

## STUDENTS' DIFFICULTIES IN ENGLISH SPEAKING SKILL

Okı Dayansyah<sup>1</sup>, Renny Kurniasari<sup>2</sup>, Husnaini<sup>3</sup>

<sup>1,2,3</sup>(English Education Study Program, Universitas Islam Negeri Raden Fatah, Palembang, Indonesia)

Corresponding author's [husnaini\\_uin@radenfatah.ac.id](mailto:husnaini_uin@radenfatah.ac.id)<sup>3</sup>

### *Abstract*

*This study was conducted to find out students' difficulties in English speaking skills at SMAN 1 Tulung Selapan, OKI. The participants of this study were six students of XI IPA 1 using a purposive sampling method. The data were collected by using interviews with 20 questions. The findings of this research revealed that there were students' difficulties in learning English speaking, as follows: (1) pronunciation was the biggest difficulty for students to learn to speak English. Students have to learn a lot of how to pronounce English so that they can get used to it later. (2) Vocabulary was a challenge in itself; students often looked for the right words to pronounce. Students find it quite difficult for themselves to determine the right words to use correctly in English conversation. In this case, students also have to memorize a lot of vocabulary to find the right words when speaking English. (3) some students were not confident, and shyness was the main problem in this study because they were afraid of being laughed at by their friends when they made mistakes.*

**Keywords:** *Students' difficulties, Learning, English speaking.*

### INTRODUCTION

English is the most spoken language in the world since it is an international language. According to Rayner (2001), English has an international status because English speakers, known as anglophones, are dispersed over all five continents of the globe. Not only do speakers utilize English, but the global population does as well, especially in today's modern society. Reyner (2011) went on to say that English has several benefits, chief among them being the diversity and constant evolution of its idioms (unique expressions), which make it richer than other European languages. Furthermore, Rayner (2011) notes that the English language incorporates a lot of aspects from many languages as well as the cultural context. It has an impact on every element of life, particularly in the sciences, politics, economics, popular culture, and film, to breakthroughs finally, in the world of the internet.

In general, learning is an activity that, because of the efforts it makes, results in changes that are comparatively permanent. Learning has resulted in both readily apparent and potentially inappropriate reactions or changes in response patterns. According to Slameto (2003), learning is the outcome of an individual's interactions with their surroundings; we help someone to develop entirely new behaviors. According to Whittaker (2003), learning is a system in which practice or experience generates or modifies behavior. Learning is an effort to acquire a skill, both mentally and physically, by organizing the information in a way that best suits the learner and allows them to adjust to behave for the best.

People's behavior changes because of learning, which is an experience-based behavioral change. Siregar et al. (2010) assert that learning is a lifelong, intricate process that occurs to all people from infancy (including during pregnancy) to death. According to Sumiati et al. (2009), learning is typically viewed as a means of changing behavior because of interactions between an individual and their surroundings.

Learning is a very important need for the development of everyone's life. Through learning, one gets knowledge, experience, skills, and insights that bring changes in attitudes and behavior in a person's life. Speaking skills is a language skill that needs to be mastered well by students, especially in learning English. Students with good speaking skills in English, then students can communicate ideas, ideas in the school environment or with strangers. According to Bjorklund (2005), having good English skills is a skill that is much needed right now. English ability provides many benefits for life in the present. The reason, why English language skills are needed in today's era is learning English, can make it easier to find a job, facilitate social interaction, improve career, facilitate seeking knowledge, or add reading material outside the national scope so that open insight into science and technology, and much more other benefits.

Based on a variety of perspectives regarding the nature of learning, the researcher concludes that learning is an endeavor process aimed at acquiring a skill, intelligence, or understanding in which people alter their behavior due to experiences related to the content they already possess. Individuals go through a lot of changes, but not all of them are educational. Learning does not change in the sense that other dimensions of adulthood, growth, and development do. Since learning is a process rather than an outcome, it occurs actively and holistically through the application of many action forms to accomplish objectives.

