

**UNRAVELLING LEARNING DIFFICULTIES IN ENGLISH ORAL
COMMUNICATION AMONG VOCATIONAL HIGH SCHOOL**

**STUDENTS:
A CASE STUDY**

THESIS



By:

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202210560211005

**MASTER OF ENGLISH LANGUAGE EDUCATION
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UNIVERSITAS MUHAMMADIYAH MALANG**

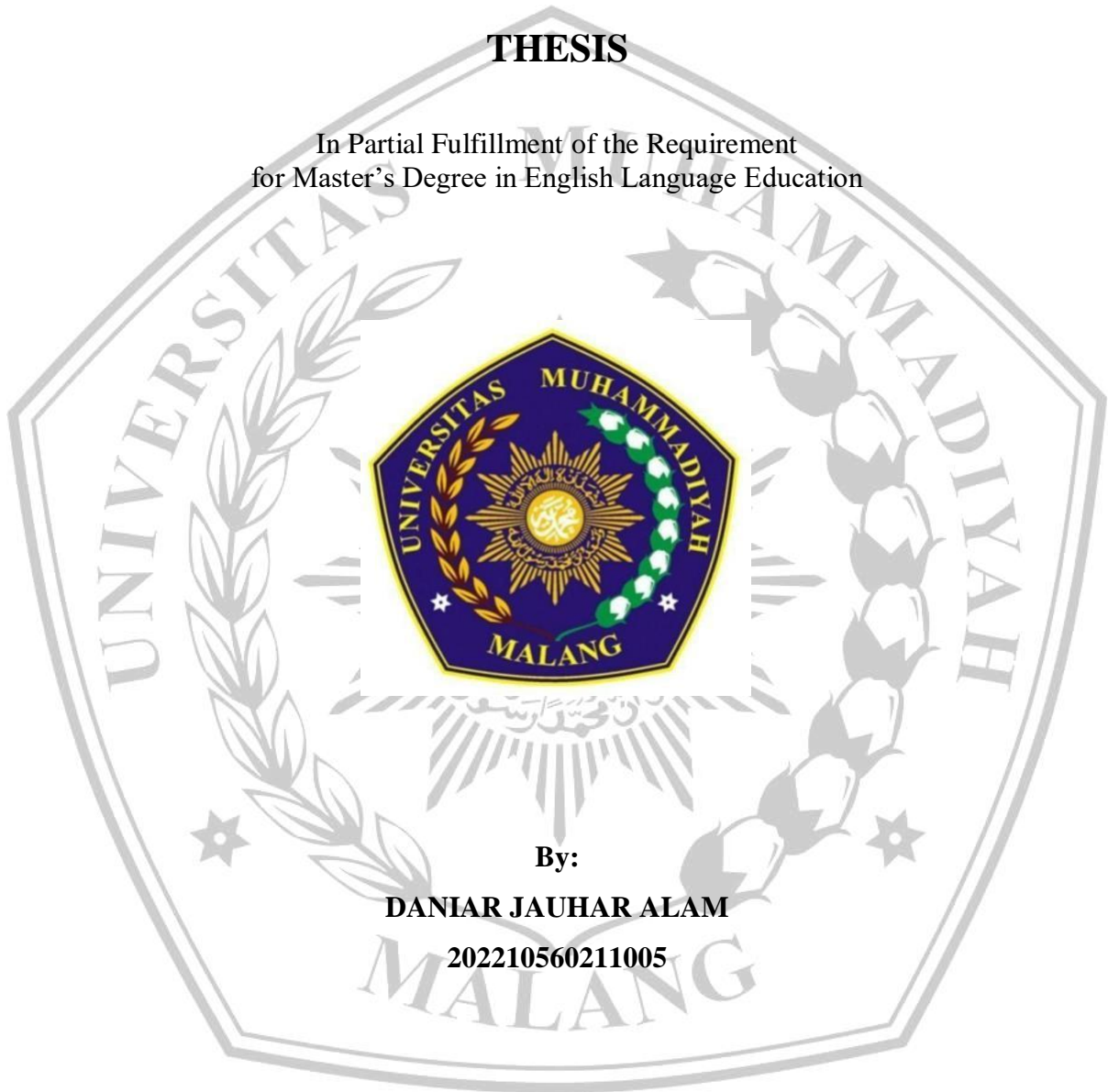
2024

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In Partial Fulfillment of the Requirement
for Master's Degree in English Language Education



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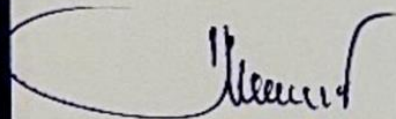
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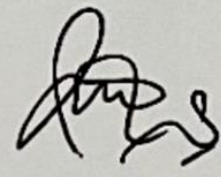
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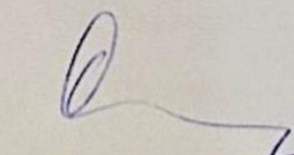
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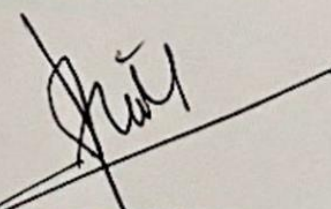
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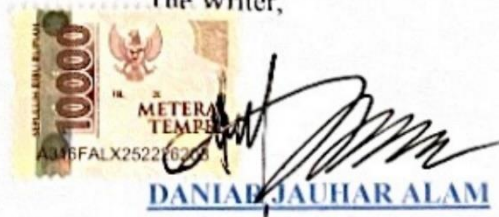
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Malang, 14th June 2024

The Writer,



DANIAR JAUHAR ALAM

MOTTO AND DEDICATIONS

“Whoever embarks on the path of seeking knowledge, Allah will ease for them the way to paradise.”

-Hadith narrated by Imam Muslim, no. 2699

"Education is the most powerful weapon you can use to change the world."

- Nelson Mandela

DEDICATION

This thesis is dedicated to:

1. My beloved mother, Lilik Purwati, and my father (Rohimahullohuta'ala), Djoko Nyawit.
2. My father-in-law, Ikhwan.
3. My dearly beloved wife, Ruaila Farmawan.
4. All the professors who guided me, especially my thesis advisor, Dr. Masduki, and Ria Arista A., Ph.D., who generously devoted their time to provide guidance, direction, and assistance throughout the completion of this thesis.

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1. **Beloved Parents:** Mama and Bapak (Rohimahullohuta'ala) for their boundless support, love, and invaluable prayers.
2. **Father-in-law:** For his unwavering encouragement.
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My deepest appreciation also goes to all the students, teachers, and staff of SMKN 1 Kediri who have helped make this thesis a reality.

Lastly, the author hopes that this thesis will contribute knowledge and value to readers, particularly within the context of educational development.

Malang, 14th June 2024

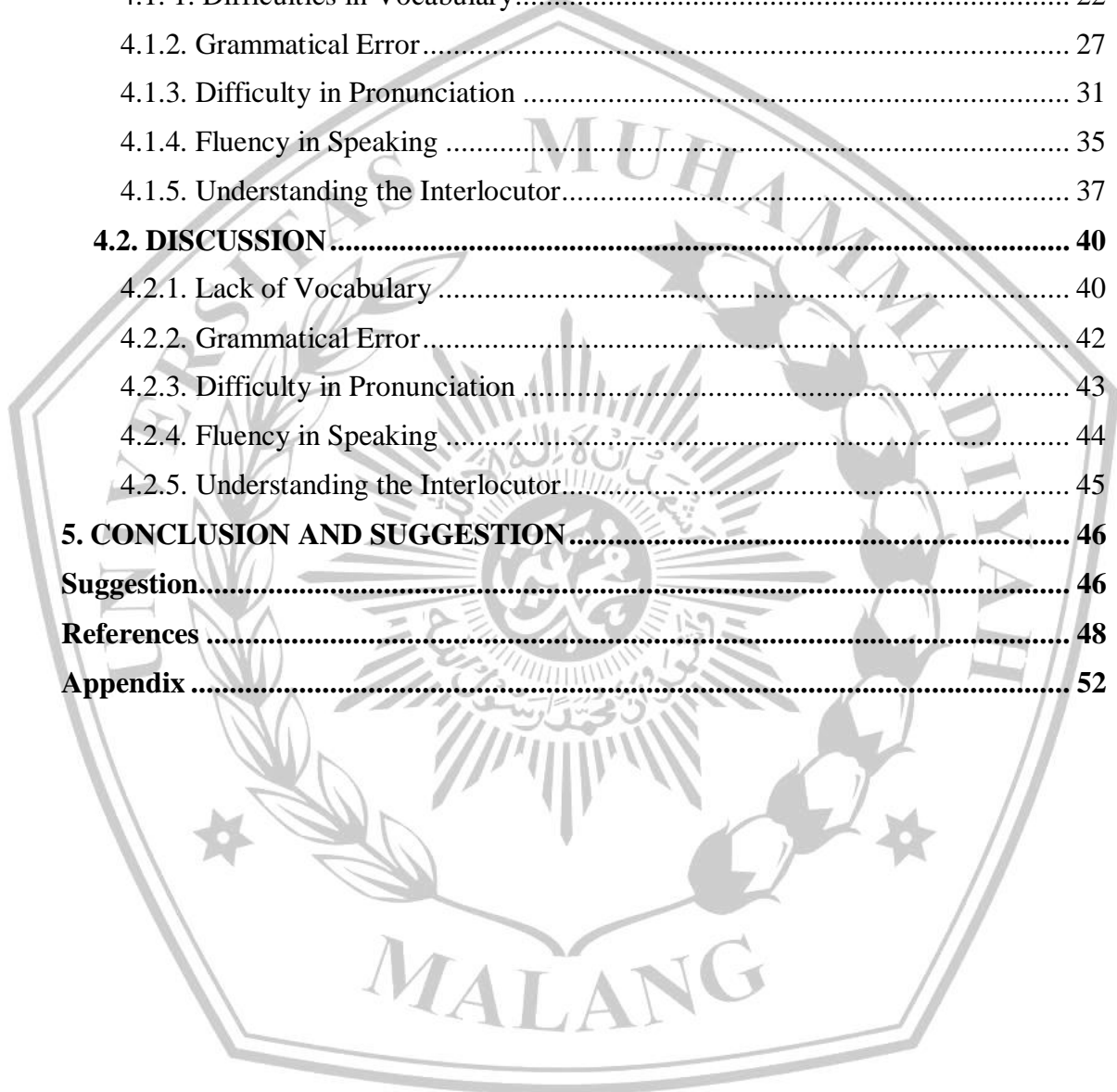
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Daniar Jauhar Alam

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UNRAVELLING LEARNING DIFFICULTIES
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A CASE STUDY

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ABSTRACT

This study focuses on investigating external factors contributing to their difficulties in oral communication through a case study method. The research employs purposeful sampling and involves seven SMK students with a concentration in technology and engineering as the main participants. Data collection methods include semi-structured interviews with students as primary data and semi-structured interviews with English teachers as secondary data. Additionally, data collection occurs through observation to assess students' performance in oral English communication. Triangulation of data is used in this study to avoid bias in the obtained results. Thematic analysis is employed for data analysis.

This study's findings indicate that students have limited vocabulary, particularly in technical terms related to their vocational field. The students' limitations in acquiring technical vocabulary led to difficulties in speaking English, which differs from similar research on English speaking difficulties at the same school level, such as junior high school and senior high school. Furthermore, difficulties in applying correct grammar and pronunciation hinder effective oral communication, ultimately affecting the fluency of vocational high school students in speaking English. Additionally, students difficult to understand their conversation partners, resulting in ineffective communication. These research findings imply the need for educators and relevant stakeholders to design effective strategies to enhance language proficiency and communication skills among vocational high school students in Indonesia.

Keywords: learning difficulties, oral language communication, Vocational High School

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ABSTRAK

Penelitian ini berfokus untuk menyelidiki faktor-faktor eksternal yang berkontribusi terhadap kesulitan mereka dalam komunikasi lisan melalui metode studi kasus. Penelitian ini menggunakan purposeful sampling dan melibatkan tujuh siswa SMK dengan konsentrasi teknologi dan teknik sebagai partisipan utama. Metode pengumpulan data dalam penelitian ini menggunakan wawancara semi-terstruktur dengan siswa sebagai data utama dan wawancara semi-terstruktur dengan guru bahasa Inggris sebagai data sekunder. Selain itu, pengumpulan data dilakukan melalui observasi untuk menilai kinerja siswa dalam komunikasi bahasa Inggris lisan. Selanjutnya, triangulasi data digunakan dalam penelitian ini untuk menghindari bias terhadap hasil data yang diperoleh. Dalam penelitian ini analisis data dilakukan dengan menggunakan analisis tematik.

Temuan penelitian ini menunjukkan bahwa kosakata yang terbatas siswa terutama dalam istilah kejuruan teknis. Keterbatasan siswa dalam akuisisi kosakata teknis yang menyebabkan kesulitan berbicara Bahasa Inggris adalah temuan berbeda daripada penelitian sejenis dibidang kesulitan berbicara Bahasa Inggris di level sekolah yang sama seperti junior high school dan senior high school. Selanjutnya, kesulitan dalam menerapkan tata bahasa yang benar, dan kesulitan dalam pengucapan menyebabkan komunikasi lisan yang kurang efektif, yang pada akhirnya menghambat kefasihan siswa SMK dalam berbicara bahasa Inggris. Selain itu, siswa juga kesulitan untuk memahami lawan bicara mereka, yang mengakibatkan komunikasi yang tidak efektif. Temuan penelitian ini menyiratkan perlunya para pendidik dan pemangku kepentingan terkait untuk merancang strategi yang efektif untuk mendorong peningkatan penguasaan bahasa dan keterampilan komunikasi di kalangan siswa sekolah menengah kejuruan di Indonesia.

Keywords: learning difficulties, oral language communication, Vocational High School

1. INTRODUCTION

1.1. Research Background

Vocational High School (VHS) plays a crucial role in Indonesia's industry and economy by equipping students with the necessary skills and knowledge to thrive in the workforce. In recent years, there has been a growing emphasis on vocational education in Indonesia (Suharno et al., 2020), driven by the government's endeavours to address the significant skills gap and generate a more skilled labour force. According to the World Bank report, Indonesia possesses one of the most important skills gaps in Southeast Asia, with a mere 25% of Indonesian workers having the requisite skills for enhanced productivity. This disparity substantially hinders economic growth as it impedes businesses from recruiting suitable workers and constrains overall workforce efficiency (Suharno et al., 2020). Hence, investing in vocational education through esteemed institutions such as VHS is critical to tackling this challenge and empowering individuals with the practical skills necessary to contribute to industries and drive economic development.

In today's globalised world, proficiency in spoken English is essential for vocational students to excel. Communication in English is highly valued in various professional fields, including hospitality, tourism, business, and technology (Gilmore & Millar, 2018), where international connections and collaborations are commonplace (Otto, 2021). Studies have shown that vocational students who master spoken English have a competitive edge in the job market as employers prioritise candidates who can communicate effectively and adapt to diverse work environments (Köpeczi-Bócz, 2020; Kör et al., 2017; Suhaili & Mohama, 2021). The motivation to learn this skill stems from the desire to engage with global society (Biberman-Shalev, 2021). By incorporating English language instruction into vocational education curricula, institutions like VHS can ensure students have the linguistic abilities necessary to thrive in today's professional landscape and tap into global opportunities (Natsir et al., 2022a). Thus, integrating English language proficiency within vocational education is a strategic step towards producing well-rounded graduates with technical expertise and cross-cultural communication skills.

Despite the significance of English communication skills, vocational high school students often encounter challenges in developing their language proficiency. These challenges encompass issues such as limited vocabulary (He & Loewen, 2022), long silent gaps (Zafarina, 2022), grammatical errors (Kaçani, 2014), and difficulties expressing themselves effectively in English (Asih & Halisiana, 2022). According to (Zafarina, 2022),

several contributing factors for EFL learners in English learning, including a lack of confidence to respond to oral questions in English as a Foreign Language (EFL) classroom, a prevailing belief that English learning is arduous, hesitation to express oneself in front of peers, variations in language proficiency levels among students in the same classroom, apprehension about making mistakes and facing ridicule from classmates or judgment from teachers, and a general difficulty in comprehending the lessons delivered by instructors. These challenges collectively hinder the effective acquisition of English language skills among VHS students.

Some other factors can contribute to the difficulties VHS students have learning English in addition to the ones mentioned earlier. Limited exposure to the language beyond the confines of the classroom restricts opportunities for practical application and hampers language development (Natsir et al., 2022a). Moreover, inadequate teaching methods that do not effectively cater to the specific needs of VHS students further impede their progress in English proficiency. Insufficient availability of resources, including textbooks and multimedia materials, limits students' access to authentic language input and comprehensive language practice (Mumary Songbatumis, 2017). These limitations are particularly pronounced for non-native English speakers confronted with the added complexity of technical English. For instance, students in fields like engineering and healthcare encounter challenges in understanding and utilising industry-specific terminology, which demands a deep understanding of the language nuances within their respective disciplines (Asih & Alief, 2022; Dang, 2018). Consequently, these factors collectively contribute to the struggles experienced by VHS students in acquiring English language skills.

The existing literature offers valuable insights into the specific learning difficulties that vocational high school students encounter in English communication. Notably, studies have shed light on several challenges, encompassing limited exposure to English (Jiménez Catalán & Agustín Llach, 2017), the absence of tailored materials aligned with their majors (Skenderi & Ejupi, 2018) ineffective teaching methods (Fox & Salerno, 2021), lacking motivation (Songbatumis, 2017), limited practice opportunities (Namaziandost & Çakmak, 2020), self-made teaching materials (Inayati & Mawan Karifianto, 2022), and teacher competencies (Christoforidou & Kyriakides, 2021).

This research focuses on the English oral learning difficulties experienced by vocational school students. Previous studies on English oral communication learning

difficulties have been conducted at the secondary school level, both junior high school (Songbatumis, 2017) and senior high school (Mukminin et al., 2015; Zafarina, 2022), but few have examined vocational high school students. It also differentiates itself by emphasising students' direct experience of speaking English, exploring linguistic elements such as vocabulary, grammar, pronunciation, fluency, and understanding of the language. While previous research may have focussed more on teachers' perspectives (Songbatumis, 2017) or specific teaching methods (Namaziandost et al., 2020), this approach provides a deeper insight into students' difficulties in acquiring English language skills. By delving deeper into these specific challenges, this research aims to fill the gap and provide a more thorough comprehension of the obstacles vocational high school students face in their pursuit of English communication proficiency.

1.2. Research Problem

This research investigates and identifies Indonesian VHS's learning difficulties in learning oral English communication. Based on the research background above, the research question is stated: What are the learning difficulties in English oral communication among Vocational High School students?

By gaining insights into the areas, the results of this study are expected to offer new insights into VHS students' specific needs and difficulties, enabling educators and stakeholders to develop targeted interventions and strategies to improve their language learning experience.

2. LITERATURE REVIEW

2.1. English as the Communication

Communication using English is commonly done by modern people, considering that the world is increasingly globalised and interconnected easily, and English is an international lingua franca. According to Ahmad (2016), the importance of knowing English has increased significantly due to its status as the de facto standard language for business, commerce, and cultural exchange, especially in internet communication worldwide.

There are four language skills to learn in English: 1-Listening, 2-Speaking, 3-Reading 4-Writing. This research will focus on the speaking skills of vocational high school students because we want to know about their difficulties in learning spoken English. Speaking is an essential skill for effective communication, which allows a person to express

their opinions and convey ideas to others. Thornbury (2005) states that interactive speaking is the ability to work with others when speaking, so when individuals communicate, they exchange information, ideas, and emotions.

According to Hughes (2003), five principal components must be understood in speaking skills: pronunciation ability, grammar understanding, vocabulary mastery, fluency in speaking, and the ability to understand the language used.

- **Pronunciation Ability**

According to Gilakjani & Ahmadi (2011), pronunciation is one of the most influential sub-skills in communication. More specifically, pronunciation refers to how words are pronounced in a language, including stress, intonation, accent, and pronunciation. When someone speaks, pronunciation is integral to conveying the message effectively. In other words, pronunciation is not just a part of speaking skills but also a critical element affecting clarity and overall communication success. Fraser (2001) states that pronunciation involves several vital aspects, such as appropriate intonation, clear articulation, appropriate cadence, effective phrase formation, expression through gestures, non-verbal communication such as body language, and maintaining eye contact. All these aspects play an essential role in conversation to ensure the listeners clearly understand the speaker's intended meaning.

