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BENGKAYANG STUDENTS' PERCEPTIONS ON THE DIFFICULTIES OF SPEAKING ENGLISH IN SPEAKING FOR SOCIAL PURPOSES CLASS

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A B S T R A C T

This study focused on Bengkayang students' difficulties in improving their speaking skills in the Speaking for Social Purposes class as their first speaking class. The study aimed to find out ELEP (English Language Education Program), especially Bengkayang students' perceptions on the difficulties of speaking English in the Speaking for Social Purposes class at the Faculty of Language and Arts in Universitas Kristen Satya Wacana, in Salatiga, Central Java. The participants of this study were 21 Bengkayang students from batch 2019 who had taken the Speaking for Social Purposes class. A closed-ended, open-ended questionnaire and semi-structured interview were used to collect the data. The findings revealed that all of the students' encountered some difficulties in speaking English such as a lack of vocabulary, nervousness, poor grammar, poor pronunciation, and less confidence. They were afraid because they had to use grammar correctly and pronounce some words in English correctly. There were also some strategies that students used to improve their English speaking ability such as speaking in front of the mirror, practicing making sentences, speaking with their friends, listening to English music, and watching English movies.

Penelitian ini berfokus pada kesulitan siswa dari Bengkayang dalam meningkatkan keterampilan berbicara mereka dalam berbicara di kelas Speaking for Social Purposes sebagai kelas speaking pertama mereka. Studi ini bertujuan untuk menemukan ELEP (Program pendidikan bahasa inggris), terutama persepsi siswa Bengkayang mengenai kesulitan berbicara bahasa inggris di kelas Speaking for Social Purposes di fakultas bahasa dan seni di Universitas Kristen Satya Wacana, Salatiga, Jawa Tengah. Partisipan untuk penelitian ini adalah 21 siswa asal Bengkayang dari angkatan 2019 yang telah mengambil kelas Speaking for Social Purposes. Penelitian ini menggunakan kuesioner tertutup, terbuka dan wawancara semi-terstruktur. Temuan dari penelitian ini telah mengungkapkan bahwa semua siswa dari Bengkayang menghadapi

kesulitan dalam berbahasa inggris seperti kurangnya kosakata, kegugupan, tata bahasa yang buruk, pelafalan yang buruk, dan kurang percaya diri. Partisipan merasa takut karena mereka harus menggunakan tata bahasa dengan benar dan mengucapkan beberapa kata dalam bahasa inggris dengan benar. Ada juga beberapa strategi yang siswa gunakan untuk meningkatkan kemampuan berbicara bahasa inggris mereka seperti berbicara di depan cermin, berlatih membuat kalimat, berbicara dengan teman-teman mereka, mendengarkan musik inggris, dan menonton film bahasa inggris.

INTRODUCTION

Speaking is one of the major skills in learning English to master (Rao, 2019). This ability is key to communication with others when learning a language. In addition, people who are learning a language want to be able to communicate fluently in that language while interacting with others. Accordingly, English learners must develop their proficiency in speaking because many researchers found that success in learning English is shown by fluency in speaking English. This study focused on Bengkayang students' difficulties in improving their speaking skills in the Speaking for Social Purposes class as their first speaking class. In addition, Bengkayang students come from many areas and villages in Bengkayang, West Kalimantan, and their background of study English would be different. Furthermore, English subjects were not available at some schools in rural areas because of a lack of English teachers.

The aim of the study is to find out what difficulties Bengkayang students face when speaking English. In addition, the purpose is also to know students' perceptions toward the difficulties in learning English and how they overcome their difficulties in speaking English. The research questions of this study consist of two questions.

Therefore, the research questions are:

- What are the difficulties that Bengkayang students face in the Speaking for Social Purposes class?
- How do Bengkayang students overcome their difficulties in speaking English?

The findings of this study hopefully can be useful for teachers to realize what difficulties are faced by students when speaking English. In addition, the findings of the study hopefully can be useful for speaking students learning a language as references to improve their speaking skills and how they can solve their difficulties in speaking English.

