



---

## **Navigating the Verbal Odyssey: Unraveling the Trials of English Speaking Proficiency of Students**

**Miranda, Hastini\* and Mochtar Marhum,**

*English Education Postgraduate Master's Programme, University of Tadulako*

\*Corresponding Author

Email: [tini-firhansyah@yahoo.com](mailto:tini-firhansyah@yahoo.com)

### **Abstract**

*Speaking is one of the most important and challenging skills to master when learning English as a foreign language (EFL). However, the students in Indonesia who study English have yet to attain the required language proficiency; most students continue to have issues with their ability to speak accurately, fluently, and comprehensibly. The research purpose of this study is to know the difficulties and the factor that affecting the difficulties in speaking English. The researcher applied mixed method research design. The number of population as many as 121 students of eighth-grade students of SMP Negeri 15 Palu that consist of 4 classes. In taking the sample, the researcher uses a purposive sampling technique. The number of samples is 27 students or 22% of the population. The researcher uses a questionnaire and interview as an instrument for data collection. After analyzing the data, the results showed that the eight-grade students' of SMP Negeri 15 Palu experienced some difficulties when speaking English. The aspect they experienced most was affective difficulties with a total 42% of response while the least was instructional difficulties with a total 8% of response. The findings also revealed some factors that affected students speaking ability such as they feel anxious, shy, lack of vocabulary, and lastly there is no supportive school environment.*

**Keywords:** *Speaking proficiency, Difficulties, Difficulty factor*

**DOI:** 00.00000/1x00000000.2024.v1.i1.pp42-55

**Received:** 29 April 2024; **Revised:** 27 May 2024; **Accepted:** 24 June 2024

**To cite this article:**

This is an open access article under the CC BY-SA license.

## **INTRODUCTION**

Speaking is one of the most important and challenging skills to master when learning English as a foreign language (EFL). Based on (Panjaitan et al., 2022) speaking is an important part of effective communication. It will be useful for everyday communication because speaking is a way to communicate our ideas, feelings, thoughts, and opinions with others in order to convey information and messages (Al Nakhalah, 2016). It indicates that speaking plays the primary function in social contact with others to gather information. Due to the significance it holds, the Ministry of Education of Indonesia has made English a compulsory subject to be taught in the school curriculum.

---

According to the 2013 Curriculum, students must be able to communicate either transactional or interpersonal in everyday situations, such as when expressing and receiving sympathy. This indicates that students must grasp and utilize the language effectively depending on the situation as part of the curriculum objectives for teaching speaking. However, the students in Indonesia who study English have yet to attain the required language proficiency. Most students continue to have issues with their ability to speak accurately, fluently, and comprehensibly. (Alvionita et al., 2022) state that there are several problems occurred during learning English especially learning to speak which were caused by lack of vocabulary and a lack of self-confidence to express their ideas in front of the class due to a fear of making a mistake when pronouncing words or structuring sentences. Similarly, (Candraloka & Rosdiana, 2019) found that students encounter issues like feeling shy, anxious, confused, lacking confidence, and fear of making mistakes when speaking. It means that the students in Indonesia are still having some problems in learning English, especially in speaking.

Speaking is one of the language learning skills that must be mastered. Speaking is a skill that involves oral communication that involves the interpretation of meaning between two or more people, such as the speaker and the listener. Both are discussing topics connected to their needs, circumstances, and goals. According to (Resha et al., 2015) the uttered contents or thoughts contain information that we are expected to retain in memory and respond to the interlocutor at once. Furthermore, (Lestari, 2022) stated that speaking in general is an interactive process of constructing meaning that involves producing, receiving, and processing information.

There are several studies that have examined the difficulty of English skills faced by students. One of the conducted by (Chand, 2021) entitled “Challenges Faced by Bachelor Level Students While Speaking English”. This research focuses on personal, social, environmental, and linguistic issues as causes of speaking difficulties, as well as instructors and instruction, course content, overuse of mother tongue, poor school, and classroom culture as causes of speaking ineffectiveness.

(Handini et al., 2021) also carried out a study entitled “An Analysis on Students’ Difficulties in Speaking”. The researchers used descriptive qualitative method. The purpose of this research is to examine how MTS NW Al Hidayah Baremayung students struggle with speaking English, particularly when introducing themselves. Data was gathered by observation, recording, and interviews. The research’s subject was used as the source of the data for interviews, recordings, and teaching-learning activities. The findings of this research found that the students’ difficulties with speaking English, particularly when introducing themselves, are caused by: (a) their low vocabulary mastery; (b) their difficulty pronouncing certain words; (c) their continued confusion with word arrangement; and (d) their frequent fear of speaking English.

