An Analysis of Students' English Oral Communication of English Educational Department, PGRI University of Banyuwangi

Ratna Ferdian Sari[1], Wageyono [2], Wulan Wangi [3]

[1,2,3] English Educational Department, Language and Art Faculty, PGRI University of Banyuwangi
Email: ratna@gmail.com

Abstract

The objective of this research is to analyze the students' oral communication in English of the sixth semester students of English Educational Department PGRI University of Banyuwangi in the Academic Year 2018/2019. This research is a descriptive quantitative. The respondents were the sixth semester students of English Educational Department PGRI University of Banyuwangi. The data were taken by using speaking test. The data of speaking test were analyzed by using percentage formula. The result of the data analysis was students' problem based on grammar, pronunciation and fluency. Based on the data analyzed by using percentage formula, the first indicator is grammar. The students got the percentage scores about 33,78%. Based on the interval range scores, the percentage of students' grammar scores was categorized as good. The second indicator is pronunciation. The students got the percentage scores about 33,43%. Based on the interval range scores, the percentage of students' pronunciation was categorized as good. Then, the last indicator is fluency. The students got the percentage scores about 32,78%. From the interval range scores, the percentage of students' fluency was categorized as good.

Keyword: *oral communication; English; speaking;*

A. Introduction

Language is one of the most important things in communication and it is used as an aspect of communication among the nations all over the world. People can express their ideas and emotion through language. Without language, one cannot communicate effectively or express ideas in both oral and written form. In Indonesia, English is considered as foreign language and it is taught earlier in a few primary school students. English has a role as a subject in schools, but it is not used as daily communication. English is one of the compulsory school subject to be taught for senior high school students. The English subject consist of four skills, namely listening, speaking, reading, and writing. All of those skills are integrated each other and become important subtances in learning English at senior high school. Yolanda (2015 : 1) defined that Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become part of our daily activity. When someone speaks, he or she

interacts and used the language to express his or her ideas, feeling, and thought. In English learning, a student has to master the four basic language skills, namely listening, speaking, reading, and writing. Although all four skills are equally important, speaking might be the skill that must be emphasized. Ricard (2008 in Mukaddimah, 2014 : 13) stated that speaking activity must focus on how to assist students to use and communicate in English. The teacher should promote the students to speak English as good as possible because speaking is the main skill of communication.

According to Iftikhatun (2017 : 2), English speaking skill is essential to be able to participate in the wider world of work in an international relationship. Speaking skill is closely a part of daily activities because it is an integral part of being a human being. It means that speaking is the ability to say something or anything, and has multiple functions for human to deliver their ideas, feeling, and thought.

Speaking is the most difficult skill for English foreign learners. It was supported by Hinkel (2005 : 485), said that speaking skill is considered as a hard skill to master the most complex and difficult skill to master. The element of speaking is not only about to speak in English with appropriate grammar. Beyond everything is to build students' confidence first to speak because based on the finding from the research of Nirana (2015:8), stated that the problems of students faced in speaking English is their less confidence to speak and their fear of making errors or inaccuracy while speaking besides other problems like their lack of vocabulary and poor pronunciation. The first problem faced by secondary school students' is lack of pronunciation, then the second one is students' lack of vocabulary, it was caused by lack of practice and the last is lack of confidence.

Speaking is very important in daily activity because people can share to other people, situasion, and they can express their ideas, tought, and their feeling through spoken language. Ricard (2008 in Estiningrum, 2013 : 10) that speaking activity must focus on how to assist students to use and to communicate in English. Morris (2002 in Randika, 2006 : 7) said that speaking as a natural way of communication between member of the community, both for expression of the mind as a form of social behavior and as a natural way of communication. So, talking can be done if there are two or more people in the field of communication. Besides, speaking is a skill that in used by someone to talk in daily life, whether atschool or outside.

In speaking, the listener will produce text that should be meaningful.In the nature of communication, there must be a speaker, listener, message, and feedback speaking of pronunciation cannot be separated because it encourages learners to learn English voice. In English teaching and learning, speaking is crucial skill, since it requires more than knowing. Thornbury (2005 in Randika, 2006: 8) defined speaking as an interactive and requires the ability where to cooperative in the management of speaking turns. According to Mukadimah (2014 : 11) defined that speaking is productive skill which consists of producing systematic verbal utterances to express meaning. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it. Brown (2001 : 267) that speaking ability in language

