn because students have to understand aspects of speaking skill, namely vocabulary, pronunciation, grammar, and so on.

METHOD

This research uses qualitative research, especially through a descriptive approach. According to Creswell and Poth (2016) "A research method based on the post-positivism

philosophy which is used to analyze objective conditions where the researcher acts as the key instrument is called descriptive qualitative research” (Handini et al., 2021). Descriptive qualitative research tends to use analysis. Meanwhile, Sugiyono (2014) stated “in qualitative descriptive methods, researchers play a crucial part in carrying out research, and these approaches can be used to observe the situation or condition of the object being investigated organically without the need for data modification” (Prayudha.S & Pradana, 2023). Qualitative descriptive research is data collection used to analyze words or images and not numbers (Indriyani, 2020). Descriptive qualitative is a method that attempts to find out the meaning or causes of problems in a condition that is currently occurring (Hanapi et al., 2023).

Using qualitative descriptive methods, researchers can analyze difficulties in learning speaking skill. This research was conducted at the Doctor Nueng Intercare School Krabi, Thailand. Researchers chose 18 students for this study because this school only had one class. Especially for nursing students for the 2023 academic year, there are 18 students in the class, 3 men and 15 women. In addition, the student age range between 18 and 28 years was the subject of this research. The characteristics of students at this school are closely related to the phenomena that occur in Thailand, especially in the school environment, there are still many students who experience difficulties in learning English.

In collecting data, researchers used questionnaires and interviews. Chambliss and Schutt (2018) state that when paying attention to actions and events that occur in the classroom that are very relevant to the topic being investigated, it is called observation (Handini et al., 2021). When using the questionnaire technique, there are two types of questionnaires, namely *open-ended* and *closed-ended questionnaires*. Dwinawan (2018) state an *open-ended questionnaire* is a type of question that is used to obtain broad answers, making it easier for respondents to answer. Meanwhile, Lidiana (2011) state *closed-ended questionnaires* are a type of question that requires specific answers, and these questions make it easier for the interviewer to get the information needed. This question is similar to multiple-choice, so respondents do not need to write their own answers. (Jaelani & Zabidi, 2020). Researchers employed a Likert scale in a closed-ended questionnaire for this research. As mentioned by Mclaud, the Likert scale usually provides five answers to a statement or question, which allows respondents to answer positively or negatively in agreement regarding the question or statement (Rohim et al., 2023). Therefore, the researcher gave 15 statements in the questionnaire sheet. This questionnaire uses a Likert scale, which is categorized as Strongly Disagree (SD), Disagree (D), Uncertain (U), Agree (A), and Strongly Agree (SA) to describe the results of answers about students' difficulties in learning English speaking skills.

To analyze the results of the questionnaire, use the formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of Sample

According to Nahbukoand (2003) An interview is a form of interview dialogue to obtain the information the interviewer needs (Indriyani, 2020). In the interviews, the

researcher used unstructured interviews and only asked about most of the research problems.

RESULT AND DISCUSSION

The results of the findings in this research, researchers distributed online questionnaires via Google Forms to all students consisting of 18 people. Through the outcomes of questionnaires, interviews, and observations, researchers found students' difficulties in learning speaking skills, such as linguistic aspects and psychological aspects.

Table 1.

Number of students who have difficulty in speaking skills

No.	Aspects	Students results	Number of students
1.	Linguistics Aspects	Vocabulary	15 students
2.		Grammar	8 students
3.		Pronunciation	9 students
4.		Fluency	9 students
5.		Comprehension	8 students
1.	Psychological Aspects	Lack of confidence	8 students
2.		Shyness	8 students
3.		Anxiety	10 students
4.		Lack of motivation	11 students
Total students who participated in filling out the online questionnaire			18 students

To find out the percentage results of linguistic aspects, researcher use the Likert scale formula as shown below:

Table. 2 (Linguistics Aspects)

No.	Aspects	Students results
1.	Linguistics Aspects	Vocabulary
2.		Grammar
3.		Pronunciation
4.		Fluency
5.		Comprehension

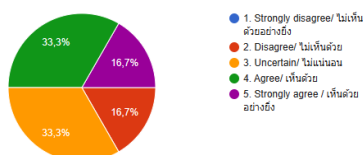
1. Vocabulary

Having a strong vocabulary is essential when communicating. Someone who lacks linguistic skills will find it challenging to communicate. One of the main difficulties that

students encounter while learning to speak is when they cannot acquire enough vocabulary.