- **Grammar Understanding**

According to Nelson & Greenbaum (2016), grammar is a system of rules that provides guidelines on how words are combined and form larger language units, namely sentences. The function of grammar is to ensure the correct use of language rules to produce structurally complete sentences with a clear meaning. In other words, grammar ensures that the speaker or writer arranges words correctly so that communication in sentences is effective and understandable.

- **Vocabulary Mastery**

Richards & Schmidt (2010) define vocabulary as a collection of lexemes that includes single words, compound words, and idioms. In the context of language skills, vocabulary is a fundamental aspect that is very important in language use. Vocabulary mastery is vital in making it easier for individuals to share ideas, express feelings, and communicate their thoughts in writing and orally. In other words, the more vocabulary a person has, the more fluent and varied the way they convey information and communicate.

- **Fluency in Speaking**

Rachmawaty & Hermagustiana (2015) define fluency as the ability of people to speak fluently and precisely. Fluency encompasses the ability to convey oral expression without significant hindrance or difficulty. In this context, fluency involves the ability to convey thoughts and information clearly and effectively, demonstrating good communication skills.

- **The Ability to Understand the Language Used**

Jahara and Abdelrady (2021) define The Ability to Understand the Language Used as a person's ability to understand what their interlocutor says in a conversation. Errors in English pronunciation by learners of English as a second language can affect the comprehension of their interlocutors. Precise and accurate pronunciation is crucial in ensuring that the interlocutor understands the message.

Several studies have defined the meaning of English-speaking speaking skills. The research from Husna (2021) investigated students' speaking ability in English using Hughes (2003) and found several things about students' English-speaking ability, among others: There is a positive and significant influence between students' pronunciation ability and their speaking ability. There is a positive and significant effect of students' confidence on their speaking ability. There is a positive and significant effect of students' pronunciation and confidence on their speaking ability. The study also found that students' pronunciation and confidence explained 20.4% of the variation in their speaking ability, while the remaining 79.6% was due to other factors not being examined.

Thi et al. (2021) conducted a study to explore the practice of using communicative activities in learning English speaking skills and identify the benefits and challenges teachers and students face in implementing such communicative activities. The study defined speaking as the most critical skill among the four skills in learning English because of the purpose of language communication. They further state that speaking is "the process of constructing and sharing meaning through verbal and non-verbal symbols in various contexts." In English language learning, *speaking skills* are defined as productive skills in oral mode.

Yaorm (2019) conducted a study to investigate the problems faced by students when speaking English in a university setting. In the study, she defined *English speaking skills* as one of the four language skills: reading, writing, listening, and speaking. Speaking is the medium through which learners interact with others to achieve goals or share thoughts,

hopes, expectations, and viewpoints. Moreover, speaking is the most commonly used language skill in almost every environment.

In addition, Manipuspika (2018) examined the relationship between English language anxiety and the desire to communicate among students in Indonesia who use English as a foreign language. The article states that speaking in a foreign language context is the ability to communicate orally in a foreign language, especially in the context of conversations, discussions, and classroom presentations.

From the studies that have been conducted related to English-speaking skills, such as those of Thi et al. (2021), Yaorm (2019), and, Manipuspika (2018) defined that speaking skills are one of the four English language skills besides reading, listening, and writing. They further explain that speaking is an oral skill used to convey our ideas or thoughts. However, some previous studies used quantitative methods with a large number of participants, so the research could not deeply capture the difficulties experienced by students learning to speak English.

In this study, the researcher will focus on exploring the difficulties experienced by students in learning to speak English. In this research, the researcher will use a qualitative multiple-case study to capture the phenomenon of students' difficulties in learning English in depth.

2.2. English Learning Difficulties

English language learning difficulties cover many issues affecting a person's ability to understand, use, and communicate with the language. Difficulty in learning English refers to a range of difficulties that can arise from various sources, ranging from linguistic to psychosocial issues. Mohammed (2018) defines "English learning difficulties" as challenges and obstacles that learners of English as a foreign language face. Various factors can cause difficulties in learning English, such as different cultures, limited time, ineffective learning methods and strategies, and difficulties understanding English grammar and vocabulary.

Communication difficulties in English encompass various components of the language learners face as (Hughes, 2003) expressed: pronunciation ability, grammar understanding, vocabulary mastery, fluency in speaking, and the ability to understand the language used.

2.2.1. Limited Vocabulary

Vocabulary limitation refers to students' need for lexemes, words, word combinations, or idioms when communicating in English. Purwati et al. (2023) investigated the challenges faced by vocational high school students in learning English, emphasising the lack of vocabulary as the primary issue. This deficiency resulted in various problems during teaching practices, such as students' inability to respond to teachers' questions and a lack of confidence in spoken English. These studies underscore the specific difficulty vocational high school students encounter regarding limited vocabulary, underscoring the necessity for targeted strategies that enhance vocabulary acquisition to improve their language proficiency.

Khan et al. (2018) conducted a study involving 100 students and 20 EFL teachers from a public university in Saudi Arabia. This research utilised a mixed-methods approach, which involved collecting and interpreting quantitative and qualitative data. According to this study, EFL students in Saudi Arabia need help with their speaking ability, especially with vocabulary limitations. Vocabulary limitation is considered one of the main obstacles to achieving speaking fluency. In addition, EFL students need help conveying meaning in English.

2.2.2. Grammatical Error

Grammar serves as the foundation for a language's structure, and without it, sentences would be challenging to comprehend. Therefore, it is crucial to master grammar to construct coherent and meaningful sentences. Students who lack a solid understanding of grammar struggle to form accurate and well-structured sentences. For instance, they may face difficulties in using the correct forms of "to be," verbs, and subjects in their sentences.

Alhujaylan (2019) conducted a study using the quantitative method on 60 Saudi female students studying undergraduate education at a university in Saudi Arabia. This study found that difficulties in learning English grammar were partly due to a lack of mastery of proper grammar, appropriate vocabulary, organisational skills, and a good writing style. In addition, the article also mentioned that the use of conventional teaching approaches using old-fashioned teaching methods and being limited to textbooks can make the learning experience more manageable for students.

2.2.3. Pronunciation Errors

According to Farhat Jahara & Hussein Abdelrady (2021), mispronunciation of words is a common factor contributing to miscommunication. One possible cause of mispronunciation is the limited exposure of language learners to the target language. Highlights that mispronunciations can arise when learners lack sufficient exposure to the correct pronunciation. In English, some words have similar sounds but different meanings, such as "snake" and "snack." If students do not grasp the correct pronunciation, miscommunication can occur, leading to misunderstandings in communication.

Farhat Jahara and Hussein Abdelrady (2021) conducted a study on 32 Arabian Women students at Qassim University, Saudi Arabia, who were pursuing undergraduate programs and studying English as a foreign language. The researchers found out the pronunciation proficiency level of the participants in this study by using qualitative and quantitative methods. The article discusses some common problems Arab learners face when learning English as a foreign language (EFL) pronunciation. Firstly, students need help pronouncing /r/ at the end of words or adding it to certain words, resulting in pronunciation errors. In addition, there is difficulty distinguishing between weak and strong forms of pronunciation, as seen in words such as "that," "could," and "have." In addition, it was noted that some students learning Arabic replace the sound /dʒ/ with /g/, and the sound /ʒ/ is also an obstacle as it does not exist in the Arabic sound system. Other challenges include pronouncing minimal pairs, such as "thousand" and "south."

2.2.4. Fluency in Speaking

According to Maher and Al Nakhalah (2016) speaking fluency issues in English speaking learning difficulties refer to the problems students face when speaking in English fluently and unhindered. Speaking fluency can include difficulties pronouncing words correctly, getting stuck on words, or maintaining a smooth or uninterrupted flow of conversation. Fluency issues can also include difficulties using verbal and non-verbal language effectively.

Rachmawaty and Hermagustiana (2015) conducted research on the concept of retelling as a process of recalling information heard or read and how retelling techniques can be used to improve students' understanding and ability to assemble information from texts that have been read. This research investigated six beginning-level students who

attended Speaking I to Speaking III classes in an English language teaching programme at a university in Indonesia about speaking fluency. The subject of this study was chosen because it focuses on improving the speaking ability of students with a low English proficiency level. Their English-speaking ability could have been improved, characterised by problems such as pauses in speaking, unnatural speech patterns, incorrect pronunciation and sentence structure, and limited vocabulary.

2.2.5. Inability to Understand the Interlocutor

Alhassan et al. (2021) define the inability to understand the interlocutor to learn English speech as the difficulties EFL students face in understanding and following conversations, explanations, and presentations delivered in English. The inability to understand the language used includes problems understanding lecture material, participating in class discussions, and conveying ideas or thoughts orally in English. This inability can hinder students from interacting well in academic environments where they speak English.

Radzuan et al. (2010) conducted a study that addressed the level of communication apprehension in oral communication in English among ESP learners in the chemical engineering programme. The subjects in this study were 193 final-year chemical engineering students from Pahang University Malaysia. This study used the Personal Report of Communication Apprehension PRCA-24 survey to collect data on the level of communication apprehension among ESP learners. The results showed that most respondents had difficulties understanding the other person or felt anxious when communicating in English.

Several previous studies related to English communication learning difficulties, Khan et al. (2018), Alhujaylan (2019), Farhat Jahara & Hussein Abdelrady (2021), Rachmawaty and Hermagustiana (2015), and Radzuan et al. (2010) examined subjects at the college level, where they have more experience and time to learn English. In addition, previous research on English learning difficulties was conducted in Saudi Arabia. However, unlike the identical EFL learners in Indonesia, there are differences in culture and first language that affect English language acquisition, so there will be differences in English learning difficulties. Research at the secondary school level, primarily vocational high schools in Indonesia, to discover the difficulties of learning English has yet to be done. Therefore, this

study focuses on finding out about English learning difficulties at the vocational high school level.

2.3. English for Young Adults

According to the Cambridge Dictionary, "English for young adults" is a specialised approach designed for individuals in their late teens or early twenties. In this context, the approach is aimed at teaching English. More specifically, this approach to teaching English includes literature, communication strategies, and educational methodologies aligned with this age group's characteristics and needs. Young adults have different learning preferences and needs than learners in other age groups. Therefore, methodologies, approaches, and teaching materials are structured to meet their dynamic cognitive needs, interests, and communication skills.

Several studies have been conducted on teaching English to young adults. Zafarina (2022) and Mukminin et al. (2015) conducted a study about learning English at a high school age and its challenges. Songbatumis (2017) also conducted a study about English learning for junior high school-age children.

Zafarina (2022) researched the challenges of teaching English to high school students in Indonesia. In her research, she found that some challenges and difficulties need to be considered by teachers. Some challenges and difficulties faced in teaching English to high school students in Indonesia include students limited English proficiency, lack of motivation, lack of infrastructure resources, and teachers' lack of experience.

Mukminin et al. (2015) conducted a study to discover the difficulties of teaching English to high school learners. Their research found that teaching English to high school students in Indonesia has several challenges and difficulties, including students' anxiety about speaking English, a lack of skills in speaking English, and teachers' teaching style, which is still teacher-centred, so the teacher dominates learning.

Songbatumis (2017) conducted a study to discover the challenges of teaching English at the junior high school level. In his research, he found that junior high school students have several challenges and difficulties in learning English, including limited vocabulary acquisition, low concentration, a lack of discipline in learning, difficulty speaking in English, and a lack of resources and facilities in learning.

There have been many studies on the challenges of teaching and learning English to young adults, such as the challenges of teaching and learning English in senior high school students (Mukminin et al., 2015; Zafarina, 2022) and junior high school students

(Songbatumis, 2017). From the existing research, there is still limited research to find out the difficulties of learning English for vocational high school students. Therefore, this research will focus on discovering the English learning difficulties experienced by vocational high school students.

3. RESEARCH METHOD

3.1. Research Design

This research employed a qualitative study with a multiple case study approach as it has a long intellectual history within educational research in anthropology, linguistics, literary theory, and many more (Connelly & Clandinin, 1990). According to Creswell (2012), a case study is "a form of ethnography that focuses on the in-depth study of one or more cases in a particular setting or context". Case studies typically explore complex real-life phenomena, such as programmes, policies, or interventions. By focusing on individual cases in each element of oral communication such as vocabulary, grammar, pronunciation, fluency, and understanding of the interlocutor, this case study research method enables the exploration of the difficulties and learning experiences of each SMK student in a more personal and contextual manner, thus providing a clear picture of the difficulties in learning oral English communication.

3.2. Study Site

This research was to be conducted at SMK Negeri 1 Kota Kediri. The research site selection had been based on previous research by Natsir et al. (2022), which stated that technology and engineering vocational high school students had low English proficiency. SMK Negeri 1 Kota Kediri is a technology and engineering vocational high school, so its students most likely needed help learning English. In addition, SMK Negeri 1 Kota Kediri had a conducive environment and provided researchers with comprehensive access to communicate with participants and conduct research.

3.3. Context and Participants Profile

This study used a purposeful sampling technique to select the research subjects. In purposeful sampling, the researcher selected participants because they fulfilled the criteria and were available to be studied (Creswell, 2012). This method allowed for flexible and easy data collection, especially for research involving students in their final year or grade XII of SMK who spent their study time in the industry for their internship

and were busy schedules for their exams. Although purposeful sampling's non-probability nature could lead to limitations in generalisability, in this study, this technique was still considered an effective method in providing helpful information to answer this research question.

Despite using purposeful sampling, there are criteria for determining the participants in this research, including:

- a. Participants were required to be in their final year (Class XII) of vocational high school. Being in the final year allowed them to have sufficient experience in learning oral English communication, which was essential as a data source for this study. Additionally, the experience of Class XII vocational high school students in using English communication during their internships in the industrial world could be extremely valuable for the data of this study.
- b. The students were categorized as high performers and low performers in the English class, selected by the English teacher. The purpose of choosing these two criteria was to obtain data variation and gain a better understanding of the experiences of subjects with both high and low performance in the English class.
- c. Participants were those who willingly participated in the study and were available for interview sessions. Participants who voluntarily participated in this study would provide significant insight into English learning difficulties among electrical programme students.

3.4. Data Collection

The data of this study was information about vocational students' difficulties in learning to speak English. In this study, the researcher used three data collection techniques. The researcher used interviews with students as primary data and observations and interviews with English teachers as secondary data. More detailed information regarding data collection was described as follows:

3.4.1. Interview with Students

The researcher collected the data through semi-structured interviews. Using this method, the researcher was able to gain a deeper understanding of students' experiences, viewpoints, and difficulties when learning to communicate in English. Each interview was

expected to last around fifteen to twenty minutes, which allowed for a focused and efficient data collection process. The interview guide was adapted from Hughes (2003), which captured students' difficulties in linguistic elements, such as vocabulary, grammar, pronunciation, and fluency related to oral communication skills. Furthermore, from the guide, 13 questions were created to reveal the respondents' difficulties in English oral communication. Each respondent was interviewed with the same 13 questions to ensure consistency and explore the topic thoroughly. These questions were carefully structured to explore the challenges and barriers the participants faced in their journey of learning oral communication in English. In particular, the narratives submitted by the students provided valuable information about the factors that hindered their speaking ability and offered insights into potential strategies to improve their communication skills.

The following was a list of interview questions for students based on the linguistic elements of speaking as stated by Hughes (2003).

Table 3.1. List of semi-structured interview questions for Students

No	Indicators	Questions	Answer
1	Lack of vocabulary	What was the vocabulary you had for English oral communication? Did you need help understanding English vocabulary or (also specific vocabulary dealing with your vocational field) when communicating? How did a lack of vocabulary affect your interactions with others?	
2	Incorrect Grammar usage	Did you need help applying correct grammar in English conversation? What makes it difficult for you? Could you describe a situation where this difficulty affected your communication?	
3	Mispronunciation	Did you need help understanding and pronouncing English sounds correctly? What were the specific difficulties you have faced? Have you ever experienced misunderstandings or barriers in verbal communication due to errors in pronunciation?	
4	Fluency	What were the things that make you less fluent when speaking English? What did you do to overcome your lack of fluency when speaking English? Did you have difficulty in understanding your interlocutor?	

5	Inability to understand the language Used (interlocutor)	Were there any difficulties you face when using English to understand your interlocutor? If so, could you explain a concrete example?
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The specification of interview questions can be seen in Appendix 1 – 9.

Table 3.2. Interview transcription codes

No	Code	Meaning
1	App	Appendix
2	S	Student
3	ET	English Teacher
4	Ln	Line

3.4.2. Observation

The researcher collected the data through observation to determine the students' performance when speaking English directly. This observation was also used as secondary data to support data from student interviews. The data from observation was also helpful in validating the students' answers in their interviews. The researcher could obtain more accurate and profound data about students' English communication ability using this method. The observation rubric of students' English-speaking ability was adapted from Hughes (2003), which captured the performance of students' difficulties in linguistic elements, such as vocabulary, grammar, pronunciation, fluency, and interlocutor comprehension related to oral communication skills.

The following was a list of observation rubrics based on the linguistic elements of speaking as stated by Hughes (2003).

Table 3.3. Criteria of Vocabulary Proficiency

No	Proficiency Description	Description
1	Vocabulary is inadequate for even the simplest conversation	
2	Constant limited to basic personal and survival areas (time, food, transportation, family, etc.)	
3	Choice of words is sometimes inaccurate, and limitations of vocabulary, prevent discussion of some common professional and social topic	
4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some	

circumlocutions.

- 5 Professional vocabulary is broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
 - 6 Vocabulary as accurate and extensive as that of an educated native speaker.
-

Table 3.4. Criteria of Fluency Proficiency

No	Proficiency Description	Description
1	Speech is too halting and fragmentary that conversation is virtually impossible	
2	Speech is very slow and uneven except for short or routine sentences	
3	Speech is frequently hesitant and jerky, sentences may be left uncompleted	
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	
5	Speech is effortless and smooth, but perceptively non native in speed and evenness.	
6	Speech on all professional and general topics is as effortless and smooth as native speakers	

Table 3.5. Criteria of Pronunciation Proficiency

No	Proficiency Description	Description
1	Pronunciation frequently unintelligible	
2	Frequent gross errors and very heavy accent make. Understanding difficult, requires frequent repetition.	
3	“Foreign accent” requires concentrated listening, and mispronunciation led to occasional misunderstandings. Apparent errors in grammar and vocabulary	
4	Market “Foreign accent” and occasional mispronunciation which does not interfere with Misunderstanding	
5	No conspicuous mispronunciations, but would not be	

	taken for a native speaker
6	Native pronunciation, with no trace of a “Foreign accent”

Table 3.6. Criteria of Grammar Proficiency

No	Proficiency Description	Description
1	Grammar is almost entirely inaccurate in stock phrases	
2	Constant errors showing control of very few major patterns and frequently preventing communication.	
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding	
4	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding	
5	Few errors, with no pattern of failure	
6	No more than errors during the interview	

Table 3.7. Criteria of Comprehension of language used (interlocutor)

No	Proficiency Description	Description
1	Understands too little for the simplest type of conversation.	
2	Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	
3	Understands careful, somewhat simplified speech when engaged in dialogue but may require considerable repetition and rephrasing.	
4	Understands quite well normal educated speech when engaged in dialogue but requires occasional repetition or rephrasing.	
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.	

6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.
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The specification of interview questions can be seen in Appendix 10.

Table 3.8. Observation transcription codes

No	Code	Meaning
1	App	Appendix
2	S	Student
3	Ln	Line
4	Col	Colum

3.4.3. Interview with Teacher

The researchers interviewed English language teachers to gather relevant information about students' difficulties in speaking English. The interview with English teachers was also used as secondary data to support data from student interviews. Interviews with teachers were also a confirmation step from interviews with students about their experience of difficulties in learning to speak English. Interviews with teachers included elements of language proficiency that made it difficult for students to learn to speak English, such as vocabulary, fluency, grammar, speech, and understanding of the interlocutor (Hughes, 2003). By combining data obtained from student interview observations and interviews with teachers, researchers were able to collect comprehensive and diverse data, providing valuable insights into SMK students' various difficulties in learning to speak English.

The following was a list of interview questions for English teachers based on the linguistic elements of speaking as stated by Hughes (2003).

