

**INVESTIGATING STUDENTS' SPEAKING PROBLEMS IN
ENGLISH PRESENTATION**

THESIS

Submitted by

KHAIRUL IZZA

NIM. 170203092

Student of *Fakultas Tarbiyah and Keguruan*
Department of English Language Education



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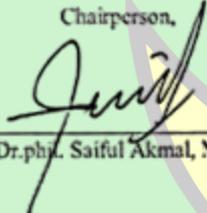
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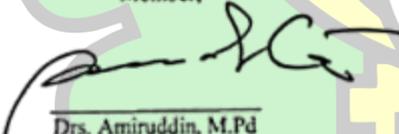
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Member,


Siti Khasinah, S.Ag., M.Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
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in Partial Fulfilment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

by:

KHAIRUL IZZA
NIM.170203092

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor

Co- Supervisor


Dr. phil. Saiful Akmal, M.A
Date: 08 / 11 / 2022

جامعة الرانيري

A R - R A N I R Y


Drs. Amiruddin, M.Pd
Date: 09 / 11 / 2022

SURAT PERNYATAAN KEASLIAN

(DECLARATION OF ORIGINALITY)

Saya yang bertanda tangan di bawah ini:

Nama : Khairul Izza
NIM : 170203092
Tempat/Tanggal Lahir : Peudada, 23 November 1998
Alamat : Desa Pulo Ara, kec. Peudada, kab. Bireuen

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

Investigating Students' Speaking Problems in English Presentation

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 10 November 2022

Saya yang membuat pernyataan,

A R -



Khairul Izza

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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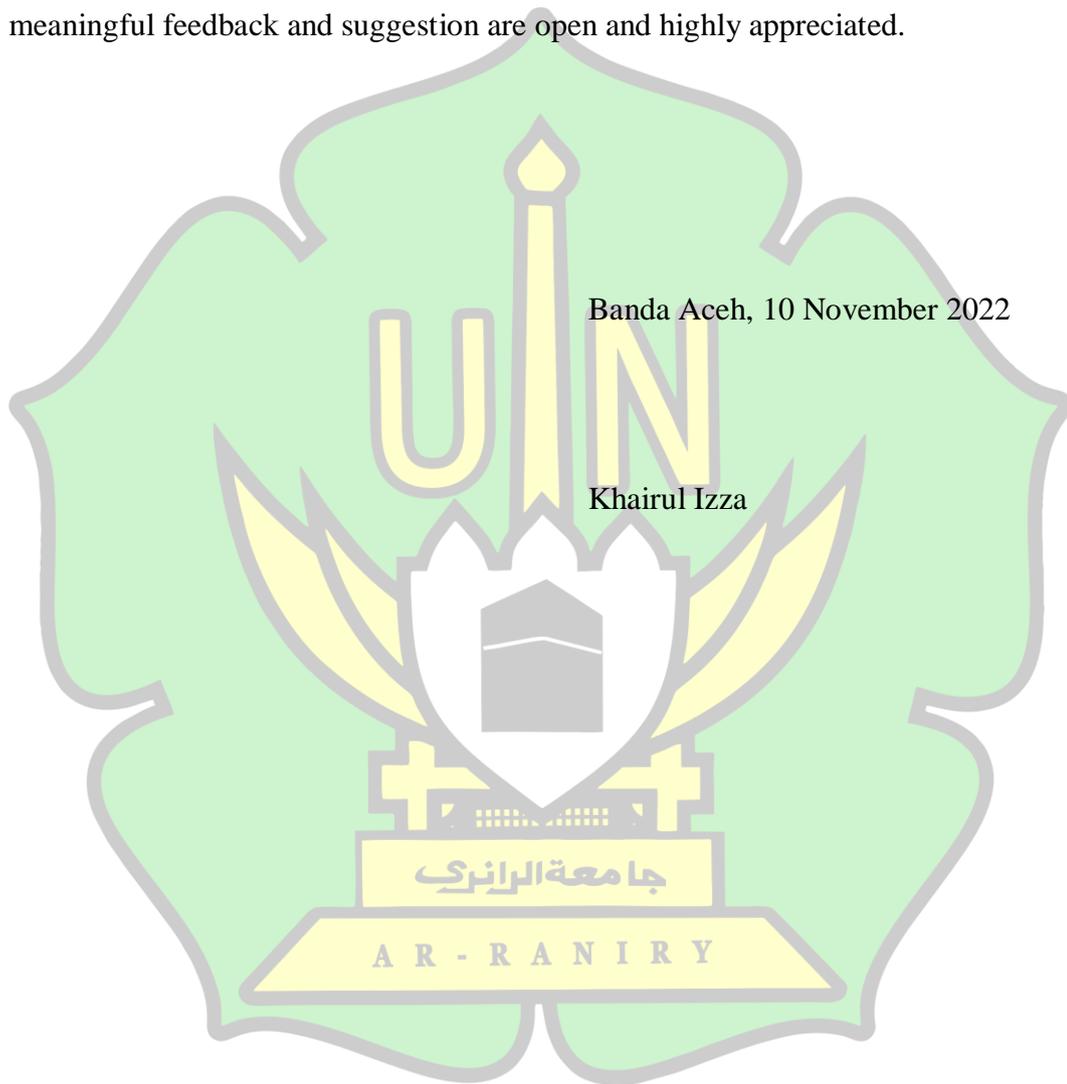
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Khairul Izza



ABSTRACT

Name : Khairul Izza
NIM : 170203092
Faculty : *Fakultas Tarbiyah dan Keguruan*
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This study is aimed to investigate the types of speaking problems faced by students in English presentation and how they overcome those problems. The study employed qualitative research method. To collect data, this study used semi-structure interview. This study presented 5 participants that were selected conveniently from students of English language education department of UIN Ar-raniry 2017 academic year. The results from the participants' answers showed that students faced speaking problems in linguistic and non-linguistic. Linguistic problems include; using incorrect grammar, a lack of vocabulary and inappropriate pronunciation. Non-linguistic problems such as; fear of making mistake, nervousness, shyness, lack of confidence, lack of motivation, inhibition, mother tongue used and nothing to say. In overcoming those problems students had their own ways such as self-preparation; material preparation, mental preparation and practice. students also used the certain strategies; making a small note, memorizing the material and minimizing the eye contact for not forgetting the important points.

LIST OF CONTENTS

ACKNOWLEDGEMENT	iv
ABSTRACT	vii
LIST OF CONTENTS	viii
LIST OF TABLES	x
CHAPTER 1 INTRODUCTION	1
A. Background of Study	1
B. Research Question.....	4
C. The Objective of the Study.....	4
D. Research Significance	5
E. Research Terminology	5
CHAPTER II LITERATURE REVIEW	7
A. Defining Speaking Skills in EFL.....	7
B. Students' Problems in Developing Speaking Skill	14
C. Students' Ways in Overcoming Speaking Problems	20
D. Speaking Skill and Presentation in EFL.....	21
E. Problems in English Presentation	22
CHAPTER III RESEARCH METHODOLOGY	24
A. Research Design	24
B. Participant of Study.....	24
C. Research Instrument.....	26
D. Data Collection Procedure.....	28
E. Data Analysis.....	29
CHAPTER IV FINDINGS AND DISCUSSION	30
A. Findings.....	30
B. Discussion.....	41
CHAPTER V CONCLUSION AND SUGGESTION	44
A. Conclusion.....	44
B. Suggestion	45