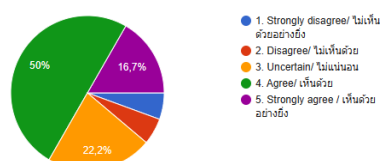
The vocabulary indicator in the statement has a total frequency of 15 students and is divided by the total number of students 18 times 100. So, the students who experience difficulty in vocabulary are 83%.

$$\frac{15}{18} \times 100\% = 83\%$$



“I find it difficult to speak English because my vocabulary is limited.”

“ฉันรู้สึกว่าการพูดภาษาอังกฤษเป็นเรื่องยากเพราะคำศัพท์ของฉันมีจำกัด”



“I have difficulty in memorizing new vocabularies.”

“ฉันมีปัญหาในการจำคำศัพท์ใหม่ๆ”

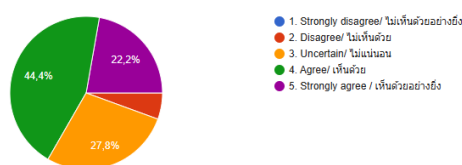
One of the difficulties students encounter when honing their speaking skills abilities is vocabulary, according to the percentage of students who answered agree. 41.56% of students said that they struggle with vocabulary because of their lack of vocabulary and that it is hard for them to remember it, which makes it difficult for them to communicate and engage in conversation. Based on the researcher's experience, students have difficulty speaking English in everyday life, and that makes it difficult for students to talk to foreigners. Furthermore, 11.15% of students chose to disagree because they felt it had no difficulty and could easily memorize and also had sufficient vocabulary knowledge to use in speaking and interacting.

2. Grammar

The structural rules of a language are called grammar. Learning grammar is crucial for developing both written and spoken language abilities. Since their grammar is not excellent, many students who are studying grammar find it difficult to learn English since they are afraid to speak the language.

In the grammar indicator statement has a total frequency of 8 students and is divided by the total number of students 18 times 100. So, the students who experience difficulties in grammar are 50%.

$$\frac{8}{18} \times 100\% = 44.4\%$$



“I find it difficult to speak English because my limited understanding of grammar.”

“ฉันรู้สึกว่าการพูดภาษาอังกฤษเป็นเรื่องยากเพราะฉันเข้าใจไวยากรณ์อย่างจำกัด”

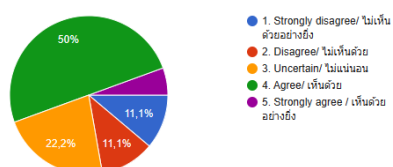
Grammar is one of the difficulties that students face when it comes to speaking skills, according to the percentage of students who answer agree. 44.4% indicated that grammar is difficult for students when using English for speaking. Furthermore, 5.6% of students chose to disagree because there was one student who understood the use of grammar in constructing correct sentences for speaking.

3. Pronunciation

The process of clearly pronouncing a syllable when speaking is known as pronunciation. Students find it challenging to modify their pronunciation of English words when they read or hear them spoken. When a student's first language is not English, this may have an impact. Pronunciation is a crucial component of speaking education that helps students become proficient communicators.

In the statement indicator pronunciation has a total frequency of 9 students, and is divided by the total number of students 18 times 100. So, the students who experience difficulties in pronunciation are 50%.

$$\frac{9}{18} \times 100\% = 50\%$$



“I find speaking English is difficult because of my limited pronunciation.”

