

**AN ANALYSIS OF DIFFICULTIES LEVEL IN SPEAKING ENGLISH AMONG
TENTH GRADES STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL AHMAD
SYARIFUDDIN IN TAHFIDZ ISLAMIC BOARDING SCHOOL**

Skripsi

**Presented to undergraduate
program English education Program Nurul Jadid University
In partial fulfillment of the requirements for the degree of
Bachelor in English language education**



By

Dewi Halimatus Sya'diyah

NIM : 2142300039

**NURUL JADID UNIVERSITY
UNDERGRADUATE PROGRAM
ENGLISH EDUCATION PROGRAM**

2025

**“AN ANALYSIS OF DIFFICULTY LEVEL IN SPEAKING ENGLISH BY TEN (B)
CLASS STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL AHMAD
SYARIFUDDIN IN TAHFIDZ ISLAMIC BOARDING SCHOOL”**

SKRIPSI

Submitted to the English Language Study Program, Faculty of Social and Humanities, Nurul
Jadid University Institute as one of the requirements for the Degree of Sarjana Pendidikan
(S.Pd).



By

DEWI HALIMATUS SYA'DIYAH

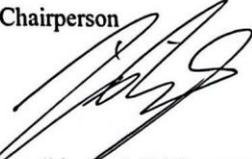
2142300039

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITAS OF NURUL JADID
2025**

APPROVAL

This is to certify that the Thesis of Dewi Halimatus Sya'diyah had been approved by board of the Examiners on 12th August 2025.

Chairperson



Bradhiansyah Tri Suryanto, S.S., M.Pd.

Examiner I



Mochlis Ekowijayanto, M.Pd

Examiner II



Moh. Sofyan Adi Pranata, M.Li.

Acknowledged by Faculty of Social

and Humanity Nurul Jadid

University Dean



Wahid Mualim, M.Pd

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith I'am:

Name : Dewi Halimatus Sya'diyah

NIM : 2142300039

Major : English Education Department

Address : Jalan H.Bahrums, RT/003-RW/002, Desa Sogaan, Kec. Pakuniran, Kab.Probolinggo, Jawa Timur

Declare that :

1. This Thesis is the sole work of the author and was not written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. If, at a later time, it is found that the skripsi is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Paiton, 20 July 2025



DEWI HALIMATUS SYA'DIYAH

MOTTO AND DEDICATION

“ What misses me was never meant for me,
and what is destined for me will never miss me”

- Umar bin khatab

“ Indeed, Allah does not promise that your life will always be easy, but
twice Allah promises that: *'So, verily, with every difficulty, there is relief.
Verily, with every difficulty, there is relief.'*”

- (Qs. Al-Insyirah: 5-6)

This thesis I dedicate to my lecturers and mentors in the English Language Education study program at Nurul Jadid University, who have provided endless encouragement, my beloved parents, my little brother, and my fiancé, thank you for your love, support, and prayers throughout this journey, the guardian of the Kanjeng Sunan Kalijaga Islamic Boarding School for their unwavering support and prayers, and to my fellow female boarding school friends and university peers, who have shared invaluable learning experiences with me."

ABSTRACT

Sya'diyah, Dewi Halimatus. 2025. This study analysis the difficulties faced by tenth- grade students in speaking English at a tahfidz based Islamic senior high school. Undergraduate program Nurul Jadid University. Advisor (I) Syaiful Islam, M.pd. Advisor (II) Syaiful Islam, M.pd.

Keyword : Difficulties level, English speaking, *Islamic senior high school*

The research aimed to identify the main challenges students faced, the factors that influenced their speaking difficulties, and how the pesantren environment affected their motivation and opportunities to speak English. Using a qualitative case study approach, data were collected through observations, interviews, and documentation. The findings revealed that students struggled with limited vocabulary, incorrect pronunciation, weak grammar mastery, and low self-confidence. Internal factors such as anxiety and fear of making mistakes, along with external factors like a non-English-speaking environment and limited time due to *tahfidz* activities, significantly hindered speaking development. The study concluded that students' English-speaking abilities were affected by both psychological barriers and the unique constraints of their religious educational setting. The findings were expected to inform educators and institutions about the contextual challenges of language learning in pesantren environments. The contribution of this research is to provide new insights into a more contextual and adaptive approach to English language learning, tailored for implementation in tahfidz (Quran memorization) boarding school environments. Additionally, it serves as a reference for teachers and curriculum developers in designing more effective speaking-teaching strategies

ACKNOWLEDGEMENT

First, alhamdulillahirobbil alamin, all praise be to Allah SWT, in the compassionate, the merciful and lord of the universe, who always give his blessing and helps in every step of mine. Peace and prayers be upon his final prophet Muhammad SAW who always wished his syafa'at in the day where there is nobody could help others.

