

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**


#### **A. Findings**

In this chapter, the researcher explains the findings from the data obtained during the research. The data in this study were obtained through observation, photovoice, and interviews. Researcher have the results of the pictures taken by students during the speaking skill research process by using these pictures to express their feelings about being involved or not involved in the learning. The next step is selecting students who meet the criteria to continue in the following research phase: the interview stage. Before students entered the interview stage, the researcher explained in advance about students' learning engagement and challenges in speaking. When students feel they understand these things, interviews can be carried out by asking points that the researcher has previously prepared.

#### **4.1 The photovoice representing students' learning English in practicing speaking**

The results of the study showed that the 13 photos collected by the students for the researcher illustrated their sense of involvement in learning English speaking. The 13 photos which were also added to the results of interviews with the 13 students will be explained by the researcher one by one. Then the researcher will also mark student statements that show that they feel involved in learning speaking skills, the results of student statements in the interview session will be colored red in the part that states behavioral engagement, cognitive engagement and emotional engagement.

Figure 4.1

(Photovoice of student 1)		
	<p>The photo I took is a photo of my friend having a discussion. This photo shows that I feel involved in the learning process because <i>I feel more active, especially when studying together or discussing</i>. Even though the system assignments are individual, we are given the freedom to discuss in carrying out several projects. This makes me more comfortable because I can ask friends directly if I don't understand the material, and if, indeed, my friends still don't understand, I ask the teacher directly. The teacher's explanations are also easy to understand, and although there are some small things I sometimes don't understand, I still feel involved in learning. <i>I also feel able to do assignments given by the teacher</i> when I am asked to speak in front of the class with cause and effect material which is also given pictures to us when speaking in front of the course. I chose this photo to express my feelings <i>because I feel very happy with learning like this</i>, especially with digital pictures that help me when speaking. Even though we encountered several challenges, we could still solve the problem and carry out assignments well. There were several challenges that I experienced during the speaking process, including being <i>very nervous</i>, which caused my voice to vibrate while speaking, <i>difficulty pronouncing words</i>, especially words that I rarely hear, <i>lack of confidence</i> as my body was shaking, <i>lack of motivation</i> because if I weren't assigned going forward, I probably wouldn't come forward to speak. I was <i>shy</i> because it was seen clearly by my friends, and I felt that my English was not fluent. I am afraid that my friend laugh at me because I read the wrong word, so my friends laugh at me. (Student 1 / S1)</p>	<p>BE</p> <p>EE</p> <p>BE</p> <p>C</p>

Notes:

BE = Behavioral Engagement


EE = Emotional Engagement

CE = Cognitive Engagement

C = Challenges students' when speaking.

S1 said he was involved in learning and felt involved in behavioral Engagement seen from several factors, namely the presence factor, he was present and not late, the behavior shown was the behavior expected of the teacher, as well as good student participation because he said he felt comfortable with the group discussions given by the teacher. He is also involved in emotional Engagement because he can complete the tasks the teacher assigns and interact well with the teacher. Lastly, he said that he was also able to solve existing problems in learning, which shows that he is also involved in cognitive Engagement. Regarding digital images in speaking, he said that he felt greatly helped by the presence of digital images in learning to speak. In speaking.

Figure 4.2

(Photovoice of student 2)		
	<p>I chose a photo of a friend <i>having a discussion that depicted my involvement in learning</i>. In class, <i>I feel I can do the assignments the teacher gave</i> by discussing them. I also think there is a good interaction between me and the teacher. Teachers also never ignore questions from students. I find it helpful to have digital pictures because seeing pictures strengthens my memory to convey something according to the sequence. Even though I still stammer when I speak in front of the class because I feel so embarrassed. Likewise, I also think of some challenges when speaking, namely feeling <i>very nervous</i>. This causes me to forget what points I have prepared to convey. I am afraid of being wrong in my delivery. I am often <i>anxious</i> about things to come to the front of the words class. I was <i>difficulty pronouncing</i> English words because I rarely use this word and rarely hear it on the internet or in person. Like the word jungle, I read it according to what he wrote.</p>	<p>BE EE EE C</p>

	And for the last one, I feel <i>shy</i> , which is marked by often laughing even though nothing is funny, but it happens outside of my control because it covers up my shame (student 2 / S2)	
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Notes:

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S2 claimed to feel involved in learning. This was shown by S2, who said she thought he could carry out tasks independently and discuss with friends during discussion sessions. Other reviews can also state that she is involved in behavioral Engagement, namely the presence that comes before the teacher enters, the behavior shown is expected behavior, and the participation of students who are good at learning. She also stated that they can interact with the teacher during learning. This shows that she is involved in emotional involvement. In this sense suggests that she feels less engaged in cognitive Engagement. Because she thought less actively about learning and felt less active in discussions, she finds it very helpful to have digital pictures when learning to speak because it can help him to remember the sequence of sentences delivered according to the order in which the images are displayed.

