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Students Speaking Skill Difficulty in Understanding Academic Spoken Universitas Bhinneka PGRI

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ABSTRACT

Language has the most important role in life because language is used for communication by everyone. Without language they cannot express what they want, besides that language is also used to exchange opinions, ideas, feeling. Through language we can build relationships with relatives who are very far away or even with other people who come from other countries, through learning to speak we can understand the language used by other people.

Therefore, we must know whether there are difficulties in learning to speak. They face in the learning process. For that, the title of this research is Students Speaking Skill Difficulty in Understanding Academic Spoken. Researchers conducted research to determine students' difficulties in speaking. In this research was conducted in the third semester population consisting of 23 students. The research sample was 23 students. The researcher prepared an instrument that would be given to all students in the third semester, to find out the difficulties faced by student research by conducting interviews with lecturers in the speaking course.

The results will show that the students as a whole had difficulty understanding the meaning of words or sentences in the speaking process induding sentences in the speaking course, induding vocabulary, grammar knowledge, length of spoken text, unknown topics, failure to concentrate, pronunciation.

Keywords: Speaking skill difficulty, understanding, academic spoken

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INTRODUCTION

English as a foreign language is a difficult subject for Indonesian students to learn, because the language has many different rules than our language Indonesian. For example, the pronunciation of most English words is not spelled in a way that is pronounced, whereas in Indonesian students will never find difficulties in pronouncing or writing Indonesian words. The grammar rules, such as adding a suffix to using English nouns never occur to Indonesian students who cannot understand the language learned easily (Vandergrift, 2004). They must be trained in both written and oral exercises. Speaking is an essential part of English as a foreign language. It seems like the other skills such as writing, reading, and speaking. Speaking is very important skill because it is the most widely used in daily life. Learning speaking will help us to improve speaking skill considerably. People need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningful, and naturally. It means that without hearing people cannot acquire language because speaking provides language input. Speaking as foreign language learning is paramount important since it provides the language input. As an input skill, Speaking plays a crucial role in students‟ language development (Casanave, 1994)

Teaching speaking needs more attention in order to develop students" language. In some cases of the language classroom, speaking was considered to be the most difficult language skill for students because it needs more attention and concentration.

Teaching speaking is active process that requires participation of the listener in order to comprehend the message that the speaker deliver still can be considered a difficult skill to learn. It is not easy to understand the meaning conveyed by Speaking directly from the native speaker rather than understanding the meaning through reading the text (Byrnes, 1985). No one can clearly understand how the speaking process takes place or how to learn to speak or understand it at the same time..

The ability of students in speaking that make foreign languages come alive in class are provided by gestures, by handling and touching things, by incidents and activities, by pictures, by dramatizations, by interesting stories spoken or printed, and at least by certain content and games (Boyle, 1984).

Based on the researcher conducted in third Semester at English Education Department of Universitas Bhinneka PGRI. It was found that the students have in sufficient ability in speaking.

Regarding the problems above, it is suggested for teachers to choose the appropriate method based on the problems they find in their teaching. There are many ways to measure students' abilities in English. In this research, the researcher wants to measure students' speaking ability through their speaking skills.

There some difficulties faced by the students such as the lack of vocabulary, understanding structure, unable to comprehend natural spoken, lose confidence, maintaining concentration.

Related to the background above, the researcher purposes a research entlited Students Speaking Skill Difficulty In Understanding Academic Spoken at English Education Department of Universitas Bhinneka PGRI. Based on the background, the problems of the study in this research :

1)What are the problems in speaking faced by students of English Department at Universitas Bhinneka PGRI? 2) What strategies are used to help students of English Department at Universitas Bhinneka PGRI to succeed in speaking especially in understanding academic spoken? In line with the idea mentioned before, it can be said that every research has its own purpose. 1) To find out the problems in speaking difficulty encountered by students of English Department at Universitas Bhinneka PGRI . 2) To find out the strategies used to help students of English Department at Universitas Bhinneka PGRI to succeed speaking in understanding academic spoken. Click here and insert your text. Click here and insert your text. Click here and insert your text. Click here and insert your text. Click here and insert your text. Click here and insert your text.

MATERIALS AND METHODS

Research Design are two types of research approach namely quantitative and qualitative approach. In terms of research design, this study employs descriptive qualitative research design. In this research, the researcher used qualitative research design. (Cresswell, 1998) explains that qualitative research is concerned with developing explanations of social phenomena. This design was employed in order to get information about students' problems encountered in Speaking subject.

