

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Definition of Difficulty

The concept of difficulty can be varied from person to person, because something that is considered difficult for someone can be considered easy for the others. To make the process of understanding about what does it mean with the term of “difficulty”, the researcher has collected some statements from experts. Difficulty is state or quality that is difficult for someone to do or understand.<sup>1</sup> Difficulty in this case refer to students’ difficulties in learning. Difficulty is a condition of students where the learning process is characterized by obstacles in achieving learning outcomes, conditions where students cannot learn properly.<sup>2</sup> The difficulty itself is inevitable for any learner, so it will be faced by the students in teaching and learning process. Difficulties occur because students are confused or do not know or understand the material that has been explained by the teacher. In this case, difficulty is a situation where students find it difficult to understand English speaking skill.

##### 2. Definition of Speaking

The definition of speaking has many variations. In English Oxford living dictionary online, speaking is the act of conveying or expressing one’s information and feelings in speech. Speaking is a skill whose meaning is not just known or learned, but also practiced. In Cambridge school dictionary, speaking is to say something using your voice or to make a speech to a large group people. In other words, speaking is:

1. To say words, to use the voice, or to have a conversation with someone
2. To (be able to) speak the language
3. To give a formal talk to a group of people
4. To show or express something without using words.<sup>3</sup>

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<sup>1</sup> Apria Nur Baeti, “An Analysis of Students’ Difficulties in Understanding Reading English Texts” (Purwokerto: Universitas Muhammadiyah Purwokerto, 2020), p.5

<sup>2</sup> Endah Nurfina, “Analisis Kesulitan Belajar Bahasa Indonesia Ditinjau Dari Kepercayaan Diri Siswa Kelas IV SD Negeri 1 Borang” (Pacitan: STKIP PGRI Pacitan, 2022), p.9

<sup>3</sup> Tasmia, “Students’ Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi” (Jambi: UIN Sutha Jambi, 2019), p.20

Based on the definitions above, the researcher provide the definitions of speaking as a skill intended to express message through oral language, as well as a skill that needs to be understood to produce fluent and precise speech.

Speaking is not simply expressing something orally. Speaking is a person's ability to speak fluently and to convey his feelings to other people. The ability is not only in the knowledge of language features but also people have the ability to process language and information on the spot.<sup>4</sup> Make sure that speaker know how they convey feelings and the right meaning to other people. In speaking, if someone wants to be listened or responded to the person you are talking to, the contents or words used must included a good manner, as in accordance with Quran surah Al-baqarah verse 83:

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَءِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ۖ ثُمَّ تَوَلَّيْتُمْ إِلَّا قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ

“And (recall) when We took the covenant from the Children of Israel, (enjoining upon them), “Do not worship except Allah; and to parents do good and to relatives, orphans, and the needy. And speak to people good (words) and establish prayer and give zakah.” Then you turned away, except a few of you, and you were refusing.” (Q.S Al-Baqarah: 83).

Based on the verse above, if someone wants to talk to other people, he must speak kindly, politely, and use kind words. That will prevent other people from being offended by what speaker says. By choosing good words, it will also be easier for the speaker to convey his feelings and the listeners will enjoy responding to the topic.

#### a. Speaking as Communication

The main purpose of speech is to communicate, many people say that language is a communication tool. To convey thoughts effectively, the speaker must understand the

<sup>4</sup> Willy Suari, “An Analysis of Students’ Difficulties in Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa” (Medan: UIN Sumatera Utara Medan, 2021), p.20

meaning of everything he wants to communicate. He must be able to evaluate the effect of communication on the audience and know the principles underlying all speaking situations, both in general and individually. Communication as a symbolic process in which people create meaning together. In this point of view, symbols refer to the words we utter when interacting with our colleagues. The goal is to transmit meaning, that is perceptions, thoughts, feeling, knowledge, skills and experiences.<sup>5</sup>

Speaking skill is the oral communication. Communication use to interact with other people, also deliver and receive information from people. People can transfer ideas about their feelings, emotions, and message through speaking. Speaking is not just a way to communicate with other people, but must has intentions and messages to maintain daily communication that occurs in our social context. It is concluded that through speaking we can interact with people around the world.