Figure 4.3

(Photovoice of student 3)		
	I chose a photo of a friend laughing. The picture shows the involvement of students in learning because <i>I feel active in individual assignments or when given time to discuss with friends</i> . It very makes me <i>enjoy it</i> . <i>I also feel capable of understanding problems in learning and being able to carry out the learning objectives conveyed by the teacher</i> . Regarding digital pictures, I think they significantly helped by having speaking skills using digital	BE CE EE

	<p>pictures. <i>I feel there is good interaction between teachers and students so that I can adequately do the teacher's assignments.</i> Even though there are some challenges I face while speaking in front of the class, such as being afraid <i>anxiety</i> because I often imagine that I have to do my best, so I am terrified of making mistakes, even though I also know that being wrong is a natural thing when learning. Still, I can't get rid of that feeling. This <i>limited vocabulary</i> is a challenge that I always feel both when listening and speaking. But this becomes very visible when speaking because I forget what I want to convey when I feel <i>nervous</i>. I always say the word (eeee). I also felt so <i>shy</i> that my voice trembled when I spoke, and another challenge is that I find <i>pronunciation difficult</i>. For example, the word extinct. I read it according to what was written. (Student 3/ S3)</p>	C
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S3 said that he felt involved in learning. This was shown by S3 closure that he felt active in individual assignments or group discussion sessions, complex interaction in education is one of the measurements that remain involved in behavioral Engagement. He was also involved in cognitive Engagement because he said that he was able to understand the problems that exist in learning and was also able to carry out the learning objectives conveyed by the teacher. He was also involved in emotional Engagement, which was shown in his statement saying that he was able to interact well with teachers and classmates, and he was also able to complete the assignments given by the teacher to the fullest extent possible. He said speaking using digital pictures helped him even though he felt it helped.

Figure 4.4

(Photovoice of student 4)		
	<p>I took a photo of a friend who was behind me. He is doing the task given by the teacher. This photo illustrates my involvement in learning because it depicts my wanting to do the teacher's assignments. <i>I also feel capable of carrying out this assignment individually. Still, when given time to discuss, I also use that time to discuss with my friends to ensure that my project does not deviate. I feel there is good interaction between teachers and students.</i> I took this photo because it describes <i>my happy feelings</i> while learning, even though. Usually, I wouldn't say I like English lessons. However, the material explained that day made me understand the material presented better. Usually, I did not understand the teacher's explanation at all. However, with this material, <i>I even could determine the learning objectives conveyed by the teacher</i>, namely determining cause and effect sentences. Even though I felt happy in class, I felt several challenges during the speaking class. I feel <i>anxiety</i>. I'm afraid of being wrong when I say something and have <i>difficulty pronouncing</i> English vocabulary. I only mention the sound of the words according to my feelings. This also happens because of my <i>limited language</i>, so I don't know the pronunciation of English words. Even so, I still feel significantly helped by having digital pictures during speaking class because it makes me remember what to say when I think it is lost in my brain when I feel nervous (student four / S4)</p>	<p>EE BE EE CE C</p>

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S4 said that she felt involved in learning in class. From the interviews, she is involved in 3 types of student learning engagement: cognitive, emotional, and behavioral. She said that she could carry out assignments given by the teacher

individually. However, when given time for discussion, she also said that he used the time well. This shows that she was involved in behavioral Engagement, in which she felt active individually and in group discussions. S4 also said that she thought there was a good interaction between her and her teachers or classmates. She can carry out assignments given by the teacher. This shows that she is involved in learning, which includes a type of emotional Engagement. In the last one, she said that she also felt capable of determining the learning objectives conveyed by the teacher. This shows that he is involved in cognitive Engagement.

Figure 4.5

(Photovoice of student 5)		
	<p>I chose a photo of my friend doing an assignment. I chose the picture because I feel involved in learning. <i>I can do the projects the teacher gave</i> even though it is only according to my abilities. <i>I am also able to discuss with classmates</i> and also able to understand individually. This digital picture helps me convey things I have prepared beforehand when given time to design something I want to share when speaking. In yesterday's speaking delivery, I experienced several challenges, <i>namely nervousness</i> because my legs felt swaying, <i>a lack of confidence</i> I think is that my body can't stay still while speaking, <i>and anxiety</i>, like touching an error, is fatal. It should not be done. Fear of <i>pronouncing words</i>, which my colleagues usually laugh at if my words were funny. (Student 5 / S5)</p>	<p>EE BE       C</p>

BE = Behavioral Engagement

EE = Emotional Engagement

CE = Cognitive Engagement

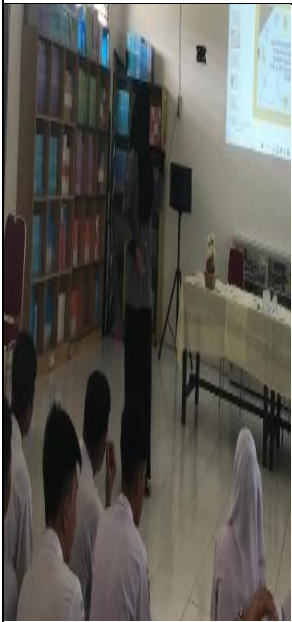
C = Challenges students' when speaking.

