

TEACHERS' AND STUDENTS' PERSPECTIVES OF FACTORS AFFECTING STUDENTS' SPEAKING PERFORMANCE IN LEARNING ENGLISH

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Abstract

The importance of English as a *lingua franca* requires students to master English. However, many students still cannot speak English, especially those who live in a country where English is a foreign language. For example, Indonesian students still face numerous problems in learning English, especially speaking. Hence, this study aimed to determine the factors that influence students' speaking performance from teachers' and students' perspectives in learning English speaking to assist students in overcoming difficulties in learning to speak English. Utilizing a survey, a total of one hundred eighty-nine students ($n=189$) and six teachers ($n=6$) in SMAN 1 Sape participated in this study. The main research instrument used was a questionnaire. The results showed that the teachers' and students' perspectives on speaking performance were quite similar. Regarding the problem of speaking performance, teachers and students agreed that (1) students were worried that making mistakes was the biggest problem and (2) they were shy to speak English. Moreover, in dealing with factors that influence speaking performance, teachers and students agreed that the highest factor was 1) lack of confidence as they were not familiar with English, (2) lack of time for preparation, and (3) lack of motivation to speak.

Keywords: English Learning, Speaking Performance, Speaking Problems, Teachers', and Students' Perspective

BACKGROUND

English is a *lingua franca* that brings individuals from many locations, cultures, beliefs, and countries together. To be proficient in English, four language skills must be mastered: listening, speaking, reading, and writing. Among the four skills, speaking performance plays an essential role in communication. Speaking is a necessary skill because it plays a critical part in assisting students to understand English. Susilawati et al. (2017) stated that it is one of the abilities that students must develop to communicate effectively with others. It enables students to express themselves more

effectively when speaking, as many people value the ability of a person to master a language from their speaking performances.

Moreover, Qasemi (2020) conveyed similar arguments that students' progress and success in English learning are seen by how well their spoken language skills. Consequently, speaking play an essential role in learning English. One of the indicators that someone is successful in speaking English is when he is fluent in communicating.

Fluency is a communicative ability that naturally occurs to effectively express the speaker's idea to engage and maintain meaningful communication (Richards, 2006; Choi & Sung, 2020). Therefore, fluency should be every EFL student's target in learning English. However, the problem is that many EFL Students, especially in Indonesia, cannot speak English, let alone have fluency. From the reflection of the researcher's experience as a teacher in a rural area, instead of speaking in the target language, they prefer to express themselves in their original language when finding a suitable word to communicate in English class. In Indonesia, especially in rural areas, they are more comfortable speaking in their local language daily rather than their national (Bahasa Indonesia). That situation makes them not fluent in Bahasa Indonesia, while when they come out from their place (still in part of Indonesia), they need to speak Bahasa Indonesia to communicate with people from another tribe. It means they must practice Bahasa Indonesia first rather than talk in English. This may become one reason they are not familiar with and do not want to practice English because they are a burden to master Bahasa Indonesia first.

Similarly, Lukitasari (2003) argued that mother tongue use becomes one of the difficulties in English learning in the classroom. Hence English may become an unfamiliar language for students to learn. This situation may influence students' motivation to learn English. Motivation is essential at the beginning of doing something. It can be a benchmark for whether what we are working on will last a long time or only for a short time. According to

Christiana (2009), motivation is vital in achieving many fundamental goals in a student's academic life. While learning a language, motivation becomes the most excellent factor influencing students' success or failure in learning English (McDonough, 1983). It can be concluded that motivation plays a vital role for students in learning English. When students find it challenging to learn English but have high motivation, they may see the distress as a challenge to be solved, and it will be useful for the lecturer to make learning English better in the future (Husna & Murtini, 2019). But turn out, lack of motivation become one of the problems that EFL students face in learning English

Furthermore, Prabowo et al. (2019), in their studies about the challenge of teaching English in rural and urban areas in Indonesia, claimed that students in rural areas tended to have low motivation compared to those in urban areas. They added that the students were unwilling to finish their assignments, and when asked why they did not do their tasks, they answered that it was difficult. It signs that their motivation to learn English is low. It may also happen to students in SMAN 1 Sape, whose condition does not support them to speak English; Thus, it may affect their motivation, which is a crucial factor in enhancing their English-speaking performance. It can be precarious if not addressed because mastering the English language may be challenging for EFL students, so they need high motivation to learn it.

