

Vocational High School Students' Difficulties in English Speaking Practice

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Abstract: English is becoming essential in this quickly changing world because it is crucial for practically every aspect of life, especially communication. Proficiency in speaking is essential for effective English communication. However, many students still find it challenging to practice speaking English because it is not the mother tongue in Indonesia. This study investigated students' difficulties and the factors that cause them in English speaking practice. 80 students of Grade 10 Accounting students at SMK PGRI 2 Kudus were the participants in this study. A qualitative method was applied and the data of this study were collected through questionnaires and in-depth interviews. The questionnaire results revealed that students have difficulties in English practice; inhibition, nothing to say, low participation, and mother tongue use with "nothing to say" as the dominant difficulty. The factors that cause these difficulties include clustering (difficulty arranging sentences), redundancy (not knowing to explain correctly), still unfamiliar with the reduced form, low speaking performance, lack of vocab and not understanding what others are saying, low rate of delivery, and difficulty in pronunciation, stress, and intonation with clustering as the dominant factor. Regarding the dominant difficulty and its factor in the result of this study, the researcher suggests that teachers should always introduce new vocabulary daily so that students' vocabulary continues to increase. Moreover, the teachers should give the students an easy way to construct good sentences in speaking because they are still confused about arranging a correct sentence when practicing speaking.

Keywords: speaking, difficulties, factors, speaking practice

INTRODUCTION

English Teaching Language (ELT) in Vocational High Schools is a particular concern as students are trained to master English to support their careers after graduating. Therefore, in Vocational High Schools, teaching English necessitates distinct material, methods, and strategies for understanding (Muliyah & Aminatun, 2020). English at Vocational High School is a part of the English for Specific Purposes (ESP) program, which is a language teaching strategy that tries to address the needs of individual students (Muliyah & Aminatun, 2020).

In order to prepare graduates who are ready for the workplace, SMK students must pay more attention to their communication skills, especially in English. One of the skills in English that is very important in communication is speaking practice. This is supported by Sayuri (2016) that learning English has become mandatory in schools and universities, in addition to being useful for communication and job applications. One of the skills in English that is very important in communication is speaking practice. This is in line with Apsari et al. (2022) who stated that speaking fluently in English is essential in today's globalized world since it allows us to share information with others and facilitates information exchange. Therefore, Vocational High School students must have good competence in speaking English.

According to Nunan (2003), speaking is the ability to argue, and express ideas or thoughts orally to convey messages and understanding to the person being spoken to. This includes the ability to convey someone's opinion or position on an issue in a logical and persuasive manner. Moreover, Speaking is the ability to communicate verbally and use language to convey ideas, feelings, and thoughts (Ihsan et al., 2018). Pérez et al., (2017) also

stated that speaking is the process that allows two or more people to convey, receive, and process information. That means people can give and receive information or thoughts where they can also process the information that has been delivered.

Further about speaking, Harris (1969) stated in his book that there are 5 language components in speaking namely pronunciation, fluency, vocabulary, grammar, and comprehension. Kobilova (2022) stated that pronunciation is the creation of sounds that we use to convey meaning. Meanwhile Harris (1969) itself argued that fluency refers to how quickly and easily a language user can encode and decode words. For the vocabulary, Hatch & Brown (1995) stated that vocabulary is a list of terms or a collection of words used by users of a particular language. Grammar is defined as the set of rules or precepts that make up a language's system or structure (Brinton, 2000). In oral communication, comprehension necessitates both the ability to start and react to conversation (Harris, 1969).

In fact, speaking English is not easy for students because English is a foreign language in Indonesia. Students often face difficulty in practicing speaking. Ur (1996) stated there are four problems in speaking activity namely inhibition, nothing to say, low participation, and mother tongue use. These difficulties occur due to several factors. Brown (2001), in his book, writes that the factors that affect difficulties in English speaking are clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

Furthermore, Pratolo et al. (2019)'s research revealed five challenges or difficulties in speaking English faced by Indonesian EFL learners. They are language boundaries (pronunciation, fluency, vocabulary, grammar, and effect of mother tongue), elements of psychology (anxiety), proponent factors (friends and low participation), conversation topics (ignorance and unattractive topics), and practice of speaking. Turada (2021) also identified the problem of speaking in the eleventh grade of Senior High School 1 Sukodadi. This is a qualitative study with interviews and observations as the instruments to collect the data. She found several problems faced by students in English speaking as follows: comprehension and fluency, grammar, pronouns, and lack of vocabulary. She also stated the factors that cause the problems namely shyness, fear of mistakes, anxiety, lack of confidence, and low motivation.

