

**DIFFICULTIES IN SPEAKING FACED BY THE FIFTH SEMESTER STUDENTS OF
ENGLISH EDUCATION STUDY PROGRAM AT SRIWIJAYA UNIVERSITY**

A Thesis By

Agustina Sinta Erlina

Student Number: 06011281621077

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2019

**DIFFICULTIES IN SPEAKING FACED BY THE FIFTH SEMESTER
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT
SRIWIJAYA UNIVERSITY**

A Thesis By

Agustina Sinta Erlina

Student Number: 06011281621077

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

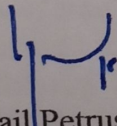
SRIWIJAYA UNIVERSITY

INDRALAYA

2019

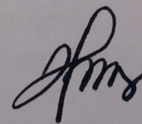
Approved by,

Advisor 1,



Dr. Ismail Petrus, M.A.
NIP. 196211151989031002

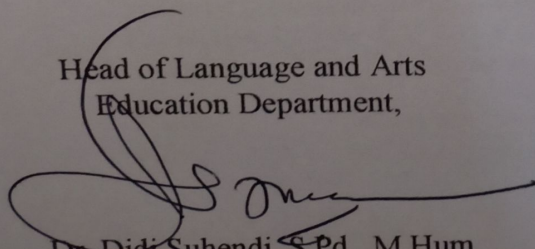
Advisor 2,



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121001

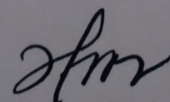
Certified by,

Head of Language and Arts
Education Department,



Dr. Didi Suhendi, S.Pd., M.Hum.
NIP 196910221994031001

Coordinator of English Education
Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP 197408022002121001

**DIFFICULTIES IN SPEAKING FACED BY THE FIFTH SEMESTER
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT
SRIWIJAYA UNIVERSITY**

A Thesis

By

Agustina Sinta Erlina

Student Number: 06011281621077

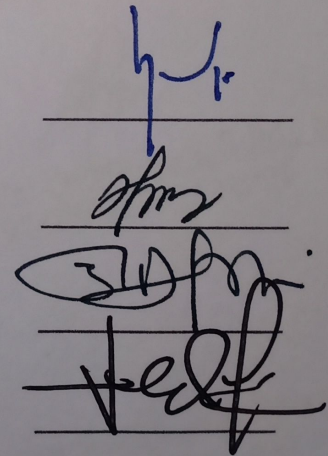
This thesis was defended by the writer in final program examination and was approved by the examination committee on:

Day : Saturday

Date : November 16th 2019

EXAMINATION COMMITTEE APPROVAL:

- 1. Chairperson: Dr. Ismail Petrus, M.A.**
- 2. Secretary : Hariswan Putera Jaya, S.Pd., M.Pd.**
- 3. Member : Eryansyah, S.Pd., M.A., Ph.D.**
- 4. Member : Dedi Kurniawan, S.Pd., M.Pd.**

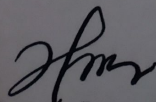


Handwritten signatures of the examination committee members, including the chairperson and members, positioned to the right of the list.

Palembang, November 16th 2019

Certified by,

Coordinator of English Education Study Program,



Handwritten signature of Hariswan Putera Jaya.

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP 197408022002121001

DECLARATION

I, the undersigned

Name : Agustina Sinta Erlina

Student Number : 06011281621077

Study Program : English Education

Certified that Thesis entitled "Difficulties in Speaking Faced by the Fifth Semester Students of English Education Study Program at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, November 2019

The Undersigned,



Agustina Sinta Erlina

06011281621077

DEDICATION

This thesis is dedicated to:

My beloved family, my mother (Christina Murniningsih), and my sisters (Elisabeth Ratih Puspita Sari, Atanasia Linda Ervina, and Margaretha Anggraini Putri) who always support me, thank you very much for being a good family who always prays for me and never stops giving motivation, my another supporter, Daniel Brian Gamayon Rodriguez, who always supports, motivates and helps me, and my best friends, Natasza Astari Putri, Elia Agusta, Annisa Amalia Utami, and member of Keluarga Bahagia, thank you so much for supporting me this far.

ACKNOWLEDGMENTS

First of all, the writer would like to give her great gratitude to Jesus Christ, for the blessings and mercies which become the most important reason to make this thesis completed. This thesis was done to fulfill one of the requirements to get S1 degree at English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, University of Sriwijaya.