The purpose of this study was to determine the difficulty of students Speaking skill in understanding academic spoken in the third Semester of English Department in Universitas Bhinneka PGRI. The Procedures to be used in analyzing and collecting data by researchers are:

1. The Researcher prepare instruments for students. The instrument is a questionnaire sheet to find out information from students.
2. The Researcher chose the third semester students English Department at the University of Bhinneka PGRI as research subjects.
3. Researcher to conduct the research contact by the class leader via the WhatsApp application.
4. The Researcher conduct lecturer interviews, and questionnaires to the third Semester Students of the English Department.
5. Collected the data from the instruments.
6. Analyzed data to determine student learning difficulties and their causes.

7. After the researcher collects and analyzed the data, the researcher calculates the total difficulty by compiling a table based on tests.
8. Analyze and do the data that has been obtained.

The subject in this research is the students in English Education Department at Universitas Bhinneka PGRI. This research will be conducted in academic year of 2025/2026 with the participants are third semester students. The time of the research is on the odd semester of academic year 2025/2026. This research in coducted at Universitas Bhinneka PGRI which located in Mayor Sujadi East Street Number 7 Tulungagung.

There are some methods of instrument commonly used to guide and help the researcher to generate the data such as interview, and document analysis. This research uses questionnaire, interview (Annum, 2019)

Questionnaire is used to gather the opinion from respondents. The questions includes speaking in general, problems in speaking, students' opinion about speaking class, and students' strategy in speaking activity.

Technique of Collecting Data form this research This section explains all of operations that are related to get information to answer the statement problems. There are several methods of the data retrival, namely unstrutured Learners build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message interview, tests document, questionnaire (Sugiyono, 2012) The steps of collecting the data in this study are as follows:

The first step is giving Quistionnaire is used to obtained personal information or are known by respondents and provide the opportunity for respondents to answer according to their own opinions (Sugiyono, 2012). The researcher explained about the questionnaires to the students. The researcher explains the items clearly to avoid misunderstanding, gave instruction to the students to fill out the questionnaires, and the researcher collected the students' questionnaires.

The Second is the interview. The use of interview structures, as a tool used by researchers to collect the data. This question was asked to lecturers of second semester English language education courses at Universitas Bhinneka PGRI to reinforce the results of the questionnaire given to students. Technique Of Analysis Data In qualitative research The next step after the researcher collects the data is analyzing the data. There are some steps of analyzing the data (Sugiyono, 2012) They are presented as follows:

Data reduction is the process of selecting, focusing on simplifying, abstracting, and transforming crude data from the field. This process is carried out from the beginning to the end of the study.

"Presentation of data is the activity of presenting the results of data reduction in the form of narrative descriptions, charts, relationships between categories, flow diagrams, and etc (Sugiyono, 2012). Presentations in this form will facilitate researchers to understand what is happening and plan further work of researchers". The results of this researcher will be presented in the form of descriptions and tables.

The researcher prepared the table to display the result analysis of the test It would be reference to know the students' difficulties, after that the researcher analyze the difficulties in each aspect based on mistakes made by students and dislayed it into the table of recapitulation. The last, from the questionnaire the researcher indentified the reasons of the students Speaking difficulty in understanding academic spoken and cause of the difficulties.

Drawing conlusion and verification

To lead to the result of this conlusions is certainly based on the result of the data analysis, which comes from questionnaire.

Drawing conclusions and verification To lead to the results of this conclusion is certainly based on the results of data analysis, which comes from the questionnaire. Verification or conclusion in this study is done by knowing the difficulties and strategies of Speaking learning in students second semester. From this activity a conclusion can be drawn of difficulties made by students in learning so that (percentage) difficulties and the objectives of this study can be answered.The final conclusions might be field notes, coding, storage and research skills. This continues until all data is collected. In

qualitative research, data can be said the good data if data is valid. To get validity of the data (Creswell, 2014) classofied the vallidity of data into eight strategies, there are:

Triangulation different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.

Use member checking to determine the accuracy of the qualitative finding through taking the final description to participants and determining whether these participants feel that they are accurate.

Use rich, thick description to convey the findings.

Clarify the bias means the researcher brings to the study

Discrepants informations that run counter to the themes

Spend prolonged time in the field

Use peer debriefing to enchance the accuracy of the account.