The Importance of Speaking

Rivers (2018) stated that the process of creating and expressing meaning in various contexts by using words and body language is called speaking. Brown (1994), Burns and Joyce (1997), as cited in Leong and Ahmadi (2017), defined speaking as a part of the interactive process as the production, receiving, and also the processing of information to build meaning. Through speaking, someone will communicate with each other and share their thoughts, opinions, and feelings when interacting. Speaking ability plays an important role in various situations, for example, language as a tool of communication to ensure the smooth functioning of any system, to convey one's ideas, opinions, and feelings in the form of meaningful words, and to grab the audience's attention (Qureshi, 2012, p.2).

The Characteristics of Speaking for Social Purposes Class

Speaking for Social Purposes is a course designed to assist students in improving their speaking ability in everyday conservation situations. The course allows students to practice a variety of English functions in daily conversation situations using a mixture of function-based and task-based approaches. This course also gives the students an opportunity to speak in various social context situations such as how to start small talk, giving a compliment, giving directions, describing an object, making prediction, controlling a conservation, expressing opinions, making an appointment, describing feelings, complaining and making excuses. Several materials and speaking activities are expected to encourage students to practice their speaking ability. In consequence, students will gain an understanding of how to develop aspects of English communication (ELEP,2021).

The Difficulties in Speaking English

According to Rahmaniah, Asbah, and Nurmasitah (2018), there were some components of the problem that non-English students did not master or had difficulties with, such as grammar, fluency in speaking, comprehension and the lack of vocabulary. Speaking is the most challenging ability for most English students, and they are unable to communicate effectively in English (Zhang, 2009). It is quite difficult for learners since it requires a lot of effort because it is frequently used in real-life communication (Fauzan, 2016).

Linguistic problems that students faced include fluency, grammar, vocabulary, and pronunciation (Afshar & Asakereh, 2016). Students are terrified of being laughed at, feeling shy, and not confident because they are afraid of making errors (Dalem,2017). Aouatef (2005) stated that major psychological factors such as motivation, self-esteem, and anxiety are possible factors impacting the students' oral performance; it happened because students with high cognitive abilities still struggle to speak. Especially, when they speak in front of the class they are afraid of making mistakes, not too confident, have low motivation, shy, and anxious (Juhana, 2012).
Linguistics problems.

Lack of Vocabulary

August, Carlo, Dressler, and Snow (2005) showed that EFL learners with poor vocabulary take longer time to acquire new vocabulary items and are less involved in oral interactions with their classmates. In that case, students will not get engaged in the learning process because of their knowledge of vocabulary. In addition, students will have some difficulties when improving their speaking skills and it also hinders them in the process of achieving success in communication. Learners must have sufficient vocabulary to express meaning or participate in discussions to achieve competency in speaking skills (Saville-Troike & Barto, 2016).

Grammar

The study of word classes, their meanings, and their roles and relationships in sentences is known as grammar (Merriam-Webster, 2017). Based on Oxford (2008)’s opinion, grammar plays a crucial part in the formation of words and sentences. That means that grammar is an important aspect in order to speak English fluently and accurately. The process of learning grammar is to make students understand how to examine the rules, meaning, function, and grammar form (Murcia, 2001).

Psychological problem

Self-Confidence

A feeling worthy of oneself is called confidence (Nadiah Ma'mun, 2018). Self-confidence is a personality trait that is defined as a belief in one's ability to behave cheerful, optimistic, tolerant, and responsible without being affected by others (Carnegie, 1991). High self-confidence is good for students' academic achievement in speaking because they can communicate fluently, so students meet the criteria for the speaking competence evaluation (Salim, 2015).

Low Motivation

Motivation includes a psychological factor that can influence the learning process of the students (Astuti, 2012). It means that motivation also plays an important role to encourage students in the learning process. Students who have great motivation in learning will be involved and participate in the learning activities. A student's motivation for learning can make the learning goal clearer, learning persistently and determining learning reinforcement (Uno, 2009).

Anxiety

Anxiety is another problem that challenges English language learners, which reduces the learner's power and causes self-confidence loss (Kannan, 2009). Lefrancois (1980) as cited in Padmadewi (2016) stated that anxiety is a feeling displayed by a degree of fear and worry, it means that students can get positive and negative impacts in their process of learning such as motivating them in learning or disrupting their learning process.

