Analysis of Difficulties Faced by Students in Speaking English: A Case Study at Seventh Grade of *SMPN 2 Labuapi* in Academic Years 2024/2025

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Abstract

The study explores the challenges faced by seventh-grade students at *SMPN 2 Labuapi* when speaking English. The research used a qualitative methodology, including classroom observations, questionnaires, and interviews with students and teachers. The findings revealed that students face both linguistic and non-linguistic difficulties in speaking. Linguistic problems include lack of grammatical knowledge, poor pronunciation due to the regional Sasak accent, and a small vocabulary. Non-linguistic difficulties include difficulty in students' shyness, anxiety, and fear of making mistakes. then, the use of mother tongue languages, low student engagement, and negative peer interactions, exacerbate these issues. these encountered difficulties are influenced by three main factors including, linguistic or language, psychological, and environmental and social factors. The study suggests that addressing these difficulties requires a comprehensive strategy to create an engaging English learning environment. The findings highlight the need for a more effective approach to improve students' English language skills.

Keywords

English speaking difficulties, linguistic factors, psychological factors, environmental factors, seventh grade students, SMPN 2 Labuapi

INTRODUCTION

Language is a systematic tool for expressing thoughts or feelings by the use of approved signs, sounds, gestures, or signals with understandable meanings (Zadeh, 1975; Tseng, 2018 as referenced in Oviogun & Veerdee, 2020). According to Riadil (2020), language plays a vital part in human life by enabling interactions with other people. He added that people can connect with other individuals, communicate with one another, and acquire knowledge from one another through learning the language. Rao (2019) said that language is utilize as a tool for communication, while in current global world, communication is essential to success in all aspects of life. This indicates that in human life, language is important to communicate and establish interaction with other people.

To communicate and interact with people globally, English is use to be a universal and international communication language. English language plays vital part in individual life. According to Riadil (2019), due to the fact which English is the language of global communication, many industries and businesses nowadays require individuals who are proficient in the language in order to conduct business internationally. Additionally, Amrullah (2015) stated that a person's capacity to learn English is a requirement for advancing in their education, succeeding in their career, and strengthening the economic system. Therefore, English language is very essential to be learned and mastered since it provides beneficial aspects in globalization era.

In learning a language, it is essential for learners to master four skills as a way to achieve excellent proficiency (Jaya et al., 2022). The four major skills are reading, listening, writing, and speaking. Receptive and productive skills are the two types of four major skills divided. Speaking and writing are productive skills, whereas reading and listening are receptive (Spratt et al., 2011). According to Rahayu (2020), these four major skills are supported by the language components namely, vocabulary, grammar, and pronunciation. However, according to Ur (1996), speaking is regarded as the most important of the four skills. This is because speaking is the most preferred language ability used to determine a person's level of language proficiency (Jaya et al., 2022). Additionally, this is also because speaking can be the tool to communicate with others.

As a communication tool, speaking is spoken words that are utilized to convey and express everything in the human mind (Wilantari, 2023). According to Murti et al. (2022), speaking is used to communicate with others by exchanging ideas, information, suggestions, feelings, and experiences in daily interactions through the use of language. Additionally, Speaking is an essential ability for life since without it, individuals might be unable to understand what others are expressing, as stated by Nunan (2000). Therefore, it is assumed that speaking skills is the communication tool which crucial in mastering English.

Furthermore, Ur (1996) asserts that successful speaking activities have certain characteristics, includes aspects that learners may talks a lot in class activity, learners participate to speak in classroom discussion, learners' motivation is high, and learners can express themselves in acceptable level of language accuracy. Based on Mukammal et al., (2018), a person's capacity to communicate effectively in English is demonstrated by their ability to speak the language fluently. Spratt et al. (2011) stated that an individual is considered competent in speaking skills if three of criteria are stated, namely accuracy in articulation, fluency, and proper in pronunciation. However, even though speaking proficiently in English is necessary, it considered as one of the most difficult abilities for language learners to learn (Bueno, Madrid, & McLaren, 2006 in Rao, 2019).