REFERENCES 47

APPENDICES



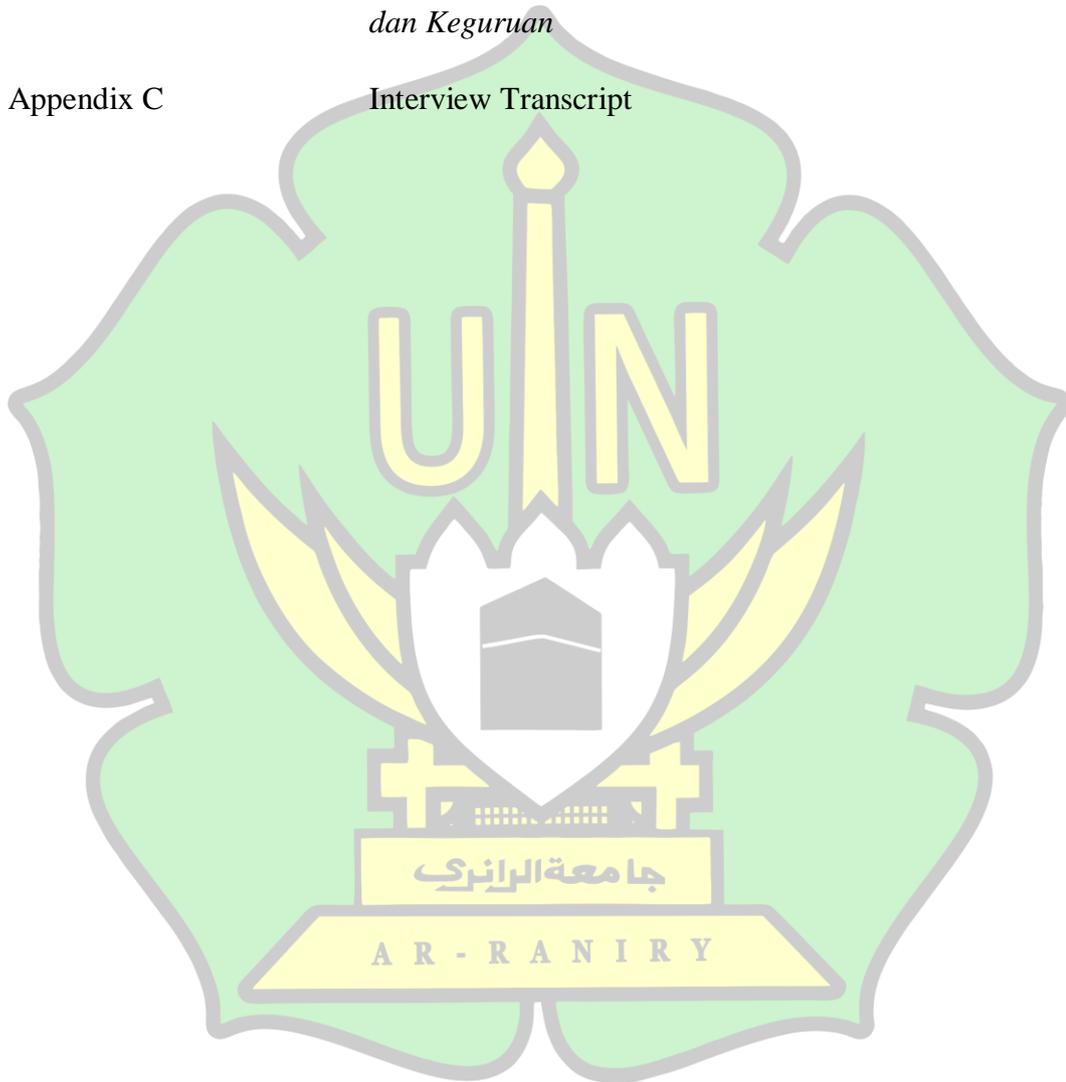
LIST OF TABLES

Table 3. 1 Participants' Profile	25
Table 3. 2 List Questions of Interview	27



LIST OF APPENDICES

- Appendix A Appointment letter of supervisor
- Appendix B Recommendation Letter from the *Fakultas Tarbiyah dan Keguruan*
- Appendix C Interview Transcript



CHAPTER 1

INTRODUCTION

A. Background of Study

Nowadays, English is used to connect individuals around the globe. It is a foreign language taught in Indonesia from secondary school through university. EFL Learners must master four language skills: speaking, listening, reading, and writing. Among the four skills, speaking is the most used skill. Susilawati (2017) states that speaking is frequently the ability a person is referred to base on appearances in many contexts. As a result, speaking is regarded as an essential ability because it is crucial in assisting students in learning English.

The ability of a person to communicate is also determined by his or her command of English. Effective communication involves interaction between the speaker and the listener in two ways. Communication occurs when the listener comprehends the speaker's intentions. Inayah et al., (2019) state that a good communicator is someone who can guess what the listeners want to know or believe and make it easy for them to figure out the context and infer the meaning from the speaker. Therefore, the goal of communication is to carry a message about one's experiences or perceptions and to express one's point of view. Speakers with good speaking skill can deliver information or messages clearly.

Speaking ability is regarded as a language skill when giving an oral presentation. Oral presentations are performed well by students who have a strong

command of the English language. Leong and Ahmadi (2017) state that they can express all of their ideas, opinions, thoughts, and perceptions to the audience in a clear and concisely.

However, many students have studied English from junior and senior high school for six successive years, they still cannot communicate in the language. They cannot express their ideas verbally. Al Nakhalah (2016) states that students used English more often in class and less frequently outside of class. It causes students to be unfamiliar with English and makes it difficult for them to communicate using the language. Therefore, foreign language students must recover their English-speaking skills in order to feel more confident speaking the language.

Susilawati (2017) identifies six contributing reasons for speaking difficulties, namely; lack of vocabulary, improper pronunciation, grammatical error, fear of making mistake (inhibition), lack of confident, and apprehension of other evaluation. Heriansyah (2012) states that those problems are classified into two categories: linguistic and non-linguistic difficulties. Lack of vocabulary, improper pronunciation and grammar are known as linguistic problems. Fear of making mistake (inhibition), lack of confident and apprehension of other evaluation are known as non-linguistic problems.

In addition, linguistic problems can be divided into some parts, those are phonetic, phonology, morphology, syntax and semantic. Non-linguistic problems are included lack of confidence, lack of motivation, less interest, worry, fear, shyness, and low participation (Auliyah, 2019). Jannah and Fitriati (2016) assume

that most students are worried when they begin to speak English in front of others because they have their full attention, which makes them feel pressured.

My own experience as a private English teacher revealed that many students have problems in speaking English, such as insufficient vocabulary, complicated structure, inappropriate intonation and pronunciation, and lack of exposure in speaking English. In English Education Department of UIN Ar-Raniry that speaking skill is taught to students from the first semester to the fifth semester to make them to be good speakers of English.

However, to identify their speaking problems, it is important to reveal every linguistic or non-linguistic problem encountered by EFL students in their speaking English, and the way they overcome or handle their problem when presenting in English language. Some studies have been conducted to explore the EFL difficulties in oral presentation. Nurwahyuni (2019) explores the difficulties of oral presentation to seventy undergraduate students, and she reported that anxiety and unconfidence become the biggest fear for students. Similarly, Daud et al. (2019) conducted a study about factors contributing in speaking anxiety of pre-service English teachers in Indonesian university. Investigating 60 students and 20 teachers, Abedeni and Chalak (2017) discovered that inhibition is the most influential factor in Iranian students' speaking skills.

As a result, this current study on speaking performance differed from previous studies (Nurwahyuni, 2019; Daud et al., 2019; Abedeni and Chalak, 2017) in two ways; the samples size and type of speaking problems investigated. As

previously demonstrated, the majority of previous study sample sizes were very large that it was appropriate to analyze using one or two categories as in Abedeni and Chalak (2017), who analyzed only in inhibition factor in speaking. Thus, by using smaller research sample, this present study aims to examine not only inhibition, but also low participation and mother tongue influences. This study allows researchers to focus more comprehensively on the types of the speaking problems on the whole. Thus, this study also intends to discover the way students cope with their speaking problems in English presentation.

B. Research Question

After going through relevant literatures, I formulate two research questions:

1. What types of speaking problems are faced by students of English language education department of UIN Ar-Raniry in 2017 academic year in English presentation?
2. How do students of English language education department in 2017 academic year overcome their speaking problems in English presentation?

C. The Objective of the Study

The objectives of this study are:

1. To discover the problem of speaking in English presentation that usually faced by English student's education department in 2017 academic years.
2. To find out the way English students department in 2017 academic years overcome or handle their speaking problems in English presentation.

D. Research Significance

The current study is expected to help students of English language education department to improve their speaking abilities. After identifying the issues, it is anticipated that this study will support EFL teachers to improve their material in teaching speaking.

The predicted outcome of this study is to provide beneficial contributions to other researchers who are interested in students' speaking problems. It can be used as references to make a deeper analysis on speaking problems.

E. Research Terminology

Several terms used in this study need to be defined in order to prevent confusion among readers.

