# CHAPTER IV
## FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussions of the research about students' difficulties on understanding article text on seventh semester of English Program at IAIN Parepare.

### A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of students' difficulties in speaking english. In order to collect the data, the interview and questioner were used to find out the students' difficulties that referred into aspects and dominant factors.

According to the theory, this research used mix method which combining qualitative and quantitative data, the research firstly presents the result of qualitative data.

1) Students Speaking Difficulties Encountered by Students'.

The researcher followed the interview instrument to answer the research question number one, it focused on identifying the students problem referred on cognitive factor, affective factor and also performing factor, the interview was conducted to 21 different students from the students, the interviewed was conducted on 28 November 2020 and supported by audio recorder at first class of vocational high school 1 Parepare in Marketing Major.

The factor that was identified has theory on chapter II, it was very strong to be valid as indicator of the research instrument, the interview followed the instruction of analyzing the data used data display, coding and conclusion.

Interview has very great instrument to be used for identifying the students phenomena, it was conducted by semi structure interview, several students answer direct the question before asking the proper question on the interview list.

a. Students' Difficulties and The result of Interview

. The result data from interviewed that has been processed through data display and coding are representative responds present below:

1. Informant 1

"saya susah dalam memahami text berbahasa inggris dikarenaka susah cara menjelaskannya, saat belajara pula materi yang diajarkan sangat sulit saya fahami, jika melakukan speaking saya merasa kesulitan dikarenakan saya pemalu, jika speaking saya juga takut salah juga menjadi factor kesulitan saya, namun untuk saling berbagi pendapat, saya merasa legah didalam kelas, kesulitan lainya dikarenakan kosakata yang sangat terbatas saya miliki, sehingga jika saya speaking, saya hanya memandang ke atas untuk meghindari kegugupan saya, sedangkan untuk kondisi ruangan kelas saya cukup merasa nyaman"

2. Informant 2

"Menurut saya, mempelajari bhs inggris itu sangat sulit, saya merasa sangat kesulitan jika belajar bhs inggris, aspek kesulitannya karna penyebutan yang sulit juga dikarenakan banyaknya kosakata yang tidak saya hafal, menentukan idepokoknya juga saya sangat kesulitan jika melakukan speaking, bagaimana caranya untuk mengepresiasikan kalau maknanya pun saya kurang fahami, disisi lain, aspek afektif itu, jika berspeaking saya juga merasa ketakutan jika berbicara dikarenakan para teman teman akan mengjek pastinya kita akan merasa malu, apatalagi jika kita lupa kosakata tersebut, tingkat kepercayaan diri juga penting, tapi hal utama yang buat saya kesulita itu karna tidak saya tau bahasa inggrisnya itu kata, atau penyusunan katanya.

3. Informant 3

"Saya merasa kesulitan dalam mempelajari bhs inggris, dikarenakan saya susah dalam berbahasa inggris, tidak mengerti tentang kosakata yang dikatakan oleh guru, untuk menentukan ide pokok sudah pastime saya tidak mampu dikarenakan kosakataku yang kurang, kalau misalkan kesulitan karna

kondisi teman, itu juga mempengaruhi, susah speaking karna tidak PEDE (percaya diri) , kadang kalau speaking pastinya tiba tiba haruss berhenti karna dilupa apa yang mau dibilang, saat speaking saya tidak percaya diri terhadap diri saya pribadi, untuk hal lain seperti bicara depan umum sudah pasti tidak biasa dan tidak pernah mau coba, jadi factor utamanya itu memang karna kosakaata yang kurang"

4. Informant 4

"Menurut saya tidak terlalu sulitji, walaupun kadang kesulitanki faham apalagi kalau cepat bicaranya guru, kalau berkaitan menentukan ide pokok saat speaking saya merasa kadang pusing, karna kadang tiba tiba tidak ditau topic yang akan dibicarakan, berkaitan dengan ekspresinya itu, saya merasa kesulitan juga dikarenakan kosakata yang memang tidak difahami sama sekali, jika di suruh untuk speaking, saya merasa sedikit malu apatalagi jika ditertawakan oleh teman kelas, itu juga yang buat saya agak kurang percaya diri, ketakutan saya saat speaking membuat saya sangat malu dan kurang percaya diri.