The writer would like to express her deepest appreciation and gratitude to her advisors, Dr. Ismail Petrus, M.A. and Hariswan Putera Jaya, S.Pd., M.Pd., for their advice, guidance and support in the process of writing her thesis. Then, the writer's gratitude is expressed to the Dean of Faculty of Teacher Training and Education (Prof. Sofendi, M.A., Ph.D), and all his staff members, the Head of Language and Arts Education Department (Dr. Didi Suhendi, M. Hum.) and the Coordinator of English Education Study Program (Hariswan Putra Jaya, S.Pd., M.Pd.) for their assistance in administrative matters. Finally, the writer would like to express her big appreciation to the English Education Study Program Students Year 2017 for their help during the study.

Indralaya, November 2019

The Writer,

Agustina Sinta Erlina

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
COMMITTEE APPROVAL	iii
DECLARATION OF PLAGIARISM	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF CHARTS	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I: INTRODUCTION	
1.1. Background	1
1.2. Limitation of the Study	6
1.3. Research Questions.....	6
1.4. Objective of the Study	7
1.5. The Significant of the Study.....	7
CHAPTER II: LITERATURE REVIEW	
2.1. Speaking Skill.....	8
2.1.1. The Definition of Speaking Skill	8
2.1.2. Forms of Speaking	8

2.1.3. The Components of Speaking Skill	9
2.1.3.1. Pronunciation.....	9
2.1.3.2. Grammar	9
2.1.3.3. Vocabulary	10
2.1.3.4. Fluency.....	10
2.1.3.5. Comprehension.....	10
2.2. Students' Speaking Performance.....	10
2.3. The Potential Difficulties of Speaking Skill	12
2.3.1. Affective-Related Difficulties.....	13
2.3.1.1. Self Confidence	13
2.3.1.2. Anxiety.....	14
2.3.2. Socially-Related Difficulties	14
2.3.2.1. Students' Comprehension to Practice	
English Outside the Classroom	14
2.3.2.2. Students' Comprehension to the Speaking Class	15
2.3.3. Linguistically-Related Difficulties	15
2.3.3.1. Vocabulary	15
2.3.3.2. Fluency.....	16
2.3.3.3. Grammar	16
2.3.3.4. Pronunciation	17
2.4. The Potential Factors of Difficulties.....	17
2.5. Previous Related Studies.....	20

CHAPTER III: METHODOLOGY

3.1. Design of the Study.....	23
3.2. Variables of the Study.....	23
3.3. Participants of the Study	24

3.4. Technique for Collecting the Data.....	24
3.4.1. Speaking Test.....	25
3.4.1.1. Validity of the Speaking Test.....	29
3.4.1.2. Reliability of the Speaking Test	31
3.4.2. Questionnaire	31
3.4.2.1. Validity of the Questionnaire	33
3.4.2.2. Reliability of the Questionnaire	34
3.4.3. Interview	34
3.5. Technique for Analyzing the Data.....	34

CHAPTER IV: RESEARCH FINDINGS AND INTERPRETATION

4.1. Research Findings.....	36
4.1.1. Students' Speaking Performance	36
4.1.2. The Difficulties in Speaking	39
4.1.3. The Factors of Difficulties in Speaking	41
4.1.4. The Significant Association between the Difficulties and Factors of Difficulties in Speaking	42
4.2. Interpretation	45

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions	50
5.2. Suggestions.....	51
REFERENCES.....	52
APPENDICES.....	59

LIST OF TABLES

Table 1	Speaking Performance of English Education Study Program Students
Table 2	Specifications of Speaking Score
Table 3	The Participants of the Study
Table 4	Questions in Speaking Test
Table 5	Speaking Rubric
Table 6	Specifications of Speaking Test
Table 7	Specifications of Questionnaire
Table 8	Scale Value
Table 9	The results of the KMO and Bartlett's test for speaking skills problems questionnaire
Table 10	The Results of the Cronbach's Alpha Test for Speaking Skills Problems Questionnaire
Table 11	Speaking Test Results (2 Raters)
Table 12	The Result of Reliability Test
Table 13	The Questionnaire Results
Table 14	The Interview Results
Table 15	The Result of Chi-Square Association Test

LIST OF CHARTS

- Chart 1 Speaking Test Result in Percentage
- Chart 2 The Questionnaire Results of the Difficulties in Speaking English