class is the ability to express ideas, opinions, and whiches in carrying out speaking task in the classroom. Speaking ability is important in the process of language learning. People communicate through speaking to gain much more information therefore, both teachers and students should realize the rule of speaking ability for their success in language learning. Keith and Morrow (in Devi Novita, 2014 : 10) defined that Speaking ability is an activity to produce utterances in real communication. This ability is involving two or more people in which the participants are both hearer and speaker having to react to what they hear and make their contributions at high speed, so each participants has an intention or set of intention that he wants to. Speaking is related to communication. Through speaking, people can get many kinds of information from many kinds of sources. So, it needs good ability in speaking to get succeed communication. Related to the communication, speaking is expressing something in words. While ability is the mental or physical capacity, power or skill required to do something. In other words, speaking ability is the capacity of someone o express his feeling, his thought to others. The important of speaking ability is not only in daily life, but also takes important roles in the process of language learning. Harmer (2001 in Novita, 2014 : 13) states the reasons why everyone need to speak. According to the *Oxford Advanced learner's Dictionary* (2008: 426), speak means to say words; to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc. People do communication for some reasons, a) they want to say something, b) They have some communicative purpose, and c) They select from their language store. If they want to say something, they must use here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but someones can still say that they feel the need to speak, otherwise they would keep silent. If they keep silent, they can't express their ideas, feeling or their opinions. Speakers say things because they want something happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain in each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they posses) the language they think is appropriate for this purpose. The ability to speak a foreign language is the most pressed skill, because someone who can speak a language will also be able to understand it. Lado (2000 in Novita, 2014 : 13) defined that speaking as: "The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language". Speaking skill is a matter which needs very special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Speaking is an essential tool for communicating, thinking, and powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the

foundation of all learning. Lado (2000 in Novita, 2014 : 13) points out that speaking ability / skill isdescribed as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently. The writer can conclude that speaking can be important skill in English because however someone will judged as a master in English when they can communicate with a good oral communication with other people. Speaking ability involve the real communication between two, three or more people that all of them are hearer and also speaker. All the hearer have to react and response to anything that the speaker say directly without thinking too long even they try to find the words or sentences that going to say as the response of the speaker utterances. Everyone have some reaasons to communicate with others. The first, they want to say something. The second, they have some communicative perpose. And the last is they select from their language store.

The researcher should determine some aspects of speaking when they wantto speak. Brown (2001 :269) stated that there are three aspects of speaking that the students can consider, they are: a) pronunciation, b) grammar, and c) fluency. Pronunciation refers to the problem of sound that we used to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound. Such as intonation, phrasing, stress, timing, and rhythm. Brown (2001 :354) stated that pronounciation is the language learner has to know how to pronounce and urderstand the word that are produced by the speaker. Grammar is the study of rules of language in inflections. Then, it is neededfor student to arrange a correct sentence in conversation. Speakers and writers can communicate and convey their messages clearly and meaningfully because of their ability and understanding of grammar. Fluency is the area of language ability which related to the speed and ease in which a language learners perform in one of four core language skills of speaking, listening, reading, and writing. Altought the concept of fluency relatesto all four language skills, it tends to be most closely associated with speaking.

Students are lack on English usually because they have low motivation in learning English. According to Souriyafoungsa (2013 :182) stated that the problems of learning English language derived from many different factors in different environments such as school resources, class size, quality of teachers, and the school attendance of learners. Nirana (2015 :10) stated the main challenges factor that English teacher faced in the teaching are academic factor they are student demovating and low students, basic english ability. English speaking is not easy for student because they must study hard if they want to fluent and good comprehension to speak. Therefore they must learn about vocabulary, pronounciation, grammar and they must have availability.

Students will not always use correct English. The students have problems and make mistakes when writing or speaking more freely. According to Raba'ah (2005 :8) explainedthat there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and

consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. In addition, Susilawati (2007 : 07) cited that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words are the potential problems that can hinder the students to speak. Regarding this, Brown (2001 : 546) stated that the shyness and anxiety are considered as the main causes of students‟ reluctance to speak. Some students have speaking problems. The students felt difficult to verbally express what they want to explain to other people. They have trouble to put their thought into words. Although they can understand what others speak, some of them are unable to speak well. A discriminating ear does not always produce a fluent tongue. Among many problems related to learning speaking English, there are some of them that can be found in almost all journals and research discussing about difficulties or problems in learning speaking English. Here are:a) lack of pronunciation, b) lack of fluency, and c)lack of grammar. Many students think that good English speaker assessed by the correct grammar and good pronunciation. Hinkel (2005: 485) argued speaking skill is considered as a hard skill to master-the most complex and difficult skill to master. Speaking is complex skill because at least it is concerned with components of grammar, vocabulary and pronunciation.They felt difficult to pronounce certain words because in English, between pronunciation and writing are different.

