

A STUDY ON SPEAKING DIFFICULTIES ENCOUNTERED BY THIRD SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF UNIVERSITY OF ISLAM MALANG

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Abstract: Speaking is the action of conveying information or expressing thoughts and feelings in spoken English. Yet, some difficulties faced by the students in learning speaking English. To overcome these difficulties, the students must know what kinds of their difficulties they faced in learning speaking English. Therefore, the writer chose to investigate the difficulty in speaking English in linguistic and psychological aspects. The design of this research is using descriptive mixed method and the purpose of this study is to investigate the students' difficulties in learning speaking English. Participants of this study are 30 English students and the instruments used are questionnaire and interview. There are 10 questions in questionnaire and 2 questions in interview. The data is analysed qualitatively and quantitatively. The finding of the study showed that the majority of the students have difficulties in anxiety, lack of focus, and hard to maintain focus while they are speaking in English which related to psychological aspects difficulties. Other difficulties are lack of vocabulary, mispronunciation, and poor grammar knowledge which related to linguistic aspects difficulties. In conclusion, the majority of the students face anxiety and lack of vocabulary as their difficulties both in linguistic and psychological factors.

Key words: Speaking Difficulties, English Department Students, Linguistic Aspect, Psychological Aspect.

INTRODUCTION

Speaking, in addition to reading, writing, and listening, is an important part of the four basics English skills that students are obligated to understand its mechanism. The purpose of this skill is to express a notion, describe a thing or feeling. The hardest thing in speaking is it must be expressed spontaneously with proper pronunciation and following grammatical rules. Speaking has deep connection with listening skill, in speaking process, the participants need to be listening before they react it. The reason is speaking is not only memorizing the sentences in a text, but speaking is spontaneous to express some ideas orally.

Kawai as cited in Fitri (2019), exerts that speaking English as second foreign language is very important for many students. Yet, some of them struggle when practicing their speaking skills. The main issue is students' anxiety and lack of motivation.

Nowadays, English language is used in many aspects of human life because English is accepted language all over the world. There are native and non-native speakers who used this language as international communication method. As for non-native, they still must learn English language to be eligible in speaking fluently without major mistake. In learning process, especially in mastering speaking skill, it cannot be denied that will be obstacle.

The students' difficulties of speaking have been researched by Diaab (2016). The researcher used qualitative as the research design. The researcher aims to find the Libyan EFL learners' speaking difficulties and the factors underlying this problem. The instruments of this study were questionnaire and interview. The result of this research showed that insufficient exposure to the target language and frequent use of Arabic, inside and outside the classroom, were the main factors contributing to the Libyan EFL learners speaking difficulties.

The second previous study was conducted by Rahmaniah, Asbah, and Nurmasitah (2018). In their research, they used a descriptive quantitative method and questionnaire as the instrument. In general, the results showed that there are internal and external factors that cause non-English students felt difficult in speaking English. Internal factors consist of the quiet students that difficult to learn, difficulty memorizing some words, difficulty recognizing word's pronunciation, poor grammar knowledge, low self-esteem, and fear of being criticized. In addition, one of the external factors is that they rarely speak English both inside and outside the classroom. They would rather speak in their native language than in English.

Other difficulties that have been researched by Zainurrahman and Sangaji (2019) are linguistic and psychological factors. They applied the qualitative descriptive method in this research. They chose interview and speaking rubric as the instrument of the research. The result of the research showed that in the linguistic field, students' knowledge about grammar is very low followed by their

difficulties in vocabulary. Another result of the research is that the psychological issue such as hesitance and low self-esteem made them have poor grammar knowledge in their speaking activity.

The next previous study was conducted by Nakhalah (2016). This study used quantitative. The objective of this study is to find the speaking difficulties encountered by English language students at Al Quds Open University. The researcher used interview as the instruments of the study. The result showed there some difficulties in the speaking of the students due to some reasons such as fear of mistake, shyness, anxiety, and lack of confidence.

The last previous study was conducted by Hosni (2014). The writer used qualitative method as the approach. The researcher aims to find the speaking difficulties encountered by young EFL learners. The instruments of this research are observations, interviews, and curriculum analysis. The writer chose 5 English teachers and one with grade 5 students. The result of this research is the main speaking difficulties encountered by grade 5 students are linguistic difficulties, mother tongue use, and inhibition. Students are unable to speak in English because they lack the necessary vocabulary items, grammar structures, and sentence formation skills.

