



A Study on Speaking Problems in Their Speaking Performance of The Second Semester Students of The English Education Study Program of Nusa Cendana University in Academic Year 2024/2025

Irwan Ali Suria ^{1)*} Tans Feliks ²⁾

¹ Universitas Nusa Cendana, Student, Mataram, Indonesia

² Universitas Nusa Cendana, Lecturer, Mataram, Indonesia

Email First Author* : irwanalisuri@gmail.com

ARTICLE INFO	ABSTRACT
<p>Article history</p> <p>Received : October, 24th 2024 Revised : Nov, 9th 2024 Accepted : Dec, 17th 2024</p> <p>OPEN ACCESS</p>	<p>The author noticed a problem in EFL learners in expressing opinions in front of the class that has the potential to be investigated further. The writer used a descriptive qualitative method. The research involved a sample of 10 students of second semester of English Study Program in Academic year 2024/2025 as the subject. Data collection methods included observation, questionnaires, and interviews. The findings revealed that anxiety was the most prevalent obstacle, accounting for 23.2% of reported difficulties. Most students exhibited strong pronunciation and effective listener interaction. However, a common weakness was difficulty in managing confidence when expressing opinions. Students reported utilizing various strategies to address their challenges, including consistent engagement with English conversations on YouTube, practicing speaking in front of a mirror, employing grammar applications, listening to music, and engaging in English-language interactions with classmates this research identifies various challenges faced by second semester students in speaking and expressing opinions in public. However, they also had trouble controlling their self-confidence when expressing their opinions. These findings highlight the importance of ongoing support and practice to help students improve their public speaking skills.</p>
Keywords:	<i>Speaking, Problems, Performance</i>

1. Introduction

Speaking is one of the abilities required of students in order to assess their level of proficiency in putting words together to form an oral sentence. The aim of speaking in general is to be able to express a message or meaning using a simple word or sentence. More complicated uses of speech included persuading others to act in accordance with the speaker's instructions and encourage them to do so in order to build a long lasting relationship between the speaker and the listener.

According to Chaney and Burk (1998), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". These problems might have prevented the kids from developing and improving their speaking skills. The learner's poor pronunciation, vocabulary, and grammar are the main causes of their speaking difficulties. These are etymology-related challenges. Speaking allowed us to voice our thoughts, persuade others to share those thoughts, and compel others to act on the reasons put forward. When all is said and done, the objective of truthful speaking is achieved. Speaking abilities are extensively taught in the context of education in order to deliver views on a given subject in an effort to persuade and influence the audience.

In fact, it is difficult to become fluent in speech. In addition to being expected to have proper grammar, pronunciation, and vocabulary, students are also expected to understand how to use the language. According to Hinkel (2005), communication challenges arise when a learner comes across a word they do not understand, a word form they are not sure how to employ, or they cannot articulate what they meant to say. Additional issues with students' speech are anxiousness and a lack of confidence.

Occasionally, a lot of students still struggle to articulate their thoughts during a presentation and experience anxiety and lack of confidence when they are in front of their peers in a live or virtual classroom. Numerous things can have an impact on this, including the pupils' inability to use formal language fluently, their vocabulary restrictions, their lack of confidence, and psychological issues that may have prevented them from expressing themselves in a social setting. They may have dealt with emotions like insecurity, shyness, anxiety, anxiousness, and fear that affect their ability to communicate English. It becomes a significant issue for the children if they do not think they can communicate. According to Lawtie (2004), a person's emotional state can have an impact on speech difficulties; one of the most crucial things to take into account while speaking with someone who has speech difficulties is that their communication is frequently clearer when they are confident and at ease.

It becomes crucial to figure out how to solve speaking issues so that students may improve their English. (Brown, 2014), definition reinforced Chamney's, stating that speaking was a means of converting people's thoughts into language. As a result, the use of language was likely to lessen miscommunication due to the language's inherent function. They found that anxiety may have a major impact on a person's ability to communicate, particularly in high-

pressure settings like public speaking or engaging with native speakers of the language. This notion then served as the foundation for additional study aimed at comprehending and resolving anxiety-related speech issues. Furthermore, requiring students to give presentations in a foreign language, like English, made the task more challenging for them because they had to translate their arguments into English before presenting them. They also had to be careful to pronounce their words correctly and use the right grammar-based sentence structures.