S5 said that he felt involved in learning. Based on the interview results, it can be concluded that he is involved in emotional Engagement and behavioral



Engagement. Emotional Engagement can be seen in his words. He said he could do assignments given by the teacher or only according to his abilities. However, he said he had no complex interactions when learning with the teacher because he did not ask questions to explain the material. But he also mentioned that the interaction with other students was excellent in class then and went in both directions. It's just that he didn't ask questions at that time. This shows that he was also involved in Behavioral Engagement when he said he was active during the discussion. He also emphasized that digital pictures during speaking helped him convey things that had been prepared beforehand.

Figure 4.6

(Photovoice of student 6)		
	<p>I chose a photo of my friend, who <i>was paying attention to the researcher's explanation</i>. I chose the photo because I think the photo describes what I feel about learning, which shows that <i>I am involved in learning</i>. It can be seen from the picture that it seems to <i>show I am paying attention to the instructions being given</i>.</p>	BE
	<p>Knowledge, I feel involved because <i>I can do assignments given by the teacher and interact well with the teacher</i>. <i>I am also active in discussions but a less enthusiastic individual</i>.</p>	BE
	<p>In delivering speaking using digital pictures, I think it is beneficial. I also experience several challenges when speaking: <i>nerves</i> like my body feeling cold and lacking <i>confidence</i>. I believe this because my heart was beating very fast, and my <i>limited vocabulary</i> caused me to be silent for a few moments to remember what I wanted to say again. I was also <i>shy</i> because I immediately felt embarrassed when my friend cheered me. The next challenge is <i>difficulty pronouncing words</i> it is because I don't often</p>	EE
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		C




	apply English vocabulary in my daily life, so I'm still stiff in pronouncing it (Student 6 / S6)	
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S6 said that he was involved in learning. Based on interview results, S6 was involved in behavioral and emotional Engagement. This can be seen from S6 words which say that he can carry out assignments given by the teacher. He can also interact well with the teacher and his classmates during learning, showing his emotional Engagement. He also stated that he was actively involved in the discussion, which showed that he was involved in the behavioral meeting. He said that using digital pictures when learning to speak helped him.

Figure 4.7


(Photovoice of student 7)		
	The photo I took is a photo of my friend. In the picture, my friend is paying attention to the teacher's explanation. I chose the photo because it shows my involvement in the learning process. <i>I feel that there is good interaction between me and the teacher, and I can also do my assignments well.</i> I can understand problems in learning as well as being able to carry out the learning objectives the teacher conveys. Using digital pictures when speaking is very helpful because looking at the images provided can help me remember things I forgot. I was <i>nervous</i> , which caused my voice to tremble. I also felt insecure. There was <i>no motivation</i> because if I didn't mandatory, then I not dare to come forward to speak English. <i>Anxiety</i> is so great that it makes me uncomfortable speaking in front of the class and having <i>difficulty pronouncing</i> English words such as archer and shooting. The last	EE  CE  C

	challenge was <i>shyness</i> because I felt very embarrassed when I came to the front of the class and wanted to convey the assignment results in my seat. (Student 7 / S7)	
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S7 said that he felt involved in learning. Based on the interview results, it can be seen that he is involved in cognitive Engagement and emotional Engagement. This can be seen from the words of S7, who said that he felt capable of carrying out the teacher's assignments. This meant that he was involved in emotional Engagement. He also said that he could understand the problems that existed in learning and were also able to carry out the learning objectives according to what was conveyed by the teacher. The use of this digital picture, according to S7, really helped him during the speaking assignment because it was able to help him remember things that he felt he had forgotten.

Figure 4.8

(Photovoice of student 8)		
	<p>I chose a photo of my friends who were gathering. In the photo, it can be seen that my friends are carrying out discussions. <i>I feel active when discussing with other friends. When learning, I understand the learning problems and</i> set learning objectives as conveyed by the teacher when I first entered. <i>I can also do assignments given by the teacher and feel good interaction between me and the teacher.</i> For example, the teacher can provide a clear answer when I ask questions. In my opinion, using digital pictures is constructive because usually, when I'm nervous, I forget to convey what I want to give. Still, when I look back at some of the digital pictures provided several times later, I can remember what I want to convey again. When speaking, of course, I experience a challenge, namely the <i>limited vocabulary</i>, which causes me to be speechless when I forget. <i>Shyness</i> so that I often laugh when delivering speaking in front of the class, <i>anxiety</i>, feeling insecure which is marked by my shaking legs, fear of being laughed at by other people, and there is <i>no strong motivation</i> from myself to dare to speak in front of many people (Student 8 / S8)</p>	<p>BE</p> <p>CE</p> <p>EE</p> <p>C</p>

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S8 said that she felt involved in learning because when she asked questions, the teacher answered. She also said she could carry out assignments the teacher gave, showing that she was involved in emotional Engagement. She also said that she felt active during learning individually and during the teacher's discussion time. This indicates that she is interested in behavioral Engagement. She also said that

she could understand the problems in learning and set learning objectives as conveyed by the teacher when she first entered. This shows that she is involved in cognitive Engagement. According to S8, using digital pictures during speaking classes helped her because she felt she could lose things to be conveyed in public when nervous.