The other previous study was from Soreh et al., (2022) focused on the speaking problems encountered by students of SMAN 2 Gemeh. They used descriptive quantitative method and questionnaires as the instruments. The study revealed two categories of students' problems in speaking, they were linguistic problems (lack of vocabulary, poor grammar, and lack of pronunciation) and non-linguistic problems (lack of confidence and shyness). Moreover, Thi et al., (2020) studied to explore the difficulties of English-speaking skills at B English Center. They used a quantitative research design with questionnaires as the instrument. The study revealed that lack of confidence, lack of opportunity, and high anxiety affected negatively participants' English performance and the target of their language learning.

Building upon this research, the preliminary observation conducted in an Accounting class at SMK PGRI 2 Kudus highlighted that many students still struggle with speaking English. They faced difficulties in pronouncing some words and were too shy to speak. Furthermore, the researcher aims to explore the difficulties in practicing speaking and the factors that cause the difficulties in vocational high school students in the 10th grade of accounting class.

RESEARCH METHOD

In this study, a qualitative descriptive research design was employed. An overall of eighty grade 10 accounting students from SMK PGRI 2 Kudus participated in this study. The researcher employed interviews and questionnaires as instruments to collect data. The

interview instrument was administered in a semi-structured manner, with pre-made questions that will allow for more flexibility in order to delve deeper into the participants' responses. The questionnaire statements were verified and clarified using the interview answers. The Verapornvanichkul (2011) questionnaires were modified, and Soreh et al., (2022) provided additional information. The Likert scale was employed by the researcher in this study in the questionnaire. A Likert scale presents a range of answers to a certain query or assertion (Cohen et al., 2007). The responses for the categories were strongly agree (SA), agree (A), Neutral (N), disagree (D), and strongly disagree (SD).

Furthermore, the theory proposed by Miles and Huberman is applied to the data analysis. Three stages comprise the data analysis process: data display, data condensation, and drawing, verification, and conclusion (Miles et al., 2014).

RESULTS AND DISCUSSION

There are two focus aspects in this research; the difficulties in speaking practice and the factors that cause them. Each of them has statements that lead to the indicators based on the theory. The main result based on the accumulating indicator statements can be seen in the following table.

Table 2
 Result of questionnaire

No.	Aspect	Indicators	SA	A	N	D	SD
1.	The difficulties of speaking practice	Inhibition	17%	42%	17%	22%	2%
		Nothing to say	24%	55%	14%	6%	1%
		Low participation	7,5%	42,5%	22,5%	27%	0,5%
		Mother tongue use	15%	35%	17,5%	30%	2,5%
		Total	16%	44%	18%	21%	1%
2.	The factors that cause speaking difficulties	Clustering	24%	60%	14%	2%	-
		Redundancy	29%	57%	14%	0%	-
		Reduced form	14%	59%	13%	14%	-
		Performance variable	31%	49%	14%	4%	2%
		Colloquial Language	16%	53%	21%	9%	1%
		Rate of Delivery	16%	54%	21%	5%	4%
		Stress, Rhythm, Intonation	10%	54,4%	14,4%	20%	1,2%
		Interaction	2,5%	12,5%	24%	47%	14%
		Total	18%	50%	17%	12%	3%

The table above indicates that most students find it difficult to practice speaking English. 60% of students, as the table demonstrates, agreed that they experience challenges when practicing speaking English. Furthermore, almost all of the indicators for the factors that contribute to difficulties in practicing speaking English were indicated by the majority of students. 78% of students showed their agreement with the factors that cause English speaking practice.

Each indicator contains one or more questionnaire statements for speaking practice difficulties as well as the contributing factors. A discussion of each indicator and statement is presented below.

The Difficulties in Speaking Practice

The difficulties of speaking practices consist of 4 indicators; inhibition, nothing to say, low participation, and mother tongue use. Each indicator has some statements that students had to answer. The following is an explanation of the difficulty of speaking practice for each statement.

