

An Analysis of The Causes of English Speaking Difficulties Among Eight-Grade Students at SMP Islam Terpadu Qurrota A'yun Palu

Vikramsing¹, Darmawan^{2*}, Maghfira³

^{1,2,3}English Department, University of Tadulako, Indonesia

ARTICLE INFO

Article history:

Received 10 October 2026

Revised 15 October 2026

Accepted 17 October 2026

Available online 18 October 2026

Keywords

speaking difficulties, English learning, linguistic factors, psychological factors, environmental factors, EFL students



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

Copyright © 2026 by Author. Published by Yayasan Daarul Huda

ABSTRACT

This study aims to analyze the factors causing English speaking difficulties and to explore students' perceptions of these difficulties among eighth-grade students at SMP Islam Terpadu Qurrota A'yun Palu. English speaking is considered one of the most challenging skills for Indonesian students due to linguistic, psychological, and environmental barriers. This research employed a descriptive qualitative design. The participants were four eighth-grade students selected through purposive sampling. Data were collected through semi-structured interviews, allowing the researcher to gain in-depth information about students' experiences, feelings, and perceptions in speaking English. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing. The findings show that students' speaking difficulties are influenced by three main factors. First, linguistic factors include limited vocabulary and pronunciation

problems, which cause students to hesitate, stop speaking, or switch to Indonesian. Second, psychological factors such as anxiety, fear of making mistakes, shyness, and low self-confidence significantly reduce students' willingness to speak English in class. Third, environmental factors, including the lack of English exposure outside the classroom and the dominance of Indonesian and local languages, limit students' opportunities to practice speaking. These three factors are interconnected and jointly affect students' speaking performance. Despite these challenges, students show positive motivation when learning activities are interactive and supportive. This study concludes that English speaking difficulties are multidimensional and cannot be separated from linguistic competence, emotional conditions, and learning environment. Therefore, supportive teaching strategies, increased speaking practice, and a more encouraging classroom atmosphere are needed to improve students' speaking ability.

INTRODUCTION

English is an important international language that is widely used for communication, education, and global interaction. In Indonesia, English is taught as a foreign language from elementary school to secondary school. However, many students still find it difficult, especially when they are asked to speak in English. Among the four language skills, speaking is often considered the most challenging because it requires students to produce language directly and spontaneously. According to Harmer (2020), speaking is a productive skill that involves expressing ideas clearly and meaningfully. This means that students need to use vocabulary, grammar, and pronunciation at the same time, which can be difficult for many learners.

One of the main causes of speaking difficulties is linguistic factors. Many students have limited vocabulary, so they do not know what words to use when they want to speak. Nation (2022) explains that vocabulary knowledge is essential for speaking because it helps learners express their ideas. Without enough vocabulary, students often stop speaking or switch to their first language. In addition, students often have problems with grammar. Even if they understand grammar rules, they may feel confused when they try to use them in real communication. Pronunciation is also a major problem. English pronunciation is different from Indonesian and local languages, so students often feel unsure about how to say words correctly. According to Celce-Murcia (2019), incorrect pronunciation can lead to embarrassment and reduce students' willingness to speak. Because of these linguistic challenges, many students speak slowly, hesitate, or avoid speaking completely.

*Corresponding Author

Email: vs9257438@gmail.com

Besides linguistic factors, psychological factors also strongly influence students' speaking ability. Many students feel anxious, shy, and afraid of making mistakes when speaking English. These feelings can reduce their confidence and make them less active in class. Krashen (2020) explains this situation through the Affective Filter Hypothesis, which states that emotional factors such as anxiety, low confidence, and lack of motivation can block language learning. When students feel nervous or afraid, they cannot perform well even if they have enough knowledge. This idea is supported by Prameswari and Wahjuningsih (2025), who found that students with high anxiety tend to avoid speaking English. Similarly, Zannah and Mulyani (2022) found that fear of negative evaluation and lack of confidence prevent students from participating actively in speaking activities. These findings show that psychological factors are very important in understanding students' speaking difficulties.