Figure 4.9


(Photovoice of student 9)		
	<p>The photo I chose is a photo of my classmate. They sit in their respective chairs, paying attention to the teacher's explanation. I chose the picture because I feel involved in learning, <i>I do the assignments given, I can be active in education, and I think good interaction with the teacher.</i> In the speaking assignment, this time, it felt more effortless because of the digital picture prepared by the researcher. This certainly really helped me.</p> <p>Moreover, I am a person who forgets quickly when I'm nervous, so that can be covered with this digital picture. When speaking, I also experience several challenges, namely, feeling nervous. The sweat that comes out on me because I am <i>very nervous</i> and afraid of being wrong usually impacts my lack of showing my true abilities. My focus was divided because of excessive fear and <i>anxiety</i>; this feeling appeared suddenly when I was in front of the class looking at my friends. <i>Limited vocabulary</i>, of course, a huge problem because when you are nervous then, usually the words that come out are "aaaaaaa" while remembering the words you want to convey again, and <i>difficulties in pronouncing</i> words this is due to a lack of habit of pronouncing English, the words that I find difficult are the words poaching, extinction, protected and many others. The last challenge is <i>shyness</i>. This feeling arose when I was asked to read ahead</p>	<p>EE BE EE</p> <p>C</p>

	because I am a timid person to speak in public (Student 9 / S9)	
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S9 said that she felt involved in learning. The lesson being held is speaking education using a digital picture. Based on the results of the interviews, silence is involved in behavioral and emotional Engagement. She also said that speaking using a digital picture helped her. Behavioral Engagement can be seen in her words that she can be active in learning. She also says that she can interact well with teachers and colleagues and do assignments given by the teacher as much as she can, which shows that she is involved in emotional Engagement.

Figure 4.10


(Photovoice of student 10)		
	<p>We were given time to prepare to speak about the digital picture the researcher had prepared. I chose the picture because I feel this picture can show that I am involved in learning. <i>The teacher gives assignments we can do well.</i> All students do the task. <i>I also think that there is good interaction between teachers and students.</i> When I don't understand the material, I ask the teacher about it, and the teacher explains the previous material again. <i>I also feel very active in learning and with my other friends.</i> We can also be involved in small discussions when given the time. In my opinion, digital pictures in the speaking class are beneficial because it makes it easier for students who have difficulty remembering foreign language words. At least we get some ideas about what we want to convey in front of the class when we suddenly forget the contents of the material. When speaking, of course, I</p>	<p>EE</p> <p>BE</p>

	<p>experienced several challenges, namely a <i>lack of confidence</i> such as my knees felt shaking, <i>anxiety</i> in my mind that I always thought that I would <i>shyness</i> myself, fear of being laughed at by classmates, <i>limited vocabulary</i> so that I was often silent during speaking in front of the class, and <i>fear of being wrong</i>. in mentioning foreign language words, especially in words that are rarely heard such as the words wilderness, spears, arrows, habitat preservation, extinction and being protected. (Student 10 / S10)</p>	C
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Student 10 said that he felt involved in learning because he could do the assignments the teacher gave well. This shows that he was involved in emotional Engagement. He also said that there was good interaction between him and the teacher. This also indicates that he was engaged in emotional Engagement. Besides that, based on the results of the interviews, it can also be concluded that he was also involved in behavioral Engagement. According to S10, he was able to be active in learning both individually and in group discussions. S10 noted that this digital picture is constructive when speaking because it can help when students have difficulty remembering what they want to say in front of the class.

Figure 4.11

(Photovoice of student 11)		
	<p>I took pictures of my friends. In the picture, my friends are scrambling to come to the front of the class. I chose the picture because it describes my involvement in learning. I feel involved because <i>I feel active in learning</i>, I think active in discussions, and <i>I can also do assignments given by the teacher. I am a little able to solve some of the problems that exist during learning, and I can also apply the learning objectives conveyed by the teacher at the beginning of learning.</i> Speaking this time, in my opinion, was very fun because speaking assignments usually don't use pictures. Be it an accurate picture or a digital picture. Of course, this has helped me a lot in delivering speaking in class. When giving speaking, I didn't feel nervous, I felt very confident, and there was a strong push from myself to dare to move forward. Still, I also experienced some fear, namely my <i>lack of vocabulary</i>. I was <i>shy</i>. I was afraid when I suddenly forgot and immediately fell silent. Another challenge is that I am scared of <i>pronouncing words wrong</i>. (Student 11/ S11)</p>	<p>BE</p> <p>EE</p> <p>CE</p> <p>C</p>


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S11 said that she felt involved in learning. Based on the results of interviews with S11, she is involved in three aspects of student learning engagement: behavioral Engagement, cognitive Engagement, and emotional Engagement. Cognitive Engagement can be seen in the words of the S11, who said that she could solve existing learning problems. The daughter also felt able to apply the learning objectives conveyed by the teacher during the initial delivery of the lesson. Behavioral Engagement can also be seen in her words of her, who said



that she could learn individually or in discussions with classmates. After that, she was also involved in emotional Engagement. This can be seen when she said that she was able to do the assignments given by the teacher as much as she could, then she also felt that there was good interaction between her and the teacher and between her and other students. She also said teaching speaking using digital pictures was very helpful because speaking classes are usually held without pictures. The digital picture also added to her motivation to have the courage to speak in front of the class because he was not nervous when delivering speaking and felt very confident.