Additionally, Songbatumis (2017) explained that English exposure, classroom size, and English teacher shortage have affected teaching English in Indonesia. Based on the researcher's experience, classroom size is indeed one of the big problems. The general classes consist of thirty to thirty-five students. Sometimes this condition makes it difficult to control them. If the number of students in style is not too large, then the possibility of achieving learning objectives is greater. According to Schanzenbach (2014), the correlation between small classes with higher achievement will lead to a higher level of student engagement, increased time on task, and higher

quality teaching to better tailor their instruction to the students in the class. Hence, decreasing the number of students in a category is essential.

Meanwhile, each type in SMAN 1 Sape consists of 37-38 students; this condition may lead to ineffective teaching and learning because the teacher cannot dedicate enough attention to each student. Therefore, this study aims to investigate the factors that influence students speaking performance by looking from the teachers' and students' perspectives among Indonesian students, especially in a rural area such as Sape, Bima Regency, Indonesia. Little research (Tuan & Mai, 2015) was done in rural areas, particularly in the EFL settings like Bima Regency. Also, there is a need to determine whether teachers and students have a similar understanding of the factor affecting speaking performance and the problem they encounter.

Specifically, the current study addresses the following issues:

1. What are the teachers' and students' perspectives on factors that affect students' speaking performance in learning English at SMAN 1 Sape?
2. What are the teachers' and students' perspectives on problems that the students at SMAN 1 Sape face when they learn English speaking?

LITERATURE REVIEW

The Importance of Speaking

To understand each other, we need to have communication abilities. Hence, speaking performance is a vital aspect of our life. In communication, someone needs to know and understand what a person says to respond appropriately, starting with the speaker. If the speaker cannot deliver his point correctly, it may lead to misunderstanding in the communication process, which is why the ability to speak is critical.

Compared to the other skills, in our daily life, we use speaking more than the other skills. Rivers (1981) investigated how language is used outside the classroom and discovered that speaking is utilized twice as frequently as

reading and writing combined. The importance of speaking is demonstrated with the integration of other language abilities. Speaking is a valuable skill in oral communication that entails enlisting the help of others to communicate information by pronouncing words. Aside from being taught at an academic level, speech is also utilized to convey ideas to gain knowledge (Wael et al., 2018). Speaking also helps students improve their vocabulary and grammar skills, which in turn helps them, improve their writing ability. Students can express their feelings and ideas, tell stories, make requests, and talk about, debate, and demonstrate the various functions of language. Outside of the classroom, speaking is crucial (Pebrianti, 2018). Thus, when students have a problem with speaking, it may lead them to a difficult life.

Speaking Problems

Various researchers found the facts about the speaking problems in students learning English. For example, Heriansyah (2012) delineated that the issues of speaking performance in students are: (1) having a lack of vocabulary, (2) not being confident to speak, (3) not being used to talking in class, (4) difficulty expressing words or sentences, and (5) Afraid of making mistakes.

a. Lack of vocabulary

Vocabulary helps to construct sentences. Students who memorize many speeches tend to easy to understand than students who lack language. Khan et al. (2018) stated that EFL students indicate that they grasp the new vocabulary items during the lesson, but they quickly forget them. Perhaps this is because they haven't been able to use these words in conversation.