According to Brown et al. (1983), producing spoken language is one of the most challenging aspects of learning a

language. Murti et al. (2022) claimed that many language learners find difficulty in expressing their thought orally as speaking is the most difficult aspects for them. It turns out that language learners face many difficulties in the process to learning speak skills. Thus, mastering speaking skills is not easy due to the problems that learners faced and the affected factors may contribute to their speaking problems.

According to Ur (1996), there are difficulties in the students' speaking that been categories, including inhibition, nothing to say or lack of something to say, low or uneven participation, and the usage of mother-tongue language. In speaking difficulties, Brown (2004) stated that students struggle particularly with oral communication, which includes grammar, pronunciation, and vocabulary. Additionally, the feeling of shyness, lack of confidence, afraid of making mistakes, anxiety, lack of interest, and motivation is involved in students' speaking difficulties as the factors of psychological (Juhana, 2012).

The contributed factors in students' lack of English-speaking proficiency are revealed through Amrullah's prior experiences and the researcher's research. In which it including the lecturer did not effectively prepare individual, pair, and group tasks during the learning process. Second, in the class, lecturers frequently limit students' chances to speak English. Third, students who utilize English in the class are not subject to strict discipline (Amrullah et al., 2021). Consequently, in developing their speaking skills in the classroom, students faced challenges which contributes to substandard quality of their English language proficiency. According to Nakhalah (2016), speaking performance is further hindered by limited vocabulary, inadequate exposure to the target language, and insufficient opportunities for speaking practice outside of the classroom. These difficulties are mostly encountered by the learners in their speaking English and continues to be crucial problems. Therefore, the background of this research is motivated by the several research cases in which it correlated to this study.

The phenomenon of this study was discovered based on the researcher's experience on the program of *Kampus Mengajar at SMPN 2 Labuapi* in 2024. Based on the observation results, it revealed that there are several cases learners that encountered problems in comprehending English lessons and exhibited difficulty in speaking English language. Many students in *SMPN 2 Labuapi* lacks their grammar knowledge, lacks of vocabulary, poor fluency and accuracy at speaking skills. as well as the researcher found some students' difficulties in pronouncing words such as in the words "meal, cooking, read, etc.". Additionally, it also has been observed that students in *SMPN 2 Labuapi* encountered difficulties during their classroom learning such the moment teacher asked the students to present the spoken English conversation material. However, that students preferred not to participate because they shy, and afraid to speak in front of her/ his classmates.

Furthermore, the student's speaking difficulties at *SMPN 2 Labuapi* also occurred from outside the school environment. According to Mukammal et al. (2018), regarding speaking areas, one of the primary aspects that foster language use is environment. It serves as a setting for students to practice and apply the knowledge they acquire in the class, especially in the English-speaking content. The area of *SMPN 2 Labuapi* is located in the district of West Lombok in which the majority of society in the school area is speaks Sasak or

Lombok local language through their daily life, including the students who lived near the areas. Thus, it turns out that the environmental factor influenced students accent and accuracy in the ability of speaking English. This factor is also served as motivation to undertake this study of the analysis in speaking difficulties faced by the seventh-grade students at *SMPN 2 Labuapi.*

Additionally, the ineffective and inadequate teacher' learning methods are seen through the researcher observation in learning class at *SMPN 2 Labuapi*. Hence, this may influence the result of students' ability to produce words orally in English. Consequently, according to Rao (2019), it is necessary to implement various teaching techniques and strategies in order for students to significantly enhance their speaking abilities. Thus, teachers play crucial part as it can influence students to have speaking difficulties at class learning activity.

The English-speaking difficulties faced by students are crucial also must be analyzed in order to discover and find solutions in the students' real problems. This study is inspired by the results of several study cases related to the problem and the problems that existed in student's speaking difficulties at *SMPN 2 Labuapi*. Therefore, in order to examine further on students' speaking difficulties, the writer intends to carry out research on "An Analysis of Difficulties Faced by Students in Speaking English: A Case Study at The Seventh Grade of *SMPN 2 Labuapi* in Academic Years 2024/2025". which it includes the speaking difficulties that students faced and the dominant factors that contributed to the speaking problems. Thus, the researcher hopes that the reader will discover this research beneficial.