LIST OF APPENDICES

- Appendix A** Speaking Test
- Appendix B** Speaking Rubric
- Appendix C** Students' Speaking Test Transcript
- Appendix D** Student's Speaking Test Scores by Raters
- Appendix E** Result of Speaking Test Reliability
- Appendix F** Speaking Skills Problems Questionnaire
- Appendix G** Speaking Skills Problems Questionnaire filled by students
- Appendix H** Result of Speaking Skills Problems Questionnaire
- Appendix I** Interview Questions
- Appendix J** Interview Transcript
- Appendix K** Result of the Interview
- Appendix L** Result of Chi-Square Association Test
- Appendix M** Table of Degree of Freedom for Chi Square Association Test
- Appendix N** Surat Usul Judul Skripsi
- Appendix O** Surat Penunjukan Pembimbing Skripsi
- Appendix P** Surat Izin Melaksanakan Seminar Proposal
- Appendix Q** Surat Telah Melaksanakan Seminar Proposal
- Appendix R** Attendance List of Research Design Seminar
- Appendix S** Research Design Seminar Suggestion List
- Appendix T** Surat Izin Penelitian FKIP
- Appendix U** Surat Keterangan Telah Melaksanakan Penelitian
- Appendix V** Surat Izin Melaksanakan Seminar Hasil
- Appendix W** Surat Telah Melaksanakan Seminar Hasil
- Appendix X** Attendance List of Preliminary Research Report
- Appendix Y** Preliminary Research Report Suggestion List
- Appendix Z** Thesis Consultation Card

DIFFICULTIES IN SPEAKING FACED BY THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT SRIWIJAYA UNIVERSITY

ABSTRACT

As foreign language learners, students tend to face difficulties in speaking English. This study was aimed of finding out the speaking performance, difficulties, factors of difficulties, and the association between the difficulties and factors of difficulties in speaking. The participants are 67 fifth semester students of English Education at Sriwijaya University. The instruments are speaking test, questionnaire, and semi-structured interview. The speaking test was scored by using SOLOM speaking rubric. The questionnaire was adapted from Irismet (2006). The interview was used to find factors of difficulties. The findings showed that 58% did not perform well in the speaking test. The difficulties are affected-related difficulties (self-confidence 74% and anxiety 67%), socially-related difficulties (students' comprehension to find opportunities to learn English 51% and students' comprehension in speaking class 31%), linguistically-related difficulties (fluency 59%, grammar 79%, vocabulary 77%, and pronunciation 54%). The factors of difficulties are lack of general knowledge, lack of speaking practice, fear of mistake, less of new words usage and memorization, lack of grammatical usage practice, hard courses, low motivation, low participation, reading laziness, shyness, less of dictionary usage, nervousness, fear of criticism, and lack of pronunciation practice. The data was calculated by percentage analysis and Chi-Square Association. The Chi-Square analysis showed that (p -value 603.508 > critical value 70.003) there is a significant association between the difficulties and the factors of difficulties.

Keywords: *Students' Speaking Performance, Speaking Difficulties, Factors of Difficulties, Significant Association*

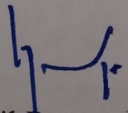
A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

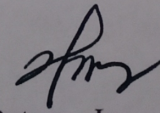
Name : Agustina Sinta Erlina
NIM : 06011281621077

Approved by,

Advisor 1,

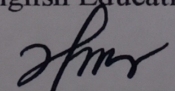
Advisor 2,


Dr. Ismail Petrus, M.A.
NIP. 196211151989031002


Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121001

Certified by,

Coordinator of English Education Study Programs


Hariswan Putera Jaya, S.Pd., M.Pd.
NIP 197408022002121001

CHAPTER I

INTRODUCTION

This chapter describes background, problem, objective, and significance of the study

1.1 Background of the Study

As human being, we naturally communicate with each other by doing several ways of communication. One of them is having a direct conversation or we call it as speaking. Speaking plays an important role in today's communication because people speak most of the time and everywhere just like in public places such as hospital, school, airport, bus station, supermarket, university, bank, or in a transportation vehicle. They speak in order to ask or to give information, to clarify something or to give command. Relating to those situations, we can conclude that speaking is one of the most effective ways to communicate because when people speak, the message is undoubted or will not be misunderstood compare to other way of communication like picture or text (Gillis, 2013).

Verbal communication is at the edge of importance to conduct the information transfers. Therefore, speaking skill is essential to learn, especially for students, so they can communicate well among others. The communication process occurs when students speak by constructing ideas, expressing their feeling, and sending the message to the interlocutors in order to make them capturing the meaning at the end. This process seems very complicated because when speakers speak, they do not only produce words but also produce meaning. It is the reason why spoken language production is often considered as one of the most difficult aspects of language learning (Brown & Yule, 1983).