Table 8. List of semi-structured interview questions for English Teachers

No	Indicators	Questions	Answer
1	Lack of vocabulary	<p>According to your observations, did students have problems with the acquisition of vocabulary, and struggle to select and to use appropriate English vocabulary when speaking?</p> <p>Did students need help and use vocabulary appropriate to their vocational context?</p> <p>Did students with limited vocabulary affect their interactions when using English in class?</p>	

2	Incorrect Grammar usage	<p>Did you often see grammar mistakes in students' English conversations?</p> <p>What were the most common types of grammatical errors among students?</p> <p>Did the students have problems in pronouncing English words?</p>
3	Mispronunciation	<p>What were the main difficulties students faced in the pronunciation of English words?</p>
4	Fluency	<p>Under what circumstances did the students have difficulties pronouncing English words?</p> <p>Did students have fluency problems in their interactions during English class?</p> <p>What were some examples of students' lack of fluency in speaking English?</p> <p>What were the students' problems with fluency in English?</p>
5	Inability to understand the language Used (interlocutor)	<p>Did students need help understanding their interlocutors when they speak English?</p> <p>What was the student's understanding of the language their interlocutors use in English-speaking situations?</p> <p>What difficulties did students often face in understanding their interlocutors, especially when the conversation relates to or uses words in the vocational contexts?</p>

3.4.4. Data Collection Procedure

There were several steps of data collection procedures used by researchers, as follows:

1. Preparing instruments for interviews and observation

The researcher designed an interview guide for students and English teachers with semi-structured questions according to the language elements in (Hughes, 2003). Before using it, the questions were tested for corrections and suggestions to ensure their appropriateness and effectiveness. The researcher also prepared a rubric that was used to observe the students' proficiency in speaking English.

2. Requesting approval to conduct the research at the intended institution

Before starting the research, the researcher sought approval from the institution, SMK Negeri 1 Kota Kediri to gain access to the research, collect data, and analysed the data as

required.

3. Participant Acquisition

The researcher sought approval from the participants for their willingness to join the research to be conducted. This way was done so that participants felt free to provide the information they had because it was by their wishes.

4. Observing the participants

Observations were carried out according to the time that had been determined with the participants. The observation aimed to determine the participants' performance when they spoke in English. In this case, the researcher observed the participants to discover their difficulties when speaking in English.

5. Interviewing the participants

Interviews were scheduled at a time that was convenient for the participants. Interviews involved conversations based on a prepared and flexible interview guide, allowing questions to evolve based on participants' responses. The researcher explained the purpose of the study, the interview process, and the importance of the information from the participants. Interviews were centred around the English language learning experiences of the students as participants. The researcher practiced active listening, digging for deeper insights, and maintaining a comfortable and respectful atmosphere throughout the interview. With the consent of the participants, interviews could be recorded.

3.5. Data Analysis

Data analysis in this study used Braun & Clarke's (2006) six-step thematic analysis approach. Braun & Clarke (2006) six-step thematic analysis approach. These steps were:

1. Familiarisation

In the first step of data analysis, the researcher understood the interview transcriptions and data collected from observations to understand the students' experiences of English-speaking learning difficulties.

2. Coding and Categorisation

In the second step, the researcher looked for essential units of information related to the students' English language learning difficulties. These units were identified and organised through coding, which allowed the researcher to categorise different patterns of information about the students' experiences of English-speaking difficulties.

3. Search for Categories and Themes

In the third step, after coding, the researcher categorised the common themes that emerged from the coded data—students' English-speaking learning difficulty experiences.

4. Review and Discovery

The fourth step involved categorising and creating themes that were examined thoroughly to understand better and discover elements of spoken English such as vocabulary acquisition, grammar usage, fluency, proper pronunciation, and understanding of the interlocutor.

5. Theme Definition

In the fifth step, categories and themes were thoroughly examined for difficulties in spoken English elements, which were defined thoroughly and meaningfully. This step explained how students' inability to master the elements of English communication in the linguistic aspect caused them difficulties speaking English.

6. Classification and Reporting

In the sixth step, the categories and themes were thoroughly examined to find out the difficulties in the elements of spoken English that the students had. The data and research subjects were systematically collected, classified, and reported to make the research results clear and consistent. This study aimed to identify the difficulties students had in learning to speak English among vocational students.

For a visual representation of the data analysis process, it can explain refer to the flowchart below:

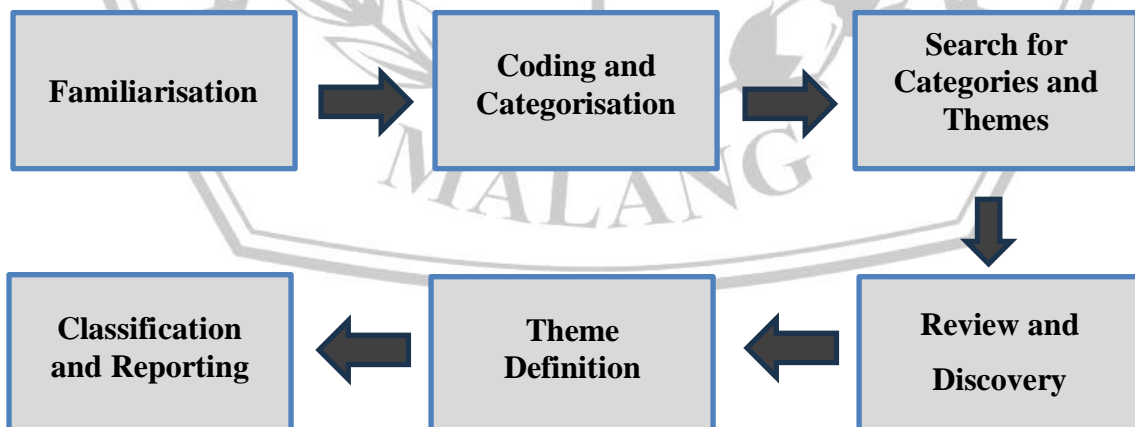


Figure 2.1 Data Analysis Process

3.6. Trustworthiness

The researcher built trust by triangulating data sources from interviews and

observations. Triangulation was conducted from student interviews, teacher interviews, and observations of students when using English orally. In this context, triangulation involved comparing and contrasting information gathered through interviews with students with information found in interviews with teachers and observations of students' performance when speaking English. The research findings were credible if the data from both sources matched and supported the same conclusion.

In addition, to support data analysis, the researcher conducted member checking. Member checking aimed to identify possible biases or assumptions affecting data analysis to validate data interpretation and ensure that participants' intentions were accurately represented (Creswell & Miller, 2000). In this member-checking process, the researcher showed the transcribed interviews to the participants to review and confirm whether what had been written was accurate and reflected what they wanted to say.

4. RESULTS AND DISCUSSION

This study aims to answer the research question: What are the challenges of learning spoken communication in English among vocational high school students? Data collection was conducted using two instruments, namely interviews and observations. The results from the interviews and observations provided a comprehensive overview of the common problems experienced by all participants. The students expressed their difficulties in speaking English across various language aspects, such as vocabulary, grammar, pronunciation, and understanding of the interlocutor. Each of these elements was explained below, following the thorough structure of the research question.

4. 1. Result

In this study, interviews were conducted with students as the primary data source and teachers as the secondary data source, along with observations of the students' speaking performance to strengthen the data on their experiences. The interviews took place at SMK Negeri 1 Kota Kediri on March 4, 2024, March 6, 2024, and March 7, 2024.

Seven students, namely AN (S1), RF (S2), RD (S3), AR (S4), RJ (S5), SR (S6), and SC (S7), voluntarily disclosed their difficulties in learning to speak English. Additionally, two English teachers, AF (ET1) and RHD (ET2), voluntarily provided supportive confirmation of the students' challenges in speaking English.

4. 1. 1. Difficulties in Vocabulary

Difficulties in Vocabulary in this study would address common challenges students face when using their English vocabulary in oral communication. This could include issues such as limitations in English vocabulary possession, difficulties in understanding the context in which words were used, and comprehension and contextualisation issues in vocational vocabulary. In addition, vocabulary difficulties were also related to the extent to which vocabulary limitations affect their interactions when they communicate in spoken English.

a. Students feel lacking in vocabulary

The ownership and understanding of students' vocabulary significantly influence their oral communication. Students often encounter several challenging language barriers that could disrupt their ability to communicate ideas effectively. In this section, we interviewed seven students to determine their limitations in mastering the vocabulary they used for oral English communication. To ascertain the extent of the student's vocabulary mastery, they were asked about their command of vocabulary for oral English communication. The following was what S1 said in their interview regarding the limitations of his vocabulary affecting their English communication skills.

“Yes, I lack sufficient vocabulary to speak English, it makes it difficult to speak English.” (S1_AN/40324/App.1.Ln.7)

The limitations in vocabulary that affect the student's ability to communicate orally in English were also experienced by S2 and S3, who responded to the interview questions as follows:

“I feel, perhaps that's where I'm a bit lacking, the vocabulary isn't very fluent. Sometimes because I lack vocabulary, I cannot speak English fluently.” (S2_RF/40324/App.2.Ln.9)

From their statements, S2 experiences difficulty with fluency when using English vocabulary during speech. Meanwhile, S3 also felt that they lacked an extensive English vocabulary, which hindered their ability to speak English fluently.

“Well, regarding vocabulary, I feel that I am still lacking in English. I cannot speak English Fluently.” (S3_RD/40324/App.3.Ln.7)

In agreement with this, S5 also felt that there was still a vast amount of vocabulary that he needed to master to speak English well.

“I think it’s very insufficient because there are still many words out there that I haven’t mastered for communicating in English.”
(S5_RJ/60324/App.5.Ln.10)

The statements from several subjects in this study (S1, S2, S3, and S5) indicated a significant correlation between vocabulary comprehension and effective oral English communication. The subjects consistently expressed awareness of their vocabulary limitations, describing feelings of inarticulacy and the inadequacy of their vocabulary for communicating in English. Vocabulary limitations could pose difficulties in English and significantly impede students’ abilities to express themselves, respond to others, and engage in meaningful dialogue. Therefore, overcoming these vocabulary limitations was crucial for enhancing students’ oral communication skills.

These subject statements were further corroborated by the responses of English teachers during their interview sessions, where they were asked about the students’ limitations in vocabulary mastery and the selection of appropriate diction according to the context of the conversation. The English teachers confirmed that difficulties in English communication were often caused by a lack of vocabulary.

“In class, yes, there are difficulties, possibly due to vocabulary.”
(ET1_AR/70324/App.8.Ln.5)

From their statement, ET1 explained that students faced difficulties in speaking English due to their limited English vocabulary. Furthermore, ET1 elaborated that besides the difficulties arising from vocabulary constraints, students also struggled with speaking English due to confusion and errors in selecting the appropriate diction following the context of the conversation.

“Yes, the choice of diction, the usage of it is indeed not quite right. Because the functions of words are not the same. Even if it’s just one word, its usage does not fit within the sentence. So, there are, they emerge and exist.” (ET1_AF/70324/App.8.Ln.9)

ET1’s statement as an English teacher regarding the students’ vocabulary limitations, which validated the students’ claims, was also reinforced by ET2.

“Yes, it’s often clear because their vocabulary is very limited. So, they sometimes get confused when asked to speak in English. They sometimes ask, what does this mean, ma’am? Yes, because they are lacking in looking up the English dictionary. So, their vocabulary is very poor.”
(ET2_RHD/70324/App.9.Ln.13)

English teachers emphasized that students frequently struggle with selecting the appropriate words and using suitable diction, which reflects their vocabulary limitations.

These diction errors were often due to a lack of understanding and limited vocabulary. Thus, this finding highlights the importance of developing adequate vocabulary in English language learning, particularly for enhancing students' oral communication abilities.

Observations of student performance in speaking English, conducted at SMK Negeri 1 Kota Kediri from March 8 to March 15, 2024, also revealed that students have issues with their vocabulary mastery. Out of seven students, six—S2, S3, S4, S5, S6, and S7—demonstrated problems with word selection (App.10.Col.3). The choice of words was sometimes inaccurate, and vocabulary limitations prevented discussions on various professional and social topics. The students' difficulties were apparent when they communicated orally in English with their teacher, who encouraged them to speak the language. They had trouble expressing their ideas fluently.

Furthermore, another participant, S1 (App.10.Col.3), exhibited more severe issues with vocabulary mastery, where their vocabulary was consistently limited to personal and basic survival areas (time, food, transportation, family, etc.), resulting in conversations that were very restricted to basic matters. S1 struggled to convey their ideas and often spoke incompletely due to their limited vocabulary.

These findings underscore the importance of vocabulary development in students' oral English communication, as a lack of vocabulary can be a barrier to communicating smoothly and effectively.

b. Students lack vocabulary related to their vocational field.

Another challenge in vocabulary faced by the students was their limitation in mastering terms related to their vocational fields. The students' limitations in mastering vocational vocabulary often hindered them from communicating their ideas in processes related to their professional fields. To uncover this, the students were asked about their mastery of vocabulary in their vocational fields. Here was what S1 had to say about their difficulties in understanding the vocabulary related to his field of expertise.

"I also don't understand those, sir. I don't have a good understanding of my vocational vocabulary." (S1_AN/40324/App.1.Ln.31)

Similar to S1, S7 also experienced difficulties in understanding the vocabulary of their vocational field due to her limited knowledge of the names or terms associated with their specialty.

"Yes, very much so. I have difficulties understanding vocational vocabulary;

my knowledge about names of tools and vocational terms is still little.”
(S7_SC/60324/App.7.Ln.16)

S4 also encountered difficulties in comprehending the vocational vocabulary, evidenced by his confusion when attempting to describe the tools present in the electrical engineering workshop. During a presentation, he was unaware of the English names for several tools.

“It has happened at school, like during a presentation to explain about this topic, topic A, and I was explaining topic A, its specifications, I didn’t know much, and I was specifying, like explaining about tools in my workshop, I lack knowledge of electrical tools such as contactors, what are they in English.” (S4_AR/40324/App.4.Ln.21)

S1, S4, and S7 acknowledge their limitations in mastering the vocabulary related to their vocational fields. S4 provided a more specific example, mentioning the difficulty in naming electrical equipment in English, which illustrates the challenges they faced in mastering technical vocabulary.

English teacher ET1, when asked in their interview about the students’ difficulties and limitations with vocational vocabulary, confirmed the challenges students faced in mastering vocabulary in their vocational fields, particularly in pronunciation and the use of technical terms. He highlighted the students’ struggles with correctly pronouncing technical terms and associated this with their limited knowledge of equipment.

“Very much so, especially in certain majors like electricity and others. They find it difficult to pronounce in English. Especially if they are not yet deeply knowledgeable about the tools they are using. They also don’t know how it functions. So, their pronunciation, especially the pronunciation, is as per the writing. So, it’s not yet in line with the pronunciation.”
(ET1_AF/70324/App.8.Ln.14)

These confirmed findings indicated that students faced difficulties in mastering vocabulary, encompassing both general and technical terms tailored to the specific needs of students in their vocational fields.

c. Impact of Vocabulary Limitations on Student Interaction

The use of language as a means of communication was closely linked to the quality of interactions conducted. If an individual has limitations in oral communication, their social interactions will undoubtedly be affected. The students’ limitations in vocabulary mastery had a significant impact on their interactions with others. In their interviews, the students were asked about their command and understanding of the

vocabulary they possess and its influence on their social interactions. S1 and S5 reported that they struggled to converse with foreigners they encountered during study tours due to their limited English language abilities, particularly in terms of vocabulary.

“During the study tour, I couldn't speak with foreigners or ask questions to foreigners because I couldn't speak English well and also didn't understand English vocabulary well.” (S1_AN/40324/App.1.Ln.37)

In addition to S1, S5 also encountered difficulties in oral communication with foreign tourists met during the study tour due to a lack of understanding of the questions posed by their interlocutors, which was caused by their limited vocabulary.

“When meeting tourists, for example, at tourist spots, my limited vocabulary means I don't understand the questions from a tourist.” (S5_RJ/60324/App.5.Ln.14)

Other students, S2 and S4, expressed that their lack of vocabulary ultimately made it difficult for them to communicate and lead to a lack of confidence when speaking.

“It's probably very lacking, yes. If there's a lack of vocabulary, it's difficult to also speak with people, communication becomes hard. So, I lack confidence.” (S2_RF/40324/App.2.Ln.24)

From S2's statement, it was apparent that he experienced difficulty speaking English due to his limited English vocabulary, which ultimately led to a lack of confidence in speaking. Similarly, Subject 4 felt that his knowledge of English vocabulary was limited, which not only caused him embarrassment but also a reluctance to engage in English conversations.

“The lack of vocabulary affects me because I lack knowledge, especially my knowledge of vocabulary, like the sounds, and the meanings of certain words, I'm still lacking. My deficiency is like, well, as mentioned before, being too shy to ask (to initiate conversation). Then it's like I want to say this, but how come the pronunciation is like this.” (S4_AR/40324/App.4.Ln.34)

Similarly, S3 and S7 shared feelings of inadequacy due to their inability to match the English language proficiency of their peers, which impacted their confidence in communication.

“If it's about the lack of vocabulary, sometimes I do feel a bit envious because some friends are certainly proficient in English, they also understand and are fluent in English, so I also feel somewhat less confident with the vocabulary I have.” (S3_RD/40324/App.3.Ln.30)

S3 felt inferior when required to speak English due to their limited vocabulary

and the awareness that their peers were more fluent in English with a better understanding of their interlocutors. Additionally, S7 experienced a lack of confidence when speaking English because of their low mastery of English vocabulary.

“I experience the same, Sir. So, like, when I want to speak, I feel less confident because I still don’t understand, and actually, my standard is still very low when it comes to vocabulary. When chatting with friends, it’s more like feeling inferior.” (S7_SC/60324/App.7.Ln.21)

The students’ experience with vocabulary limitations, which ultimately affected their social interactions, was further validated by English teachers. In response to interview questions about the students’ vocabulary limitations and their impact on social interactions, the teachers observed that the students’ limited vocabulary affects their ability to explain concepts in English. One teacher, ET1, mentioned the students’ difficulties in explaining technical concepts such as Programmable Logic Controllers (PLC) due to their limited vocabulary, leading to the use of sign language for clarification.

“The impact is like this. When they explain a part. One part, all of it in AV (Audio Video), they explain. Like yesterday when we discussed PLC and so on. There are points they don’t understand. In the end, it’s difficult to explain in English. They resort to using sign language. Finally, they use sign language. Like this, like that. So indeed, there are difficulties in its use.” (ET1_AF/70324/App.8.Ln.22)

Another English teacher, ET2, emphasised that students often struggle to communicate clearly due to their limited vocabulary, which necessitates careful consideration of their words. This limitation led to hesitation and ultimately silence, as they preferred not to speak rather than making mistakes in their speech.

“Definitely. They often cannot communicate due to a lack of vocabulary. The term is ‘belekak-belekuk’ or not fluent. They have to think hard, about what to say, what to say like that.” (ET2_RHD/70324/App.9.Ln.26)

Overall, these confirmed findings demonstrate that a limited vocabulary significantly impedes students’ ability to interact effectively in English. This led to feelings of incapacity, lack of confidence, and difficulty in conveying thoughts and ideas, which affected both academic and social interactions.

4.1.2. Grammatical Error

The difficulty in applying grammatical rules for students refers to the difficulties they face when attempting to implement grammatical structures in oral English communication. This section covered the issues related to applying complex grammatical

structures during conversations and the impact of these difficulties on the students' oral communication and social interactions in English.

a. Students' Difficulties in Accurate Grammar Implementation

The students expressed the difficulties they encounter in applying correct grammar during oral English communication. In interviews that inquired about their challenges with grammar in English conversations, S1 and S6 articulated their struggles with sentence construction. Among these students, some revealed difficulties in formulating words or structuring sentences grammatically. These student statements indicated a struggle with understanding sentence structure and grammatical rules.

“Yes, I find it difficult. I find it difficult to apply grammar to speak English. I have difficulty in structuring the words. (S1_AN/40324/App.1.Ln.40)

In his statement, S1 expressed difficulty in applying correct grammar when speaking English, struggling to arrange words into sentences that adhered to proper grammatical rules. Similarly, S6 faced nearly identical challenges as S1, difficulties in implementing correct grammar while speaking English.