#### b. The Importance of Speaking

In connection with students' knowledge in speaking, they must know the importance of speaking. As one of communication system, speaking plays an important role in our daily lives. In any aspect of life, wether social or personal interactions, the ability to speaking has become an important element in the interaction process.

In language teaching and learning, speaking is an important part of the curriculum. There are three important aspects of speaking. First, speaking helps students to carry out effective communication by integrating each supporting competency in speaking such as grammar, pronunciation, vocabulary, and also comprehension of the topics. They adding that speaking also supports students to express ideas and thoughts through several speaking activities. Then, they were be able to express their opinion in a appropriate manner as they have practiced in class. Lastly, speaking also integrates other competencies. In speaking, grammar, vocabulary, pronunciation, and speaking content certainly

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<sup>5</sup> Ismi Azizah, *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*, 2016, p.5

help students to deliver their speeches better clear and understandable ways.<sup>6</sup>

Not only for students, speaking is also important for careers. In social interactions, the ability to speak effectively supports how far our interaction go and how well a relationship can be achieved. In the work life, communication skills are one of main keys for career success. For example, a leader needs communication skill to convey information, influence, and direct others to take it action. Personally, we also need communication skills to demonstrate our abilities and capabilities. Personality, self-image, knowledge about world, the ability to think, and expressing thoughts are everything that reflected in oral performance in the target language. Nowadays, effective speaking has received a lot of attention from the general public. This is one of the qualities that stands out which can help get other people's attention. Naturally, everyone are a great fan of suceffective speaking skills. Lastly, speaking skills are very important, because they are one of the most demanded skills to be used in effective speaking skill communication.<sup>7</sup>

#### c. The Component of Speaking

Speaking is very important because speaking is a capable skill makes people easily understand what is explained. In speaking, students are still constrained in expressing their feelings verbally. Middle school students' speaking ability is expected to be adequate because they have been studying English for several years before and they will have many performances related to oral skills at university. But in fact, middle school students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance.

Therefore, students need several components that can help them to improve their speaking skills. There are several aspects, such as how the speaker pronounces a word, how the speaker uses grammar and express idea. Grammar is the

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<sup>6</sup> Ita Suryani, I Wayan Suarnajaya, Ni Putu Astiti Pratiwi, *Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja*, Vol. 4, International Journal of language Education, 2020, p.52-53

<sup>7</sup> Yeni Efrianti, "An Analysis of Students' Difficulties in English Speaking at the Eight Grade of MTs Muhammadiyah Penyasawan Kampar Regency" (Pekanbaru: UIN SUSKA Riau, 2022), p.12-13

ability to make good sentences in general structural related to tense use and vocabulary. Actually, speaking has several components that must be understood. There are several components of speaking, pronunciation includes vowel, consonants, stress, and intonation, Grammar is the ability to use sentences in general and structurally, vocabulary depends on the correct and appropriate use of words, fluency is matter and speed flow of speech, and comprehension is a subject of responding to speech as well as to get started.

#### 1) Pronunciation

Pronunciation is the way in which language or certain words or sounds are pronounced. Additionally, AMEP Research Center stated that pronunciation refers to the production and problem of sounds that we use to give meaning. It includes attention to particular sound of a language (segments), aspects of speech beyond the level of individual sounds. Such as intonation, phrasing, stress, timing, rhythm, the way the voice is projective (voice quality).<sup>8</sup>

Pronunciation is the production of sounds that plays an important role in conveying the tone of voice or the way people express feelings in speaking. Andi Annisaa Hanifah Nursyam stated that pronunciation refers to a student's ability to produce comprehensible utterances to meet task requirements.<sup>9</sup> This make it possible for students to produce clearer language when speaking. Pronunciation is important because it gives meaning to what is said. Incorrect pronunciation may cause misunderstanding or people involved in the conversation can offended. The goal of learning pronunciation is not to achieve perfect native accented intonation, but to attract the learner's attention to pronounce it accurately enough to be easy and comfortably understood by other speakers.