Table 3
Inhibition

No.	Statements	SA	A	N	D	SD	Total
1	I feel afraid of making mistakes when speaking English.	13 16%	40 50%	15 19%	12 15%	- -	80 100%
2	I feel hurt when my speaking is criticized	10 13%	21 26%	17 21%	31 39%	1 1%	80 100%
3	My confidence will drop if my friend criticized my English speaking.	9 11%	31 39%	10 12%	28 35%	2 3%	80 100%
4	I feel shy when I speak English.	10 13%	39 49%	13 16%	13 16%	5 6%	80 100%
5	I feel difficult to express my thoughts in front of others.	27 34%	36 45%	12 15%	5 6%	- -	80 100%
Total		17%	42%	17%	22%	2%	2%

Table 3 shows that students are still inhibited from speaking because 59% of students showed their agreement with inhibition. Only 24% of students don't relate to the inhibition of their speaking practice. The first statement was about the students' fear of making mistakes when speaking English. The result revealed that 66% of students agreed with the statement and only 15% of the students disagreed. Interview responses strengthen the findings of most students' fear of making mistakes when practicing speaking English. One of their statements, *"It's like, I'm afraid if I say it wrong. Mrs. Meti said that the meaning will be different if the pronunciation is wrong."* Furthermore, another student who agreed with this statement said, *"Even though my parents are very supportive, it's hard to train my mentality to be brave"*. Based on the results and statements above, most students agree that they feel afraid of making mistakes when speaking English because the questionnaire results mostly showed an agreement and the students confirmed that they are afraid and hard to be brave.

The second statement was about the students' feelings when their speaking is criticized. It can be seen from the questionnaire results that 39% of students showed their agreement and 40% of students showed their disagreement. It means that most of them don't feel hurt when their speaking is criticized. Most of the students feel not perfect and still learn more so they accept the criticism. This is supported by their response who said, *"I don't get hurt because I'm not certainly perfect. Sometimes there are the same sentences but the pronunciation is different so sometimes it's flipped around I just accept it if it's criticism"*. Since the students expressed disagreement with the questionnaire results and affirmed that they are okay and accept criticism of their speaking, it's clear from the results and the responses above that the majority of students do not feel hurt when their speaking English is criticized.

The third statement was about students' confidence when their friends criticize their English. The result showed that 50% of students showed their agreement and 38% of students showed their disagreement. It reveals that most students' confidence will drop if their friends

criticize their speaking. This result was supported by the student's responses in the interview that most of them agreed that critics can drop their confidence in English speaking. For example, one of them said, *"Yes, my confidence will definitely go down"*. Based on the findings and the responses from the students, it can be drawn that the majority of students will become less confident if their friends criticize them for speaking English

The result of the fourth statement revealed that students are still shy when they speak English. This is because 63% of students showed their agreement with the statement and only 22% of students disagreed with this. This was also confirmed by the interviewed student by said, *"I'm really shy about that"*. Based on the findings and responses from the students above, it can be concluded that the majority of the students are still shy when speaking in English in class because mostly they showed their agreement and also confirmed that shyness really inhibits their speaking practice.

The result of the fifth statement indicated that students still have difficulties in expressing their thoughts in front of others because the result showed that 79% of students showed agreement with the statement and only 6% of students disagreed with the statement. This was also confirmed by the interviewed student by said, *"It's really difficult"* and *"Maybe for... what we called? Like, 'what is the English of this word?'. If I'm in a rushed situation, I can't think clearly. It may be so difficult"*. Based on the findings and responses from the students above, it can be concluded that the majority of the students are still shy when speaking in English in class because mostly they showed their agreement and also confirmed that shyness really inhibits their speaking practice.

From the explanation about statements of inhibition, it can be concluded that students have inhibitions such as fear of being wrong when speaking English, decreased confidence if speaking English is criticized by friends, feeling embarrassed to use English when speaking in class, and still difficult to express their thoughts in front of others using English. This result can be seen in each statement that the majority of students agree with these statements. Meanwhile, students stated that they did not feel hurt when their speaking was criticized. The second statement, in which students expressed greater disagreement, demonstrates this outcome quite well. When friends or teachers criticize them, it does not break their hearts. They claimed that although their confidence had diminished, they had not experienced hurt from friends' or teachers' criticism. They said that the criticism might serve as a reminder for the future.