Another important factor is the sociocultural environment. In Indonesia, students usually communicate using Indonesian or local languages in their daily life. As a result, they have very limited opportunities to practice English outside the classroom. Vygotsky (1978) states that language learning is influenced by social interaction and cultural context. If students do not use English in their environment, their speaking ability will not develop effectively. Suryani, Suarnajaya, and Pratiwi (2020) also found that students' speaking progress is slow because they use their mother tongue more frequently than English. In addition, Malik, Rohmatillah, and Rahmawati (2025) found that students feel more comfortable using local languages, which reduces their confidence to practice English. This shows that environmental factors play an important role in shaping students' speaking performance.

Previous studies have shown that speaking difficulties are caused by a combination of linguistic, psychological, and sociocultural factors. Gebriela Palomargareta and Yuli Astutik (2023) found that students experience problems such as inhibition, lack of ideas, uneven participation, and interference from their native language. Their study also showed that speaking difficulties are experienced not only by low-achieving students but also by high-achieving students. Similarly, Kulsum, Jamjami, Uyun, and Widianingsih (2025) found that students have difficulties in grammar, pronunciation, fluency, and vocabulary, as well as psychological problems such as anxiety and low motivation. Zafa, Heryatun, and Ibrohim (2023) also found that speaking difficulties come from both linguistic and psychological factors, including fear, shyness, and lack of confidence.

Other studies also highlight similar findings. Candraloka and Rosdiana (2019) found that fear of making mistakes and embarrassment are major barriers that prevent students from speaking. Saputra (2020) explained that limited vocabulary and lack of practice outside the classroom are the main causes of speaking difficulties. Suryani, Suarnajaya, and Pratiwi (2020) found that low motivation and anxiety also affect students' speaking performance. In addition, Purwati, Ubaidillah, and Restall (2023) found that lack of self-confidence is one of the main obstacles for Indonesian learners in speaking English. Sabilla and Kaniadewi (2025) suggested that interactive activities such as role-play and group discussions can help reduce students' anxiety and improve their participation.

Although many studies have discussed speaking difficulties, most of them focus on general contexts or involve large groups of students. There is still limited research that explores students' personal experiences and perceptions in a specific local context. In particular, there is no study that focuses on eighth-grade students at SMP Islam Terpadu Qurrota A'yun Palu. This school has a unique environment because it combines Islamic values with general education and operates in a multilingual context where Indonesian and local languages are dominant. These conditions may influence how students learn and use English, especially in speaking.

Based on preliminary observation and informal interaction with students at this school, it was found that many students experience difficulties when speaking English. Some students feel afraid of making mistakes in grammar and pronunciation, while others lack vocabulary and confidence. Many students prefer to stay silent or switch to Indonesian or local languages during speaking activities. These observations indicate that speaking difficulties are a real and significant problem in this context.

In addition, most previous studies focus on teachers, teaching methods, or classroom strategies. However, fewer studies focus on students' own perspectives and how they understand their difficulties. Understanding students' perceptions is important because it can provide deeper insight into the real causes of their problems. Therefore, this study focuses on exploring students' experiences and perceptions directly through qualitative methods.

This study uses a descriptive qualitative approach to explore students' speaking difficulties in depth. The research focuses on a small number of participants to allow detailed analysis of their experiences. By using semi-structured interviews, this study aims to understand how linguistic, psychological, and sociocultural factors interact and influence students' speaking ability. This approach is appropriate because it allows the researcher to capture rich and meaningful data from students' own voices.

The purpose of this study is to identify the factors that cause speaking difficulties and to describe how students perceive these difficulties in their own context. The findings of this study are expected to provide useful information for teachers and schools to develop better strategies for improving students' speaking skills. In addition, this study contributes to the existing literature by providing a deeper understanding of speaking difficulties in a specific local context, particularly in an Islamic integrated junior high school in Palu.