Second, my grateful thanks to my parents, Sholehuddin and Mutmainnah above all, for the prayers, love, sacrifices, and unwavering support throughout every step of the writer's life journey. All the hard work and sincere love have been the driving force behind the completion of this thesis. Special thanks also go to Arif Rahman Hakim, the writer's partner, who has constantly provided encouragement, prayers, patience, and all forms of assistance in the preparation of this thesis. To KH. Moh Zuhri Zaini, B.A. as the owner of the Nurul Jadid Islamic Boarding School and KH Abdul Hamid Wahid, M. Ag as the Chancellor of Nurul Jadid Paten University, Probolinggo. Thank you for the support and facilities provided. So that this research can be carried out.

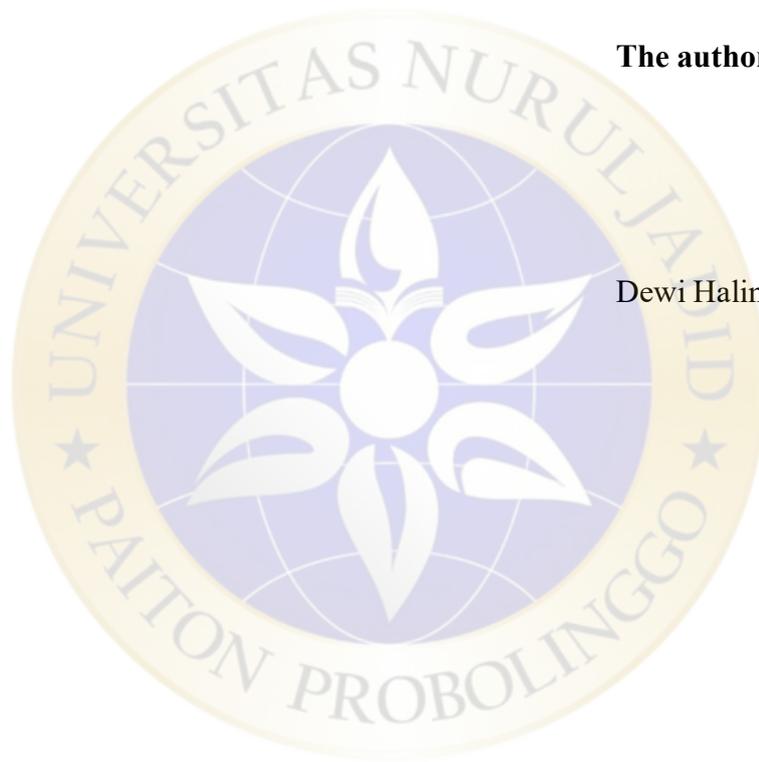
Third, my deepest gratitude goes to my academic advisor and thesis supervisor, Syaiful Islam, M.Pd., for his guidance, advice, encouragement, and constructive feedback on this thesis. Thank you also for his patience in mentoring me, enabling me to complete this thesis on time. I also extend my sincere thanks to all the lecturers of the English Education Department at Nurul Jadid University, who have generously shared their knowledge, enlightening me on so many things I once did not know. Lastly, I would not forget to thank all my fellow students of the English Education program, class of 2021.

I would also like to express my deepest gratitude to Islamic senior high school Ahmad Syarifuddin and the Islamic Boarding School of Kanjeng Sunan Kalijogo, Sogaan, Pakuniran, Probolinggo, for granting me permission to conduct my research at their school and boarding

facility. A special thank you to the female students (*santriwati*) of Kanjeng Sunan Kalijogo Islamic boarding school, especially to Anggi and my dormitory mates, for their unwavering support and kind prayers.

The author acknowledges that this thesis is far from perfect. Therefore, constructive feedback and suggestions from all parties are sincerely welcomed. In closing, it is my hope that this work will prove beneficial and serve as a meaningful resource for its readers.

The author



Dewi Halimatus sya'diyah

TABLE OF CONTENTS

MOTTO AND DEDICATIONi
ABSTRACT	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	V
CHAPTER I INTRODUCTION	
1.1 Background of The Study	1
1.2 Research Question	4
1.3 Aim of the study	4
1.4 Definition of keyterms	5
1.4.1 Difficulties level	5
1.4.2 English speaking	6
1.4.3 Islamic senior high school	7
CHAPTER II REVIEW ON RELATED LITERATURE	
2.1 Theoretical review	9
2.1.1 English speaking skills	9
2.1.2 Speaking skills learning	10
2.1.3 Kinds of difficulties English speaking skills	11
2.1.4 Difficulties factor in English speaking	12
2.2 Previous Study	12
CHAPTER III METHODOLOGY	
3.1 Research Design	15
3.2 Research Instrument	16
3.3 Research Participant	17
3.4 Data collection technique	18
3.4.1 Observation	19
3.4.2 Interview	19
3.4.3 Documentation	20
3.5 Data analysis technique	20

CHAPTER IV RESEARCH FINDING AND DISCUSSION	
4.1. Findings	22
4.2 How were students difficulty in speaking english	22
4.3 what factors do influence student difficulty in speaking english	23
4.4 Observation	25
4.5 Interview	25
4.6 Documentation	28
4.2. Discussion	29
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 CONCLUSION	31
5.2 SUGGESTION	32
REFERENCES	31
APPENDIXES	35