b. Not Being Confidence

Speaking confidence is needed in communication. As Syafitri et al. (2019) revealed in their study's conclusion, confidence is the problem students face in learning English, and they added that if the students keep not confident in their speaking, it will make them have lousy communication in English speaking. Based on the findings from interviews conducted by

Fadhilah (2020) with several students, lack of confidence and shame were the main problems in this study because they were afraid of being ignored by their friends. In other words, not getting attention from other friends.

c. Not Being Used to Talking in Class

Using L1 and L2 in a country where English is a foreign language may lead them to lack practice in class or maybe seldom and only happen in English class. As Sari (2019) revealed in her result study, one external factor that influences students' difficulty in learning English is a lack of support on the use of practice English in their environment, home, or society and a lack of opportunity to use English. Hence, this situation can be a problem for the student itself.

d. Difficulty in Expressing Words or Sentences

For EFL students, English is a significant challenge because it has different pronunciations with the word itself. Kustanti and Prihmayadi (2017) said that English is considered to have one of the most difficult spelling systems in the world. The written description of the English language is not written in letters. Meanwhile, the writing and pronunciation in Bahasa Indonesia have an identical pattern. So, it may lead them to difficulty learning English

e. Afraid of Making Mistakes

Heriansyah (2012) and Sultana and Jamin (2021) in their studies argue that one of the problems in speaking English for EFL learners is that they are afraid of making mistakes because they are afraid of getting nasty comments from other people and there is not enough opportunity to practice. Meanwhile, Irmawati (2016) claimed that factors inhibiting the ability to speak in English come from teachers and students. The teacher did not want to prepare before the learning process started in the class because of the lack of speaking tasks that the teacher gave the student. Meanwhile, for students, it is because they are afraid of making a mistake, and it will lead them to be scared to try or shy to try. Hence, it can be inferred that fear of making

mistakes can be a big problem for students in improving their speaking in English. Additionally, As Tun and Mai (2015) showed in their study, some issues that students face in their speaking are a lack of motivation, use of their mother tongue, and they are shy. So, they speak very little in class. So afraid of making mistakes can be a big problem for students and hinder their motivation to practice English.

Factors Affecting the Speaking Performance

Teachers must identify factors influencing students' speaking performance to help students overcome difficulties in learning to speak. Furthermore, teachers must analyze the factors contributing to student success in language learning and then share those factors with students to achieve good results in language learning. Many factors influence EFL students' ability to learn English, including performance conditions, affective factors, listening ability, topical knowledge, and feedback during speaking activities (Tuan & Mai, 2015).

a. Performance Condition

Learners engage in speaking practice under a variety of conditions. Time constraints, planning, performance quality, and the amount of support are all factors that influence speaking performance (Nation & Newton, 2009). Hence, those factors also contribute to when students learn English speaking performance.

b. Affective Factor

According to Krashen (1982), many affective variables have been linked to second language learning, with motivation, self-confidence, and anxiety being the three primary types studied by many researchers. As a result, students, motivation, anxiety, and confidence are significant factors that influence students in speaking class. (Ningsih, 2017; Dauyah & Yulinar, 2018; Fadhilah, 2020).

Self-confidence is an attitude characterized by a strong belief in taking charge of your life and your plans (Sugiarto et al., 2020). Commonly, when we

speak, a lack of self-confidence occurs when other people do not understand what we are saying, and we do not know what other people are saying, affecting our speaking performance. This situation will likely make them silent due to their fear of speaking. Hence, it will not improve their speaking performance. Manurung (2020) discovered that in classroom learning, students with more self-confidence and positive self-reflection improve their language acquisition. Meanwhile, those with low self-esteem feel less motivated, willing, and confident to speak. So, self-confidence is pivotal in speaking and has a significant role in our speaking performance.

c. Listening Ability

Listening requires linguistic as well as non-linguistic knowledge. Lexis, grammar, phonology, and discourse are all examples of linguistic knowledge. Understanding the context or situation, the topic, and the purpose of the interaction are examples of non-linguistic knowledge (Hwaider, S. 2017). Hence, the listening ability can be one of the factors that influences someone's comprehension of speaking English because when someone does not have the component needed, it may make it difficult for them to learn English.

