

THE MOST PROBLEMATIC ENGLISH-SPEAKING SUBSKILL AMONG THE MAS DARUL ULUM BANDA ACEH STUDENTS

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ABSTRACT

This Research is about The Most Problematic English Speaking Subskill Among the Students of MAS Darul Ulum Banda Aceh. The objective of this research was to know the poorest English Speaking Subskill among the students of MAS Darul Ulum Banda Aceh. This research was quantitative research design. The population of this research was 90 students of the first grade of MAS Darul Ulum Banda Aceh. The sample of the research was 30 students of first grade selected by clustering sampling. The data of the research was collected through speaking test in oral test form. The findings of the test show that the lowest mean score was vocabulary.

Keywords: *Speaking Ability, Speaking Subskill, Speaking Problem*

1. INTRODUCTION

Richards (2008) said that speaking is a fundamental skill that foreign language learners should master. Speaking is an important aspect to people in their lives. Because by speaking people can communicate their feeling, share the ideas and opinions. Speaking is the most important skill and the mastery of speaking skills in English is importance for second and foreign language learners. Speaking is one of important parts in teaching language also because it includes one of four basic language skills to speak in the foreign language in order to share ideas with other people. A speaker needs to find the most appropriate words and correct grammar to express meaning accurately and specifically and needs to organize the discourse so that the listener will understand.

For all non native English speaker in all country in the world have subskill problematic in speaking English. Each country and each individual may have different subskill problem in speaking English. The different came from several aspects, such as accent of their own language, the mother tongue language and so on. For example, many Japanese people have problem in pronunciation. Hudson (2013) said that if your mother tongue is Japanese, you may find certain sounds in English more difficult than others. Some of them will be good at it, some of them will not be good at it, and their pronunciation of English may be difficult for native speaker of English to understand. Japanese and English are very different, for example in the pronunciation of /l/ and /r/, Japanese is easier to pronounce /r/ than /l/ (in Japan there is no /l/), while in English it is easier to say /l/ than /r/. Therefore Japanese people often make mistakes in English pronunciation.

The Indonesians may have problem with understanding English grammar, such as a Noun Phrase, in English a noun phrase is begins with an adjective and then followed with a noun while in Indonesian is opposite, it is begins with a noun and then followed

with an adjective. For example, in English, "new book" begins with an adjective while in Indonesian it begins with a noun "buku baru". in Indonesian, "buku baru" begins with a noun. This problem often occurs to Indonesian learners when they translate something from Indonesian to English. Another problem is fluency, learning English speaking in indonesia school is lack of practice in daily communication so it make they dont have good enough in speaking english fluently.

The researcher has done already some speaking activity in teaching learning process at MAS Darul Ulum Banda Aceh, the researchers found that these students had difficulty in speaking English. They made mistakes in pronouncing words in English and did not know how to pronounce many English words. They tended to pronounce English words by following the rules for pronunciation from Indonesian, e.g., pronouncing "live" as "life" to express an address in English. Meanwhile, the students also made errors in grammar when speaking. They made mistakes in word order. Also, they faced difficulties in differentiating between the use of the verb "to be" and the use of other verbs. They often used them together in an active sentence such as "I am live in Banda Aceh" instead of "I live in Banda Aceh" or "I am living in Banda Aceh". Is this the most difficult aspect of learning speaking ? The students were also passive and could not speak English fluently when they were asked to perform in front of their class. They would often speak English haltingly, word by word with many pauses because of lack of vocabulary and often could not find the words to express their ideas. They would often read a text without looking at the audience. As a result, the speaking class was not interactive. Both the speakers and the audience did not enjoy the speaking classes at all. Is fluency become the most difficult subskill in learning speaking ?.