Table 4
 Nothing to say

No.	Statements	SA	A	N	D	SD	Total
6	I don't know what to say in English.	19 24%	44 55%	11 14%	5 6%	1 1%	80 100%

The sixth statement was about the capability of students to say something in English. Most of them revealed that they still don't know what to say in English. The questionnaire results showed that 19 (24%) of students strongly agreed with this statement and 44 (55%) of students agreed. This result of agreement was supported by the responses of interviewed students and most of them confirmed they don't know what to say and respond to something in English. For example, their response was, *"I was like thinking if I'm being asked to speak in English it's like 'Oh what is this word in English?' like that"* and *"It can't be spontaneous right away. I have to make scenarios, points, etc"*. Besides that, 11 students were hesitant to answer this statement and 6 students showed their disagreement. The answers to the questionnaire and

the above-mentioned results show that most students still find it difficult to know what to say when speaking in English because most of them agree that they still have trouble speaking fluently and cannot speak without hesitation.

Based on the statements that lead to the second indicator, it can be concluded that students are often unable to think and express what they want to say. Students must possess characteristics of spoken language, such as spontaneity, in order to speak in a proper way (Wijayanti & Rokhayani, 2022). However, they don't know how to think in English directly and express it. The majority of students still think of the word in Indonesian and then re-think what the English of the word is to express or say it. Students need to prepare what they are going to say and they need to make the main points they are going to express.

Table 5
Low Participation

No.	Statements	SA	A	N	D	SD	Total
7	I avoid conversation because I don't want to talk in English.	7 9%	26 33%	22 27%	25 31%	- -	80 100%
8	The time given to speak English tends to be short so I cannot prepare well.	5 6%	42 53%	14 17%	18 23%	1 1%	80 100%

The seventh statement result was about the students' participation in speaking English in the class. The result showed that 7 (9%) of students chose to strongly agree, 26 (33%) of students chose to agree, 22 (27%) of students chose neutral, and 25 (31%) of students chose to disagree. It means, most students still avoid English conversation in class because they don't want to talk in English. This was supported by the responses from the interviewed students that most of them avoided conversation because they had not mastered English. For example, one of them said, *"So I often avoid it because... because I'm confused about how to pronounce it so it's like avoiding speaking mistakes in conversation"*. The majority of students avoid engaging in English-language conversations, as indicated by the results and the students' responses, which primarily indicated agreement and confirmation that they don't want to make speaking mistakes.

Same as the seventh statement, this eighth statement was about the student's participation in class. Based on the results, most of them stated that they didn't have enough time to prepare the English speaking well. 47 students stated that they cannot prepare well for their speaking because the time tends to be short. Meanwhile, 19 students stated they could prepare well for their speaking in class, and 14 students were hesitant by selecting neutral in the questionnaire. However, 4 out of 5 interviewed students said that the time given by a teachers to prepare their English speaking in class is enough. Only one interviewed student supported the questionnaire's result and said, *"Not enough, because I have to find the English first because I'm not really able to do it and kind of cannot understand the meaning in one by one. I mean, I was like confused about what I had to say next in English"*. From the questionnaire results and student's responses, it can be concluded that most students agreed that they don't have enough time to prepare their English speaking. This is because students mostly showed their agreement and there is a confirmation that they are still confused to think in English for utterance the next words or sentence.

Based on the statements that lead to the indicators of low participation, the students mostly avoid talking in English in class and they cannot prepare to speak well due to the short time they have. Many students avoid speaking in English in class, especially in conversations with other students and the teacher. Based on the response of one of the students interviewed, she had to find the meaning of English words first before starting a conversation. They also

feel that they have not mastered English and are confused about what to say. As a result, they choose to avoid conversations in English and student participation becomes very low.

Table 6
 Mother Tongue Use

No.	Statements	SA	A	N	D	SD	Total
9	I feel my friends will not understand if I speak English	12 15%	28 35%	14 17%	24 30%	2 3%	80 100%

The ninth statement revealed that the majority of students feel their friends will not understand if they speak English. The result showed that 12 students strongly agreed with this statement and 28 students agreed. This result was supported by the student's responses who confirmed that most of their friends don't understand when they speak English. For example, one of their response was, *"Maybe 30% understand what I say and 70% don't understand because 30% are probably my friends who understand English, 70% of my other friends don't understand when I speak English. Moreover, my English teacher sometimes explains it in English, and my friend will say, 'What does that mean, Mrs.?'"*. Another response was, *"Sometimes many of them don't understand like saying, 'What are you saying?' 'We don't speak English'"*. These responses are also in line with Sari et al. (2023) that students who participate in classes where everyone speaks the same language tend to speak that language rather than English or another because speaking one's mother tongue makes it easier to understand. It is clear from the results and comments from the students above that most of them believe their friends won't understand if they speak English because most of them agreed with this questionnaire item and explained that they would rather speak in their native tongue than English.