1. Speaking problems

According to Heriansyah (2012) speaking problems are some problems that makes someone lack of speaking ability. The problems might be come from linguistic and non-linguistic problems. Speaking problems in this study refers to linguistic and non-linguistic obstacles encountered by students of English language education department in 2017 academic year of UIN Ar-Raniry Banda Aceh in their speaking English.

2. English Presentation

Lee and Park (2018) state that English presentation is an activity in which somebody describes, tells, explains something uses English in front of public. English presentation in this study refers to an activity in which students of English language education department tell, describe and explain something using English in front of audient or classroom.



CHAPTER II

LITERATURE REVIEW

A. Defining Speaking Skills in EFL

Speaking is one of the most important skills to learn for English foreign language (EFL) students. Speaking is one of the active and productive skills (Rao, 2019). Leong and Ahmadi (2017) claim that speaking is one method of communicating ideas, thoughts, and messages orally. Khan and Ali (2010) add that having a command on speaking ability assists students in gaining knowledge and sharing ideas through oral communication.

According to some experts, in language teaching, numerous definitions of speaking have been developed. Gert and Hans (2008) state that speaking is defined as speech or utterances with the purpose of being recognized by the speaker, and the receiver processes the statements in order to recognize the speaker's intentions. The ability to hold a conversation in the language is the most important aspect of learning a second or foreign language; success is determined by this skill. (Humaera, 2015).

Speaking is the ability to express ideas in verbal language. Furthermore, the modern world demands that students to be able to communicate in real-life situations (Rao, 2019). It is one of the most crucial parts of language learning. Efrizal (2012) expresses that speaking entails speech or sentences with the intention of being identified by the speaker, and the listener processes them to understand their purposes. A learner's goal is to be able to communicate with friends,

colleagues, visitors, and even strangers in their native language or in a language that both speakers can understand; speaking success can be measured and seen by how well both speakers and listeners understand each other.

Speaking skill is one of the most important aspects of learning English. Students have been taught it since they entered elementary school. On the other hand, students find it difficult to communicate in English. When speaking English, they must think more frequently. The difficulty of the information to be transmitted determines how to speak (Brown, 2012).

However, the student occasionally has difficulties in clarifying what they want to say. Based on these definitions, it is possible to conclude that speaking, as well as the ability to communicate with others, is a useful skill. Because the core purpose of speaking is to effectively express thoughts, students are expected to understand everything while attempting to communicate (Wahyuningsih & Afandi 2020).

1. Function of Speaking

Speaking refers to the ability to produce words, express and deliver thoughts, ideas, and feelings. Speaking is not a skill that can be learned overnight. It will be a time-consuming process. Language is a complex system, and each system is unique, requiring students' thinking to be reorganized through extensive exposure. (Nasiri & Gilakjani, 2016). As a result, students must practice in order to grow into more successful language learners.

As speaking functions, Richards (2006) states that speaking is divided into three categories: interaction, transaction, and performance. Talk as interaction it

means about conversations used in daily activities in social interaction; When people meet, they greet each other, make small talk, share their experiences, and so on. While talk as transaction is about the situation focusing on the meaning delivered or the message, as in teachers teaching students, and etc.

To the contrary side, talk as performance refers to public speaking that conveys information to an audience, such as classroom presentations, public announcements, and speeches. According to those definitions, speaking is defined as activities in which humans attempt to express thought, feeling, opinion, and exchange information through the use of utterances in the form of communication (Torkey, 2006). As a communication tool, it is essential for people to have good speaking skills.

2. Purpose of Speaking

Basically, the goal of speaking is to communicate, and to effectively convey your thoughts. The speaker must comprehend everything he is attempting to communicate, and he must be able to evaluate the impact of communication on the listener in order to effectively convey their thoughts. Tarigan (2008, as cited in Rahayu, 2015) describes that speaking has some purposes, those are; to inform, to entertain, to persuade, and to discuss.

a. To Inform

Informative speaking is used to provide information, manage relationships, and inform the process (Rahayu, 2015). The information that the teacher possessed will be communicated to the students. Finally, it is possible to conclude that the specific purpose of this purpose is to provide both knowledge and information.

b. To Entertain

The speaker attracts the listener with appropriate media used in storytelling for this purpose. For example, when a teacher tells a story to his or her students, as in a narrative text, the listeners are more likely to apply it. A speaker can engage his audience by attracting them, being interesting, never being boring, and inspiring them to act by appealing to their emotions (Leeds, 2003).

c. To Persuade

Usually, this condition can be used in the teaching and learning process. The teacher must provide a good service to the students by modeling how to deliver the material. The teacher must also set a time limit. For instance, if a teacher wants to get students' scores from an oral test, the teacher must limit the number of questions and require students to respond as soon as possible. Students who want to respond to the questions must raise their hands. It is implemented to persuade students to be the first. (Rahayu, 2015).

d. To discuss

Some decisions and planning are made using reflective speaking. Because the students are required to make a suggestion and consider the facts, the discussion is conducted with caution. The methods employed are simple and straightforward. Students learn the elements of speaking by participating in this activity: clarity, orderliness, evidence, arguments, and straight thinking (Rahayu, 2015).

3. Component of Speaking

Speaking becomes crucial because it is related to direct interaction with others. Speaking is the most difficult of the four skills to assess precisely because it is a difficult skill to learn. Ashour (2014) mentions that having good at speaking skill must include some components, there are:

a. Accuracy

Accuracy is using correct word and grammar in speech (Parera, et. al., 2021). Accuracy is defined as the ability to correctly use a language; grammar instruction in any language teaching and learning program primarily aims to improve learners' accuracy for better communication (Anhangary & Barghi, 2012). It refers to how well students' speech is grammatically correct, with clear, intelligible pronunciation and appropriate vocabulary selection.

b. Fluency

Fluency is an activity reproducing words orally. It is the range within which the learner can speak at a reasonable speed with few false starts and hesitations. Goh and Burns (2012) point out that speaking ability is defined as the ability to accurately report acts or situations, or the ability to converse or express a sequence of ideas fluently. According to research on listener perception, pausing is one of the factors of fluency. Furthermore, Thornbury (2015) states that people are considered fluent speakers if they meet the following criteria: Pauses are usually filled, they occur at meaningful transition points, and there are long runs of syllables and words between them.

c. Complexity

Singh (2013) state that written language is highly organized, structured, and complex, whereas spoken language is disorganized, fragmentary, and simple. Sawir (2005) declares that what made speaking difficult was the type of information that had to be conveyed, as well as the scale of the task and the interrelationships between the various elements involved. In a different way, spoken language is complex. Written language is static and dense, whereas spoken language is dynamic and intricate.

4. Types of speaking

Brown and Abeywickrama (2010) state that there are five types of speaking: imitative, intensive, responsive, interactive, and extensive. To make it clearer to understand each type of speaking the writer will explain one by one:

a. Imitative

The ability to simply imitate a word, phrase, or possibly a sentence is one type of speaking performance. Drilling is a component of the communicative language classroom in which students listen to and orally repeat specific words in a language that may cause phonological or grammatical difficulties. They allow you to focus on one aspect of a language in a controlled environment and provide limited practice through repetition (Brown & Abeywickrama 2010).

b. Intensive

Intensive speaking includes any speaking performance designed to practice phonological and grammatical aspects of language, in addition to imitation. The learner can activate intensive speaking on their own or as part of a pair work activity in which they go over a specific form of language. Intensive assessment tasks include direct response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level. (Brown & Abeywickrama 2010).

c. Responsive

In the classroom, a large portion of students' speech is responsive; brief responses to questions or comments posed by the teacher or other students. These responses are usually sufficient and do not develop into dialogues; however, such speech can be meaningful and authentic. Interaction and test comprehension are included in responsive assessment tasks, but at a relatively low level of a brief conversation, standard greetings and small talk, simple requests and comments, and the like. (Brown & Abeywickrama 2010).

d. interactive

The period and complexity of the interaction distinguishes between responsive and interactive speaking. Transactional language and interpersonal exchange are two types of interaction. This means that specific information is exchanged using transactional language. Conversation, for instance, may be more negotiating than responsive speech. Interpersonal exchange is more concerned with maintaining social relationships than with transmitting facts and information. These conversations are more difficult to categorize because they may include some or all of the following elements (Brown & Abeywickrama 2010).

e. Extensive (monologue)

Finally, students at the intermediate to advanced levels are required to deliver lengthy monologues in the form of oral reports, summaries, short speeches, or possibly story-telling, during which the opportunity for oral interaction from listeners is either severely limited (possibly to nonverbal responses) or completely eliminated (Brown & Abeywickrama 2010). Although the language style is frequently deliberate (planned) and formulaic, certain informal monologues, such as casually delivered speech, cannot be ruled out (for example, my vacation in the mountains, recounting the plot of a novel or movie).