5. Informant 5

"Saya merasa kesulitan karnasaya tidak pernah belajar bhs inggris sejak SD-SMP, saya tidak terlalu kesulitan jika menentukan ide pokok saat speaking, saya juga tidak merasa kesulitan dalam berespresi saat speaking, jika dalam aspek lain seperti ejekan dll, saya merasa tidak terganggu degan hal itu, berkenaan kepercayaan diri saat speaking saya cukup memilikikepercayaan diri saat speaking juga.

6. Informant 6

"Saat belajar bhs inggris saya merasa agak kesulitan dikarenakan saya kurang faham apa yang hendak guru sampaikan, apalagi jika pelajarannya itu berbahasa inggris, berkaitan dengan topiknya itu saya merasah susah karna saya tidak faham, jika speaking dan berespresi saya sangat kesulitan juga dikarenakan saya itu demampanggung, tapi jika ejekan dari teman teman saya

merasa tidak terlalu kesulitan karna itu merupakan semangat atau motivasi buat saya, kepercayaan diri juga membuat saya optimis selalu, berbicara depan umum juga membuat saya kesulitan"

7. Informant 7

"Jika belajar bhs inggris, saya cukp mudah memahami namun jika disuruh berbicara saya kesulitan, menetukan ide pokok atau tema saat speaking saya merasa kesulitan karna tidak difahami, kalau saya tau artinya maka mudah saya fahami, jika melakukan speaking didepan umum saya merasa lumayan kesulitan karna saya tidak memiliki kepercayaan diri yang baik, dalam hal bertukar pendapat saya merasa mudah jika melakukannya"

8. Informant 8

"Saya kesusahan dalam belajar bhs inggris, karna memang saya tidak faham tentang kosakata yang diajarkan, juga karena materinya sangat sulit, jika menentukan ide pokok saat speaking saya juga merasa kessulitan karna tidak menguasai tentang kosakata yang disebutkan, saat speaking saya tentu tidak mampu mengepresiasikan apa yang dikatakan karna tidak faham artinya, saat speaking juga saya merasa agak kesulitan karna jika saya speaking teman teman selalu mengejek dan membuat kita merasa malu, saya juga merasa kurang percaya diri jika melakukan speaking depan umum, tapi factor utama saat speaking yakni kosakataa dan penyebutannya"

9. Informant 9

"Iya, sangat kesulitan, karna tidak memahami arti dan penyebutannya yang sulit, untuk menentukan ide pokok saat berbicara juga sangat kesulitan dikarenakan memang saya tidak faham apa yang dikatakan, untuk mengepresiasikan sesuatu tentu sangat kesulitan juga, saya pun merasa minder dan malu jika tidak mampu speaking berssama dengan teman teman, saya akan langsung merasa gugup jika melakukan speaking, lingkungan saya juga tidak membantu saya jika berbahasa inggris, tidak adanya motivasi"

10. Informant 10

"Saya kesulitan, karna memang saya susah dalam berbahasa inggris, tentang ide pokok juga sangat kesulitan karna kosakata yang saya fahami sangat minim, kalau disuruh untuk speaking depan umum saya sangat malu, dan merasa sangat kesulitan, karna kita susah untuk bicara, saya tipikal introvert kalau belajar jadi minimal harus sendiri belajarnya, untuk poin utama saat kesulitan saya itu karna penyebutan dan kosakata yang sangat sulit saya fahami"

From the interview which had been conducted with the 21 students, the tenth responds above are the representative responds, researcher done an interview as qualitative design to find out the students difficulties in speaking.

**b.    The dominant difficulties factors faced by the students on their speaking**

The second research question referred to the dominant factor, after identifying the factor of students difficulties then the researcher tried to know what is the dominant factor faced by students on their speaking difficulties, it can be answer by second instrument for mix method in this research, the second instruments as mentioned on the chapter III.

The second instrument was questioner, which researcher though that, this instrument was available to answer the second question, dominant factor was identified because of the researcher perception  toward the students problem on their speaking.

1.  Dominant Factor by Using Questionnaire

The researcher presents the result of the questionnaire after the students' done an interview, this questionnaire referred to the dominant aspect. In analyze the questionnaire; the researcher used the formulas as follow:

a) Cognitive Factor

Table 4.1 Item Number 1 (Cognitive influences Speaking)

| No | Category | Score | Frequent | Sum of Score |
|----|----------|-------|----------|--------------|
| 1 | Always | 4 | 9 | 36 |
| 2 | Sometimes | 3 | 6 | 18 |
| 3 | Never | 2 | 4 | 8 |
| 4 | Strongly Never | 1 | 2 | 2 |
| TOTAL | | | 21 | 64 |

Based on the result above, it shows that there are 15 students that agree to the statement, to be valid data, by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|-------|--------|--------|--------|---------|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to cognitive aspect, namely 64/86(Maximum Score) x 100% = 74,42%, so it is categorized strong.