The changing of the modern world is positively related to the demand of English proficiency. Students who master English as a second language or as a foreign language will have tons of advantages such as opportunity to an international relation and employment, tourism and travel, and educational mastery. In other words, mastering English means owning the key to the development of knowledge as over eighty percent of the information stored in the world's computer is written in English (McCrum, Cran, & MacNeil, 1986).

However, mastering English without the ability to use it orally is kind of useless as quoted by Scrivener (2005, p.146) “there is no point knowing a lot about language if you can’t use it” because there will be no communication sequence happening in order to transfer the message. That is why students should master the speaking skill.

Having a proficiency in speaking skill is the major objective of learning a target language (Richards & Rendaya, 2002). Students who master speaking skill in ESL or EFL tend to perform well in their classroom as they have the skill to express agreement or refusal, clarify the materials taught, and convey meanings. It will also lead people to have better qualification in the future that helps them finding good career such as lawyers, politicians, educators, business managers, motivators, and other kinds of occupation. A good speaking skill will be a bridge to strengthen the relation towards the clients, employee, students, or their interlocutors. Hence, among the four skills in English, speaking skill in a second or foreign language is often known as one of the most demanding skills of all (Bailey & Savage, 1994), and plays as the most important role, without underestimating the other skills, in the success of the students’ studies.

However, EFL learners tend to face many difficulties in English speaking (Baker & Westrup, 2003). It is because students are not only required to have a good pronunciation and diction, but also the knowledge in using the language. They also need to master the sub skills of speaking which are accuracy, fluency, and comprehensibility (Heaton, 1989). The accuracy concerns on grammar, vocabulary, and pronunciation which mean the speakers are producing the utterance in sequence correctly and pronouncing it well. The fluency means be able to speak fluently and accurately. Meanwhile, the comprehensibility means the ability to require and response towards the subject discussed. At the end, the message should be delivered and understood well by the interlocutors, although in fact students did not perform well in speaking.

Students tend to make errors in the accuracy sub skill in speaking because they mostly use the wrong grammar when expressing something, then followed with the diction they chose, and the way they pronounce the words (Afshar &

Asakereh, 2016). They somehow are lack of understanding on what tense they should use when explaining a condition or the situation of the subject. In addition, they also are lack of vocabularies which led them to use the same diction and repeat it over and over. When students keep doing it, they will not enrich their vocabulary and it means the ability in speaking will be in a stagnancy phase. Furthermore, students also tend to pronounce the words without following the linguistic features. Thus, their pronunciation is considered poor.

Basically, the major difficulties that are faced by the students in speaking English are divided into affective-related difficulties, socially-related difficulties, and linguistically-related difficulties (Afshar & Asakereh, 2016). The affective-related difficulties include attitude, self-confidence, motivation, anxiety, duration of the exposure to the language, classroom conditions, environment, family background, students and teachers' competencies (Verghese, 2009). The socially-related difficulties include comprehension to practice English outside the classroom, and comprehension in speaking class. Meanwhile, the linguistically-related difficulties include vocabulary, fluency, grammar, and pronunciation (Afshar & Asakereh, 2016).

Students tend to have affective-related difficulties in speaking due to some reasons, such as anxiety, low level of confidence, and nervous (Afshar & Asakereh, 2016). They will likely freeze when talking to their lecturer in the classroom. That is why speaking slowly and less fluently is becoming a trend for students as they hope not to produce mistakes, although in fact they still actually do. Some of the students are even shy to speak in the classroom and like to make frequent pauses while speaking. They also try to avoid speaking by answering the questions from their lecturers with a *yes*, or a *no* answer only.

The most difficulty faced by students in affective-related difficulties is the level of confidence. Many students actually said that they have many things that distract their mind regarding to the materials they are learning, but they are not confident to speak up in front of their friends. As a consequence, they remained silent until the class finish. It is followed by the anxiety of the students to produce mistakes when they try to speak up. They keep thinking what actually will not

come to the reality or something bios such as the feeling of fear to be seen and to be judged by their friends while speaking.

In Socially-related difficulties, students face the difficulty to have a comprehension in order to practice their speaking outside of their classroom (Afshar & Asakereh, 2016). The usage of English in speaking is ended once they finished the class because they do not comprehend the skill well thus they are hardly to use the skill to practice outside of the classroom. Another difficulty is the speaking classes were not useful enough to help students communicate with English speaking people due to the lacks of students' comprehension to understand what the native speakers are meant.