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<sup>8</sup> Tasmia, "Students' Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi" (Jambi: UIN Sutha Jambi, 2019), p.23

<sup>9</sup> Andi Annisaa Hanifah Nursyam, "A Study of Students' Problems in Daily English Seaking Activity (The Eleventh Grade Science Students of SMAN 10 Makassar)" (Makassar: Universitas Muhammadiyah makassar, 2018), p.27



## 2) Grammar

Grammar is a way of producing good sentences and languages. It is a way for people to express their feelings through the correct language structure. Moreover, grammar is a description of the way words can change their form and can be combined into sentences in the language. Other definition stated that grammar is the study of rules that claim to tell students what they can and cannot say in order to speak in social education classes.<sup>10</sup>

Grammar is necessary for the students to organize and combine sentences correctly in conversation, both written and oral. Student's ability to manipulate structures and distinguish the correct grammatical form in the appropriate form. The use of grammar is also to learn the correct way to gain proficiency in a language in spoken and written form.<sup>11</sup>

In conclusion, grammar is the study of classes of words, inflections, functions, and relations in language sentence. Grammar is one of the important language components in language learning. Speakers can communicate or convey the messages clearly and meaningfully because of their ability, understanding of grammar, and also use to avoid misunderstanding of each speaker.

## 3) Vocabulary

Vocabulary is one of the important speaking component. There are several definitions of vocabulary. Vocabulary is all words that a person knows or uses and they are all words of a particular language. Vocabulary also defined as a list or collection of words for a particular language or words that each speakers of the language may have.<sup>12</sup>

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<sup>10</sup> Tasmia, "Students' Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi" (Jambi: UIN Sutha Jambi, 2019), p.23

<sup>11</sup> Andi Annisaa Hanifah Nursyam, "A Study of Students' Problems in Daily English Seaking Activity (The Eleventh Grade Science Students of SMAN 10 Makassar)" (Makassar: Universitas Muhammadiyah makassar, 2018), p.28

<sup>12</sup> Tasmia, "Students' Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi" (Jambi: UIN Sutha Jambi, 2019), p.24

Vocabulary is the basic aspect of language that must be mastered before mastering English skills. It means the appropriate diction or most important thing to communication. The more vocabulary people master, the better they will communicate in a foreign language. People cannot communicate well or express their ideas if they do not have an understanding of vocabulary. When speaking, the vocabulary used must be familiar and used in daily conversations. Students need to know the words and their meanings correctly. In addition, they also have to know how they are spelt and how they are pronounced. Thus, from the definition above, we can see that vocabulary is all the words in a well-known language that are used by someone to communicate with others.

#### 4) Fluency

Fluency is an area of language ability related to the speed and ease with which language learners perform one of the language skills, namely speaking. Basically, fluency usually refers to express oral language freely without interruption. Fluency is a measuring tool used to see a person's ability to speak. Speaking fluency is considered good, if someone is able to speak quickly and confidently without ignoring the meaning.<sup>13</sup>

#### 5) Comprehension

Comprehension is the ability to understand and process stretch of discourse and formulate representations of meaning sentences. Comprehension is a skill possessed in analyzing news, and can formulate representations of meaning sentence. In case, second language comprehension is more difficult to learn because it cannot be observed directly and must be inferred from the overt verbal and nonverbal responses that makes comprehension skill in English something challenging. Comprehension refers to the fact that participants are fully involved in understanding the nature of the research project, even when procedures are

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<sup>13</sup> British Council, “*Fluency vs Accuracy*”, May 3th, 2023  
[www.britishcouncilfoundation.id](http://www.britishcouncilfoundation.id)

complex and involve risks.<sup>14</sup> Therefore, it can be concluded that comprehension refers to the speakers' understanding of what they are saying to the listener to avoid misunderstanding information.

In addition, practicing continuously and communicating as much as possible using English is the best way to have good comprehension. Someone with high level of English comprehension will feel that the language is a language that is integrated within themselves.<sup>15</sup> Its function is to create listeners understand the information from the speaker easily. It means that someone can automatically understand what the speaker saying in oral communication, so that the process of understanding when receiving information and language creativity when providing information can be done reflexively.

