

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING ABILITY FOR OFFERING AND SUGGESTING BY THREADS AS A MEDIA AT ELEVENTH GRADE OF SMA BINTANG LANGKAT IN ACADEMIC YEAR 2023/2024

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ABSTRACT

This research is aimed to find the students' difficulties and the most dominating factor as a cause of students' difficulties in speaking ability for offering and suggesting by threads as a media. This was Descriptive Qualitative research. The subjects of this research were 20 students from XI-IPS at SMA Bintang Langkat in academic year 2023/2024. The data was collected from the interview, documentation and Speaking test. The speaking test used Threads application as a media. The result of this research showed that the students' difficulties in speaking were related to grammar, pronunciation, and comprehension. Furthermore, the most dominant factor causing students' difficulties are students did not give more attention to the teacher and talking with friends when learning, seldom talked and practiced, had mood disorder, did joke with friends, less motivation, and the teacher still used conventional method. Based on the test of speaking using Threads, most of students are interested to learn using Threads Application, it could be seen in pre observation the total score was 1.041 beside in the speaking test through Threads application the students score was 1.424. It means that there are 383 as improvement score. Another reason, there is no students had taken KKM score in pre-observation test but there are eleven students who take KKM score in the test of speaking by using Threads.

Keywords: *Difficulties, Speaking in Ability, Offering, Suggesting, Threads as a Media*

I. INTRODUCTION

Speaking is one of the skills which are studied in English. It is the most unique skills to learn because it takes a special treatment to conduct. Reading skill focuses on the text and reading comprehension to be able about the vocabulary and the information including the text. Listening skill takes the sound and specific information delivering by audio; it needs to catch the information by audio carefully in the limited time. Writing skill is the way to express the capability to inform the information in written text. It needs the creativity managing the word or sentences. Finally speaking skill is the last position to cover up the four skills in English because speaking is the improving your ability to use four skills in English. Speaking needs some stimulation to attract the students speaks their

ideas, opinion, or comments about something (Indari, 2020: 19).

According to Masbiran and Fauzi (2017: 198), Speaking is a difficult skill because it involves at least four components: grammar, vocabulary, pronunciation, and fluency. In addition, Paakki (2013: 1) says although speaking is considered a major language skill that students need to improve, it is widely known that speaking English is difficult. Speaking English is not easy, and there are many factors that make it difficult to speak. Speaking in English is a difficult task to understand the language and to have good grammar and vocabulary, but it seems that there are lacking in vocabulary when speaking. Students usually have difficulty learning English and face difficulty constructing sentences. Students must be able to speak

English, so that they can communicate with others smoothly.

Indari (2020: 26) explains that the most factors in the problem of speaking. It considers that students have less habit to practice English in their daily life. The students don't want to explore their capability in English even though they have learned the basic structure and any else which are the components theory about English. In addition, Indari (2021: 7) expresses the problems of students are afraid, shy speaking in front of the class, learning English is not fun; English is not easy, less motivation, and not confident. Teacher must have precise strategy when teaching in the classroom so students enjoy the lesson.

English is a compulsory subject in high school because English has become a communication tool for all people throughout the world. In education, English has important roles in which several skills students must master, such as writing, reading, listening and speaking. Speaking is one of the skills that important for students must master in learning. By learning speaking, students will be able to communicate with others using English. Students can convey their ideas through speaking. Speaking can help students be more active during learning, so speaking is a language skill that is very important and can support students' abilities when studying (Turada, 2021: 77).

In the eleventh grade of senior high school students, the study of speaking English becomes a part of study and practice. One of the practices speaking English became a basic competency in expressing offering and suggesting. Based on syllabus of curriculum 2013, there are some expectations giving to students and it would be a goal of study. The expectations could be stated applying social functions, text structure, and linguistic elements of text Oral and written transactional interactions that involve giving and asking for information related to offering and suggesting, according to the context of use. Based on the basic competency, the writer realizes that one of the goals in teaching the part of basic competency is making the students became

capable to giving and asking about offering and suggesting through oral elements. Students express their ideas to practice speaking ability about offering and suggesting in a media. The media should be covered what their needs.

Social media is the newest solution for the students practicing their speaking ability because it is easy to access and use it. Threads app is the latest version in Instagram features. Threads is an app from Instagram that allows users to communicate and share images with close-friend lists. People can only send photos or videos taken in the moment, not from the gallery. Receivers will know where the person they are following is (Techakana, 2020: 475).