“ฉันพบว่า การพูดภาษาอังกฤษเป็นเรื่องยาก เพราะการออกเสียงที่จำกัดของฉัน”

Pronunciation is one of the difficulties students face when they develop speaking skills, according to the results of the percentage of students who answered agree. 50% indicated that students experienced difficulties due to a lack of knowing how to pronounce English words. Based on the researcher's experience, students find it difficult to pronounce English words because the pronunciation of Thai and English is very different, and that is one of the difficulties experienced by students. Next, students who chose disagree were 11.1%. Of the students who chose to disagree, it was seen that

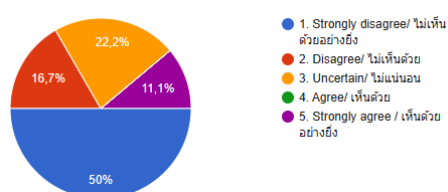
they did not experience difficulty pronouncing English words, and they also often used English to interact with foreign nationals or their friends.

4. Fluency

The ability to write, read, and speak without trouble or impediment is known as fluency. The ability to communicate fluently is the most crucial for students to acquire.

In the statement, the fluency indicator has a total frequency of 9 students and is divided by the total number of students 18 multiplied by 100. So, the number of students who have difficulty fluency is 50%.

$$\frac{9}{18} \times 100\% = 50\%$$



“I can speak English fluency and without any difficulties.”

“ฉันสามารถพูดภาษาอังกฤษได้อย่างคล่องแคล่วและไม่มีปัญหาใดๆ”

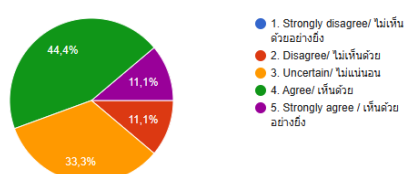
Fluency is one of the students' difficulties experienced in speaking skills, according to results of the percentage of students who answered disagree, namely 50%. This difficulty of not being fluent is due to the lack of students using English in communicating, and also differences in syntax in Thai. Furthermore, students who chose agree were 11.1%. Of the students who chose to agree, it was seen that they did not experience difficulties in speaking using English, because they often practiced and they also had very good understanding and pronunciation when speaking.

5. Comprehension

The capacity to effectively respond to or convey what someone says in light of the conversation's context is referred to as comprehension. Comprehending is therefore essential to good communication.

In the comprehension indicator, has a total frequency of 8 students and is divided by the total number of students 18 times 100. So, the students who experience difficulties in comprehension are 44.4%.

$$\frac{8}{18} \times 100\% = 44.4\%$$



“I can understand clearly what someone who uses English says.

“ฉันเข้าใจสิ่งที่ผู้พูดภาษาอังกฤษพูดได้อย่างชัดเจน”

Comprehension is one of the difficulties students face when they develop speaking skills, according to the outcomes of the percentage of students who answered agree. There is 44.4% of them cited understanding as one of their speaking abilities challenges.

Comprehension difficulties are caused by students' lack of understanding of what is being discussed. Based on the researcher's experience, students do not understand when someone speaks English to them, and when students do not understand what is being said, students immediately use Google Translate to find out what the person is saying. Furthermore, students who chose disagree were 11.1%. Of the students who chose to disagree, it appeared that they had no difficulty understanding what someone said using English.

Table 3. (Psychological Aspects)

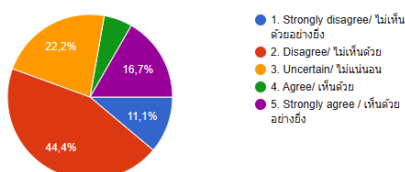
No.	Aspects	Students results
1.	Psychological Aspects	Lack of confidence
2.		Shyness
3.		Anxiety
4.		Lack of motivation

1. Lack of confidence

A lack of confidence arises when students find that the person they are speaking to does not understand what they are saying or when they do not understand the other person. The choice of students to remain mute in these situations shows a lack of confidence in their capacity for communication.