Based on the discussion about students' difficulties in practicing speaking English, the majority of students chose negative responses from the questionnaire and confirmed the statement through interview responses. This suggests that the accounting students in grade 10 still struggle with practicing speaking English. Even with practice speaking, students still exhibit inhibitions due to shyness, fear of making mistakes, low self-esteem after criticism, and difficulty expressing their ideas in front of the class. The majority of students still struggle with planning their speech during practice, which makes it difficult for them to communicate in English. Because of this, the indicator with nothing to say has greater dominance than the others.

The Factors that Cause Speaking Difficulties

The factors that cause speaking difficulties consist of 8 indicators; clustering, redundancy, reduced form, performance variable, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. Each indicator has some statements that students had to answer. The following is an explanation of the factors that cause speaking practice difficulties.

Table 7
Clustering

No.	Statements	SA	A	N	D	SD	Total
10	I find it difficult to arrange a sentence so I often use word-by-word when speaking English.	19 24%	48 60%	11 14%	2 2%	- -	80 100%

Viewed from the tenth statement result, 84% of students stated that students often use word-by-word when speaking English. This result was supported by the responses from those who were interviewed confirmed that they still focus on the words rather than the structure of the sentences when speaking. For example, one of the interviewed students said, *"I have. In fact, I often because the sentence usually has a formula for the present, past, and future so I'm confused. If I say this then 'what will the formula be' So, I just go straight to the point"*. Brown (2001) stated that fluent speech uses phrases rather than words. It implies that a person may be considered to have speaking difficulties if he or she is still focused on words and feels confused about the arrangement of phrases and sentences, then it can be said that he has difficulties in speaking. The response from the student stated that she was still confused about the proper sentence construction that should be spoken and just go straight to the point. According to the results of the questionnaire and the responses from the students, it is clear that most students struggle to arrange sentences because they know that they still struggle with grammar rules when they practice speaking.

Table 8
Redundancy

No.	Statements	SA	A	N	D	SD	Total
11	I don't know how to explain something in English correctly.	23 29%	46 57%	11 14%	- -	- -	80 100%

The eleventh statement was about students' ignorance of saying things in English. 86% of students are still unable to deliver an accurate English explanation of something. This is supported by students' responses in interviews that they said, *"That's often the one though. It's unfamiliar like, 'what's in English?'"*. The response indicated that students still struggle to explain something in English appropriately because of the limitation of vocabulary. From those statements and responses, it revealed that most of the students don't know how to explain something in English correctly because they mostly showed their agreement and confirmed the English terms often sound unfamiliar.

Table 9
Reduced Form

No.	Statements	SA	A	N	D	SD	Total
12	I understand and find it easier to say "I have to do this" than "I hafta do this"	9 11%	47 59%	13 16%	11 14%	- -	80 100%
13	I understand and find it easier to say "I will go to school" than "I'll go to school".	14 18%	48 60%	7 9%	11 13%	- -	80 100%
Total		14%	59%	13%	14%	-	100%

The statement in number twelve was about the students' understanding of reducing form in speaking. The result showed that 70% of students (56) stated that they found it easier to say something without reducing any words because they were still unfamiliar with the

reduced form. This was supported by the interview responses from students who confirmed that most of them still never heard the example. One of them said, *"When I hear those words, I immediately feel unfamiliar, 'what does this mean?' So I don't understand"*. Other than that, 11 students already have an understanding of reducing form by stating that they disagreed with this statement and 13 students were hesitant to state their opinion by selecting neutral in this statement. Therefore, based on the result and students' responses above, it can be revealed that students still don't understand the reducing form with the example "I hafta do this" because they mostly showed their agreement in this statement and they confirmed that they still struggle to recognize the reduced form in speaking.