In conducting this research, the understanding the problems in the reality is necessary to do because it can be a source of information which is used to compile and finish this research. Based on pre-observation that the writer did while became English Teacher in SMAS Bintang Langkat (21st July 2023) for First Semester of eleventh grade in academic year 2023/2024, the student still looked difficult to practice speaking English about offering and suggesting. The difficulties could be looked when the writer asked them to practice speaking as a team in front of the class. The difficulties could be reflected as the students were difficult to obtain ideas in producing the oral statements related to offering and suggesting. The students are difficult to pronounce the English words correctly. The students are hesitating in speaking English. The students complicated to find the suitable vocabularies to express the ideas in speaking English. The students had some error sentence structures to practice speaking offering and suggesting.

A. The Difficulties of Speaking

English Speaking is also not easy for students, because they must study hard if they want fluency and good comprehension to speak, therefore they must learn more about vocabulary and pronunciation. According to Chens (2009), Difficulties in English Speaking, students' common difficulties are they did not

confident, limited fluency and limited vocabulary.

Learning English as a second or foreign language makes Students get some Difficulties. In this research, the writer will focus on speaking difficulties. Penny (1996: 121) says that the four-type problem speaking activities they are:

a. Inhibition

In learning English is the lack of desire for these students to read about and listen to, write language, so when students" speak in class nervous and see the audience lack confidence.

b. Nothing to say

The problems facing students is when they speak in front of their class many. Because not many students know the vocabulary and the grammar so they should be able to motivate themselves to have to speak to train their abilities.

c. Low or uneven participation.

Participation of low or uneven only one participant at a time can talk if he is to be heard: and in large groups, this means that everyone will have only very little speaking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother - Tongue use.

The phenomenon of students we see today a number of students are accustomed to using mother tongue, they tend to use his mother tongue because it is indeed familiar since they were small, so it's easier to talk to their fellow. They feel less to speak a foreign language so that lack of motivation. They are so accustomed to using Foreign Languages.

From the definition above, it could be concluded that difficulty in speaking is students' difficulty in fluency when speaking English, and lack of vocabulary in speaking English. They are less confident when speaking English and often use mother tongue every day. Moreover, Ur also gave some solutions used by the teacher to solve those problems: use group work, base the activity on easy language, make a careful choice of topic a task to stimulate interest, give some instruction or training in

discussion skills, keep students speaking the target language.

B. Factors Speaking Difficulties in English

Bygate (2008: 236) says that there are five factors' difficulties in speaking in English, as follow: (1) linguistic obstacles, (2) speech processing difficulties, (3) academic and conversational English skills, (4) negative affect and (5) access to speaking opportunities. The factors can be explained as the following below:

a. Linguistic Obstacles

Linguistic obstacles are obstacles in languages such as grammar error when speaking English. Not good structure when using English problem with vocabulary and grammar when talking with teacher and then error pronunciation.

b. Speech Processing Difficulties

This is difficulty in speaking because; students in their daily lives are still accustomed to using mother tongue. Students also find it difficult to use words and structures in English. When talking to teachers they don't communicate well and effectively. Students still struggle to pay attention to fluency and accuracy when speaking English, because there are many problems that they have not yet mastered.

c. Academic and Conversational English Skills

This is a problem in academic conversations in English. Many students" find it difficult to lead English-language discussions, do not live-in class atmosphere. Most students" are afraid of English speeches in the class and are not willing to participate in English discussions in the classroom afraid to speak or joke. When presentation in class.

d. Negative Affect

Negative affect is that students can be interpreted when they want to talk feeling nervous, have high anxiety if they think negatively worry about grammar, so silent students" in the classroom, especially lack of confidence in speaking English in the classroom and when the teacher says they choose to be silent.

e. Access to Speaking Opportunities

Access to speaking opportunities, there is a growing awareness that individual learning is not an individual psychological process but also a social process. So, it can be interpreted to speak English not for individuals but socially. Most students speak less English outside the classroom. And many of them do not participate in class.

C. Offering and Suggesting

1). Offering

Raihana (2019: 15) explains that offering is an expression of the desire by people in front of the other people to do something or not to do something. Offering can be given in terms of food, money, solution, friendship or a bargain. It can be taken or refused. The purpose of offering is to present, introduce or propose a help or an assist for consideration, to propose a help. It can be accepted or refused and to facilitate interpersonal communication between people.