Another research is carried out by (Hakimah, 2020) entitled “Speaking Skills Problems in Daily English Conversation Faced by Students of Pondok Pesantren Fadhlul Fadhlun (PPFF) From Their Own and Their Mentors’ Perspectives”. Based on the viewpoints of students and mentors, this study’s findings suggested that several speaking challenges were encountered by students in regular discussions. Those are lack of appropriate grammar, insufficient speaking class time, and fear of making mistakes, insufficient English knowledge, pronunciation, shyness, and self-confidence.

This research would like to achieve three objectives; to investigate the difficulties in speaking English encountered by the eighth grade students of SMP Negeri 15 Palu, to know the dominant difficulty in speaking faced by the eighth grade students of SMP Negeri 15 Palu, and to explore the factors affecting the difficulties in speaking English encountered by the eighth



---

grade students of SMP Negeri 15 Palu. The difficulties to be investigated are affective difficulties, social difficulties, linguistic difficulties and instructional difficulties.

## **METHOD**

The method used in this research is a mixed-method design. According to (Mullany & Stockwell, 2021) mixed methods research is a form of study that collects, analyzes, and combines quantitative and qualitative research methodologies. To comprehend the study problem, quantitative and qualitative research approaches were used in a series of studies. In this research, the number of population as many as 121 students of eighth-grade students of SMP Negeri 15 Palu that consist of 4 classes. In taking the sample, the researcher used purposive sampling technique. The number of samples is 27 students or 22% of the population.

## **Instruments**

The researcher employed a questionnaire to collect data, and the questionnaire results served as a guide in assembling a second instrument in the form of interviews as supporting data. The questionnaire aims to gather data about students' speaking difficulties and to know the dominant difficulties that affect the students, while the interview collects data about the factors causing these difficulties. The form of the questionnaire is the structured questionnaire that is adopted from (Afshar & Asakereh, 2016). There are 20-item speaking skills problem questionnaires consisting of four aspects: a) affective difficulties, b) social difficulties, c) instructional difficulties, and d) linguistic difficulties. The questionnaire was designed by applying a three-point Likert-scale adapted from (Pimentel, 2019), they are:

**Table 1.** Three point Likert scale

<b>Likert Scale</b>	<b>Description</b>
1	Disagree
2	Undecided
3	Agree

In this research, after knowing the difficulties faced by the students, the researcher conducted an interview with the English teacher. The type of interview that the researcher applied is telephone interview through Whatsapp. The researcher used recorder from mobile phone to records the teachers' comments to the question over the telephone and the interview take about 5-10 minutes.

## **Data analysis**

To analyse the data the researcher was gathering and checking the answer from the students. The questionnaire data were analysed by calculating descriptive statistical analysis and generated to examine how frequently the students encountered the given speaking difficulties. Afterward, the researcher classified the answer based on the indicators that can help the researcher to find out the answer of research question number 1, and the last is the researcher determined the most dominant problem according to the answer of the students. After analysing data of the questionnaires, the researcher created list of questions and conducted an interview with the English teacher.

## RESULTS AND DISCUSSION

### The Results of Questionnaire

In this section, the researcher provides the findings that addressed the study's goal of investigating eighth-grade students' difficulty speaking English. The results of the questionnaire are shown below, along with four variables they are affective difficulties, social difficulties, linguistic difficulties and instructional difficulties that led to the students' difficulties speaking English.