During group presentations, it frequently happened that many students found it difficult to give live presentations and instead chose to rely on their more experienced peers. According to the author's experience, first-semester students frequently inquired about techniques for creating impactful presentations and methods for boosting confidence during presentations.

2. Research Method

The author employed qualitative research in this study. Since the study focuses on observing student errors, a qualitative research method is deemed appropriate. Ary (2009) explains that a case study is a research method that involves a detailed examination of a specific entity, such as an individual, group, organization, or program. Qualitative research entails in-depth examination and observation in the field without categorizing the phenomenon to separate variables. The purpose of this study was to determine their types of problems, difficulties, and strategies for overcoming them. Speaking was a challenge for second semester English Education Study Program students at Nusa Cendana University in academic year 2024/2025.

The data analysis technique was used by Best and Khan, 2006:331. There are three main components of analysis, which include observation, questionnaires, and interviews, as follows:

Observations, to verify that the information provided by the teaching lecturer about these ten students' speaking limits in comparison to their peers was accurate, the researcher observed and recorded linguistic and psychological issues that were visible to the naked eye during the observation.

Questionnaires, the questionnaire consists of 17 question items that have 5 options. Each alternative has a score. The score ranges from 5 to 1. The options are defined into SA =

Strongly Agree, A = Agree, N = Neutral, D = Disagree, and SD = Strongly Disagree. Student's answers are scored based on Likert scale type that is as follow:

The following is a scale specification of 1-5 to express the level of problems students face in the statement from the questionnaire.

1. (Strongly Disagree): I have no difficulty in that statement
2. (Disagree): I have some difficulty in that statement but can overcome it easily.
3. (Neutral): I have difficulty in that statement and need extra effort to overcome this problem.
4. (Agree) : I have significant difficulty in that statement and find it difficult to overcome effectively.
5. (Strongly Agree): I have great difficulty in that statement and feel very limited in my skills.

Interviews, in this interview, the researcher asked several questions related to the respondents' answers in the previous questionnaire, to delve deeper into the answers of the research subjects. After all the data was collected, each problem faced was compared based on the largest percentage, to determine the most dominant problems faced by students in their speaking performance.

3. Research Findings and Discussion

Research Findings

3.1 The Result of Observation

The purpose of this observation was to study students' speaking skills, as well as the challenges and strengths they encountered when voicing their thoughts in front of an audience. Only the student's appearance during the appearance can be evaluated by this observation; the interview portion will go deeper into the student's feelings. The findings of direct observations made by researchers are as follows.

The first student performed well, with a fairly good level of confidence. Although there are a few words in the word "intermediately" that are not spoken correctly, mastery of the subject matter also appears to be good, and the message is delivered well. Additionally, the audience is not interested in listening since the voice's intonation lacks power, and many people are playing in the background because they are not paying attention. His gestures are

in line with his intended meaning, and his body language is adequate. Making eye contact also looks excellent.

The second student appeared less confident, stammering in conveying the message. Although the student appears to lack mastery of the material, every word is pronounced correctly. Additionally, the body language is in line with the message being delivered, and the vocal intonation is strong enough to pique the audience's interest. Making eye contact also looks excellent.

The third student opened the presentation well and enthusiastically, it piqued the interest of the listeners. His eye contact and body language are excellent; they align with his words. accurate word pronunciation and a powerful vocal tone. Outstanding command of the subject, resulting in a clear message.

The fourth student made a It was occasionally unclear what he was saying because of his initial presentation's weak intonation and unconfident word pronunciation. Body language is repetitive, making it hard for the audience to understand what you're trying to say. eyes that lack confidence and are generally dejected. However, the student's confidence and appearance improved as they spoke for a longer period of time. His intonation became louder, his command of the stage became more assured, and his body language started to get more ordered.