Bashir (2017: 6) explains that offering means to give something physical or abstract to someone which can be taken as a gift or a trade. The social function of offering is to facilitate interpersonal communication between different people.

Based on the above explanation, the writers could define that offering are expressions which used to give something help or assist that is useful for someone else. The function of offering is related to interpersonal communication which is discussed about accepting or refusing an assist or help.

2). Suggesting

Raihana (2019: 17) explains that suggesting is about say or write our ideas about what people should do. Suggest means to give a suggesting that is to introduce or propose an idea or a plan g for someone's consideration. Bashir (2017: 4) expresses suggesting are abstract and can be inform of solution, advice, plan, and idea. It can be accepted or refused.

Based on the explanation, suggesting can be define as expressions which have function to

recommend idea, plan or advice for someone else as consideration. The suggesting can be accepted or rejected depend on the condition for real.

Sample Text of Offering and Suggesting

Sample text represents understanding about using offering and suggesting in the daily conversation. This is taken by Fitri (2020:26-27) as follows:

Jamila is very upset about her oily skin, so she asks for Mariah for her advice.

Jamila : Hey, Mariah. I know you are expert in skin care.

Mariah : Well. I wouldn't say that, but I do know something. So how can I help you?

Jamila : I think I have an oily skin and there are always small bumps here and there on my face. How can I rid of them? They are really irritating

Mariah : Well. I would suggest that you should wash your face often. Every night you should rinse your face with lukewarm water and then pat it dry. Then you apply this cream to your face.

Jamila : Oh, this cream

Mariah : Yeah, it's pretty effective in wiping out pore clogging dirt and oil. It rids your face dead cells and helps stimulate circulation.

Jamila : Wow!

Mariah : Once more, start avoiding fried food, coconut milk by now. Consume more vegetables and fruits.

Jamila : I'll keep that in mind!

Mariah : Of course. Also, it is necessary to get a facial every four to six weeks for deep cleaning.

D. Threads Application

Threads has been integrated with Instagram, with a strong focus on privacy features. Users have the choice to show or conceal a badge on their Instagram profile, and they can customize privacy settings separately for each app. Several popular brands such as Billboard,

HBO, NPR, and Netflix, as well as notable celebrities like Shakira and former Meta Chief Operating Officer Sheryl Sandberg, quickly created accounts on Threads. Interestingly, no advertisements were observed during a Reuters review of the app.

Meta has actively sought the involvement of social media influencers to promote Threads and encouraged them to post at least twice a day. Despite the attempts of various platforms like Mastodon, Post, Truth Social, and T2 to attract Twitter users, they have struggled to gain significant popularity. Bluesky, a new

service backed by Twitter cofounder Jack Dorsey, launched its invite-only beta version in February and reported 50,000 users by April.

However, Meta has faced difficulties with previous endeavors to introduce standalone apps resembling competitors, as seen with the unsuccessful launch of Lasso, which aimed to rival TikTok. In response, Meta has integrated short video functionality directly into Instagram through Reels and scaled down its experimental app design unit as part of cost-cutting measures (Arora, July 6th, 2023).