B. Students' Problems in Developing Speaking Skill

In learning to speak English, some students make mistakes when attempting to utter words, phrases, or sentences. Speaking problems are some problems that cause someone to be unable to speak. Parera, et. al. (2021) mention that speaking is

more difficult than reading, listening, or writing. This is due to the fact that speaking occurs in real time. Language difficulties are one of the leading causes of poor academic performance. Problems can become impediments to students' ability to improve and enhance their communication skills.

1. Linguistic Problems

Linguistic is scientific study of language. Linguistics includes the study of vocabulary, grammar, and pronunciation (Spolsky & Hult, 2008). Linguistic problems are problems that affect students' ability to communicate. When speaking, students should pay close attention to accuracy and completeness. such as focusing on grammatical structures, vocabulary and pronunciation (Mazouzi, 2013). While Richards (2008) claims that there are some typical problems in speaking. Those problems are lack of vocabulary, poor in grammar, and less in pronunciation.

a. Vocabulary

According to some experts, there are numerous ways to define vocabulary. Schmitt (2010) claims that vocabulary is a key component of language proficiency and serves as the foundation for how learners speak, listen, read, and write. Learners often achieve their potential without a large vocabulary or strategies for acquiring new vocabulary, and they may be discouraged from taking advantage of language learning opportunities that are available to them, such as listening to the radio, listening to a native speaker, and using language in a different context.

The meaning of words is known as vocabulary. The words could be found in at least two forms: oral and written. The set of words for which we know the

meanings when we speak or read aloud is known as oral vocabulary. On the other hand, print vocabulary consists of words whose meaning is known when we write or read silently. (Hiebert & Kamil, 2005). Khan (2005) states that the majority of students who learn English as a foreign language have difficulty of using words and expressions. Furthermore, Correa and Gonzales (2016) state that in real communication; nobody was concerned with the correct grammar expression, but rather with the content and how to respond. Students know what they are going to say in the source language, but when it comes time to translate the language into the target language, such as English, they will be confused about how to combine and use the appropriate vocabulary. One cannot effectively communicate or express their ideas in both oral and written form unless they have a large vocabulary. As a result, vocabulary refers to the proper diction used in communication.

b. Grammar

Grammar is the study of the structure and format of sentences. Even though it is well worth the time and effort, correct grammar is considered somewhat boring. Grammar is required for students to construct an appropriate sentence in conversation. Students will be unable to communicate effectively in English unless they understand grammar rules. It is as said by Idaryani (2013) that effective communication entails emphasizing all four skills and connecting vocabulary and grammar. Grammar becomes challenging as a result of students not learning structure one at a time. (Sekhar & Chakravorty, 2017). Grammar unity also teaches the proper way to learn a language in both oral and written form.

c. Pronunciation

Toçi (2020) states that pronunciation is an important component that is required of all English speakers because failing to use good pronunciation may result in unintelligible utterances in English despite many people having a large and diverse vocabulary. Pronunciation refers to the student's ability to produce intelligible utterances in order to complete the task requirements. Ilham, et. al., (2019) state that pronunciation is the process by which students produce clearer language when speaking. It is concerned with the phonological process, which is a grammar component made up of the elements and principles that govern how sounds vary and pattern in a language. Harmer (2013) provides additional pronunciation issues Pitch, intonation, individual sounds, spelling, and stress are all suggested by him. Pronunciation is important because it adds meaning to what is said. Mispronunciation can lead to misunderstandings or offend people involved in a conversation.

2. Non-Linguistics Problems

Non-linguistic problems are problems that exist or arise from outside the language or language external factors (Effendi & Mu'in, 2018). Leong and Ahmadi (2017) mention there are some non-linguistic factors that faced by students in English speaking, they are: **A R - R A N I R Y**

a. Fear of making mistake

Robby (2010) confirms that the fear of making mistakes influences students' reluctance to speak English in class. This is also heavily influenced by the students' fear of being mocked by their peers or chastised by the teacher. As a result, students commonly immediately stop participation in the speaking activity. As a result, teachers must persuade their students that making mistakes is not wrong or bad because they can learn from them.

b. Shyness

Shyness is an emotional condition that many students experience when they are required to speak in English class. This suggests that shyness may be a source of difficulty in students' classroom learning activities, particularly in classes where they are required to speak. Baldwin (2011) further explains that speaking in front of others is one of the most common phobias that students face, and the feeling of shyness causes their minds to go blank or causes them to forget what they want to say.

c. Lack of confidence

Students' lack of confidence is commonly understood to occur when students realize their conversation partners did not understand them, or when they do not understand other speakers. In this situation, they would rather remain silent while others speak, demonstrating the students' lack of communication confidence. Students' lack of confidence may be caused by their inability to communicate in English (He & Chen, 2010). Muluk, et. al, (2021) add that less confident might be impact from bullying which is influenced in students' academic achievement.

d. Lack of motivation

It is important to note that motivation can influence students' reluctance to speak in English. Second language acquisition, motivation is an important factor in determining learners' readiness to communicate. It is because two essential elements are learners' demand for communication and their attitudes toward the foreign language (Inayah, et. Al., 2019). In accordance to Amiruddin (2019) further adds that motivation comes from within. Students' study interests will expand as a result of their motivation.

e. Inhibition

Inhibition is a negative emotion that can reduce a person's presence in a variety of situations (Abedeni & Chalak, 2017). In speaking activities, when students try to speak certain words, they are frequently inhibited. They are afraid of making mistakes and are simply shy when speaking English. Overall, inhibition is a complicated concept that is depend on both people's feelings and assessments in a certain situation.

f. Nothing to say

The students are unable to think of anything to say because they lack motivation to express themselves verbally. Students frequently lack confidence and vocabulary in their speaking abilities. They believe they lack the language skills to express themselves clearly. Tuan and Mai (2015) assume that many students struggle to respond when their teacher asks them to say something in a foreign language because they are unsure what to say, which vocabulary to use, or how to use the grammar correctly.

g. Low participation

Heriansyah (2012) states that students participate seldomly when they speak, resulting in limited speaking time. This issue is exacerbated by the tendency of some students to dominate while others speak very little or not at all.

h. Mother tongue influences

Students usually use their mother tongue instead of using English in their speaking activities. It happens when several students share the same mother tongue. They prefer to use their mother tongue because it is more convenient for them. It feels strange to communicate in a foreign language with one another. (Jannah & Fitriati, 2016).

In short, speaking problems are classified into two; linguistic and non-linguistic problems. Those problems must be faced by students of English language education department of UIN Ar-Raniry in 2017 academic year while they speak in English presentation.

C. Students' Ways in Overcoming Speaking Problems

According to Hashemi (2011), there are some ways of students in overcoming their speaking problems. These solutions as follows:

- a. Preparation is the most used strategy since it attempts to minimize the possible challenges. The preparation appears to be a suitable solution to lead a better speaking performance.
- b. Relaxation involves technique for reducing anxiety symptoms. Students always feel nervous to speak in front of public. This technique helps students to reduce the anxiety.

- c. Peer seeking is defined by students' desire to seek out other students who seem to have a same trouble. This might help students in dealing the problems they faced.

The solutions have been mentioned above should be applied side by side to reduce the students' speaking problems and having a better speaking performance.

D. Speaking Skill and Presentation in EFL

Presentation is an activity in which someone shows, describes, or explains something to a group of people. Many experts define it in various ways. Swarhout (2013) defines that presentation is the processed of transmitting information or ideas for one person to another group verbally. Presentation is the communication that occurs between a speaker and a group of listeners. Most people spend hours of their day talking to others, but giving a formal conversational oral presentation is difficult for them.

Himmah (2018) states that presentation is a medium for students to perceive and understand the new materials; a text, a new word, how to perform a task. The term presentation refers to the first encounter with comprehensible input in the form of spoken or written text, as well as various types of explanations, instructions, and discussions of new language items or tasks.