Table 4.2 Item Number 2 (Difficulties in finding ideas)

| No | Category | Score | Frequent | Sum of Score |
|----|----------|-------|----------|--------------|
| 1 | Always | 4 | 6 | 24 |
| 2 | Sometimes | 3 | 11 | 33 |
| 3 | Never | 2 | 3 | 6 |
| 4 | Strongly Never | 1 | 1 | 1 |
| TOTAL | | | 21 | 64 |

Based on the result above, it shows that there are 17 students that agree to the statement, to be valid data, by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|-------|--------|--------|--------|---------|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to cognitive aspect, namely 64/86(Maximum Score) x 100% = 74, 42%, so it is categorized strong.

Table 4.3 Item Number 9 ( Difficulties in arranging word)

| No | Category | Score | Frequent | Sum of Score |
|----|----------|-------|----------|--------------|
| 1 | Always | 4 | 10 | 40 |
| 2 | Sometimes | 3 | 9 | 27 |
| 3 | Never | 2 | 1 | 2 |
| 4 | Strongly Never | 1 | 1 | 1 |
| | TOTAL | | 21 | 70 |

Based on the result above, it shows that there are 19 students that agree to the statement, to be valid data, by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|-------|--------|--------|--------|---------|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to cognitive aspect, namely 70/86(Maximum Score) x 100% = 81,40%, so it is categorized Very strong.

b) Affective Factor

Table 4.4 Item Number 3 ( Affective factor influence speaking)

| No | Category | Score | Frequent | Sum of Score |
|----|----------|-------|----------|--------------|
| 1 | Always | 4 | 9 | 36 |
| 2 | Sometimes | 3 | 10 | 30 |
| 3 | Never | 2 | 2 | 4 |
| 4 | Strongly Never | 1 | 0 | 0 |
| | TOTAL | | 21 | 70 |

Based on the result above, it shows that there are 19 students that agree to the statement, to be valid data, by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|-------|--------|--------|--------|---------|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to affective factor, namely 70/86(Maximum Score) x 100% = 81, 40%, so it is categorized Very Strong.

Table 4.5 Item Number 4 (Self Confidence caused of speaking problem)

| No | Category | Score | Frequent | Sum of Score |
|----|----------|-------|----------|--------------|
| 1 | Always | 4 | 17 | 68 |
| 2 | Sometimes | 3 | 4 | 12 |
| 3 | Never | 2 | 0 | 0 |
| 4 | Strongly Never | 1 | 0 | 0 |
| | TOTAL | | 21 | 80 |

Based on the result above, it shows that there are 21 students that agree to the statement, to be valid data, by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|---|---|---|---|---|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to Affective Factor, namely 80/86(Maximum Score) x 100% = 93,02%, so it is categorized strong.

Table 4.6 Item Number 10 ( Less of Communication)

| No | Category | Score | Frequent | Sum of Score |
|---|---|---|---|---|
| 1 | Always | 4 | 8 | 32 |
| 2 | Sometimes | 3 | 9 | 27 |
| 3 | Never | 2 | 4 | 8 |
| 4 | Strongly Never | 1 | 0 | 0 |
| | TOTAL | | 21 | 67 |

Based on the result above, it shows that there are 17 students that agree to the statement, to be valid data,  by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|---|---|---|---|---|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to affective factor, namely 67/86(Maximum Score) x 100% = 77,91%, so it is categorized strong.

c) Psychomotor Factor

Table 4.8 Item Number 5 (Psicomotoric caused of speaking problem)

| No | Category | Score | Frequent | Sum of Score |
|----|----------|-------|----------|--------------|
| 1 | Always | 4 | 6 | 24 |
| 2 | Sometimes | 3 | 8 | 24 |
| 3 | Never | 2 | 5 | 10 |
| 4 | Strongly Never | 1 | 2 | 2 |
| | TOTAL | | 21 | 60 |

Based on the result above, it shows that there are 14 students that agree to the statement, to be valid data, by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|-------|--------|--------|--------|---------|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to Psychomotor Factor, namely 60/86(Maximum Score) x 100% = 69,77%, so it is categorized strong.