Therefore, speaking difficulties among Indonesian students are complex and influenced by multiple factors. Linguistic limitations, psychological barriers, and sociocultural conditions all play important roles in shaping students' speaking performance. Therefore, it is important to understand these factors from students' perspectives in order to provide effective solutions. This study attempts to address this need by exploring the experiences of eighth-grade students at SMP Islam Terpadu Qurrota A'yun Palu using a qualitative descriptive approach.

RESEARCH METHOD

This study used a descriptive qualitative research design to explore and understand students' experiences and perceptions about their English-speaking difficulties. This design was chosen because the purpose of the study was not to measure or test variables, but to describe real situations and meanings from the students' point of view. According to Creswell and Poth (2020), qualitative research focuses on understanding social phenomena in natural settings and interpreting participants' perspectives. In this study, the researcher tried to understand how linguistic, psychological, and sociocultural factors influence students' ability to speak English. The research was conducted at SMP Islam Terpadu Qurrota A'yun Palu during the 2025/2026 academic year. This school was selected because it provides a unique context where students learn in an environment that combines Islamic values with general education, and where Indonesian and local languages are dominant. This multilingual and cultural environment was considered important because it may affect how students learn and use English. The participants in this study were four eighth-grade students selected using purposive sampling. The researcher chose these students based on specific criteria: they were active in English class, they showed speaking difficulties, and they were willing to participate. The number of participants was small because qualitative research focuses on depth rather than quantity. By selecting four participants, the researcher was able to explore each student's experiences in detail and gain rich and meaningful data.

The data in this study were primary data collected through semi-structured interviews. Interviews were chosen because they allow students to explain their experiences, feelings, and opinions in their own words. The semi-structured format means that the researcher prepared some guiding questions but also had the flexibility to ask follow-up questions. This helped the researcher to explore students' answers more deeply and clearly. The interviews focused on three main areas: linguistic factors (such as vocabulary, grammar, pronunciation, and fluency), psychological factors (such as anxiety, fear of making mistakes, shyness, and confidence), and sociocultural factors (such as peer influence, classroom environment, and use of local languages). Each interview was conducted individually to make students feel comfortable and free to speak honestly. The interviews were audio-recorded with permission and then transcribed word for word to ensure accuracy. The main research instrument was the interview guide, which

contained open-ended questions related to the research objectives. The following table shows the focus of the interview questions used in this study:

Table 1. Interview Focus Areas

Aspect	Indicators Explored
Linguistic Factors	Vocabulary, grammar, pronunciation, fluency
Psychological Factors	Anxiety, fear of mistakes, shyness, confidence, motivation
Sociocultural Factors	Peer influence, classroom environment, use of local language

This table shows that the researcher collected data from different aspects to get a complete understanding of students' speaking difficulties. The use of open-ended questions allowed students to give detailed answers and share their real experiences.

The data analysis in this study followed the model of Miles, Huberman, and Saldaña (2014), which includes three steps: data reduction, data display, and conclusion drawing. First, in the data reduction stage, the researcher read the interview transcripts carefully and selected important information related to the research questions. The data were then coded and grouped into themes such as linguistic, psychological, and sociocultural factors. Second, in the data display stage, the researcher organized the data into clear descriptions and tables to make it easier to understand patterns and relationships. Finally, in the conclusion stage, the researcher interpreted the data and made conclusions based on the findings. The research procedures included four stages: preparation, data collection, data analysis, and reporting. In the preparation stage, the researcher designed the study and selected participants. In the data collection stage, interviews were conducted. In the analysis stage, the data were processed and interpreted. Finally, in the reporting stage, the results were written in a clear and systematic way. Through these steps, this study aimed to provide a deep and accurate understanding of students' English-speaking difficulties.

RESULT

This section presents the findings of the study based on semi-structured interviews with four eighth-grade students at SMP Islam Terpadu Qurrota A'yun Palu. The findings address the research questions regarding (1) the factors causing students' difficulties in speaking English and (2) students' perceptions of their speaking difficulties. The data show that students' speaking difficulties are influenced by three main interconnected factors, namely linguistic, psychological, and environmental factors. Although each participant has different experiences and attitudes toward English, similar patterns appear across all responses, indicating that speaking difficulty is a shared phenomenon among the students.