Meanwhile, based on the preliminary study, lack of vocabulary also led these students to use Indonesian words in their EFL speaking class because they did not know the words in English. Some students also preferred keeping silent when the teacher asked them to speak in English. They were afraid of making mistakes when speaking EFL. Is this the poorest english speaking subskill in learning speaking ? Another problem faced by the students was comprehension. Their lack of vocabulary led to sentences being misunderstood. Some of them did not understand the meaning of spoken sentences because they only remembered words or sentences without knowing the function or the meaning of these words or sentences. Consequently, most of these students got poor scores at the summative tests because they had not mastered the material. Is this the most problematic subskill of EFL learners? Furthermore, the researcher found the previous

research entitled analyzing the students' problems in speaking as performance at the English education department of Universitas Islam Negeri (UIN) Alauddin Makassar conducted by Salmawati (2020). The finding of her research showed the students' problems were linguistic and nonlinguistic problems. Linguistic problems included lack of vocabulary with percentage 100%, poor in grammar 87.5%, poor in pronunciation 68.75%, while in nonlinguistic included fear of making mistake 68.75%, lack of confident 81.25%, and apprehension of other evaluation 20%. Linguistic problems was the most problems that students' often faced in speaking as performance. Therefore, the researcher was not satisfied with the results of the study. This research is more general, researchers will examine in more detail specifically in linguistic problems, namely English speaking subskill problem, they are grammar, pronunciation, vocabulary and fluency.

Based on explanation above it is unknown what is the most problematic subskill of Indonesian EFL learners. So this study aimed to figure out this problem. The writer proposes to analyze what is the poorest English speaking sub-skills among the students of MAS Darul Ulum Banda Aceh.

2. LITERATURE REVIEW

Sudjana (2002) states that teaching is an interaction between teacher and students in its interaction process. The teacher is doing his activities that called teaching, whereas the students who are doing their activities that called studying.

In teaching of speaking, the teacher must create interesting teaching process so that the students are interested to follow the speaking class. The teacher should motivate the students to practice and speak-up. Give students the chance to do something with the language to actively use the language they produce themselves for the situation.

The most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation, (Ur, 1996). Nunan (1998) sees "mastering the art of speaking" as the most important aspect of learning a language. According to Hughes (2003), the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing of this ability will not be called for, informal observation providing any diagnostic information that is needed. Therefore, some researchers and experts have tried to assign the notion of teaching speaking like Nunan (2003) who has clarified it as to teach English language learners to:

- a) Produce the English speech sounds and sound patterns.
- b) Use words and sentence stress, intonation patterns and the rhythm of the second language.
- c) Select appropriate words and sentences according to the proper social settings situation and subject matter.
- d) Organize their thoughts in a meaningful and logical sequence.
- e) Use language as a means of expressing values and judgments.
- f) Use the language quickly and confidently.

Teaching speaking, in the researcher's opinion, is the way for students to express their emotions, communicative needs, interact

with other persons in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes on the activities to make the students active and creative.

2.1 Speaking Subskill

There are four aspects below has a great influence in speaking skill Hormaililis (2003) as cited in Harahap (2015) they are:

- a. Vocabulary
Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words (Ur in Hormailis 2003).
- b. Grammar
Warriner in Ramli (2003) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.
- c. Fluency
Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.
- d. Pronunciation
Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000) says that to use the stress and the intonation inaccurately can cause problem.

2.2 English Speaking Problems

Horwitz in Susilawati (2017) explained six factors that contribute to speaking problems, they are classified into two linguistic and nonlinguistic problems. Linguistic problems are divided into three called lack of vocabulary, pronunciation, and grammar. Nonlinguistic problems also classified into three called fear of making mistake, lack of confident, and apprehension of other evaluation.

1. Linguistic Problems

Based on the linguistic's perspective, in linguistic problems there are three factors that contribute to students speaking problems, they are: grammar, vocabulary and pronunciation. The linguistic problems include all of the difficulties found in the target language itself encountered by student who is studying the language.

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. According to Hult & Spolsky (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation. Those problems are lack of vocabulary, poor in grammar and poor in pronunciation.

- a. Lack of Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. Vocabulary is the knowledge of meanings of words. The words come in at least two forms; oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.

The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. According to Khan in Fitriani et al. (2005) the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. In addition, Doris and Jessica (2007) also state that in the real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply. Students are clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

b. Poor in Grammar

According to Fitriani et al. (2015) grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. Grammar becomes difficult to the learners who do not learn a structure on in a time.

c. Poor in Pronunciation

According to Hinkel (2005) a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself. English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native speaker.

