

Speaking Difficulties Experienced By English for Foreign Language at The Eleventh-Grade Students

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Abstract

Speaking is the main skill that must be mastered in learning English. With it we can communicate ideas, thoughts, opinions and feelings. To establish good communication, students must master good speaking skills as well. This research make it different from other research because it covers more than one aspect and the researcher tries to see it from different points of view. This way makes the findings of this research vary. This research aims to find the students' difficulties and the factors affecting their difficulties in learning speaking English at the eleventh-grade students of SMAN 6 Banjarmasin. The researcher used a qualitative approach with the descriptive method. To get more top to bottom data about their difficulties and the factors affecting their difficulties in learning to speak English, face to face individual interview was conducted in this research. The researcher found the students' difficulties in learning speaking English were divided into linguistic and non-linguistic difficulties. There are some linguistics difficulties encountered by the students in learning to speak English, such as lack of vocabulary, lack of grammar and pronunciation. While, non-linguistics difficulties were inhibition, nothing to say, low or uneven participation and mother tongue use. Second, the factors affecting their difficulties in speaking English were lack of practice, lack of speaking components which made them less confident, students' regard English as a difficult subject to learn, lack of support to use English, cognitive styles and lack of motivation to learn English (extrinsic and intrinsic motivation). It tends to be reasoned that each factor can cause a few difficulties, or a difficulty can be influenced by various factors.

Keywords: *speaking, difficulties in speaking, factors of speaking difficulties*

INTRODUCTION

Background

In learning English, there are at any rate four capacities that are fundamental to be dominated. They are tuning in, speaking, perusing, and composing. All of those capacities is maintained by language parts, for example, jargon, punctuation and elocution. Among the four capacities, maybe the principle capacity is speaking capacities. Speaking is one of the beneficial capacities which helps for deliver and pass on thoughts (Mundhe, 2015). The limit of speaking itself is to impart our contemplations, evaluation, and needs and to set up social associations and friendship. Also, it may help collect extraordinary correspondence. Thusly, speaking is moreover considered as one of the pointers of language authority (Fauzan, 2014).

For such language getting the hang of, submitting blunders is inevitable. A language student has to know and think about potential misunderstandings and issues in language, particularly speaking capacities. Husnawati (2017) drove an investigation research exploring the difficulties factor that impacts students' English speaking execution and besides the issues experienced by students in speaking. The eventual outcome of the examination showed that the students' speaking execution was impacted by an arrangement of components. These components fuse interior and outside ones.

Plus, a context oriented investigation about speaking has been examined by Heriansyah (2012) on the title speaking issues looked by the English Department students of Syiah Kuala University. This paper discusses the difficulties and causes clear by English Department students of Syiah Kuala University in getting the hang of speaking and the endeavors made by them to overcome their issues. From both perception and meeting, this examination reveals that all students experienced various difficulties in English speaking capacity. The unavoidable issue took a gander at by the students was 'absence of jargon', while 'fearing committing errors' was the superb explanation behind issues which hindered them to talk. The students had tried to adjust to their issues in getting the hang of speaking, at this point their undertakings had not been now adequate and productive.

From those past investigations over, the researcher summarize that there are a few difficulties and the elements influencing students' challenges in figuring out how to communicate in English. In this exploration, the researcher will research various difficulties that arise when they talk in English and find what elements are influencing their challenges.

The objective of demonstrating the English exercise, especially speaking capacity is the students have fair speaking aptitude. Right when the researcher performed fundamental examination at SMAN 6 Banjarmasin, the researcher found various students of SMAN 6 Banjarmasin pondered that English is a debilitating and dismal subject to learn. The current condition will affect the students' speaking capacity. The researcher in like manner found that various students can not impart in English smoothly and their speaking score was inadequate. There should be various reasons why they have defenseless limit in communicating in English.

Hence, the difficulties that the students experience when they sort out some way to convey in English and the components that impact their challenges are advantageous to be accumulated in investigation research named "Speaking Difficulties Experienced by the Eleventh Grade Students of SMAN 6 Banjarmasin." Furthermore, the teachers need to know the components that impact their students speaking execution so the outcome will help the students with managing these factors and they can improve their speaking execution.