So, from those five previous studies, all of them used both qualitative and quantitative as their research design and only the last two of them were conducted in Indonesia. Next, two from five researchers also do not investigating about English students, Rahmaniah investigated non-English students while Zainurrahman investigated students in general. Therefore, the difference between this study and all previous studies is on the research design, the writer used a mixed-method as the writer used a questionnaire and interviews to analyze the data. The writer wanted to find more factors that caused English students felt difficult while speaking English. In addition, the writer chose to investigate the difficulty in speaking English and chose English students as the participants as they are obligated to speak English fluently in the classroom.

METHOD

This study needs explanation and its description in the analysis. Therefore, the writer chose the mixed method research as the research design to clearly interpret the result of this study. The participants of this study were 3rd semester from University of Islam Malang. With the recommendation of writer's lecturer, the writer chooses the students in 3rd semester who took speaking subject. They were from class A, Class B, and Class C. The writer used questionnaire and interview as the instrument of the study.

The data were gathered from the students' answer from the questionnaire and interview. Before conducting the study, the writer asked permission to the lecturer of speaking subject who teaches the 3rd semester students. After received permission from the lecturer, the writer shared the questionnaire to 30 selected students from 3 classes (10 students from each class) via Google Form that the link itself was shared through WhatsApp messenger. Then the writer explains about the goals of the study and the questionnaire. After doing selection from answered questionnaire, the writer contacts the students via WhatsApp Messenger whom encountered the most difficulties in speaking English to make a schedule for interviewing the students. The writer interviewed the 8 selected students via Voice Notes in WhatsApp messenger. Last, the writer records and transcripts the students answer and analyze it.

There are two kinds of data from the research which are quantitative and qualitative data. The quantitative data are gained from the questionnaire and the qualitative data are gained from the interview. After completing all the data collected from the questionnaire, the writer analyzed the data. According to Miles and Huberman (1994:10) as cited in Wulandary (2020), the qualitative analysis used three processes; data reducing, data displayed, and conclusion. The data from the questionnaire are analyzed using simple statistic (frequency and percentage). The highest percentage of the answer to each question is considered as the students' response about the difficulty of speaking English in speaking class. The data are calculated using this formula:

$$P (\%) = \frac{f}{N} \times 100$$

Note:

P : Percentage

N : Total participants

F : Frequency

FINDING

In order to answer the problem of the research, this chapter will show the details of the findings from the process of collecting data. The writer used questionnaire and interview as the instruments to collect the data. The questionnaire is about speaking difficulties and that faced by the students in Speaking subject and students' perception about the importance of English speaking skill. The questionnaire and the interview were taken from the previous studies and descriptive mixed method was chosen to analyze the data.

There are 10 questions asked to participants. The entire questions were all about speaking difficulties that encountered by the students.

Table 4.1 Students' interest in speaking English

No	Question	Very much	Rather	Little	Not at all
1.	How much do you like speaking English	37.5%	43.8%	9.4%	9.4%

Table 4.1 shows the data about students' interest in speaking English. The result from the question above indicates 37.5% students are very interested so much in speaking English, 43.8% are rather like speaking English, 9.4% are little interested in speaking English, and 9.4% are not interested at all. From the data above, it can be drawn that most of the participants are rather interesting in speaking English.

Table 4.2 Students' frequency in practicing speaking outside the classroom

No	Question	Always	Usually	Sometimes	Never
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2.	How often do you practice speaking outside the classroom?	9.4%	28.1%	62.5%	0%
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Table 4.2 shows the data about students' frequency in practicing their speaking ability outside classroom. There are 9.4% students who always practicing their speaking ability outside the classroom, 28.1% s students usually practice it outside classroom, 62.5% of them sometimes practice their speaking skill, and 0% never practice it.

Table 4.3 The importance of speaking English in students' future career

No	Question	Very important	Important	Unimportant	Very unimportant
3.	What do you think the importance of English speaking to your future career?	68.8%	25%	3.1%	0%

This table shows the students' perception of the importance of speaking English fluently in their future career. On the table 4.3, the writer decides to classify the participants' answer into two types, they are important and unimportant. The result is 100% participants answered that speaking English is important to their future career.