Table 4.9 Item Number 6 (Public speaking problem)

| No | Category | Score | Frequent | Sum of Score |
|----|----------|-------|----------|--------------|
| 1 | Always | 4 | 8 | 32 |
| 2 | Sometimes | 3 | 11 | 33 |
| 3 | Never | 2 | 2 | 4 |
| 4 | Strongly Never | 1 | 0 | 0 |
| | TOTAL | | 21 | 69 |

Based on the result above, it shows that there are 19 students that agree to the statement, to be valid data, by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|-------|--------|--------|--------|---------|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to Psychomotor Factor, namely 69/86(Maximum Score) x 100% = 80,23%, so it is categorized strong.

Table 4.10 Item Number 11 (Public contact caused of difficulties)

| No | Category | Score | Frequent | Sum of Score |
|----|----------|-------|----------|--------------|
| 1 | Always | 4 | 11 | 44 |
| 2 | Sometimes | 3 | 7 | 21 |
| 3 | Never | 2 | 3 | 6 |
| 4 | Strongly Never | 1 | 0 | 0 |
| TOTAL | | | 21 | 71 |

Based on the result above, it shows that there are 18 students that agree to the statement, to be valid data, by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|-------|--------|--------|--------|---------|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to Phycomotoric Factor, namely 71/86(Maximum Score) x 100% = 79.90,%, so it is categorized strong.

d) Other Factor

Table 4.11 Item Number 7 ( Another factor caused of difficulties)

| No | Category | Score | Frequent | Sum of Score |
|----|----------|-------|----------|--------------|
| 1 | Always | 4 | 4 | 16 |
| 2 | Sometimes | 3 | 10 | 30 |
| 3 | Never | 2 | 5 | 10 |
| 4 | Strongly Never | 1 | 2 | 2 |
| | TOTAL | | 21 | 58 |

Based on the result above, it shows that there are 14 students that agree to the statement, to be valid data, by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|-------|--------|--------|--------|---------|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to Other Factor, namely 58/86(Maximum Score) x 100% = 67,44%, so it is categorized strong.

Table 4.12 Item Number 8 ( Conducting no problem)

| No | Category | Score | Frequent | Sum of Score |
|----|----------|-------|----------|--------------|
| 1 | Always | 4 | 2 | 8 |
| 2 | Sometimes | 3 | 10 | 30 |
| 3 | Never | 2 | 8 | 16 |
| 4 | Strongly Never | 1 | 1 | 1 |
| | TOTAL | | 21 | 55 |

Based on the result above, it shows that there are 12 students that agree to the statement, to be valid data, by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|---|---|---|---|---|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to Other Factor, namely 55/86(Maximum Score) x 100% = 63,95%, so it is categorized strong.

Table 4.14 Item Number 12 ( factor location and place caused of problem)

| No | Category | Score | Frequent | Sum of Score |
|---|---|---|---|---|
| 1 | Always | 4 | 4 | 16 |
| 2 | Sometimes | 3 | 10 | 30 |
| 3 | Never | 2 | 4 | 8 |
| 4 | Strongly Never | 1 | 3 | 3 |
| TOTAL | | | 21 | 57 |

Based on the result above, it shows that there are 14 students that agree to the statement, to be valid data,  by continuum can be shown below:

| 0 | 1-20% | 21-40% | 41-60% | 61-80% | 81-100% |
|---|---|---|---|---|---|
| - | SL | L | U | S | VS |

The data above shows that students agree to the statement refers to Other Factor, namely 57/86(Maximum Score) x 100% = 66,28%, so it is categorized strong.

The accumulation of each factor can be seen in the table below:

| No | Factors | Value |
|----|---------|-------|
| 1 | Cognitive | 75.58 |
| 2 | Affective | 83.84 |
| 3 | Performing | 77.52 |
| 4 | Others | 70.54 |
| Dominant | | 83.84 |

The researcher showed the diagram in order to be easy for understanding the dominant factor encountered by students on speaking skill as shown below:

## Dominant Factor

70.54 (23%)

75.58 (25%)

77.52 (25%)

83.84 (27%)