2. Nonlinguistic Problems

According to Fitriani et al. (2015) psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance.

According to Horwitz (2011) the psychological component contributes at least as much and often more to language learning than the linguistic aspect". Which is mean that psychological aspect is related to output process in communication, the students with high or strong affective filters will not be receptive to language input or will have difficulty in processing it.

Here some phsycological problems that may distrub the students when they are speak in performance:

a. Fear of making mistake

According to Susilawati (2017) Fear of making mistakes is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of automatic nervous system. It is tendency on part of some people try to avoid, and even fear communicating orally. Those factors may considered contribute as debilitate factors to students speaking ability.

b. Lack of confident.

According to Fitriani et al. (2015) Over a quarter of a million people in this world have problems towards their confidence, lack of self-confidence may bring the students into a threat of believing that they are not going to be a good English speaker. Lack of self-confidence also becomes a great problem which affects students'

speaking performance. It is difficult for the students to master English speaking if they are not confident with their own speaking ability.

c. Apprehension of other evaluation

Horwitz (2001) has noted that communication apprehension of other evaluation may affect learners when practicing both L1 and L2. McCroskey (2015) revealed that there is a direct link between lack of confidence in one's skills and reluctance to be involved in interaction with other people as it will directly exposes a person to be evaluated by other people. It makes the students afraid to speak as well as they know in front of audience.

From the literature review, it can be concluded that each individual of EFL learners has different aspects of the problem in English sub-skills, and also each individual from various countries has different aspect of subskill problem in speaking English. As we mentioned earlier that Japanese people usually have problems in the pronunciation aspect and Indonesians have problems in the grammar aspect. All of this is basically strongly influenced by the mother tongue of each individual and is also influenced by the accent and pronunciation of the original language. The main problem of this research is the students speaking subskill, they are pronunciation, grammar, vocabulary and fluency.

Syafii (2017) explained that relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. The previous researches which have relevant to this research. The researcher found the previous research entitled analyzing the students' problems in speaking as performance at the English education department of Universitas Islam Negeri (UIN) Alauddin Makassar conducted by Salmawati (2020). The finding of her research showed the students' problems were linguistic and nonlinguistic problems. Linguistic problems included lack of vocabulary with percentage 100%, poor in grammar 87.5%, poor in pronunciation 68.75%, while in nonlinguistic included fear of making mistake 68.75%, lack of confident 81.25%, and apprehension of other evaluation 20%. Linguistic problems was the most problems that students' often faced in speaking as performance.

Therefore, the researcher was not satisfied with the result of the study. This study is more general, researchers will examine in more detail specifically in linguistic problems, namely English speaking subskill problem, they are grammar, pronunciation, vocabulary and fluency. The researcher want to know what is the poorest English speaking subskill among the students of MAS Darul Ulum Banda Aceh.

3. METHODS

3.1 Research Design

This design of this research is quantitative research. Gay (2000) state that quantitative research are used to describe current condition, investigate relationship, and study cause effect phenomena. Quantitative approach was employed since this research was define the research question based on the trends in the field of research site. Creswell (2012) describes that quantitative approach is used if the researchers want to identify a research problem based on trends in the field or on the need to explain why something occurs. In this research, the researcher was conducted research about the most problematic English speaking sub-skill among the student of MAS Darul Ulum Banda Aceh.

3.2 Population and Sample

According to Sekaran and Bougie (2009), population refers to the entire group of people, events, or things of interest for which the researcher wants to make inferences. The population of this research was the first grade students of MAS Darul Ulum Banda Aceh. Sukardi (2010) states that the population is all members of a group of objects that live together in one place and planned to be the target of the conclusion of the end result of a study.

The writer used *clustering sampling*. Clustering sampling means choosing an intact group of population members as samples of the research with similar characteristics, Gay (2009). There are three classes A, B and C in the first grade of MAS Darul Ulum Banda Aceh. From the classes the writer takes one class of class A, they are 30 students as sample of this study.