The learning strategies

A strategy is the measures that students take as a solution to overcome their difficulties in learning a language. Students take a step forward to support them to improve their learning ability or what is commonly called learning strategy (Oxford, 1990, p.1, as cited in Prabawa, 2016). Some examples of learning strategies to develop speaking skills used by the students are watching some videos in English on YouTube, practicing talking with friends, practicing in front of a mirror, and watching some movies in English. A language learning strategy is a useful tool for both active and conscious learning, so language proficiency can be achieved (Dornyei, 2005)

RESEARCH METHOD

The study was conducted in the Semester II, 2022/2023 academic year from January-March 2023 in the Speaking for Social Purposes class, at the Faculty of Language and Arts in Universitas Kristen Satya Wacana, Salatiga, Central Java. The participants of the study were Bengkayang students of the English Language Education program. The participants consisted of 21 students who had taken a Speaking for Social Purposes class in Semester II, 2019/2020 academic year. The participants were selected based on two criteria that the participants were students from Bengkayang and had taken a Speaking for Social Purposes course by using Criterion-Based Sampling techniques. Because the sample units had certain traits or characteristics that allowed for in-depth analysis and comprehension of the primary themes and issues that the researchers were attempting to answer, they were chosen as a sample (Bryman, 2012). The researchers chose these participants because they had those experiences when taking the Speaking for Social Purposes class. They shared their experiences with speaking difficulties and how they overcame their problems in speaking English.

The researchers used closed-ended and open-ended questionnaires, and semi-structured interview methods in this research study. Through questionnaires, the researchers discovered the difficulties faced by participants while speaking English. By using semi-structured interviews, the researchers inquired about the participants' answers to the questionnaires. Therefore, detailed data could be obtained. The data were analyzed using Thematic Analysis about Bengkayang students' perceptions on the difficulties of speaking English in Speaking for Social Purposes class. After that, the researchers classified the participants' answers from the questionnaire. Also, the researchers transcribed the data from the recording and classified the participants' answers from the interview. Finally, the researchers found some emerging themes from the questionnaire and interview results that arose from the participants' answers. Then, the researchers analyzed all of them to find the results

FINDINGS AND DISCUSSION

Students' Difficulties in Speaking English

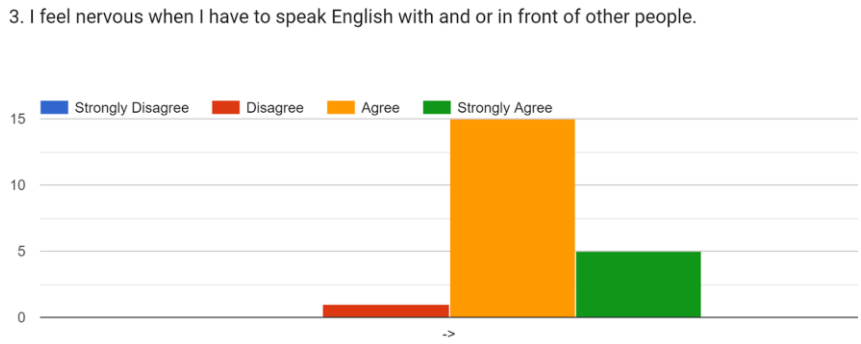
There were some difficulties that students faced when speaking in English. English Language Education Program (ELEP) students from Bengkayang also faced some difficulties in speaking English. Many EFL learners struggle in speaking English due to difficulties such as proper grammar, vocabulary, and pronunciation. Based on the results of the questionnaire, all the participants faced some difficulties in speaking English. They found it difficult to speak English because of some problems that they experienced in Speaking for Social Purposes class. There were two factors that caused students difficulties in speaking English such as psychological problems and linguistics problems. The first factor was psychological problems that cause nervousness and self-confidence. Twenty-one (21) out of 21 participants (100%) experienced nervousness and 14 out of 21 participants (67%) also faced self-confidence in speaking English. The second factor was linguistic problems that cause a lack of vocabulary, poor pronunciation, and grammar. Based on the result of the questionnaire, 17 out of 21 participants (80%) faced a lack of vocabulary. Then, 13 out 21 (62%)participants encountered difficulties in pronunciation, and 17 out of 21 participants (80%) also faced grammar when speaking English.