Figure 4.12

(Photovoice of student 12)		
	<p>I took a photo of my friend. What happened in the picture is my friend who is laughing. The picture illustrates that I am involved in learning because <i>I enjoy learning</i>. The material is easy to understand, and the clarity of delivery makes me feel engaged in learning. <i>I can do the assignments</i> given, <i>think actively, and handle good interactions between the teacher and students</i>. Speaking using a digital picture is not very helpful because, honestly, I did not look at the pictures provided during the speech delivery because I was <i>very nervous</i>. My other challenge is <i>minimal vocabulary</i>, so I <i>feel very shy</i> when I say anything else. I often say "eeeeee" during speaking in front of the class (Student 12 / S12)</p>	<p>BE EE C</p>

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S12 said he felt involved in learning. According to what he said in the interview, he enjoyed learning and felt the material was easy to understand. With his involvement, he thought he could complete the task given by the teacher. He can also interact with the teacher when learning is going well. This shows that he is involved in emotional Engagement. S12 also involved behavioral Engagement because he said he enjoyed the learning process. He also stated that speaking with digital pictures was not helpful because he felt that he did not see the pictures displayed by the researcher during speaking learning. After all, he felt he was focused on the content of the speaking material he would convey.

Figure 4.13

(Photovoice of student 13)		
	<p>I chose a picture of my friend asking the researcher. I chose the photo because it can show that I feel involved in learning. I can be seen from the picture of the involvement that, I think, and it can be seen from the <i>excellent interaction between me and the researcher</i>. I also feel <i>more active during discussions</i> when given a session of debate. As well as being able to <i>do assignments properly following the instructions given by the teacher</i>. In my opinion, digital pictures in speaking are beneficial because, in my opinion, they can reduce the focus of my colleagues not only on me but also on the images displayed so that they can reduce my nervousness. However, I still feel some of the challenges I experience when speaking, namely lack of motivation. I feel terrified when I do embarrassing things in front of the class. So that there is no desire from within me to speak in front of the course if the teacher does not require it, <i>difficulties pronouncing words</i> as they were said in ancient</p>	<p>EE BE EE C</p>

	<p>times, extinction, and poaching. <i>Vocabulary limitations</i> are also a problem because I feel confused when I can't convey my speaking well, and the last speaking challenge is <i>anxiety</i>. This anxiety makes me feel less than optimal in my speaking delivery. The previous challenge is <i>shyness</i> because I often look at the projector to cover my embarrassment (Student 13 / S13)</p>	
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S13 said she felt involved in learning. She was involved in emotional and behavioral Engagement based on what was conveyed. Emotional Engagement can be seen from the results of the researcher's interview with her. S13 said that she has good interactions with teachers, has good interactions with students. As well as being able to do assignments given by the teacher for speaking in front of the class. She was also involved in behavioral Engagement, which can be seen from his expression; she said that he could be active in the discussion sessions given by the teacher. She said that having a digital picture in the speaking class helped her because it could reduce the focus of her friends, which would decrease her so that it would be divided into two to focus on the image displayed. It could lessen the nervousness she experienced when she was speaking.

## 4.2 Students' challenges in practicing a speaking skill

### 4.2.1. Shyness

In the study results, many eleventh students felt that they experienced challenges of shyness when speaking in English in front of their friends. Shyness is an uncomfortable feeling that someone feels. That feeling can also cause someone who experiences it to feel afraid of other people—ultimately resulting in

the incompatibility of the goals that had been planned at the beginning. Zeytinoglu et al. (2022) stated that shame is an uncomfortable feeling that can make someone tense and uncomfortable when in the environment of other people, which results in not achieving the goals planned at the beginning.

This aligns with the expression of eleven students who feel shyness as a challenge in their speaking. S1 mentioned, "I was shy because it was seen clearly by my friends, and I felt that my English was not fluent." Student 2 stated "I feel shy, which is marked by often laughing even though nothing is funny, but it happens outside of my control because it covers up my shame." Student three said, ". I always say the word (eeeeee). I also felt so shy that my voice trembled when I spoke. Student four mentioned, "I feel my chest beating very fast. I also think shyness because I'm not used to speaking in front of many people." Student six mentioned, "I was also shy because I immediately felt embarrassed when my friend cheered me. Student seven said, "I felt very embarrassed when I came to the front of the class and wanted to convey the assignment results in my seat." Student eight stated, "Shyness so that I often laugh when delivering speaking in front of the class." Student nine said, "This feeling arose when I was asked to read ahead because I am timid to speak in public." Student eleven mentioned, "I was shy. I was afraid when I suddenly forgot and immediately fell silent." Student twelve stated, "I feel timid when I say anything else. I often say "eeeeee" during speaking in front of the class." The last student, thirteen, stated, "I often look at the projector to cover my embarrassment."