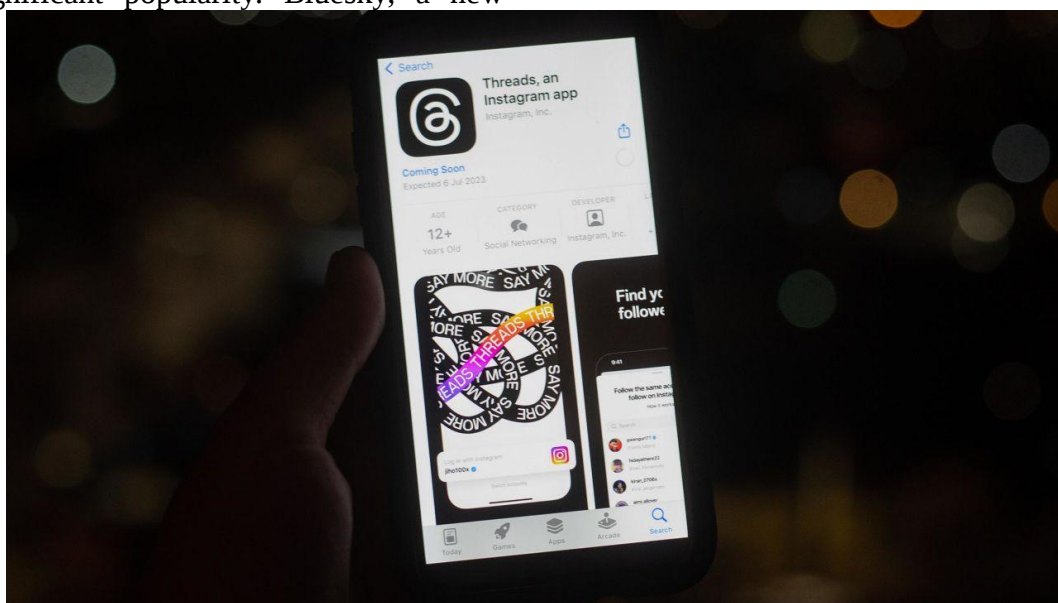


Figure 1. Thread Application

Source: (<https://currentaffairs.adda247.com/meta-launches-threads-twitter-killer-app/>)

II. METHOD

A. Research Design

In this research, the writers used a qualitative descriptive method. Descriptive research focused on describing situations and conditions in order to describe them in a study report (Arikunto, 2010: 58). According to Sevilla (1993: 3), qualitative descriptive research is a method for investigating the status of a group of humans in order to create an object, such as a painting or a photograph, that is descriptive in a systematic, factual, and accurate manner about the facts or phenomena being investigated.

B. The Instrument of Collecting Data

Ary, et al (2010: 29) states that qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data. Qualitative researchers are human instruments. Researchers can also choose a research topic, choose informants to serve as data sources, collect data, check data quality, analyze and interpret data, and draw conclusions based on findings (Sugiono, 2012: 306).

There were some instruments that the writer used to get the data. In this research, the writer had used interview, documentation and

speaking test to get the data. Interview involved some form of direct contact between the people in the sample group and the interviewer (the researcher or someone trained by the researcher), who presents the questions each person in the sample group and records their responses. Document is a term used to refer to a wide variety of material including visual sources, such as photographs, video, and film (Merriam & Tisdell, 2016). In this study documentation came from the student's activity on social media namely Threads by practicing English speaking about offering and suggesting. The speaking test had been doing to check the students understanding after doing treatment and proved the result of better achievement of test score.

C. The Technique of Collecting Data

The instruments in this study were interview, documentation and speaking test. According to Morgan (2022) says that qualitative researchers rely on various types of ways to collect data. In some cases, they create the data, but sometimes they use pre-existing data. When researchers analyze newspaper

articles for a study, they typically do not write the articles. However, when they conduct interviews, they participate in the creation of the data. In one case, the actions of the researchers lead to the creation of the data.

In the other, the data exist without any actions by the researchers. In both cases, researchers were active in discovering, collecting, and making decisions about which materials will be analyzed and which ignored. But for data collected through interviews, they usually play a more active role (Rapley, 2018). Using pre-existing data is similar to using data from observations and interviews. Books, articles, and other documents can be thought of as texts that are equivalent to the information a researcher collects during an interview. These sources reflect the beliefs of people in a similar way to the data a researcher would collect from observations and interviews (Merriam & Tisdell, 2016). In this study conducted the data existed and the writer should have collected observation, and analyzing.