Table 4.4 Students' feeling in speaking class

No	Question	Motivated	Anxious	Confident	Uncomfortable
4.	How do you feel in speaking class?	59.4%	21.9%	12.5%	6.3%

Table 4.4 shows the result about students' feeling when they are in speaking class. 59.4% feel they are motivated when learning speaking, 21.9% feel anxious in speaking class, 12.5% they are confident during speaking class, and 6.3% they are uncomfortable in speaking class. From the table above, it can be concluded that most of the participants felt motivated in speaking class.

Table 4.5 Factors that affect students' speaking performance

No. 5	What factors affect your speaking performance?		
	Option	Frequency	Percentage
a.	Time for preparation	22	68.8%
b.	Pressure to perform well	15	46.9%
c.	Motivation to speak	15	46.9%
d.	Confidence	23	71.9%
e.	Topical knowledge	11	34.4%

From the table above, 68.8% students need time for preparation before speaking English, 46.9% students are pressured to perform well, 46.9% students' feel motivated to speak, 71.9% students feel they are confidence, and 34.4% students feel that this topic is their main field. From the data above, it can be concluded that the most factor that contributed to students' speaking performance is confidence, next factor that affected students' speaking performance is their preparation time before speaking, and the last two factors since they have same percentage, they are pressure to perform well and their motivation to speak.

Table 4.6 Students' problem in learning speaking skill (Psychological factor)

No. 6	Which problem do you encounter in learning speaking skill? (Psychological factor)		
	Option	Frequency	Percentage
a.	You are worried about making mistakes	25	78.1%
b.	You are fearful of criticism or losing face	13	40.6%
c.	You cannot think of anything to say	18	56.3%
d.	You have no motivation to express yourselves	5	15.6%
e.	You are shy	16	50%

From the result of the table above, it showed that 78.1% students are worried making mistakes when they are learning speaking English, 40.6% students are fear to be criticized, 15.6% students think they cannot think of what will be said, 56.3% of them have no motivation to express themselves, and 50% students felt shy when they are learning speaking.

Table 4.7 Students' speaking problems related to linguistic aspects

No	Question	Lack of vocabulary	Poor grammar knowledge	Poor pronunciation
7.	Related to linguistical aspects, which problems you encountered in speaking?	46.9%	53.1%	0%

Table 4.7 showed the percentage of linguistic aspects problem in speaking difficulties that encountered by the students. 46.9% students are lack of vocabulary, 53.1% students are poor in grammar knowledge, and 0% students have poor pronunciation. From the table, it can be drawn that most of participants faced one of the language aspect problems which is grammar knowledge.

Table 4.8 Students' speaking ability

No	Question	Excellent	Good	Fair	Poor
8.	What do you think about your English-speaking skill?	3.1%	37.5%	37.5%	21.9%

Table 4.8 showing the result of students' self-assessment on their speaking ability. 3.1% students feel having excellent ability, 21.9% students feel they are poor in speaking, while students that feel they have good and fair speaking ability have the same percentage which is 37.5%. From the table, it can be concluded that participants possess eligible speaking ability.

Table 4.9 Students' worries before speaking English

No	Question	Always	Usually	Sometimes	Never
9.	You worry about making mistake before speaking English	37.5%	25%	34.4%	3.1%

Table 4.9 explains how often students worry making mistake before speaking English. 37.5% participants always worry to make mistake before they are speaking English, 25% is usually worry, 34.4% students sometimes worry they will make mistake, and 3.1% students never afraid will make any mistakes. It can be concluded from the table above that most of participants always worry when they are started to speaking English.

Table 4.10 Students' feeling towards classmate in speaking

No	Question	Always	Usually	Sometimes	Never
10.	You feel that your friends are better than you in speaking English	43.8%	31.3%	25%	0%

Table 4.10 shows students' competence among participants' friends. 43.8% always think their friends are better than them, 31.3% students usually think their friends are better than the participant, 25% sometimes students think their friends are better than themselves, and 0% students always feel they are the best among their friends. From the table above, it can be drawn that participants always thinks that they friend or classmate always better than him/herself in speaking English.

Based on the answered questionnaire above, the writer selected 8 participants who have the most difficulties in speaking class, from both psychological and linguistic aspects. After collecting the data through interview, the writer found that there are two linguistic difficulties and three major psychological difficulties faced by the 3rd semester of English Department students in speaking class. Moreover, the writer also put the statement from the participants.