Meanwhile, students face linguistic difficulties due to their personal reasons such as lazy to read the book, and rarely practice to speak at home (Afshar & Asakereh, 2016). They also are considered as failed to conveying the meaning of the language.

Therefore, there are some previous studies that were related to the speaking difficulties. The first one was the study conducted by Hadijah (2014) resulting of the difficulties faced by students of Islamic Boarding School Program Samarinda are grammar (42.20%), pronunciation (36.60%) vocabulary (35.20%), fluency (36%), and comprehension (34.40%). It was also followed by personal reasons, which was included in psychological difficulties (affected-related difficulties), such as shy to perform speaking, lack of self-confidence, and lack of speaking practice, etc. The second one was the study done by Hosni (2014) which also stated that the major difficulty faced by the fifth grade students in speaking skill is the linguistic difficulty.

Furthermore, Fitriani, Apriliawati & Wardah (2014) stated in their research that the dominant factor that affects the speaking skill is the students' psychological difficulties like the lack of self-confidence (20.11%) and anxiety (21.27%). Then, followed by the linguistic difficulties such as grammar (22.16%), vocabulary (20.19%), and pronunciation (16.2%). Based on those previous studies, we can conclude that the difficulties faced by the students in English

speaking are vary and affected by some factors which influence the students' performance in speaking.

Before conducting the study, the researcher conducted the pre-research to follow up this study by observing the students' speaking score and interviewing some students indirectly. Based on the semi-interview that had been done before with the fifth semester students, the speaking score that they got in the previous semester were degrading. In the first semester, 73% of the students got A, and 27% of the students got B. Meanwhile, in the second semester only 66% of the students got A, and 34% of the students got B from 67 students. The students who got A are decreased by 7%. Although their score were still considered well, as it was in range of A and B, when it came to the pre-interview most of the students said that there were several things that distract their concentration in speaking such as the lack of grammar and the fear of being criticized in the classroom. Thus by doing this study the researcher wanted to confirm the theory by Baker and Westrup (2003) which stated that foreign language learners have high number of difficulties in speaking. Moreover, as the fifth semester students will not have any speaking class anymore, so the researcher also wanted to know the exact speaking performance, the difficulties, factors of difficulties in speaking faced by the fifth semester students of English Education Study Program at Sriwijaya University, and the association between the difficulties and the factors of difficulties which aimed to understand various issues about speaking so students and lecturers can increase their awareness in speaking and teaching speaking.

Furthermore, as the fifth semester students of English Education Study Program in Sriwijaya University are EFL students, according to the semi-interview, they tended to have difficulties in English speaking. It might be caused by the culture shock of the first and target language's syntax, lack of lexemes, or the pressure from lecturer to master fluency, accuracy, and complexity which then will lead to an experience cognitive overload which will cause anxiety. Therefore, the aim of this study was to find out how the speaking performance of the fifth semester students was, to find out the difficulties faced by the fifth semester students in English speaking, and to find out the factors that contribute to the

existence of speaking difficulties. By answering those questions, it could be easier for the lecturer to do the treatment towards the students in order to have a good proficiency in speaking. It could also provide significant information that can be used for further research about difficulties in English speaking.

The reason why the researcher chose the students of English Education Study Program in Sriwijaya University was because the participants of the study were easy to access. The consideration to choose the fifth semester students was because reflecting on the speaking class they had taken for two years which means they had been taught about foreign language for a sufficient time already. It means the difficulties analysis would be deeper. The result of this research would also help the lecturer to then find out the solution in teaching the fifth semester students in the following semester. Furthermore, it also could be a tool for building knowledge and act as a facility for learners who have an intention to conduct the similar study. The researcher focus on the speaking skill only because considering that speaking is the most important skill that an English Education student should master of, without underestimating the other three skills in English.

1.2 Limitation of the Study

As we know that there are a lot of difficulties in speaking and it is too wide to discuss, so this research is limited only to find out three major difficulties in speaking which were affective-related difficulties, socially-related difficulties, and linguistically-related difficulties. The affective-related difficulties were limited to two sub-difficulties; self-confidence and anxiety. The socially-related difficulties were limited to students' comprehension to practice English outside classroom and students' comprehension in speaking class. Meanwhile, the linguistic difficulties were limited to vocabulary, fluency, grammar, and pronunciation.

1.3 Research Questions:

1. How is the speaking performance of the fifth semester students of English Education Study Program in Sriwijaya University?