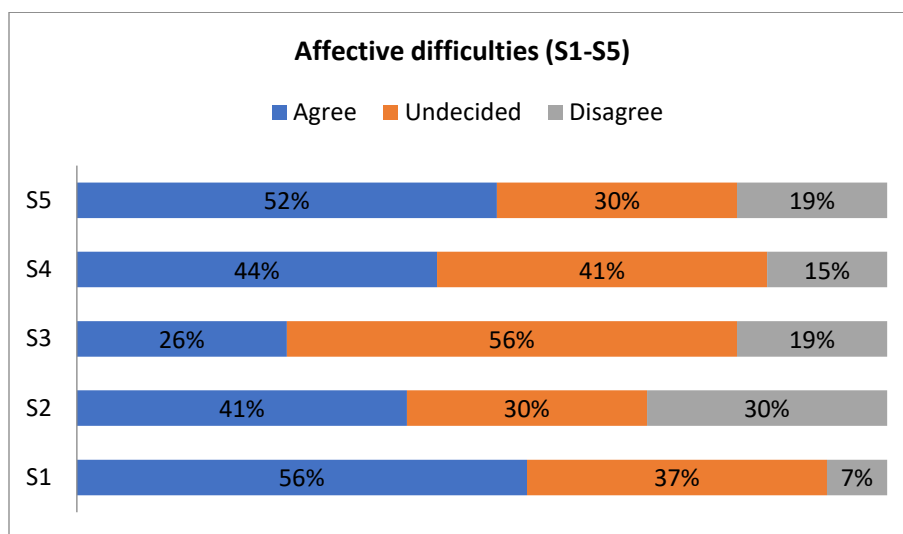


Figure 1. Students' difficulties in terms of affective

Based on the results of the questionnaire filled out by the students, as shown in Figure 1, it is evident that overall, students responded positively. Regarding the first statement, which stated, "I am afraid of making mistakes," 56% of the participants agreed. Furthermore, the majority of students (41%) agreed with the statement indicating a lack of motivation in speaking English. Approximately 56% of students selected the undecided option in response to the third statement, "I cannot speak well in the classroom because my self-confidence is low." Additionally, a significant percentage of participants (44%) agreed with the fourth statement, indicating that they feel anxious when speaking English. Finally, 52% of students chose the agree option in response to the fifth statement, which states, "I feel shy when I have to speak in English." This indicates a prevalent sense of shyness among students when it comes to speaking English in the classroom.

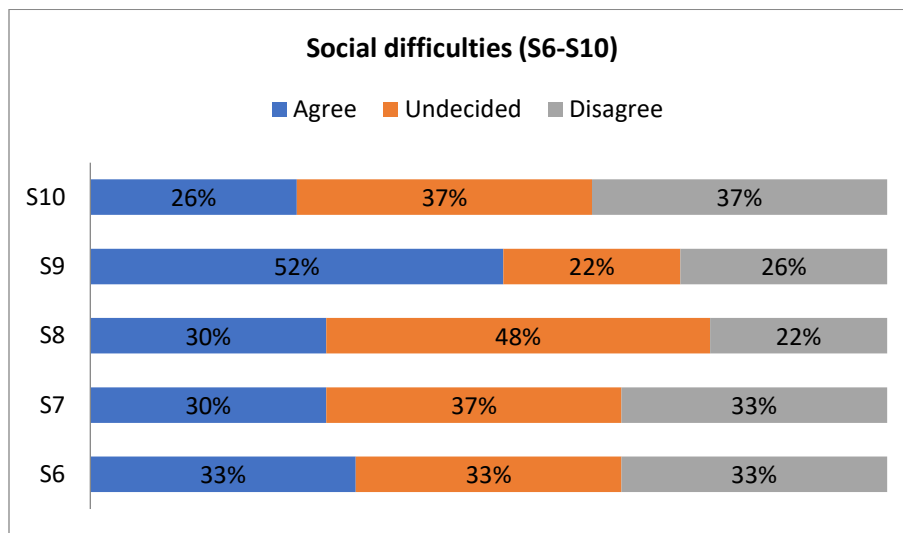


Figure 2. Students' difficulties in terms social

According to the data in Figure 2, the percentages of participants who selected "agree," "undecided," and "disagree" for statement number 6 ("I have difficulty finding opportunities to practice my speaking outside the classroom") are all equal, at 30%. The consistent distribution across these response categories suggests that respondents had a shared impression of the difficulty of finding opportunities to practice speaking outside of the classroom. This consistency may imply that a significant portion of the questioned group maintains a similar position on the subject. Moving on to statement number 7, "I cannot cooperate with my classmates in speaking class," the majority of respondents (37%) indicated an undecided perspective. Additionally, a significant portion of students (48%) selected an undecided option concerning the statement, "I cannot find the chance to express my ideas and participate in class discussion activities." Regarding the statement "My environment does not encourage me to speak English," the majority of respondents agreed with this statement, accounting for 52%. This implies that students lack sufficient support from their surroundings to succeed in learning English. Lastly, for statement number 10, "The speaking class is not useful enough for me to communicate in English with others," 37% of students opted for the undecided option. Similarly, 37% of respondents chose to disagree.