Use an external auditor to review the entire project.

In this research uses Triangulation technique. Triangulation is technique that used in qualitative research (Ashour, 2018) The researcher used triangualtion in collecting the data to get the validity of the data. The purpose of the triangulation is to increase the credibility and validity of the findings. There are four technique in triangulation there are :

Data Triangulation

The researcher uses more than one sources or participants to get the accuracy of data.

Investigator Triangulation

The technique that be used more than one researcher in collecting and analyzing data. So, validity of data can be increased if some researchers do interpreting information and collecting the data.

Methodological Triangulation

The researcher uses more than one method in the research for gathering the data and make different method to get the validity of the data.

Theoritical Triangulation

The researcher uses morethan one theoritical position interpreting data. The researcher compares the data finding with perspective theory that is relevant.

From the types of triangulation, the researcher uses Methodological triangulation To get the validity of the data. Besides the researcher collects data, researcher used questionnaire and the researcher used structured interview to add valid the data of the research

RESULTS

In this result, the researcher will present the results of the study. Data taken from questionnaire Research with the title Students Speaking Difficulty in Understanding of Academic Spoken in the Academic Year 2025/2026 ". Second semester students of Academic Year 2025/2026 with a total of 23 students, consisting of 15 female and male 8 students. The lecturer supporting the subject is Speaking. Then the researcher asked for the permission of the class second semester leader with the intention of getting permission to conduct research and after the researcher received the approval of the class leader to conduct research in his class, the researcher discussed it with all second semester students, to conduct research and produce the results of the discussion. for research carried out in class because the research conducted is not necessary to conduct research directly into the field.

Result of Questionnaire

This research will be carried out through stages, firstly giving questionnaires to students' learning activeness. About the limit The first stage of collecting data is done by giving questionnaires to students conducted on Sept 15th , 2025, at 10:00 WIB via Whatsapp application. After the questionnaire was made by the researcher declared suitable for use.

There are several problems or the difficulty for students in Speaking material, after taking data from the questionnaire it can be concluded that the lack of vocabulary, grammar knowledge, the length of the spoken text, difficulty understanding pronunciation, differences in accent, failure to concentrate, inadequate infrastructure.

Data about student learning difficulties in the course relating to Speaking in the second semester students were obtained from questionnaire data. Questionnaire data provides 23 decisions

and each student response must choose one answer among 4 answer choices, the calculation of the percentage of the third semester student learning difficulties questionnaire.

Student strategies in courses related to Speaking in the third semester students were obtained from questionnaire data. Questionnaire data provides 23 decisions and each student response must choose one answer among 4 answer choices, calculating the percentage of student strategies for the second semester of the questionnaire. They said agree by answering the questionnaire number 11 until 20. The strategy is to listen to music to improve their abilities, and always ask the lecturer if they do not understand the material provided.

Analysis of Students Questionnaire Data

The following is a breakdown of data from the results of a questionnaire that researchers conducted with students in second semester, about the difficulties, with the number of students counted by 23 students as follows:

Name : ABA
Respondent Number : R1

From the results of filling the student difficulty questionnaire consisting of 23 claims, the score obtained by R1 is 81,25% Strongly agree, the average expressed as a student learning difficulties, according to the questionnaire number points, R1 was interested in Speaking skills, and hoped to get results the maximum.

To calculate the percentage of researchers using the following formula:

Percentage (%) $= \frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

percentage (%) $= \frac{65}{80} x 100\% = 81{,}25\%$.

Name : ANP
Respondent Number : R2

From the results of the student activeness questionnaire consisting of 20 defiinitions, the score obtained by R2 was 80% Strongly agree, which means that it was included in the agreed criteria related to students' learning difficulties in learning to listen, during the learning process. R2 is interested in Speaking skills, he also considers that Speaking is not a difficult subject and hopes to get maximum results.

To calculate the percentage of researchers using the following formula:

Percentage (%) $= \frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

percentage (%) $= \frac{64}{80} x 100\% = 80\%$.

Name : APR
Respondent Number : R3

From the results of filling out the questionnaire to student activity consisting of 20 definitions, the score obtained by R3 is 76,25% Strongly agree, which falls in the criteria of agreeing with students' learning difficulties in learning to listen. R3 is very enthusiastic when learning start, he also feels difficulties in this college time, because it does not optimize for learning, however it wants to get good maximum score.