Technique of Collecting Data

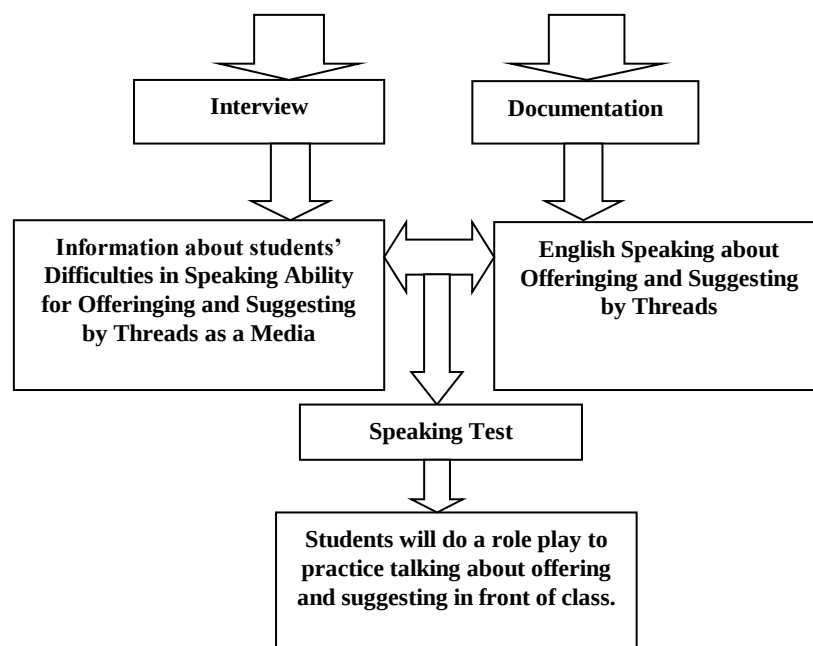


Figure 2. Conceptual Framework

III. Findings and Discussions

A. Findings

1. The Difficulties in Speaking for Offering and Suggesting by Threads as a media

The speaking test was given to the students. The test included the use of Threads Application as media. After the research was conducted, the writer needed to analyzed the students' difficulties based on the datas taken. The students' scoring was consisted of aspect fluency, vocabulary, grammar, pronunciation and comprehension. This research was analyzed used qualitative descriptive approach.

The data were collected from the students at eleventh grade of SMA Bintang Langkat. The data were taken on August 2023. There were some students and teacher of SMA Bintang Langkat as informant of this research. The data were collected from documentation, the students' group in speaking practice got 10 groups and each group consist of two students. The table below is the data of the groups:

Table 1. Offering and Suggesting by Threads

No	Group	Topic	Threads Account
1	Group 1: a. IA b. AGA	Test Score	@_intnalia_19
2	Group 2: a. PZ b. NFD	Lunch	@majoritey
3	Group 3: a. NAP b. IIS	Low English Score	@nzwaamlptri
4	Group 4: a. SL b. RDS	Learn Together	@silvana291000
5	Group 5: a. VH b. RI	Clean the Room	@stabat.banane
6	Group 6: a. AR b. FAH	Cough	@sulaiman26928
7	Group 7: a. AI b. IS	Stomachache	@ade_irnanda17
8	Group 8: a. NA b. IN	Project Paper	@indrii5976
9	Group 9: a. AIR b. CSB	Going to the Doctor	@kiki.andini
10	Group 10: a. NM b. SA	Going to the Canteen	@cindylstr12

Based on the table above, it describes that each group creates a conversational text for the English-Speaking test consisting of 10 conversational topics. The first groups conversational topic is "test scores", the second groups topic about "Lunch", the third groups conversational topic is "Low English Score", "Learn Together" is the topic of the fourth group, the topic of fifth group is "Clean the

Room", the sixth groups topic about "Cough", "Stomachache" is the topic of the seventh group, the eighth group topic is "Project Paper", the ninth groups topic about "Going to the Doctor", and the topic of the last group is "Going to the Canteen". The result of students' score could be analyze as the following:

Table 2. Scoring English for Offering and Suggesting by Threads

No	Group	Aspect of Speaking					Total @Students	Total @Group
		Fluency	Vocabulary	Grammar	Pronunciation	Comprehension		
1	Group 1 a. IA	16	16	15	15	15	77	74,5
	b. AGA	14	15	15	14	14	72	
							Total: 149	78,5
2	Group 2							

No	Group	Aspect of Speaking					Total	Total
	a. PZ	16	15	15	15	16	77	
	b. NFD	17	16	15	16	16	80	
							Total: 157	
3	Group 3							
	a. NAP	16	16	15	15	15	77	72,0
	b. IIS	14	16	13	12	12	67	
							Total: 144	
4	Group 4							
	a. SL	14	15	13	13	13	68	67,5
	b. RDS	13	14	13	13	14	67	
							Total: 135	
5	Group 5							
	a. VH	16	16	15	14	14	75	74,5
	b. RI	15	16	14	14	15	74	
							Total: 149	
6	Group 6							
	a. AR	13	17	13	13	14	70	66,5
	b. FAH	13	14	10	13	13	63	
							Total: 133	
7	Group 7							
	a. AI	14	14	14	15	15	72	69,0
	b. IS	12	16	12	14	12	66	
							Total: 138	
8	Group 8							
	a. NA	15	13	13	14	14	69	71,0
	b. IN	16	15	14	14	14	73	
							Total: 142	
9	Group 9							
	a. AIR	14	15	15	14	14	72	70,5
	b. CSB	15	13	13	14	14	69	
							Total: 141	
10	Group 10							
	a. NM	15	15	13	13	12	68	68,0
	b. SA	14	14	14	13	13	68	
							Total: 136	
		Σ292	Σ301	Σ274	Σ278	Σ279		
							Σ1.424	

Based on the table above, it described that the students' group in speaking practice gotten groups as the total number. Each group consisted of two students as partner in speaking practice. The second group was taken the highest score, it was 78,5 for the average. Beside the lowest score was the sixth group which got 66,5 as the average score. Then, for the middle score was taken by the eight group. It was 71,0 for the average.