2. What are the difficulties in English speaking faced by the students of English Education Study Program in Sriwijaya University?
3. What are the factors that contribute to the difficulties in speaking English faced by the fifth semester students of English Education Study Program in Sriwijaya University?
4. Is there any significant association between the difficulties and the factors of the difficulties in speaking?

1.4 Objectives of the Study

The objectives of this study are:

1. To find out the speaking performance of the fifth semester students of English Education Study Program in Sriwijaya University
2. To find out the difficulties in English speaking faced by the fifth semester students of English Education Study Program in Sriwijaya University
3. To find out the factors contributing to the difficulties in speaking English faced by the fifth semester students of English Education Study Program in Sriwijaya University.
4. To find out whether there is the significant association between the difficulties and the factors of difficulties in speaking or not

1.5 The Significance of the Study

1. For Lecturers

This research is expected to help the lecturers resolving the speaking skill difficulties of English Education Study Program students.

2. For Students

This research is expected to make the students aware of their own difficulties of speaking that will help them improving their speaking skill.

3. For Researcher

This research is expected to be useful to provide relevant data that will be used for further research with the same theme.

REFERENCES

- Afisa, S. Y. P. (2015). *The student's difficulties in speaking at tenth grade of SMA Negeri 1 Sine in 2014/2015 academic year*. (Publication article) retrieved from <http://eprints.ums.ac.id/34624/1/11.%20ARTICLE%20PUBLIKASI.pdf>
- Afshar, H. S., & Asakereh, A. (2016). Speaking skills problems encountered by Iranian EFL freshmen and seniors from their own and their English instructors' perspectives. *Electronic journal of Foreign language teaching*, 13(1), 112-130. Retrieved from <http://e-flt.nus.edu>.
- Aftat, M. (2008). *Motivation and Genuine learning*. Retrieved from <http://www.englishteacher1.com/motivation.html>
- Ahsan, W. (2015). *Cohesive devices in selected short stories retold by Slamet Riyanto* (Undergraduate thesis). The State Islamic Institute of Tulungagung, East Java, Indonesia). Retrieved from <http://repo.iain-tulungagung.ac.id/2416/4/CHAPTER%20III.pdf>
- Akhtar, M. I. (2016). Research design. *Research in social science: Interdisciplinary Perspectives*, 68-84. Retrieved from <https://ssrn.com/abstract=2862445>
- Al-Roud, A. A. (2016). Problems of English Speaking Skill that University Students Encounter from Their Perspectives. *British Journal of Education, Society & Behavioural Science*. 18(3): 1-9. doi: 10.9734/BJESBS/2016/28404. Retrieved from <http://www.sciencedomain.org/review-history/16679>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34. doi:10.20472/TE.2015.3.3.002
- Arita, Y. (2008). *A study of student's problem in daily English speaking activity at SMA Pomosda Tanjung Anom, Nganjuk* (undergraduate thesis). University of Malang. Malang, Indonesia.
- Ary, D. (2006). *Introduction to Research in Education*. Belmont, CA: Wadsworth.

- Bach, R. (1977). *Illusions: The adventures of a reluctant Messiah*. New York, NY: Dell Publishing.
- Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor Effecting Students' English Speaking Skills. *British Journal of Arts and Social Sciences*, 2(1), 34-50.
- Bailey, K. M., & Lance, S. (1994). *New ways in teaching speaking*. Bloomington, IL: Pantagraph Printing.
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London, UK: Continuum.
- Barus, E. T. (2017). *Pisa reading literacy performance and reading engagement of state senior high school students in Sukarami district based on gender* (unpublished undergraduate thesis). Sriwijaya University, Palembang, Indonesia.
- Bekai, W., & Harkouss, S. (2018). The role of motivation in teaching speaking in esp: a case study of a Lebanese Private University. *The journal of teaching English for specific and academic purposes*. 6(1), 141–150.
<https://doi.org/10.22190/JTESAP1801141B>
- Bowen, T. (2005). *Methodology: Shy Students*. Retrieved from <http://www.onestopenglish.com/>
- Brown, G., & Yule, G. (1983). *Teaching the spoken language: An approach based on the analysis of conventional English*. Cambridge, UK: Cambridge University Press.
- Brown, J. D. (1996). *Testing in language programs*. New Jersey, NJ: Prentice Hall Regents.
- Brown, H. D. (2004). *Language assessment, principles and classroom practice*. San Francisco, CA: Longman.
- Buku Pedoman Akademik dan Kemahasiswaan Tahun akademik 2018/2019. (2018). Retrieved from [http://www.unsri.ac.id/download/Pedoman %20Akademik%20dan%20Kemahasiswaan%202018-2019.pdf](http://www.unsri.ac.id/download/Pedoman%20Akademik%20dan%20Kemahasiswaan%202018-2019.pdf)