The fifth student began the presentation very nervously and a tiny voice that was hardly audible. using repetitive body language to convey messages that are less engaging. features and facial expressions that lack confidence. The majority of the lecture was simply read on the projector screen, and some words have questionable pronunciations. inadequate knowledge of the subject.

The sixth student started the student stumbled a lot when speaking and lost a lot of the words they meant to use because the presentation lacked confidence. Ineffective stage management since the performer merely stood motionless and primarily gazed at the projector screen, rarely making eye contact with the audience. lack of command of the subject matter and looks on the face that are uninteresting and even repetitive.

The seventh student opened the presentation's superb intonation, accurate word pronunciation, and adept stage management. Good eye contact, appealing body language, and exceptional content mastery are just a few examples of how all bodies can aid communicate. frequently maintains eye contact with the audience despite the fact that he can continue effectively even though he nearly forgets some parts.

The eighth the student's presentation was well-executed. Excellent body language and comprehension of the subject matter, notwithstanding a few ambiguous word pronunciations brought on by low voice inflection. Even though the audience is occasionally still playing behind, the mimics and eye contact are generally rather good.

The ninth Although the student was apprehensive at first, they were able to perform the presentation effectively. Although the voice is not too large, the audience is not drawn in to listen because the mastery of the content is good, and the body language, facial expressions, and eye contact are all good. After a few minutes of the presentation, body language also appeared to calm down.

The tenth the student's presentation was characterized by a lack of confidence. He frequently stammered, had poor stage management, and used his regional accent to say a few things, which made them sound humorous and made the audience laugh. However, the student expresses himself clearly by his hand gestures and loud voice.

Researchers discovered several items in this tool to determine the object of observation's strengths and shortcomings. Without understanding the preparation and emotions of every research item, this observation simply evaluates from the standpoint of what is directly observed.

3.2 The Result of Interviews

This interview was conducted to deepen information about the problems faced by students when expressing opinions using English. In this instrument, researchers give interviews one by one with questions asked randomly based on the questionnaire they have previously provided. Here are the findings of the recording data:

Based on interviews with the first student, regarding linguistic problems in using the simple future tense, the students 1's can understand future tense sentences, but if asked to make that sentence, the students will be confused because Student 1's forgets the formulas and sentence patterns. Student 1 has problems in terms of linguistics problems in grammar. He said, 'They going to come' while the correct sentence must be 'The are going to come'. This student also had problems with limited grammar, as well as difficulty in pronunciation of unfamiliar words. In terms of psychological problems, Student 1's is more nervous when must make presentations in front of the class. Even though when she was alone, she was more confident speaking English. Student 6's also often listens to English musics, even when watching films she prefers to use English subtitles. The student also feels worried if she is

expressing an opinion and suddenly makes a mistake and is corrected by the lecturer in front of her friends, so that the fear of expressing her opinion becomes increasingly uncontrollable.

Based on interviews with the second student, the biggest problem she faced was losing self-confidence. The student said that she was a shy person, so she was not used to crowded situations, let alone being asked to speak in public. What's more, she only has a little vocabulary, and only master's basic vocabulary and she has confused using past tense. student 2 has a problem when the researcher asked her to make past tense sentence. She said, 'I make fred rice yesterday'. While the correct sentence must be 'I made fred rice yesterday'. This student also felt less confident when she found out that the lecturer teaching the subject had a tough character, so she became more afraid and less confident. However, when someone speaks English they understand, but it is difficult to express what they want to convey.

Based on interviews conducted with the third student, he said that before entering the English language education program he had not mastered the basics of English itself, so he felt a bit behind his other friends. This student also said that he lacked vocabulary and pronunciation and was overwhelmed in using the simple future because he had to use a formula that he didn't master even though he often practiced but quickly forgot. Student 3 said, 'I will opened the door' while the correct sentence must be 'I will open the door'. The student also said that he had difficulty constructing sentences when asked and had to answer spontaneously using English, but when he is going to make a presentation and the material has been mastered, he will not be nervous about making the presentation, he will only feel nervous at the beginning, but once it gets going, he will be confident in conveying his opinion.