RESEARCH METHOD

The research was conducted by employing a qualitative method. Qualitative research is a comprehensive approach that involves discovery and exploration of phenomena that cannot be expressed through quantitative techniques. Creswell (2012) stated that qualitative research was used to explore, identify, characterize, and explain the qualities of social factors that were not measurable in numerical form. Similarly, Sugiyono (2015) explained that qualitative study aimed to investigate and describe phenomena in a comprehensive and contextual manner. In this study, a case study approach was applied because, as Creswell (2012) argued, it developed in-depth descriptions and analyses of single or multiple cases within a bounded context. This research, therefore, examined the speaking difficulties encountered by seventh-grade students at SMPN 2 Labuapi.

This study also employed descriptive research. Hidayati (2019) emphasized that descriptive research sought to provide accurate, reliable, and systematic information about the characteristics of a particular group or region. In line with this, Arikunto (2016, as cited in Fahira, 2022) noted that descriptive research collected data on existing conditions and indications without necessarily testing hypotheses. Therefore, this study combined a qualitative method, a case study approach, and a descriptive design to explore and analyze the speaking difficulties experienced by seventh-grade students at SMPN 2 Labuapi. Data were collected through observation, questionnaires, and interviews.

The population of this study consisted of all seventh-grade students at *SMPN 2 Labuapi* in the academic year 2024/2025. Fraenkel et al. (2012) defined population as the

larger group to which research findings are generalized. The seventh-grade population was divided into four classes with a total of 114 students: 29 students in class 7A, 29 in 7B, 28 in 7C, and 28 in 7D. From this population, purposive sampling was applied to select the participants. Sugiyono (2015) described purposive sampling as a method of selecting data sources based on particular considerations, while Creswell (2012) referred to it as the intentional choice of individuals or groups most informative for the study. Based on the researcher's teaching experience during the *Kampus Mengajar* program and discussions with teachers, class 7D and the English teacher were chosen as the sample, as this group was considered most representative of the challenges in speaking English.

Three techniques were employed to collect data: observation, questionnaires, and interviews. Observation, as explained by Fahira (2022), was a systematic way of recording phenomena under investigation, while Creswell (2012) highlighted its role in recording participant behavior and activities. The researcher attended English classes, observed the learning process, and recorded the students' challenges in speaking. The questionnaire, distributed to the 28 students in class 7D, was designed with closed-ended questions following Ur's (1996) framework to identify speaking difficulties and influencing factors. According to Mufidah (2017), closed-ended questions were easier to code, analyze, and provide more accurate responses. The interviews were conducted in a semi-structured format with ten selected students and the English teacher. As Rahayu (2020) pointed out, interviews were essential for qualitative research, while Fraenkel et al. (2012) emphasized their role in confirming or contrasting earlier data. These interviews provided deeper insights into the students' speaking difficulties and potential solutions.

The data were analyzed using Miles & Huberman's (1994) qualitative data analysis framework, which included three stages: data reduction, data display, and conclusion drawing. In the data reduction phase, the researcher organized and classified findings from interviews, observations, and questionnaires to identify main themes such as linguistic and non-linguistic factors influencing speaking difficulties. The data display stage involved presenting the findings systematically through descriptive narratives to explain the challenges and their contributing factors. Finally, conclusions were drawn by interpreting the data in light of relevant theories and research objectives. The analysis revealed that seventh-grade students at *SMPN 2 Labuapi* experienced speaking difficulties due to linguistic barriers, psychological issues, and environmental influences. These findings offered valuable insights for teachers to design more effective teaching strategies to improve students' speaking proficiency.