Learning English is learning the meanings agreed upon by a group of native speakers of the language. English is the main tool to participate in the cultural life of the English-speaking community. Regarding learning, Brown (2000) put forward: that learning is an acquisition or "getting", learning is the retention of information or skill, retention implies storage systems, memory, and cognitive organization, learning involves active, conscious focus on and acting upon events outside or inside the organism, learning is relatively permanent but subject to forgetting, learning involves some form of practice, perhaps reinforced practice, learning is a behavior change. Therefore, learning English is the essence of language learning is a change in behavior towards a positive direction which is the result of experience and practice in communicating to learn a language.

In English, Speaking is one of the skills that students need to acquire. English is the skill to pronounce strings of words so that what is in the mind can be clearly described and accepted by the listeners. Speaking English is required to master three aspects of

language, namely pronunciation, grammatical aspects, and vocabulary aspects (Budiharso, 2004). Oktarina (2002) states that speaking skills are the ability to compose sentences because communication occurs through sentences to show differences in behavior that vary from different societies. Therefore, it can be concluded that speaking does not only express the results of thought but can be also based on the feelings of the speaker himself. Therefore, speaking is a skill that one has, as it is known that a skill can be different for each person.

A pupil will inevitably run into learning challenges when studying English. Thus, these challenges may result in learning outcomes for students that fall short of their potential. Mulyono (2019) asserts that learning disabilities can show up as concrete impairments in verbal, written, reading, writing, listening, and reasoning capabilities. Two groups of people with learning challenges are distinguished: First, learning challenges associated with developmental learning disorders include those of motor, perceptual, language, communication, and social behavior adjustment. Second, there are learning challenges associated with academic learning disorders, such as failing to meet performance standards.

Difficulties in learning English are still experienced by students at the middle level. The learning difficulties experienced by students in learning English concepts can affect student achievement, so the teacher as an educator must strive so that learning difficulties can be reduced or even eliminated. According to Dalyono (2012), learning difficulties are a condition that causes students to not be able to learn as they should. Furthermore, according to Sabri cited in sabini, et al (2012), the difficulty of learning is identical to the difficulty of students in accepting or absorbing lessons at school. Learning difficulty is a condition in which the competencies achieved are not by the standard criteria that have been set (Parnawi, 2019). According to Husamah (2016), students have learning difficulties if they experience failure in achieving a certain level of mastery of the material or learning objectives within the specified time.

Based on the description of some of the theories above, it can be concluded that learning difficulties are a condition of students' inability to accept the material presented by the teacher. Learning difficulties are also a condition that causes students to be unable to learn as they should. So, learning difficulties cause low achievement of academic scores that are not by the standard criteria, especially in English subjects.

The results by Rahayu (2015) showed that there are several factors and obstacles identified by the students and management at Husnul Khotimah Islamic Boarding School in applying to the language program. One of the obstacles that hinder human resources is not applying daily language programs effectively, such as students, teachers, staff, and Servants. The research by Nauli (2014), showed that researchers found three parts of difficulties in speaking English. They are cultural difficulties, English difficulties, and communication problems. The first part is divided into two,

social acceptance and English status. The second part, English difficulties are divided into English element problems and personal problems. The last part is communication problems, it divided into two. They are self-confident and speaking opponents. The research by Ramayani (2019), showed that students have difficulties in speaking English such as low vocabulary mastery, grammar as a stumbling block, pronunciation trouble, shyness nervousness and fear of making mistakes, lack of confidence, limited of practice, opportunities, environment factors, mother tongue dominantly, low motivation and poor of teaching English strategy.

Based on the preliminary study conducted at SMAN 1 Tulung Selapan on the 10th of January 2022 obtained from students and teachers. The researcher found that students in SMAN 1 Tulung Selapan have difficulties in learning speaking like difficulties in pronunciation, lack of vocabulary, and lack of self-confidence. Based on the description and problems above, the researchers were interested in conducting the research entitled "Students' Difficulties in Learning English Speaking at SMAN 1 Tulung Selapan, OKI".

Based on the background, the formulation of the problem in this research was "What were the students' difficulties in learning English speaking at SMAN 1 Tulung Selapan, OKI?". By the problems described above, this research had the following objectives was knowing the students' difficulties in learning English speaking at SMAN 1 Tulung Selapan, OKI.