Based on the results of the interview with the fourth student, he admitted that entering the English study program was not his personal choice but rather his parents' wishes. His interest in English is just a hobby of singing western songs, but his knowledge of English is not very deep. The student did not expect to be able to enter the English study program because he did not have any basics in the field of language, so he felt mentally affected by entering this study program. He hoped to enter a music school, but to fulfill his parents' wishes he took this study program. The problems he often encounters in conveying opinions are difficulties in grammar and anxiety if he is called suddenly by the lecturer to answer questions. He also confused using present tense. Student 4 has the problem when the researcher asked her to make present tense sentence. She said, 'I eating an apple. While the correct sentence is 'I eat

an apple. The student also said that when he was going to give a presentation, he often felt blank, the material he had initially mastered, but when he was standing in front of the class, everything suddenly disappeared, and he couldn't say anything anymore.

Based on the results of the interview with the fifth student, she said that she always felt anxious when his name was called to make a presentation, but this fear would arise if he knew that the lecturer had a strict nature. She also admitted that from a linguistic perspective she also found it difficult to put together sentences before delivering them, moreover she had to think about the correct grammar, which made her hampered and stammered in expressing her opinion using English. Student 5's also admitted that she had great difficulty using the part of speech. Student 5 had problems when the researcher asked her to make a future tense sentence. she said 'I will go to the school' and she said the preposition is 'The' while the correct one is the word 'To'.

Based on the results of the interview with the sixth student, he said that his biggest obstacle in expressing opinions in English was feeling nervous when he had to speak in front of the lecturer and his friends. When giving a presentation he uses the memorization method so that when his turn comes to make a presentation he will easily forget and go blank. The student also felt that he was wrong in majoring in English education because he thought that his English skills were very low in all aspects, and he was unable to compete with his other friends.

Based on the results of the interview with the seventh student, the biggest problem faced was feeling nervous when having to answer the lecturer's questions spontaneously, she would feel nervous and need quite a long time to think and put together words. Meanwhile, regarding grammar itself, there are still many difficulties faced, such as composing sentences correctly according to the grammar. student 7, when the researcher asked him in the sentence 'Put it on the table' determine the preposition of the sentence! He said the preposition is 'It', while the correct one is 'on'. Regarding Vocabulary, the student usually records new vocabulary that she encounters and uses in her conversations with natives on the Omit application.

Based on the results of the interview with the eighth female student, the biggest problem faced was a lack of confidence when speaking in public. He felt anxious when he was standing in front of the class, so that sometimes the presentation material that he had carefully prepared at home, as soon as he stood in front of the class, would immediately disappear. He also confused synonym/antonym. student 8 was asked by the researcher about

synonyms for the word 'smart'. They don't know the answer. Even though the answer is 'Clever'. In terms of linguistics, he also still masters basic vocabulary, pronunciation, there are still many words that he is not able to pronounce well, and grammar that he is still confused about differentiating.

Based on the results of the interview with the eighth female student, the biggest problem she faced was feeling inferior to her friends who were smarter, so she felt she would always look ugly and not be confident. Moreover, he felt afraid of the lecturer if he made a mistake. She was confused in using modal verbs when the researcher asked her to make future tense sentence, the student 9 in some conversation said, 'we will went to the beach' while the correct sentence must be, 'We will go to the beach'. Nervousness is always present when starting a presentation and sometimes she forgets what she wants to convey. The preparation method she uses before presenting is to make a video and then listen to it repeatedly until he memorizes it, this is what causes her to often forget and go blank when he's nervous.