Students' psychological Problems Towards Speaking in Speaking for Social Purposes

Nervousness

Students 1 to 20 (95%) stated that they experienced nervousness when speaking English. Because all the participants agreed that they felt nervous when people stared at them. There was pressure when they had to speak in front of people, especially when speaking with native speakers or other people who were fluent in speaking English. It was the pressure that sometimes restrained a person from speaking as a result of nervousness. Moreover, based on the questionnaire results, these participants also felt nervous if their friends could not understand what they were saying. In addition, nervousness made their minds blank suddenly, and they also forgot some things such as making pronunciation and grammar errors while speaking. Below is the result of the students' nervousness and the excerpt from the students. This is described in Figure 1.

Figure 1. Students' Nervousness in Speaking English



From the figure above, the yellow color represents 15 participants who agreed with this statement. The participants admitted, "*I feel nervous when I have to speak English with and or in front of other people."* In addition, the green color represents 5 participants who strongly agreed with this statement. These participants, who felt nervous in front of others, thought that people would laugh at them if they made mistakes while speaking since they have to speak in front of people. The red color represents only 1 participant who disagreed with this statement. Student 21 disagreed that he did not feel nervous when speaking English because he believed enough in his English ability to reduce the nervousness he felt. Below is the excerpt from the students about Nervousness. All these are shown in Excerpt 1 and 2.

Excerpt 1:

"I feel nervous when everybody stares at me." (Student 15's statement, Questionnaire on January 12, 2023, translated by the researcher)

Excerpt 2:

" I feel nervous because I'm afraid of making mistakes while speaking English." (Student 17's statement, Questionnaire on January 12, 2023, translated by the researcher).

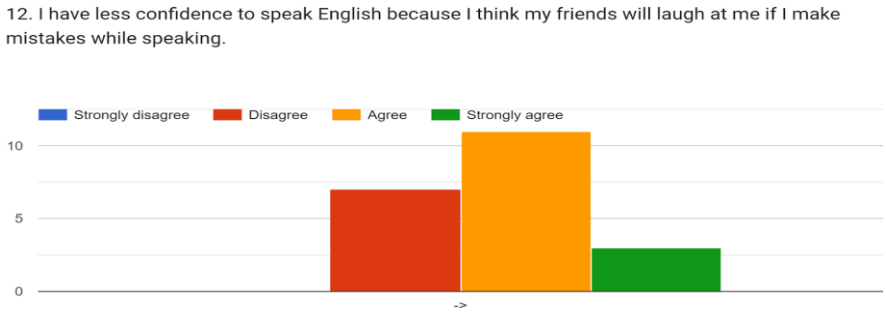
The speaking class was pressuring them to speak during the activities taking place in class. According to Occhipiniti (2009), speaking activities in the classroom are challenging for students. The students feel nervous while speaking English because of a classroom activity that almost all encouraged them to talk and interact in English. In line with this, Hieau stated that consequently, students commonly stopped taking part in speaking activities (Hieau,2011). Nervousness can lead students to make some errors while speaking because it makes them too focused on the nervousness they felt. Hence, their nervousness in speaking English made them use their mother tongue in class.

Self-confidence

Based on the results of the questionnaire, 15 out of 21 participants agreed that they had less confidence in speaking English. It was because the participants did not believe in their English ability. As a result, they did not have the courage to start speaking in English. It is believed that the most dangerous barrier to effective communication is a lack of confidence (Hebaish, 2012). Therefore, they would have difficulty improving their speaking ability, which affects their speaking performance. In addition, these participants, who felt less confident, stated that they were afraid of the

listeners' response if they made a mistake while speaking. Sometimes, it made them afraid of being judged by their friends. Therefore, confidence is essential in encouraging students to speak in front of people. In that case, students have a chance to practice their skills in speaking English. Below is the result of Students' Confidence in Speaking English. This is described in Figure 2.