So that, all five of the speaking components must be mastered if students want to master English as a whole and become part of communication. By implementing several components above, speaker can convey what they want to say without fear of misunderstanding between speakers.

#### d. Speaking Learning Activities

Speaking is an important aspect of English skill. This active ability is really needed and will have a big impact on life if someone is able to master it. Speaking learning activities should be carried out to improve students' speaking skills. Learning strategies are special thoughts or behaviors that individuals use to help them understand, learn, or save new information. These activities involve several styles. There are several activities that can be utilized in learning to speak, such as discussion in a group, storytelling, role-play, speech, debate, dialogue, etc.<sup>16</sup>

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<sup>14</sup> Andi Annisaa Hanifah Nursyam, "A Study of Students' Problems in Daily English Seaking Activity (The Eleventh Grade Science Students of SMAN 10 Makassar)" (Makassar: Universitas Muhammadiyah makassar, 2018), p.29

<sup>15</sup> Nurjaya, "*The Component of Speaking skill: Kuasai ini biar Speaking-mu Keren*", May 5<sup>th</sup>, 2023, <https://kampuninggrispare.info>

<sup>16</sup> Yeni Efrianti, "An Analysis of Students' Difficulties in English Speaking at the Eight Grade of MTs Muhammadiyah Penyasawan Kampar Regency" (Pekanbaru: UIN SUSKA Riau, 2022), p.26



### 1) Discussion in a Group

The students are divided into two groups to discuss interesting topic. This activity aims to conclude, share ideas about an event, or looking for a solution and forming an internal opinion discussions.

### 2) Storytelling

Students can briefly summarize a fairy tale or story they have heard from someone before, or they can create their own stories to told their classmate. Storytelling also fosters creative thinking, helping students express ideas in an initial format, development, and ending, including the characters and setting story.

### 3) Role-play

In this activity, the teacher provides information about role to be played. Students will be faced with a problem. So students will create conversations about cases they will experience.

### 4) Speech

This is an activity that is quite difficult for students to do. In this case, the students must be able to write papers which students will then present one of their topics in front of the audience.

### 5) Debate

In this activity, students are divided into two groups. The teachers will give one topic to debate. They are free to express their opinions on the topic. In the end, teacher may want to put the issue up for vote or draw conclusions from a topic that has been debated.

### 6) Dialogue

The students think of a brief dialogue. Students can asked to conduct dialogues on various topics such as relationship with family, culture, and other ideas. They are in pairs perform privately or publicly in front of their friends.

## 3. Speaking Difficulties

Learning English as a second or foreign language makes student get some difficulties. Mastery of speaking is considered as most difficult skills in a second language. Students face various problems while learning speaking skills. Speaking English is not easy for students, because they have to study hard if they want to speak fluently. Speaking remains becoming the

most difficult skill for most English learners to master, and they are still not competent in communicating verbally in English. Many factors cause difficulties in speaking. There are several problems that affect students' ability to speak English; such as, lack of adequate vocabulary, shyness, nervousness, afraid to speak, and lacking self-confidence.<sup>17</sup> In addition, Santi Adriani Putri et al pointed out that many factors that cause difficulties in speaking English. Some of these factors are related to students themselves, teaching strategies, curriculum, and environment.<sup>18</sup>

a. Linguistics Problems

Speaking is a complex skill because it is related to components such as grammar, vocabulary, and pronunciation.<sup>19</sup> Mastering these three components is the basic point in learning to speak proficiently. And conversely, if students do not master these three components, then they will face various difficulties when trying to speak.

1) Vocabulary

Learning vocabulary is the main capital in language. Mastering vocabulary can support communication so that it can be carried out well and correctly. Lack of appropriate vocabulary is the major causes of difficulty speaking. Many learners are lacking vocabulary to convey their meaning, and consequently, they are unable to maintain interaction with the person they are talking to.