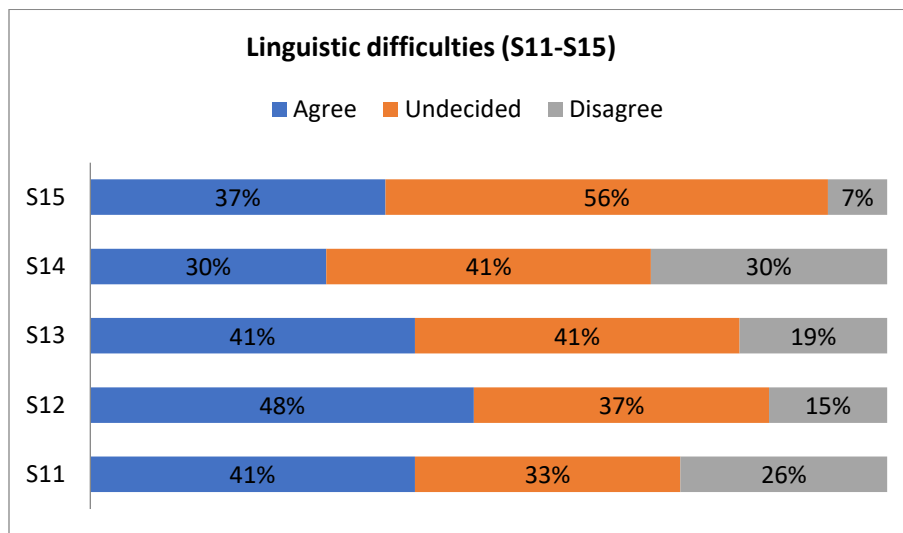


Figure 3. Students' difficulties in terms of linguistic Figure

Based on the information presented in Figure 3, the data indicate that a significant portion of students (41%) lean towards agreement with the eleventh statement, "I do not have enough vocabulary in English." Drawing from this data, it can be concluded that there is a lack of English vocabulary among students. Then, the figure above also indicates that the majority of respondents (48%) agreed with the statement "I do not have enough knowledge of English grammar." It can be asserted that a significant number of students still lack proficiency in grammar. In response to statement 13, "When I communicate in English, I tend to think in Indonesian, which results in my lack of fluency in speaking," 41% of respondents expressed agreement. Similarly, 41% chose the undecided option. Next, the majority of students (41%) chose the undecided option with this statement "I never speak English in the classroom because of difficulties in pronunciation." Lastly, Referring to the information in Figure 4.3, a majority of respondents prefer the undecided option, with 56% responding to the statement "My pronunciation is not good enough, causing difficulty in my communication." According to this data, it indicates that students still face challenges in pronunciation, which impede their ability to speak.

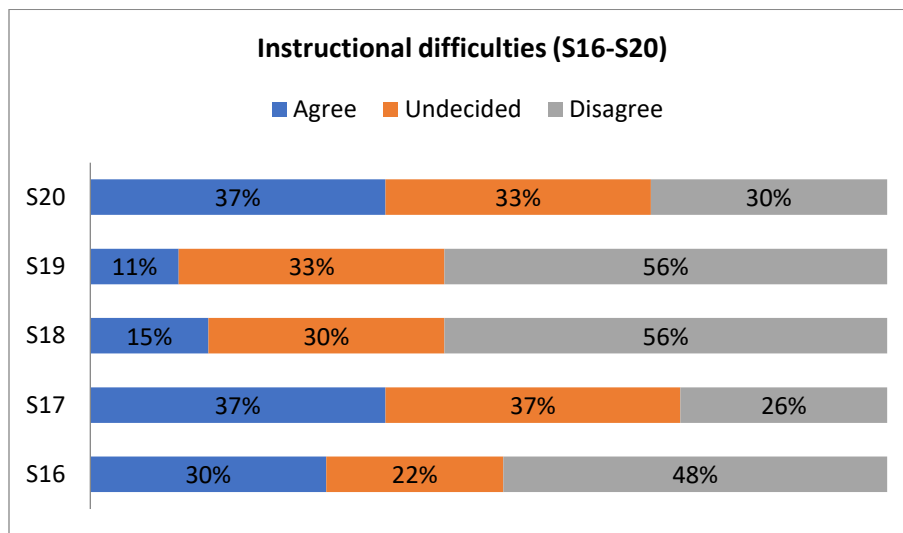


Figure 4. Students' difficulties in terms of instructional

The figure above shows that 48% of students disagree with statement number 16, which states that they struggle to communicate effectively because their teacher uses Bahasa Indonesia during speaking class. Additionally, 37% of students agree with statement number 17, which states that students have difficulty speaking English proficiently due to a lack of encouragement from their teacher. Furthermore, 37% of students also chose the undecided option. This indicates that students face challenges in practicing their English due to a lack of encouragement from their teachers. Next, the majority of respondents, comprising 56%, disagree with the statement "I struggle to speak English well because my teachers correct my mistakes very strictly, making me feel less confident and proficient in the language." Concerning the following statement, "My teacher does not instruct us on what to do when we cannot find the correct and appropriate words, structure, or sentence during our speaking class," the majority of respondents (56%) express disagreement. Lastly, the final statement in the questionnaire is "My teacher does not introduce interesting topics during our speaking class." The questionnaire results indicate that the majority of students (37%) agreed with this statement. This data highlights that a notable percentage (37%) of students may not find the topics engaging, impacting their attention and potentially leading to difficulties in speaking.