Thirteen statement was about the students' understanding of reducing form in speaking same as statement number twelve. The result showed that 14 (18%) of students chose to strongly agree, 48 (60%) of students chose to agree, 7 (9%) of students chose neutral, and 11 (13%) of students chose to disagree. It means that students are still unfamiliar with the reduced form in speaking English with the example "I'll go to school". This was supported by the interview responses from students who confirmed that most of them still never heard the example. One of them said, *"No, I don't understand yet. It's like I'm still unfamiliar with the words"*. It is evident from the results and responses above that students find the original word without any reduction to be easier to understand and that they are unaware of the reduced form. This is a result of the majority of students agreeing but not yet feeling comfortable or accustomed to using these condensed forms.

Many students still do not know how to pronounce English words in reduced form because, according to the statements that lead to the indicators of reduced form, they find it easier to say the original word with all of its vowels and consonants. Reduced forms are created when unstressed function words are combined with other function words and sentence content by blending, contracting, linking, deleting, assimilating, or reducing them (Rosa, 2002). The researcher used I'll and *hafta* for "I will" and "have to" for the example and the students confirmed in the interview that they didn't understand yet about it and were still confused when others spoke with reduced form.

Table 10
 Performance Variable

No.	Statements	SA	A	N	D	SD	Total
14	I often get stuck in the middle of my speech.	25 31%	39 49%	11 14%	3 4%	2 2%	80 100%

The fourteenth statement was about the students' performance in speaking in class. In this statement, the students were shown that they often get stuck in the middle of their speech. It can be found in the result that 80% of students often get stuck and don't know what to say next in the middle of their speech. To support the agreement, students who were interviewed confirmed by saying, *"If I want to talk, then I forget the rest. E... what's the word. It's like, 'after this what is it' 'after this what is it' 'after this what is it's like that"*. The majority of students frequently encounter pauses or breaks during their English speaking practice, according to the statement and response that leads to the performance variable indicators. They struggle to come up with their next words or ideas and are at a loss for what to say. They also hesitate to finish their sentences and fill in their pauses with fillers like um, uh, etc.

Table 11
Colloquial Language

No.	Statements	SA	A	N	D	SD	Total
15	Lack of words or terms in English conversation/communication.	12 15%	48 60%	14 18%	5 6%	1 1%	80 100%
16	I don't understand the expressions of others when they are talking.	13 16%	37 46%	19 24%	10 13%	1 1%	80 100%
	Total	16%	53%	21%	9%	1%	100%

From the table, it can be seen that 75% of students showed their agreement and only 7% of students showed their disagreement with the fifteenth statement. It indicated that most of them still lack words in their English communication. This is supported by one of the student's responses in the interview, *"I'm like thinking if I'm asked to speak in English I'll be like 'oh what is this term in English?' like that"*. Based on the results of the questionnaire and the student's responses, it can be concluded that most of the students still lack English words or terms in conversation or communication because most students showed their agreement and confirmed that they struggle with using appropriate terms in speaking English.

From the sixteenth statement, 62% of students are still confused and don't know the meaning when the other students or their teacher are talking. This is supported by the response of the student, *"The difficulty is when the teacher explains in English, sometimes we are confused about the vocabulary"*. The other student also gave a response, *"If there's something like one word that I understand, like I know what it means, I can catch it. If it's something that I really don't know, I can't. I have to wait. I have to wait first. But sometimes the teacher explains it in Indonesian too. So after speaking English, the teacher translated it into Indonesian"*. On the other hand, 14% of students stated that they don't feel confused about what others talking about and 24% of students were hesitant to give statements. The majority of students still struggle to understand other people's facial expressions when they speak in English, according to the findings and responses provided above. This is because the majority of students concurred, demonstrating their continued vocabulary lack and need for help with spoken translation.

According to the questionnaire's results (fifteenth and sixteenth statements) and the student's responses, it can be identified that the majority of students still struggle with using proper English vocabulary in daily conversation. Even when they communicate in English, they still get stuck and have to look up words to respond to other people. In addition, most of them struggle to understand English-speaking friends and teachers.

Table 12
Rate of Delivery

No.	Statements	SA	A	N	D	SD	Total
17	I'm slow in saying sentences	13 16%	43 54%	17 21%	4 5%	3 4%	80 100%

According to the seventeenth statement regarding rate delivery, only 9% of students reported that they were not slow in saying sentences, while the majority of students (70%) were still slow when speaking sentences. This is supported by one of the student's responses in the interview, *"I feel slow because I'm still not learning enough, so I'm not that capable of doing"*

it yet". The result percentage and students' responses indicated that most students are slow in saying sentences when speaking English because mostly they showed agreement and confirmed that they had difficulty articulating sentences quickly. Brown (2001) stated that a significant characteristic of fluency is the rate of delivery. This means that a person can be said to be fluent in speaking if he or she is not slow in delivering. However, viewed the data, the students are still not fluent because of the slow delivery in practicing speaking English.