King (2012) also adds that an oral presentation is an effective communication activity that EFL conversation teachers widely used to promote oral proficiency. Students' academic performance can be used to assess their success (Khasinah, et. al, 2019). In this case students can use prezi presentation as

instructional media in preparing the material of presentation easily (Yusny & Kumita, 2016). Thus, the researcher concludes, based on some definitions, that oral presentation is an activity of sharing ideas and information in front of audiences with the goal of improving students' oral proficiency.

1. Type of Presentation

According to Schmitz (2012), presentations are classified into three types;

- d. Informative presentation is predominantly descriptive, giving, or summarizing information. As part of a mini-teaching session, a presenter may be asked to do this while sharing theoretical or factual information.
- e. Persuasive presentations involve a speaker who manages to influence an audience's thoughts, ideas, and viewpoints.
- f. Demonstrative presentations tend to be used in the context of training; demonstrating someone's ability to illustrate the understanding of practical skills to others.

To sum up, from three types of presentation that most often used by EFL students in English language teaching (ELT) class is informative presentation. Because most of students required to speak and share the information that related to the speaking topic.

E. Problems in English Presentation

Al-Nouh, et al. (2015) have classified the factors of students' difficulties in presentation into three categories; personal traits, presentation skills and audience and instructors.

1. Students' personal traits

Personality traits are normally defined as people's descriptions of themselves in terms of a relatively consistent pattern of behavior, thoughts, and emotions (Leduc, et al. 2015). A presenter's personal characteristics may have an impact on students' ability performance. The personal traits consist with anxiety and lack of confidence.

2. Presentation skills

Al-Nouh, et al. (2015) claim that the second most important factor that causes difficulty in an oral presentation is a lack of presentation skills. Getting the unfamiliar topic, grammar and vocabulary issues, visual aids, and time management are all common issues in presentation skills.

3. Audience and Lecturer

The audience and lecturer were both involved in every oral presentation activity in the classroom. Wolfe (2003, as cited in Al-Nouh et al. 2015), the worst fear in oral presentation is facing the audience and the lecturer. Students find it difficult to respond to difficult questions from the audience and lecturer critics.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed the qualitative research method with ethnography approach. Creswell (2008) states that qualitative research is largely inductive, with the inquirer generating meaning from the data gathered in the field. The qualitative method is a type of educational research in which the researcher relies on participant perspectives, asks broad, general questions, collects data from participants primarily in the form of words (texts), describes and analyzes these theme words, and conducts the investigation subjectively and biasedly.

The ethnography research approach involves researchers interacting with study participants in their natural environment; behaviours, perspectives and experiences. (Hogan, et. al, 2009). Data were collected from students' experiences in having speaking difficulties in English presentation. In this study, I intended to gain an understanding in some problems and the way students overcome of speaking problem in English presentation insight from English department student in 2017 academic years.

B. Participant of Study

Griffe (2012) explains that participant is involved in describing individuals' detail in study. The participants of this research were selected purposively and conveniently. Purposive sampling is also known as judgment sampling, is the deliberate selection of samples based on participants' qualifications. (Baltes & Ralph, 2021). Convenient sampling is also known as haphazard sampling or

accidental sampling is a type where member of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time or the willingness to participate (Dörnyei, 2007). Both samplings are non-random sampling technique in which the researcher selects samples based on specific characteristics (Mackey & Gass, 2005). The sample of this study was selected from those who qualified for the sample and could complete the required information, the qualification should fit to samples were; The English language education department students of UIN Ar-Raniry in 2017 academic year, who had taken English presentation skill and finished all English-speaking skill courses. These criteria helped participants to answer the interview question, because they had enough experiences in doing English presentation. Berg, 2001; Cohen, et al., 2007 in Amiruddin (2018) state that adjusting with qualitative research method, the number of research participant should not be large. Due to the large number of participants, five them are sufficient to answer the research questions in this study. The profile of participants is showed as follows:

Table 3.1 Participants' Profile

No	Participant	Age	Sex	Subject	Score of EPS
1	P1	22	Female	Public speaking	A
2	P2	23	Female	Intermediate Speaking	A
3	P3	22	Male	Basic speaking	B
4	P4	22	Male	Public speaking	A
5	P5	23	Female	Intermediate speaking	B

Based on participants' profile above, the table showed that participant 1 (P1) got A in English presentation skill course, she was taken public speaking class and the problems she shared in answering interview questions based on her experience in public speaking class. Participant 2 (P2) got A in English presentation skill course, she answered the interview questions based on the problems she faced in intermediate speaking class. Participant 3 (P3) got B in English presentation skill course, he answered the interview questions based on the problems he faced in basic speaking class. Participant 4 (P4) got A in English presentation skill course, he answered the interview questions based on his experience in facing the problems in public speaking class. The last one, participant 5 (P5) got B in English presentation skill course, she answered the interview question based on the problems she faced in intermediate speaking class.

C. Research Instrument

The interview is used in gathering data. In this research, semi structured interview is employed to find out the answers to all research questions. In this research, semi-structured interview is used with the aim all participants are able to freely disclose their experiences, thoughts, and feelings without constraint and limitations. According to Canals (2017), a semi-structured interview makes participants feel more at ease and relaxed, making the interview more of a conversation than a calculated interrogation of students' speaking problems in English presentation.

The interview questions related to two research questions that have been formulated in this study. The main topic of the questions is the type of speaking

problems that English students face in English presentations. This study had four questions to ask the participants to get the answers to the first research question. Furthermore, answering the second research question provided four questions to figure out how students overcome their speaking problems in English presentation. There were eight questions to ask each participant in this study. The list questions of interview were designed by me. Some of the questions was developed from previous interview question of Darmansyah (2019), who had conducted the study about factors difficulties of oral presentation. The list of eight interview questions in this study as follows:

Table 3.2 Darmansyah (2019) List Questions of Interview

List Questions of Interview	
Types of Speaking Problems	<ol style="list-style-type: none"> 1. What kind of courses that usually made you be a presenter? 2. How do you feel while you are speaking in front of public? 3. What things that you need to prepare before going to speak in front of public? 4. What kind of speaking difficulties that you faced?
Students Ways in Overcoming Speaking Problems	5. Is there any strategy in overcoming the difficulties? If yes,

what kind of strategy that you used?

6. How important is a strategy in overcoming the speaking difficulties in English presentation?

7. How do you apply the strategies in reducing the difficulties while you are speaking in front of public?

8. Is that way on overcoming the problems works on you? Could you give the reason how do you know that works?

D. Data Collection Procedure

The method of data collection used in this study is interview. Before conducting an interview, I derived an official letter from the English department and then asked about the participants' availability to answer several questions about their speaking problems in English presentation and the way they overcome the speaking problems in English presentation. The interviewing process was done online. It was done over the phone with voice notes. Interview was conducted by using full English. Its goal was to avoid any errors or misunderstandings in data collection.

E. Data Analysis

Data analysis is the process of summarizing and interpreting data in order to put the information in the same composition. These processes imply the meaning of information in data that was collected using various methods (Leavy, 2017). The data analysis used flow activity; data reduction, data display, and conclusion drawing and verification. Data reduction is the process of selecting information from collected data and then clustering it to adjust data. Data visualization is the organization of various types of data that can be used to reach a conclusion. Conclusion drawing and verification are used to ensure that the displayed data has been comprehended and that the focus is on data explanation (Miles & Huberman, 1994).

The data analysis is descriptive analytic figure out the students' speaking problems and the way they overcome of those problems in English presentation. The result of the analyzed interview is used to answer the research questions.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

After conducting data analysis of this study, I gained some understanding of two research questions. Due to interview as the instrument to get data, the participants of this study were asked about the types of speaking problems they faced in English presentation, and how they overcome those problems. The participants of the present study were five students from the English education department, UIN Ar-Raniry, in the 2017 academic year. For ethical consideration, the participants were coded P1 as participant 1, P2 as participant 2, P3 as participant 3, P4 as participant 4 and P5 as participant 5. The participants received the same questions to answer of two research questions. They had responded very well, so I could identify some points based on their answers.

1. Type of speaking problems

The first research question is about the types of speaking problems in English presentation faced by students of English language education department of UIN Ar-Raniry. The interview results revealed that participants have both linguistic and non-linguistic problems in their speaking.