To calculate the percentage of researchers using the following formula:

Percentage (%) $= \frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Precentage (%) $= \frac{61}{80} x 100\% = 76{,}25\%$.

Name : AC
Respondent Number : R4

From the results of the student activeness questionnaire consisting of 20 definitions, the score obtained by R1 was 85% Strongly agree, which means it was included in the criteria of agreeing with students' learning difficulties in learning to listen, but R4 ensures that he does not have a specific strategy during the Speaking start, as well as the lecturer who are deemed not to provide a good

method when discussing this course. R4 wants to get the most out of it and is also interested in Speaking skill to the college.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Precentage (%) = $\frac{68}{80} x 100\% = 85\%$.

Name : BT

Respondent Number : R5

From the results of filling out the questionnaire to active students consisting of 20 definitions, the score obtained by R1 is 77,5% strongly agree, which means it is included in the criteria of agreeing with students' learning difficulties in learning to listen. R5 feels difficulties with Speaking lessons, but he is one person who does not like to Speaking class, as evidenced by giving a score of 1 on the number of questionnaires. Even so he hopes to get maximum score.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Presentase (%) = $\frac{62}{80} x 100\% = 77{,}5\%$.

Name : DIN

Respondent Number : R6

From the results of the student activeness questionnaire consisting of 20 definitions, the score obtained by R1 is 82,5% Strongly agree, which means it is included in the criteria of strongly agreeing with learning difficulties in Speaking. R6 considers that Speaking is not difficult for him, he is very enthusiastic and also, considers that not all environmental factors influence learning to Speaking skill, and then R6 really likes Speaking course.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Percentage (%) = $\frac{66}{80} x 100\% = 82{,}5\%$.

Name : DPS

Respondent Number : R7

From the results of the student activeness questionnaire consisting of 20 statements, the score obtained by R7 was 83,75% strongly agree, which means it was included in the criteria of strongly agreeing with students' learning difficulties in Speaking learning. R7 considers that Speaking is not difficult for him, he is very enthusiastic and also, considers that not all environmental factors influence learning to Speaking skill, R7 really likes Speaking course, and hope get the maximum value.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Percentage (%) = $\frac{67}{80} x 100\% = 83{,}75\%$.

Name : FEY

Respondent Number : R8

From the results of the student activeness questionnaire consisting of 20 statements, the score obtained by R8 was 80% strongly agree, which means it was included in the criteria of strongly agreeing with students' learning difficulties in Speaking learning. R8 is the second person who does not like learning to listen, shown by choosing the definition of questionnaire number 1, because he does not have a strategy about Speaking comprehension, however he wants to get satisfying results.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Percentage(%) $= \frac{64}{80} x100\% = 80\%$.

Name : FRA
Respondent Number : R9

From the results of the student activeness questionnaire consisting of 20 statements, the score obtained by R9 was 75% agree, which means it was included in the agreed criteria related to students' learning difficulties in Speaking learning. R9 is a person who likes Speaking skills, but there are some points which he thinks are incorrect. One of them is he is not optimizing his college time by not coming on time, besides that he also doesn't like Speaking to western music to add to his vocabulary, however he really likes the Speaking material with all the difficulties, hope to get good results.
To calculate the percentage of researchers using the following formula:
Percentage (%) $= \frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$
Percentage (%) $= \frac{60}{80} x100\% = 75\%$.

Nama : HLER
Respondent Number : R10

From the results of the student activeness questionnaire consisting of 20 statements, the score obtained by R10 was 82,5% strongly agree, which means it was included in the criteria of strongly agreeing with students' learning difficulties in Speaking learning. R10 also has difficulty in vocabulary, accent and pronunciation like the others, but he considers that the environment does not obstruct the process of Speaking.
To calculate the percentage of researchers using the following formula:
Percentage (%) $= \frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$
Percentage (%) $= \frac{66}{80} x100\% = 82{,}5\%$.

Name : INP

From the results of the student activeness questionnaire consisting of 20 statements, the score obtained by R11 is 83,75% strongly agree, which means it is included in the criteria of strongly agreeing with students' learning difficulties in Speaking learning. R10 also has difficulties in vocabulary, accent and pronunciation like the others, he really likes Speaking, and hopes to get maximum results.
To calculate the percentage of researchers using the following formula:
Percentage (%) $= \frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$
Percentage (%) $= \frac{67}{80} x100\% = 83{,}75\%$.

