

**EXPLORING THE CHALLENGES AND STRATEGIES IN LEARNING  
ENGLISH SPEAKING AMONG TENTH-GRADE STUDENTS WITH  
DIFFERENT SPEAKING ABILITIES AT SMAN 1 PLOSOKLATEN KEDIRI**

**THESIS**



**By**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY SYEKH WASIL KEDIRI**

**2026**

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Presented to

State Islamis University Syekh Wasil of Kediri

In partial fulfilment of requirements

for the Degree of Bachelor in English Language Education



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**COVER PAGE**

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**2026**

## DECLARATION OF AUTHENTICITY

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I hereby declare that I have prepare this thesis based on my own research and I do not plagiarize other people's research. I also include references from materials that I have quoted from previous researchers and authors. The work contained in this thesis has not been previously submitted for examination. I also agree that the thesis may be tested for plagiarized content with the help of plagiarism software. I make a statement that as the only person responsible for the thesis if there is any objection or claim from others.

This thesis to fulfill the requirement for the Bachelor (S1) of English Department Study Program, State Islamic University (UIN) Syekh Wasil Kediri.

Kediri, 28<sup>th</sup> April 2026

Author



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## APPROVAL PAGE

This is to certify that the Bachelor (S1) thesis of Nisa' Nur Laila A'roof has been approved by the thesis advisor for further approval by the Board of Examiners.

### EXPLORING THE CHALLENGES AND STRATEGIES IN LEARNING ENGLISH SPEAKING AMONG TENTH GRADE STUDENTS WITH DIFFERENT SPEAKING ABILITIES AT SMAN 1 PLOSOKLATEN KEDIRI

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## MOTTO

“Indeed, with every difficulty there is ease. When you have finished (one task), continue to work hard (on another good deed) and place your hope only in your God!”

(Q.S Al-Insyirah, 6-8)

“It’s not always easy, but that’s life. Stay strong—there are better days ahead.”

(Mark Lee)

“Long story short, I survived”

(Taylor Swift)

## **DEDICATION**

Thank to Allah SWT and the Prophet Muhammad SAW, for without His will and blessings, I would not have been able to successfully complete this thesis. I dedicate this thesis to:

1. To my beloved parents, Bapak and Ibuk, thank you for your boundless love, your never-ending prayers, and your support and affection, the value of which can never be fully measured. Thank you for always reminding me to keep moving forward and never give up. All the sacrifices you have made can never be fully repaid. I may never be able to express just how much I love you, and how lucky I am to have been born as your daughter. Thank you for everything. You have always been the strongest pillar in every step of my life.
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friends and the second family I have ever met. Thank you for being my best friends all this time.

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2. Prof. Dr. Hj. Munifah, M.Pd., Dean of the Faculty of Tarbiyah, State Islamic University (UIN) Syekh Wasil Kediri.
3. Burhanudin Syaifulloh, M.Ed., Ph.D., Head of the Department of English Language Education, State Islamic University (UIN) Syekh Wasil Kediri.
4. Dr. Toyyibah, S.S., M.Pd., my advisor, for her guidance, support, patience, and advice.
5. Ossa Bodhi Tala Sumanto, M.A., as my advisor, for his guidance, support, patience, and advice.
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7. My parents, my entire family, and all my friends who have provided encouragement, motivation, love, and prayers from the beginning of my education until I completed this program.

The author acknowledges that this thesis is far from perfect. Constructive suggestions and criticism are greatly appreciated. May this thesis be beneficial to us all and serve as a resource for those who need it.

Kediri, 28<sup>th</sup> April 2026

Author

A handwritten signature in black ink, appearing to read 'Nisa' Nur Laila A'roof', is centered on the page. The signature is written in a cursive, flowing style.

**Nisa' Nur Laila A'roof**

## ABSTRACT

A'roof, Nisa' Nur Laila, 2026. *Exploring The Challenges and Strategies in Learning English Speaking Among Tenth-Grade Students with Different Speaking Abilities at Sman 1 Plosoklaten Kediri*, Thesis. English Education Department, Faculty of Education, State Islamic University Syekh Wasil Kediri. Advisors: (1) Dr. Toyyibah., SS., M.Pd. and (2) Ossa Bodhi Tala Sumanto, M.A.

**Key Words:** English speaking skills, speaking challenges, learning strategies, vocabulary limitation.

This study investigates the challenges encountered by tenth-grade students with different speaking abilities in learning English speaking skills at SMAN 1 Plosoklaten Kediri. Speaking proficiency is considered an essential component of language learning; however, many students continue to experience difficulties in developing effective oral communication. Therefore, this research aims to explore the major challenges faced by students, the factors contributing to those difficulties, and the strategies employed to overcome them.

This study employed a descriptive qualitative research design. The participants consisted of 30 tenth-grade students selected through purposive sampling from two classes representing different levels of speaking proficiency: high, medium, and low. Data were collected through classroom observations, speaking tests, and semi-structured interviews. The collected data were analyzed thematically using data reduction, data display, and conclusion drawing techniques.

The findings revealed that students experienced several linguistic and psychological challenges in learning English speaking. The most dominant difficulties included lack of self-confidence, limited vocabulary mastery, lack of speaking fluency, fear of making pronunciation mistakes, and difficulty understanding grammatical tenses. These challenges were influenced by factors such as an unsupportive learning environment, limited opportunities for speaking practice, and low learning motivation. Furthermore, students applied various strategies to overcome these difficulties, including using digital media for English exposure, memorizing vocabulary and preparing ideas before speaking, employing simple communication strategies, and attending private English courses.

In conclusion, students' English speaking ability is influenced by both internal and external factors. Consequently, supportive classroom environments and consistent speaking practice are essential to improving students' speaking competence and confidence in English communication.

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