Figure 2. Students' Confidence in Speaking English



From the figure above, the orange color represents 11 (eleven) participants who agreed with this statement. Based on the result, 11 participants agreed, "*I have less confidence to speak English because I think my friends will laugh at me if I make mistakes while speaking."* In addition, the green color represents three participants who strongly agreed with this statement. Students 14, 16, and 17 claimed that they were so skeptical of their limited English ability. As a result, it prevented them from speaking English with their friends or classmates. Thus, these participants chose to keep silent and not participate in speaking class activities. The red color represents seven participants who disagreed with this statement. These participants disagreed that they had less confidence when speaking English if they made mistakes their friends would laugh at them. Because they believed in their own English skills, this increased their confidence when speaking. Below is the excerpt from the students about self-confidence. Some of the students' statements are stated below.

Excerpt 3:

"*I felt less confident because of the response of the listener"* (Student 14's statement, Questionnaires on January 14th, 2023, translated by the researcher)

Excerpt 4:

"*I felt less confident because, at the time of speaking class, there were many new friends from different areas who have a better English-speaking ability than me."* (Student 15's statement, Interview on January 18th, 2023, translated by the researcher)

A lack of self-confidence can drive students to distrust their own capabilities and lead them to think that they will not be a good English speaker. Moreover, students may think that their speaking ability is very low, and cannot speak fluently if they have no confidence in their ability. Chen (2010) also claimed that the main reason for students' lack of self-confidence is their poor English-speaking ability. Some EFL students from Bengkayang had very little English background. Thus, the experience of speaking English was new to them. This occurred as a result of their English class during school not overly emphasizing students' interactions in English. In this way, the problem of a student's lack of confidence can prevent them from increasing their proficiency level in

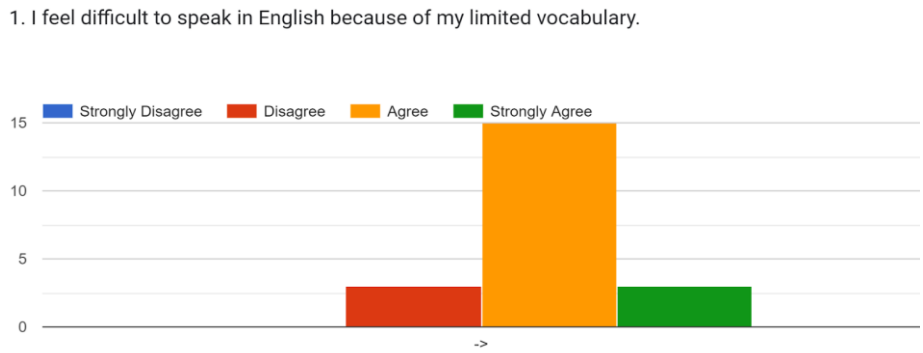
speaking English. It is supported by Priya and Shilaja (2016)'s statement that achieving proficiency in English speaking is impossible for those who lack self-confidence. In that case, if students do not have confidence in their speaking skills, it can be a problem to develop their language learning skills. It also could not improve the student's oral communication.

Students' Linguistics problems Towards Speaking in Speaking for Social Purposes
Students' Vocabulary

The next difficulty that Bengkayang students faced in speaking English was a lack of vocabulary. Based on the results of the questionnaire, 17 out of 21 participants agreed that "*They feel difficult to speak English because of their limited vocabulary in English*". They admitted that they did not have enough vocabulary to communicate. Therefore, they found it difficult to express some words and ideas in English. As a result, the participants were afraid to start talking with other people because they did not have enough vocabulary to communicate effectively.

Besides not having an adequate vocabulary, they would be confused when interacting in English and felt difficult to deliver their thoughts. It made the students hampered in conveying messages or thoughts that they wanted to convey. As a result, some unknown vocabulary would influence students in conveying their ideas. All this will be presented in Figure 3.

Figure 3. Students' vocabulary in speaking English



From the figure above, the orange color represents 15 out of 21 participants who agreed with the statement. It was shown that all the participants encountered a lack of vocabulary as their difficulties in speaking English. They thought that they had a limited vocabulary, thus making it difficult for them to express their opinions and combine vocabulary into good sentences when speaking in English. In addition, the green color represents 2 out of 21 participants who strongly agreed with the statement. These participants admitted, "*I feel difficult to speak in English because of my limited vocabulary*." Then, the red color represents 4 out of 21 participants who disagreed with the statement. On the other hand, these participants had a varied and rich vocabulary to communicate. Consequently, they do not have to worry about interacting in English. Below is the excerpt from the students' vocabulary in speaking English.