Name : MLA
Respondent Number : R12

From the results of the student activeness questionnaire consisting of 20 statements, the score obtained by R12 was 83,75% strongly agree, which means it was included in the criteria of strongly agreeing with students' learning difficulties in Speaking learning. R12 also has difficulties in vocabulary, accent and pronunciation like the others, but he is the third person who does not like Speaking material, because he considers that the material delivered by the lecturer is very difficult to understand, and does not directly ask the lecturer if he does not understand the material.
To calculate the percentage of researchers using the following formula:
Percentage (%) $= \frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$
Percentage (%) $= \frac{67}{80} x100\% = 83{,}75\%$.
Name : MHKW
Respondent Number : R13

From the results of filling out the questionnaire to student activity which consists of 20 definitions, the score obtained by R13 is 82,5% strongly agree, which means it is included in the criteria of strongly agreeing with students' learning difficulties in learning to listen. R13 also has difficulties in vocabulary, accent, and pronunciation like the others, even though he considers Speaking material is not difficult material, because basically he really likes English, especially material Speaking ability, and hopes to get good results.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Presentase (%) = $\frac{66}{80} x 100\% = 82{,}5\%$.

Name : NS

Respondent Number : R14

From the results of the student activeness questionnaire consisting of 20 definitions, the score obtained by R14 is 87,5% strongly agree, which means it is included in the criteria of strongly agreeing with students' learning difficulties in learning to listen. R14 considers that Speaking is not difficult for him, he is very enthusiastic but also has difficulty in vocabulary, accent, and pronunciation like the others, but he really hopes to get maximum results, because he always optimizes his college time by coming on time.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Presentase (%) = $\frac{70}{80} x 100\% = 87{,}5\%$.

Name : NRR

Respondent Number: R15

From the results of the student activeness questionnaire consisting of 20 definitions, the score obtained by R15 is 85%, which means it is included in the criteria of strongly agreeing with students' learning difficulties in learning to listen. R15 considers that Speaking is not difficult for him, he is very enthusiastic but also has difficulty in vocabulary, accent, and pronunciation like the others, but he really hopes to get maximum score because he always optimizes his college time by coming on time.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Percentage (%) = $\frac{68}{80} x 100\% = 85\%$.

Name : NZNB

Respondent Number : R16

From the results of the student activeness questionnaire consisting of 20 definitions, the score obtained by R16 is 83,75% strongly agree, which means it is included in the criteria of agreeing with students' learning difficulties in learning to listen. R16 considers that Speaking is not difficult for him, he is very enthusiastic but also has difficulty in vocabulary, accent, and pronunciation like the others, but he really hopes to get maximum score because he always optimizes his college time by coming on time and because he always asks the lecturer every time he doesn't understand the Speaking material.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Percentage (%) = $\frac{67}{80} x 100\% = 83{,}75\%$.

Name : PABN

Respondent Number : R17

From the results of the student activeness questionnaire consisting of 20 definitions, the score obtained by R17 is 77,5% strongly agree, which falls within the criteria of agreeing with students'

learning difficulties in Speaking learning. R17 is a person who also has difficulties in vocabulary, accent, and pronunciation like the others, but unfortunately he is the fourth person who does not like to listen to material in English, because he never tried to study alone at home to hone his abilities but he hopes to get good result.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Percentage (%) = $\frac{62}{80} x 100\% = 77{,}5\%$.

Name : PN

Respondent Number : R18

From the results of the student activeness questionnaire consisting of 20 definitions, the score obtained by R18 is 85% strongly agree, which means it is included in the criteria of strongly agreeing with students' learning difficulties in learning to Speaking. R18 is a person who also has difficulties in vocabulary, accent, and pronunciation like the others, and he is a person who also likes English material especially Speaking ability, really hopes to get a satisfactory value and is able to apply the strategies he has besides he also actively asked questions and discussions with friends related to the Speaking material

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Presentase (%) = $\frac{68}{80} x 100\% = 85\%$.

Nama : RPW

Respondent Number : R19

From the results of the student activeness questionnaire consisting of 20 definitions, the score obtained by R19 is 87,%5 strongly agree, which is included in the criteria of strongly agreeing with students' learning difficulties in Speaking to learning. R19 is a person who also has difficulties in vocabulary, accent, and pronunciation like the others, and he is a person who also likes English material especially Speaking ability, really hoping to get a satisfactory score and be able to apply the strategies he has besides him too actively asking and discussing with friends about Speaking material. he also always listens to western music to add to his vocabulary

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Percentage (%) = $\frac{70}{80} x 100\% = 87{,}5\%$.