The study involved four participants (AKR, HI, FB, and WF) who were selected purposively based on their experience in facing difficulties in speaking English during classroom activities. The interview data reveal that all participants experience speaking problems, although the intensity and emotional responses differ. Some students show strong anxiety and fear, while others appear more relaxed. However, all participants consistently report similar core problems, especially limited vocabulary and lack of English exposure outside the classroom. This indicates that speaking difficulties are not only individual issues but also influenced by learning conditions and environment.

The most dominant finding in this study is related to linguistic factors. All participants reported that vocabulary limitation is the main barrier in speaking English. Students often forget words when speaking, pause in the middle of sentences, or stop completely because they do not know how to continue expressing their ideas. For example, AKR and HI stated that they frequently forget vocabulary during speaking activities, while FB and WF explained that they do not have enough vocabulary to form complete sentences. In addition to vocabulary, pronunciation is also considered difficult because English pronunciation is different from Indonesian, making students unsure about how to say certain words correctly. This situation often leads students to hesitate or avoid speaking altogether. The summary of linguistic difficulties across participants is presented in the table below:

Table 2. The summary of linguistic

Participant	Vocabulary Problem	Pronunciation Problem	Fluency Problem	Main Pattern
AKR	Frequent forgetting words	Difficult	Hesitation	Stops mid-sentence
HI	Limited vocabulary	Difficult	Nervous speech	Hesitation and fear
FB	Insufficient vocabulary	Difficult	Low fluency	Rare speaking
WF	Vocabulary shortage	Moderate difficulty	Sentence interruption	Stops when lacking words

From the table, it can be seen that vocabulary limitation is the most consistent problem among all participants. This limitation directly affects fluency because students cannot express ideas smoothly without adequate vocabulary. As a result, students tend to switch to Indonesian or remain silent when they face difficulty expressing certain words in English.

Psychological factors also play a very significant role in students' speaking difficulties. The data show that students experience various emotional barriers such as fear, anxiety, shyness, nervousness, and lack of confidence when speaking English. These feelings are mostly triggered by fear of making mistakes and fear of negative evaluation from peers or teachers. HI and FB, for example, stated that they are afraid of being laughed at when speaking incorrectly, which makes them reluctant to participate in speaking activities. AKR also expressed embarrassment when making mistakes in pronunciation or grammar, while WF showed a more relaxed attitude but still experienced nervousness in certain speaking situations, especially when asked suddenly by the teacher. The psychological conditions of participants can be summarized in the following table:

Table 3. The psychological conditions of participants

Participant	Anxiety Level	Fear of Mistakes	Confidence Level	Peer Influence
AKR	Medium	Yes	Moderate	Supportive
HI	High	Strong	Low	Fear of judgment
FB	High	Strong	Low	Fear of ridicule
WF	Low	Minimal	Moderate	Neutral

The table shows that although not all students experience the same level of anxiety, psychological factors remain a dominant barrier. Even students who understand English vocabulary still hesitate to speak due to fear and lack of confidence. This indicates that emotional factors can significantly reduce students' willingness to use English in speaking activities.

Environmental factors are also found to be a crucial contributor to speaking difficulties. All participants reported that they rarely use English outside the classroom. Their daily communication is dominated by Indonesian and local languages, which makes English unfamiliar in their daily lives. AKR and WF stated that they never use English outside school, while HI and FB occasionally attempt to use English but still very rarely. This lack of exposure reduces students' opportunities to practice speaking and develop fluency. The environmental conditions are summarized in the table below:

Table 4. The environmental conditions

Participant	Use of English Outside Class	Dominant Language	Exposure Level	Peer Environment
AKR	Never	Indonesian/local	Very low	Limited support
HI	Rare	Indonesian/local	Low	Mixed influence
FB	Rare	Indonesian/local	Very low	Low support
WF	Never	Indonesian/local	Very low	Neutral

From the table, it is clear that all participants live in a low-exposure English environment. The dominance of Indonesian and regional languages significantly limits students' opportunities to practice English in real communication. This condition makes it difficult for students to develop speaking habits and fluency.