Table 13
Stress, Rhythm, and Intonation

No.	Statements	SA	A	N	D	SD	Total
18	I feel difficult to pronounce words in the correct way.	5 7%	40 50%	13 16%	21 26%	1 1%	80 100%
19	I feel my intonation is inaccurate when speaking English.	11 14%	47 59%	10 12%	11 14%	1 1%	80 100%
	Total	10%	54,4%	14,4%	20%	1,2%	100%

The eighteenth statement revealed that most of the students (57%) showed their agreement. Aside from that, 16% of students were hesitant to state, and 27% of students felt that it was easy to pronounce words correctly. It indicated that the majority of them find it difficult to pronounce words correctly. This statement is supported by one of the student's responses, "*Yes, it's like... how to pronounce is difficult*". The students indicated that they had trouble when finding some words and were unsure of how to pronounce them correctly.

In the nineteenth statement, the majority of students (73%) feel their intonation is still inaccurate when speaking English. This is supported by one of the student's responses in the interview, "*Not accurate because I'm still slurry about the intonation*". Drawing from the statements above and responses, it is evident that a majority of students believe their English intonation is inaccurate when speaking English. This is due to the fact that the majority of them expressed agreement and confirmed that they are still unsure about conveying meaning, emotions, and emphasis in speaking practice.

According to the statements that lead to the indicators of stress, rhythm, and intonation, students must have a good capability in pronouncing words and make a good intonation in delivering a speech to convey the intended meaning. However, most students still struggle with pronunciation in some words and feel inaccurate about their intonation when practicing speaking English. They are not confident and confused about their ability to adjust the tone to convey the intended idea or thoughts.

Table 14
Interaction

No.	Statements	SA	A	N	D	SD	Total
20	I don't have any occasion to practice English speaking with my friends.	2 3%	10 12%	19 24%	38 47%	11 14%	80 100%

The last statement is about interaction in English speaking. The majority of students (61%) stated that they didn't agree with the statement because they have so many occasions to practice English speaking with their friends in the class. This is in line with some students' responses in the interview that their teachers always give them chances to practice English speaking. One of them said, "*Actually it has a lot of time, for example, Mrs. Meti usually says*

'Come on try to use English' but the students don't want to and complain like, 'I can't Maam, I can't'" and another student also stated, "Yes, there is a project that my friends and I get English part. So there are more opportunities to speak English". Based on the questionnaire results and students' responses, indicated that students have many occasions to practice English speaking.

Speaking in English is a challenge for most students, as evidenced by the discussion of the factors that contribute to this difficulty. Students' negative responses were largely corroborated by their interview responses. The majority of students indicated agreement with seven of the eight indicators that the researcher employed: rate of delivery, stress, rhythm, intonation, clustering, reduced form, performance variable, and interaction. When it comes to clustering indicators, students primarily agreed, indicating that they are still unable to string together sentences that can be understood by native English speakers. However, one indicator—interaction—showed encouraging results, suggesting that students disagreed about the lack of English-language interaction. According to the students, the teachers gave them numerous chances to communicate in English.

CONCLUSION

Based on the research findings and discussion, the researcher concluded that 10th grade accounting students at SMK PGRI 2 Kudus still experience difficulties when practicing speaking English. The researcher used 4 indicators in tracing students' difficulties, namely inhibition, nothing to say, low participation, and mother tongue use. Most students experienced difficulties in the second indicator, namely nothing to say. Meanwhile, the less dominant indicators were "low participation" and "mother tongue use". This is because students mostly showed their agreement with "low participation". Meanwhile, on the indicator of "use of mother tongue", students mostly gave an agreed statement where students assume that their friends will understand when someone speaks English. For the factors causing difficulties in speaking practice, the majority of students agreed on seven out of 8 indicators. The dominant indicator for students is "clustering" because most students agree on this indicator and they stated that they are still less able to organize sentences when speaking English. Meanwhile, the least dominant factor is "interaction" where the majority of students disagree with this statement and stated that they have many opportunities to interact and practice speaking English because their teachers often provide opportunities to practice speaking English.

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