Linguistic Difficulties

Linguistic is a study about language such the structure of a language likes grammar or words, and phonology. Linguistic difficulties are the problems that related to linguistic aspect such as poor grammar knowledge, poor pronunciation, and lack of vocabulary. The findings are drawn from the data collected from the interviews. In this study, the writer found two types of difficulties related to linguistic aspect that are lack of vocabulary and poor grammar knowledge. There

are 3 students answered lack of vocabulary and there is 1 student answered poor grammar knowledge. Below are the findings for each linguistic difficulty.

1. Lack of vocabulary

(S3) *"The second one is about the vocabulary. I don't know why sometimes I immediately forgot my words when I speak."*

(S6) *"I have many lacks vocabularies, sometimes when I want to pronounce some English words, I do not know how to pronounce it."*

(S7) *"I think that difficulties that I have in speaking class start from anxiety of speaking and the lack of vocabulary that I have."*

2. Poor grammar knowledge

(S3) *"The difficulties that I usually faced in speaking class are first, my common mistake in speaking is grammar mistake. Sometimes, I use the wrong tenses, like when I want to speak in past tense, but I use speak in present tense."*

Psychological Difficulties

Psychological difficulties are one of the problems in speaking that could become a barrier for the students who learn to speak English. According to Fauzan as cited in Ariyanti (2016) explains that psychological aspects are factors that lead towards the behavior of being too nervous, anxious, and fearful of making mistakes that are resulted by the possibility that the students sometimes have to speak along with correction that is given by the lecturer when the students are doing speaking performance. It means that their own behaviors sometimes be their own obstacle to acquire fluent speaking English level. In this study, the writer found three types of difficulties related to psychological aspect that are anxiety, lack of confidence and struggle to maintain their focus. There are 6 students answered anxiety, 2 students answered lack of confidence and 3 students answered struggle to maintain their focus. Below are the findings for each psychological difficulty.

1. Anxiety

(S2). *"The second is struggling to ignore the nervous when I speak in front of my friends or front of class."*

(S3). *"The third is I'm nervous when I speak English in public or in class because I always thinking about my fer of making mistake while speaking."*

(S4). *"I'm scared when the teacher looks at me. Next, anxiety, because same as when my friend or people look at me."*

(S5) *"I was afraid of being judged by the audience or my friends. So, it gets me nervous and adrenaline."*

(S6) *"I often feel nervous when I'm speaking in front of my friends especially in speaking class because I feel uncomfortable when I am talking in front of many people."*

(S7) *"I think that difficulties that I have in speaking class start from anxiety of speaking."*

2. Lack of confidence

(S8) *"I think my difficulty is feeling unconfident. Because I feel my friend's speaking skill is better than mine."*

(S6) *"I feel unconfident with myself because I know my English-speaking skill is still underrating."*

3. Maintaining the focus

(P1) *"I often get stuck in the middle of my words."*

(P5) *"It is hard for me to stay on focus."*

(P7) *"Sometimes in speaking class I feel sleepy."*

DISCUSSION

After transcribing the recording of interview, the writer concludes that there are 5 main difficulties which are divided into 2 categories, namely linguistic and psychological difficulties encountered by 3rd semester students of English Department at University of Islam Malang. The linguistic difficulties found were lack of vocabulary and poor grammar knowledge, while the psychological difficulties found were anxiety, lack of confidence, and struggling to maintain the focus. The writer intends to discuss the findings and how they answered the problem of this research.

The first problem that discovered by the writer is linguistic difficulties. The writer found two types of difficulties that considered as linguistic difficulties, they are lack of vocabulary and poor grammar knowledge.

First, there are three students who think that lack of vocabulary is one of the reasons why they felt difficult to speak in front of the class. This finding is supported by Widyasworo (2019), he states that lack of vocabulary is one of the linguistic problems, the others are poor grammar knowledge and pronunciation.

Next, there is one student who said that poor grammar knowledge is his problem to speak English because he felt difficult to apply tenses correctly. This finding is also supported by Al-Hosni (2014), she explains the reason why students are unable to speak in English is that they lack of vocabulary and grammar structures. In addition, she adds the result of using too often mother tongue causing the students difficult to forming a sentence which related to grammar knowledge.

The second problem that discovered by the writer is psychological difficulties. The writer found three types of difficulties that considered as psychological difficulties such as anxiety, lack of confidence, and struggle to maintain focus.