Nama : RT

Respondent Number : R20

From the results of the student activeness questionnaire consisting of 20 definitions, the score obtained by R20 is 86,26% strongly agree, which is included in the criteria of agreeing with students' learning difficulties in Speaking. R18 is a person who also has difficulties in vocabulary, accent, and pronunciation like the others, and he is a person who also likes English material especially Speaking ability, really hoping to get a satisfactory score and be able to apply the strategies he has besides him too actively asking and discussing with friends about Speaking material. he also always listens to western music to add to his vocabulary to understand in the material to be delivered by the lecturer.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Percentage (%) = $\frac{69}{80} x 100\% = 86{,}25\%$.

Name : SS
Respondent Number : R21

From the results of the student activeness questionnaire consisting of 20 agreements, the score obtained by R21 was 77,5% strongly agree, which is included in the criteria of strongly agreeing with students' learning difficulties in Speaking. R21 is a person who disagrees that Academic material is more difficult to understand than daily conversation. but also has difficulties in vocabulary, accent, and pronunciation like the others, and he is a person who also likes English material especially Speaking ability, really hoping to get a satisfactory value and be able to implement the strategies.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Presentase (%) = $\frac{62}{80} x 100\% = 77{,}5\%$.

Nama : SPAS
Respondent Number : R22

From the results of the student activeness questionnaire consisting of 20 definitions, the score obtained by R22 was 83,75% strongly agree, which means entering into an agreement related to students' learning difficulties in learning to listen. R22 is a person who likes Speaking material but also has difficulties in vocabulary, accent, and pronunciation like the others, and he is a person who also likes English material especially Speaking ability and also always listens to western music to add to his vocabulary.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Percentage (%) = $\frac{67}{80} x 100\% = 83{,}75\%$.

Nama : YTKP
Respondent Number : R23

From the results of the student activeness questionnaire consisting of 20 definitions, the score obtained by R23 was 83,75%%, which means it was included in the criteria of strongly agreeing with students' learning difficulties in learning to listen. R23 is a person who likes Speaking material but also has difficulties in vocabulary, accent, and pronunciation like the others, and he is a person who also likes English material especially Speaking ability, but according to him Speaking to music is not the right way to add words to Speaking material, he also actively asked questions and discussed with friends related to Speaking material.

To calculate the percentage of researchers using the following formula:

Percentage (%) = $\frac{number\ of\ scores\ obtained}{ideal\ score}\ x\ 100\% =$

Percentage (%) = $\frac{67}{80} x 100\% = 83{,}75\%$.

DISCUSSION

This research aims to determine the problems faced by students of the Department of English Language Education in the academic year 2025/2026 to determine student difficulties. Questionnaire and lecturer interviews were used as instruments in this study whereas. From the explanation above, it can be concluded that understanding sentences in conversational Speaking skills is a difficult task from students which can be seen from the results of questionnaires, interviews.

This research will be carried out through stages, firstly giving questionnaires to students' learning activeness. There are several problems they face, after taking data from the questionnaire it can be concluded that the lack of vocabulary, grammar knowledge, the length of the spoken text, difficulty understanding pronunciation, differences in accent, failure to concentrate, inadequate infrastructure. Improving student vocabulary will not be complete without knowing how to pronounce it, because pronunciation is one of the important things in Speaking comprehension. Not

all problems described above can be overcome. In this explanation, namely from the questionnaire they filled out there were many of them all stating that the difficulty in understanding Speaking sentences was answering with the highest score of 4 points, with an average score of 83.75% stating that they had difficulty in Speaking skills with the greatest difficulty is the vocabulary, accents, sentences on Speaking material, besides the environment that influences their learning comprehension, in among them all have a high interest in learning and even want to get good grades and maximum, although there are some who are not interested in Speaking but only small portion. So, overall this percentage, they find it difficult to understand sentences about Speaking skills, for example, in terms of accent and pronunciation when they listen. Lecturers need to provide students with appropriate Speaking material, linguistic background and knowledge, good motivation, effective Speaking strategies.