- Burns, A. (2003). *Clearly speaking: pronunciation in action for teachers*. National Center for English Language Teaching and Research, Macquaire University, Sydney, Australia.
- California State Department of Education (1981). SOLOM: Student Oral Language Observation glossary for the teacher: Cooperative Learning. *Greta Journal*, 14, 1/2, 80-84. Retrieved from <http://www.cal.org/twi/EvalToolkit/appendix/solom.pdf>
- Celce, M. (2001). *Teaching English as a second or foreign language*. Boston, MA: Heinle & Heinle.
- Cherry, K. (2015). *What is motivation?*. Retrieved from www.educatedanxiety.com/tag/self-esteem
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson Education.
- European Foundation for Quality Management. (2003). *Excellence einführen, Leitfaden*. E.F.Q.M, Brussels.
- Fitriani, D. A., Apriliawati, R., & Wardah. (2014). A study on student's English speaking problems in speaking performance. *Journal of English Speaking Skill*, 22(2). 116-119.
- Gilakjani, A.P. & Ahmadi, M.R. (2011). Why is pronunciation is so difficult to learn?. *English language teaching*, 4(2), 74-83. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1080742.pdf>
- Gillis, G. (2013). *The importance of speaking skills*. Retrieved from <http://www.geraldgillis.com/importance-speaking-skills/>
- Hadijah, S. (2014). Investigating the problems of English speaking of the students of Islamic boarding school program at Stain Samarinda. *Dinamika ilmu*, 4(2), 240-247.
- Harganauer, G., Hascher, T., & Volet, S. E. (2015). Teacher emotions in the classroom: associations with students' engagement, classroom discipline and the interpersonal teacher-student relationship. *European Journal of Psychology of Education*. doi: 10.1007/s10212-015-0250-0 retrieved from

https://www.researchgate.net/publication/276859758_Teacher_emotions_in_the_classroom_Associations_with_students'_engagement_classroom_discipline_and_the_interpersonal_teacher-student_relationship

- Harmer, J. (2001). *The Practice of English Language Teaching*. London, UK: Longman.
- Harris, D.(1974). *English as Second Language*. New York, NY: Mc.Draw.
- Heaton, J. B. (1988). *Writing English language test*. New York, NY: London Group.
- Heaton, J.B. (1989). *Writing English language test*. London, UK: Longman.
- Hieu, T. (2011). *Students lack confidence to use English*. Retrieved from <http://vietnamnews.vnagency.com>
- Hinkel, E. (2005). *Handbook of Research in Second Language Teaching and Learning*. London, UK: Seattle University.
- Hosni, A. S. (2014). Speaking difficulties encountered by young EFL students. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22-30.
- Institute for Digital Research and Education. (2019). *What does Cronbach's Alpha mean?*. Retrieved from <https://stats.idre.ucla.edu/spss/faq/what-does-cronbachs-alpha-mean/>
- Jackson, S. L. (2008). *Research methods and statistics: A critical thinking approach*. Belmont, CA: Wadsworth
- James, C. (1996). An analysis of selected problems that confront students and teachers of second language. *Dissertation Abstracts International*, 57(9), 3875-A.
- Khan, H. R. (1998). *Speaking strategies to overcome communication difficulties in the target language situation*. (A research project of Master degree). Victoria University of Wellington, New Zealand.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. New York, NY: Pergamon Press.
- Lado, R. (1961). *Linguistic across cultures: Applied linguistic for language teachers*. Michigan, MI: University Michigan Press.