Review of Literature

Definition of Speaking

Bailey and Savage (1994:27) clarified that speaking is a second or obscure vernacular in teaching and realizing, which has a goal in language setting to improve correspondence capability. Authority speaking capacity in English is a necessity for quite a while or obscure vernacular students. Speaking is a second or obscure lingo that has much of the time been viewed as the most mentioning of the four capacities. Cooper (2010:88) explained that speaking is a profitable capacity since one does the activity for utilizing his talk organ adequately, while open skill since it needs another person to look at what explicitly has been said to respond to what exactly explicitly has been heard before reasonably. In light of those hypotheses, it tends to be inferred that speaking is the utilization of sound to communicate something, communicating the substance of the brain and heart by focusing on beat and pitch so that significance can be passed on accurately.

Components of Speaking

Brown (2001:168) clarified that there a few sections that ought to be seen by the student in getting the hang of speaking. These fragments are address, sentence structure, language, commonality and perception.

Difficulties Faced by the Students in Learning Speaking

Sadtono (1997) expressed that there are two difficulties in language learning and these inconveniences are separated into semantic inconveniences and non-phonetic inconveniences. There were 3 inconveniences identified with phonetic difficulties, they were: nonappearance of sentence structure, nonattendance of language and enunciation. While, various inconveniences oversaw non-semantic difficulties were, limitation, nothing to say, low or unbalanced participation and essential language use.

Factors Affecting the Difficulties in Speaking

Thornbury (2002) expressed that two factors that disappoint speaking, there are information factor and ability factor. Information factor suggests theoretical information got about any subject while ability factor implies practical utilization of that information there may similarly be emotional components, for instance, absence of certainty which may control familiarity.

In another appraisal, Normazidah and Hazita (2013) moreover presented the variables that cause the students to have terrible showing in communicating in English, for instance, English is seen as an inconvenient subject to learn, there is a nonappearance of help to utilize English, students have a limited jargon and students have hesitance or absence of inspiration.

Also, Ellis (1985:10) moreover communicated a couple of components that sway unknown dialect learning, there are age, inclination and insight, learning styles, character and inspiration.

METHOD

Research Design

In this research, the researcher used a descriptive qualitative research method. Brumfit and Rosamond (1995:11) expressed that illustrative subjective examination targets giving as exact a record as possible of what current practice is, the way students do train, what consider lobby takes after, at a particular second in a particular spot. Then, Gay, et al (2005:159) express that graphic examination is choosing and depicting the strategy for things from an event.

Respondents

There were seven classes for the eleventh-grade classes: XI MIA 1, XI MIA 2, XI MIA 3, XI IPS 1, XI IPS 2, XI IPS 3 and XI IPS 4. The researcher observed only one class and that was XI IPS 1. The consideration of taking this class was based on the data of students' average grade that has the lowest grade for all classes. Low grades may indicate that there are difficulties that arise in the students learning process. Then the teacher and the researcher choose 5 students with the lowest grade in that class as the informants in this research. Besides grades, student acceptance toward language learning was being considered in choosing the informants.

Instruments

The research instruments used to assemble data for this examination were observation, talk with which was driven by the researcher and documentation. The observation was highlighted get-together information about students' learning communication, students' affirmation toward the exercise and finding the difficulties that arise in the learning cycle. Additionally, they were met to find the components influencing their difficulties in communicating in English. The meeting was done direct eye to eye to get more through and through data about their difficulties and the components influencing their challenges in figuring out how to communicate in English. The latter is documentation. Records are utilized as the confirmation of the information gained. The records are a meeting test addresses list, talk with content, speaking appraisal rubric, perception note and a few photos of the interaction of perception and meeting.

Data Collection

To gather the data from the subjects of the research, the researcher used a few procedures that were proper to the aims of this research. They were observation, interview and documentation. The observation was planned to crosscheck and backing the data of difficulties encountered by the students in speaking. The observation had been completed multiple times by the researcher in the 11th grade (XI IPS 1) on February 6th, February 13th and February 20th, 2020.

There were four sorts of interviews. To begin with, they were interviewed to distinguish their difficulties in speaking English using a scoring table. This meeting assessed 5 measures in speaking. They are pronouncing, grammar, vocabulary, fluency and comprehension with the scope of scores 1-4 for every criterion.