2) Grammar

This is related to the first component, which is vocabulary. If someone masters vocabulary, he can also master grammatical structures by himself. On the other hand, if someone lacks vocabulary, they will face difficulties in mastering grammar itself. The lack of grammatical patterns makes it impossible for speaker to

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<sup>17</sup> Yeni Efrianti, "An Analysis of Students' Difficulties in English Speaking at the Eight Grade of MTs Muhammadiyah Penyasawan Kampar Regency" (Pekanbaru: UIN SUSKA Riau, 2022), p.29

<sup>18</sup> Santi Adriani Putri, Samsul Amri, Ahmad, *The Students' Difficulties Factors in Speaking*, Vol.1, J-SHELVES OF INDRAGIRI, 2020, p.5

<sup>19</sup> Tasmia, "Students' Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi" (Jambi: UIN Sutha Jambi, 2019), p.31

speed up their delivery, so that they are hampered in continuing the conversation.

### 3) Pronunciation

Not pronouncing words properly and correctly, can make the person you are talking to feel confused. If learners pronounce a word incorrectly, the meaning they want to convey can be very different and will produce a different meaning. And also resulting in a misunderstanding with the person they are talking to.

### b. Psychological Problems

According to Ninuk Krismanti & Maria Margaretha Siregar, the most common psychological problems that hinder students from speaking, such as anxiety, lack of self-confident, and lack of motivation which prevent them from practicing speaking in English class.<sup>20</sup> In this research, the psychological problems that are the focus of the research are fear of mistakes, anxiety, shyness, lack of confidence, and lack of motivation. All of these psychological factors are interrelated with each other.

#### 1) Fear of Mistake

Gambhir Bahadur Chand stated, students are often hampered in trying to say something in a foreign language in class, worrying about doing mistakes, fear of being criticized.<sup>21</sup> Students will not be brave to start speaking, if they are still afraid of making a mistakes. Fear that what is being said will not be understood by the listener, fear of saying the wrong word, and so on. This is something that can hinder the speaking process.

#### 2) Anxiety

Anxiety plays an important role in slowing down someone's speed of speech. Anxiety about speaking a particular language could affect a students' performance.<sup>22</sup> The condition often occurs among

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<sup>20</sup> Ninuk Krismanti, Maria Margaretha Siregar, *Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin*, Vol.12, LENTERA Jurnal Ilmiah kependidikan, 2017, p.63

<sup>21</sup>Gambhir Bahadur Chand, *Challenges Faced by Bachelor Level Students While Speaking English*, Vol.6, Indonesian Journal of English Language Teaching and Applied Linguistics, 2021, p.6

<sup>22</sup> Andi Annisaa Hanifah Nursyam, "A Study of Students' Problems in Daily English Speaking Activity (The Eleventh Grade Science Students of SMAN 10 Makassar)" (Makassar: Universitas Muhammadiyah Makassar, 2018), p.30

language learners, speaking a foreign language in public, especially in front of native speakers, often causes anxiety.

### 3) Shyness

Speaking in front of people is one of the most common phobias that students have. Feeling of shyness makes their mind go blank or they suddenly forget what to say. Even in a study, it was stated that students had better achievements in reading and writing, but their performance was poor in speaking. Seyyed Ali Ostovar Namaghi et al stated, they feel shy and do not want to speak in front of the class.<sup>23</sup> The biggest fear for shy speakers is when they speak, they will sound silly or will not be understood. In addition, this factor happened because they are worried they do not know enough words to hold a decent conversation. It can feel intimidating to speak to native.

### 4) Lack of Confidence

Cases that often occur, such as during class lessons. Talkative or intelligent students may dominate the class. This means that other students, a.k.a shy students do not get the opportunity to speak, or even if that domination is managed by those who do not have enough time in class to talk. This case makes students less confident in expressing their opinions. Moreover, lack of confidence can arise due to problems with pronunciation and not having an adequate vocabulary. However, basically, lacking of confidence happened because they are constantly thinking about the mistakes they made in the past.<sup>24</sup>

### 5) Lack of Motivation

Students cannot say anything because they do not have anything to say due to low motivation. They feel and realize that they are less able to speak foreign language, which makes them less motivated. They should