“Yes. I have difficulties applying grammar. Like, still combining things. Arranging words into sentences.” (S6_SR/60324/App.6.Ln.24)

S3 and S4 faced similar challenges in applying grammatical rules in oral English communication, primarily due to the differences in sentence structure between English and Indonesian. In their English communication, they first formulated their ideas in Indonesian and then translated them into English. The issue for S3 was the confusion in placing subjects and objects within sentences, while S4 struggled with the different sentence structures between English and Indonesian.

“Yes, I do. Usually, grammar involves an arrangement that is generally different from Indonesian. In English, I have a bit of difficulty with grammar; there's the use of subject first then object, or object first then subject, which confuses me.” (S3_RD/40324/App.3.Ln.36)

S3 experienced difficulty in constructing English words into sentences that comply with the correct English grammatical rules due to the differences in the structure of the Indonesian and English languages. Meanwhile, S4 also encountered challenges in applying English grammar while speaking because of confusion over the sentence structure in Indonesian, which differs from English.

“There are difficulties with grammar because in English, unlike Indonesian, it's structured, from the object, and for English, my thoughts are like flipped,

object, subject, then like the predicate. Yes. I find it difficult to use grammar because of the sentence structure.” (S4_AR/40324/App.4.Ln.41)

S5 also experienced difficulties related to grammar in oral communication, specifically confusion regarding verb forms. S5 discussed the difficulties with verb forms, particularly distinguishing between verbs in the first, second, and third forms, which affects the agreement between the subject and the verb.

“I have some difficulties because in grammar there are verbs in different tenses like verb 1 and verb 2. There are many verbal words that I don’t understand or haven’t memorized yet. So, that makes it a bit difficult for me. Things like the placement of the subject and verbs in forms 1, 2, and 3.” (S5_RJ/60324/App.5.Ln.28)

English teachers confirmed in their interview responses the grammatical errors of students they observed during oral communication in English. According to the English teachers’ observations, common grammatical mistakes made by students include confusion between past and present forms, difficulty distinguishing verb forms, and pronunciation errors. Teachers stressed the importance of regularly reminding students about verb forms and providing examples to help them understand and apply grammatical rules correctly.

“Yes, they often make mistakes with the differentiation of past and present tense usage. When to use them, and what their functions are, are still not well understood. They can’t actualize it in conversation yet.” (ET1_AF/70324/App.8.Ln.31)

Another English teacher, ET2, also confirmed similar student difficulties. Students often could not determine the correct verb form during English conversations. Moreover, they frequently mispronounce a verb but in a different form.

“Yes, because they often cannot differentiate between verb forms 1, 2, and 3. Also, their pronunciation is incorrect. So, we have to frequently remind them which form it is, 1, 2, or 3, and often provide examples of how forms 1, 2, and 3 should be used. We must constantly remind them about regular and irregular verbs.” (ET2_RHD/70324/App.9.Ln.33)

Observations of student performance in speaking English, conducted at SMK Negeri 1 Kota Kediri from March 8 to March 15, 2024, also showed that students had grammatical issues during oral communication. Two students, S2 and S5, occasionally made mistakes that indicated imperfect control over some patterns but no weaknesses that caused misunderstanding (App.10.Col.4). They demonstrated good simple grammatical application in communication with shorter sentences. Some sentences spoken were not in formal grammatical form but rather in the informal everyday language, yet they remained

easy to understand.

Meanwhile, five other students, S1, S3, S4, S6, and S7, frequently made mistakes during oral communication and exhibited several uncontrolled main patterns that occasionally caused misunderstandings (App.10.Col.4). When speaking, their grammar became more irregular in sentence structure. Some sentences spoken sometimes became more difficult to understand, between the use of incorrect tense forms and the irregular arrangement of subjects, predicates, and objects.

The students' statements about their difficulties in applying English grammar in their oral communication during their interviews, confirmed by English teachers and also observation results, show the students' struggles with grammar, such as difficulty constructing words into a sentence, confusion in translation due to different language structures between English and Indonesian, and difficulty in applying tense forms and verbs appropriate to the sentence context.

b. Difficulties in the Application of Grammar and Their Impact on Student Communication

Interviews with several students revealed that difficulties in applying grammar significantly impact their communication abilities. In their interviews, when asked about situations where they struggled with English grammar and its effect on their oral English communication, the students described various scenarios where difficulties in applying and understanding grammar hindered their ability to communicate. S1 stated that difficulties in formulating words and sentences made him reluctant to answer questions.

“Yes, I have experience with the difficulty in applying grammar. When asked, I found it difficult to structure the words in sentences, so I ended up not answering and chose to remain silent.” (S1_AN/40324/App.1.Ln.50)

Similarly, S3 expressed difficulties in arranging words and confusion in constructing English sentence parts such as subject, verb, and object, which differ in word order from Indonesian, causing barriers in oral English communication.

“For speaking, yes, it affects it because I'm also still confused about the creation of the SOP, the subject, object, umm, how it's arranged, I'm also confused. If it's about an incident during communication, yes, there was one. When we had a speaking task, I got confused between them. I had designed the sentence in Indonesian, but usually, in English, the order of the words is different, so from there, I got confused about whether my grammar like this is right or wrong.” (S3_RD/40324/App.3.Ln.47)

S6 also experienced difficulties in applying grammar during her learning

experience in an English language course, where she struggled to understand instructions and speak well, feeling that the sentences she spoke sounded odd due to not conforming to proper English grammar.

“It happened. I once joined an English language course, and there I was invited to speak. I could speak only a little, and it was not well understood, it sounded strange, and then the person taught me again.” (S6_SR/60324/App.6.Ln.34)

Furthermore, S7 indicated that her limitations in applying English grammar caused them to be less fluent when presenting reports or other materials in English.

“Yes, it always happens during English practice. When I’m asked to explain a report or something, I always hesitate because my word arrangement is not good.” (S7_SC/60324/App.7.Ln.31)

English teachers confirmed in their interview responses the students’ grammatical errors in their oral communication. The English teachers stated that the students’ frequent difficulties with grammar involve the use of tenses, where students often use tenses inappropriate for the context of the events in the sentences they conveyed. This indicated that difficulties with grammar, especially regarding tenses, significantly affect the students’ oral English communication.

“If it’s about grammar, I think they can do it. But the use of words in forms 1, 2, and 3 is still an issue. If it’s the structure of the sentence, subject, predicate, and so on, they might understand. But the use of the sentence, the use of the words. Verbs 1, 2, 3. The deconstruction using verb 1, verb 2, or verb 3, they don’t understand yet. Because they also don’t get the context of the sentence.” (ET1_AR/70324/App.8.Ln.38)

A similar statement regarding the students’ difficulties with applying English grammar in oral communication, which affected their communication, was also expressed by another English teacher, ET2.

“It’s about tenses. Sometimes when they narrate experiences, they use the simple present tense. And when describing daily habits, they use the simple past. This has a significant impact on their communication.” (ET2_RHD/70324/App.9.Ln.40)

Overall, these findings indicated that students face various difficulties in applying grammatical rules in English conversations, which could hinder their ability to communicate effectively.

4.1.3. Difficulty in Pronunciation

Pronunciation Errors encompass the common mispronunciations encountered by English language learners. This review detailed the types of pronunciation errors, such as

the difficulties in articulating words, and the causes of these pronunciation challenges. It also discussed the implications for communication that led to misunderstandings due to pronunciation errors.

a. Students' Difficulty in Pronouncing English Words.

Based on the students' statements in response to interview questions about their difficulties in pronouncing English words, several difficulties were revealed in the student's ability to articulate English words, which became barriers to oral English communication. S1 acknowledges that they had difficulty pronouncing words in English correctly.

“Yes, I have difficulty. I have difficulty pronouncing words in English correctly.” (S1_AN/40324/App.1.Ln.45)

In addition to S1, S2 also experienced difficulty in pronouncing English words correctly, even though they knew how to write those words.

“If there's a difficulty, it might be a little, sometimes when speaking, the pronunciation is wrong. Even though I know the English word, the pronunciation might not be correct.” (S2_RF/40324/App.2.Ln.41)

S3 also experienced similar difficulties to S2; he had issues with word pronunciation; and there was a discrepancy between the written form and the way it was pronounced.

“Regarding the pronunciation of words, yes. I admit that I'm still a bit hesitant with pronunciation because pronunciation in English is different from the word or sentence, sometimes we write it, sometimes we read it or something, it's usually like that.” (S3_RD/40324/App.3.Ln.58)

English teachers confirmed the students' pronunciation difficulties through their answers to interview questions about whether students had difficulty with pronunciation. Teachers note that students often pronounce English words based on their spelling, indicating a lack of understanding of English pronunciation rules.

“Yes, the students often pronounce English words exactly as they are written. For example, for the word 'but', they sometimes pronounce it as 'but'. For 'put', they say 'pat', and so on.” (ET2_RHD/70324/App.9.Ln.45)

Observations of student performance in speaking English, conducted at SMK Negeri 1 Kota Kediri from March 8 to March 15, 2024, found that some students, S1, S4, and S7, had pronunciation mastery that requires concentration when listening, and pronunciation errors that can cause misunderstandings (App.10.Col.5).

Other students, S2, S3, S5, and S6, had better pronunciation mastery. They had

a non-native speaker accent and occasional pronunciation errors, but these did not disrupt or cause misunderstandings (App.10.Col.5). Students S2, S3, S5, and S6 had better pronunciation and speaking abilities than S1, S4, and S7. They appeared to have more exposure to English, such as from movies or listening to people speak in English.

Overall, these findings indicated difficulties among students in accurately pronouncing English words. Although some students performed better when pronouncing words, they still experienced difficulties that required better handling to be able to speak English well.

b. Problems in Pronouncing English Words

The interview results with the students revealed various difficulties they face in pronouncing English words. During the interviews, students were asked about the specific challenges they encountered when pronouncing English words. S4 stated that his difficulty mainly lies in not knowing how to pronounce words due to the difference between their spelling and pronunciation.

“The difficulty is like the pronunciation of the word ‘application.’ Sometimes I read it as ‘application.’” (S4_AR/40324/App.4.Ln.59)

S6 and S7 experienced similar difficulties to S4 regarding the pronunciation of words that differ from their spelling.

“Because the spelling and pronunciation of words in English are different. Sometimes it makes it difficult to pronounce it.” (S6_SR/60324/App.6.Ln.43)

Meanwhile, another student, S1, had a different difficulty in pronouncing English words. He struggled to pronounce words when they were new to him. He did not know how to pronounce these new words correctly because he was unfamiliar with the correct pronunciation.

“The difficulty... When pronouncing new words, or when I’m not familiar with them.” (S1_AN/40324/App.1.Ln.60)

English teachers confirmed the students’ specific difficulties in pronouncing English words from their responses to interview questions. The English teachers explained that students face more challenges when they have to pronounce technical words related to their vocational fields. This problem indicated that pronunciation difficulties were not limited to general English vocabulary but also specific technical terms.

“Definitely. First, in vocational terms. The material is in grades 11 and 12.”

We've already entered into vocational material. Especially for the pronunciation of words they are familiar with in practice. In the workshop, when they pronounce a text. For example, procedural texts. Their pronunciation is still not quite right. Because, as I mentioned earlier, reading the writing is not the same as pronouncing.” (ET1_AF/70324/App.8.Ln.44)

Overall, these findings highlighted the various difficulties students face in pronouncing words in English, including limited exposure, errors due to inconsistencies between the spelling and pronunciation of English words, and challenges with technical vocabulary in their vocational fields.

c. Pronunciation Errors that Lead to Misunderstandings in Oral Communication

From the interview results with students regarding their experiences of misunderstandings caused by mispronunciation during oral English communication, several findings related to the student's difficulties in pronouncing English words were revealed, which resulted in misunderstandings in English communication. Some students often make mistakes in pronouncing English words, which directly causes misunderstandings in communication. The pronunciation errors experienced by S4 caused situations where their interlocutors or classmates misunderstood what they said.

“Yes, like with the words ‘where’ and ‘are.’ For example, I asked my friend a question using ‘a,’ and the answer was ‘are,’ but I heard it as ‘where’ or something like that. So, it ended up being a misunderstanding of the word and its meaning.” (S4_AR/40324/App.4.Ln.64)

A similar experience was also encountered by S7, where their mistakes in pronouncing English words led to misunderstandings in English communication.

“Yes, I have, because if I mispronounce or say something wrong, it changes the meaning. That leads to misunderstandings.” (S7_SC/60324/App.7.Ln.42)

A different experience was shown by S3, who revealed specific errors in pronunciation, such as differences between words that can change the meaning of a conversation. S3 expressed that such errors have led to the receipt of incorrect information and misunderstandings between the speaker and the listener.

“Yes, it's possible. I have also experienced it before. For instance, I once mentioned a vocabulary word or sentence, referring to something as ‘A’, but my friend or the person I was speaking to thought what I said meant something else, not understanding what I said, leading to a misunderstanding in receiving information.” (S3_RD/40324/App.3.Ln.71)

The English teacher (ET2) confirmed through their answers to the interview

questions about situations where students experience misunderstandings due to mispronunciation. ET2 explained that errors in pronouncing English words significantly affect students' interactions in communication. Pronunciation errors could cause difficulties in understanding and maintaining a conversation, as well as reducing the clarity and effectiveness of students' communication in English.

"...Often, their pronunciation is very inaccurate or mistaken. So, if they read incorrectly, it means the meaning is also incorrect."
(ET2_RHD/70324/App.9.Ln.55)

From these findings, we can understand that students' difficulties in pronouncing English words can significantly led to misunderstandings in student interactions. Specific pronunciation errors could also change the meaning of a conversation, highlighting the importance of correct pronunciation in ensuring clarity and understanding in English communication.

4.1.4. Fluency in Speaking

Fluency in speaking refers to the ability to communicate in a language smoothly, effortlessly, and coherently. Fluency is often associated with speaking comfortably and naturally in a language, and it is an indicator of a person's overall language proficiency. In this study, the lack of fluency in speaking English highlights several issues that were problematic in students' English-speaking abilities.

a. Students Do Not Speak English Fluently

From the students' statements during interviews when asked whether they were less fluent when speaking English and the reasons for it, it was found that all students experienced a lack of fluency in speaking English. All interviewed students, S1, S2, S3, S4, S5, S6, and S7, acknowledged difficulties with fluency in speaking English. Various factors caused them to be not fluent in speaking English. S2's lacked of fluency when speaking English was due to forgetting or not knowing English vocabulary.

"Yes, definitely I ever feel less fluent, maybe because I forgot what the English word was or maybe because I didn't know the English word for this." (S2_RF/40324/App.2.Ln.52)

S3 also admitted to being less fluent in speaking English directly; he needed special preparation to be able to speak fluently. According to him, he could speak English fluently for speeches, presentations, or anything where he could prepare in advance. However, when he had to speak directly, he found it difficult and not fluent.

“In fluency in English, especially improvisation, I admit I am still not fluent. However, if it’s memorization or a memorized text, then I can study it beforehand to be fluent in speaking. The lack of understanding of the words I want to say, and also, I don’t quite understand the grammar. Besides, I’m still confused about changing words from Indonesian, as I planned, and then switching to English.” (S3_RD/40324/App.3.Ln.78)

S5 highlighted difficulties with intonation and speech rhythm when speaking English. He felt their intonation may not be correct, causing him to be unsure about what he was saying. Additionally, when he encountered new or unfamiliar words, he found it difficult to pronounce them, making him less fluent in speaking English.

“I feel less fluent in communicating in English. So, there might be wrong intonation or lack of proper intonation when speaking English. When there are strange words or vocabulary that I have never heard before, it makes me less fluent in speaking English.” (S5_RJ/60324/App.5.Ln.58)

The English teacher confirmed the students’ lack of fluency in speaking English through their answers to interview questions about whether students had problems with fluency in speaking English and what factors caused this lack of fluency. ET1 revealed that the students’ fluency issues in speaking English were related to pronunciation difficulties. He noted that students often struggle with unfamiliar words, especially when related to technical terms in their vocational field that many students had not yet mastered, causing them to hesitate or stutter when speaking.

“If there’s fluency, it’s automatic. If the pronunciation mentioned earlier is not correct, as I said, the fluency is also not smooth. Because they combine them. Within a sentence. The sentence structure. They use more common sentences. Maybe they can manage. But when it comes to the vocational aspect. Vocational materials. Vocational tools. Or even what they practice. What they work on in their vocation. To report. They hesitate.” (ET1_AF/70324/App.8.Ln.88)

Observations of student performance during English-speaking activities conducted at SMK Negeri 1 Kota Kediri from March 8 to March 15, 2024, revealed that the students shared common issues regarding fluency in English. All students, S1, S2, S3, S4, S5, S6, and S7, often engaged in hesitant and halting conversations, with sentences frequently left unfinished (App.10.Col.6). The students commonly paused while speaking, as if trying to recall something, and were uncertain about the words they were using, with some even failing to complete their sentences due to a lack of English proficiency.

The findings exposed the students’ difficulties in speaking English fluently. The students identified various contributing factors, including vocabulary retention, limited

exposure to English, and challenges with pronunciation and intonation. Furthermore, teacher validation underscored the importance of pronunciation in fluency, as the students' struggles with unfamiliar words and technical terms from their vocational fields, which many do not fully understand, often impede their speaking abilities.

4.1.5. Understanding the Interlocutor

Understanding the interlocutor refers to the ability to accurately comprehend and interpret the intentions and messages conveyed by the interlocutor. This skill involves active listening, empathy, and sensitivity to both verbal and non-verbal cues. This study highlighted the students' difficulties in understanding their interlocutors and the causes of these difficulties.

a. Students have difficulty understanding their interlocutors

From the students' statements during interviews when asked whether they have difficulties understanding their interlocutors, the students revealed that they do encounter challenges in comprehending their interlocutors in English communication. S1 explicitly stated that he has difficulties understanding their conversation partner.

"Yes, I have. I have had difficulty understanding my conversation partner when communicating in English." (S1_AN/40324/App.1.Ln.88)

S4 also experienced similar issues in understanding his interlocutor.

"Yes. I have had difficulty understanding my interlocutor when communicating in English." (S4_AR/40324/App.4.Ln.83)

S5 expressed that although he understands his interlocutor, he still faces difficulties in responding or replying to the conversation due to his limitations in speaking English.

"I often find that I understand my interlocutor, but I can't respond because of the difficulties mentioned earlier, about the grammar." (S5_RJ/60324/App.5.Ln.76)

The English teacher confirmed the students' difficulties through their responses to interview questions about the students' difficulties in understanding their interlocutors. ET2 stated that students often only grasp a small portion of the conversation due to their limited vocabulary.

"The problem with speaking in English is that their vocabulary is lacking. They also speak unclearly or incorrectly, so sometimes they can't understand what is being discussed or grasp the topic of conversation. They often understand only a small part because their vocabulary is very limited."

(ET2_RHD/70324/App.2.Ln.75)

Observations of student performance in English speaking at SMK Negeri 1 Kota Kediri from March 8 to March 15, 2024, found that the students had difficulties understanding their interlocutors. S1 had the most significant difficulties among others, only understanding slow and very simple conversations about common social and tourism topics, requiring constant repetition and rephrasing (App.10.Col.7).

S3 and S4 understood careful and somewhat simplified speech when engaged in dialogue but may require quite a bit of repetition and rephrasing (App.10.Col.6). S3 and S4 had a better understanding of their interlocutors than S1, but they also found it difficult to comprehend their interlocutors if they used longer or slightly more complex sentences.

Meanwhile, the other students, S2, S5, S6, and S7, were better at understanding their interlocutors, comprehending normal educated conversation fairly well when engaged in dialogue but requiring occasional repetition or rephrasing (App.10.Col.6). When speaking with interlocutors in English, S2, S5, S6, and S7 were quite good at understanding their interlocutors, although sometimes they still found it difficult to respond to the conversation.

The findings indicated that difficulties in understanding interlocutors are a common experience for students in the context of English communication. Factors such as the lack of English usage in daily interactions and limited vocabulary caused students to struggle to comprehend and respond to conversations effectively.

b. The reasons students do not understand their interlocutors when speaking English

Based on the students' statements during interviews when asked about the reasons for their difficulties in understanding their interlocutors, several causes for these difficulties in comprehending interlocutors while speaking English were identified. Subject S1 stated that the difficulty in understanding the interlocutor was due to the meaning of the English sentences used.