Table 1. Speaking Assessment Rubric

Pronunciation	
1	Almost always comes out in pronunciation so unintelligible.
2	Difficult to understand because there are problems in pronunciation and frequency.
3	There are problems in pronunciation that make the listener have to focus and sometimes cause misunderstandings.
4	Pronunciations can be understood even with a certain accent.
Grammar	
1	Grammar is so bad that the conversation is very difficult to understand.
2	Much goes wrong grammar affect the meaning had to re-sentence conversation.
3	There've been some errors of grammar but do not affect the meaning.
4	Almost no mistake grammar.
Vocabulary	
1	Vocabulary is very limited as it is not possible for dialogue.
2	Vocabulary Using the wrong vocabulary so that it cannot be understood.
3	Often uses incorrect vocabulary so that the dialogue is limited because of the limited.
4	Sometimes the pronunciation is not correct and requires further explanation because the vocabulary is not suitable.
Fluency	
1	Often idle and silent during the dialogue so that the dialogue does not create.
2	Often hesitate and stop because of the limitations of language.
3	Not too smoothly because encounter language difficulties.

4	Dialogue smoothly with very little difficulty.
Comprehension	
1	Cannot be understood even in the form of short dialogue.
2	Difficult to follow the dialogue except for the general dialogue section where the conversation is slow and repetitive.
3	Most of the content of the conversation is understood even though there are some repetitions.
4	The entire contents of the conversation can be understood although occasionally there is a repetition of certain parts.

Criteria	Score
Very Good	85-100
Good	70-84
Okay	55-69
Poor	25-54

$$\text{Score} = \frac{\text{total score}}{20} \times 100$$

Second, they were met to discover the elements influencing their challenges in communicating in English. Third, the researcher talked with 4 extra students as companions of 5 students beforehand. Last, the researcher met an English teacher. Both extra meetings and a meeting with the English teacher was expected to insist the information that has been gotten beforehand and get additional data.

In this exploration, the researcher utilized some information from the English teacher as the rules. The archives are the meeting test addresses list, talk with content, speaking evaluation rubric, observation note and a few photos of the cycle of observation and meeting.

Data analysis

The researcher utilized insightful model assessment to isolate the students' challenges in communicating in English information that was investigated by Miles and Huberman (1994:22). There are three essential parts, they are information decrease, information show and end drawing/check.

In the wake of social affair the information from the observation and meeting, the researcher diminished and presented the information. In diminishing the information, the researcher recorded the sum of the conversations recorded from the meeting. By then, the researcher excused pointless information, so she got the critical motivations behind finding. It was followed by presenting the information. In presenting the information, there was some verification given by the researcher, which suggests that the researcher presented the information effectively and reliably, so the meaning of each event will be clear. At the completion of social occasion the information, the researcher endeavored to affirm the information reliant on diminishing and information presentation.

FINDINGS AND DISCUSSION

Findings

In light of the analysis of the observation and interview, there are two significant prevailing difficulties in students' speaking performance; linguistic and non-linguistic difficulties.

Students' Linguistic Difficulties

From all of the informants that were interviewed, there are some linguistic difficulties encountered by the students in learning to speak English, such as lack of vocabulary, lack of grammar and pronunciation.

Lack of vocabulary. Vocabulary is a collection of words or a lot of words that have meaning. Jargon has worked for building sentences. In like manner, if the individual has improved their speaking capacity, it will be seen from jargon and such a word utilized by them. Here, the students utilized some unsuitable words to state what she/he needs to say and often faltered or astounded because of language obstructions. The words taken as the information were the mixed up choice of the words by the students' limited articulations of students while having the meeting.

Table 2. Lack of Vocabulary or Wrong Word Choice Produced by the Students

Word	Reconstruction
“I agree you like me”	“I agree if you like me”
“Because I <u>not</u> like”	“Because I don’t like”
“ <u>Sixty</u> years old”	“Sixteen years old”
“I <u>agree</u> became firefighters”	“I want to become firefighters”

From the table above, it very well may be seen that there are a few mistakes in picking words, total sentences and inaccurate sentence structure. During the meeting, the witnesses were all the more regularly quiet when posed the inquiry because of the absence of jargon they had so they couldn't communicate their assertions and thoughts in English.

Lack of grammar. Language structure is fundamental in the talk cycle since when people will say something they need to engineer a couple of words to be sentences that are related to the condition. In this examination, the researcher found the students routinely get trouble in utilizing language when they convey in English. They have not ruled tenses equation and particular or plural designs yet. The sentences taken as the information were the mistaken sentence development made by the students while having the meeting.