RESULTS AND DISCUSSION
The Result of Observation Sheets

Based on two conducted observations of the class VIID at *SMPN 2 Labuapi*, there were several of notable difficulties regarding to the students' speaking English discovered. Based on observation sheets, the following is the result analysis percentages of each case type of students' speaking difficulties observed:

Table 1. The Percentages Results of Student's Speaking Difficulties Types

Speaking Difficulties Types	Case amount	Percentages (%)
Poor Pronunciation	2	8,7%%
Speaking Unclearly (Accent)	1	4,3%
Unable to Say Word	1	4,3%
Limited Vocabulary	2	8,7%
Lack of Grammar Knowledge	1	4,3%
Lack English Comprehension	1	4,3%
No Motivation to Speak English	1	4,3%
Not Participate in Speaking Activity	1	4,3%
Lack of Practice	1	4,3%
Low English Usage	1	4,3%
Using Mother-Tongue Language	2	8,7%
Anxiety	2	8,7%
Shyness	2	8,7%
Nervous	2	8,7%
Lack of Confidence	1	4,3%
Afraid to Speak/Fear to Speak	2	8,7%

Therefore, the above table indicates that the most common difficulties, which account for 8,7% are the types of nervous, anxiety, shyness, fear of speaking, limited vocabulary, poor pronunciation, and usage of the mother-tongue languages (Sasak and Indonesian).

Moreover, according to the analysis result of table 2, the speaking difficulties types are divided into three main aspects, namely:

1. Psychological factors, which including shyness, nervousness, anxiety, fear to speak, lack of confidence, and low motivation.
2. Linguistic factors include poor pronunciation, limited vocabulary, grammar issues, low English comprehension, and unclear accent.
3. Environmental factors, including use of mother-tongue, low participation, low of English usage in class, and lack of practice.

According to the three main aspects that observed on students speaking difficulties, the percentages analysis is present as follows:
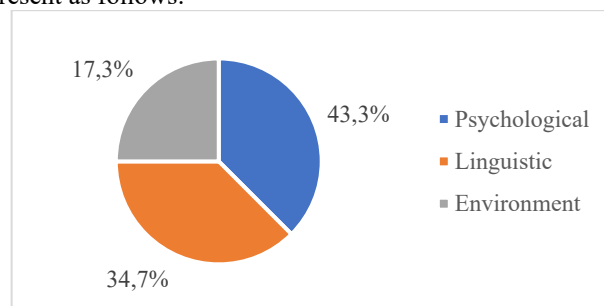

Figure 1. The Percentage Analysis Result of Factors Influencing Student's Difficulties

According to the percentage, psychological and linguistic problems are the most significant difficulties to students speaking skills, which psychological resulting in 43,3% and linguistics in 34,7%. Meanwhile, environmental influences also play an important role, contributing to 17,3%% of all students speaking difficulties.

In summary, based on the analysis in the observations that have been carried out, it concluded that during English learning and speaking activities, most of the seventh-grade students encountered speaking difficulties.

The Result of Student's Questionnaire

The questionnaire was used to gather information regarding the challenges pupils had when speaking English. The purpose of the questionnaire was to determine the difficulties based on the factors that affected students' ability to speak English.

All of the questionnaire answers oriented on a Likert scale ranging from 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The questionnaires data were processed and analyzed using descriptive statistics. Then it converted into percentages based on each aspect in statements of speaking difficulties. Based on the percentage analysis results on the questionnaire answered by 28 VIID's students, the percentage of each aspect can be seen as follows.
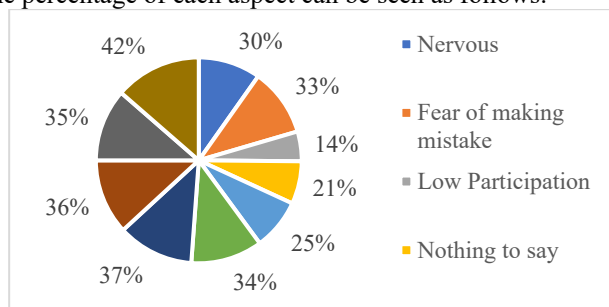

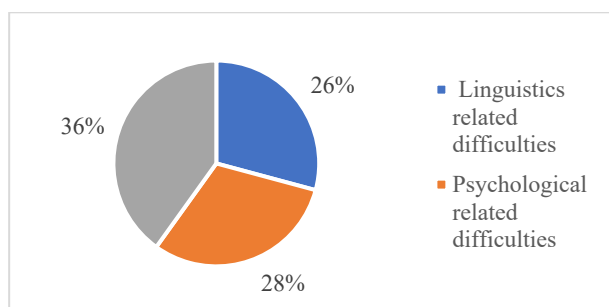Figure 2. Percentage Analysis Result of the Student's Speaking Difficulties

Figure 3. Percentage Analysis Result of the Affected Factors of Speaking Difficulties

Based on figure 2, the percentage analysis results show that students "strongly agree and agree" about the speaking difficulties they face, as well as the student desires to master speaking skills. In accordance to the figure 3, the results of student responses from percentage analysis are categorized into three aspects including linguistics, psychological, and environment or social factor.