### Dominant Speaking Difficulties of the Students

Based on the data gathered through questionnaires, the researcher identified the predominant challenges encountered by eighth-grade students at SMP Negeri 15 Palu. The various difficulties faced by these students are illustrated in Figure 5 below:



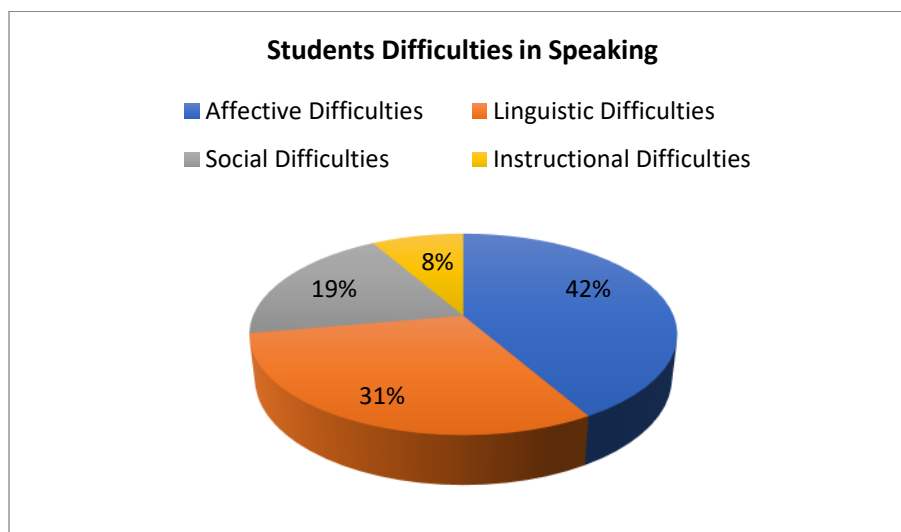


Figure 5. The variables of speaking difficulties in compare

According to the data presented in Figure 5, the foremost challenge for eighth-grade students in speaking English is affective difficulties, accounting for the highest percentage at 42%. Following closely is the issue of linguistic difficulties, affecting 31% of the students. Social difficulties represent the third challenge, constituting 19% of the total, while instructional difficulties, with a minimal percentage of 8%, appear as the least predominant problem. In summary, the data indicates that affective difficulties prevail as the primary obstacle for these students in mastering spoken English.

### The Result of Interview

Based on the interview conducted with the English teacher at SMP Negeri 15 Palu, here are the results of the interview:

1. The question: What are the affective difficulties experienced by students when speaking English in the classroom?

Excerpt 1:

*“Students generally feel afraid to speak, especially when asked something in English. Consequently, they are reluctant to actively participate in class, particularly in answering questions. Although there are some students who dare to respond, they still feel shy and awkward. On average, their answers are unclear, especially when using English.”*

2. The question: Do students face any difficulties in speaking related to their classmates or social environment?

Excerpt 2:

*“Typically, in the classroom, I observe that they often feel embarrassed and unsure because they worry about making mistakes. Their friends also tend to be shy, making it difficult for them to practice, especially during dialogues with their tablemate. Furthermore, there is also no habit of using English in the classroom, and there is a lack of supportive communities in the school environment, at home, or in their social circles. In my opinion, these factors contribute to why students rarely or find it difficult to communicate in English.”*



3. The question: How about their linguistic difficulties, do students also experience them in the classroom?

Excerpt 3:

*“Students usually encounter difficulties in English, firstly because of limited vocabulary and a lack of understanding in pronunciation. They often express confusion about the difference between what is written and what is spoken, making them feel that English is considered difficult.”*

4. The question: Are there any instructional difficulties that students experience when speaking English in the classroom?

Excerpt 4:

*“The common difficulty in the classroom is the lack of motivation and focus among students toward the explained material. They tend to pay more attention to other things and got distracted by things like phones or talking to their friends instead of listening to the lesson.”*

5. The question: How do teachers typically overcome challenges when students have difficulty understanding lessons, especially in English class?

Excerpt 5:

*“I often share short stories during class to help students feel relaxed and comfortable, so it's not too stressful. While doing that, I go over the lessons again to make sure everyone understands. I also tell students they can ask me anything and encourage them to talk so I can figure out where they might need help. This allows us, as teachers, to give appropriate feedback to the students.”*

## **DISCUSSION**

### **Students' Difficulties in Speaking English**

#### ***Affective Difficulties***

The first variable related to the difficulty in speaking English encountered by eighth-grade students is affective difficulties. Based on the data analysis, the questionnaire results showed that 42% of the students feel that they are facing this problem, such as being afraid of making mistakes, lacking motivation, feeling anxious, and being shy. In this case, the fear of making mistakes is often closely related to feelings of anxiety, lack of motivation, and shyness, especially in the context of language learning. In terms of anxiety, the students worry about being judged by their friends or the teacher if they make mistakes while speaking English. This fear of negative evaluation can contribute to anxiety. (Dalem, 2017) mentioned that students fear making mistakes due to the concern of being teased by others, feeling shy, and experiencing a lack of confidence.