The strategies of Speaking skill that can be carried out with the aim of enhancing learning and enabling students to use information more effectively (Khan & Karim, 2014) there are three categorized cognitive strategies, metacognitive strategies and social affective strategies. There are three strategies that explain one strategy learning through Speaking to music this strategy is done to understand vocabulary in Speaking skills before they get the actual material, as one of their ways to understand Speaking material later, but also in social and environmental factors that influence their learning. For example situations that are very crowded or may not be conducive so that they feel out of focus when studying.

The difficulty of the problem is believed to be caused by the vocabulary and pronunciation of the speech level (Ahmad, 2011). Related to the difficulty of Speaking performances, eight characteristics of understanding difficulties in Speaking skill namely discussing pronunciation, vocabulary and intonation in Speaking skills. After completing research related to learning difficulties, it can be concluded that the greatest difficulty is in the part of the sentence spoken by the speaker, namely in the pronunciation, vocabulary, accent and intonation.

There are several ideas to help lecturers overcome their understanding problems (Pratiwi & Andriyanti, 2019)

1. The teacher must adjust and improve the Speaking material.

Because students have different knowledge and learning styles so lecturers must build students' interests by providing better material to motivate them.

2. Activating student vocabulary

States that activating vocabulary by asking them to guess the meaning of words used in Speaking before explaining their meaning to them, because when students can relate what they already know to what they should listen to.

3. Accent

Accents are important in Speaking comprehension so students' awareness of various accents from native speakers is needed to make Speaking comprehension easy. Give students various accents while practicing Speaking to the language laboratory.

4. Pronunciation

Lecturers need to help students improve their pronunciation with training from native speakers. T3his will help them to develop Speaking skills and train students with accurate pronunciation.

5. Build students' knowledge about the topic

Students must know the background needed to understand the text and that will help them to focus on what is heard. This will help them to predict what they are hearing and make connections with what they already know.

6. Uses slow speech speed

Speakers who speak too fast are a problem so training students with slow speech speeds will initially help them to know what the speaker is saying. When students have clearly understood try to raise the audio level.

7. Give some Speaking strategies

Give students some Speaking strategies to make it easy for them to find answers to questions from the speaker.

8. Anxiety

Motivate students to think positively about their grades and support them. How to help students listen to understanding as proposes a methodology that combines the development of students' phonological codes and helps them use context to make predictions. Lecturer Interview Results Regarding Constraints and difficulties of students in Speaking to the lesson.

The speakers in this interview method were Listener Lecturer, Mr. Moh. Choirul Huda, M.Pd. In this interview, researchers asked about what students faced during the process. The first obstacle is when learning takes place during 4 meetings, which are then followed by online learning because time runs very fast and without us knowing there is an epidemic that requires us to study at home and conduct online lectures or online learning, but teaching and learning activities are still going very well. Special strategies prepared for keeping children motivated in this course is Speaking to English songs, watching English films and English news, besides that they are asked to have conversations with classmates. As an additional value and lecture strategy from the lecturer also provides summarizing assignment, they always understand and are enthusiastic to do.

Then discussing the biggest problem faced is students do not understand the conversation sentence in Speaking material that affects vocabulary, pronunciation and accent in Speaking skills, because students themselves have different backgrounds. That is the factor that influences students' difficulty in understanding the material. There are some words that they have never heard before and need to find what words or sentences are said. There are some words that they have never heard before and need to find what words or sentences are said. So the teacher must really be able to provide a good learning method. Based on the results of the interview description above, it can be concluded that students have problems in understanding words or sentences in the learning process, such as what is conveyed by the lecturer of the course.

CONCLUSIONS

Based on the research findings in the previous chapter, it can be seen that many students do not understand after taking data from questionnaire This research will be carried out through stages, firstly giving questionnaires to students' learning activeness. There are several problems they face, after taking data from the questionnaire it can be concluded that the lack of vocabulary, grammar knowledge, the length of the spoken text, difficulty understanding pronunciation, differences in accent, failure to concentrate, inadequate infrastructure. The secondly, lecturer interview results can be obtained that this Speaking class has difficulty in the Speaking process that most do not understand the accent spoken, another obstacle is the lack of vocabulary. Another obstacle is the lack of vocabulary, they use sentences sent in Speaking, but they want to continue to strive to get maximum results by implementing a strategy that is Speaking with listening engkish song , watching English films and English news, besides that they are asked to have conversations with classmates.

In this case the student learning environment has a large influence on their mastery of English grammar. This is caused by the reduced interest and concentration experienced by students while Speaking to learning.

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