## **METHODOLOGY**

This study employed a qualitative methodology. Creswell (2016) defined qualitative research as a sort of study that delves into the meanings of several individuals or groups of individuals who are affected by societal problems. In general, studies on people's lives, histories, behaviors, ideas or phenomena, societal issues, and other topics can be conducted using qualitative research methods. Using a qualitative approach is justified, among other things, by researchers' experience showing that this methodology helps uncover and make sense of what lies behind sometimes difficult-to-understand phenomena.

### **Research Participants**

This research aimed to find out the students' difficulties in learning English speaking at SMAN 1 Tulung Selapan. The reasons why SMAN 1 Tulung Selapan should be selected as the research site are because there were problems with learning difficulties, namely low learning achievement for students in English Subjects, availability of data needed in this study, and the school has never used similar research, thus avoiding the possibility of repeated research.

The participants of this research were students at SMAN 1 Tulung Selapan. The researcher used purposeful sampling. The object of this research was 6 students from XI IPA 1 Class. The reason the researcher chose class XI IPA 1 is because of the

recommendation from the teacher at SMAN 1 Tulung Selapan. The criteria for selecting participants were students who got the lowest score in class XI IPA 1 in English Subject.

So, this research used maximal variation sampling of the purposive sampling method. Fraenkle, Wallen, and Hyun (2012), state that a maximal variation sample is one selected to represent a diversity of perspectives or characteristics. Only a small number had chosen as participants. Qualitative research does not necessarily have many participants (Creswell, 2014). Thus, the object of this research was students from XI IPA 1 grade with several respondents of 6 students.

In this research, the researcher collected the data using an interview. According to Sugiyono (2013), the data-collecting technique was the main step of the research, because the purpose of the research was to collect data. The interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer (interviewer) who asked questions and the interviewee (interviewer) who provided answers to the questions (Moleong, 2014). This method was used to determine students' difficulties in learning English speaking at SMAN 1 Tulung Selapan, OKI. This study used a data collection tool in the form of an interview guide, namely an instrument in the form of questions submitted directly to informants.

In the data analysis, the researcher used thematic analysis by following the six steps of data analysis recommended by Cresswell (2012). Firstly, the researcher collected the complete data from the student's interview (e.g., transcriptions). The researcher put the data into computer files and filed folders after transcribing the raw of data into text. Secondly, the researcher began to code the data by reading and scrutinizing all the transcriptions and coding the data concerned with the research question of this study. Lastly, the researcher interpreted the conclusion of this research.

In this study, the researcher used a member-checking technique to enhance the data validity. Member checking was a process to ensure the data obtained by asking back the selected participants of the study to check the data accuracy (Creswell, 2012). Bert et al. (2016) state that promoted to use a member checking to increase the accuracy of data collected from participants in research trustworthiness. Then, Cohen et al. (2007) assert member checking technique can be used to check data collected in a study which enables participants to give supplementary related information about the collected data. Therefore, the researcher applied the member-checking method as an information source in this study because the theme established was based on the converging of several sources of data or perspectives from participants, this process was called checking the validity of this study. In line with this study, two translators were asked to validate the data collected after the member-checking process

## **RESULTS AND DISCUSSION**

The research findings presented in this study were about students' difficulties in speaking English at SMAN 1 Tulung Selapan, OKI. Interview data were analyzed using thematic analysis. These findings were obtained based on interviews using the theory brought by (Brown, 2007). It described students' difficulties in learning English speaking in general. When the researcher used this theory, there were several findings related to the theory. Further explanation of the findings was described as follows:

**Students Difficulties in Learning English Speaking**

After analyzing the data gained from the interview, the researcher found the students' difficulties in learning English speaking at SMAN 1 Tulung Selapan, OKI. There were some factors faced by students in learning to speak English. The themes and analysis of codes gained from the qualitative data obtained from the interview are explained in Table 1.