Pronunciation refers to the production of sounds that includes attention to the particular sound of language (segment), such as intonation, phrasing, stress, timing, and rhythm. Students' lack of pronunciation also can effects students problem in speaking. In English pronunciation, it has some components that students should understand such as vowel and consonant sounds, timing and stress pattern, intonation. For example, students with good pronunciation in English are more likely to be understood even if they make errors in other areas, where as learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect.

People who can speak English well, they usually speak fluently and accurately. According to Inayah (2012 : 14), defined that fluency is now very clear that fluency in speaking English and accuracy are both important goals to be achieved in communicative language teaching. Fluent speakers can express themselves appropriately and without hesitation and not to worry about making mistakes. Accurate speakers do not do mistake in grammar, vocabulary, and pronunciation. Mueen (2000 : 14) stated that there are several factors which affect students' performance in speaking English fluently; such as, lack of adequate and appropriate vocabulary, shyness, nervous, fearful to speak, and lack of confidence. Gower (1995 in Mukaddimah, 2014 : 13) described that speaking aspects into two categories; accuracy and fluency. Accuracy involves the correct use of vocabulary, grammar, and pronunciation. Accuracy usually emphasized in controlled and guided speaking activities, where the teacher makes it clear from feedback that accuracy is important. While in freer speaking activities, the teacher is hoping for the correct use of language but is also can to encourage the students' attempts to use the language they have in order to

communicate. Fluency, on the other side, can be thought of as "the ability to keep going when speaking spontaneously. Not only fluent, the learners should also be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. The teacher better not to give comment during fluency activity, however in feedback afterwards the teacher can comment favourably on any strategies the students used to increase their fluency. In addition, Richards (2008 in Mukaddimah, 2014 : 16) explained that fluency as natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and on going communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which the students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Accuracy is an achievement which is done by allowing students to focus on the elements of phonology, grammar and discourse in their output.

Learning grammar can not be separated in learning a language, especially English. Therefore, it is obviously important to understand grammar. Grammar is quite difficult to be understood by the students. The students will always get a difficulty using grammar in speaking English. They do not know when they should apply present time, past time, and future time. Yu (2002 in Widianingsih, 2016 : 142), states to simply find out the errors made by the language learners. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Besides, Lekova (1993 in Ayu Widianingsih, 2016 : 141) states, dealing with students with the problems at university level brough the present researcher to find out specific grammatical difficulties they encounter in their effort to learn English as their second language. Further Haryanto adds that when someone learns a foreign language, he often faces interference where he/she applies his/her mother tongue or first language structure to structure of the foreign language which is different from his/her native language. Due to the different grammar between the mother tongue and foreign language, it is very often that students find this as an obstacle in their learning to speak English. Therefore, without a good understanding of grammar, the message or the idea will not be sent effectively and clearly.

The relevant research is the research by Youssouf Haidara (2016), entitled " Psycological Factor Affecting English Speaking Performance for the English Learner in Indonesia." Research aimed at describing the psychological factor that affects negatively the English speaking performance for the English learners in Indonesia. A descriptive qualitative design was used to conduct this research. He used observations, and unstructured interviews. The results of the research reveal that the psychological factor truly affects negatively the students' English speaking performance. Although most of the students think that they have good level of English vocabulary and grammar, they are insecure while speaking English. In addition, Ismi Azizah (2016) in the thesis entitled "An Analysis of Students' Difficulties in Speaking English: A Case Study at Eleventh Grade Students of MA Al – Muslimun NW Tegal Academic Year

2015/2016".Her study was found the students' difficulties in speaking English. The sample of this study was all students of eleventh grade of MA Al – Muslimun NW Tegal which used population sampling technique. She indicated the result of this study shows that: the students' difficulties in speaking students have limited vocabulary, nervousness, fear of making mistake and poor in grammar and of students have limited fluency.

B. Research Method

1. Research Design

The researcher used descriptive quantitative research design. This researcher was used speaking test to collect the data. The researcher takes quantitative method because the researcher wants to analyze the students' problem in speaking Englishof the sixth semester students of English Educational Department PGRI University of Banyuwangi.

2. The Research Area

The research area of this research conducted at English Educational Department PGRI University of Banyuwangi. This area was determined by considering reasons. The first reason is the students still low in speaking. The second reason is the researcher wants to know the cause of students' problem in speaking.