"The meaning of the English sentence. I don't understand what my conversation partner is saying because I don't understand the sentences my conversation partner is saying." (S1_AN/40324/App.1.Ln.93)

In line with S1, S4 also had difficulty understanding the interlocutor because he felt he did not fully grasp the meaning of the sentences conveyed. S4's difficulty was due to his limited vocabulary.

"The difficulty in understanding is the lack of meaning in the sentences that might be conveyed to me." (S4_AR/40324/App.4.Ln.86)

S6 pointed out that the difficulty arose because the interlocutor spoke too quickly.

“Yes. When my interlocutor speaks too fast, I can’t understand them.”
(S6_SR/60324/App.6.Ln.75)

Similar to S6, S7 also revealed that difficulty arose because their interlocutor used language too quickly.

“Yes, because I don’t quite understand and my interlocutor is very fast in the language, so I don’t digest what is being said.”
(S7_SC/60324/App.7.Ln.55)

S3 had difficulty when he could not grasp the essence of the interlocutor’s speech, thus not understanding the overall intent of the conversation.

“Yes, I have. The difficulty arises when I don’t know the essence of what my interlocutor is talking about.” (S3_RD/40324/App.3.Ln.106)

The English teacher confirmed the students’ difficulties through their responses to interview questions about the causes of students’ difficulties in understanding their interlocutors. ET1 stated that the first difficulty for students in understanding the interlocutor was due to a lack of mastery of vocabulary, especially in a vocational context.

“When spoken to in English, yes. The first difficulty is because their vocabulary, especially the vocational vocabulary, is limited. Meaning, that the references they have in their field, can only search for them on Google, then write down, and maybe it’s also their first time writing them. So, eventually, when we interview them or they have a dialogue with each other, they get stuck. What are they stuck on? They are still arranging their thoughts. They understand what is being asked, but they find it difficult to convey the answer. The difficulty is not because they don’t know the sentence structure, but because they don’t know the English word for it, so they can’t translate it into English. For example, in PLC, I know there are transistors, but they only know it as TR, resistors, etc., and they can’t articulate those words.” (ET1_AF/70324/App.8.Ln.113)

ET2 added that difficulty also arose due to the difference between vocational English and general English, as well as the complexity of vocabulary that is difficult to understand.

“The difficulty is that vocational English and general English are very different because the vocabulary is often hard to understand. The meanings are also completely different, so sometimes the students misinterpret a word. That’s the problem. Because students often don’t bring a dictionary, let alone a vocational dictionary which is very rare, this can be a problem in vocational teaching.” (ET2_RHD/70324/App.9.Ln.120)

From these findings, it could be concluded that the difficulties students face in understanding their interlocutors when speaking English are caused by several factors, including the complexity of sentence meanings, the speed of the interlocutor's speech, a lack of understanding of the core of the conversation, differences in vocabulary between vocational and general language, and the fluency skills of the interlocutor.

4.2. DISCUSSION

This research's findings depict the complex difficulties vocational high school students face in pursuing oral communication skills in English. As articulated by the students, these difficulties encompass four major themes: a lack of vocabulary, accuracy in applying grammatical structures, barriers in pronouncing English vocabulary, not being fluent in oral English communication, and difficulties in understanding and being understood by interlocutors. The discussion of the various findings will address the students' difficulties in oral English communication in detail, unravelling the complex relationships and their implications for English language learning.

4.2.1. Lack of Vocabulary

The initial finding of this study relates to students' feelings of vocabulary inadequacy. Interviews with students highlight their awareness of limitations in mastering English vocabulary for oral communication. Additionally, English teachers stated that students struggle to select vocabulary appropriate to the context of the conversation. The findings in this research align with previous studies by Songbatumis (2017) conducted in a junior high school, affirming that vocabulary is vital for successful English language use, highlighting issues such as difficulty in choosing the right diction and pronunciation errors. These difficulties can disrupt students' fluency in conveying accurate ideas to their interlocutors, thus warranting attention in language education. In another study, Zafarina (2022) investigated the oral communication of senior high school students, revealing that vocabulary difficulties stemming from a lack of English vocabulary cause insecurity, comprehension difficulties, and recurring word forgetfulness among participants when speaking or communicating orally. These challenges lead learners to become silent and struggle to express their ideas in oral communication.

Unfortunately, some previous studies were not conducted at the vocational high school level. According to Natsir et al. (2022), vocational high schools in the engineering

field have lower English language mastery capabilities, only at the elementary/beginner level. Nevertheless, the difficulties resulting from vocabulary limitations and the difficulty of selecting diction appropriate to the context of the conversation, as experienced by vocational high school students in the engineering field, are also shared by students at other high school levels, both junior and senior, as presented in previous research. In his study, Mukminin et al. (2015) mentioned that EFL students face nearly the same difficulties in mastering English. This condition indicates that the difficulties in learning English are not limited to a specific group of students but can be a common problem among EFL learners.

The students also have speaking difficulties due to the limited vocabulary in their vocational fields. This finding emphasizes that the specific and technical terms of the students' vocational fields present unique difficulties in their oral English communication due to the language being more specific and often not commonly used in everyday life (Radzuan & Kaur, 2010). The findings on the difficulty of technical vocabulary align with Alhassan et al. (2021), who revealed that in the context of English-language business programs, EFL students may struggle with using the specific and technical vocabulary required in business courses such as Marketing Strategies or Capital Market. These difficulties can hinder students in conveying information or ideas clearly and accurately in English, especially if they lack adequate vocabulary mastery in that vocational field.

However, the previous research was conducted at the university level, at a University in Sudan, interestingly sharing the same difficulties with technical vocational vocabulary as the vocational high school students in this study. The difference in educational levels, vocational high school versus university, does not seem to make a difference in terms of the student's difficulties in mastering technical vocational vocabulary. Moreover, the difference in country contexts, Sudan and Indonesia, although both are English as a Foreign Language (EFL) speaking countries, certainly have cultural differences in their language structures (Mohammed, 2018), yet they share the same difficulties regarding the mastery of technical vocabulary by their students.

Students' limited vocabulary significantly affects their social interactions; they prefer to avoid conversations because they feel incapable of communicating well due to limited vocabulary, which reveals the correlation between language proficiency and social interaction. Mukamal et al. (2018) revealed that vocabulary limitations can hinder students from conveying thoughts and ideas effectively, impacting the quality of their social interactions. Students may feel less confident to participate in conversations if they lack sufficient vocabulary, which can limit their social interactions. Additionally, according to

Koizumi and In'nami (2013) and Kazemi and Rahimi (2017), without adequate vocabulary, students may struggle to understand others, which can lead to misunderstandings with their interlocutors. Limitations in vocabulary restrict students' ability to express themselves fully and creatively, which is important for rich and meaningful social interactions. These findings from the research highlight the same difficulties as the current study, which also emphasizes the student vocabulary limitations that restrict students' social interactions, shared by both senior high school and vocational high school students. Interestingly, students from both senior high school and vocational high school share the same difficulties when interacting in English when they have limited vocabulary.

4.2.2. Grammatical Error

The difficulties faced by students in applying accurate grammar, as revealed in this study, highlight important aspects of their English language learning. The difficulties experienced by students are multifaceted, ranging from constructing sentences, and confusion in verb forms and changes, to difficulties in using tenses. Students' experiences emphasize their struggles with the complexity of mastering English grammar, especially in the context of oral communication (Ting et al., 2010).

The findings on the difficulties of applying grammar in oral communication align with previous research by Rejeki (2023), which discussed students' difficulties in understanding and applying grammatical rules in sentences for oral communication. This research emphasizes that students struggle with using or applying grammar in English, indicating the need for special attention from instructors in guiding students to understand grammar, especially to achieve good proficiency scores in police registration tests. With the previous research, interestingly there are similar difficulties experienced by vocational high school students who also have trouble applying proper grammar in oral communication. In this research, it is found that vocational high school students speak with sentence structures that are not well-organized according to proper grammatical rules. The common difficulties experienced by EFL learners in applying correct grammar in the context of oral communication are a widespread occurrence (Quyen et al., 2018).

Another difficulty in terms of applying grammar is the confusion in verb forms that change according to different tenses. Distinguishing between verb forms and understanding their use in different contexts can be challenging for students. These difficulties not only affect their grammatical accuracy but also the agreement between subjects and verbs in

sentences. Aligning with the previous research, Ting et al. (2010) conducted a study at the university level and revealed that students often make mistakes in using the correct verb forms, including the misuse of the base form of verbs and the omission of necessary auxiliary verbs. Students also struggle with using the correct tense, frequently using the base form of the verb when they should use the participle or continuous form. This study was carried out at a university in Malaysia. Although the study was not conducted in Indonesia but in Malaysia, despite the cultural language differences between Malaysia and Indonesia—where English is a second language (ESL) in Malaysia and a foreign language (EFL) in Indonesia (Herliana, 2023)—both past and current studies reveal the same difficulties where students struggle to use the correct verb forms appropriate to the time of the events in their oral communication sentences. Even though Malaysia is an ESL-speaking country, they also face the same difficulties in applying tense changes in their students' speech as do students in Indonesia, who are EFL speakers.

The impact of students' difficulties in applying accurate grammar in oral English communication is significant. According to Kasim (2016), errors in applying grammar in oral communication affect the accuracy of the message's meaning. Students report feeling hesitant and less confident in their ability to communicate effectively in English due to their grammatical difficulties. The complex nature of grammar, especially sentence structure, ultimately paints a picture of how difficult it is to construct sentences when wanting to speak in English, and concerns arise, leading to comprehension issues among English speakers (Abrar, 2019).

4.2.3. Difficulty in Pronunciation

The research findings reveal difficulties in correctly pronouncing English words, which impede their ability to communicate effectively. Students often rely on the written forms of words, leading to pronunciation errors that hinder their communication skills. In previous research, Jahara and Abdelrady (2021) reported on the difficulties experienced by students at Qassim University in Saudi Arabia in pronouncing English words. They stated that the students' main problems included difficulties in distinguishing and pronouncing English words, as well as general difficulties in using words due to differences between the grammar and sound systems of Arabic and English. These difficulties underscore the importance of proper teaching to improve students' pronunciation.

The research on English word pronunciation difficulties was conducted in Saudi

Arabia, where cultural differences and habits in pronouncing English words may differ from Indonesian culture. Despite differences in language culture, students from both countries share the same difficulties in English pronunciation. In that research, students had difficulty pronouncing pure vowels and diphthongs, unlike the students in the current study, who do not struggle with pronouncing pure vowels or diphthongs. However, sometimes students mispronounce words because they are unfamiliar to them, and they do not know how to pronounce them correctly.

In addition to pronunciation difficulties due to unfamiliar words, students in this study also experience pronunciation difficulties because of the influence of their local accent on their English pronunciation. As noted in a study by Ha and Bao (2023), students often struggle to pronounce certain sounds in English that do not exist in the Vietnamese sound system, and the rhythm of their local language also affects their English pronunciation. The influence of the local language on the Vietnamese community appears to present unique challenges for EFL learners. Similarly, in the current study, students also face pronunciation difficulties due to the strong influence of their local accents. Widodo et al. (2023) also state that the mother tongue accent can affect how learners pronounce words in English, often causing variations in pronunciation.

Furthermore, students acknowledge difficulties in pronouncing technical vocabulary related to their vocational fields, as recorded by English teachers. This finding indicates that pronunciation difficulties are not limited to common English vocabulary but also extend to specific technical terms. Wahyuningsih and Afandi (2020) revealed that pronunciation errors are a significant difficulty for students when pronouncing more complex or longer vocabulary. The current research shows that the difference in pronunciation ability between simple and complex words indicates phonetic barriers that hinder the fluency and accuracy of students in expressing unfamiliar vocabulary.

4.2.4. Fluency in Speaking

Students expressed that their limited command of English vocabulary complicates their ability to convey their ideas to others. Many choose to remain silent when they do not know the appropriate vocabulary they wish to use for speaking, or they opt to ask others or use their gadgets to help them find the vocabulary they want to use for speaking. Amalia & Anggraeni (2021) state that vocabulary limitations make students feel uncomfortable speaking English and ultimately impede their progress in learning to speak English.

The findings of the present study align with research by Hutabarat and Simanjuntak (2019), which revealed that students' lack of fluency in speaking English causes them to feel anxious and uncomfortable speaking. These difficulties limit their ability to express thoughts or ideas when speaking in English. Learners feel embarrassed and fear being ridiculed if they mispronounce words in English. Furthermore, the research highlights issues that cause anxiety in learning English, such as limitations of English exposure, fear of negative evaluation, and learning conditions. The present study delves deeper into the linguistic aspects that pose difficulties for students in learning to speak English. Despite differences in the direction of the studies, there is a similarity in the findings regarding the causes of students' lack of fluency in speaking English, which leads to vocabulary limitations. Both studies demonstrate that students' limitations in English vocabulary can make it challenging for them to speak English fluently.

Another difficulty that contributes to students' lack of fluency in speaking English is their struggle with pronouncing words. Correctly pronouncing words in English often causes students to hesitate before speaking, as they are uncertain whether their understanding of the word's pronunciation is accurate. Such difficulties frequently make students feel uncomfortable when attempting to speak English, resulting in a lack of fluency (Maher & Al Nakhalah, 2016). Align with the study of Ghafar and Raheem (2023) which mentions that improper pronunciation can be a barrier to speaking English fluently and affect communication abilities. This research is a literature study that analyses several previous studies on students' difficulties in speaking English, but it does not detail the educational level of the research subjects included in the various studies within its literature review. Nevertheless, there is a similarity in findings with the current research, which points to a lack of fluency in speaking English due to difficulties in pronouncing English words. Additionally, Indrayadi et al. (2021) revealed that limitations in phonetic ability can restrict the ability to speak English fluently. Therefore, students' pronunciation issues must be properly addressed to ensure that vocational high school students can speak English fluently.

4.2.5. Understanding the Interlocutor

The results of interviews with students and teachers in this study indicate that students face significant difficulties in understanding their interlocutors during English communication. The previous study by Alzamil (2021) states that factors hindering listening and understanding oral messages in English are often associated with speech rate, pronunciation, nervousness, limited vocabulary, and lack of background information. This

research focuses on listening skills, discussing difficulties in listening proficiency in English. However, its findings share similarities with the current research regarding students' difficulties in understanding their interlocutors from their listening skills. The ability to understand the interlocutor is closely related to listening skills (Gilakjani & Ahmadi, 2011).

Interestingly, the current research's observational results show a different outcome from previous studies. Observations of students' speaking performances reveal that although students have limited vocabulary mastery and difficulties in word pronunciation, they do not have significant difficulties in understanding their interlocutors in simple conversations. Most students understand their interlocutors but find it difficult to reply to their conversations due to their limited vocabulary or because of difficulties in pronouncing English words, they experience. Students need more practice and exposure to oral English communication (Rakhman et al., 2019).

5. CONCLUSION AND SUGGESTION

This research focuses on revealing the learning difficulties in oral English communication among vocational high school students. The results of this study disclose five primary obstacles in students' oral communication: limited vocabulary, grammatical errors, pronunciation difficulties, lack of fluency in speaking English, and understanding others' speech. These difficulties significantly affect the coherence, clarity, and self-confidence of students in expressing their ideas and thoughts in English.

The research identifies difficulties in contextualizing spoken English within the vocational fields of students due to a limited technical vocabulary, which obstructs oral English communication and differentiates English language learning in vocational high schools from other secondary education levels such as middle school and high school, causing discomfort and a lack of confidence when speaking English. The findings of this study can fill a gap in the literature related to the difficulties of oral English communication among students and provide a more comprehensive understanding of the barriers vocational high school students face in pursuing proficiency in English communication.

Suggestion

From a theoretical perspective, further research to understand the difficulties of oral English communication among vocational high school (SMK) students with a larger number of participants is essential to identify the various difficulties students face when learning oral

English communication. Additionally, continued research on the implementation of various methods and approaches to teaching oral English among SMK students is needed to more effectively address the difficulties in learning oral English communication.

In terms of more practical matters related to strategies for teaching oral English communication, this study recommends instruction that focuses more on enhancing students' oral communication, such as the communicative approach, which allows teachers to provide more practice opportunities for students' oral communication. Moreover, teaching oral English communication can incorporate technology to aid in instructing students' oral English communication, such as the use of applications like ELSA Speak, Speechify, and Beelinguapp.



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Appendix

Interview Protocol

- Perkenalkan nama saya Daniar Jauhar Alam. Saya mahasiswa program studi Magister Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang.
- Saya ingin menggali informasi mengenai kesulitan belajar Komunikasi (berbicara) bahasa Inggris yang Anda alami.
- Untuk menjadi responden dalam penelitian ini, Anda disyaratkan sebagai siswa tingkat akhir SMK sehingga Anda memiliki pengalaman belajar bahasa Inggris yang cukup yang dibutuhkan sebagai informasi dalam penelitian ini. Interview akan berlangsung selama kurang lebih 10-20 menit, dan identitas Anda akan dirahasiakan.
- Terima kasih atas kesediaan Anda untuk berpartisipasi, dan semoga kegiatan ini bermanfaat bagi kita semua.

Pertanyaan Kuisisioner Semi-terbuka untuk siswa

No	Indicators	Questions	Answer
1	Kekurangan/keterbatasan Kosakata	Bagaimana kosa kata yang Anda miliki untuk berkomunikasi lisan Bahasa Inggris?	
		Apakah Anda memerlukan bantuan untuk memahami kosakata bahasa Inggris atau (juga kosakata khusus yang berhubungan dengan bidang kejuruan Anda) saat berkomunikasi?	
		Bagaimana kurangnya kosakata mempengaruhi interaksi Anda dengan orang lain?	
2	Kesalahan dalam penggunaan tata bahasa	Apakah Anda memerlukan bantuan untuk menerapkan tata bahasa yang benar dalam percakapan bahasa Inggris?	