d. Topical Knowledge

Topical knowledge is information that enables students to use language concerning the world they live in (Bachman & Palmer, 1996, cited in Jahbel, 2017). Understanding the topic in a discussion will make the discussion last longer. Hence, knowledge is essential, and it can be the factor that causes a debate not to run well.

e. Lack of Time for Preparation

Most students who don't have time to prepare tend to show poor presentations. Preparation plays a core part in communication, especially when we want to present our material in front of others. As Dabiri & Pourhosein (2019) state, preparation helps the learner to plan and organize for speaking. Additionally, Dabiri & Pourhosein (2019) revealed that students could

generate and explore ideas for speaking topics through the activity. In conclusion, well-prepared students will likely perform better in speaking than students who are not.

f. Listeners' Support

Rohimah (2019) revealed that some of her respondents said they did not get support from their friends. For example, when they tried to speak some words in English and they found that the pronunciation was wrong, suddenly they were laughed at by their classmate. This situation makes them feel pressured by their friend and afraid to continue with them. Hence, listening support is vital for the speaker to speak comfortably without pressure.

METHOD

The method used in this study was a descriptive qualitative using survey design. According to Creswell (2012), survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population to describe the population's attitudes, opinions, behaviors, or characteristics.

The Participants of the Study

The participants of this study were the grade 11 students and six teachers of English at a Senior High School in Bima, West Nusa Tenggara Province. The role of the teacher to become the respondent is to identify from their perspective the problems and factors of students' performance in English speaking. Eleven grade 11 classes at Senior High School, consisting of 377 students. Using Slovin's formula to determine the number of samples, the total samples were 189 students and six teachers participating in this study.

The Instrumentation

This study employed two questionnaires for the respondents: the students and the teachers. Both questionnaires were adapted and adopted from Tun and Mai (2015). The questionnaires for both teachers and students consisted of two parts, namely, 1 and 2. Part one asked about the

demographic profile, and part two asked about the factors affecting students' performance and problems. The demographic profile in this questionnaire asked about gender, age, experience in teaching (teachers only), and experience in learning (students only). The result of the Cronbach alpha value of this questionnaire is .629. Hair et al. (2006) claimed that a Cronbach alpha value above 0.6 is acceptable.

The Data Collection

Before distributing the questionnaires, the researchers obtained school approval from the school principal to conduct the research. Then, the researchers had an appointment with all the students and teachers to complete the questionnaires. Before that, the respondents were told to keep their responses private and confidential for research only. The respondents were given sufficient time to finish the questionnaires.

The Data Analysis

The quantitative data derived from the questionnaires were analyzed using Microsoft excel to answer the research questions. This study used descriptive statistics to obtain the questionnaires' frequency and percentages.

RESULTS

Demographic Profile of the Respondents

Table 1. Teachers' Gender

	Frequency	Percentage
Male	3	50.0
Female	3	50.0
Total	6	100.0

Table 1 shows the distribution of respondents of teachers according to their gender. Six teachers participated in this based on the number of English teachers in the SMAN 1 Sape. They were three male and three female teachers.

Table 2. Students' Gender

	Frequency	Percentage
Male	104	55.1
Female	85	44.9
Total	189	100.0

Table 2 illustrates the distribution of respondents of students according to their gender. The participants in this research were 189 students, consisting of 104 (55.1 %) male students and 85 (44.9%) female students.

Table 3. Teachers' Experience in Teaching English

	Frequency	Percentage
1-5 years	0	0
6-10 years	4	66.7
11-15 years	2	33.3
More than 16 years	0	0
Total	6	100.0

The distribution of teachers as respondents according to their experience in teaching is shown in table 3. The highest number of teachers' experience in teaching from 6 teachers is demonstrated in 6-10 years (66.7 %) consisting of 4 teachers, and in 11-15 years (33.3 %) composed of 2 teachers, while in 1-5 years and more than 16 year is 0%.