The fear of making mistakes also can lead to a fear of failure. If students perceive mistakes as failures, they may become demotivated and reluctant to engage in English communication activities. (Lam & Tuyen, 2021) state that mastering speaking skills becomes more challenging for students with low motivation to learn, as their lack of interest hinders the learning process. Lastly, fear of making mistakes can make students overly self-conscious. Shy individuals may be particularly hesitant to speak up in class, fearing that others will notice and judge their errors. (Hanifa, 2018) state that the affective aspect is the cause that inhibits students from speaking, and it is supported by the fact that the students received negative feedback from the teacher and classmates, leading the students to believe that speaking class only brought negative outcomes to themselves.

### ***Linguistic Difficulties***

The second aspect discovered by the researcher after analyzing the data is linguistic difficulties. According to the data from the questionnaire, the majority of responding students (31%) have issues with vocabulary, poor in grammar knowledge, pronunciation difficulties, and lack of fluency. In regards to vocabulary, the students lacked an extensive range of words. Meanwhile, knowing a wide range of words is crucial for constructing grammatically correct sentences. A limited vocabulary also can hinder fluency as learners may need to pause or search for words while speaking. On the other hand, a rich vocabulary allows for smoother communication, contributing to overall fluency. Without a sufficient vocabulary, it can be challenging to express thoughts and ideas with accuracy. (Lam & Tuyen, 2021) mentioned that a limited vocabulary affects comprehension when speaking, reading, listening, and writing. In line with (Sayuri, 2019) who stated that the main obstacle to speaking English proficiently is having a limited vocabulary. When vocabulary is limited, conveying ideas becomes difficult, making effective communication impossible.

The students also found it challenging to pronounce certain words because, in English, there are differences between pronunciation and spelling. Most of the students do not wish to speak because they are unsure of how to articulate the words. Pronunciation difficulties can also impede fluency. If the student is unsure of how to pronounce words or struggles with certain sounds, it can lead to pauses and hesitations during speech, affecting the overall flow and rhythm of conversation.

### ***Social difficulties***

The third speaking issue faced by the eighth-grade students of SMP Negeri 15 Palu is social difficulties. This is showed by the questionnaire data, which indicates that 19% of the students encounter this issue (lack of practice, lack of opportunities, and lack of encouragement). Based on the data analysis, it is evident that the school lacks effective language programs or opportunities for English practice. Consequently, students struggle to develop their speaking skills. (Brooks, 2018) identified that the reason learners were reluctant to speak was the limited chances for practice. Thus, students miss out on the beneficial effects that regular practice can have on their language proficiency. It is crucial to emphasize that the more opportunities students have to speak English as a Foreign Language (EFL), the less anxious they will feel when communicating in that language.

The absence of opportunities for English conversations or activities within the school setting can also restrict their exposure and practice in real-life situations. For example, supportive teachers, friends, and even family environments can have a positive impact on a student's language learning journey. Without encouragement from their environment to practice and use English, students may feel less motivated to communicate in the language.

### ***Instructional difficulties***

Another speaking difficulty encountered by the students is instructional difficulties. According to the data from the questionnaire, there are about 8% of total respondent faced instructional difficulties such as the use of mother tongue (Bahasa Indonesia) during English speaking class, lack of encouragement from the teacher and uninteresting topic. In regard to the use of mother tongue (Bahasa Indonesia), the use of mother tongue can create a learning environment where students are not fully immersed in the target language and limits students' exposure to English. When students habitually use their mother tongue, they may find it difficult to think and formulate ideas directly in English. This can hinder their ability to express themselves fluidly in the language.

---

The students also lack of encouragement from the teacher which can significantly hinder students' speaking ability, it is because without encouragement, students may experience a lack of motivation to engage in speaking activities. Therefore, positive reinforcement and praise from teachers can inspire students to actively participate and take risks in using the language.

### **Factors Affecting Students' Difficulties in Speaking English**

#### ***Shyness***

The results of the data analysis showed that shyness is a factor influencing their difficulties in speaking. Specifically, 52% of the students feel shy when speaking in front of the class. By examining the results of the interview in excerpt 1, the teacher said "Although there are some students who dare to respond, they still feel shy and awkward." the teacher also states in excerpt 2, "Typically, in the classroom, I observe that they often feel shy and unsure because they worry about making mistakes. Their friends also tend to be shy, making it difficult for them to practice, especially during dialogues with their tablemate." According to this statement, the researcher draws the conclusion that shyness becomes one of factors that hinder student from speaking English.

Additionally, the teacher noted that students often experience shyness when asked to speak, attributing it to concerns about their friends' reactions, including the possibility of being laughed at. Furthermore, when the teacher requests students to collaborate with their classmates, such as in a dialogue, they struggle to cooperate due to shyness. Despite their preparation, when the time to speak arrives, the feeling of shyness becomes apparent and everything that they have already prepared disappears. (Ahsan et al., 2020) further explains that the sensitivity of shyness often leads to mental blocks, making it challenging for them to recall what to say in numerous situations. This highlights that shyness is one of the factors affecting the difficulties eighth-grade students face in speaking English.