Table 1: Themes and codes for students' difficulties in learning English Speaking

Themes	Codes
Lack of pronunciation	A. Students had difficulties in pronunciation because they used to traditional language in daily conversation
	B. Students had difficulties in pronunciation because there are differences between spelling and pronunciation
	C. Students couldn't speak the sentence correctly because students don't have a lot of vocabulary
Lack of vocabulary	D. Students had difficulties in memorizing vocabulary
Lack of Self Confidence	E. Students felt nervous when speaking English
	F. Students were afraid of making mistakes when speaking English
	G. Students were afraid being laughed by their classmates

The themes and codes gained from the qualitative data, as listed in Table 4.1.1, were described to get information about the students' difficulties in learning English speaking at SMAN 1 Tulung Selapan, OKI. It was found that various information about the factors faced by students in learning English speaking. It was divided into three categories, lack of pronunciation, lack of vocabulary, and Lack of self-confidence. The descriptions were explained as follows.

### **Lack of pronunciation**

Based on the data obtained from interviews, the researcher found Students' Difficulties in Learning English Speaking one of which was a lack of pronunciation. Students agreed that pronunciation made it difficult for them to learn to speak English. Researchers have found three students' difficulties in learning English speaking, namely, students had difficulties in pronunciation because they used traditional language in daily conversation, Students had difficulties in pronunciation because there were differences between spelling and pronunciation, and Students couldn't speak the sentence correctly because students don't have a lot of vocabulary. In pronunciation students must know a lot and memorize vocabulary so there are no difficulties in pronouncing it. This statement was supported by the participants, OD said "Because I am accustomed to speaking the local language, it is very difficult to pronounce the sentences. Pronunciation is a factor of students' difficulties in speaking English." "S" said, "the large amount of vocabulary to memorize makes me a little overwhelmed. Pronunciation is difficult to memorize and difficult to pronounce because it is very different from Indonesian. "M" said, "Speaking English is confusing because the spelling and pronunciation are different,". (Personal Communication, August 10, 2022).

From the information above, it can be concluded that students' pronunciation was strongly influenced by the pronunciation of their mother tongue, namely Indonesian. It is not surprising that the influence of this mother tongue affects the mastery of speaking English or a second language. The pronunciation ability of SMAN 1 Tulung Selapan students is still low. Students still have difficulty pronouncing simple words, the lack of speaking English in everyday life, and many students' mistakes when pronouncing words in spoken English.

### **Lack of Vocabulary**

Based on the data obtained from the interviews, the researcher also found some of the Students' Difficulties in Learning English Speaking, namely a lack of vocabulary. Students agree that the main obstacle for students of English subjects in learning English is memorizing vocabulary. Researchers have found that students had difficulties in Learning English Speaking, namely, Students had difficulties in memorizing vocabulary. In teaching speaking English, the emphasis is on memorizing a lot of vocabulary.

This statement was supported by the participants, OD said “Because I am accustomed to speaking the local language, it is very difficult to pronounce the sentences. Vocabulary is also a factor in students' difficulties in speaking English. “AB,” said, “sentences need vocabulary? words and the problem is that students find it difficult to memorize vocabulary. The lack of vocabulary makes it difficult for them to communicate verbally in speaking English even though the key in speaking English is the large number of vocabularies that we remember or memorize. "M," said, "it's quite difficult for him to determine the right words to use correctly in English conversation,". (Personal Communication, August 10, 2022).

From the information above. It could be concluded that students had a low vocabulary due to limited knowledge in interpreting vocabulary which made it difficult for them to understand conversations, pronounce words, get confused in composing words and they still make mistakes. Lack of vocabulary made it difficult for them to communicate verbally in speaking English. They get stuck when they try to talk to their interlocutors because they only have a very limited vocabulary.

### **Lack of Self Confidence**

Based on the data obtained from interviews, the researcher also found Students' Difficulties in Learning English Speaking, namely a lack of self-confidence. Students agree that self-confidence is a personal factor that plays a role in the achievement of learning to speak English. The researcher found three difficulties in learning English-speaking, namely students nervous when speaking English, students who are afraid of making mistakes when speaking English, and students afraid of being laughed at by classmates. English-speaking learners who have high self-esteem perform well and are more likely to believe themselves to be capable learners. Conversely, when there is low self-confidence, students suffer from uncertainty and insecurity.