As shown in figure 3, the analysis percentage results of students' responses show that the most common difficulties are related to the environmental factor, which also includes social aspects. It indicated that 36% of the sample experienced difficulty in speaking English, which related to the environmental or social factor. The students' speaking problems that are influenced by the environment or social factors are:

1. The use of mother-tongue language during English class
2. The peer's interaction
3. Low or uneven participation during speaking English activity because only few students dominated to participate

Then, as seen in figure 3, the percentage analysis results indicated 28% of the students' answer showed their speaking

difficulty are linked to the psychological factor. The difficulties that encountered related to their psychological factor problems are:

1. The feeling of nervous to speak English
2. The fear of making mistakes
3. The students' shyness that inhibited
4. The students do not have courage to answering questions in English although they know the answers.

Additionally, the percentage analysis results of the students' questionnaire answers explained that the speaking difficulties faced by seventh grade students are related to linguistic or language aspect. The researcher found that 26% of the sample have a difficulty that related to their linguistic factor in which the problems are:

1. Students' low comprehension in English language
2. The students limited vocabulary in expressing ideas and thought
3. The students' confusion before speaking English

In conclusion, the questionnaire findings revealed that 90% of the sample had difficulty speaking English, which was related to the three factors specified in each questionnaire statement. Meanwhile, the remaining 10% of the sample indicated that these factors had no effect on their ability to speak English appropriately.

The English Teacher's Interview Result

According to an interview with the seventh-grade English teacher at *SMPN 2 Labuapi*, the purpose of the study was to learn more about the difficulties that students face when speaking English and to confirm the real situation of the students' speaking issues from the teacher's perspective.

Based on the interviews results with English teachers, seventh-grade students have lots of significant difficulties when it comes to speaking English.

Based on teacher's statement:

A: "Grade 7 children sometimes confront difficulties or obstacles in class such as a lack of vocabulary, trouble pronouncing words, and shyness."

As the result, students indicated to faced speaking difficulties in pronunciation problems, a generalized feeling of shyness, and limited. When taken as a whole, these factors make students more reluctant to engage in speaking practice because many of them are nervous about their skills and the fear of making errors in front of their peers. The students' fear is frequently made worse by classmates' criticism, which hinders them from speaking English in class.

The English teacher interviews revealed number of factors that affect students' oral English production. Since many students do not have enough chances to speak English outside of the class, a major obstacle is lack in practice.

According to teacher interview:

A: "Yes, I think they lack practice and lack of self-motivation as well as lack of attention from their parents or surroundings."

Additionally, students also struggle because of the lack of self-motivation and receive limited support from their surroundings, such as peers and parents. Then, in the use of mother-tongue language, teachers noticed that during English lessons, students frequently switch to their mother tongue, Sasak, especially when responding to questions, which indicates lack of confidence in their ability to speak the language.

Furthermore, to address these difficulties, teachers implemented strategies aimed at reducing student anxiety and creating a supportive learning environment.

Based on teacher interview:

A: "The strategy I use is to build their confidence by giving them the opportunity to repeat the vocabulary (drilling them) and giving positive feedback so that they feel motivated and sometimes use ice breaking at the beginning of learning."

As the result, teacher used techniques like vocabulary drilling to help students gain confidence, and provide positive feedback that encourages them to participate more actively. then, teacher also used icebreaker activities at the start of lessons to fosters a relaxed atmosphere that encourages students to participate.

In conclusion, teacher interviews reveal English speaking difficulties among seventh-grade students at *SMPN 2 Labuapi*, emphasizing the need for vocabulary development, a positive learning environment, and effective teaching techniques.