#### ***Anxiety***

The result of the data analysis indicated that most of the students (44%) feel anxious when they speak English. The teacher said in excerpt 1 "Students generally feel afraid to speak, especially when asked something in English. Consequently, they are reluctant to actively participate in class, particularly in answering questions." It means that the students feel anxious if they will make mistake when speak in English, they fear that they cannot answer the teacher question and when the anxiety hits them, they suddenly nervous and forget what they are going to say, which leads them cannot convey their thoughts in front of the class. According to (Han et al., 2023) the prevalent fear that students often face significantly impedes their confidence in communication and their efforts to enhance their English knowledge and skills. In sum, the researcher can conclude that anxiety is one of the factors affecting the eighth grade students' problem in speaking English.

#### ***Lack of vocabulary***

According to the data analysis of the interview the teacher states in excerpt 3 that "Students usually encounter difficulties in English, firstly because of limited vocabulary and a lack of understanding in pronunciation.", the researcher concludes that eighth-grade students at SMP Negeri 15 Palu face a lack of vocabulary as one of the factors influencing their difficulties. The data from questionnaire indicates that 41% of the students have a limited vocabulary when speaking in the classroom; this is supported by the statement of the English language teacher. The teacher also noted that students possess very limited vocabulary knowledge, hindering their ability to speak because they are unsure about what to say in English and they cannot

---

differentiate between what is written and spoken. According to (Wahyuningsih & Afandi, 2020) comprehensive vocabulary knowledge has been instrumental in advancing students' achievements, comprehension, and metalinguistic abilities. (Qasemi, 2020) states many students lack the necessary vocabulary to convey their thoughts, making it difficult for them to engage in ongoing interactions. Additionally, the questionnaire results revealed that students struggle to communicate in English because the teacher relies on the mother tongue, which contributes to limitations in the students' English vocabulary.

### ***Lack of Supportive Environment***

The next factor that the researcher identified as discouraging students from effectively speaking English is a lack of a supportive environment. According to the interview results in excerpt 2 "Furthermore, there is also no habit of using English in the classroom, and there is a lack of supportive communities in the school environment, at home, or in their social circles. In my opinion, these factors contribute to why students rarely or find it difficult to communicate in English." The teacher mentioned that there is no habit of using English in the classroom, and there is a deficiency of supportive communities in the school environment, at home, or in their social circles. This factor leads the students to struggle to practice their English in school. They lack a community that can assist them in speaking English daily, hindering the improvement of their speaking skills. Furthermore, the lack of support from their surroundings can also diminish students' motivation to study English, as there is no one to encourage or support them in speaking English. Consequently, they may feel demotivated and unwilling to learn. The teacher should encourage the students to speak English in particular, so that the students can improve their skill. (Leong & Ahmadi, 2017) states that teachers should offer positive reinforcement for their students when they engage in English conversation. Fostering a warm relationship, cultivating a joyful classroom environment, and instilling enthusiasm and eagerness to study English, with a particular focus on spoken communication, are essential.

According to the presented data, three significant findings can be concluded from this research. Firstly, concerning English speaking difficulties among eighth-grade students at SMP Negeri 15 Palu, the challenges stem from affective difficulties, social difficulties, linguistic difficulties, and instructional difficulties. The second finding indicates that the most prominent challenge impacting students is affective difficulties, while instructional difficulties have the least influence on English speaking. This finding aligns partially with (Thao & Nguyet, 2019) research, which identifies affective difficulties as a common obstacle to students' English speaking. The last finding highlights various factors affecting students' speaking abilities, including feelings of anxiety, shyness, a lack of vocabulary, and the absence of a supportive school environment, as supported by (Chand, 2021). Chand revealed that factors such as shyness, anxiety, a limited vocabulary, and a lack of motivation hinder students from effectively speaking in English.

## **CONCLUSION**

After analyzing the data from the questionnaire which is supported by the data from the interview, the result showed that difficulties in speaking English that faced by the eighth grade students of SMP Negeri 15 Palu were affective difficulties (42%), linguistic difficulties (31%), social difficulties (19%) and instructional difficulties (8%). The dominant difficulties that faced by the students is affective difficulties and less dominant difficulties is instructional. The factors affecting these difficulties are shyness, anxiety, lack of vocabulary and lack of supportive environment.