- Cognitive
- Affective
- Performing
- Others
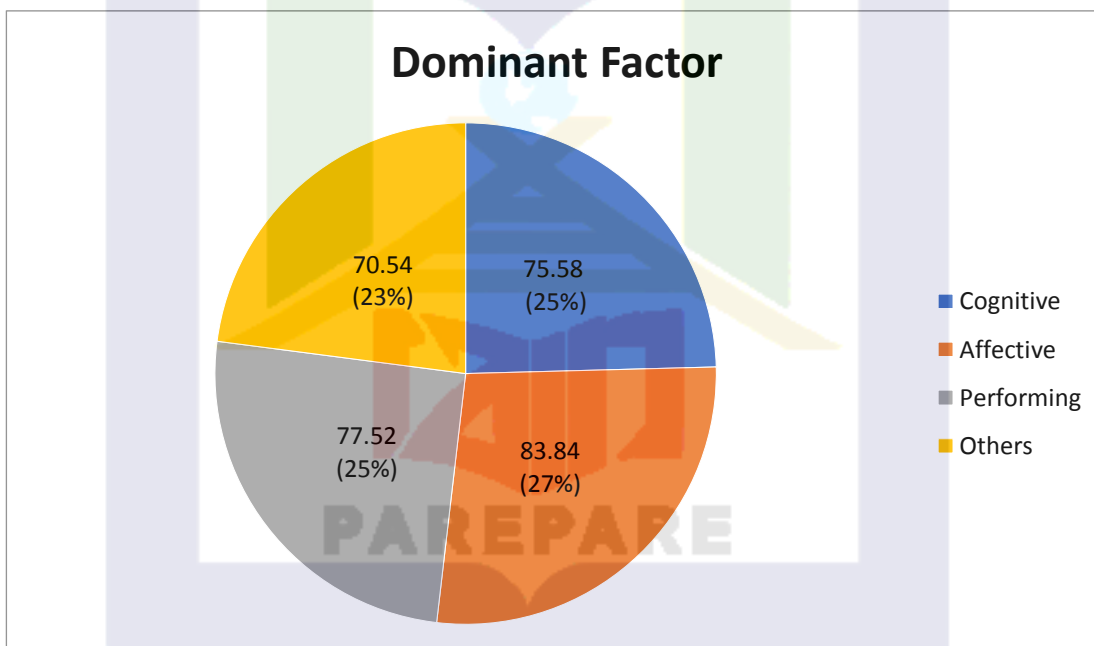
## B. Discussion

Based on the description of the data through interview that has been explained by researcher in previous section, it has found out the difficulties in speaking at the First grade of SMKN 1 Parepare which explained below:

### 1. Students difficulties faced by cognitive factors

Based on the finding above, the researcher conducted an interview to the students and found that students still difficulties on understanding English material, it can be seen from every respondents, learning English must be very important for students specially in senior school on how, many teachers just teaches about the purpose of the learning without considering the students performing.

Cognitive aspect must be very urgent to be mastered, students without comprehension on vocabulary will be very difficult, it can be seen from the respond of the interviewee, that most of the students believe on their difficulties about understanding English word, it can be assumed that they have fear of vocabularies at English subject in school, besides of that, students also really need several method in teaching applied from the teacher in order to get perfect speaking skill, in refers to the cognitive aspect, students ability considering from the speaking performing, most of students still very low in speak English, they still very poor in explore simple word to be produce, in daily conversation also showed very low performing, not only that, caused of cognitive should be very careful in speaking performing, because we believe that, without mastering cognitive aspect on learning English, students will not be able to control their selves in public when speaking English.

Cognitive aspect refers to the students, The first important thing that learners should do before communicating with others is to be familiar with their topic. Basically, cognitive factors focus on students' background knowledge as it influences students' speaking performance, it also focus on students experiences on speaking performing in daily life.

It is the interaction between two people or more to get or provide information needed. Therefore, the ideas being talked about should be clearly understandable and failure in communication has been reported to be anxiety-breeding by most EFL students. Students worry too much that the audience will not comprehend their speech. Here the explain of the researcher about students difficulties refers to the cognitive aspect, it summed that, students still faced very difficulties in cognitive aspect of speaking lesson in class.

2. **Students difficulties faced by Affective Factor**

Affective factors belong to the feelings and personality of the learners, this paper draws attention to two major concerns, feelings toward the topic and/or the interlocutors and self-consciousness. Every language learner needs to bear in mind that knowledge of the topic must be acquired if she wants to speak confidently. The basic preparation that needs to be done before communicating to others is having a good understanding about the topic. Communication occurs mostly between the learners and their teacher. Therefore, the learners' relationship with their teacher significantly influences their anxiety; one source of anxiety shared by students in the classroom was fear of failure to speak English to teachers as they worried over the teacher's negative reactions.