In addition to these main factors, the data also reveal several supporting and inhibiting experiences that influence students' perceptions. Positive experiences such as receiving praise, applause, or encouragement from teachers increase students' motivation to speak English. Some students also feel more confident when teachers use interactive and fun teaching methods. However, negative experiences such as being laughed at or judged by classmates reduce students' confidence and make them more reluctant to speak.

Based on all interview data, it can be concluded that students' speaking difficulties are the result of the interaction of three main factors: linguistic limitations, psychological barriers, and environmental constraints. These factors do not work separately but influence each other. Vocabulary limitation leads to hesitation, which increases anxiety, and the lack of English exposure in the environment prevents students from improving their speaking skills. Despite these challenges, students still show willingness to learn and improve their English speaking ability if supported by a more encouraging learning environment and more frequent speaking practice opportunities.

DISCUSSION

The findings of this study show that students' English-speaking difficulties at SMP Islam Terpadu Qurrota A'yun Palu are shaped by three interconnected factors: linguistic, psychological, and environmental. These findings are consistent across all four participants (AKR, HI, FB, and WF), although the intensity and personal experience of each factor vary among individuals. Overall, the data reveal that speaking English is not only a matter of language knowledge but also strongly influenced by emotional conditions and the surrounding social environment.

Linguistically, the most dominant problem is limited vocabulary and pronunciation difficulty. All participants reported that they often stop speaking, hesitate, or switch to Indonesian because they cannot find the right English words. This confirms the idea that vocabulary knowledge is a core component of speaking ability. As Harmer (2020) explains, speaking is a productive skill that requires learners to produce meaningful language, and without sufficient vocabulary, communication becomes interrupted. In this study, students clearly show this condition. For example, AKR and HI stated that they often forget words when speaking, while FB and WF admitted that limited vocabulary makes them unable to complete sentences. This situation leads to broken fluency and low confidence.

Pronunciation also becomes a major barrier. Students feel unsure whether they pronounce words correctly because English spelling and pronunciation are different. This finding supports Celce-Murcia (2019), who states that pronunciation problems can cause embarrassment and reduce learners' willingness to speak. In this study, students confirmed that fear of mispronouncing words makes them prefer silence rather than speaking incorrectly. Therefore, linguistic limitations do not only affect accuracy but also influence psychological readiness to speak.

Psychological factors appear as the most influential dimension in this study. Almost all participants expressed feelings of fear, anxiety, shyness, and lack of confidence when speaking English in class. These emotions are triggered by fear of making mistakes and being judged by classmates. This finding strongly supports Krashen's (1982; 2020) Affective Filter Hypothesis, which states that emotional factors such as anxiety and low self-confidence can block language production even when learners have sufficient knowledge. In this study, students like HI and FB clearly show high anxiety levels when speaking in front of the class, especially when they are suddenly asked by the teacher.

Furthermore, Horwitz et al. (1986) explain that Foreign Language Anxiety includes fear of negative evaluation, communication apprehension, and test anxiety. These aspects are visible in the findings. Students reported being afraid of being laughed at or corrected harshly by peers. HI even mentioned fear of losing marks when speaking incorrectly, which increases nervousness.

This demonstrates that classroom atmosphere plays a critical role in shaping students' willingness to speak.

Interestingly, not all psychological responses are negative. WF shows a relatively positive attitude, stating that mistakes are normal and will be corrected by the teacher. AKR and FB also mentioned positive experiences such as receiving applause or praise. These positive experiences increase motivation and reduce anxiety. This supports Gardner's (1985) motivation theory, which states that positive reinforcement can strengthen learners' willingness to use a second language. However, despite these positive experiences, anxiety remains dominant among most students.