## REFERENCES

- Ahsan, M., Asgher, T., & Hussain, Z. (2020). The Effects of Shyness and Lack of Confidence as Psychological Barriers on EFL Learners' Speaking Skills: A Case Study of South Punjab. *Global Regional Review*, *V*(II), 109–119. [https://doi.org/10.31703/grr.2020\(v-ii\).12](https://doi.org/10.31703/grr.2020(v-ii).12)
- Al Nakhalah, A. M. M. (2016). Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, *5*(12), 96–101. [www.ijhssi.org](http://www.ijhssi.org)
- Alvionita, I., Munir, & Faradiba, S. (2022). Improving students' speaking ability using show and tell technique. *Journal of Excellence in English Language Education*, *1*(3), 87–94.
- Brooks, G. (2018). *Using oral presentations to improve students' English language skills Using Oral Presentations to Improve Students' English Language Skills*. *19*(January 2015), 199–212.
- Candraloka, O. R., & Rosdiana, A. (2019). Investigating problems and difficulties of speaking that encounter English language speaking students of junior high school. *Journal of English Language and Education*, *5*(2).
- Chand, G. B. (2021). Challenges Faced by Bachelor Level Students While Speaking English. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *6*(1), 45. <https://doi.org/10.21093/ijeltal.v6i1.853>
- Dalem, M. (2017). Difficulties of Speaking That Are Encountered By English. *Premise Journal of Education*, *6*(2), 20–29. <http://dx.doi.org/10.24127/pj.v6i2.1002>
- Hakimah, N. (2020). *Speaking Skills Problems in Daily English Conversation Faced By Students of Pondok Pesantren Fadhlul Fadhlan (Ppff) From Their Own and Their Mentors' Perspective*.
- Han, H., Islam, M. H., & Ferdianto, F. (2023). An Analysis of Student's Difficulties in English Speaking, a Descriptive Study. *EDUTECH: Journal of Education And Technology*, *6*(4), 497–503. <https://doi.org/10.29062/edu.v6i4.579>
- Handini, B. S., Prasetyaningrum, A., Jaelani, S. R., & Azima, M. F. F. (2021). An Analysis on Students' Difficulties in Speaking. *Humanitatis: Journal of Language and Literature*, *7*(2), 187–192. <https://doi.org/10.30812/humanitatis.v7i2.1248>
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, *5*(2), 230–239. <https://doi.org/10.24815/siele.v5i2.10932>
- Lam, N., & Tuyen, M. (2021). A Study on Difficulties and Solutions in English Speaking Skills of Students at Hufi. *Ho Chi Minh City University of Food Industry*, *41*, 1–11.
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, *2*(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Lestari, S. (2022). Analysis of Students' Difficulties in Speaking English (A Case Study at The Tenth Grade Students of MAS Darul Azhar Kutacane. *Jurnal Pendidikan Dan Konseling*, *4*, 1349–1358.





- 
- Mullany, L., & Stockwell, P. (2021). Qualitative, quantitative and mixed methods research (Dörnyei). In *Introducing English Language*. <https://doi.org/10.4324/9781315707181-60>
- Panjaitan, K., Sihombing, E., Pasaribu, C. C., & Siregar, C. A. E. (2022). Students' Difficulties in Speaking Comprehension of Vocational High School Students. *Romeo : Review of Multidisciplinary Education, Culture and Pedagogy*, 1(2), 69–74. <https://doi.org/10.55047/romeo.v1i2.94>
- Pimentel, J. L. (2019). Some Biases in Likert Scaling Usage and its Correction. *International Journal of Sciences: Basic and Applied Research*, 45(1), 183–191. <http://gssrr.org/index.php?journal=JournalOfBasicAndApplied>
- Qasemi, A. S. (2020). Factors affecting students' speaking performance in english department of jawzjan university. *International Journal of Innovative Research and Scientific Studies*, 3(4), 129–134. <https://doi.org/10.53894/ijirss.v3i4.46>
- Resha, P. W., Mawardin, M. S., & Waris, A. (2015). Developing speaking skill of grade VIII students through short conversation. *Journal of English Language Teaching Society (ELTS)*, 3(1), 1–13. <https://media.neliti.com/media/publications/244500-none-65dd45e8.pdf>
- Sayuri. (2019). English Speaking Problems of EFL Learners. *Nabil Hussain Collage, Indonesian Journal of EFL and Linguistics*, 1(1), 47–61.
- Soodmand Afshar, H., & Asakereh, A. (2016). Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives. *Electronic Journal of Foreign Language Teaching*, 13(1), 112–130. <http://e-flt.nus.edu.sg/>
- Thao, T. Q., & Nguyet, D. T. N. (2019). Four aspects of English speaking difficulties encountered by tertiary English-majored students. *Ho Chi Minh City Open University Journal of Science - Social Sciences*, 9(2), 53–64. <https://doi.org/10.46223/hcmcoujs.soci.en.9.2.261.2019>
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3), 967–977. <https://doi.org/10.12973/EU-JER.9.3.967>