The Student's Interview Results

This section presents the findings of in-depth interviews with seventh-grade students at *SMPN 2 Labuapi*, which focus on the problems that students encounter when speaking English. The students' points of view, experiences, and problems with English speaking abilities are highlighted in the insights students contributed. According to the result of interviews with students, it indicated several of significant aspects on the student's speaking difficulties. Statements from the students' interview transcripts support the findings, which point out the connection of psychological, linguistic, and environmental factors.

Many students indicated psychological difficulties to speaking English, including shyness, nervousness, and a fear of making mistakes. When asked about her feelings during English speaking exercises in class, L said that she was shy, apprehensive, and afraid of making mistakes. Similarly, G said, "Ouch, I am shy. It's difficult, I can't speak," expressing lack of confidence and uneasiness when asked to speak in front of others. Ro also stated, "I'm shy and scared if I'm wrong, and I'm not confident when I speak," showing how anxiety and poor self-confidence prevent active involvement.

Moreover, linguistic difficulties are dominant among students. Difficulties with pronunciation and vocabulary were frequently mentioned as difficulties. L said that talking was difficult since "English is hard to pronounce, and some have difficult words so it's difficult to speak." This is supported by Z, who admitted that language difficulties impact both productive and receptive skills. Z said, "When answering English questions, I get nervous and it's hard to pronounce," and added, "I don't know the words, and when people speak English, I don't really understand."

Additionally, based on the students' interview, environmental factors that contributed to pupils' speaking challenges were the majority of local languages and a lack of support at home support, one of the students said not at all or nothing, it draws spotlight on the lack of additional English practice. In the same way, Re said, "Nothing. I usually speak Sasak," implying that the circumstances at home do not encourage to apply English language. Then, the classroom environment and peer pressure are particularly important because Y admitted that she is frequently distracted by her other students: "There are moments, I forget what I want to say. As well, I can't recall what I wanted to say because of my friends, some of them are noisy, while others are disturbed."

Furthermore, several students shown motivation and offered solutions for overcoming these obstacles. While Y proposed, "For me, I take English private class at home and join extracurricular activities," while other student proposed, by studying maybe and watching English movies. Both suggestions imply that exposure to English through various types of media and additional learning opportunities can assist enhance competence and confidence.

In summary, the student's interview result shows that contextual, linguistic, and psychological factors cause students to struggle with difficult English speaking. Low confidence and participation are often the result of these problems existing. It takes a complete approach to enhance language proficiency and establish an encouraging environment.

Discussion

In this part, the discussion focuses on interpreting data from the research findings. This research undertakes a comprehensive identification of the speaking English difficulties and the factors that influence speaking difficulties faced by seventh grade students of *SMPN 2 Labuapi*. This identification achieved through a conducted in-depth analysis of questionnaire data, interviews with the English teachers and the seventh-grade students, and learning class observations.

The Difficulties Faced by Students in Speaking English

Based on the research findings, it was shown that the seventh-grade students at *SMPN 2 Labuapi* had a variety of linguistic and non-linguistic difficulties when speaking English.

- *Linguistics Difficulties*
  - *Lack of Vocabulary*

There are some seventh-grade students who struggle with vocabulary. They struggle with self-expression and figuring out how to utilize the language so that the other person can relate to and understand what they are saying. The seventh-grade students also faced confusion to speak in front because of their limited vocabulary in English. According to Penny Ur's (1996) perspective, students who lack vocabulary face significant challenges while communicating because they lack the "fuel" to articulate their thoughts. Thus, based on the results of the questionnaire and the interview, a large number of students admit that they had encountered a circumstance in which they were unable to express themselves in English.

Additionally, according to student interviews, nearly all of the students claimed that they were unfamiliar with English vocabulary and that they found it difficult. In the interview, teachers mentioned that students often have difficulty explaining their thoughts due to a limited vocabulary, along with the fact that students' weakness is remembering and mastering the English vocabulary. Therefore, their limited vocabulary caused students toward difficult to learn and utilize words when speaking with others.