Excerpt 5:

"*I think vocabulary really influences our speech. Because when I am going to speak but I don't know the vocabulary in English, it makes me confused about*

what to say. It was because of my limited vocabulary. So that, it inhibits me when talking to my friend."(Student 15's statement, Interview on January 18th, 2023, translated by the researcher)

Excerpt 6:

"*I think we can actually understand what people say if we have a lot of vocabulary and then we can also express our thoughts and opinions. But my limited vocabulary made it difficult for me to say some words in English."* (Student 8's statement, Interview on January 14th, 2023, translated by the researcher)

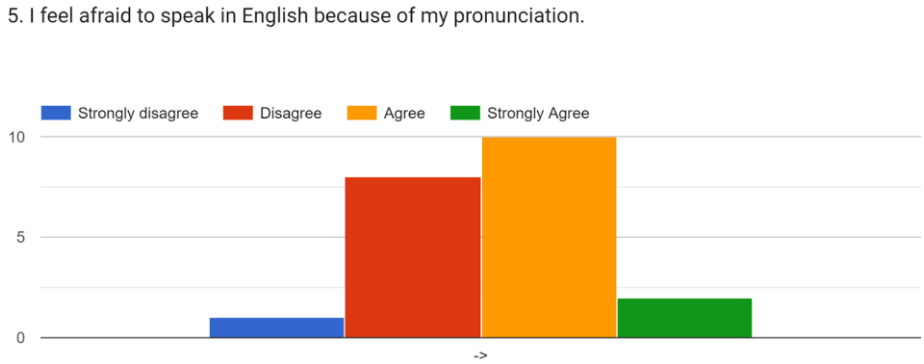
Based on Liu (2007)'s research, it was assumed that due to their limited vocabulary, students frequently felt insecure. It made it difficult for the students to speak in front of people because of their low ability and they did not have the courage to start speaking. Therefore, the students would keep silent and not be active in the speaking activities. Because they thought that their limited vocabulary would prevent them from conveying their ideas. It is hard to communicate with very few words if the students have a limited vocabulary. Without adequate vocabulary knowledge, EFL learners may not achieve their intended results in the language learning process (Macis & Schmitt, 2017). If their vocabulary is inadequate, the students will not be able to communicate effectively. Moreover, vocabulary is a very important aspect in supporting EFL Learners' language learning to be successful. In consequence, this difficulty prevented them from speaking English.

Students' Pronunciation in Speaking English

The next difficulty in speaking English that Bengkayang students faced was their pronunciation. Based on the results of the questionnaires, 21 out of 21 participants (100%) agreed that they faced poor pronunciation in speaking English. During the interview, all the participants said that they were afraid to speak when pronouncing some words incorrectly. The problem was students frequently mispronounced English words. The participants stated that when they were at school, sometimes they were not used to practicing English during school hours in English class. Hence, the students were not accustomed to speaking English.

It also made the students unable to practice how to pronounce the vocabulary in English. In that case, the participants would not be familiar with the vocabulary. Successful spoken interaction starts with proper pronunciation. Otherwise, interaction would be hampered by mispronunciation so that its meaning would be unclear. As a result, the students will not be successful in interaction and communication. Furthermore, it would be the reason why they do not feel motivated to communicate in English with other people. The result of students' pronunciation is presented in the figure below. This is described in Figure 4.

Figure 4. Students' Pronunciation in speaking English



From the Figure above, the orange color represents 10 out of 21 participants who agreed with the statement. Based on the results, 10 participants agreed that they felt afraid to speak in English because of their pronunciation. These participants also stated that they were afraid that their friends would not be able to understand what they were saying. Then, the green color represents 3 participants who strongly agreed with the statement. As a result, there were thirteen participants who found difficulties in pronunciation. It was shown that pronunciation skills also play an important role in supporting students' ability to speak English.

Learning English would be easy if the students can overcome their pronunciation difficulties. For students, good pronunciation will lead to successful learning, but poor pronunciation will make learning languages more challenging (Pourhosein Gilakjani, 2012). In addition, the red color and blue colors represent 8 out of 21 participants who disagreed with the statement. These students admitted that they did not encounter this difficulty in speaking English. Because they thought that their pronunciation was good enough. Below is the excerpt from the students' pronunciation in speaking English.