Table 3. Ungrammatical Sentences Produced by the Students

Sentences produced	Reconstruction
“My hobby game and play badminton”.	“My hobbies are playing games and playing badminton”.
“I have 1 sister and 3 brother”.	“I have 1 sister and 3 brothers”.
“Hobby is football and game”.	“My hobbies are playing football and playing games”.
“Favorite food, nasi pecel”.	“My favorite food is nasi pecel”.
“My name, N Z”.	“My name is N Z”
“It address jalan Kuin Cerucuk RT. 5”.	“My address at Kuin Cerucuk street RT.5”.
“My like alvocado”.	“I like avocado”.
“Burger I like”.	“I like burgers”.

Punctuation is one of the parts in English that most students find difficult. In it there are numerous equations for making and organizing sentences. From the table above, it tends to be seen that students regularly commit errors in creating sentences and furthermore make fragmented sentences.

Lack of pronunciation. Articulation is the most difficult piece of imparting in English. Elocution implies the ability to convey adequately fathomable articulation. For the present circumstance, the students

misspoke a couple of words, so it was limitless. The students are frustrated about how to express the words. They articulate the word reasonable on the created. The words have taken under as the information were the words that were misspoken by the students while having the meeting.

Table 4. Mispronounced Words Produced by the Students

Word	Mispronounced	Phonetic Transcription
It's	/ats/	/its/
Average	/aviris/	/'ævərɪdʒ/
Learn	/lirn/	/lɜrn/
Where	/wir/	/wɛr/
Firefighter	/ferfighter/	/'faɪr, faɪtər/
Rises	/ris/	/'raɪzəz/
Want	/wen/	/wɑnt/
Learned	/leternet/	/lɜrnd/
A lot	/ai lot/	/ə lɑt/
Avocado	/apocado/	/ævə'kɑdoʊ/

From the table above, there are a few elocution blunders made by students. Despite the fact that they have been remedied and reshaped, they actually commit errors in saying a couple of words. They feel that composition and perusing are the equivalent, so what is composed is the thing that they say. During the meeting, articulation mistakes were normal, this likewise made them apprehensive and humiliated when requested to talk before the class. They are embarrassed in light of the fact that they can't articulate it appropriately and effectively.

Table 5. Students Interview Test Scoring Table (Researcher)

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	Student 1	2	2	2	2	2
2	Student 2	1	1	1	1	1
3	Student 3	1	1	1	2	2
4	Student 4	1	1	1	2	2
5	Student 5	2	1	1	2	2

Based on the table 5, the researchers' ratings of all five students were below 3. Most of them experienced difficulties in all the assessment criteria. Their overall pronunciation is incomprehensible and

must be given repetition. Their grammar is also not good, causing many sentence structure errors. They lack the vocabulary to compose the words to be spoken. Lack of these three components causes them to be not fluent in speaking and less understanding of conversations in English.

Table 6. Students Interview Test Scoring Table (Teacher)

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	Student 1	2	2	2	2	2
2	Student 2	1	1	1	1	1
3	Student 3	2	1	1	2	2
4	Student 4	1	1	1	2	2
5	Student 5	2	1	2	2	2

Based on the table 6, the teacher's assessment of all five students is also below 3. Researcher and teacher have the same assessment of students' performance during interviews. This proves that they do have difficulty speaking English due to the lack of a major component in speaking.

Students' Non-Linguistic Difficulties

Other than semantic difficulties, the researcher discovered 3 non-phonetics challenges that were experienced by the students in getting the hang of speaking additionally, for example, hindrance, nothing to say, low or lopsided interest and native language use.

Hindrance. The students feel scared of submitting blunders when they are drawn nearer to precede the class since they feel not familiar with English. worried about submitting blunders in speaking since they were being laughed at by the others. It basically made them lose their focus and to feel so embarrassed. Thusly, in this condition, they have huge levels of hindrance and it makes them stay silent.

Nothing to say. The students were hesitant or puzzled by virtue of the language obstructions or absence of jargon so the researcher found that the students experience issues in imparting their contemplations or thoughts. They didn't continue with the conversation aside from whenever guided by the researcher first. They similarly imagined that it was difficult to follow the conversation did other than the general words with a drowsy conversation and numerous emphases. They couldn't grasp and react to specific requests in English which made the researcher need to decipher it and urge them to talk. On the off chance that it was not being deciphered, they simply gaze in disarray.