- *Pronunciation Problems*

The seventh-grade students indicated to have difficulty in pronouncing English words as their English teacher mentioned. As well as students feel that English is hard to pronounce because they are not familiar with the language. This speaking difficulty is commonly faced by students and it is strongly supported based on the findings, as there are lots

students who cannot pronounce words correctly and are unclear or sound like English words. It is because of their strong Sasak accent that makes it difficult. Thus, as the results which the students with pronunciation difficulty were having confusion when try to speak.

Additionally, Ur (1996) also emphasizes the importance of clear pronunciation for effective communication. This difficulty may inhibit students from speaking and cause them to feel embarrassed or afraid of being wrong, and thus reluctant to speak.

- **Lack of Grammar Understanding and Sentence Structure**

The researcher observed that many students made mistakes with sentence structure and tenses when responding to questions from the teacher. When students are expected to talk, they meet this linguistic difficulty. It is because of students' poor grammatical comprehension and their distinctive sentence construction in English. This is a crucial component of the language difficulties that hinder speaking accuracy and fluency. Additionally, according to Ur (1996), a lack of grammar knowledge might make it difficult for students to construct cohesive and comprehensible sentences.

- **Non-Linguistics Difficulties**
  - **Lack of Confidence and Shyness**

The feeling of Shyness and lack of confidence are related since both arise when students worry of making mistakes when speaking in English. When asked to speak in English in front of students' peers, many of them felt a sense of embarrassment. Due to their shyness and fear of making mistakes, students are reluctant to speak in front of others. At some point, this problem could additionally happen because their classmates might criticism them.

Consequently, this speaking difficulty will inhibit students from speaking, according to Ur Penny's theory, which believes that students are frequently prevented from speaking because they are not confident to speak in front of their classmates and afraid to receive criticism. As a result, the fear of making mistakes causes students to become shy and lack confidence.

- **Anxiety**

Some of the seventh-grade students commonly deal with the feeling of anxiety as their speaking difficulties. The feeling of anxiety that students faced including nervousness, anxious, and hesitation when speaking English. As it evidenced consistently by questionnaires, teacher and student interviews, and observations, students' anxiety could be seen when the teacher asked a question or instructed them to speak English, some students become silent, some look down, avoiding the stare, while appear trembled.

Additionally, this anxiety feeling caused students to have fear in speak while looks at the surroundings. Anxiety also locks their tongues although they know certain words or phrases when teacher asked. Hence, it indicated as prominent and inhibit in speaking difficulty for students in class VIID of *SMPN 2 Labuapi*. Then, accordance to Ur's (1996) theory of "inhibition", this difficulty is relevant which anxiety is a powerful psychological barrier, making students choose silence rather than risk being shamed.

- **Fear of Making Mistakes**

Speaking in English can be difficult for most students, especially if they make mistakes. Students usually struggle with this problem because it is tied to their sense of self-confidence. Students feel afraid of being laughed at or

mocked by their peers if they make grammatical or pronunciation mistakes. Based on one of the aspects of Ur's (1996) theory, namely inhibition. Students' fear of making a mistake, particularly in front of their peers, greatly prevents them from engaging fully in speaking activities. Students choose to remain silent rather than risk speaking in such a setting.

- **Lack of Motivation**

Motivation is an important aspect in the difficulties students have when speaking English since it enhances their interest in learning English skills. Students seem to lack motivation and resulting them to be less participate in English speaking activity. Students' surroundings and teachers also play a part in this lack of motivation, which is crucial for developing students' speaking abilities. This students' speaking difficulties are additionally related to the Penny Ur's theory's "low participation" and "nothing to say" aspects. When students lack interest and motivation, they do not participate in speaking activities and feel as if they have nothing to say. Thus, for students to succeed in speaking English, motivation is crucial.