Students usually suffer from foreign language acquisition when they feel they could be viewed negatively in the eyes of others fear of being laughed at or mocked, or judged as be superior by others once they try to communicate in English with their friends or teachers For that reason, establishing a good relationship with their teacher and other classmates is important, in order to decrease students' anxiety, influence their judgment, and eventually develop their communicative competence.

It can be assumed from the respond of the students that, they have strong difficulties on their fear of speaking, they felt shy and nerves when speaking in class of public, they seldom to communicate one another, it can be very strong impact on students performing, it can be seen from their performing when interviewing, most of

them still very poor on speaking, they felt very ashamed on speaking in front the people, less of communication caused very much impact on students' performance.

The students became anxious when they were asked to speak for they had no idea what to talk about. It caused of their experiences in speaking performing. Felling fear and afraid of being mistake, can be very strong caused also that felt of the students in this time.

In addition to the teacher's behavior, peer judgment can be the other significant source of students' anxiety. Students usually suffer from FLA (foreign language acquisition) when they feel they could be viewed negatively in the eyes of others.

**3. Students difficulties faced by Performance Factor**

People with communication apprehension typically have trouble to speak with others and it is safe to say that students who are highly anxious may experience great fear in every English learner communication, performing a speaking task on your own is generally harder than doing it with colleagues because in the former case you cannot count on peer support, as students believe the task is going to be more difficult to deal with, their anxiety will increase substantially difficulties.

It found in interviewing that many students tended to feel uncomfortable, shy, frustrated, helpless, and embarrassed when speaking in front of others, they express a lot of being afraid, shy and many other intended speak in public.

The mistakes made by students would also facilitate their language development if the students received appropriate feedback from others. Furthermore, language production will be less threatening if students are able to work in groups where they are under less pressure to individually produce the language spontaneously. Another part of learning culture consists of pedagogical objectives. Every educational institution has its own teaching objectives. Anxious students are

commonly found in the institutions that do not promote oral communications.[1] It can be seen from many students who are very lack of being communication one another.

This interview has showed much fact in this research regarding to the students' difficulties, students' performance in class really poor, they explained about their performance, and showed very poor, students feel very low in speaking, and either speak in daily and also speak in public.

The explanation above belief about the students anxieties of speaking both in school and also in public relation at all, it supported from the theory that language production will be less threatening if students are able to work in groups where they are under less pressure to individually produce the language spontaneously.[29] In sums that, most of students felt the anxieis becaused of public speaking, which related to the aspect of speaking difficulties, and also personal students' information, namely not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, inhabit in speaking English, never practice, and nothing to say.[2]

4. The Dominant Factor encountered to the students.

After done the qualitative data, it would be better in analyzing the quantitative data, it shows the result of the data, which divided into 4 dominant factor were cognitive, affective and performance,  it shows that all the items of cognitive factor had strongly agree that cognitive factor caused the most of difficulties in speaking, it results that 74,42% , 74,42% and 81,40%, it could be assumed that more than 50% of the sample

Second result showed of affective factors, it result of 81, 40%, 93, 02% and 77,91%, it could be assumed that more than 50% of the sample agree to this affective factor.

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[1]Rai, U. *English language communication skills*. (Mumbai: Himalaya Publishing House. 2010).

[29]Kasbi, S., & Shirvan, M. E. *Ecological understanding of foreign language speaking anxiety: emerging patterns and dynamic systems*. Asian-Pacific Journal of Second and Foreign Language Education, (2017), 2(1), 1-20.

[2]Sayuri. "*English Speaking Problems of EFL Learners of Mulawarman university*" Vol. 1 No. 1 (2016) www.indonesian-efl-journal.org (diakses 5 July 2020)

First result showed of performing factors, it result of 69, 77%, 80,23% and 79,90%, it could be assumed that more than 50% of the sample agree to this performance factor.

After identifying the result of the quantitative data, the researcher opinion regarding to the researcher interpretation of students difficulties, it showed that students faced real difficulties refers to all the factors, it's not easy to determining the fix factor of dominant factor here, caused of the interval result of the quantitative data is minim of different.

The dominant factor seek for the new theory of the research that will be useful to the next researcher, every factors caused of students difficulties, it can be proved that students need new method and new style of learning English lesson on how avoided from the difficulties anymore.