		<p>Apa yang menyulitkan Anda?</p> <p>Dapatkah Anda menggambarkan situasi di mana kesulitan ini memengaruhi komunikasi Anda?</p>	
3	Salah pengucapan	<p>Apakah Anda memerlukan bantuan untuk memahami dan mengucapkan bunyi bahasa Inggris dengan benar?</p>	
		<p>Apa saja kesulitan spesifik yang Anda hadapi?</p>	
		<p>Pernahkah Anda mengalami kesalahpahaman atau hambatan dalam komunikasi verbal karena kesalahan pengucapan?</p>	
4	Kurang Lancar	<p>Hal-hal apa saja yang membuat Anda kurang lancar saat berbicara bahasa Inggris?</p>	
		<p>Apa yang Anda lakukan untuk mengatasi kurang lancar saat berbicara bahasa Inggris?</p>	
5	Ketidakmampuan untuk memahami lawan bicara	<p>Apakah Anda memiliki kesulitan dalam memahami lawan bicara Anda?</p>	
		<p>Apakah ada tantangan khusus yang Anda hadapi ketika menggunakan bahasa Inggris dalam memahami lawan bicara Anda? Jika ya, dapatkah Anda menjelaskan contoh konkretnya?</p>	

Pertanyaan Kuisisioner Semi-terbuka Untuk Guru

No	Indicators	Questions	Answer
1	Lack of vocabulary	Menurut pengamatan Anda, apakah siswa kesulitan memilih dan menggunakan kosakata bahasa Inggris yang tepat saat berbicara?	
		Apakah siswa kesulitan dalam memahami, menggunakan kosakata yang sesuai dengan konteks kejuruan mereka?	
		Apakah siswa dengan kosakata yang terbatas mempengaruhi interaksi mereka ketika menggunakan bahasa Inggris di kelas?	
2	Incorrect Grammar usage	Apakah Anda sering melihat kesalahan tata bahasa dalam percakapan bahasa Inggris siswa?	
		Apa jenis kesalahan tata bahasa yang paling sering terjadi di antara siswa?	
3	Mispronunciation	Apakah siswa memiliki masalah dalam mengucapkan kata-kata bahasa Inggris?	
		Apa tantangan utama yang dihadapi siswa dalam pengucapan kata-kata bahasa Inggris?	
		Dalam situasi yang bagaimana siswa Anda mengalami kesulitan dalam melafalkan kata-kata bahasa Inggris?	
4	Fluency	Apakah siswa memiliki masalah kefasihan dalam interaksi mereka selama kelas bahasa Inggris?	
		Apa saja masalah yang dihadapi siswa dalam kefasihan berbahasa Inggris?	
		Apa saja contoh kurangnya kefasihan siswa dalam berbicara bahasa Inggris?	
5	Inability to understand the language Used (interlocutor)	Apakah siswa memiliki kesulitan untuk memahami lawan bicara mereka (termasuk Ketika mereka diajak berbicara guru) ketika mereka berbicara bahasa Inggris?	
		Bagaimana pemahaman siswa tentang bahasa yang digunakan lawan bicara mereka dalam situasi berbahasa Inggris?	
		Kesulitan apa yang sering dihadapi siswa dalam memahami lawan bicara mereka, terutama ketika percakapan berhubungan	

	dengan atau menggunakan kata-kata dalam konteks kejuruan?	
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Appendix 1

Interview Learning Difficulties in Speaking English in Vocational High School Students

Student 1 (AN_Mechanical Engineering Department)_Interview Taken = 40324

- Interviewer : First, what I want to ask you is: have you ever experienced difficulties in communicating or speaking English?
- Student 1 : Yes, I have.
- Interviewer : Have you ever felt that the vocabulary you have for English is lacking?
- Student 1 : Yes. I lack sufficient vocabulary to speak English, which it makes difficult to speak English.
- Interviewer : All right, if you could, can you give an example of a situation where the limitation or lack of words affected your ability to speak fluently? What are some examples?
- Student 1 : Examples of situations?
- Interviewer : For instance, when communicating with someone in English or during a speaking test. Your vocabulary feels lacking, and as a result, you're not fluent. Can you give an example of such a situation? Have you ever experienced such a case?
- Student 1 : Yes, I have. During exams, I often struggled with English tasks, and understanding the readings.
- Interviewer : Regarding speaking, when speaking?
- Student 1 : When speaking...
- Interviewer : Perhaps during your previous school's study tour, were you afraid to speak to foreigners because you felt your vocabulary was lacking or something like that?
- Student 1 : During the study tour, I was hesitant to speak with foreigners because I couldn't speak English well or didn't understand English vocabulary well.
- Interviewer : Next, do you have difficulty understanding English vocabulary, or vocabulary related to your field, meaning if it's machinery-related vocabulary, such as lathe machine and so on? Do you understand those?
- Student 1 : I also don't understand those, sir. I don't have a good understanding of my vocational vocabulary.
- Interviewer : You don't understand, so you also don't understand vocational vocabulary?
- Student 1 : I have difficulty understanding.
- Interviewer : Okay. Next. How does the lack of vocabulary affect your interaction with others? Please explain! Like earlier, please explain, like during the study tour.
- Student 1 : During the study tour, I couldn't speak with foreigners or ask questions to foreigners because I couldn't speak English well and also didn't understand English vocabulary well.
- Interviewer : Okay. Next. Do you have difficulty applying grammar rules in English conversation? Do you find it difficult to apply grammar?
- Student 1 : Yes, I find it difficult. I find it difficult to apply grammar to speak English.
- Interviewer : Finding it difficult, huh? What makes it difficult for you to apply grammar?
- Student 1 : I have difficulty in structuring the words.
- Interviewer : Structuring the words. Okay.
Could you describe a situation where you had difficulty arranging those words and how it affected your communication? Difficulty in structuring

sentences, which then affected your communication. For example, maybe you had difficulty arranging sentences, so you became confused and didn't speak, or something like that. Can you give an example of such a case that you experienced?

Student 1 : Yes, I have experience with the difficulty in applying grammar. When asked, I found it difficult to structure the words in sentences, so I ended up not answering and chose to remain silent.

Interviewer : Alright, next. Do you have difficulty pronouncing words in English correctly? Pronouncing English words correctly, do you have difficulty with that?

Student 1 : Yes, I have difficulty. I have difficulty pronouncing words in English correctly.

Interviewer : Difficulty. What is the difficulty like?

Student 1 : The difficulty is...

Interviewer : Maybe, for example, for me, it's difficult when there are new words, and I'm not familiar with them, so I find it difficult to pronounce. What about you? What is the difficulty when pronouncing those words?

Student 1 : The difficulty... When pronouncing new words, or when I'm not familiar with them.

Interviewer : The words or sentences?

Student 1 : The words.

Interviewer : I see, so it's difficult when they're new?

Student 1 : Yes.

Interviewer : Next, have you ever experienced misunderstandings or communication barriers due to pronunciation errors? For example, when you talk to someone and they get confused, is it because of pronunciation errors?

Student 1 : Often. I often experience misunderstandings or communication barriers due to pronunciation errors.

Interviewer : Do you feel less fluent when speaking English?

Student 1 : Yes, I do. I feel less fluent when speaking English.

Interviewer : What are the things that make you less fluent when speaking English?

Student 1 : Maybe it's the words or sentences, and how to pronounce them. That's it.

Interviewer : That's it? Next. What do you do to overcome your lack of fluency when speaking English?

Student 1 : By learning English and understanding the words and sentences.

Interviewer : Hmm, when communicating and you're not fluent, what tricks do you use to overcome it? For example, if you're silent, or you use a different vocabulary, or something like that, what do you do?

Student 1 : When I'm not speaking fluently, usually because I've forgotten the English vocabulary, I replace the words I've forgotten with other words I know that are close in meaning.

Interviewer : Have you ever had difficulty understanding your conversation partner when communicating in English?

Student 1 : Yes, I have. I have had difficulty understanding my conversation partner when communicating in English.

Interviewer : What makes you find it difficult to understand your conversation partner, like earlier when Mrs. Tika asked in English and you were confused, what makes you find it difficult like that?

Student 1 : The meaning of the English sentence. I don't understand what my conversation partner is saying because I don't understand the sentences my

conversation partner is saying.

Interviewer : Can you give an example of such a situation? Please mention it!

Student 1 : A situation?

Interviewer : An example

Student 1 : Like earlier, during the interview, answering exam questions or assignments from teachers

Interviewer : Just speaking!

Student 1 : The interview, and talking with friends

Interviewer : Because it's difficult to understand?

Student 1 : Yes. Because it's difficult to understand.



Appendix 2

Interview Learning Difficulties in Speaking English in Vocational High School Students

Student 2 (RF_Mechanical Engineering Department)_Interview Taken = 40324

Interviewer : For the first interview question, have you ever felt difficulty when learning to speak English?

Student 2 : Yes, I've had some difficulty due to a lack of a deeper understanding of English.

Interviewer : Next question, do you feel that your vocabulary is insufficient for communicating in English?

Student 2 : I feel, perhaps that's where I'm a bit lacking, the vocabulary isn't very fluent. Sometime because my lacking of vocabulary, I cannot speak English fluently.

Interviewer : Next question, can you provide an example of a situation where limited vocabulary affected your ability to speak fluently and effectively? An example of a situation or condition, have you ever experienced this? Limited vocabulary affects communication.

Student 2 : I haven't really experienced that yet.

Interviewer : Maybe during junior high or elementary school, during SKAL or something like that?

Student 2 : I've never experienced it.

Interviewer : Next, do you have difficulty understanding the English vocabulary related to your vocational field?

Student 2 : Maybe not really, just need to study more.

Interviewer : Oh, so you just want to study more. How does the lack of vocabulary affect your interaction with others?

Student 2 : It's probably very lacking, yes. If there's a lack of vocabulary, it's difficult to also speak with people, communication becomes hard. So, I lack confidence.

Interviewer : Next, related to grammar issues, do you have difficulty applying correct grammar in English conversations?

Student 2 : Maybe a little.

Interviewer : So, there's a lot of confusion, right? Even though the difficulty is slight, what makes it difficult for you?

Student 2 : It's more like a lack of learning because I rarely study English.

Interviewer : Perhaps arranging the sentences is also difficult?

Student 2 : Yes.

Interviewer : Can you describe a situation or experience where difficulties in grammar have affected your communication?

Student 2 : Maybe during communication, like when asked in English, that's when the difficulty arises in arranging the words. There might be a few mistakes.

Interviewer : Next, regarding pronunciation or the way words are pronounced in English. Similarly, do you have difficulty pronouncing English words correctly?

Student 2 : If there's a difficulty, it might be a little, sometimes when speaking, the pronunciation is wrong. Even though I know the English word, the pronunciation might not be correct.
So, it's more or less just a need to learn a lot.

Interviewer : So, the difficulty is as mentioned earlier?

Student 2 : Yes.

Interviewer : Have you ever experienced a mistake or obstacle in pronunciation that led to misunderstandings in communication?

Student 2 : No, not yet because communication in English is rare.

Interviewer : Now, regarding fluency in English.
First, have you ever felt less fluent when speaking English?

Student 2 : Yes, definitely I ever feel less fluent, maybe because I forgot what the English word was or maybe because I didn't know the English word for this.

Interviewer : What are the things that make you less fluent when speaking English?

Student 2 : Maybe I forgot what the English word was for what I wanted to talk about earlier.

Interviewer : So, what do you do to overcome it when you're not fluent in English?
If, for example, you forget the vocabulary, what do you do?

Student 2 : Well, maybe explaining how to be fluent in that communication. Yes, trying to find a way to communicate fluently is always attempted.

Interviewer : While speaking?

Student 2 : Yes.

Interviewer : When speaking, do you forget the vocabulary?

Student 2 : Yes, maybe try to remember it again.

Interviewer : Next, have you ever had difficulty understanding your conversation partner

when communicating in English?

Student 2 : If there's a difficulty, it's because the communication is often in Indonesian, rarely in English, so there hasn't been any.

Interviewer : Perhaps earlier can be taken as an example of when you were doing the interview test earlier, did you have difficulty speaking English?

Student 2 : Earlier, during the questions, I understood the questions, and what they were about, but my answers, I might have forgotten the English word for them.

Interviewer : So, you didn't have difficulty understanding your conversation partner?

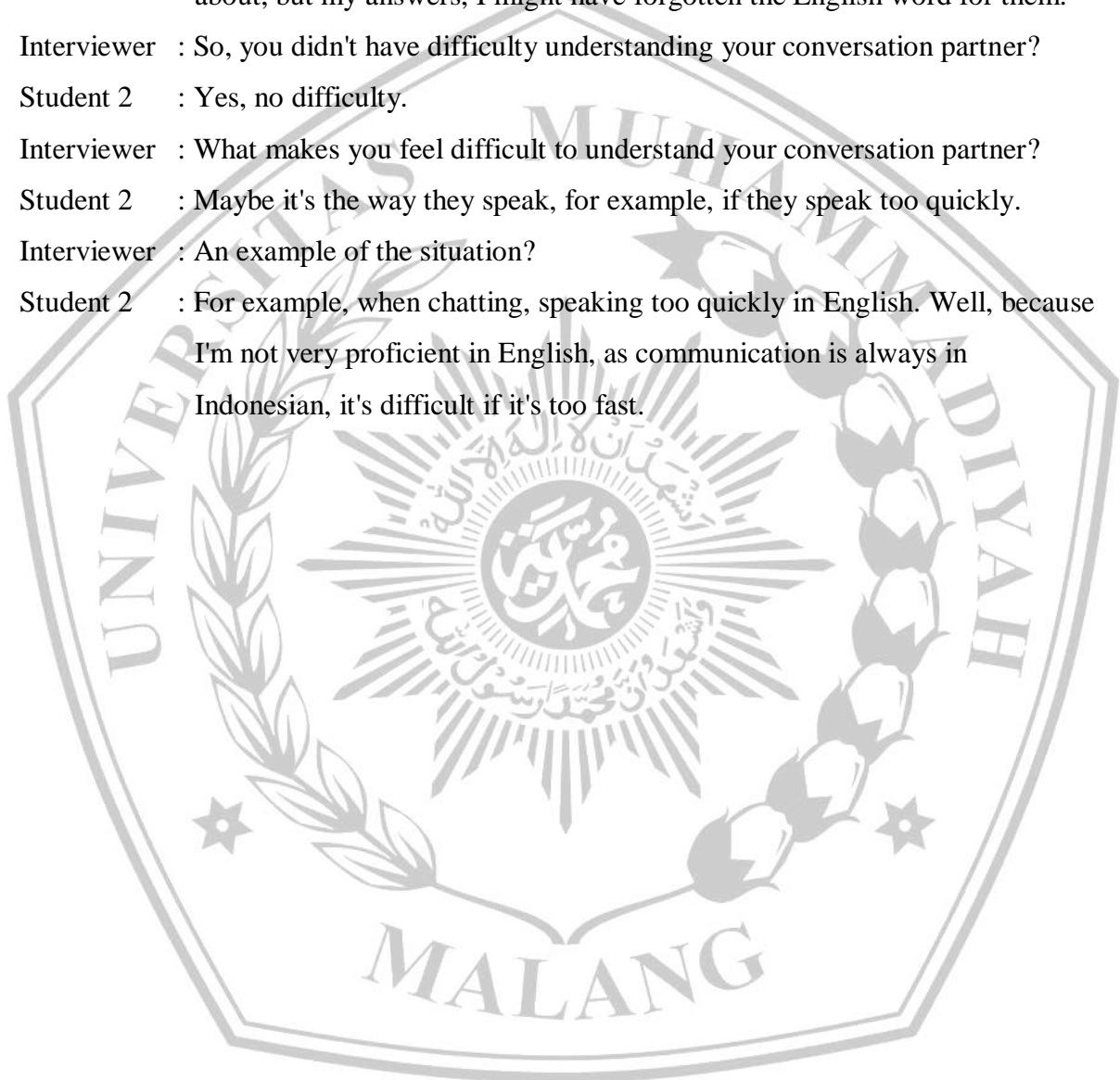
Student 2 : Yes, no difficulty.

Interviewer : What makes you feel difficult to understand your conversation partner?

Student 2 : Maybe it's the way they speak, for example, if they speak too quickly.

Interviewer : An example of the situation?

Student 2 : For example, when chatting, speaking too quickly in English. Well, because I'm not very proficient in English, as communication is always in Indonesian, it's difficult if it's too fast.



Appendix 3

Interview Learning Difficulties in Speaking English in Vocational High School Students

Student 3 (RD_Electrical Engineering Department) _Interview Taken = 40324

Interviewer : First, my question is, do you have difficulties in learning to speak English?

Student 3 : I do have difficulties in speaking English.

Interviewer : Next, about vocabulary. Do you feel that the vocabulary you currently possess is insufficient for communicating in English?

Student 3 : Well, regarding vocabulary, I feel that I am still lacking in English. I cannot speak English Fluently.

Interviewer : Can you provide an example of a situation or incident where your limited vocabulary affected your ability to speak fluently and effectively?

Student 3 : Yes, let me explain a little. My speaking ability in English is somewhat lacking, especially in the introduction part, or, umm, speaking directly. If it's about memorizing a text, I can still do it, but if it's direct or improvised, I still find it difficult.

Interviewer : An example of the incident? Maybe something that happened during SKAL?

Student 3 : If it's about an incident, there was an English test, let's say a test, and during that test, I felt confused about what I was going to say because I know Indonesian in various texts, I understand the context, whether it's in English or Indonesian, I understand the context, but I'm confused about the pronunciation, what I'm going to say, the sentence I'm going to say, I feel confused.

Interviewer : Okay. Next. Do you have difficulties understanding the English vocabulary related to your vocational field?

Student 3 : Regarding the vocational field itself, I don't have problems, but when it comes to social speaking, I do face challenges.

Interviewer : So, you mean general English speaking, communicating in general.
Interviewer: Alright, next. Does the lack of English, sorry, the lack of vocabulary affect your interaction with others? I mean, for example, because of the lack of vocabulary, you become afraid to speak, something like that.

Student 3 : If it's about the lack of vocabulary, sometimes I do feel a bit envious because some friends are certainly proficient in English, they also understand and are fluent in English, so I also feel somewhat less confident with the

vocabulary I have.

Interviewer : All right, next. Regarding grammar, do you have difficulties applying correct grammar in English conversations?

Student 3 : Yes, I do. Usually, grammar involves an arrangement that is generally different from Indonesian. In English, I have a bit of difficulty with grammar; there's the use of subject first then object, or object first then subject, which confuses me.

Interviewer : So, that's what troubles you? The arrangement, the arrangement of the subject, an object like that, the sentence structure?

Student 3 : If it's about grammar, it's more towards writing, like when we write an essay, or a story, or something related to an assignment. In English, we use the correct order of words, so when we use it, if I create it myself, I get confused, about whether the arrangement is correct or not.

Interviewer : But for speaking, does it affect the grammar?

Student 3 : For speaking, yes, it affects it because I'm also still confused about the creation of the SOP, the subject, object, umm, how it's arranged, I'm also confused.

Interviewer : The incident, an example of an incident where you had difficulty with grammar, and it ultimately affected communication?

Student 3 : If it's about an incident during communication, yes, there was one. When we had a speaking task, I got confused between them. I had designed the sentence in Indonesian, but usually, in English, the order of the words is different, so from there, I got confused about whether my grammar like this is right or wrong.

Interviewer : Next, related to pronunciation. The question is, do you have difficulties pronouncing words in English correctly?

Student 3 : Regarding the pronunciation of words, yes. I admit that I'm still a bit hesitant with pronunciation because pronunciation in English is different from the word or sentence, sometimes we write it, sometimes we read it or something, it's usually like that.

Interviewer : So, you have difficulties?

Student 3 : Yes, I have difficulties with word pronunciation.

Interviewer : What are the difficulties that you face?

Student 3 : The difficulties faced are when we read, for example, when reading a speech

or a poem in English, we need the correct reading. If there are mistakes, it can impact the listener, like misunderstandings in receiving information.

Interviewer : And the next question, related to what was mentioned earlier, have you ever experienced misunderstandings or barriers when communicating due to pronunciation errors?

Student 3 : Yes, it's possible. I have also experienced it before. For instance, I once mentioned a vocabulary word or sentence, referring to something as 'A', but my friend or the person I was speaking to thought what I said meant something else, not understanding what I said, leading to a misunderstanding in receiving information.

Interviewer : Next, regarding fluency in speaking, do you feel less fluent when speaking English?

Student 3 : In fluency in English, especially improvisation, I admit I am still not fluent. However, if it's memorization or a memorized text, then I can study it beforehand to be fluent in speaking.

Interviewer : What things make you less fluent when speaking English?

Student 3 : The lack of understanding of the words I want to say, and also, I don't quite understand the grammar. Besides, I'm still confused about changing words from Indonesian, as I planned, and then switching to English.

Interviewer : Lastly, what do you do to overcome being less fluent when speaking English?

Student 3 : If I'm speaking socially, I communicate to overcome my shortcomings, and I also continue to improve my learning. But for presentations or an assignment, I can study the material beforehand, what I will convey, I study it repeatedly until I can, and then I do the presentation.

Interviewer : What strategy do you use when you communicate and find yourself speaking less fluently?

Student 3 : When communicating socially, if I encounter difficulties, I get confused about what the solution might be. For example, once during a Study Tour, I wanted to ask a foreigner for a photo but was unsure how to speak in English. If I'm confused, I might try using Google Translate or something similar and read from it.

Interviewer : Moving on, regarding understanding the speaker, have you ever had

difficulty understanding your interlocutor when speaking English?

Student 3 : Yes, when gathering information, I usually pick out words or sentences that I understand. For instance, if there's an English sentence I don't know, but the main point seems to be about inviting me somewhere, then I understand the place. Like, "Let's go to which cafe or park?" I know what 'park' means in English, and if I know the name of the cafe, then I understand that my friend is inviting me to a cafe or park.

Interviewer : Have you ever had difficulty understanding the speaker?

Student 3 : Yes, I have. The difficulty arises when I don't know the essence of what my interlocutor is talking about.

Interviewer : Okay, what makes it difficult for you to understand the speaker?

Student 3 : Sometimes I don't understand the meaning of the English pronunciation or the language being spoken. The English words all come together, and I'm left wondering, "What is this? What does it mean?" So, I'm still confused or ambiguous about the focus of the conversation and what the issue is.

Interviewer : Okay, good. Can you provide a concrete example or incident?

Student 3 : For example, one day, my friend invited me to a place whose name I didn't know. Suddenly, I was invited, and let's assume they spoke in English, inviting me, and I didn't know, like the location or what it was, and I also didn't understand what was being said. The main point was the invitation, but where to? I didn't know, so it was like there was a miscommunication due to incorrect information.