#### 4.2.2. Anxiety

Three students felt the challenge of anxiety in speaking English using digital pictures. This anxiety is a feeling experienced by someone who makes that person afraid to use English in the learning process. This also impacts something consistently wrong, which happens when he speaks English. Putri (2020) stated Students who experience anxiety are generally unable to show maximum results in delivering English speaking.

Eleventh graders at Senior High School widely feel this fear. Of 1 Kelumpang Barat, Student two stated, "I am often anxious about things to come to the front of the words class." Student three mentioned "being afraid anxiety because I often imagine that I have to do my best, so I am terrified of making mistakes, even though I know that being wrong is a natural thing when learning. Still, I can't get rid of that feeling". Student four stated, "I feel anxiety. I'm afraid of being wrong when I say something". Student five said, "Anxiety, like touching an error, is fatal. It should not be done". Student seven mentioned, "Anxiety is so great that it makes me uncomfortable speaking in front of the class." And the last student, eight, stated, "Anxiety, feeling insecure which is marked by my shaking legs, fear of being laughed at by other people,

#### 4.2.3. Lack of confidence

Six students felt the challenge of lack of confidence when speaking in front of the class using a digital picture. Confidence is a feeling of confidence in one's condition to show one's ability, and the circumstances do not fool one. Confidence is a firm belief and not worrying about the results one will get in the future. People

who have high self-confidence tend to get positive things. Insecurity can be caused by students who feel that they are not capable or students who underestimate themselves, speak negatively about themselves, and find it difficult to accept praise from others. This is widely felt by the students of Senior High School of 1 Kelumpang Barat, as shown by four students.

Student one mentioned, “especially words I rarely hear, lack of confidence as my body shook.” Student five noted, “A lack of confidence, I think, is that my body can't stay still while speaking.” Student six stated, “lacking confidence. I believe this because my heart is beating very fast”. And the last is student ten said, “lack of confidence such as my knees felt shaking,”

#### 4.2.4 Lack of Motivation

Three students felt the challenge of lack of motivation when speaking in front of the class. Motivation is an action that someone does consciously or unconsciously to do something. This can be done to oneself or the environment. This is in line with. Motivation is something a person does either on himself or affects the environment, which is done consciously or unconsciously. Rivai (2014) stated motivation is a series of attitudes and values that influence individuals to achieve specific things following the individuals' goals for taking action. According to researcher, a student who is not motivated to learn tends to be less than optimal in carrying out a task the teacher gives. Or he will not put enough effort into the problem he faces for a lack of self-motivation

Lack of motivation also affects many Senior High School of 1 Kelumpang Barat students. Student one stated, "Lack of motivation because if I weren't assigned going forward, I probably wouldn't come forward to speak." Student seven mentioned, "There was no motivation because if I didn't want mandatory, then I not dare to come forward to speak English." Student eight stated, "No strong motivation from myself to dare to speak in front of many people."

#### 4.2.5. Limited vocabulary

Having vocabulary is indeed an essential thing that someone must possess in speaking any language, including speaking in English. Difficulty limitations vocabulary owned by someone. Of course, it is often encountered, especially by students in learning English classes. English is a language for second students, so they rarely use or hear this language. This language may be only listened to when he was in the school sphere, which was also only during English lessons, or maybe even some students attend to language words English this is from some songs or movies they like. Of course, this affects their vocabulary because they have little time to learn this language.

Limited vocabulary owned by students also tends to make students dislike learning English. Because they don't understand what the word means, not to mention the gap between urban students and students in villages, there will be more students in cities learning English, especially in indirect learning. Another thing is the students who are in the town because usually students who are at Village This



tend to use their local language so that English is increasingly foreign in the ear them.

Limited vocabulary can be an extraordinary challenge for students in English classes; to reduce this challenge, Hunt and Beglar (1998) mentioned 7 points for students to increase their vocabulary. Among the 7 points is to provide opportunities to elaborate knowledge of words and experiment with determining terms. Limited vocabulary is felt by nine out of thirteen students at Senior High School of 1 Kelumpang Barat. Student three stated, “This limited vocabulary is a challenge I always feel when listening and speaking. But this becomes very visible when speaking because I forget what I want to convey when I feel nervous. I always say the word (eeeeee).”. Student four mentioned “. I only mention the sound of the words according to my feelings. This also happens because of my limited language”. Student six stated, “My limited vocabulary caused me to be silent for a few moments to remember what I wanted to say again.”. Student eight noted, “When speaking, of course, I experience a challenge, namely the limited vocabulary, which causes me to be speechless when I forget. “Student nine mentioned, “Limited vocabulary, of course, a huge problem because when you are nervous, then usually the words that come out are "aaaaaaa" while remembering the words you want to convey again.” Student ten stated, “Limited vocabulary so that I was often silent during speaking in front of the class.” Student eleven “Still, I also experienced some fear, namely my lack of vocabulary.” Student twelve stated” My other challenge is minimal vocabulary.” And for the last student thirteen stated, “Vocabulary

limitations are also a problem because I feel confused when I can't convey my speaking well.”