First, anxiety is the most faced difficulty by the students with six students. From all students' statement about why they feel anxious when they are speaking is they cannot cope with the stare from the audience or lecturer. This finding is supported by Nakhalah (2016), he stated that anxiety is one of the factors that affect the process of students in learning speaking English. Also, one of student answered that she thinks her accent is sound ridiculous.

Second, the writer found three students who have lack of confidence while they are speaking in speaking class or when they are speaking in front of class using English language. Rahmaniah et al, (2018) exerts lack of confidence could affect the courage of the students when they are practicing speaking English. The reason why sometimes the students do not have enough courage is they afraid they will make mistakes even before they are speaking.

Last problem from psychological problem is struggled to maintain the focus. To make the practicing speaking English success, the students must fully concentrate when they are in speaking class or when they are learning speaking English. According to Nakhalah (2016) focus is the crucial things before starting learning English speaking skill. Afraid they will make mistakes or get punished when they are speaking in wrong way could affect students' focus in learning speaking English.

The writer also interprets the questionnaire data and describe them into narrative forms. The questionnaire is about students' interest in speaking English

and how often they practice it. The writer described it according to the sequence of question in the questionnaire.

About 45.5% students rather like in speaking English while only 36.4% students like it very much. 60.6% students sometimes practice their speaking skill outside classroom. 69.7% students answered that English speaking skill is very important in their future career.

The writer also asked how the students feel when they are in speaking class. 57.6% students feel motivated when they are in speaking class, yet there are 24.2% students feel anxious when they are in speaking class. To seek further information, the writer selected the students who answered they feel anxious when they are in speaking class to be interviewed.

The writer asked their opinion about their English-speaking skill, 72.8% answered that they have fair to good English-speaking skill while the 24.2% answered that they have poor English-speaking skill. About 39.4% students always worry that they will make any mistake when they are speaking English. For the last question is questioning about whether their friend have better English skill than him/her. For about 42.4% students answered that they always think their friend's speaking skill is better than him/her.

Moreover, questionnaire result also showed that in speaking class most of students feel motivated, but some of them still feel anxious. Following the interview answer, the students who feel anxiety during speaking class is because when they speak in front of class they cannot deal with the audience or lecturer stare.

In conclusion, although they have difficulties, they still motivated in speaking class. This signified that they are serious in train their English speaking skill as they answered that English speaking skill have big contribution in their future career. For these reasons, the lecturer should pay more attention to these obstacles, and found the solution in order to maximally increase students' English speaking skill.

CONCLUSION

The purpose of this study is to find out the linguistic and psychological difficulties in speaking English faced by the third semester of English department

students at University of Islam Malang. The writer used mixed method as the research design for this study. The study was conducted to the third semester student of English Department at University of Islam Malang. The participants are third semester students of English Department at University of Islam Malang who took speaking subject, they are from Class A, Class B, and Class C. The instrument of this study are questionnaire and interviews. There are 10 questions in questionnaire about their feeling in speaking class and 2 questions in interview related to the psychological and linguistic difficulties in speaking English

Next, the observations indicate that each student has various difficulties in speaking English. Although they have various difficulties, the majority of the students experience the same difficulties that relate to their psychology when they are speaking English, which is anxiousness, and lead them difficult to maintain their focus. This anxiety could be caused by their lack of confidence towards themselves. Other difficulty in psychological aspect is lack of confidence. Next, majority of the students have lack of vocabulary as the linguistic difficulties. Consequently, they often mispronounce even more, they do not know how to say some words. In addition, this factor could be considered as the reason they feel anxious. The last difficulty in linguistic aspect is poor grammar knowledge where the students are not be able to determine which sentence must be uses according to the situation and time.

SUGGESTION

Following the findings, the writer hopes that the findings will provide further information for future writer who plans to conduct research with similar issues. The writer is also conscious that this study has some limit; as the result, the writer hopes for the future writers will be able to develop more deeper about this topic. Last, the writer hopes that the next writer could conduct real-time interview via several ways such as face to face, phone call, or video call and to avoid the participants who stuttering when they speak English, the future writer could use Indonesian first while doing interview and translate it into English in process of transcribing.

Following that, the writer expects that the findings in this study will support lecturers in developing their own techniques in dealing with students' difficulties in learning English-speaking skills, to be specific on the third semester of the English department at the University of Islam Malang. Lastly, the study can give more information and ideas about the difficulties in speaking English and also make the students aware and finding their own difficulties in speaking English. Furthermore, the writer hopes that they can create their own strategies to overcome their difficulties.

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