In the statement, the lack of confidence indicator has a total frequency of 7 students and is divided by the total number of students, 18 multiplied by 100. So, students who experience difficulties in lack of confidence are 44.4%.

$$\frac{8}{18} \times 100\% = 44.4\%$$



“I feel confident when speaking English in front of the class.”

“ฉันรู้สึกมั่นใจเมื่อพูดภาษาอังกฤษหน้าชั้นเรียน”

Interview:

[F] *"Because I don't know much vocabulary, so I don't have much confidence when speaking English"* (16/08/2023).

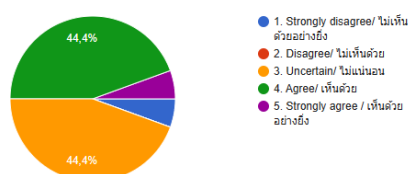
From the results of the percentage of students who answered disagree, lack of confidence was one of the difficulties experienced in speaking skills, namely 44.4%. Apart from that, interview data shows that students are not confident in speaking English because students lack vocabulary knowledge, and this makes students not feel confident. This lack of confidence is caused by students rarely using English when talking to their friends, and it causes students to feel less confident when speaking in front of the class. Furthermore, students who chose strongly agree were 16.7%. Of the students who chose to strongly agree, it was seen that they were confident when they had to speak English in front of class and outside of class, and that could make it easier for them to communicate with foreigners.

2. Shyness

When asked to speak in English, students frequently experience shyness. This is due to the possibility that growing shy could cause issues when learning how to speak English. Therefore, one of the challenges students have when learning to speak in English is shyness.

In the statement, the shyness indicator has a total frequency of 8 students and is divided by the total number of students, 18 times 100. So, the students who experience shyness in speaking skills are 44.4%.

$$\frac{8}{18} \times 100\% = 44.4\%$$



“I am too shy to speak English.”

“ฉันอายเกินกว่าจะพูดภาษาอังกฤษได้”

Interview:

[A] *"I'm shy to speak English because I don't know how to pronounce the words"* (16/08/2023).

From the results of the statement percentage of students who answered agree, shyness was one of the difficulties experienced in speaking skills, namely 44.4%. This shyness is caused by students rarely expressing something using English or rarely meeting foreigners, and this makes students embarrassed to speak English.

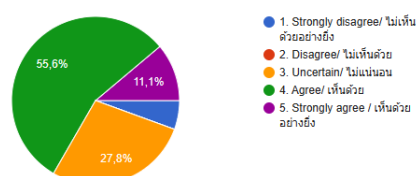
Furthermore, students who chose disagree were 5.6%, of the students who chose strongly disagree, and it was seen that they were not embarrassed to speak English and had often practiced it.

3. Anxiety

Anxiety is a psychological state that arises when we sense dread and are unable to regulate it. Students frequently worry and experience excessive dread during the language-learning process when studying English.

In the statement, the anxiety indicator has a total frequency of 10 students and is divided by the total number of students, 18 times 100. So, the students who experience anxiety are 55.6%.

$$\frac{10}{18} \times 100\% = 55.6\%$$



“I stop speaking when I cannot clearly express my ideas.”

“ฉันหยุดพูดเมื่อฉันไม่สามารถแสดงความคิดเห็นได้อย่างชัดเจน”

Interview:

[U] *"I can't really speak English, and it makes me nervous when I go up front to speak"*
(16/08/23).

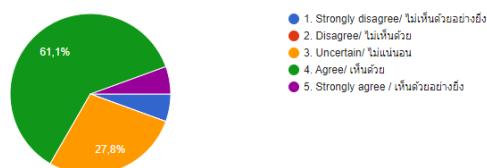
From the results of the statement percentage of students who answered agree, that anxiety was one of the difficulties experienced in speaking skills namely 55.6%. In this anxiety, students feel anxious when they are speaking English, and they will stop speaking by themselves when they cannot convey clearly what they want to say. Furthermore, students who chose strongly disagree were 11.1%. Of the students who chose strongly disagree, it was seen that they could convey what they wanted to say using English clearly and could be understood by someone.