Environmental factors also play a significant role in shaping speaking difficulties. The findings show that students rarely use English outside the classroom. Indonesian and local languages dominate daily communication at home and school. This aligns with Vygotsky's (1978) Sociocultural Theory, which emphasizes that language learning depends on social interaction and environmental exposure. Without sufficient exposure, students cannot develop fluency or confidence in speaking English.

Aini and Lubis (2023) also found that limited exposure to English in daily life significantly affects students' speaking ability. This is clearly reflected in this study, where all participants reported that they almost never use English outside class. Even when students understand English in theory, they struggle to apply it in real communication because they are not accustomed to using it in daily life.

Peer influence is another important environmental factor. Some students experience teasing or negative reactions from classmates, which reduces their confidence. However, in some cases, peers also provide encouragement. This mixed influence shows that the classroom social environment can either support or hinder speaking development. As Malik et al. (2025) explain, sociocultural context such as peer behavior and language dominance significantly affects students' willingness to speak English.

The interaction between these three factors is important. Linguistic limitations often lead to psychological barriers. For example, lack of vocabulary makes students anxious, and anxiety further reduces their ability to recall words. Similarly, environmental limitations such as lack of practice opportunities make linguistic and psychological problems worse. This interconnected relationship shows that speaking difficulties cannot be explained by a single factor, but rather by a combination of multiple influences.

Students' perceptions also provide important insights. Most students believe that speaking English is difficult but important. They also recognize that practice is necessary to improve their ability. Some students suggest using English more frequently in classroom activities, such as daily communication practice or speaking tasks. This reflects their awareness that exposure and repetition are key to language learning. As Nation (2022) states, vocabulary and speaking skills develop through repeated use in meaningful contexts.

Another important finding is that teacher behavior and classroom atmosphere strongly influence students' confidence. When teachers use interactive methods or provide encouragement, students feel more comfortable. This is consistent with Thornbury (2021), who emphasizes that communicative language teaching creates a supportive environment for speaking development. In this study, students clearly stated that they feel more confident when learning is fun and less pressured.

However, sudden speaking tasks, such as being asked to speak in front of the class without preparation, increase anxiety. This suggests that while students need practice, they also need gradual exposure and supportive scaffolding. Without this, speaking activities may increase fear rather than improve ability.

In conclusion, the discussion shows that students' speaking difficulties are multidimensional and deeply interconnected. Linguistic limitations such as vocabulary and pronunciation difficulties restrict communication. Psychological factors such as anxiety and fear of negative evaluation reduce confidence and participation. Environmental factors such as lack of English exposure and dominance of local languages limit practice opportunities. These findings

are strongly supported by previous theories and studies, including Krashen (1982), Horwitz et al. (1986), Vygotsky (1978), and Harmer (2020).

Therefore, improving students' speaking ability requires a holistic approach. Teachers need to provide more communicative activities, reduce anxiety in the classroom, and create a supportive environment that encourages students to speak without fear. Schools also need to increase English exposure in daily activities. By addressing these three dimensions simultaneously, students' speaking confidence and ability can gradually improve in a more sustainable way.

CONCLUSION

This study concludes that English speaking difficulties among eighth-grade students at SMP Islam Terpadu Qurrota A'yun Palu are influenced by three main interconnected factors, namely linguistic, psychological, and environmental factors. Linguistically, students face major challenges in limited vocabulary, difficulty in pronunciation, and hesitation in constructing sentences. These limitations often cause students to stop speaking in the middle of communication or switch to Indonesian or local languages. This finding supports Harmer (2020), who states that speaking is a productive skill that requires adequate vocabulary and language control to produce meaningful communication. Without sufficient linguistic competence, students struggle to express their ideas fluently and accurately in English. Therefore, vocabulary and pronunciation gaps remain fundamental obstacles in developing students' speaking ability.