The Factors Influencing Student's Speaking Difficulties

According to the results, the researcher identified linguistic, psychological, and environmental or social factors as the major causes of the speaking difficulties faced by seventh-grade students at *SMPN 2 Labuapi*. It was supported by Dong (2022) discovered three factors which influence students with speech difficulties. The description is as follows:

- **Linguistic Factor**

A lot of students in class VIID difficulty to speak English because of linguistic issues. Among the difficulties affected by this factor are students' inadequate knowledge of grammar, pronunciation issues, and vocabulary when speaking English. This language factor demonstrates the students' lack of comprehension of the English language, which has an immediate impact on most of students' speaking English ability. This is directly related to the "linguistic competence" part of Dong 's (2022) theory, which states that a lack of mastery of vocabulary, grammar, and pronunciation is the root cause of speaking difficulties. Without an established linguistic foundation, students will struggle to develop and convey thoughts accurately and fluently.

- **Psychological Factor**

One of the main causes of students speaking difficulty is internal factors, that involve psychological factors. Shyness, anxiousness, fear of making mistakes, and a lack of confidence are the most significant difficulties. Many students have anxiety when speaking in front of the class because they worry about making mistakes and receiving unfavorable feedback from their peers. This personal aspect is common, and most students struggle to speak English since they are also lack of motivation. Although some students are motivated to find solutions (either private tutoring or watching movies), a lack of motivate may hinder learning efforts and speaking practice.

Regarding the "psychological factors" in Dong's (2022) theory, this is quite relevant. Fear, nervousness, and anxiety are strong emotional inhibitors. Despite having enough linguistic competence, the factors may cause students to avoid speaking situations.

- **Environmental and Social Factor**

The environmental and social factors have a considerable impact on students, particularly those who are

raised in a culture that is fond of the Sasak language. This factor contributes to difficulties speaking English, including accents and pronunciation problems, particularly among students that utilize their mother tongue (Sasak and Indonesian) in English classes. This is crucial factor as in Ur (1996) theory, the usage of the mother tongue may limit students' opportunity to practice their English and can turn into a "comfort zone" that keeps them from breaking the habit. Also, Dong (2022) highlights the means by which the language environment affects speaking proficiency.

The social circumstances of students, including their interactions with teachers and peers, are also included in this social environmental factor. Some students claim to have encountered peer criticism, ridicule, or interference when speaking English. This showed on how students' ability to speak can be severely hampered by the classroom setting and unsupportive student interaction.

Additionally, some students' difficulty in speak English because no enough support, guidance, and attention in their homes. It means that the student's environment outside of school does not play crucial aspect in their speaking proficiency. Dong (2022) also identified social support as the determining factor. The implications of mother tongue dominance and a lack of assistance at home effect students to practice less. As a result, students will lack fluency and confidence in speaking.

CONCLUSION

Based on the research findings as well as the discussion on the data collection, the researcher concluded that most of the seventh-grade students at *SMPN 2 Labuapi* have faced difficulties in speaking English. This study identifies two types of students' speaking difficulties namely, linguistic and non-linguistic. Linguistic difficulties, including a limited vocabulary, pronunciation issues, and unclear accents, make it difficult to express ideas accurately. In non-linguistic difficulties, there are the feeling of shyness, lack of confidence, and anxiety. These difficulties lead students to being ridiculed by their peers and anxious when speak in front of others. thus, these difficulties contribute significantly to students' speaking inhibitions.

Additionally, the study found that the students' speaking difficulties were influenced by three major factors, including linguistic or language, psychological, and environmental and social factors. Linguistic factors refer to students' limited mastery of English components such as vocabulary, pronunciation, and grammar comprehension. Then, psychological factors involve students' feelings, such as self-motivation, nervousness, and low self-confidence. Then, the environmental and social factors, which include lack of support from the outside school environment, limited opportunities to practice English, and peer pressure.

Based on the findings and conclusions, several suggestions are presented. For English teachers, it is important to improve students' confidence and motivation by applying engaging teaching strategies such as role-playing, group discussions, and the use of audio-visual materials. Teachers are also encouraged to create a supportive environment where students can practice speaking without fear of making mistakes, while providing constructive feedback to help them develop. For students, it is essential to actively practice speaking English both inside and outside the classroom. They should build confidence, accept errors as a natural part of the learning process, enrich their vocabulary, and participate in discussions to enhance their fluency. For future researchers, it is expected that further studies expand on these findings by identifying additional speaking difficulties beyond those already discovered, so that new insights can be generated to support both teachers and students in improving English speaking skills.

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