Low or lopsided interest. While the sources were being asked, "are they regularly included or they need to get included?" For example, moving toward describe stories, read some substance or, achieve something, all the witnesses expressed that they were seldom engaged with the learning cycle and they likewise didn't have any desire to get included. It could happen on the grounds that they understood that they were insufficient in speaking by utilizing English so they might not want to get included. They said if they are included, it didn't influence their capacities in speaking.

First language use. The primary language gets hard for the students. It can occur in light of the fact that they don't utilize English in ordinary developments. The students generally utilized Indonesian or

Banjarese in noting the test, and the teacher and researcher expected to interpret the words and sentences when giving or posing the inquiries in the event that they didn't have a clue about the significance.

Factors Affecting Students' Difficulties in Speaking

Subsequent to finding the speaking difficulties, the researcher did another meeting to discover the components influencing their challenges in communicating in English.

Practice time. They need practice in shrewd speaking since English is a capricious language, so practice is a huge contributing segment to improve speaking capacity. The student on occasion practices English inside or outside of school.

Speaking segments - less sure. The students feel not sure to convey in English before others since they need sureness. Absence of certainty was a pivotal factor that influenced students' challenges since certainty could uphold students to arrive at their objectives. It might be on the grounds that they understood that they were deficient in speaking (ailing in jargon, language and elocution) by utilizing English so it can diminish their confidence.

English is difficultiesome. While the witnesses were being asked "do they like English?", four sources said that they didn't care for English however one witness said it oppositely. As a result of their affirmation, English is a problematic subject to learn. They found it was difficult to recall the jargon and language. They likewise experience issues in articulating English words.

Emotionally supportive network. The other factor that makes the students feel the difficulties in conveying in English is companions who don't maintain them to impart in English habitually. Exactly when the students impart in English with their companions, they don't reply with the English language, yet utilize nearby language in step by step conversation. It makes the students unfit to communicate in English smoothly.

Learning styles. Different styles of learning will make different yields. For the present circumstance, the students simply learn English through some application. They don't utilize other media to improve their speaking skill.

Outward and inherent inspiration. Inspiration is astoundingly convincing for students. Inspiration appeared from the student's craving and impacted what students did. Less inspiration can impact them to be undesirable. In this examination, inspiration as one of the factors impacting the students' difficulties in speaking can be parceled into two kinds of inspiration to be specific outward and inborn inspiration. Extraneous inspiration related to the students' clarifications which implies mulling over English because of the schedule and they need to float through a test. Inherent inspiration is identified with the students' explanations which alludes to the state of being of the study hall or learning climate. The state of being coming from the environment in which a language is learned. The students cause challenges in speaking in view of the homeroom condition. Here and there the homeroom is boisterous. The present circumstance may occupy students' fixation. Most of them said that they had no inspiration to learn English yet or if nothing else could communicate in English well.

Discussion

The exploration discoveries in this examination show that practically the entirety of the students' experience issues in figuring out how to communicate in English at the 11th grade. Those challenges give off an impression of being an obstruction to speaking in English. There are etymological and non-semantic challenges (Sadtono, 1997). There are some etymological challenges experienced by the students in figuring out how to speaking, for example, absence of jargon, absence of sentence structure and elocution. This finding is as per Richard (2008) who communicated that those viewpoints were seen as semantic challenges that the students insight in sorting out some way to impart in English and relevant to one of the information gained by Wang (2014). He found that three factors that influence the students ' speaking capacity, partitioned into; articulation, language, and jargon. Additionally, Heriansyah (2012) and Tuan and Mai (2015) in like manner got comparative disclosures. It indicated that these three difficulties become an obstacle in various spots concerning getting the hang of speaking.

The trouble that transforms into an enormous trouble towards students speaking exhibitions is the jargon. They think that its hard to pick the fitting vocabularies related to the particular circumstance, they understand that they are missing English jargon, they often get some information about the new English words and they think that its hard to decipher the words given suddenly.

In the language structure perspective, students face a couple of challenges. They do encounter challenges with their tenses. They have not dominated tenses equation and solitary or plural constructions yet. Accordingly, they feel embarrassed when they need to convey English sentences orally. They fail to attempt to put "is" in a sentence and routinely changed the request for words in a sentence.

Elocution challenges that the students face are they regularly misspeak the English words, their local language genuinely sway their English enunciation, they have no inspiration to verbalize English words like local speaker, they discover difficulties to give a correct word pressure towards the English words, and they discover challenges to give a correct pitch towards the English words. They similarly articulate the word legitimate on the formed.