This statement was supported by the participants, AB said “I feel nervous when I speak English, especially in front of an audience. Pronunciation is a factor of students' difficulties in speaking English. “OD,” said, “lack of pronunciation and lack of memorization of vocabulary, students are afraid of making mistakes. This self-confidence arises because of the fear or embarrassment of making mistakes when expressing a sentence. "M," said "fear of being laughed at by friends when asked to present in sentences,". (Personal Communication, August 10, 2022).

From the information above, it could be concluded that students had difficulty learning to speak English such as a lack of confidence for fear of making mistakes and fear of being laughed at by friends. The solution was to study in groups and often meet strangers. The level of self-confidence would increase if we got used to it, so to get used to it we had to learn with many people. A good choice if we join an open English learning community.



After analyzing the results of data analysis using thematic analysis, the researcher found that there was some information about students' difficulties in learning to speak English at SMAN 1 Tulung Selapan, OKI. Which were divided into (a) lack of pronunciation, (b) lack of vocabulary memorization, and (c) lack of self-confidence.

First, the pronunciation was the biggest difficulty for students in speaking English. Some students said it was very difficult to pronounce vocabulary that had different pronunciations. This was because their mother tongue did not have the same pronunciation of the alphabet as Indonesian. This was also supported by the results of the researcher's observations, in which, the students find it very difficult to pronounce vocabulary. When speaking or pronouncing vocabulary that has difficult sounds, the students feel a little frustrated and lack confidence.

Students' pronunciation was strongly influenced by the pronunciation of their mother tongue, namely Indonesian. It is not surprising that the influence of this mother tongue affects the mastery of speaking English or a second language. As we know, English was a foreign language that was very inconsistent in the pronunciation of vocabulary. According to Ramnarayan (2004), students had difficulty speaking English because students found it difficult to follow the original English pronunciation, students found it difficult to practice English pronunciation, and students could not imitate the English pronunciation spoken by the teacher.

Pronunciation difficulties were also caused by various factors, such as the area of origin, early influences, and social environment. Pronunciation in English was of course different from Indonesian. Pronunciation in English itself was very important. Mispronunciation of a vocabulary could cause misunderstanding when we speak in English.

Second, vocabulary was a challenge, especially in terms of verb variations and understanding which tenses you should use in various situations. English has one of the largest vocabularies of all languages, and it could be very confusing for non-English speakers to master. Students often looked for the right words to say, some students stated that they lacked vocabulary which made it difficult for them to communicate verbally in speaking English. They got stuck when they tried to talk to their speaking partner because they only had a very limited stock of vocabulary. According to Loae (2011), a student has difficulty learning to speak English because the student prefers to use his mother tongue rather than English, in communicating in class and outside the classroom and lacks vocabulary mastery. According to Ramnarayan (2004), students' difficulties in speaking English were caused by limited vocabulary mastery, students find it difficult to memorize English vocabulary and students find it difficult to concentrate in compiling English vocabulary.

A research study conducted by Afisa (2015) found that difficulty students in speaking that student had low vocabulary resulting from limited knowledge in

interpreting vocabulary which made them to understand conversations, and pronunciation of words, confused in composing words, and still make mistakes in grammar, they are afraid to speak English because they are afraid to make mistakes. They are not confident and nervous when the teacher asks them.

Third, students were not confident in themselves, especially when it comes to speaking English. This self-confidence arises because of the fear or shame of making a mistake when expressing a sentence. In a research study conducted by Rahayu (2020), students had different speaking difficulties, there was a lack of vocabulary, lack of pronunciation, nothing to say, lack of motivation, fear of being wrong, being shy, and using their mother tongue. Then research by Tika (2018) students experience lack of confidence, shyness, and nervousness when speaking English, they are afraid to make mistakes when saying English words. The problems above occur because they do not have enough self-confidence, or they can't achieve their self-confidence. According to Brown (2000), Self-confidence was students' belief that they were fully capable of completing the task.

## CONCLUSION

All the results obtained from the findings were summarized. The researcher also provided suggestions that were expected to be useful for this research. the researcher found that the difficulties of students in learning English speaking at SMAN 1 Tulung Selapan, OKI

The first finding was that pronunciation was the biggest difficulty for students to learn English speaking. Some students said that it was very difficult to pronounce vocabulary that had different pronunciations because their mother tongue did not have the same pronunciation of the alphabet as Indonesian. Students had to learn a lot about how to pronounce English so that they would get used to it later.