Psychologically, students experience fear, anxiety, shyness, and lack of confidence when speaking English, especially when they are afraid of making mistakes or being judged by their peers. This condition is strongly aligned with Krashen's Affective Filter Hypothesis (1982; 2020) and Horwitz et al. (1986), which emphasize that emotional factors can significantly block language production even when learners have sufficient knowledge. Environmentally, the lack of English exposure outside the classroom and the dominance of Indonesian and local languages limit students' opportunities to practice English in daily life. Based on Vygotsky's Sociocultural Theory (1978), language learning is strongly influenced by social interaction and environmental exposure, which in this context is still limited. Despite these challenges, students show positive motivation when learning is interactive and supportive. Therefore, it can be concluded that improving students' speaking ability requires a holistic approach that integrates vocabulary development, anxiety reduction strategies, and the creation of a supportive English-speaking environment both inside and outside the classroom.

REFERENCES

- Aini, N., & Lubis, R. (2023). Students' speaking anxiety and lack of exposure in the EFL classroom. *Exposure: Journal of English Education*, 12(1), 45–56. <https://journal.unismuh.ac.id/index.php/exposure/article/view/10659>
- Brown, H. D. (2021). *Principles of language learning and teaching* (8th ed.). Pearson Education.
- Candraloka, O. R., & Rosdiana, A. (2019). Investigating problems and difficulties of speaking that encounter English language speaking students of junior high school. *Journal of English Language Education and Literature (JELE)*, 5(2), 96–110.
- Celce-Murcia, M. (2019). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge University Press.
- Creswell, J. W., & Poth, C. N. (2020). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Harmer, J. (2020). *The practice of English language teaching* (5th ed.). Pearson Education.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

- Krashen, S. D. (2020). The affective filter hypothesis revisited. *Journal of Second Language Acquisition Studies*, 15(3), 45–59.
- Kulsum, E. M., Jamjami, A. Y., Uyun, A. S., & Widianingsih, A. W. S. (2025). A study on the difficulties in English speaking for EFL students. *Journal on Education*, 7(2), 10648–10659.
- Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Malik, E., Rohmatillah, R., & Rahmawati, I. N. (2025). An analysis of EFL learners' problems in speaking skills based on their perception at senior high school. *Edunesia: Journal of Education Studies*, 6(1), 77–89.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Nation, I. S. P. (2022). *Learning vocabulary in another language* (3rd ed.). Cambridge University Press.
- Nur 'Afifah Zafa, Yuyu Heryatun, & Busthomi Ibrohim. (2023). EFL students' speaking: Problems and solutions. In *Proceedings of the 2nd International Conference on Education* (Vol. 2, pp. 1–8).
- Palomargareta, G., & Astutik, Y. (2024). Navigating fear: Exploring speaking problems among students at junior high school level. *Journal of Research on English and Language Learning*, 5(1), 110–122.
- Prameswari, N. P., & Wahjuningsih, E. (2025). Exploring EFL speaking anxiety among junior high school students: Levels, contributing factors, and coping strategies. *Journal of Research on English and Language Learning (JREALL)*, 6(1), 45–58.
- Purwati, D., Ubaidillah, M. F., & Restall, G. C. (2023). "Sorry, I can't speak": English teachers' challenges of teaching EFL speaking in Indonesian vocational high school sector. *Journal of Education and Learning*, 12(4), 88–99.
- Richards, J. C., & Rodgers, T. S. (2022). *Approaches and methods in language teaching* (4th ed.). Cambridge University Press.
- Sabilla, A. N., & Kaniadewi, N. (2025). Investigating English-speaking problems of senior high school students in Indonesia. *SALEE: Studies in Applied Linguistics and English Education*, 6(1), 45–58.
- Saputra, J. M. (2020). An analysis of the difficulties factors of students' speaking performance at the ninth grade of Islamic Junior High School Masmur Pekanbaru (Undergraduate thesis). UIN Suska Riau Repository.
- Suryani, I., Suarnajaya, I. W., & Pratiwi, N. P. A. (2020). Investigating the inhibiting factors in speaking English faced by senior high school students in Singaraja. *Journal of Education Research*, 7(1), 14–27.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Zannah, U. N., & Mulyani, S. (2022). Analysis of Indonesian junior high school students' problem in learning English. *International Journal of English and Applied Linguistics*, 2(1), 45–54.