Appendix 4

Interview Learning Difficulties in Speaking English in Vocational High School Students

Student 4 (AR_Electrical Engineering)_Interview Taken = 40324

Interviewer : Have you ever felt difficulty in communicating in English?

Student 4 : Yes, I have.

Interviewer : The first thing I want to ask about is vocabulary. Do you feel that the vocabulary you possess is insufficient when used to communicate in English?

Student 4 : Yes, I think it's very insufficient due to my limitations in learning English. The first factor might be that at home or in some places, I never study because the time to study is only during school lessons.

Interviewer : Alright. Next, can you provide an example of an incident or situation where your limited vocabulary affected your ability to speak fluently? So, you have limited vocabulary and you're not fluent.

Student 4 : An example of a vocabulary shortage might be that the pronunciation is bad, and for the language itself, a bad pronunciation changes the meaning, so that's my shortcoming.

Interviewer : You mean in terms of vocabulary? For vocabulary or words, we lack knowledge of what the English words are, for example. What happens in such cases, like if there's a test at school and you don't know the vocabulary, you don't know what the English words are, and as a result, your speaking becomes less fluent. Has that ever happened? If so, please explain.

Student 4 : It has happened at school, like during a presentation to explain about this topic, topic A, and I was explaining topic A, its specifications, I didn't know much, and I was specifying, like explaining about tools in my workshop, I lack knowledge of electrical tools such as contactors, what are they in English.

Interviewer : So, that means you have difficulty understanding the vocabulary related to your field, right?

Student 4 : Yes, I have difficulty understanding the vocabulary related to my vocational field.

Interviewer : The next question is still about vocabulary. How does the lack of vocabulary affect your interaction with others?

- Student 4 : The lack of vocabulary affects me because I lack knowledge, especially my knowledge of vocabulary, like the sounds, and the meanings of certain words, I'm still lacking.
- Interviewer : And because of this lack, does it affect your interaction with others? I mean, does it make you hesitant to speak with others in practice, or what?
- Student 4 : My deficiency is like, well, as mentioned before, like being too shy to ask (to initiate conversation). Then it's like I want to say this, but how come the pronunciation is like this.
- Interviewer : Okay, let's continue. Now related to grammar, do you have difficulties applying correct grammar in English conversations?
- Student 4 : There are difficulties with grammar because in English, unlike Indonesian, it's structured, from the object, and for English, my thoughts are like flipped, object, subject, then like the predicate.
- Interviewer : So, the arrangement is what makes it difficult for you to use grammar?
- Student 4 : Yes. I find it difficult to use grammar because of the sentence structure.
- Interviewer : Can you describe a situation or give an example of an incident where these grammar difficulties affected your communication?
- Student 4 : For example, Sir, my difficulty might be in reading, like creating, composing stories, and I've composed from the object subject, I arrange it for Indonesian as usual, to change it to English, it's like this difficulty, where to put it, at the beginning, in the middle, or at the end.
- Interviewer : Okay, thank you. Continuing to pronunciation, do you have difficulties pronouncing words in English correctly?
- Student 4 : Difficulty, yes, I find it difficult to pronounce English words correctly.
- Interviewer : You're having difficulties, right? What are the difficulties you're facing?
- Student 4 : The difficulty is like the pronunciation of the word "application." Sometimes I read it as "aplikation."
- Interviewer : So, there's a difference between the writing and pronunciation. Have you ever experienced misunderstandings or communication barriers due to pronunciation errors?
- Student 4 : Yes, like with the words "where" and "are." For example, I asked my friend a question using "a," and the answer was "are," but I heard it as "where" or something like that. So, it ended up being a misunderstanding of the word and its meaning.

Interviewer : I understand. Okay, moving on to fluency in speaking. Do you feel less fluent when speaking English?

Student 4 : Yes, I am less fluent because I have minimal learning in English, especially for speaking.

Interviewer : For speaking, right.

Student 4 : Yes, I am less fluent in speaking English.

Interviewer : Okay, what things make you less fluent when speaking English?

Student 4 : The things that make me less fluent are the pronunciation or certain sentences that I might not have learned at school.

Interviewer : What do you do to overcome this lack of fluency when you speak?

Student 4 : I might, for example, during a presentation about a story, forget the meaning of the English words in the middle of it, and I might transliterate it on my phone or ask a friend who might know better than me.

Interviewer : And have you ever had difficulty understanding your interlocutor when you communicate in English?

Student 4 : Yes. I have had difficulty understanding my interlocutor when communicating in English.

Interviewer : What makes it difficult for you to understand the speaker?

Student 4 : The difficulty in understanding is the lack of meaning in the sentences that might be conveyed to me.

Interviewer : You don't understand their sentences?

Student 4 : Yes.

Interviewer : Can you explain a concrete example of an incident where you didn't understand what the speaker was saying?

Student 4 : Once, I was invited to go to a place I didn't know, maybe a place like a cinema. I didn't know the English word for cinema, and then I was invited to the cinema, and during the conversation, there were sentences I didn't know, so I just answered "Okay guys," and then I realized we were here. So, there was a misunderstanding because I didn't understand the spoken sentences.

Appendix 5

Interview Learning Difficulties in Speaking English in Vocational High School Students

Student 5 (RJ_Civil Construction Engineering) _Interview Taken = 60324

Interviewer : Do you have difficulties in communicating in English?

Student 5 : When I communicate in English, I don't have too much difficulty expressing myself. However, my vocabulary is somewhat limited.

Interviewer : Oh, so there are difficulties.

Student 5 : Yes.

Interviewer : First, a question related to vocabulary. Do you feel that your vocabulary is insufficient for communicating in English?

Student 5 : I think it's very insufficient because there are still many words out there that I haven't mastered for communicating in English.

Interviewer : Can you provide an example of a situation or incident where limited vocabulary affected your ability to speak fluently?

Student 5 : When meeting tourists, for example, at tourist spots, my limited vocabulary means I don't understand the questions from a tourist.

Interviewer : Do you have difficulties understanding the vocabulary related to your vocational field?

Student 5 : So, in my vocational field, I have some difficulties because in my major, construction engineering, there are many unfamiliar terms.

Interviewer : How does the lack of vocabulary affect your interaction with others? For example, because of insufficient vocabulary, you end up being afraid to speak with foreigners.

Student 5 : This lack of vocabulary doesn't really affect me too much. So, if I use English a lot in everyday life, it will certainly be easier when speaking English to others.

Interviewer : Next, a question related to grammar. Do you have difficulties applying correct grammar in English conversations?

Student 5 : I have some difficulties because in grammar there are verbs in different tenses like verb 1 and verb 2. There are many verbal words that I don't understand or haven't memorized yet. So, that makes it a bit difficult for me.

Interviewer : What do you find difficult?

- Student 5 : Things like the placement of the subject and verbs in forms 1, 2, and 3.
- Interviewer : Can you describe a situation or give an example of an incident where this difficulty affected your communication?
- Student 5 : I have difficulty constructing sentences. Like when I had an assignment from my teacher in 12th grade. My teacher advised me to use proper grammar. But because of my limitations with simple past, simple present, past continuous, and so on, I received a low grade in this subject.
- Interviewer : Moving on to the third question related to pronunciation. First, do you have difficulties pronouncing words in English correctly?
- Student 5 : I don't have too much difficulty myself because I often play games every day, and those games are in English. So, it helps me to pronounce vocabulary in English.
- Interviewer : But are there still difficulties with pronunciation?
- Student 5 : There are still some with certain vocabulary.
- Interviewer : So, the difficulties you face are only with a few unfamiliar words, right?
- Student 5 : Yes.
- Interviewer : Have you ever experienced misunderstandings or communication barriers due to pronunciation errors?
- Student 5 : Just those barriers.
- Interviewer : So, there's a misunderstanding because we mispronounce words?
- Student 5 : Yes, it has happened.
- Interviewer : What's the story? Like when playing online games, do you meet people from other countries?
- Student 5 : I'm still blanking out. Okay, let's continue.
- Interviewer : Related to fluency issues. Do you feel less fluent when speaking English?
- Student 5 : I feel less fluent in communicating in English. So, there might be wrong intonation or lack of proper intonation when speaking English.
- Interviewer : You mean pronunciation?
- Student 5 : Yes.
- Interviewer : What things make you less fluent when speaking English?
- Student 5 : When there are strange words or vocabulary that I have never heard before, it makes me less fluent in speaking English.
- Interviewer : And what do you do to overcome being less fluent when speaking English?
- Student 5 : My parents taught me to frequently listen to videos in English. I like movies, especially those from abroad that are in English, I often watch them. And there are subtitles, so I watch and learn at the same time.
- Interviewer : What's your strategy for dealing with being less fluent when speaking?

- Student 5 : When I'm less fluent, I can use Google Translate to help a little.
- Interviewer : Oh, I see. Is there another way you use it?
- Student 5 : No, just using Google Translate.
- Interviewer : Next, the topic is about understanding the speaker.
Have you ever had difficulty understanding your interlocutor when you communicate in English?
- Student 5 : I often find that I understand my interlocutor, but I can't respond because of the difficulties mentioned earlier, about the grammar.
- Interviewer : So, you're not confused by the speaker?
- Student 5 : Yes.
- Interviewer : Do you sometimes also find it difficult to understand?
- Student 5 : Sometimes, occasionally.
- Interviewer : What makes it difficult for you to understand the speaker?
- Student 5 : The grammar mentioned earlier often makes it difficult for me when someone speaks to me. So, I don't quite understand what my interlocutor is saying.
- Interviewer : You mean the speaker uses grammar that you don't understand?
- Student 5 : Yes.
- Interviewer : Can you give a concrete example of such an incident?
- Student 5 : Like the use of verb 3, there are many irregular verbs that I don't understand. So, that might make it difficult for me to understand what my interlocutor is saying.



Appendix 6

Interview Learning Difficulties in Speaking English in Vocational High School Students

Student 6 (SR_Civil Construction Engineering) _Interview Taken = 60324

Interviewer : The first question is, do you have difficulties communicating in English?

Student 6 : Yes, somewhat.

Interviewer : Do you feel that your vocabulary is insufficient for communicating in English?

Student 6 : Yes, I feel that my command of vocabulary is lacking.

Interviewer : Can you provide an example of a situation or incident you've experienced where this limitation in vocabulary affected your ability to speak fluently?

Student 6 : Usually, in class, some of my friends can already speak English to each other, and I can only understand a little, not much, maybe because there are words that I haven't heard before.

Interviewer : Do you have difficulties understanding English vocabulary related to your vocational field?

Student 6 : Yes. I have difficulties understanding vocational vocabulary.

Interviewer : How does the lack of vocabulary you possess affect your interaction with others? For example, when you have or feel that your vocabulary is lacking, you end up being afraid to speak, for instance. What about you?

Student 6 : Like the example earlier, I'm usually afraid to speak, afraid of making mistakes, but I usually take notes, Sir. I jot down a little bit of what was said and look up the meanings.

Interviewer : Next, regarding grammar. Do you have difficulties applying correct grammar in English conversations?

Student 6 : Yes. I have difficulties applying grammar.

Interviewer : What makes it difficult for you, or what are the challenges you face?

Student 6 : Like, still combining things. Arranging words into sentences.

Interviewer : Arranging words into sentences, right?

Student 6 : Yes, that's correct.

Interviewer : Can you describe a situation or incident you've experienced where this difficulty affected your communication?

Student 6 : So, there was a time, for example, because of difficulties with grammar...

Interviewer : And how did it affect the communication?

- Student 6 : It happened. I once joined an English language course, and there I was invited to speak. I could speak only a little, and it was not well understood, it sounded strange, and then the person taught me again.
- Interviewer : Next, regarding pronunciation. Do you have difficulties pronouncing words in English correctly?
- Student 6 : I have a bit of difficulty pronouncing English words.
- Interviewer : A bit of difficulty means not much, right? So, what are these difficulties?
- Student 6 : The difficulty is in reading English words incorrectly.
- Interviewer : Is it because the spelling and pronunciation are different?
- Student 6 : Because the spelling and pronunciation of words in English are different. Sometimes it makes it difficult to pronounce it.
- Interviewer : Have you ever experienced misunderstandings or communication barriers due to pronunciation errors, like mispronunciation or misunderstanding? Has that ever happened?
- Student 6 : Yes. I have experienced misunderstandings or communication barriers due to pronunciation errors.
- Interviewer : What happened?
- Student 6 : Maybe it was when friends were singing Western songs. And I thought the lyrics were one way, but they were different.
- Interviewer : Now, regarding fluency. Do you feel less fluent when speaking English?
- Student 6 : Yes, I am less fluent when speaking English.
- Interviewer : What things make you feel less fluent when speaking English?
- Student 6 : Maybe I don't know how to read gamer words. Maybe words that are a bit difficult, like those with an 'X' in the middle, I still struggle with.
- Interviewer : What do you do when you are less fluent while speaking?
- Student 6 : I ask my friends or maybe my relatives who can speak English. Then I also searched for what it was.
- Interviewer : What's your strategy when, for example, you're speaking but not fluently, like if you're asked to present in class and you're not fluent, what's your strategy? Maybe if there's an incident where you're not fluent one day, then after that, you have a special strategy.
- Student 6 : I differentiate the words, maybe, Sir, but they are still related, so I choose the easier ones according to my language. My language.
- Interviewer : Next, regarding understanding the speaker. Have you ever had difficulty

understanding your interlocutor when you communicate in English?

Student 6 : So far, not really, I don't understand, Sir. Thankfully, I do understand, but maybe there's a bit of difficulty when they speak too fast. Maybe I don't quite understand then.

Interviewer : So, what makes it difficult for you to understand the speaker is if they speak too fast.

Student 6 : Yes. When my interlocutor speaks too fast, I can't understand them.

Interviewer : Now, the last one. Can you explain a concrete example of such an incident? Have you ever experienced something like that?

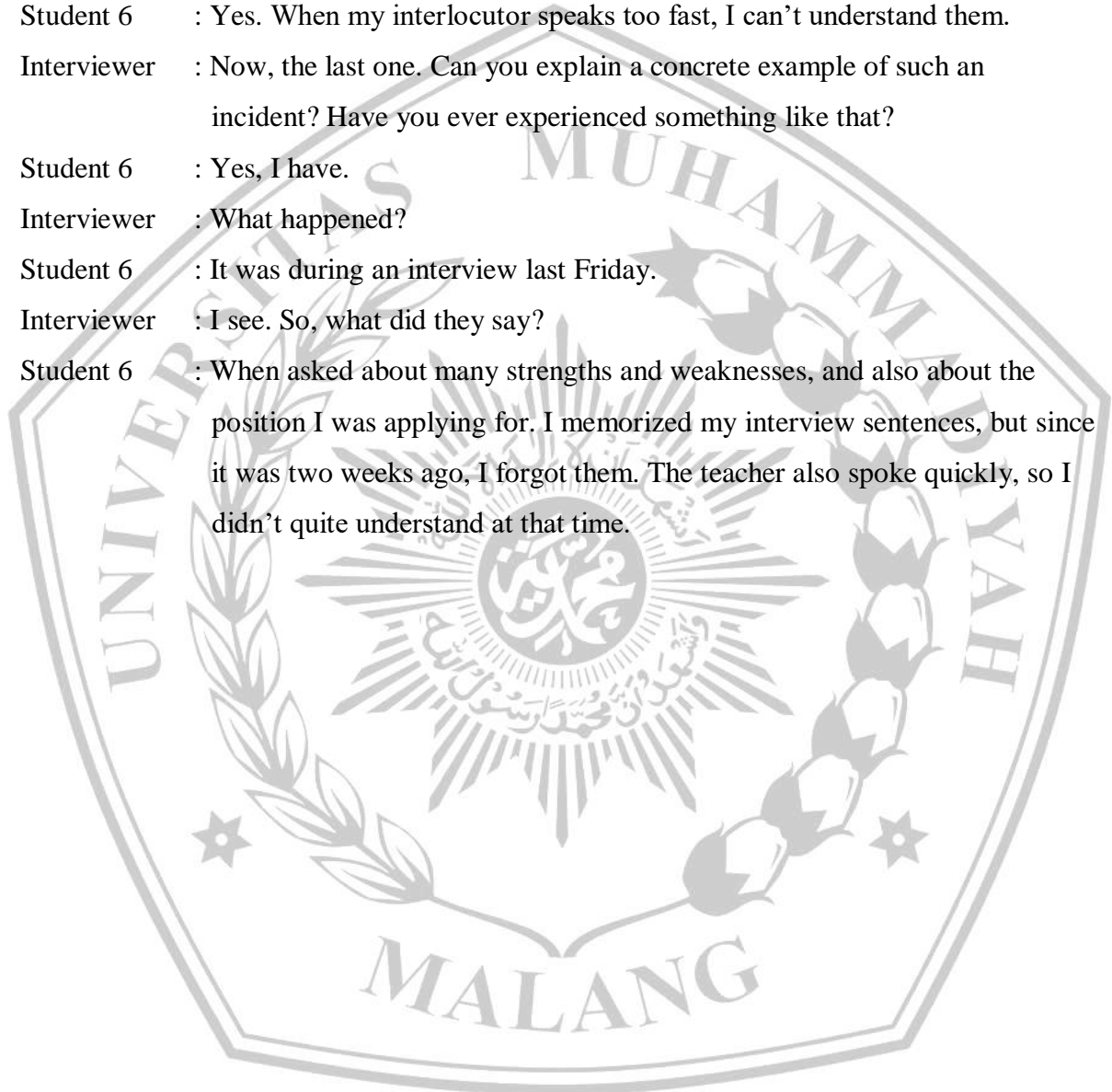
Student 6 : Yes, I have.

Interviewer : What happened?

Student 6 : It was during an interview last Friday.

Interviewer : I see. So, what did they say?

Student 6 : When asked about many strengths and weaknesses, and also about the position I was applying for. I memorized my interview sentences, but since it was two weeks ago, I forgot them. The teacher also spoke quickly, so I didn't quite understand at that time.



Appendix 7

Interview Learning Difficulties in Speaking English in Vocational High School Students

Student 7 (SC_Civil Construction Engineering) _Interview Taken = 60324

- Interviewer : The first question is, do you have difficulties communicating in English?
- Student 7 : Yes, I do.
- Interviewer : First, regarding the vocabulary or word bank you possess. Do you feel that your vocabulary is insufficient for communicating in English?
- Student 7 : Yes, my vocabulary is very insufficient.
- Interviewer : Can you provide an example of an incident you've experienced where limited vocabulary affected your ability to speak fluently?
- Student 7 : Once, during a practice interview with a teacher while learning English.
- Interviewer : What happened then?
- Student 7 : At that time, I had to use proper and correct English. I hesitated in my speech due to my limited knowledge of vocabulary and how to combine words.
- Interviewer : Next, do you have difficulties understanding English vocabulary related to your vocational field?
- Student 7 : Yes, very much so. I have difficulties understanding vocational vocabulary; my knowledge about names of tools and vocational terms are still little.
- Interviewer : How does the lack of vocabulary affect your interaction with others? For example, because I don't have a lot of vocabulary, I end up being afraid to speak English, for instance. What about you, Suci?
- Student 7 : I experience the same, Sir. So, like, when I want to speak, I feel less confident because I still don't understand, and actually, my standard is still very low when it comes to vocabulary. When chatting with friends, it's more like feeling inferior.
- Interviewer : All right, now the second question related to grammar. Do you have difficulties applying correct grammar in English conversations?
- Student 7 : The difficulty lies in the arrangement of words.
- Interviewer : So, it's about word arrangement. Can you describe a situation or incident you've experienced; how does this difficulty affect your communication?
- Student 7 : Yes, it always happens during English practice. When I'm asked to explain a report or something, I always hesitate because my word arrangement is not good.
- Interviewer : Next, about pronunciation issues. First, do you have difficulties pronouncing words in English correctly?

