

A Study on Undergraduate Students' Speaking Difficulties



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A handwritten signature in black ink, appearing to read "Dwi Poedjiastutie".

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MOTTO AND DEDICATIONS

Motto

“Say Bismillah and take a step for always achieve what I can take”

“Some people graduate with honour; I am just honoured to graduate”

“I speak multiple languages... all of them badly, but proudly”

“Yes, I talk to myself in another language. No, I am not crazy— I am practicing”

“One day, I will argue fluently in this language... and win!”

“My thesis is like slow cooked meal... taking forever, but hopefully delicious”

Dedication

I dedicate this thesis to:

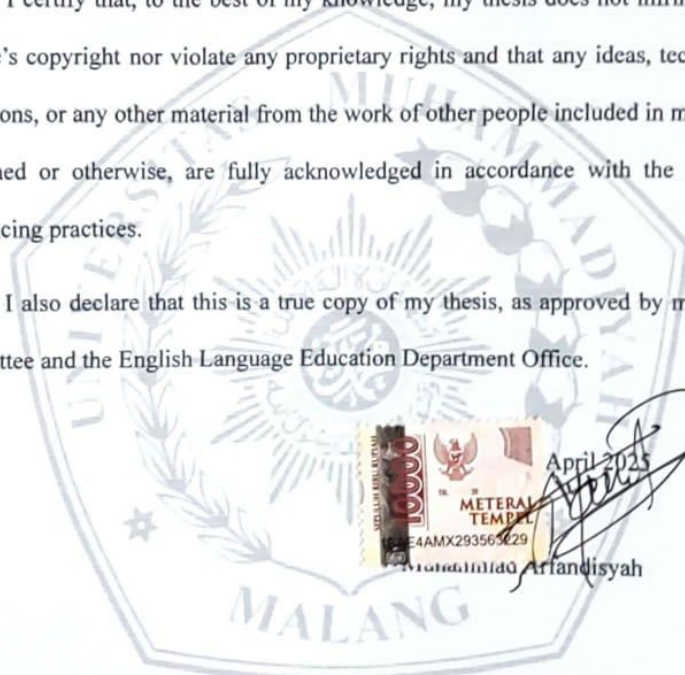
1. My advisor, for your guidance, knowledge, and patience through every twist and turn of this journey.
2. My family, for your unwavering love and support—thank you for always believing in me.
3. Chewbacca, for being a loyal co-pilot through the academic galaxy, even if all that happen was almost identical to a force ghost.
4. My fellow Padawans, for distracting me *just enough* to maintain my sanity, and for pretending to understand my research even when you all you guys said is a yes.
5. Myself, for pushing through the chaos, surviving caffeine overdoses, and somehow not turning into an Inferius in the process.

AUTHOR'S DECLARATION OF ORIGINALITY

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I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department Office.



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Malang, 08 March 2025
The Writer

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A STUDY ON AN UNDERGRADUATE STUDENT' SPEAKING DIFFICULTIES

ABSTRACT

This study investigates the factors contributing to the speaking difficulties experienced by English Language Education Department 2021st undergraduate students at Universitas Muhammadiyah Malang. Despite prolonged exposure to English education, many students struggle with oral communication, resulting in delayed language acquisition. The research utilizes a descriptive qualitative approach, using questionnaires and interviews to identify key factors influencing students' speaking difficulties.

The findings reveal that speaking difficulties stem from three primary factors: linguistic, psychological, and sociolinguistic. Linguistic challenges include a limited vocabulary, poor pronunciation, and grammatical difficulties, which hinder students from forming coherent and fluent speech. Psychological barriers, such as anxiety, nervousness, fear of making mistakes, and low confidence, significantly impact students' willingness to communicate in English. Sociolinguistic factors, including an unsupportive environment, lack of peer encouragement, and limited exposure to English outside the classroom, further exacerbate students' hesitation to practice speaking.

Keywords: *English learning, Speaking Difficulties, Second Language Acquisition, Psychological aspect, Sociolinguistic aspect, Linguistic aspect*

Advisor



(Prof. Dwi Poedjastutie, M.A., Ph.D)

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