#### 4.2.6. Pronunciation Difficulty

The difficulty faced by most students is the difficulty in pronouncing English words because they are not used to hearing and pronouncing these words. Besides that, pronunciation difficulties can occur when a person feels nervous about speaking in front of a crowd and mispronounces the actual word. Ten students felt pronunciation difficulty was a challenge when speaking in front of the class using a digital picture. Student 1 “Difficulty pronouncing words, especially words I rarely hear.” Student 2 “. I was difficulty pronouncing English words because I rarely use this word and rarely hear it on the internet or in person.”. Student 3 “Another challenge is that I find pronunciation difficult. For example, the word extinct. I read it according to what was written”. Student 4 “have difficulty pronouncing English vocabulary. I only mention the sound of the words according to my feelings”. Student 5 “Fear of pronouncing words, which my colleagues would usually laugh at if the words I said were funny.” Student 6 “The next challenge is difficulty pronouncing words it is because I don't often apply English vocabulary in my daily life, so I'm still stiff in pronouncing it.” Student 7 “and having difficulty pronouncing English words such as archer and shooting.” Student 9 “and difficulties in pronouncing words this is due to a lack of habit of pronouncing English, the words that I find difficult are the words poaching, extinction, protected and many others.” Student 11 “I am scared of pronouncing words wrong.” Student 13 “difficulties pronouncing words as they were said in ancient times, extinction,

and poaching.”

#### 4.2.7. Nervousness

Many of them stated that they felt a psychological change when they felt nervous when speaking using a digital picture. The signs they experience are their voices trembling when speaking, their legs shaking when they stand in front of the class, irregular breathing, and often laughing even though nothing funny. This usually happens because it covers up their nervousness. Seven students felt nervous about their challenges when speaking in front of the class using digital pictures. Student 1 “Being very nervous, which caused my voice to vibrate while speaking.” Student 2 “Feeling very nervous. This causes me to forget what points I have prepared to convey.”. Student 3 “I feel nervous. I always say the word (eeeeee).”. Student 5 “Nervousness because my legs felt swaying.” Student 7 “. I was nervous, which caused my voice to tremble. I also felt insecure”. Student 9 “I am very nervous and afraid of being wrong usually impacts my lack of showing my true abilities. My focus was divided because of excessive fear”. Student 12 “I did not look at the pictures provided because I was very nervous.”

## **B. Discussion**

In this part, data collected on the finding be used to answer all the problem statements of this research. From the first question, how do the photos represent students' learning engagement in practicing speaking skills through digital pictures? And what challenges do the student face in practicing speaking skills through digital pictures?

From the findings above, the researcher found the photos represent students' learning engagement in practicing speaking skills through digital pictures.

## **1. Students' Learning Engagement.**

Many students feel involved in learning English speaking, which is illustrated through a picture that they then describe according to their feelings to state whether they think they are involved or not involved in learning English speaking. Three types of student learning engagement tell whether they feel involved or not interested in learning. Behavioral Engagement, cognitive Engagement, and Emotional Engagement. Students' learning engagement is defined as the involvement of students' cognitive, behavioral, and emotional energy to do the task (Schunk and Mullen, 2012).'

A picture can describe three student learning engagements in learning English speaking using digital pictures, including:

### **a. Behavioral Engagement**

Behavioral Engagement involves students' behavior in the teaching and learning process. In behavioral Engagement, it can be seen from how active students are in the teaching and learning process and the results of student assignments in the teaching and learning process. This explanation can also be interpreted that behavioral Engagement includes students' behavior in class according to the teacher's wishes and the student's participation in class and extracurricular activities at school (Lovelace et al., 2017). The findings found that

all felt involved in behavioral Engagement when learning speaking skills by using digital pictures. They described these results through the photos they took. Among them are 13 photos that depict how they feel involved in behavioral Engagement. Photos showing a lesson, photos showing students discussing with their colleagues, photos showing their friends laughing, pictures of friends behind them doing research assignments, photos of classmates paying attention to researcher, photos of classmates paying attention to explanations from a teacher, photos of classmates gathered, photos of classmates sitting neatly in their seats while listening to the teacher's description, pictures of friends who are writing, photos of friends scrambling to come forward, photos of classmates working on assignments, photos of friends he laughed, as well as a picture of one of his friends asking the researcher.

Behavioral Engagement is easily observed and commonly noticed by the teacher and school attendance. This is also following Gong et al. (2023) stated that behavioral Engagement could be seen from how students are involved in learning in terms of student attention, student attendance, and the ability of students to participate in learning by being able to interact well with teachers and friends, incidents of student behavior and student participation in the school, how to interact student and teacher in teaching-learning process This is following Muir et al., (2019) stated that students who have behavioral involvement could be seen from how involved students are in the academic and social fields As many as 13 students included in the finding, student involvement in working on assignments given by the teacher, behaved well during the learning process indicating that 13 students were involved in the behavioral Engagement.

## **b. Cognitive Engagement**

Cognitive Engagement is how students invest in the teaching and learning process—assessing student learning during the learning process, making an effort to help them learn, and using learning strategies. Students who can understand the material, do the learning tasks given by the teacher, and students who can achieve learning goals (Lovelace et al., 2017). Cognitive Engagement is also related to how motivated students are to learn and the extent to which they act in school.