Student 7 : Yes. I have difficulties with pronunciation.
Interviewer : What are your difficulties?
Student 7 : The difficulties of pronunciation are in terms of spelling, Sir. The writing and pronunciation are different.
Interviewer : Regarding spelling. Have you ever experienced misunderstandings or obstacles in verbal communication due to pronunciation errors?
Student 7 : Yes, I have, because if I mispronounce or say something wrong, it changes the meaning. That leads to misunderstandings.
Interviewer : Moving on to fluency issues. Do you feel less fluent when speaking English?
Student 7 : Very much. I feel very not fluent when speaking English.
Interviewer : What things make you feel less fluent when speaking English?
Student 7 : First, it's the feeling of inferiority because I haven't mastered many vocabularies and it's just difficult, Sir.
Interviewer : Next, what do you do to overcome this when you speak, for example, during a presentation or chatting with someone, and it's not fluent in English?
Student 7 : What I always do is ask for help, if there are wrong words in the explanation, I ask to be told or explained what the correct English words are.
Interviewer : Next, understanding the interlocutor. Have you ever had difficulty understanding your interlocutor when you communicate in English?
Student 7 : Yes, because I don't quite understand and my interlocutor is very fast in the language, so I don't digest what is being said.
Interviewer : Can you explain an example of such an incident?
Student 7 : It often happens during English lessons, when the teacher explains, or when I present. I hesitate a lot and I don't quite understand what the teacher is explaining. Maybe it's not too fast, but I still don't quite understand.

Appendix 8

Interview on Learning Difficulties in Speaking English for Vocational High School Students

English Teacher 1 (AF)_Interview Taken = 70324

Interviewer : For the first question, when you are in class, do you find that students have difficulties communicating in English?

ET1 : In class, yes, there are difficulties, possibly due to vocabulary. So, we still allow, let's say, a mix. If they find a word difficult, they can use Indonesian.

Interviewer : Related to the vocabulary issue, in your observation, do students struggle to choose and use the correct English vocabulary when speaking?

ET1 : Yes, the choice of diction, the usage of it is indeed not quite right. Because the functions of words are not the same. Even if it's just one word, its usage does not fit within the sentence. So, there are, they emerge and exist.

Interviewer : Do students struggle to understand and use vocabulary that is appropriate for their vocational context?

ET1 : Very much so, especially in certain majors like electricity and others. They find it difficult to pronounce in English. Especially if they are not yet deeply knowledgeable about the tools they are using. They also don't know how it functions. So, their pronunciation, especially the pronunciation, is as per the writing. So, it's not yet in line with the pronunciation.

Interviewer : So, it's more about their pronunciation then. It's foreign in their respective fields. Does the limited vocabulary owned by the students affect their interaction when using English?

ET1 : The impact is like this. When they explain a part. One part, all of it in AV, they explain. Like yesterday when we discussed PLC and so on. There are points they don't understand. In the end, it's difficult to explain in English. They resort to using sign language. Finally, they use sign language. Like this, like that. So indeed, there are difficulties in its use.

Interviewer : So, they have difficulties in interaction?

ET1 : Yes, they have difficulties.

Interviewer : Now, regarding grammar issues, do you often see grammatical mistakes in the students' English conversations?

ET1 : Yes, they often make mistakes with the differentiation of past and present tense usage. When to use them, and what their functions are, are still not

well understood. They can't actualize it in conversation yet.

Interviewer : So, those were also types of grammatical usage errors.

ET1 : Yes, so the grammar they choose is incorrect.

Interviewer : And regarding sentence construction, usually subject, predicate?

ET1 : If it's about grammar, I think they can do it. But the use of words in forms 1, 2, and 3 is still an issue. If it's the structure of the sentence, subject, predicate, and so on, they might understand. But the use of the sentence, the use of the words. Verb 1, 2, 3. The deconstruction using verb 1, verb 2, or verb 3, they don't understand yet. Because they also don't get the context of the sentence.

Interviewer : Next, about pronunciation, do students have problems pronouncing English words?

ET1 : Definitely. First, in vocational terms. The material is in grades 11 and 12. We've already entered into vocational material. Especially for the pronunciation of words they are familiar with in practice. In the workshop, when they pronounce a text. For example, procedural texts. Their pronunciation is still not quite right. Because, as I mentioned earlier, reading the writing is not the same as pronouncing.

Interviewer : Okay, so the mistakes are in. They also have problems with pronunciation. Impact.

ET1 : Correct.

Interviewer : What are the main challenges students face in pronouncing English words?

ET1 : The challenge is how they perceive it. That's why we also don't want to. Whether we like it or not, we have to teach pronunciation. Even if it's just one or two words. If they're not clear according to our version. They can use AI assistance or the like. For pronunciation on YouTube. Oh sorry, on Google Translate. They can write what they need. Listen to it. That might be one way. A trick. For them to pronounce according to the writing.

Interviewer : In what situations do your students struggle with pronouncing English words?

ET1 : When it comes to speaking, the speaking material, do you find that grammar, writing, and reading are not issues? The difficulties often become apparent when they speak in front of the class. When they speak up in front of the class to deliver a report. If we're talking about reports or assignments. The

individuals who often did so yesterday. For example, we create role plays. Like the recon material that I managed to bring up during the elections yesterday. When they role play in front. They struggle. So indeed, for them, the mental aspect of stepping forward to speak in English needs to be improved. They lack confidence in English when stepping forward.

Interviewer : So, if we consider new words or those still unfamiliar to them, do they also have problems with pronunciation?

ET1 : Yes, there are problems. So, before they step forward, they listen and search on Google Translate. When they sit in their seats, they're safe. They can follow along and so on. But when they step forward, they go blank. They blank out in front of their friends. They blank out when being evaluated. And so on, it disappears. So, the burden is heavier.

Interviewer : Moving on to fluency issues, do students have problems with fluency during their interactions in English class?

ET1 : Definitely, because it's related to pronunciation. If the pronunciation is not correct, they will also struggle and stop at those words. New words for them. So naturally, within a sentence, they will also hesitate. Not to mention, as mentioned earlier, the mental aspect. When one group steps forward, those in the back cheer. That's easy. It also has an influence. So, many factors affect the fluency of the children. My students. Many steps forward. Especially those I teach. The class is a tough one.

Interviewer : So, the issues they face are the ones mentioned earlier. Pronunciation issues. Then the mental issues mentioned earlier. Fluency. The mental issues?

ET1 : If there's fluency, it's automatic. If the pronunciation mentioned earlier is not correct, as I said, the fluency is also not smooth. Because they combine them. Within a sentence. The sentence structure. They use more common sentences. Maybe they can manage. But when it comes to the vocational aspect. Vocational materials. Vocational tools. Or even what they practice. What they work on in their vocation. To report. They hesitate.

Interviewer : Okay. So, it's also related to their vocabulary issues.

ET1 : Yes, regarding vocabulary. Naturally, they also need new vocabulary, especially related to their vocation.

Interviewer : Now, what are some examples of the students' lack of fluency in speaking?

ET1 : An example would be when they create dialogues about yesterday's practice

in TAV. The active speaker. So, they make it as part of their role play. One person is the speaker service, the other is the service technician. So, when they report that this is broken and so on, they find it difficult to say, “Wow, sir, this IC is damaged,” it’s hard for them to express those words. “The damage is here on the PCB,” because that’s what they haven’t learned yet.

Interviewer : So, the issue is about their vocational subjects?

ET1 : Yes, in their vocational studies. But if it’s general matters, like saying “good morning” and others, they are clear. However, when it comes to explaining materials in a sequence, such as PCBs and the components within them, they start to get confused.

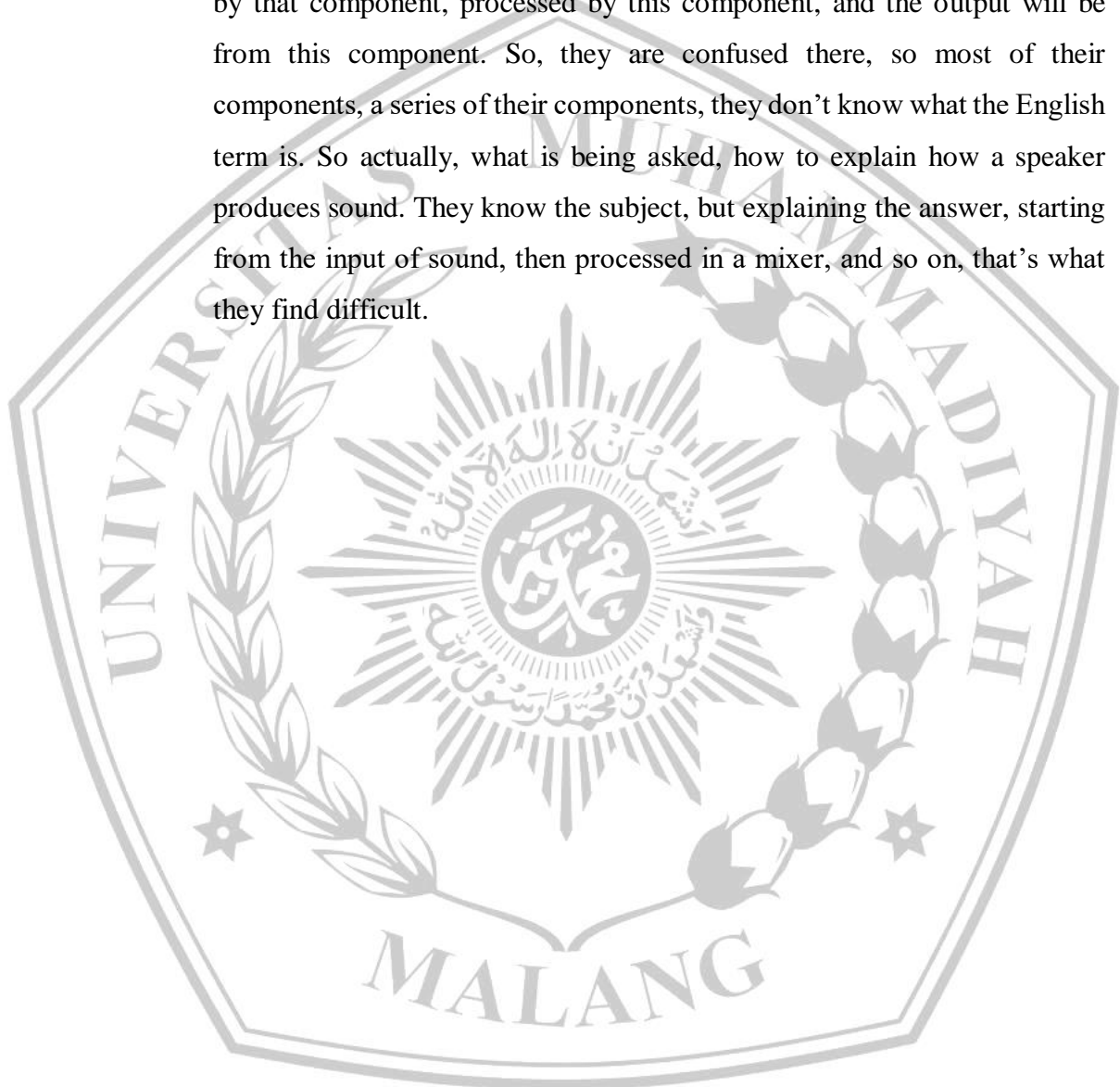
Interviewer : Lastly, regarding the issue of understanding the interlocutor, do students have difficulty understanding their interlocutors, including when they are spoken to by teachers in English?

ET1 : When spoken to in English, yes. The first difficulty is because their vocabulary, especially the vocational vocabulary, is limited. Meaning, that the references they have in their field, can only search for them on Google, then write down, and maybe it’s also their first time writing them. So, eventually, when we interview them or they have a dialogue with each other, they get stuck. What are they stuck on? They are still arranging their thoughts. They understand what is being asked, but they find it difficult to convey the answer. The difficulty is not because they don’t know the sentence structure, but because they don’t know the English word for it, so they can’t translate it into English. For example, in PLC, I know there are transistors, but they only know it as TR, resistors, etc., and they can’t articulate those words.

Interviewer : How well do students understand the language used by their interlocutors in English-speaking situations? I mean, do they understand it well, or not so well, or just average?

ET1 : There’s no problem if it’s from the dialogues that have been happening. They understand the terms. They understand the terms, but they are confused about how to respond. It’s not because the material is general, as I’ve mentioned again. It’s not because the material is general, but because it’s vocational material. In our 11th and 12th-grade classes, they are already asked for ESP (English for Specific Purposes) according to their respective

fields, so they struggle with the material related to transferring vocational content into English. So, explaining what components are involved, I ask them to explain the components used in AV production, especially for speakers for bass, and what materials are there for the bass. Like that, they also struggle to describe, to give a descriptive material or technical procedure because they can't convey that this component will be received by that component, processed by this component, and the output will be from this component. So, they are confused there, so most of their components, a series of their components, they don't know what the English term is. So actually, what is being asked, how to explain how a speaker produces sound. They know the subject, but explaining the answer, starting from the input of sound, then processed in a mixer, and so on, that's what they find difficult.



Appendix 9

Interview on Learning Difficulties in Speaking English for Vocational High School Students

English Teacher 2 (RHD)_Interview Taken = 70324

Interviewer : Do your students have difficulties in communicating or speaking English?

ET2 : Yes, thank you for the opportunity. During the years I've taught at State Vocational High School 1, the majority of the problems in learning English are that the children have difficulty communicating. Why? Because they lack vocabulary. Often, I require them to bring a dictionary, also for pronunciation so they know. Usually, there's a way to read it in the dictionary. But because sometimes or even often they do not bring a dictionary, sometimes their pronunciation is wrong, not quite right. And then what?

Interviewer : In your observation, do students struggle to choose and use the correct English vocabulary when they speak?

ET2 : Yes, it's often clear because their vocabulary is very limited. So, they sometimes get confused when asked to speak in English. They sometimes ask, what does this mean, ma'am? Yes, because they are lacking in looking up the English dictionary. So, their vocabulary is very poor.

Interviewer : Next, do students struggle to understand and use vocabulary that is appropriate for their vocational context?

ET2 : Yes. Because sometimes vocational schools need a specific vocational dictionary. Well, sometimes the children bring a general English dictionary. So, the general vocabulary and vocational are not the same. The word is the same but the meaning is different between a general dictionary and a vocational dictionary. Often, that's the problem.

Interviewer : Does the limited vocabulary of the students affect their interaction when using English in class?

ET2 : Definitely. They often cannot communicate due to a lack of vocabulary. The term is "belekak-belekuk" or not fluent. They have to think hard, about what to say, what to say like that.

Interviewer : So, in the end, do they still speak, or do they remain silent?

ET2 : Silent.

Interviewer : Regarding grammar issues, do you often notice grammatical errors in the

students' English conversations?

ET2 : Yes, because they often cannot differentiate between verb forms 1, 2, and 3. Also, their pronunciation is incorrect. So, we have to frequently remind them which form it is, 1, 2, or 3, and often provide examples of how forms 1, 2, and 3 should be used. We must constantly remind them about regular and irregular verbs.

Interviewer : What type of grammatical errors occur most frequently among students?

ET2 : It's about tenses. Sometimes when they narrate experiences, they use the simple present tense. And when describing daily habits, they use the simple past. This has a significant impact on their communication.

Interviewer : Moving on to pronunciation, do students have problems pronouncing English words?

ET2 : Yes, the students often pronounce English words exactly as they are written. For example, for the word 'but', they sometimes pronounce it as 'but'. For 'put', they say 'pat', and so on.

Interviewer : What are the main challenges students face in pronouncing English words?

ET2 : The challenge is that they cannot pronounce them correctly. Their pronunciation is wrong because they don't want to learn. Essentially, they don't want to open a dictionary that shows how to pronounce the words. Yet, that is the key to how they can pronounce English words correctly.

Interviewer : In what situations do your students struggle with pronouncing English words?

ET2 : When I ask my students to read reading comprehension passages out loud. Often, their pronunciation is very inaccurate or mistaken. So, if they read incorrectly, it means the meaning is also incorrect.

Interviewer : Lastly, regarding fluency and eloquence in speaking, do students have problems with fluency or eloquence during their interactions in English class?

ET2 : In English class, because they lack vocabulary and often make pronunciation errors, it clearly affects their interaction in speaking English.

Interviewer : What are the issues students face with fluency in speaking English?

ET2 : The problem is that they rarely practice speaking in English. They should frequently read English reading comprehension passages. They should often listen to songs or perhaps watch videos in English. But it's very difficult for

them to do that.

Interviewer : Can you give an example of the students' lack of fluency in speaking English? What does that look like?

ET2 : For instance, in English dialogues, sometimes they are not fluent in speaking. Their pronunciation causes them to stop speaking abruptly because they cannot understand each other in communication.

Interviewer : Firstly, do students have difficulty understanding their interlocutors? Including when they are spoken to by teachers in English.

ET2 : The problem with speaking in English is that their vocabulary is lacking. They also speak unclearly or incorrectly, so sometimes they can't understand what is being discussed or grasp the topic of conversation.

Interviewer : How well do students understand the language used by their interlocutors in English situations? For example, do they understand only partially, completely, or just the main points?

ET2 : They often understand only a small part because their vocabulary is very limited.

Interviewer : Now the last question. What difficulties do students often face in understanding their interlocutors? Especially when the conversation involves or uses words in a vocational context?

ET2 : The difficulty is that vocational English and general English are very different because the vocabulary is often hard to understand. The meanings are also completely different, so sometimes the students misinterpret a word. That's the problem. Because students often don't bring a dictionary, let alone a vocational dictionary which is very rare, this can be a problem in vocational teaching.

Observation Form: Hughes (2003: 131) For Conducting Speaking Test

No	Student Name	Vocabulary Proficiency	Grammar Proficiency	Pronunciation Proficiency	Fluency Proficiency	Understand the Interlocutor Proficiency
1	Student 1	Constant limited to basic personal and survival areas (time, food, transportation, family, etc)	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding	“Foreign accent” requires concentrated listening, and mispronunciation led to occasional misunderstandings. Apparent errors in grammar and vocabulary	Speech is frequently hesitant and jerky, sentences may be left uncompleted	Understands only slow, very simple speech on common social and touristic topics requires constant repetition and rephrasing.
2	Student 2	Choice of words is sometimes inaccurate, and limitations of vocabulary, prevent discussion of some common professional and social topic	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding	Market “Foreign accent” and occasional mispronunciation which does not interfere with misunderstanding	Speech is frequently hesitant and jerky, sentences may be left uncompleted	Understands quite well normal educated speech when engaged in dialogue but requires occasional repetition or rephrasing.
3	Student 3	Choice of words is sometimes inaccurate, and limitations of vocabulary, prevent discussion of some	Frequent errors showing some major pattern uncontrolled and causing occasional irritation	Market “Foreign accent” and occasional mispronunciation which does not	Speech is frequently hesitant and jerky, sentences may be left uncompleted	Understands careful, somewhat simplified speech when engaged in dialogue but may require considerable

		common professional and social topic	and misunderstanding	interfere with misunderstanding		repetition and rephrasing.
4	Student 4	Choice of words is sometimes inaccurate, and limitations of vocabulary, prevent discussion of some common professional and social topic	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding	“Foreign accent” requires concentrated listening, and mispronunciation led to occasional misunderstandings. Apparent errors in grammar and vocabulary	Speech is frequently hesitant and jerky, sentences may be left uncompleted	Understands careful, somewhat simplified speech when engaged in dialogue but may require considerable repetition and rephrasing.
5	Student 5	Choice of words is sometimes inaccurate, and limitations of vocabulary, prevent discussion of some common professional and social topic	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding	Market “Foreign accent” and occasional mispronunciation which does not interfere with misunderstanding	Speech is frequently hesitant and jerky, sentences may be left uncompleted	Understands quite well normal educated speech when engaged in dialogue but requires occasional repetition or rephrasing.
6	Student 6	Choice of words is sometimes inaccurate, and limitations of vocabulary, prevent discussion of some common professional and social topic	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding	Market “Foreign accent” and occasional mispronunciation which does not interfere with misunderstanding	Speech is frequently hesitant and jerky, sentences may be left uncompleted	Understands quite well normal educated speech when engaged in dialogue but requires occasional repetition or rephrasing.
7	Student 7	Choice of words is sometimes inaccurate,	Frequent errors showing some major	“Foreign accent” requires	Speech is frequently	Understands quite well normal educated

		and limitations of vocabulary, prevent discussion of some common professional and social topic	pattern uncontrolled and causing occasional irritation and misunderstanding	concentrated listening, and mispronunciation led to occasional misunderstandings. Apparent errors in grammar and vocabulary	hesitant and jerky, sentences may be left uncompleted	speech when engaged in dialogue but requires occasional repetition or rephrasing.
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