The second finding is that vocabulary becomes a challenge, students often look for the right words to say. Students find it quite difficult for themselves to determine the right words to use correctly in English conversation. In this case, students also had to memorize a lot of vocabulary so they could find the right words when speaking English.

The third finding, some students were not confident, and shyness was the main problem in this study because they were afraid of being laughed at by their friends. Students and teachers must be able to build self-confidence, such as having an interlocutor when learning to speak English, because when learning to speak English we must have a comfortable interlocutor so that confidence is built.

## REFERENCES

- Ahmadi, A., & Supriyono, W. (2010). *Psikologi belajar*. Rineka Cipta.  
Apryla, L. (2021). *Students' problems in speaking English at Senior High School 6*

Sarolangun.

Universitas

Sulthan

Thaha

Saifuddin.<http://repository.uinjambi.ac.id/2403/>

- Afisa, P., & Yolanda, S. (2015). *The students difficulties in speaking at the tenth grade of SMA Negeri 1 sine in 2014/2015 academic year (doctoral dissertation, Muhammadiyah University of Surakarta).*
- Ayu, R. S. (2018). *An analysis of the students' problem in learning speaking at the first semester of the eleventh grade students of SMKN 6 Bandar Lampung in the academic year 2018.* Universitas Raden Intan.<http://repository.radenintan.ac.id/5693/>
- Bjorklund, David F. (2005). *Childrens thinking: Cognitive development and individual differences.* Australia: Wadsworth.
- Brown, H.-D. (2000). *Principles of language learning and teaching.* Longma.
- Brown. H-D. (2007). *Teaching by principles an interactive approach to language pedagogy.* San Francisco. Pearson Education, Inc.
- Budiharso, T. (2004). *Prinsip dan strategi pengajaran bahasa.* Lutfiansah mediatama.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). *Member checking: A tool to enhance trustworthiness or merely a nod to validation. Qualitative Health Research,* 26(13), 1802-1811.<https://www.researchgate.net/publication/304356584>.Journal of Sage
- Cohen, L., Lawrence, M., & Marisson, K. (2007). *Research methodsin education.* Routledge.
- Cresswell, J. W. (2012). *Educational research planning, conducting and evaluating quantitative and qualitative research.* Pearson
- Creswell, J. W.(2016). *Research Design: Pendekatan metode kualitatif, kuantitatif dan campuran. edisi keempat (cetakan kesatu).* Pustaka pelajar.
- Dalyono. (2012). *Psikologi pembelajaran.* Pustaka Pelajar.
- Djamarah, S.B. & Zain, A. (2003). *Strategi belajar mengajar.* Rineka Cipta.
- Eveline, S & N, Hartini (2010). *Teori belajar dan pembelajaran.* Ghalia Indonesia.
- Haryadi. (2007). *Peningkatan keterampilan berbahasa indonesia.* Jakarta: Depdikbud Dirjen Dikti.
- Huang, C. (2010). Exploring factors affecting the use of oral communication strategies. *Long Hua Technology University Journal.* 30, 85-104.
- Husamah. (2016). *Belajar dan pembelajaran.* UMM Press
- Irham & Wiyani. (2021). *Psikologi pendidikan, teori dan aplikasi dalam proses pembelajaran.* Ar-Ruzz Media.
- Moleong, J.L. (2014). *Metode penelitian kualitatif, Edisi Revisi.* PT Remaja Rosdakarya.
- Khattak. (2011). *An investigation into the causes of English language learning anxiety.*<https://10.1016/j.sbspro.2011.03.337>
- Loae, F. A. J. (2011). Problems encountered by Arab EFL learners. *Journal of Language in India,* 11, 19-27.<https://pdf4pro.com/download/problems-encountered-by-arab-efl-learners-33e988.html>
- Mayya, Shreemathi.S, A. Krishna Rao, K. Rammayan. (2004). Learning approaches, learning difficulties and academic performance of undergraduate students of physiotherapy. *Journal of Allied Health Sciences and Practice.* 2 (4),October 2004. Journal of Allied Health Sciences and Practice
- Mudini, P. (2009). *Pembelajaran bercerita (J. Modul & S. K. Bermutu (eds.)).*
- Mulyono. (2019). *Mulai dari hal kecil: Kumpulan best practice.* Nilacakra.
- Normazidah, C. M., Koo, Y. L., Hazita, A. (2012). Exploring English language learning