After realized the score of each group, then the writer needed to analyze the difficulties of students speaking based on the assessment in the aspect of speaking related to fluency, vocabulary, grammar, pronunciation and comprehension.

The students most difficulty in speaking is grammar aspect. It meant students still had a

few of grammatical inaccuracy. In this aspect, the students often did a mistake in organizing the English words. For example; such as expression "then the stomach is the pain". The students had less understanding of the tense when speaking (such as: Do you finished have your English homework?). The second difficulty is pronunciation aspect. In this aspect, the students had few inaccurate pronunciations. It could be seen when the students said the word stomach, should, although and etc. when doing the practice of speaking. The last aspect which has taken low score is comprehension. In this aspect, students just understood quite well the normal educated speech/dialogue, but sometimes needed repetition or rephrasing.

Students' total score related to fluency was 292, 301 for vocabulary, 274 for grammar, 278 for pronunciation and 279 for comprehension. Based on that calculation, the writer described that the highest students' learning achievement was vocabulary beside the lowest learning achievement was for aspect grammar. Damaiyanti (2021) explained that the interview result showed that the students' unawareness of

the target language rules, primarily related to the verb forms. One of the cases was shown by students' errors in making a subject-verb agreement in a sentence. Hakim (2020) stated that e-dictionary has helped the learners to practice the words and they often repeat the pronunciation of the word that will lead to the improvement to their speaking skills.



Figure 3. The Highest Score of Students Performance

Source: <https://www.threads.net/@majoritey/post/CwRmAsNJ4Mp1Tq2rCM7luKRHP7Og5A8HjGBFFg0/?igshid=NTc4MTIwNjQ2YQ==>

Based on the video, both of them had the highest score when practice speaking by Threads. Initial PZ got 77 beside NFD got 80

as total score. NFD had better speaking fluency than PZ. Beside both of them had the same ability in grammar and comprehension.



Figure 4. The Middle Score of Students Performance

Source : <https://www.threads.net/@indrii5976/post/CwRqo80I3Mm/?igshid=NTc4MTIwNjQ2YQ==>

Based on the performance, the students got score 142 as the total score of both, then got the average 71,0. Students' initial IN had

better achievement for aspect fluency, grammar and vocabulary.

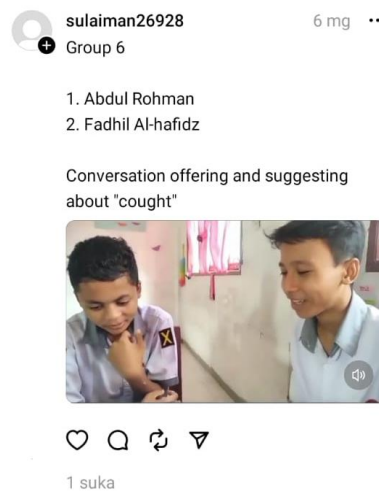


Figure 5. The Lowest Score

Source : <https://www.threads.net/@sulaiman26928/p>

Based on the result speaking oof sixth group, the total score was 133 for the average score 66,5. In this group, the students did not do the action as good as the others. The students' grammar score stated grammatical inaccuracy does not impede understanding and the vocabulary mastery of students in initial AR stated almost no inadequate of inaccuracy for the vocabulary aspect but the average score of both students for the all aspect of speaking assessment was the lowest than others.

2. The Dominating Factors of Students' Difficulties in Speaking English for Offering and Suggesting by Threads as a Media

After the writers did the research in the school, using interview, documentation and speaking test as the instruments related to the title of the research "An analysis of the students' difficulties in speaking ability for offering and suggesting by threads as a media at eleventh grade of SMA Bintang Langkat". The writers briefly described the result of the research. Based on the result of the research, it shown that in formal education institution namely SMA Bintang Langkat especially students of class XI-IPS had twenty students as the total number. To display the data, the



English about offering and suggesting.