1.1 Linguistic problems

a. Lack of vocabulary

One of the linguistic problems faced by students is lack of vocabulary. Having limited vocabulary in speaking is one of the speaking problems. Lack of vocabulary makes students' English-speaking skills progress stuck at the moment.

It also makes narrow ideas, thoughts, and opinions to share. It is challenging for students to express themselves.

P1 stated that:

“I am also lacking of vocabulary that makes me hard to state what I have in my mind”

b. Grammar

Grammar is included as one of the main cores of English speaking. Grammar uses to explain the time of the event. Using correct grammar in English speaking makes a speech easy to understand and avoids the ambiguity in conversation.

P2 stated that:

“When I’m trying to speak, I difficult to use a correct grammar in the sentence”

Students have difficulties in using correct grammar in the sentence. It makes them difficult to explain what happened in future, past and present time. Moreover, using incorrect grammar will lead to be misunderstood between speaker and listener.

c. Pronunciation

Pronunciation is a crucial part in English speaking. To avoid misunderstanding in English speaking, somebody needs to pronounce the words correctly.

P5 expressed that:

“Having a good grammar, good pronunciation and memorizing many vocabularies are really hard to do”

P3 also stated that:

“I difficult to speak with a good and clear pronunciation”

Two responses from participants showed that students need to practice more about pronouncing the words correctly. In speaking English, to have a good command of pronunciation is not easy for EFL learners.

1.2 Non-linguistic problems

a. Fear of making mistake

Fear of making mistake is experienced by many students. This problem occurs because students doubt their ability in English speaking and they feel their performance is going to be judged by teacher and audience.

P2 said that:

“... at the same time, I fear of making any mistake while I speak”

b. Shyness

Students often have this problem when they want to deliver speech in front of public. They feel shy and consequently, they will not be good at speaking performance.

P3 stated that:

“It is difficult to speak with a good and clear pronunciation. That is one of the reasons why I am shy to speak in front of public”

P1 also expressed that:

“I feel shy when start to speak in front of public, and all audiences pay attention on me and that makes me shy”

Speaking in front of the public will give students getting more attention on them. Some students in this situation feel uncomfortable and it will make the ideas or opinions to share disappear at the moment.

c. Lack of confidence

Students’ lack of confidence is commonly noticed every mistake in a conversation and speech. Instead of correcting the mistake, students chose to keep silent, because they did not have confidence to start the communication.

P1 said that:

“... lack of confidence when start to speak in front of public”

P5 added that:

“Sometimes my hands are shaking that makes me less confidence to speak in front of public”

Lack of confidence is significantly influenced in students’ English-speaking progress. Students are not brave to give their opinions and explain something in English.

d. Lack of motivation

In learning English speaking skill, students need strong motivation. The motivation will enhance students learning interests.

P5 said that:

“Sometimes I have no interest in doing a speaking in front of public. Because I feel like my English ability is really poor”

When students feel that their English-speaking ability is terrible, they have no interest to speak in front of public. They lack of motivation to increase their English-speaking ability.

e. Inhibition

Inhibition is a negative emotion that involves someone’s confidence. It is similar to nervousness, because inhibitions happen in certain situation, such as speaking in front of public which students will have an attention, presenting a material, etc.

P1 stated that:

“When I speak in front of public, I feel nervous sometimes because all the audience’s pay attention on me and that makes me shy”

P3 expressed that:

“When I speak in front of public, I feel nervous and worry”

According to responses of participants, it can be concluded that being nervous is a problem that most of students have when trying to speak in front of public. This problem just naturally happened to everyone.

f. Mother tongue influences

English is a foreign language for students who have their own first language or mother tongue. Students prefer to use their mother tongue rather than English. Sometimes it is hard to use English in daily communication.

P4 expressed that:

“I have problems when I am going to create a sentence in English. It is because I don’t use English to communicate with others in my daily. I prefer use my own mother tongue and that is easy to do”

g. Nothing to say

Nothing to say is one of problems because of nervousness, lack of confidence, lack of motivation in expressing ideas verbally.

P3 stated that:

“When I am about to give a presentation sometime all points that I want to present are gone. It’s like I have nothing to say”

The statement of participant above that happened because he was nervous and he doubted about what he had prepare before, and lacked of confidence in his presentation performance. Therefore, he forgot what he wanted to explain in front of an audience.

2. Students' Ways in Overcoming the Speaking Problems

This section describes the qualitative finding and supporting data from the interview result. Based on second of research question, this part present about how do students of English department in 2017 academic year overcame their speaking problems in English presentation. The result of interview revealed that students have their own ways to overcome their speaking problems.

2.1 Self-Preparation

a. Material preparation

Students should prepare the material before going to speak in front of public. The materials have to be mastered by students to have a good speaking English performance. Students can find all the information related to a topic in various sources such as YouTube videos, books, journals, articles, etc.

P3 said that;

“Before going to speak, the thing I need to prepare is material or the important point that related to the topic. So, at least I know what I’m going to talk about”

P5 explained that:

“I need to prepare material, the materials, some of them I usually take a reference in YouTube videos”

b. Mental preparation

Students consider preparing their mental before going to speak in front of a public. They will build their confidence by mastering the material. when students have tried their best, then there is nothing to worry about the speaking performance.

P2 stated that:

“The thing I really need to prepare my mentality before going to speak in front of public”

c. Practice in front of the mirror

Practicing the speaking English is a key to have a good speaking English performance. Many students practice in front of mirror many times to get a confidence.

P4 stated that:

“... I practice a lot in front of mirror to make sure that I’ m ready to do it in front of public”

P1 said that:

“The thing I need to prepare before going to speak in front of public is practicing the topic that I want to talk about”

2.2 Using Contextual and Specific Strategy

Having a strategy to overcome the problems is crucial to have. The strategy might help to handle and overcome the students’ speaking problems in English presentation.

a. Note taking

P4 explained that:

“Before doing the speaking performance, I used to make a small note with the consist of several important words and sentences that I’ m going to use in my speaking. With the small note I practice a lot in front of mirror to make sure that I’ m ready to do it in front of public”

The participant’s explanation above showed that making a small note help students to remember the important points. It makes easier to practice speaking English.

b. Memorizing the material

Most students try to memorize the material before going to speak in front of public. It is one of the students' ways to have success speaking English performance.

P5 expressed that:

“Even I have less interest in speaking in front of public, but I have to do it.

So, I have to memorize the material ...”

c. Eye contact

P1 stated that:

“I try not focus on doing eye contact with the audience”

Making eye contact with the audience is one of interactions between speaker and listener. But not all students are comfortable to do eye contact. It can ruin the ideas or points they had prepared before.

P1 added that:

“Actually, I barely make eye contact with audience, because it makes me suddenly forget what I am about to say”

In short, students' ways of overcoming speaking problems in English presentation are a success. All those ways work on their speaking performance. Even though those ways are not successful a hundred per cent, students felt the significant differences in their speaking performances.

P4 expressed that:

“Yes, it absolutely works on me. I can compare my speaking performance between with and without the strategy, I feel better when I used the strategy that I didn’t use it”

P3 explained that:

“Yes, the strategy is going well to me. Even it’s not a hundred percent but I feel better in speaking in front of public than before”

P5 stated that:

“Yes, I can feel that when I have an extra practice to memorize the material. I have a good result for my score”

P1 said that:

“Yes, it works on me. After applying the strategy, I feel better in speaking in front of public”

P5 claimed that:

“All of those things work really well to me. I can feel it, because my speaking ability is getting better. It means I can overcome the difficulties, right?”

Based on all the participants’ responses, it can be concluded that having certain strategy that contextually fits the required situation is essential in overcoming the speaking problems. With these strategies students can reduce their speaking problems in English speaking presentation. Students’ speaking skills become better and will have a good progress.

B. Discussion

In this section, the discussion is presented based on the findings of the research. I intended to discuss how the research questions are answered. The first research question is “What type of speaking problems are faced by the English department students of UIN Ar-Raniry in 2017 academic year in English presentation?”. Moreover, the second research question of this study is “How do students of English department in 2017 academic year overcome their speaking problems in English presentation?”. In having the answers of these two research questions, the data were collected by using semi-structured interview.

In conducting the interview, the participants were asked some questions related to the topic of this study. All of the participant’s answers will be selected and the appropriate answers are used as the process of data reduction.