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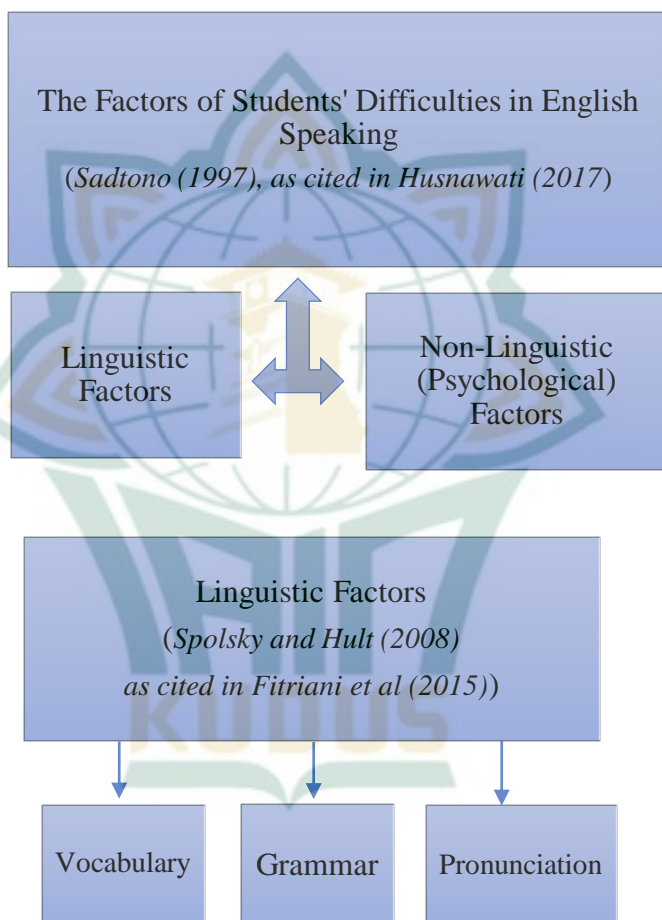
<sup>23</sup> Seyyed Ali Ostovar Namaghi, Seyyed Esmaail Safaee, Abdolreza Sobhanifar, *The Effect of Shyness on English Speaking Score of Iranian Learners*, Vol.12, Journal of Literature, Languages and Linguistics, 2015, p.23

<sup>24</sup> Speak English with Tiffani Academy, "why You Don't Feel Confident When You Speak English", October 4<sup>th</sup>, 2023, <https://speakenglishwithtiffani.com/why-you-dont-feel-confident-when-you-speak-english/>

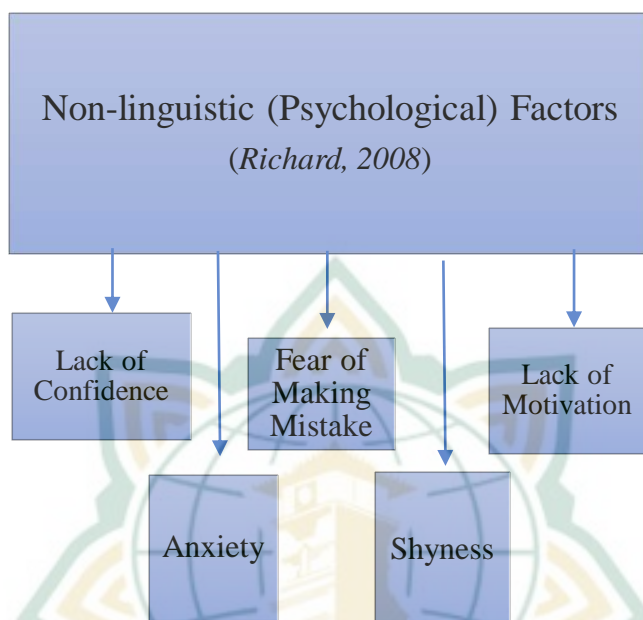
be able to motivate themselves to speak so they can train their skill

## B. Theoretical Framework

The following are figures of the factors of students' psychological factor:







Language is an important means of communication between people throughout the world. And one of the languages that is often used is English. English is used as an international language which makes it easier for many people to communicate with people all over the world. In the context of Indonesia, people think that English is the second language that students learn at school. The country education system implements English as one of the compulsory subjects in school. English must be studied by students at elementary, middle school, high school and university levels in order to improve the quality of human resources in Indonesia. In this research, the researcher focuses on the speaking aspect, because one way to communicate is through speaking. Speaking is considered the foremost means of communication.<sup>25</sup> For English language learners, having a good speaking skills will give them a chance to communicate effectively. However, in reality, learning to speak is not as easy as it seems. In fact, speaking in English is more difficult than other ability, such as reading and writing.

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<sup>25</sup> Santi Astuti, "An Analysis of Students' Difficulties in Speaking English at the Seventh Grade of Junior High School 1 Sragen in the Academic Year of 2022/2023" (Surakarta: UIN Raden Mas Said, 2022), p.2

The majority of the students fail in both English subject school level or university level because of difficult grammatical patterns and students attitudes or psychological problems. They believe that English is a very difficult subject.<sup>26</sup> Most students face tension when speaking English for communication. They face difficulties when speaking English, such as when creating words and seeming unable to think of anything to say. Students faced various components that influence their speaking ability, as shown by students in class. Their ability to communicate effectively is very poor and limited due to several obstacles.

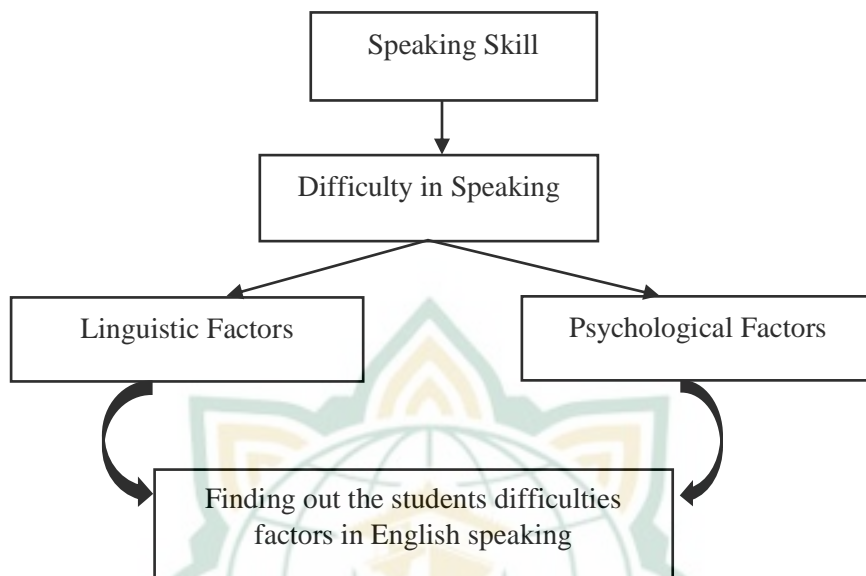
Speaking is a complex skill because it is related to components such as grammar, vocabulary, and pronunciation. Most students face several difficulties in speaking English, and the cause is a lack of control over these factors, which are as follows; (a) vocabulary (b) grammar and (c) pronunciation. These three components are the main obstacles in the speaking process. The reason why students are having problems in speaking is because they are poor in grammar, vocabulary, and pronunciation. There are also several typical problems students face in speaking, includes; (a) lack of confidence (b) anxiety (c) shyness (d) fear of making mistake and (e) lack of motivation.<sup>27</sup> If students encounter these difficulties, the consequences will hinder their speaking learning process and reduce their performance in speaking.