B. Discussions

Based on the research data that the writer had presented previously to analyze what were the problems or obstacles students had practice speaking about offering and suggesting, it described in the following further discussion.

1. The students are better in vocabulary than grammar.

After describing the data's gathered, the writer could realize that most of students had better achievement in vocabulary than grammar as the aspect of speaking. It could be said from the total score of vocabulary was 301

as the highest score beside grammar was 273 as the lowest score.

2. The students' difficulties are grammar, pronunciation and comprehension.

In vocabulary aspect, the students are capable to use digital dictionary to know the meaning and learn how to pronounce the English word correctly. The difficulties related to grammar are mistakes in organizing the English words and less understanding of tenses. In pronunciation aspect, they frequently said the English word in a wrong way such as should being "sould". For comprehension, students but sometimes needed repetition or rephrasing.

3. Students do not give more attention to the teacher, talking with friends when learning.

The first difficulties are from students' attitude through learning process. The students often did talks or chats with friends when the English teacher explained the teaching material. This attitude is realizes being the main reason why students have low understanding of the study, they needed to give more attention to the teacher and keeping silent through the learning process.

4. The students seldom talk and practice speaking English because they have less competence in speaking.

The next difficulties are still coming from the attitude. Most of Students have negative mindset in learning speaking. They frequently thought that speaking English is difficult to do because they do not know the meaning of them. They assumed that speaking English would not be taken a part of their future work. It made them seldom to practice speaking English with friends at class.

5. Students have mood disorder in learning speaking English.

Some of students based on interview said that they sometimes feel good to start study but they also frequently feel lazy to study English. The reason this disorder happen was because they often have much works at school. The students' mind could not accept English as kind as possible if they still have many lessons

works that made them lazy to think hard in speaking English.

6. The students do joke with friends when practice speaking in front of class.

Another attitude factor that influenced the students is about joke. They still frequently make a joke when they perform action in front of class. It makes them are not serious to practice speaking. And it makes others feel funny then laughing together, this is the reason the time to practice is banished. They need to be more serious when speaking English with friends to create effective time and effective result.

7. The students have less motivation in learning English.

Motivation is something need in creating a better understanding. Based on the analysis, the students still have less motivation to study English. The reason could come from the method or media that the teacher does to study. The teacher needs to prepare new interesting media which makes them enjoy in learning and feel interested in starting learning.

8. The teacher still uses conventional methods to learn speaking.

In learning speaking, the teacher needs to prepare a suitable step including the learning method. Giving instruction, writing conversation, memorizing the dialogue then performed in front of class is a habitual procedure in practice speaking. To create the interested learning, the teacher could use the newest method or interesting media which was able in making the class activities being fun and interesting to follow but still had to be focus to learn.

9. Most of students are interested to learn using Threads Application.

Most of students said that threads are a new media in learning. The use of social media as learning media emerging their motivation and interest to start learning. As teenagers, they mostly like to use gadget as interest media then the threads app taking part of it. They could use gadget as media to study. The use of threads as learning media is something new for them.

IV. Conclusions

For the conclusion, the writer realizes the problem or difficulties that is take by students at class XI-IPS of SMA Bintang Langkat in academic year 2023/2024 especially in learning speaking English about offering and suggesting. Based on the result of speaking test, the students have difficulties in grammar, pronunciation and comprehension. Beside they have better achievement in fluency and vocabulary. The students' total score related to fluency is 292, 301 for vocabulary, 274 for grammar, 278 for pronunciation and 279 for comprehension.

In reality, the difficulties are defining as the difficulties of students' attitude, the difficulties of students' motivation, the difficulties of class activities. Based on the finding students' problem come from their attitude because they could not accept the learning in a good mindset. Many of them still do not focus when the teacher explained the material. Many of them have no motivation and ambition in speaking English. Many of them thought that English is still difficult to understand because they do not know the meaning. They also thought that the class activities are bored.

Based on the result interview, there are nineteen students said that threads application is interesting media to learn. Then based on the result of students' speaking test score, score in practice speaking by using Threads as media is higher than score in pre observation test. It could be seen through the total score, in pre observation the total score was 1.041 beside in the speaking test through Treads application the students score is 1.242. It means, there is 383 as improvement score. Another reason, there is no students have taken KKM score in pre observation test but there are eleven students who take KKM score in the test of speaking by using Threads.

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