3.3 Data Collection

In collecting the data, the researcher needs instrument and its procedures:

3.1.1 Instrument

The instruments that used by the researcher was speaking test.

The procedures of collecting the data are explained below:

1. The researcher contacted the head of the class to arrange the meeting with students.
2. The researcher explained the procedure of the test.
3. The researcher conducted the speaking test in classroom.
4. The researcher called the students one-by-one to get in the class to do the speaking test face to face with the tester.
5. The researcher conducted the speaking test by giving one topic to the students to be presented. The topic is Daily activity.
6. The researcher made the student feel comfortable, he said a short greeting "good morning" and "how are you".
7. The researcher asked the student to tell about his / her daily activity about 3 to 5 minutes.
8. The researcher recorded the students' voice when they were speaking.
9. The researcher gave score for the students by using English speaking rubric, the rubric used as follows:

4. RESULTS & DISCUSSION

4.1 The Result of the Study

4.1.1 Students' Speaking Vocabulary

- a. The Classification of the Students' Speaking Vocabulary

The classification of students' vocabulary in speaking ability at class X-2 of MAS Darul Ulum Banda Aceh. Each indicator had

total score and it was divided by sum of students' so it resulted as mean score can be seen clearly in the following explanation:

Indicator	Vocabulary
	Result
Mean Score	5.25

The researcher got the mean score after calculated the data which have been explained in the preview explanation. The main score was 5.6 which mean it classified as a fair classification.

- b. The Frequency and Percentage of Students' Speaking Vocabulary

The following table showed the percentage of the students' speaking vocabulary.

No	Score	Classifying	Result	
			Frequency	Percentage
1	8.6 - 10	Excellent	1	3.33 %
2	7.6 - 8.5	Very Good	2	6.66 %
3	6.6 - 7.5	Good	4	13.33 %
4	5.6 - 6.5	Fairly	7	23.33 %
5	4.6 - 5.5	Poor	8	26.66 %
6	1.0 - 4.5	Very Poor	8	26.66 %
	Total		30	100 %

The result of the test showed from 30 students. there was 1 student (3.33%) who belonged to 'excellent' category, 2 students (6.66%) who belonged to 'very good' category, 4 students (13.33%) who belonged to 'good' category, 7 students (23.33%) who belonged to 'fairly' category, 8 students (26.66%) who belonged to 'poor' category and 8 students (26.66%) who belonged to 'very poor' category.

4.1.2 Students' Speaking Grammar

- a. The Classification of the Students' Speaking Grammar

The classification of students' grammar in speaking ability at class X-2 of MAS Darul Ulum Banda Aceh. Each indicator had total score and it was divided by sum of students' so it resulted as mean score can be seen clearly in the following explanation:

Indicator	Vocabulary
	Result
Mean Score	5.60

The researcher got the mean score after calculated the data which have been explained in the preview explanation. The main score was 5.6 which mean it classified as a fair classification.

b. The Frequency and Percentage of Students' Speaking Grammar

The following table showed the percentage of the students' speaking grammar.

No	Score	Classifying	Result	
			Frequency	Percentage
1	8.6 - 10	Excellent	2	6.66 %
2	7.6 - 8.5	Very Good	4	13.33 %
3	6.6 - 7.5	Good	5	16.66 %
4	5.6 - 6.5	Fairly	6	20 %
5	4.6 - 5.5	Poor	6	20 %
6	1.0 - 4.5	Very Poor	7	23.33 %
	Total		30	100

The result of the test showed from 30 students. There were 2 students (6.66%) who belonged to 'excellent' category, 4 students (13.33%) who belonged to 'very good' category, 5 students (16.66%) who belonged to 'good' category, 6 students (20%) who belonged to 'fairly' category, 6 students (20%) who belonged to 'poor' category and 7 students (23.33%) who belonged to 'very poor' category.