Table 4. Students' Experience in Learning English

	Frequency	Percentage
Less than 1 year	41	21.7
1-4 years	60	31.8
5-7 years	40	21.1
More than seven years	48	25.4
Total	189	100.0

The distribution of respondents in students according to their experience in learning English is shown in table 4. It depicts that the highest number of students experienced in learning English is offered in 1-4 years (31.8 %), the second place is more than seven years (25.4 %), then under one year (21.7 %), and the last one is 5-7 years (21.1 %).

Questionnaire Results

What are the teachers' and students' perspectives on factors that affect students' speaking performance in learning English at SMAN 1 Sape?

Table 5. Teachers' Perspective of Factors Affecting the Students' Speaking Performance

	Frequency	Percentage
Time for preparation	4	66.7%
Pressure to perform well	2	33.4%
Listeners' support	1	16.7%
Motivation to speak	3	50%
Confidence	5	83.4%
Anxiety	1	16.7%
Topical knowledge	1	16.7%
Listening ability	1	16.7%
Time allowed to perform a speaking task	1	16.7%

From table 5 above, the teachers perceived that the highest factor contributing to the students' speaking performance is the item "confidence" with (83.4%). It is followed by the item "time for preparation" (66.7%). Finally, the Item "motivation to speak" was obtained (50%), and the least factor is shown by the item "pressure to perform well" with only (33.4%).

Table 6. Students' Perspective of Factors that Affect the Students' Speaking Performance

	Frequency	Percentage
Time for preparation	67	35.5%
Pressure to perform well	67	35.5%
Listeners' support	45	23.8%
Motivation to speak	50	26.5%
Confidence	93	49.3%
Anxiety	45	23.8%
Topical knowledge	47	24.8%
Listening ability	27	14.3%
Time allowed to perform a speaking task	31	16.5%

Table 6 displays the factor that affects the students' speaking performance based on students' perspective. Most students agree that the item "confidence" is the highest factor affecting their speaking performance. It

consists of 93 students (49.3%). Meanwhile, the items "time for preparation" and "pressure to perform well" are in second place with 67 students (35.5%), which affects their speaking performance. It is then followed by item topical knowledge consisting of 47 students (24.8%). Then, the least item affecting students' speaking performance is "anxiety," with 45 students (23.8%).

What are the teachers' and students' perspectives on problems that the students at SMAN 1 Sape face when they learn English speaking?

Table 7. Teachers' perspective of the students' problem in learning speaking performance

	Frequency	Percentage
They are worried about making mistakes	6	100%
They are not motivated to express themselves	4	66.7%
They speak very little or not at all	1	16.7%
They cannot speak English	2	33.4%
They are shy	2	33.4%

Table 7 shows that the "they are worried about making mistakes" is the highest factor (100%), or all the teachers agree that the item is the most influential factor affecting the students' speaking performance. It is followed by the factor that they are not motivated to express themselves with four teachers (66.7%). The third place is shown by the item 'they cannot speak English, and they are shy" with (33.4%), and the minor factor contributing to the speaking performance of the students is "they speak very little or not at all" with (16.7%).

Table 8. Students' Perspective of the Students' Problem in Learning Speaking performance

	Frequency	Percentage
You are worried about making mistakes	144	76.19%
You are not motivated to express yourselves	30	15.87%
You speak very little or not at all	30	15.87%
You cannot speak English	50	26.46%
You are shy	45	23.81%

Table 8 shows that the highest factor of students' problem in learning a speaking performance based on the student's perception is "they are worried about making mistakes," consisting of 144 students (76.19%), then it is followed by the factor of "they cannot speak English" with 50 students (26.46%). The next factor is "they are shy," with 45 students (23.81%). The last factor is "they are not motivated, and they speak very little," consisting of 30 students (15.87%).