Excerpt 7 :

"*When I was at school, the teacher usually told us to have the conversation written down and then read and memorized so that we did not immediately speak spontaneously*." (Student 8's statement, Interview on January 14th, 2023, translated by the researcher)

Excerpt 8:

"*I still have difficulties in pronunciation. Sometimes I find some words difficult to pronounce so it was hampering me to speak English. Because of my poor pronunciation, I was afraid that my friends wouldn't understand what I was trying to say. So that's why good pronunciation will make a listener know about what we are saying to them when speaking in English.*"(Student 15's statement, Interview on January 18th, 2023, translated by the researcher)

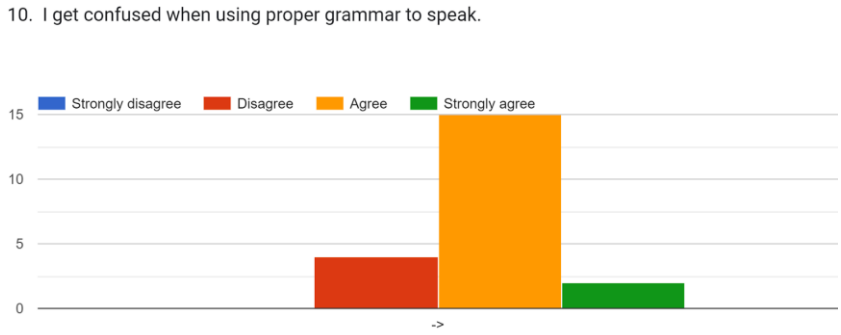
Thus, pronunciation is one of the important aspects that affect students' English-speaking ability. If students can pronounce some words correctly, they can develop their speaking ability. Hinkel (2005, p.491) stated that for second language learners, it is important to master the individual characteristic of the target language's sound. Additionally, it will be beneficial for the students if they can communicate naturally like native speakers. Then, the students will be successful in oral communication. Furthermore, poor pronunciation always becomes the biggest problem that EFL learners encounter when learning a language. Even after spending a few years learning the language, many English language learners still struggle with pronunciation.

Students' Grammar in Speaking English

Poor grammar was the least difficulty that Bengkayang students encountered when learning a language as a foreign language. Based on the result of the questionnaire, 17 out of 21 participants faced poor grammar in speaking English. The students stated that they get confused using proper grammar when speaking in English. There were many things that they considered when speaking. As a result, the focus became divided. Because, at the same time, the students thought of the proper grammar when speaking. As we know, grammar is an important aspect in order to speak fluently

and accurately in English. But, many EFL Learners still struggle to master these skills. Grammar is difficult to master and applied when speaking. Below is the result of Students' Grammar in Speaking English. This is described in Figure 5.

Figure 5. Students' Grammar in speaking English



From the Figure above, the orange color represents 15 out of 21 participants who agreed with the statement. Then, the green color represents 2 out of 21 participants who strongly agreed with the statement. These participants who faced grammar in speaking stated that they get confused when using proper grammar to speak. They also agreed that they found it difficult to arrange some words into sentences when speaking English. Sometimes, it made it difficult to express their ideas because the students were afraid of making grammar errors. As a result, the listener would not understand what they were trying to say. An interaction that occurs cannot run smoothly as a result of the uncertain meaning conveyed. In that way, by mastering grammar patterns, the students will be able to construct some sentences in English and make the meaning conveyed easily to understand. In addition, the red color represents 4 out of 21 participants who disagreed with the statement. These participants said that they did not encounter grammar problems when speaking. Below is an excerpt from the students about grammar.

Excerpt 9:

"*When I speak, the first thing that I think of is grammar. Whether my grammar is already correct or not."* (Student 15's statement, Interview on January 18th, 2023, translated by the researcher)

Grammar is a foundation in communication. Clear communication cannot be achieved without proper grammar. When conveying thoughts and ideas, using proper language will prevent the speaker from being misinterpreted. Moreover, mastering grammar helps students improve their language proficiency and accuracy. Then, the students will be more accurate when using a language. In that way, the students need to be aware of the grammatical pattern in order to improve their fluency in speaking. In line with this, Priya (2015) claimed that it is necessary to master some basic grammar rules when learning a new language because it will help us put words together logically. It is necessary for students to use proper grammar in order to help others comprehend their English. Therefore, the meaning of the word conveyed and the ideas can be easily understood by the listeners.