- Littlewood, W. (1981). *Communicative language teaching*. Cambridge, UK: Cambridge University Press.
- Mahripah, S. (2014). *Exploring Factors Affecting EFL Learners' Speaking Performance: from Theories into Practices*. Proceedings of the 3rd UAD TEFL International Conference 2014 "Materials Development in Asia and Beyond: Directions, Issues, and Challenges." English Education Department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia.
- Marliza, H. (2010). *The eight grade students' difficulties in learning speaking skill at SMP Negeri 9 Palembang*. (Undergraduate Thesis). Sriwijaya University, Palembang, Indonesia.
- McCrum, R., Cran, W., & MacNeil, R. (1986). *The story of English*. London, UK: Faber & Faber.
- McKeachie, W. (2005). *Teaching tips: strategies, research, and theory for college and university teachers*. 12th ed. Boston, MA: Houghton Mifflin.
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). New York, NY: Harper Collins Publisher.
- Mufidah, H. (2017). *Factors affecting the speaking difficulties of the eleventh grade hotel accommodation students at SMK Negeri 6 Palembang*. (Undergraduate thesis). Islamic State University Raden Fatah Palembang, Palembang, Indonesia. Retrieved from <http://eprints.radenfatah.ac.id/1395/1/HANUM%20MUFIDAH%2013250031.pdf>
- Mustika, N. (2014). *Improving students' speaking skill by using world cafe strategy at grade xi social 3 of Man 1 Bengkulu* (Undergraduate thesis) University of Bengkulu, Bengkulu, Indonesia. Retrieved from <http://repository.unib.ac.id/8284/>
- Namazian, D. I. & Tahmasbi, S. (2018). The effect of peripheral learning on elementary EFL learners' grammar improvement: The case of prepositions of time and place. *Global Journal of Foreign Language Teaching*, 7, 91-100. doi:10.18844/gjflt.v7i2.2993.

- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. ESL & Applied Linguistics Professional Series. Milton Park, UK: Routledge Taylor & Francis Group.
- Nunan, D. (2003). *Practical English Language Teaching*. New York, NY: MC GrawHill.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. New York, NY: Routledge.
- Oxford Learner's Dictionaries. Retrieved from https://www.oxfordlearnersdictionaries.com/definition/american_english/performance
- Rahayu, P. (2015). An analysis on the third semester students' speaking skill in delivering impromptu speech. *Journal of English education*, 4(1), 55-63.
- Richards. (2008). *Teaching listening and speaking from theory to practice*. New York, NY: Cambridge University Press
- Richard, J. (2015). *What we can do when learners have a limited vocabulary range*. Retrieved from <https://www.cambridge.org/elt/blog/2015/10/20/learners-limited-vocabulary-range-1/>
- Richards, J.C., & Renandya, W.A. (2002). *Methodology in language teaching*. Cambridge, UK: Cambridge University Press.
- Rochelle, L. (2011). English language learning anxiety among Foreign Language learners in the Philippines. *Philippine ESL Journal*. 7(3), 256-267.
- Ross, N. K. (2005). *Educational research: some basic concepts and terminology*. Paris, France: International Institute for Educational Planning/UNESCO.
- Scrivener, J. (2005). *Learning teaching*. Oxford, UK: Macmillan Publishers.
- Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Oxford, UK: MacMillan.
- Shvidko, E. V. (2012). *Students' Perspectives on Language Use Outside the Classroom in an Intensive English Program*. All Theses and Dissertations. 3115. Retrieved from <https://scholarsarchive.byu.edu/etd/3115>, Brigham Young University.
- Tanveer, M. (2007). *Investigation of the Factors That Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence It*

- Casts on Communication in the Target Language*. Dissertation, University of Glasgow.
- Thomson, R. I. (2015) Fluency. In Reed (Ed), M. & Levis, J. *The Handbook of Pronunciation*, 209- 226. Hoboken, NJ: Wiley.
- Thornbury, S. (2005) *How to teach speaking*. Harlow, UK: Pearson Education.
- Valentina, J. (2017) *Indonesia falls in 2017 English proficiency index*. Retrieved from <https://www.thejakartapost.com/life/2017/12/13/indonesia-falls-in-2017-english-proficiency-index.html>
- Verghese, P. C. (2009). *Teaching English as a second language* (9th ed.). New Delhi, India: New Delhi Sterling Publishers.
- Wallen, N. E., & Fraenkel, J. R. (1991). *Educational research: A guide to process*. New York, NY: McGraw-Hill.
- Williams, Brett & Brown, Ted & Onsmann, Andrys. (2010). Exploratory factor analysis: A five-step guide for novices. *Australasian Journal of Paramedicine*. 8, 1-13. doi:10.33151/ajp.8.3.9
- Xinghua.(2007). *Psychological Problems of Middle-School Students in English Learning*. Retrieved from <http://joyward.blog.163.com/blog/static/34949425200761264614847/>.
- Yang, Y.I.J. (2014). The Implementation of Speaking Fluency in Communicative Language Teaching: An Observation of Adopting the 4/3/2 Activity in High Schools in China. *International Journal of English Language Education*, 2(1) doi:10.5296/ijele.v2i1.5136. Retrieved from <http://free-journal.umm.ac.id/files/file/5136-18621-2-PB.pdf>