4. Lack of motivation

Motivation is a crucial component of the learning process for students studying speaking. In addition, students' aspirations to acquire a language, such as mastering English speaking abilities to succeed, are driven by motivation. As a consequence, motivated students will be able to outperform unmotivated students in terms of results.

This statement shows that lack of motivation has a total frequency of 11 students, and divided by the total number of students, 18 times 100. So, the students who experience a lack of motivation are 61.1%.

$$\frac{11}{18} \times 100\% = 61.1\%$$



“My environment does not make me enthusiastic about speaking English.”
 “สภาพแวดล้อมของฉันไม่ได้ทำให้ฉันกระตือรือร้นที่จะพูดภาษาอังกฤษ”

From the results of the statement percentage of students who answered agree, that lack of motivation was one of the difficulties experienced in speaking skills, namely 61.1%. In this lack of motivation, students feel a lack of support from the surrounding environment, both from friends and family, in learning English and speaking English. Furthermore, students who chose strongly disagree were 5.6%. Of the students who chose strongly disagree, it was seen that they had support from family and friends so that they could develop speaking skills that could be used well.

CONCLUSION

Based on the results of data that has been analyzed using previous research, researchers found at Doctor Nueng Intercare Krabi School that students' difficulties in learning English speaking skills are in two aspects, the first is the linguistic aspect such as lack of vocabulary, pronunciation, understanding, and fluency. Apart from that, the second is the psychological aspect, namely lack of confidence, lack of motivation, shyness and anxiety. The data that has been analyzed shows that the highest difficulties experienced by students are in the linguistic aspect in terms of vocabulary indicators at 83%, grammar at 44.4%, pronunciation at 50%, fluency at 50%, and comprehension at 44.4%. Apart from that, in the psychological aspect, there are indicators of lack of confidence at 44.4%, shyness at 44.4%, anxiety at 55.6% and lack of motivation at 61.1%. Based on the results of the online questionnaire, the highest difficulties in linguistic aspects of speaking skills faced by students were vocabulary (83%), pronunciation and comprehension (50%), and fluency (44.4%). Meanwhile, students' difficulties in the psychological aspect were lack of motivation (66.1%), anxiety (55.6%), lack of self-confidence and shyness (44.4%). From the results that have been explained, the role of the teacher in the classroom is very important in overcoming difficulties in learning English in the classroom. Starting from getting students used to speaking English in class and in their environment.

REFERENCES

- Apichat, B., & Fatimah, N. (2022). Students' difficulties in learning English speaking: A case study in a Muslim high school in the South of Thailand. *Teaching English as a Foreign Language Journal*, 1(1), 13–22. <https://doi.org/10.12928/tefl.v1i1.162>
- Aslamiah, S. (2020). Kesulitan Belajar Bahasa Inggris Dalam Perspektif Pendidikan. *Primarily Jurnal Kajian Pendidikan Dasar Dan Anak Usia Dini*, VI(2), 134–146.

