The learner's success in learning English is mostly determined by their mastery of four language skills; listening, speaking, reading, and writing. One of the most important skills that should be mastered by the students is speaking. Speaking is complicated skill because it needs many elements to be simultaneously used at time. Therefore, this study was intended to know the difficulties of learning speaking and the related ways to cope with them.

The research design of this study was descriptive quantitative research because the data obtained from each difficulty gave percentage. The instruments used were questionnaire and interview. The population of this study was the first year students (A, B, C). To get the samples, this research used the cluster sampling because of two reasons. First the class one (A,B,C) in SMUN 1 Kraksaan had different schedule in their English class and second the researcher had limited opportunity to give questionnaire.

The result of this study showed that the students had difficulties with their speaking ability, particularly in terms of inhabitation (55%), nothing to say (60%), low or uneven participation (40%), mother-tongue (87.5%), pronunciation (62.5%), vocabulary (62.5%), and grammar (50%). Furthermore, the result of this study also revealed with the ways to cope of the difficulty. The difficulty in inhibition was coped with getting more exercises. When the students had nothing to say, they coped with improving vocabularies and pronunciation skills. The low participation was coped with the teacher should give stimulus to make the students active in class. The difficulty in mother tongue was coped with not using mother tongue in their communication. The problem in pronunciation was coped with by looking up the dictionary to check the spelling. The difficulty in grammar was coped with studying grammar to improve their knowledge and trying to implement it in real communication. The last difficulty of vocabulary was coped with studying to comprehend the differences of using noun, verb, adjective, verb, and adverb.