Based on the result of interview, I found that students speaking problems in English presentation had two types, namely linguistic and Non-linguistic problems (Heriansyah, 2012). Linguistic problems showed that participants have problems in using correct grammar, insufficient vocabularies and inappropriate pronunciation. Those linguistic problems are related to several studies. Schmitt (2010) states that vocabulary is recognized as a vital component of L2 performance and proficiency. To a large extent, a lack of vocabulary knowledge prevents effective EFL communication. (Adam, 2016). Riadil (2020) that students are often requested to learn how to use the language rather than just use proper grammar or provide good speech and vocabulary. Moreover, students’ ability to produce clearer language when speaking is referring to pronunciation (Ilham, et. al. 2019).

Non-linguistic problems define with the problems come from language external factors. Those problems are indicated that participants have problems emotionally; nervous, fear of making mistakes, shyness, lack of confidence, lack of motivation, inhibition, mother tongue influences, and nothing to say (Leong & Ahmadi, 2017). According to Bashir, et. al, (2015) EFL students who are not required to participate in oral interaction listen in silence while others attempt to participate in oral activity. Those non-linguistic problems might be occurred to every student in the classroom.

In answering the second research question, I discovered that all participants of this study had their own ways to overcome speaking problems in English presentations. They start with a self-preparation, such as material preparation, mental preparation and practice. Tuan and Mai (2015) state that students usually get difficult with the topic. Sometimes, they get unfamiliar topic to present in front of public. Thus, students need to prepare deeply for the materials that related to the topic. Mridha and Muniruzzaman (2020) claim that practice is essential in the process of learning how to speak. Students should be encouraged to practice independently. Students should practice speaking in English as much as possible as they grow more independent of their thoughts and ideas.

Additionally, they had contextual strategy to have a better speaking performance. The strategies they used were making a small note, practicing in front of mirror and reducing eye contact with the audience to avoid forgetting the critical points (Darmansyah, 2019).

Moreover, all those participants' ways are going really well on them. Participant claimed that even it is not a hundred percent work for them, unless they feel better when speaking in front of public. Their speaking skill has good progress after applying the strategy. Participants proved that by comparing the scored they got is better than before. Therefore, students share their satisfactions.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the first chapter of this study stated that this study aimed to discovered the type of speaking problems are faced by English department students of UIN Ar-Raniry in 2017 academic years in English presentation, and to analyze how students of English department in 2017 academic years overcome their speaking problems in English presentation. The conclusion is concluded based on collected data from previous chapter.

The findings reveal that speaking problems are faced by English students' department of UIN Ar-Raniry had two types. Those were linguistic problems and Non-linguistic problems. Linguistic problems arise when students struggle in using a correct grammar, a lack of vocabulary and inappropriate pronunciation. Non-linguistic problems showed that students have problems with emotions. Those were fear of making mistakes, nervousness, shyness, lack of confidence, lack of motivation, inhibition, mother tongue used and nothing to say. Those two types of speaking problems faced by students were influenced in increasing students speaking skills.

Therefore, in the findings, I also discovered how students of English language education department in 2017 academic year overcome their speaking problems in English presentation. Based on the result of interview, students had their own ways to overcome their speaking problems. Those ways were self-preparation, such as material preparation and mental preparation. and students were

following a proper strategy, which included making a small note, memorizing the material and minimizing the eye contact for not forgetting the important points. Students' ways in overcoming their speaking problems were working really well for them.

In sum, this study figured out types of speaking problems are faced by English student's department of UIN Ar-Raniry in 2017 academic years were linguistic problems and psychological problems (non-linguistic problems). And how do students overcome their speaking problems in English presentation.

B. Suggestion

Based on the finding of this study, I would like to propose a suggestion for the students, lectures and further researchers. Those suggestions are as follows:

The suggestion for students, it is expected students to improve their speaking ability in English presentation. Students should speak well in front of public. To reduce speaking problems in English presentation students should have their own ways to overcome the speaking problems in English presentation.

This study hoped lecturers could use that to enrich the references to the types of speaking problems in English presentation. Hence, the lecturers could help students who is having speaking problems with appropriate technique or method in English presentation.

For a further researcher, it is hoped that they could improve research in investigating students' speaking problems in English presentation. They could provide more additional information related to speaking problems in English

presentation. Speaking problems in this study that figured out only in linguistic and non-linguistic matters based on English students' of 2017 academic year experiences. Due to this limitation of study, Future researcher is suggested to do research at other levels of education, such as high school students. Moreover, it is also recommended to use a deeper analysis in other speaking problems. For instance, psychological, social problems and etc.



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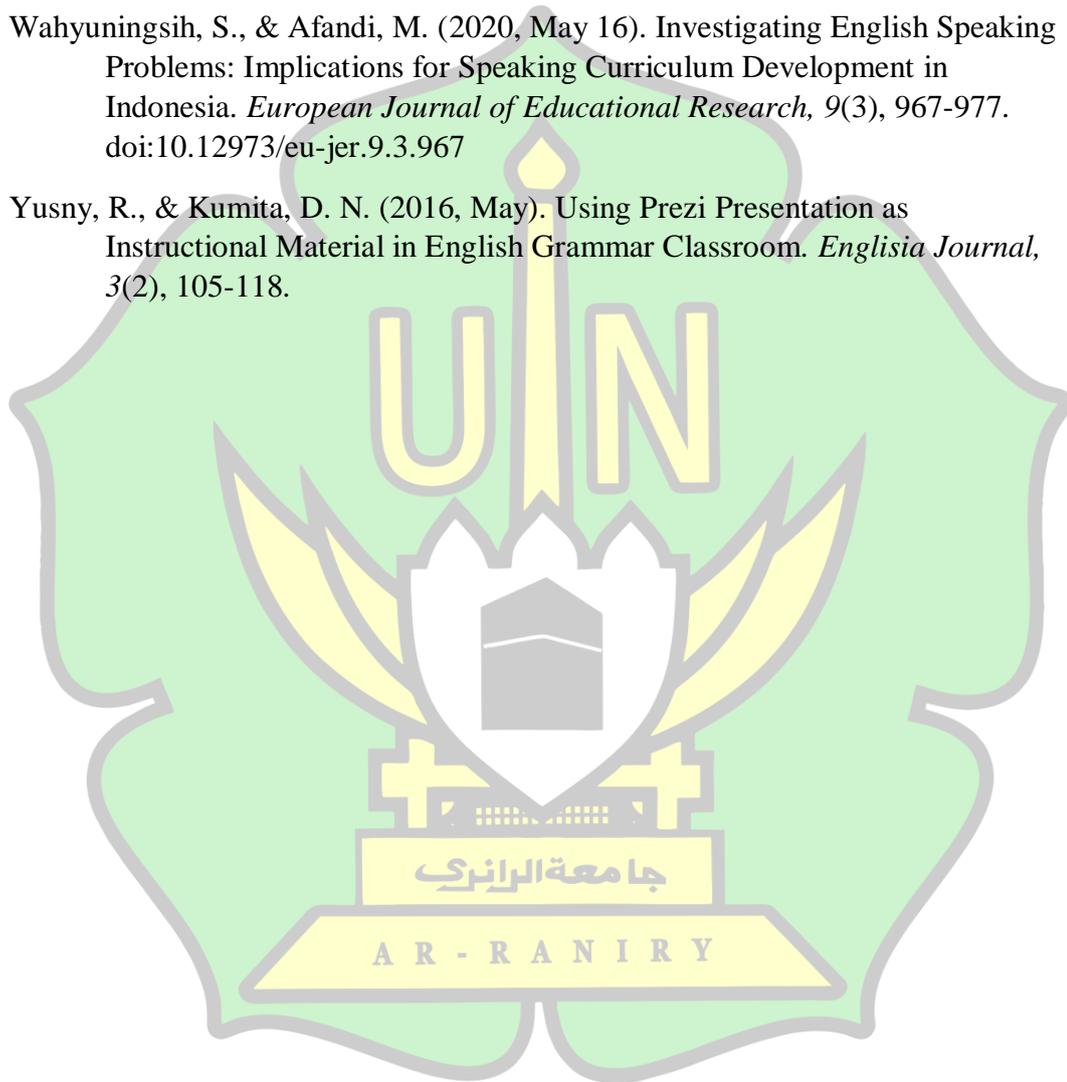
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APPENDIX A

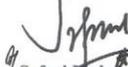
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 14078/Un.08/FTK/KP.07.6/10/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-9898/Un.08/FTK/KP.07.6/6/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Mei 2021
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-9898/Un.08/FTK/KP.07.6/6/2021 tanggal 11 Juni 2021**
- KEDUA : Menunjuk Saudara:
1. Dr. phil. Saiful Akmal Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Khairul Izza**
NIM : **170203092**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Investigating Students' Speaking Problems in English Presentation**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Oktober 2022
Dekan,


Saiful Akmal

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

APPENDIX B



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13482/Un.08/FTK.1/TL.00/10/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
2. Mahasiswa PBI leting 2017 UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **KHAIRUL IZZA / 170203092**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Jeulingke Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Investigating Student's Speaking Problems in English Presentation*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

*Berlaku sampai : 10 November
2022*

Habiburrahim, M.Com., M.S., Ph.D.