3. The Research Respondent

The researcher used purposive sampling to conducted the sample because the respondents of this research is the sixth semester students of English Educational Department PGRI University Banyuwangi. The researcher chose the sixth semester students because of their lack in speaking.

4. Data Collection Method

Data collection method is a method which is used to get the data needed for the research. The data of this research was taken from the result of speaking test.The researcher used speaking test with the students and ask them to talk about her/his name. Then, the researcher ask them to talk about certain subject. After that, the researcher analyzd their speech in pronunciation, grammar, fluency. The researchers used oral test to collect the data. While, the interview session, the researchers used a recorder to record the data.

Table 1. Speaking Test Scoring

No	Aspect	Score	Description
1	Pronunciation	1	Speaking words incomprehensibly
		2	Speaking with incorrect pronunciation but still understandable
		3	Speaking with several incorrect pronunciation
		4	Speaking with correct pronunciation
2	Fluency	1	Speaking with many pauses

		2	Speaking too slowly
		3	Speaking generally at normal speed
		4	Speaking fluently
3	Grammar	1	Grammatical errors are very severe
		2	Many grammatical errors that hinder the meaning
		3	Sometimes there are grammatical errors but do not affect the meaning
		4	**No grammatical errors**

(Adapted from :*journal AuthenticAssessment,* 2013 :10)

5. Data Analysis Method

Data analysis method is a process of analyzing to obtain the research data, by descriptive quantitative formula to calculate the students's difficulties in speaking English of the sixth semester students of English Educational Department PGRI University of Banyuwangi. So the researcher was use speaking test to find the result from this research. The researcher uses a simple percentage formula as follows:

$$P = \frac{n}{N} \times 100\%$$

Note:

P : the precentage of each errors

n : the number of each errors

N: total of the answer of the students

The step in analyzing the data as follows:

1. The total test is 10 questions so the answer is 10 sentences. The high score is4 point and the low score is 1 point from each sentences.
2. Evaluating the student's test.
3. Finding out the correct answer for each indicator.
4. Finding out the percentage from the mastery of each indicator.

After analyzing, the data is classifying the score. It was used the classificationof the scores level table score as follows:

Table 2. Classification of Speaking Test

No	Score	Mark Description
1	0% - 25%	Excellent
2	26% - 50%	Good
3	51% - 75 %	Fair
4	**76% - 100%**	**Poor**

C. Conclusion

This research got the result from practice speaking test was given to the sixth semester students in the academic year 2016 of English Educational Department PGRI University of Banyuwangi. The total of students are 21 students consist of 14 females 7 males. The interview test concluded on august 03, 2018. This research has expained the result of the interview test as following. From interview test, we can know how many students had a good in speaking skill. The researcher want to show the students problem: 1.Students problem in speaking referred to grammar, 2.Students problem in speaking referred to pronunciation, 3.Students problem in speaking referred to fluency.

In general the percentage of Students problem in speaking English mean 33,33%. After consulting the classification of tabel score between (26%- 50%), its mean that the generally the students of the sixth semester categoried was good. First indicator is students problem in speaking referred to grammar was = 33,78%. The second indicator is the students problem in speaking referred to pronunciation was 33,43%. The last indicator is the students problem in speaking referred to fluency was32,78%.

Based on the result of speaking test, the researcher knew that the score of all students especially in grammar. The students have 678 problems on percentage scores about 33,78%, It was the interval range scores (26%-50%). It means that the classification of students problem through grammar was categorized as good. The test questions 1-10 it can be described of the answer that two students got 40, two students got 39, one student got 38, three students got 37, two sudents got 36, one student got 35, one student got 33, one student got 31, two students got 30, one student got 27, two students got 24, two students got 23, one student got 19. The researcher gave some of example students' problem in speaking referred to grammar. The student 1 said " English is very interested to discussion and also English is one of the international language" , the correct answer is English is very interesting to discuss and also English is one of the international language. Student 2 said " yes, because the lectureare humble" the correct answer is "yes, I am because the lecturers are humble". "The lecturer were very experts" the correct answer is the lecturers were very expert.