Based on the results of the interview with the eighth student, the biggest problem faced was the limited vocabulary she had, and the feeling of anxiety when starting a presentation, sometimes forgetting in the middle of the conversation and being able to continue after a pause of a few minutes afterwards. Feelings of insecurity also arise when she sees his friends doing good presentations, so she will feel insecure about being as good as them, and even tends to give up and underestimate his abilities. But sometimes motivation also arises to be like his smart friends.

The following are discussions based on data obtained from three research instruments namely observation, questionnaires, and interviews.

3.3 Students Problems in Speaking and Types of Problems

In this problem, researcher classify this problem into 2 factors, the first is linguistic problems, and the second is psychological factors. Linguistics itself is divided into 3 main factors, namely Grammar, Vocabulary, and Pronunciation. While psychological factors are divided into 2 factors, namely loss of self-confidence and anxiety.

Linguistic Problems

Linguistic problems in students' speaking are grammar, vocabulary, and Pronunciation problems. By seeing the percentage of the observation, questionnaire, and interviews items in grammar, vocabulary, and pronunciation, the researcher wants to show that:

Grammatical problem

The following are grammatical problems experienced by several students based on interviews after observation and questionnaires.

The students who often get confused in using future tenses with total percentage 19.0%. on the interviews, student 1 has problems in terms of linguistics problems in grammar. He said, 'They going to come' while the correct sentence must be 'They are going to come'. Based on observation Student 3 said, 'I will opened the door' while the correct sentence must be 'I will open the door'. Students who are confused in distinguishing part of speech with total percentage 18.3%. Based on interview, student 5 had problems when the researcher asked her to make a future tense sentence. she said 'I will go to the school' and she said the preposition is 'The' while the correct one is the word 'To'. It seems to be the student 7, when the researcher asked him in the sentence 'Put it on the table' determine the preposition of the sentence! He said the preposition is 'It', while the correct one is 'on'. Students who are confused in using past tenses with total percentage 21.1%. Based on the interviews, student 2 has a problem when the researcher asked her to make past tense sentence. She said, 'I make fried rice yesterday'. While the correct sentence must be 'I made fried rice yesterday'. Students who get confused in using present tenses with total percentage 21.8%. Based on interview, student 4 has the problem when the researcher asked her to make present tense sentence. She said, 'I eating an apple'. While the correct sentence is 'I eat an apple'. The student who are confused in using modal verbs with total percentage 19.7%. Based on the observations, is 'we will go to the beach'. The student 9 in some conversation said, 'we will went to the beach' while the correct sentence.

Vocabulary Problems

The following are Vocabulary limitations experienced by several students based on interviews after conducting observation and questionnaires.

Vocabulary problems occur in students' speaking performance. The vocabulary problems are lacking vocabulary with total percentage 26.1%. Based on the observations, student 10 has a problem when he was answering questions directly, he stammered and mixed English and Indonesian because he lacked the vocabulary. The students who find difficulty in choosing the appropriate vocabulary and often ask their classmates about the unfamiliar English words with total percentage 29.6%. Based on the observation, the students who asked their friends when they encounter unfamiliar words. The students who do not know the synonyms/antonyms of the words they usually use with total percentage 20.9%. Based

on the interviews, student 8 and student 5 were asked by the researcher about synonyms for the word 'smart'. They don't know the answer. Even though the answer is 'Clever'.

Pronunciation

The following are the difficulties in correct pronunciation of words experienced by several students based on interviews after observation and questionnaires.

The students who often mispronounce the English words and not be motivated to speak like native speaker with total percentage 21.4%. Based on the observation, student 1 failed to pronoun the word correctly; she pronounces world as /wod/, ever as /ever/, fancy as /fanci/, gain as /gein/ and a lot of mispronounce by her. Wrong intonation towards the English sentence with total percentage 18.8%. Based on the observation, student 3 mispronunciation the sentence from the conversation 'close the door' but the intonation is falling. It should be rising intonation to show that he was mad.

Psychological Problems

In this research, the psychological problems are divided into two aspects, those are Lack of self-confidence and anxiety. Students may confront psychological problems during their speaking performances.