The focus of this research is the speaking difficulties faced by eighth grade students at MTs in Jepara. From the explanation above, the researcher make it easy in figure. The conceptual of framework underlying this research is contained in following diagram:

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<sup>26</sup> Gambhir Bahadur Chand, *Challenges Faced by Bachelor Level Students While Speaking English*, Vol.6, Indonesian Journal of English Language Teaching and Applied Linguistics, 2021, p.4

<sup>27</sup> Santi Astuti, "An Analysis of Students' Difficulties in Speaking English at the Seventh Grade of Junior High School 1 Sragen in the Academic Year of 2022/2023" (Surakarta: UIN Raden Mas Said, 2022), p.16-23



Based on the conceptual research, the researcher will analyze the factors of students' difficulties in English through observation and interview. Then, the researcher will identify what are the students' difficulties in speaking whether they are linguistic factors, psychological factors, or even both.

### C. Review of Previous Study

In this research, the researcher used previous study to support this research, which is related to this research that examines the difficulties factors of English speaking skill such as:

1. First, Yeni Efrianti from English education department, faculty of education and teacher training at State Islamic University of Sultan Syarif Kasim Riau Pekanbaru entitled "An Analysis of Students' Difficulties in English Speaking at the Eighth Grade of MTs Muhammadiyah Penyawasan Kampar Regency". The aim of this study to analyze the difficulties factors in speaking English faced by the eighth grade students in the middle school. This study used qualitative approach. The sampling technique in this study was purposive sampling, as well as observation and interview to collect data. The result of this study show two dominant factors. The most factors, namely the difficulties experienced by students in speaking English are caused by inhibition and mother tongue use.

There are similarity and difference between this study and researcher's research. The similarity is that they both focus on analyzing students' difficulties in speaking English. And the research subjects both researched middle school students in the eighth grade. Meanwhile, the difference lies in the research problems, where she only focuses on investigating students' difficulties in learning to speak English in the eighth grade. She did not focus on solutions or ways to solve students problems.

2. The second previous study was done by Willy Suari entitled "An Analysis of Students' Difficulties in Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa". This collective case study aimed to know the students' difficulties in speaking English, the causes of the students' difficulties in speaking English, also how to solve the students' difficulties in speaking English. The method used in this research is qualitative. The technique used is purposive sampling. The instruments to collect data are observation, interview, and questionnaire. The result of this study is students' difficulties came from the internal of the students itself, also external factors. And the way to solve it, students need good condition in the class.

There are similarity and difference between this study and researcher's research. The similarity is they want to try analyzing students' difficulties in speaking English, also find a way to solve the problems. The difference is in the subject under study. Her investigation focus on the tenth grade high school students, which is located at Tanjung Morawa, Medan, Sumatera Utara. While, in the researcher's research, participants includes the eighth grade of junior high school students.

3. The third, Santi Adriani Putri, Samsul Amri, and Ahmad from English Study Program, Universitas Islam Indragiri. They made a study entitled "The Students Difficulties Factors in Speaking". This study aim to know the difficulties in speaking English and the factors that influence them. The method used is qualitative and quantitative analytical research. The instruments that are used are questionnaires and interviews. The result of this study, can be inferred that the dominant factor which causes students' difficulties in speaking is teaching strategies.

There are similarity and difference between this study and researcher's research. The similarity is their focus on analyzing students' difficulties faced by students in class. The differences, she investigates students of SMA Negeri 2 Tembilahan which is

located at Jl. Tanjung Harapan Tembilahan, Indragiri Hilir, Riau. While, the researcher's research is investigating junior high school students.

4. The last, a study entitled "Challenges Faced by Bachelor Level Students While Speaking English" from Gambhir Bahadur Chand, Assistant Professor, Far Western University, Nepal. The main concern of this study is why learners even after studying for more than 12 years of English courses they could not speak fluently?, What inhibits learners to be competent in speaking skills? And What problem do they experience when they start speaking?. The method used is qualitative research design. To collect the data, this study used a set of open-ended questionnaires and semi-structured interviews. The result is concluding the study with reference to its findings, it can be said that the present study found teaching methods, classroom culture, and background of the students, overuse of mother tongue are the main causal factors of developing speaking. There are similarity and difference between this study and researcher's research. The difference, he investigates the students from the sixth and eighth semester, at the Department of English Education, Far Western University. While, the researcher's research is investigating junior high school students. And the similarity, the both studies focus equally on analyzing the problems and inhibition faced by students in English speaking.