The researcher discovered four non-phonetics difficulties that were experienced by the students in picking up speaking additionally, for example, hindrance, nothing to say, low or lopsided investment and primary language use. This finding is in accordance with Ur (1996) who expressed that those viewpoints were seen as non-semantic difficulties that the students insight in sorting out some way to impart in English.

Those difficulties are joined by certain variables. The researcher found that the elements influencing the students' difficulties in communicating in English are practice time speaking segments - less sure, English is difficultiesome, emotionally supportive network, learning styles and extraneous and inherent inspiration.

Considering the Thornbury (2002) theory, absence of training is with respect to information factor and absence of speaking segments which made them less sure is in regards to ability factor. Practice regularly could improve students' capacities. Practice was needed by students to assemble their capacities in speaking. Numerous challenges were found due to absence of training. If the students practice continually, their speaking capacity will improve.

The speaking segment is a huge perspective in the investigation with the objective that the students ought to overwhelm the parts. The parts that should be learned by students are similar to jargon, punctuation, and elocution. In other words, if the student doesn't rule the speaking parts, by then they will encounter trouble in communicating in English and will have less fearlessness in performing themselves.

A significant number of the students believe that English is difficult. Both with respect to articulation, jargon and they additionally experience issues remembering recipes in sentence plan. This hugely influences the students. students become less excited about learning English and become successfully depleted during class hours.

The impediment that students feel is the absence of help when learning English, the two teachers who don't utilize English completely and furthermore companions who don't utilize English when discussions happen. This is the motivation behind why they generally utilize their first language when learning English. If there are various components to help it, students may be convinced to like, learn and utilize English in every day life.

While intellectual styles and absence of inspiration to learn English (outward and inherent inspiration) are in accordance with Ellis' (1985) hypothesis. Psychological styles imply tendencies or routine procedures that perceive the individual styles of seeing, recalling, thinking, and handling issues utilized by the students. For the present circumstance, the students simply learn English through some application and they don't utilize other media to improve their speaking capacity. Intellectual style can be an effect on all the difficulties that arise. On the off chance that students don't utilize the correct method of learning, they will experience issues dominating something. To the extent different learning methodologies, their affirmation of the material will in like manner be unique.

Besides, the students additionally don't have a certain and restricted inspiration to support their longing in getting the hang of communicating in English whether it is from extraneous inspiration (contemplating English in light of the timetable and they need to breeze through a test) or natural inspiration (study hall condition). Tuan and Mai (2015) and Hidayat and Herawati (2012) moreover gained this finding. In their examination, the students need inspiration in learning English so there is an absence of premium, want and no accomplishment focuses in learning English.

CONCLUSION

Considering the disclosures, it will as a rule be pondered that each factor can several inconveniences, or a difficulty can be influenced by various factors. Absence of jargon was influenced by absence of speaking parts and practices. The subsequent one, absence of sentence structure was influenced by the absence of training and absence of speaking parts. The third, trouble in articulating English words was influenced by their native language, absence of training and absence of speaking segments. Additionally, restraint and nothing to say were influenced by the absence of speaking parts. Moreover, low or lopsided interest was influenced by the absence of training. The last, primary language use was influenced by the absence of help from their current circumstance to utilize English. Then again, students ' view English as a difficult subject to learn, their psychological style and absence of inspiration can influence all the challenges experienced by the students.

SUGGESTIONS

For the English Teachers

"Practice makes perfect", this proverb shows that on the off chance that we are accustomed to accomplishing something, it turns out to be not difficult to do. This can be applied by teachers when learning in class. For instance, utilizing English from the soonest beginning stage to the uttermost furthest reaches of the exercise cause students to get familiar with it and all the while practicing their speaking capacities. It is moreover proposed for the teachers to give the students a couple of offices which can maintain them in learning English, for instance, word references, word cards, games and visual aides.

For the Students

The students are recommended to appreciate music, check out news declarations, watch motion pictures in English. They can moreover learn new words, sentence courses of action and explanations thusly. It is additionally recommended to utilize innovation. The students may utilize their gadget to record themselves speaking by then tune in back to see how their English sounds to other people. They can exploit all their main effectiveness applications to assemble their preparation time and make a note of the overall huge number of new words they learn.

For further Researchers

The researcher hopes that this research can be used as a kind of perspective to lead further research identified with students' difficulties in speaking English. Furthermore, the aftereffect of this exploration is required to have the option to urge other researchers to conduct research dealing with the students' difficulties in speaking skills.

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