Lack Self-Confidence

The following are a problem of losing confidence experienced by several students based on interviews after observation and questionnaires.

Students lack self-confidence problems are the students who are not confident to speak English in front of the people with total percentage 20.9%. Based on the interview student 9 said, she is more nervous when must make presentations in front of the class. Even though when she was alone, she was more confident speaking English. Students who are not confident to speak to the lecturer with total percentage 21.5%. based on the interviews, student 5 said, she felt less confident when she found out that the lecturer teaching the subject had a tough character, so she became more afraid and less confident. However, when someone speaks English they understand, but it is difficult to express what they want to convey. Students who are not confident to share opinions in the classroom with total percentage 24.3%. Based on the interviews, student 4 said, she feels worried if she is expressing an opinion and suddenly makes a mistake and is corrected by the lecturer in front of her friends, so that the fear of expressing her opinion becomes increasingly uncontrollable. Students who believe hat they will not be a good English speaker with total percentage 17.5%. Based on the interviews, student 6 said, when he is giving a presentation, he uses the

memorization method so that when his turn comes to make a presentation he will easily forget and go blank. The student also felt that he was wrong in majoring in English education because he thought that his English skills were very low in all aspects, and he was unable to compete with his other friends.

Anxiety

The following are the excessive anxiety experienced by several students' when conveying opinions in public based on interviews after observation and questionnaires.

Students who get so nervous when speaking so, they forget things they really know with total percentage 23.2%, based on the interviews, student 9 said, the preparation method she uses before presenting is to make a video and then listen to it repeatedly until he memorizes it, this is what causes her to often forget and go blank when he is nervous. Students who trembling when they know that they are going to be called on in the English class with total percentage 20.3%. Based on the interviews, student 3 said that she always felt anxious when his name was called to make a presentation, but this fear would arise if he knew that the lecturer had a strict nature. Students who feel frightened when the lecturer asks them to answer questions in the English class with total percentage 19.8%. Based on the interviews, student 10 said, the biggest problem faced was feeling nervous when having to answer the lecturer's questions spontaneously, she would feel nervous and need quite a long time to think and put together words. Students who get depressed when the lecturer corrects their answers in the English class with total percentage 15.8%. Based on the interviews, student 6 said, she also feels worried if she is expressing an opinion and suddenly makes a mistake and is corrected by the lecturer in front of her friends, so that the fear of expressing her opinion becomes increasingly uncontrollable.

3.4 Students Do to Overcome Their Problems

Based on research that has been conducted, here are some things that students do to overcome their speaking problems, as follows.

Practicing Speaking Regularly

Student 2 has a problem with losing self-confidence. To overcome this problem, she is practicing speaking with her friends by WhatsApp, or directly, and also, she will prepare well before doing the presentation front of the class. Student 3 has a problem with had difficulty constructing sentences when asked and had to answer spontaneously using English. To overcome this problem, he often practiced conversations and recorded his voice while speaking and listened back to identify areas that need improvement. Student 4 has a

problem with Anxiety. He said that when he was going to give a presentation, he often felt blank. To overcome this problem, he Look for a speaking club and meetup where he can practice speaking with other people in a supportive environment. Student 9 has a problem with nervousness, always present when starting a presentation and sometimes she forgets what she wants to convey. The preparation method she uses before presenting is to make a video and then listen to it repeatedly until he memorizes and understands it.

Improving Vocabulary and Grammar

Student 5 has difficulty using the simple past, because she was sometimes confused about the formula used. To overcome this problem, she often practiced using grammar applications and google. Student 6 felt that he was wrong in majoring in English education because he thought that his English skills were very low in all aspects. To overcome this problem, he read books and articles in English to help him understand sentence structures and a wider range of vocabulary. Student 7 has a problem with Vocabulary. To overcome this problem, she usually records new vocabulary that she encounters and uses in her conversations with natives on the Ometv application.