- and teaching in Malaysia. *GEMA Online™ Journal of Language Studies*. 12(1), 35-.GEMA Online™ Journal of Language Studies.<http://dx.doi.org/10.1016/j.sbspro.2011.04.153>
- Nauli, H. (2014). *Speaking practice problems an investigation of last semester students perspective in a public univesity. jambi*: FKIP Universitas Jambi.
- Nuraini (2013). *A study of students problems in learning speaking English at the second grade of SMP Negeri 1 Talaga*. <http://repository.syekhnurjati.ac.id/2954/>
- Octarina. (2002). *Berbicara sebagai suatu keterampilan berbahasa*. Angkasa.
- Parnawi. (2019). *Psikologi belajar*. Deepublish.
- Raba'ah, G. (2005). Communication problems facing arab learners of English Journal of language and learning. 3(1), ISSN. *Journal of Language and Learning*.<http://dx.doi.org/10.1016/j.sbspro.2011.04.153>.
- Ramyani, F. (2019). *Students difficulties to speak English of ninth grade students of madrasah tsanawiyah laboratium kota Jambi*. [http://repository.uinjambi.ac.id/2538/1/TE140987\\_FATMA%20RAMYANI\\_PBI%20-%20Fatma%20Ramyani.pdf](http://repository.uinjambi.ac.id/2538/1/TE140987_FATMA%20RAMYANI_PBI%20-%20Fatma%20Ramyani.pdf)
- Rayner, H. (2001). *Kamus saku istilah bahasa asing*. Gramedia Pustaka.
- Rayner, H. (2002). *Kamus populer Inggris indonesia*. PT. Gramedia Pustaka Utama.
- Rahayu, R. S. (2020). *Students' difficulties in english speaking lesson at the twelfth grade of SMAN 1 Jatinom in the academic year of2020/2021*. UIN Surakarta.<http://eprints.iain-surakarta.ac.id/>
- Richards, J.C. (2007). *Teaching listening and speaking: From Theory to Practice*. Cambridge: Cambridge Press University.
- Sadhono, S. (2012). *Meningkatkan keterampilan berbahasa indonesia (teori dan aplikasi)*. Karya Putra.
- Setiawati, I. (2019). *Analisis faktor kesukaran belajar siswa kelas X IPS 3 pada pelajaran bahasa Inggris materi obligation, 2*. Journal Of Prosiding Unimus.<https://prosiding.unimus.ac.id/>
- Slameto. (2003). *Belajar dan faktor-faktor yang mempengaruhinya*. Rineka Cipta (ed.).
- Slamet, M. (2008). *Kiat membelajarkan keterampilan berbicara di sd*. Bandung: Erlangga.
- Souvannasy, B., Masashi, S., & Yukiko, H. (2008). Determinants and issues in student achievement in English at the lao secondary education level. *The Asian EFL Journal*, 10(1), 48-.<https://www.asian-efl-journal.com/>
- Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif, da R&D*. CV Alfabeta.
- Suyanto, K. K. E. (2008). *English for young learners*. PT Bumi Aksara 1-2.
- Santosa, P. (2011). *Materi dan pembelajaran bahasa indonesia sd*. Jakarta: Universitas Terbuka.
- Tarigan, H. G. (2008). *Berbicara sebagai suatu keterampilan berbahasa*. Bumi Angkasa.
- Tika, H. (2021). *Students' difficulties in speaking English at the second grade of Mts Negeri 1 Bungo in academic year 2020/2021*. UIN Jambi. <http://repository.uinjambi.ac.id/9743/>.
- Whittaker, O.J. (2007). *Belajar dan pembelajaran*. Bandung : Alfabeta.