Students' Strategies for Improving Speaking Skills

Students' strategies for improving speaking skills are needed to address their language learning challenges**.** Because. If students encounter some difficulties, they must be looking for solutions to the problem they faced. There were a lot of strategies that Bengkayang students used to overcome their difficulties in speaking English. Therefore, all the strategies that have been used have greatly affected their English-speaking ability with considerable success. In that case, students would have a good result if they use appropriate strategies to support them in developing speaking skills. Based on the questionnaires, all the participants used a variety of strategies to help them overcome their difficulties in speaking English such as listening to English music, speaking in front of a mirror, watching English movies, speaking in front of the mirror, and speaking with their friends. Below are the excerpts from the students about strategies for improving English speaking skill.

Excerpt 10:
"*For me, making a monologue with new vocabulary was very helpful. For example, when I'm going to do a presentation, I usually try to use a new vocabulary and make the story use that vocabulary. So I have an idea of how the presentation should be*." (Student 8's statement, Interview on January 14th, 2023, translated by the researcher).

Excerpt 11:
"*If we are outside the class, we feel free to talk about anything or any subject. I find it more enjoyable when speaking English with my friends. That is why speaking with my friends was very helpful in developing my speaking ability. So that I could practice speaking English."*(Student 15's statement, Interview on January 18th, 2023, translated by the researcher)

Based on the results of the questionnaires, 13 out of 21 participants used listening to English music as their strategy to develop their speaking skills. Then, 6 out of 21 participants chose watching English movies as an input in speaking English. In addition, 5 out of 21 participants chose speaking with their friends as their strategy to support them in speaking English. One of the students also had their own strategy to help her in speaking English. Student 8 said that she usually made monologues with new vocabulary. She stated that it was very useful in overcoming the difficulties she felt. In conclusion, Those strategies play an essential role in developing their ability to speak English. Using strategies in language learning affects learners' ability to be good learners because learners who use strategies in learning are considered good language learners (Oxford, 1990).

CONCLUSION

From the findings, it was found that all of the Bengkayang students encountered some difficulties when learning to speak English in the Speaking for Social Purposes class. They found it difficult to speak English with some problems. These two problems influenced students' speaking performance such as psychological problems and linguistics problems. Besides that, all the participants experienced nervousness and lack of self-confidence while speaking in English. This is in line with Damayanti and

Listyani (2020) research on Academic Speaking students' anxiety in the speaking class. Those problems were psychological problems that Bengkayang students encountered when they had to speak English. Most of the participants also experienced a lack of vocabulary, poor pronunciation, and poor grammar in speaking English. Those problems were linguistic problems that students faced. In the study, it was discovered that the difficulties Bengkayang students faced were similar.

The analysis has shown that the biggest difficulty that the participants faced when speaking English was nervousness and lack of vocabulary. These were the problems that most participants faced while they spoke in front of other people. They also did not have confidence in their pronunciation, grammar, and vocabulary. They were afraid that they would use incorrect grammar and also pronounce some words incorrectly in front of other people who were fluent in speaking English. Because the participants thought that if they make mistakes someone will laugh at them. The data were collected used to a closed-ended, open-ended questionnaire and semi-structured interview

There was a kind of strategy that all the participants used to overcome their difficulties in speaking English. It was an interesting part that all the participants had different strategies to help them in improving their speaking skills. From the participants' responses, it was shown that some participants were watching English movies, listening to English music, speaking in front of the mirror, and speaking with their friends. Furthermore, all the participants realized when they found some difficulties; they would try to figure out how to develop their speaking skills by using a strategy they think is appropriate.

However, this study had some limitations. There were several limitations to the number of participants. The researcher only had 21 students to be participants in this study. It would be great if further research could have more participants to get more data about Bengkayang students' perceptions of the difficulties in speaking English.

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