- Dalem, M. (2017). Difficulties of Speaking That Are Encountered by English Language Students at Al Margeb University. *Premise Journal*, 6(2).
- Daulay, S. H., Ismahani, S., & Suari, W. (2022). An Analysis of Students' Difficulties in Speaking English at SMA Swasta Nurul Iman Tanjung Morawa. *Journal Vision*, 1(1), 32–42. <http://jurnaltarbiyah.uinsu.ac.id/vision>
- Haidara, Y. (2016). Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Universal Journal of Educational Research*, 4(7), 1501–1505. <https://doi.org/10.13189/ujer.2016.040701>
- Hanapi, Islam, M. H., & Ferdiyanto, F. (2023). An Analysis of Student's Difficulties in English Speaking, a Descriptive Study. *Eduvec Journal of Education And Technology*, 6(4).
- Handini, B. S., Prasetyaningrum, A., Jaelani, S. R., & Azima, M. F. F. (2021). An Analysis on Students' Difficulties in Speaking. *Humanitatis: Journal of Language and Literature*, 7(2), 187–192. <https://doi.org/10.30812/humanitatis.v7i2.1248>
- Hidayah, A., Wennyta, & Munawwaroh, K. (2021). An Analysis of Students' Difficulties on Online Learning in Speaking Skill at the Twelfth Grade Students of SMA N 3 Kota Jambi in Academic Year 2020/2021. *Journal Of English Language Teaching*, 5(1).
- Indriyani, N. I. (2020). Students' Difficulties in English Speaking Class. *Elite Journal: Journal of English Linguistics, Literature, and Education*, 3(1).
- Jaelani, A., & Zabidi, O. W. (2020). Students' Difficulties of English Language Learning in the Speaking and Listening Section. *Journal of English Language Teaching*, 6(1). <http://journal.unnes.ac.id/sju/index.php/elt>
- Jalaluddin. (2022). Improving Indonesian Students Speaking Skill through English Dormitory. *Nusantara Hasana Journal*, 2(6), 76–82. <https://www.researchgate.net/publication/365155871>
- Juhana. (2012). Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*, 3(12). www.iiste.org
- Maji, E., Samanhudi, U., & Mokoagouw, M. E. (2022). Students' Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong). *Sosied*, 5(1).
- Muslim, M. F., & Nugroho, H. A. (2015). Speaking Skills of English Department Students Year 2013 in Public Speaking Class. *Retain: Research on English Language Teaching in Indonesia*, 3(2).
- Nijat, N., Atifnigar, H., Chandran, K., Selvan, S. L. T., & Subramonie, V. (2019). Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils. *American International Journal of Education and Linguistics Research*, 2(2), 55–68. <https://doi.org/10.46545/aijeler.v2i2.117>
- Pratiwi, R. I., & Andriani, R. (2021). Psychological Factors Affecting English Speaking Performance at Eleventh Grade Students' in SMK Al-Inayah Tebo. *Journal of Research in English Language Teaching JR-ELT*, 5(2), 59–70. <http://e-journal.ftk.uinjambi.ac.id>
- Prayudha, S. J., & Pradana, A. (2023). Analysis of Students' Difficulties in English Conversation Practice. *Journal Corner of Education, Linguistics, and Literature*, 2(3), 215–222. <https://doi.org/10.54012/jcell.v2i3.119>
- Qureshi, H., Javed, F., & Baig, S. (2020). The Effect of Psychological Factors on English Speaking Performance of Students Enrolled in Postgraduate English Language

- Teaching Programs in Pakistan. *Global Language Review*, V(II), 101–114. [https://doi.org/10.31703/glr.2020\(v-ii\).11](https://doi.org/10.31703/glr.2020(v-ii).11)
- Resmayanni Ade, N. P., & Putra Darma Tri, I. N. (2022). Analysis of Productive and Receptive Skill Languages on The Common ASEAN Tourism Curriculum (CATC) Toolboxes For Vocational Students Hospitals Study Program. *Journal Homepage*, 1(1), 25. <https://doi.org/10.56571/jteal.v1i1.4>
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching*.
- Rohim, A., Aidil, P. S., Almanar, A. M., & Education Study Program, E. (2023). Students' Difficulties in Finishing A Thesis of English Study Program at Muhammadiyah University of Tangerang. *An English-Indonesian Journal for English, Education and Culture*, 12(1). <https://doi.org/10.31000/globish.v7i2>
- Sari, D. P., Humaera, I., & Syahriani, R. (2023). An Analysis of Students' Difficulties in Speaking English. *Al-Irsyad Journal of Education Science*, 2(2).
- Sari, N. N. (2022). The Psychological Factors in Learning Speaking. *EDUCASIA Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 7(1), 25–43. www.educasia.or.id,
- Turada, A. S. (2021). An Analysis of Student's Problems in Speaking at Eleventh Grade of SMA Negeri 1 Sukodadi. *E-Link Journal*, 8(1).