The result of students poblem reffered to pronunciation, the researcher knowing the score of all students expecially in pronunciation. The students have 671 problems on percentage scores about 33,43%,it was the interval range scores (26%- 50%). It means that the classification of the students' problem through pronunciation was categorized as good. Six students got 40, two students got 39, one student got 38, one student got 37, one student got 35, one student got 32, one student got 31, three students got 26, one student got 25, one student got 24, one student got 23, and two students got 15. The highest score of correct answer of students problem referred to pronunciation was 40 (categorized as excellent), and the lowest score was 15 (categorized as poor). From interview test, the researcher wants to give some of example students' problem in speaking referred to pronunciation. Here it is student 1 said practice everyday (/'praktis/) the correct answer is /'præktis/, the student 2 said you can

learn and apply into daily life (/aplli/ - /daili/- laef/) but the correct answer is / ∂pplai/ - /deIli/ - /laIf/, the student 3 said iam studyin uniba (/studi/) the correct answer is /'stʌdi/ and the student 4 make mispronunciatian about English is international language (she said /english/) but the correct answer is /'Ingliʃ/.

Based on the speaking test result, the researcher knew that the scores of all student especially in fluency. The students have 658 problems on percentage scores about 32,78%, it was the interval range scores (26%-50%).It means that the students problem through fluency was categorized as good. Five students got 40, twostudents got 39, one student got 38, one student got 37, one student got 35, one student got 34, one student got 32, one student got 30, two students got 26, one student got 25, one student got 23, two student got 22, and two students got 15. The highest score of correct answer of students problem referred to fluency was 40 (categorized as excellent), and the lowest score was 15 (categorized as poor). From this test, the researcher knowing the examples of problem in speaking especially in fluency. The first student make error in many pauses like / Iam school*in. smk uniba/, the second student speak too slowly like / to be a good woman and to be a good english teacher/. The third student said afraid of mistake confident and nervour, according to the researcher student third wrong but the correct answer is afraid of mistake/ confident/ and/ nervous, the last student said "yes because my vocabulary is little" the correct answer is "yes / because I have lack vocabulary".

Based on the research result, the researcher was discuss the result of research. The discussion is about the students' problem in speaking English. After describing the data, the researcher needs to analyze the data. The explanation presented that the first indicator is students problem in speaking referred to grammar . the students have 678problems on percentage scores about 33,78%.It was the interval range scores (26%- 50%). It means that the classification of students' problem through grammar was categorized as good. The second indicator is the students' problem in English speaking referred to pronunciation. The students have 671 problems on percentage scores about 33,43%.It was the interval range scores of 26%-50%. It means that the classification of students' problem through pronunciation was categorized as good. Then, the last indicator is the students' problem in speaking English referred to fluency. The students have 658 problems on percentage scores about 32,78% . It was the interval range scores of 26%-50%. It means that the classification of students' problem of fluency wascategorized as good.Based on the classification of speaking skill above the researcher has known that their speaking skill referred to grammar, pronunciation and fluency still have difficulties for the sixth semester students of English Educational Department PGRI University of Banyuwangi because they are less practice. For example grammar is quite difficult to understand by the students. They still have difficulties to use grammar in speaking English. From interview test the researcher knows the students' problem in grammar.For example student 1 madean error in grammar "English is very interested to discussion and also "English is one of the international language," the correct answer is "English is

very interesting to discuss" and also "English is one of the international language." Student 2 said "Yes, because the lecture are humble" the correct answer is "Yes, Iam because the lecturers are humble." Student 3 said " The lecture are very experts" the correct answer is "The lecturers are very expert." Besides, many students have difficulties in pronuncewords, such as when student 1 pronunciated practice everyday (/'praktis/) it should be pronounced /'præktis/, the student 2 said "You can learn and apply into daily life (/aplli/ - /daili/- laef/) but the correct answer is / ∂pplai/ - /deIli/ - /laIf/, the student 3 said iam study in uniba (/studi/) thew correct answer is /'stʌdi/ and the student 4 make mispronunciation about English is international language (she said /english/) but the correct answer is /'Ingliʃ/. Hetrakul (in Sheila Yolanda, 2015 : 21) states that the problem which is often faced by the students is aboutpronunciation. They felt difficult to pronunce certain words because in English, between pronunciation and writing are different. In addition, there are many students have difficulties in fluency. It could be seen from interview test, like student 1 made error in many pauses like / iam school *in   smk uniba/, Student 2 speak too slowly like / to be a good woman and to be a good English teacher/. Student 3 said afraid of making mistakes, inconfident and nervous, but the correct answer is afraid of mistake/ confident/ and/ nervous, the last student said yes because my vocabulary is littlethe correct answer is yes/because my vocabulary is little. So fluency without enough practice is very difficult to be done. Richards (2008 in Mukaddimah, 2014 : 16) defines fluency as natural language use occurring when a speaker engages in meaningful interaction and maintainscomprehensible and on going communication despite limitations in his or her communicative competence.

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