APPENDIX C

INTERVIEW TRANSCRIPT

Participant : PBI students of 2017

Code : P1

Sex : female

NO	QUESTIONS	ANSWERS
1	What kind of courses that usually made you be a presenter?	There are several courses that usually made me be a presenter public speaking, basic speaking, intermediate and English presentation skill as well. Because those all the subject are required us to speak in front of public.
2	How do you feel while you are speaking in front of public?	When I speak in front of public, I feel nervous sometimes because all the audience pay attention on me and that makes me shy
3	What things that you need to prepare before going to speak in front of public?	The thing I need to prepare before going to speak in front of public is practicing the topic that I want to talk about.
4	What kind of speaking difficulties that you faced?	I feel shy and lack of confidence when start to speak in front of

		public. I also lack of vocabulary that makes me hard to state what I have in my mind.
5	Is there any strategy in overcoming the difficulties? If yes, what kind of strategy that you used?	I practice a lot in using a proper vocabulary, and try not too focus on doing eye contact with the audience.
6	How important is a strategy in overcoming the speaking difficulties in English presentation?	The strategy is very important to overcome all speaking difficulties. It helps me to minimize the problems in speaking.
7	How do you apply the strategies in reducing the difficulties while you are speaking in front of public?	Actually, I barely to do eye contact with audience. Because it makes me suddenly forget what I am about to say.
8	Is that way on overcoming the problems works on you? Could you give the reason how do you know that works?	Yes, it works on me. After apply the strategy I feel better in speaking in front of public.

Participant : PBI students of 2017

Code : P2

Sex : female

NO	QUESTIONS	ANSWERS
1	What kind of courses that usually made you be a presenter?	Public speaking and English presentation skill are courses that usually made me be a presenter.
2	How do you feel while you are speaking in front of public?	The most dominating feeling that usually I feel when I try to speak is nervous. This is natural thing that happened to anyone right? Whoever you are.
3	What things that you need to prepare before going to speak in front of public?	The things I really need to prepare before going to speak in front of public is mental. Then a text of speech that can be a guide for me to speak regularly.
4	What kind of speaking difficulties that you faced?	When I'm trying to speak I difficult to use a correct grammar in the sentence. Because of that at the same time I fear of making any mistake while I speak. It's controlling me for sure.

5	Is there any strategy in overcoming the difficulties? If yes, what kind of strategy that you used?	There are several strategies that I often use in overcoming the difficulties. First, I will prepare the material related to the topic in written form. Then I will practice because practice makes perfect. Honestly, I often practice in front of mirror. After that I have to calm down myself and relax with drinking a mineral water before starting to speak.
6	How important is a strategy in overcoming the speaking difficulties in English presentation?	It's very important, because it becomes one of the support things to have a better speaking skill I guess.
7	How do you apply the strategies in reducing the difficulties while you are speaking in front of public?	What I have done in preparation like practicing and memorizing the material I will do it in speaking to reduce the difficulties.
8	Is that way on overcoming the problems works on you? Could you give the reason how do you know that works?	All of those things work really well to me. I can feel it. Because my speaking ability is getting better. It means I can overcome the difficulties, right?

Participant : PBI students of 2017

Code : P3

Sex : male

NO	QUESTIONS	ANSWERS
1	What kind of courses that usually made you be a presenter?	I usually become a presenter in speaking and presentations courses.
2	How do you feel while you are speaking in front of public?	When I speak in front of public, I feel nervous and worry. When I am about to give a presentation sometime all the points that I want to present are gone. It's like I have nothing to say.
3	What things that you need to prepare before going to speak in front of public?	Before going to speak, the thing I need to prepare is material or the important point that related to the topic. So, at least I know what I'm going to talk about.
4	What kind of speaking difficulties that you faced?	I difficult to speak with a good and clear pronunciation. That is one of the reasons why I am shy to speak in front of public.

5	Is there any strategy in overcoming the difficulties? If yes, what kind of strategy that you used?	Actually, I have formulated the idea in my mind then I'm trying to write it on paper and practicing in front of mirror in several times.
6	How important is a strategy in overcoming the speaking difficulties in English presentation?	It's very important to me to have a strategy in overcoming the speaking difficulties. Because if I have good strategy, it makes me become a good speaker.
7	How do you apply the strategies in reducing the difficulties while you are speaking in front of public?	I will recall all of the memory when I practice before. Then I just apply it in my speaking performances.
8	Is that way on overcoming the problems works on you? Could you give the reason how do you know that works?	Yes, the strategy is going well to me, even it's not a hundred percent but I feel better in speaking in front of public than before.

Participant : PBI students of 2017

Code : P4

Sex : male

NO	QUESTIONS	ANSWERS
1	What kind of courses that usually made you be a presenter?	All speaking courses and English presentation skill that usually

		obligate me to speak in front of public.
2	How do you feel while you are speaking in front of public?	Honestly, I feel so nervous every time I'm going to speak in front of public.
3	What things that you need to prepare before going to speak in front of public?	I have to prepare the material as good as I can for my speaking performance.
4	What kind of speaking difficulties that you faced?	I get difficulty when I am going to create a sentence in English. It because I don't use English to communicate with others in my daily. I prefer use my own mother togue. That is easy to do.
5	Is there any strategy in overcoming the difficulties? If yes, what kind of strategy that you used?	Before doing the speaking performance, I used to make a small note with the consist of several important words and sentences that I'm going to use in my speaking. With the small note I practice a lot in front of mirror to make sure that I'm ready to do it in front of public.

6	How important is a strategy in overcoming the speaking difficulties in English presentation?	It's so important. The strategy helps me a lot. For me the more I have good strategy the more I confident to deliver my speech.
7	How do you apply the strategies in reducing the difficulties while you are speaking in front of public?	In my speaking performance, I would love to do what I have practice before. I'm sure that makes me feel confidence.
8	Is that way on overcoming the problems works on you? Could you give the reason how do you know that works?	Yes, it absolutely works on me. I can compare my speaking performance between with and without the strategy. I feel better when I used the strategy than I don't use it.

Participant : PBI students of 2017

Code : P5

Sex : female

NO	QUESTIONS	ANSWERS
1	What kind of courses that usually made you be a presenter?	English presentation skill class usually made me become a presenter.
2	How do you feel while you are speaking in front of public?	I feel so nervous when I speak in front of public. Sometimes my

		hands are shaking that makes me less confidence to speak.
3	What things that you need to prepare before going to speak in front of public?	I need to prepare the materials. Some of them I usually take a reference in YouTube videos.
4	What kind of speaking difficulties that you faced?	Sometimes I have no interests in doing a speaking in front of public. Because I feel like my English ability is really poor. Having a good grammar, good pronunciation and memorizing many vocabularies are really hard to do.
5	Is there any strategy in overcoming the difficulties? If yes, what kind of strategy that you used?	Even I have less interest in speaking in front of public, but I have to do it. So, I have to memorize the material and try to practice it in front of mirror.
6	How important is a strategy in overcoming the speaking difficulties in English presentation?	It is very important. If I don't use the strategy to overcome my speaking difficulties, I will get a bad score from the lecturer.

7	How do you apply the strategies in reducing the difficulties while you are speaking in front of public?	In reducing the speaking difficulties, I speak slowly not too fast, so that I can remember what I have memorized before.
8	Is that way on overcoming the problems works on you? Could you give the reason how do you know that works?	Yes, I can feel that when I have an extra practice to memorize the material. I have a good result for my score.