Cognitive school engagement correlates with academic achievement in students. Cognitive Engagement can be divided into six parts. Namely, attention, effort, time to do tasks, strategies, deep concentration, and for the last, individual interests. Cognitive Engagement is also required for more intensive learning, higher student performance, and success.

Based on the findings, five students were involved in cognitive Engagement. This is shown based on the pictures they collected. The five pictures that illustrate that they feel involved in cognitive Engagement are photos showing students discussing with their colleagues, photos of their classmates paying attention to researcher, pictures of their classmates sitting neatly in their respective chairs while listening to the teacher's explanation, and photos of their friends. Who is writing, and a photo of a friend asking the researcher?

### **c. Emotional Engagement**

Affective Engagement is closely related to school climate because it reflects how students think about, feel, and ultimately describe their life experiences at school (Wang et al., 2015). Affective Engagement captures how a student feels about being in school (Finn & Rock, 1997). Any action taken by teachers to students, students to students, or the school environment that causes students to have positive feelings of involvement. According to (2015), emotional Engagement is divided into two parts. The first is positive emotional Engagement, and the second is negative emotional Engagement.

Positive emotional Engagement is divided into enjoyment, happiness, and confidence. The fun can also be equated with situational inters, a short-lived inters focused attention. Next is pleasure, happiness as a relatively stable feeling toward life. Nothing is associated with better social and marital relationships. Next is confidence. Confidence is when students are likely to exert effort in academic tasks if they believe they can succeed (Greene, 2015). Next is negative emotional Engagement is divided into three parts: boredom, frustration, and anxiety.

All students feel involved in this emotional Engagement. The 13 students described their involvement with the images they collected to the researcher. The 13 pictures include A photo showing a lesson, a photo showing a student discussing with a colleague, a photo showing a friend laughing, a photo of a friend behind him doing an assignment from the researcher, a picture of a classmate watching the researcher, a photo of a colleague. Classmates who are paying attention to the



teacher's explanation, pictures of their classmates who are gathered, photos of their classmates sitting neatly in their respective chairs while listening to the teacher's description, pictures of their friends who are writing, photos of their friends scrambling to come forward, pictures of their classmates who are was working on an assignment, a picture of his friend laughing, and a photo of one of his friends asking the researcher.

## **2. Challenges in practicing speaking skills through digital picture**

The researcher found the types of challenges the student face in practicing speaking skills. The students' challenges in practicing speaking skills are. This can also be seen in this study showing the high challenge of fear of errors in students' speaking which shows similarities between previous research and this research. But, anxiety is not the most increased challenge or the most common challenge in speaking English at Senior High School of 1 Kelumpang Barat because the student recognizes one speaking challenge more.

Eleven students were shy. According to researcher, the shyness most students feel is a challenge in speaking in front of the class. This feeling can make you struggle to communicate in English. Great shame can also make students unable to express what is on their minds adequately. Students also tend to have difficulty remembering grammar, and enough this feeling also makes students feel uncomfortable with what they are doing.

Eleven students feel anxiety . According to the researcher, the facts in the field state that many students still feel afraid to come to the front of the class, afraid

of their classmates who will likely laugh at them when they make a small or big mistake. And many students are still scared of the teaching teacher that the teacher might not even laugh at or scold him when he makes a mistake. Students who tend to feel anxious will be less than optimal in conveying what is on their minds, which will be a big challenge for students when speaking.

Seven students lacked of confident. According to researcher, self-confidence affects the level of student success or the level of student involvement in speaking class. Confidence is a firm belief and not worrying about the results one will get in the future. People who have high self-confidence tend to get positive things. Insecurity can be caused by students who feel that they are not capable or students who underestimate themselves, speak negatively about themselves, and find it difficult to accept praise from others. This is widely felt by the students of Senior High School of 1 Kelumpang Barat, as shown by four students.

Three student feel that they are lack of motivation. According to researcher, a student who is not motivated to learn tends to be less than optimal in carrying out a task the teacher gives. Or he will not put enough effort into the problem he faces for a lack of self-motivation.

Nine students mentioned that they are feel limited vocabulary as challenges when speaking . Limited vocabulary owned by students also tends to make students dislike learning English. Because they don't understand what the word means, not to mention the gap between urban students and students in villages, there will be more students in cities learning English, especially in indirect learning. Another

thing is the students who are in the town because usually students who are at Village This tend to use their local language so that English is increasingly foreign in the ear them.

Ten student said that they are have challenges when speaking it is pronunciation difficulties, This language is not their native language or not their mother tongue. So this is a natural challenge for someone who is learning English. Things that cause a person to feel that he has difficulty pronouncing English vocabulary because they rarely use this language, they rarely hear this language in their daily lives, and English is different between sound and reading so maybe that is what makes someone feel difficult in the pronunciation of English vocabulary.

Seven student stated that they are feel nervousness, and the are stated that nervousness is one challenges when they are speaking. The signs they experience are their voices trembling when speaking, their legs shaking when they stand in front of the class, irregular breathing, and often laughing even though nothing funny.