Listening to English Program Actively

Student 1 has problems with limited grammar, as well as difficulty in pronunciation of unfamiliar words. To overcome this problems she 6 also often listens to English music, even when watching films she prefers to use English subtitles. Student 8 has a problem, he still masters basic vocabulary, pronunciation, there are still many words that he is not able to pronounce well. To overcome this problem, he often Listen to podcasts, music and movies in English from YouTube. Student 10 has a problem with Feelings of insecurity arise when her friends doing good presentation. To overcome this problem, she often Practice speaking with friends who also want to improve their speaking skills. Those are the research findings on students' speaking performances by Interviews of students' speaking performances. There still exist linguistics and psychological problems in students' speaking performances..

4. Conclusion

According to this study, speaking in English is extremely difficult for second-semester English Education Study Program students at Nusa Cendana University, mostly because of linguistic and psychological problems. The results show that the most common psychological hurdles are anxiety and a lack of confidence, while linguistic issues—specifically, those pertaining to grammar, vocabulary, and pronunciation—also considerably

impair their ability to speak. According to the information gathered from observations, questionnaires, and interviews, these kids frequently find it difficult to articulate their ideas during presentations, and many of them become more nervous and lose confidence while speaking in front of classmates and teachers. The findings highlight the necessity of focused treatments to improve these students' language proficiency and psychological fortitude.

References

- Ary, D. 2009. Introduction to research in ducation. Canada: NelsonEducation, Ltd.
- Bailey, K. M., & Savage, L. (1994). New Ways of Teaching Speaking. Pantagraph Printing.
- Best, J. W., & Khan, J. V. (2006). Research in Education (10th ed.). Pearson Education Inc.
- Burns, N. & Grove, S.K. 2003. Understanding nursing research. 3rd ed. Philadelphia: Saunders Company
- Brown, Douglas, H. 2014. Principles ofLanguage Learning and Teaching. Pearson Education.
- Celce-Murcia, M. (2001). Teaching English as a Second or Foreign Language. Heinle & Heinle.
- Chaney, A.L., and T.L. Burk. 1998. Teaching Oral Communication in Grades K- 8. Boston: Allyn&Bacon.
- Dea, A. F., Rahayu, A., & Wardah. (2014). A Study on Students English Speaking Problems in Speaking Performance. Tanjungpura University.
- Harmer, J. (2001). The Practice of English Language Teaching (3rd ed.). Longman.
- Hayriye, Kayi. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language. Nevada: University ofNevada.
- Hinkel, E. (2005). Handbook ofResearch in Second Language Teaching and Learning. Seattle University.
- Jackson, Sherri L. 2008. Research Methods and Statistics: A Critical Thinking Approach. Third Edition. Belmont: Wadsworth.
- Kamil, M. L. (2004). Vocabulary and comprehension instruction: Summary and implications of the National Reading Panel findings. In P. McCardle and V. Chhabra (Eds.), The voice of evidence in reading research. Baltimore, MD: Paul H. Brookes.
- Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. University ofNevada.
- Khan. (2005). Language in India. Take from www.languageinindia.com in November 15, 2014.
- Lawtie, F. (2004). Biodiesel and Speech Difficulties.
- Moleong, J. Lexy. 2013. Metodologi Penelitian Kualitatif. Indonesia, PT. Remaja
-

- Rosdakarya, 2013.
- Nunan, D. (1991). *Research Methods in Language Learning*.
- Richards, J.C., & Renandya, W.A. (2002). *Methodology in Language Teaching*. Cambridge University Press.
- Rochelle, I. L., et al. (2011). English Language Learning Anxiety among Foreign Language Learners in the Philippines. *Philippine ESL Journal*.
- Spielberger, C. D. (1966). Theory and research on anxiety. In C. D. Spielberger (Ed.), *Anxiety and behavior* (pp. 3-19). New York: Academic Press
- Xinghua. 2007. *Psychological Problems of Middle-School Students in English Learning*. 18th November 2014.
- Yohanis, R. S. T. A. (2017). *Problem Faced by Third-semester Students of English Department Toward Speaking Performance*. University of Tarakan.