DISCUSSION

In general, the results show that there were quite similar perspectives on the factors affecting the students' speaking performance and the problems they encountered while learning English. It was found that the students had many difficulties in practicing English speaking performance, and the problem of worrying about making mistakes was the highest item that teachers and students chose. Moreover, it is in line with Heriansyah (2012) and Irmawati (2016), who argued that being afraid of making a mistake is one of the significant problems that students encounter when speaking English.

The second highest problem was that they could not speak English. It may be because they only focus on their first and second language, their mother tongue (Bima Language), and Bahasa Indonesia, already discussed in the background. Sultana and Jamin (2021) argue that fear is a barrier to improving English speaking because there is not enough opportunity to practice. Meanwhile, students in SMAN 1 Sape mostly speak their mother tongue daily; besides that, they have the burden of mastering their national language, Bahasa Indonesia. Thus, it may affect how they see English as an unfamiliar language, so they cannot practice English. As a result, the English Language becomes an unknown language for them. The third is that they are shy to speak English. It may happen because they are not used to speaking English, and their environment does not support them in speaking English.

The problem will not appear if there is no factor. By analyzing the elements, the problem can be solved gradually. Three factors influence students' speaking performance in SMAN 1 Sape. Based on the teachers' and students' perspectives, the three highest factors that affect students' speaking performance were lack of confidence, lack of time for preparation, and lack of motivation to speak.

Furthermore, confidence becomes the highest factor that influences students of SMAN 1 Sape in speaking English. Confidence in speaking is essential to help someone reveal their idea. As Tridinanti (2018) argued, the higher the self-confidence, the higher the speaking achievement. Hence it may be difficult for students in SMAN 1 Sape to improve their speaking performance due to their lack of confidence. Lack of confidence may also be influenced by a lack of time for preparation.

In dealing with speaking, where it needs the ability to speak in front of other people, we need to prepare it well, as Dabiri & Pourhosein (2019) argue that preparation helps the learner to plan and organize for speaking. Time for preparation became the second-factor influencing students' English-speaking performance of SMAN 1 Sape. Hence, it may negatively impact students because they cannot show their best due to the lack of preparation.

Another factor influencing students' speaking performance in SMAN 1 Sape is a lack of motivation. Sasson (2019) explains that a lack of motivation refers to a deficient passion, enthusiasm, and uncaring attitude toward a job. Henceforth, motivation is doing something is vital. It can lead to success or failure. While students of SMAN 1 Sape found out that their motivation in learning English is low, this condition probably makes it challenging for students of SMAN 1 Sape to enhance their English speaking ability.

CONCLUSION

As mentioned earlier, this study discussed the teachers' and students' perceptions to determine the factors and problems students face in speaking

performance while learning English. This study found that teachers and students agreed that students had some problems with speaking, such as they were worried about making mistakes, were not used to speaking English, and were shy to try to talk in English. Meanwhile, teachers and students agreed that the factors influencing students' speaking performance were confidence, time for preparation, and motivation to speak. Moreover, correcting students' mistakes also affects their speaking performance, and they will be more comfortable speaking if they are not fixed while speaking.

Based on the findings of this study, some recommendations can be drawn for the teachers, students, the institution, or policymaker. As for the teachers, they should try to use various engaging methods when teaching English, especially speaking, to suit all the student's learning styles. Also, they should give more time to prepare the students when they have the speaking activities. For the students who are reluctant to speak, the teachers can provide prompts, such as in the form of sentences or words, to make the students easier to grasp the ideas. The school is expected to provide facilities for English teachers in the state of intensive training to improve the quality of English teaching. Finally, the policymaker can include the speaking syllabus on the textbook or curriculum as a part of the exam or a test so that the students can be more motivated to learn and enhance their speaking skills.

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