4.1.3 Students' Speaking Pronunciation

a. The Classification of the Students' Speaking Pronunciation

The classification of students' pronunciation in speaking ability at class X-2 of MAS Darul Ulum Banda Aceh. Each indicator had total score and it was divided by sum of students' so it resulted as mean score can be seen clearly in the following explanation:

Indicator	Vocabulary
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	Result
Mean Score	6.44

The researcher got the mean score after calculated the data which have been explained in the preview explanation. The main score was 5.6 which mean it classified as a fair classification.

b. The Frequency and Percentage of Students' Speaking Pronunciation

The following table showed the percentage of the students' speaking pronunciation.

No	Score	Classifying	Result	
			Frequency	Percentage
1	8.6 - 10	Excellent	4	13.33 %
2	7.6 - 8.5	Very Good	6	20 %
3	6.6 - 7.5	Good	8	26.66 %
4	5.6 - 6.5	Fairly	3	10 %
5	4.6 - 5.5	Poor	4	13.33 %
6	1.0 - 4.5	Very Poor	5	16.66 %
	Total		30	100

The result of the test showed from 30 students. There were 4 students (13.33%) who belonged to 'excellent' category, 6 students (20%) who belonged to 'very good' category, 8 students (26.66%) who belonged to 'good' category, 3 students (10%) who belonged to 'fairly' category, 4 students (13.33%) who belonged to 'poor' category and 5 students (16.66%) who belonged to 'very poor' category.

4.1.4 Students' Speaking Fluency

a. The Classification of the Students' Speaking Fluency

The classification of students' fluency in speaking ability at class X-2 of MAS Darul Ulum Banda Aceh. Each indicator had total score and it was divided by sum of students' so it resulted as mean score can be seen clearly in the following explanation:

Indicator	Vocabulary
	Result
Mean Score	5.53

The researcher got the mean score after calculated the data which have been explained in the preview explanation. The main score was 5.6 which mean it classified as a fair classification.

- b. The Frequency and Percentage of Students' Speaking Fluency.

The following table showed the percentage of the students' speaking fluency.

No	Score	Classifying	Result	
			Frequency	Percentage
1	8.6 - 10	Excellent	1	3.33 %
2	7.6 - 8.5	Very Good	3	10 %
3	6.6 - 7.5	Good	5	16.66 %
4	5.6 - 6.5	Fairly	8	26.66 %
5	4.6 - 5.5	Poor	6	20 %
6	1.0 - 4.5	Very Poor	7	23.33 %
	Total		30	100 %

The result of the test showed from 30 students. There was 1 student (3.33%) who belonged to 'excellent' category, 3 students (10%) who belonged to 'very good' category, 5 students (16.66%) who belonged to 'good' category, 8 students (26.66%) who belonged to 'fairly' category, 6 students (20%) who belonged to 'poor' category and 7 students (23.33%) who belonged to 'very poor' category.

4.2 The Discussion

The finding of the study reported the data related to what is the poorest English speaking sub-skill among the students of the first grade of MAS Darul Ulum Banda Aceh.

The data in this research were taken by using speaking test in terms of oral test. The findings revealed from this study based on the research questions. This study was conducted to find out what is the poorest English Speaking Subskill among the students of MAS Darul Ulum Banda Aceh. There were four major findings revealed from this study. They were vocabulary, grammar, pronunciation and fluency. The data which have been collected was analyzed by the researcher. From the results of the four sub-skills of student speaking above, it can be mentioned as follow: The mean score of the four subskills of speaking among the students of MAS Darul Ulum Banda Aceh from the lowest to the highest were vocabulary (5.25), pronunciation (6.44), fluency (5.53) and grammar (5.60). The lowest mean score was vocabulary. The mean score of vocabulary was 5.36. So the research question has been answered that the poorest English speaking sub-skill among the students of MAS Darul Ulum Banda Aceh was vocabulary. This finding is in line with that reported by Khan in Fitriani et al. (2005), that students who learn English as a foreign language have difficulties to use word and expression to speak.

5. CONCLUSION

Based on the research finding and discussion in the previous chapter, from the mean score of the four subskill of speaking above, it showed that the lowest mean score was vocabulary. So the researcher concluded that the poorest English Speaking subskill among the students of MAS Darul Ulum Banda Aceh was vocabulary.

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