

## TEACHER'S PERSPECTIVE IN IMPROVING STUDENTS' ENGLISH SPEAKING SKILL

Dwi Suny Wardhany

Universitas Ahmad Dahlan Yogyakarta  
dwi.wardhany@gmail.com

---

**Abstract:** Mastering speaking skill is imperative for English language learners because this skill is needed to hold a conversation. However, it is not an easy task for teachers as the fact that many students choose to keep silent in the speaking class. The purpose of this study is to find out a teacher's perspective on how to make students speak up or involve themselves in the speaking activities to develop their English speaking skill. This study was qualitative using the semi-structured interview to collect the data. It involved one EFL teacher who had 11 years of experience in teaching English. The length of experience in teaching has made the teacher aware of students' attitude toward the speaking class and thus she takes several strategies in teaching speaking. Based on the teacher's perspective, there were factors affecting the students' difficulties in the English speaking class that made them unwilling to speak up. In the awareness of that case, the teacher believes that it is necessary to use some ways or strategies in teaching speaking to help students overcome their difficulties as well as encouraging the students to try to speak up in English and be involved in the speaking activities.

**Keywords:** *English, Speaking skill, Students' English speaking skill, Teacher's perspective*

---

### INTRODUCTION

Language is an important tool of communication. Kronenfeld (2004) explains that language is a communication mechanism common to all human societies and cultures and used by (almost) all human beings, but not seen in any kind of full form in any non-human species or community. It can be conceived that only human language has the complete form which is more complex than non-humans communication. The use of language is very significant in human's life to interact with other people. It is a way of communicating ideas, thoughts and feelings.

English has become the international language that many people around the world learn and use it to communicate. As pointed out by Roux (2014) English language has been the most commonly used and indeed dominant language for international business, technology, science and academia. In most countries, English is treated as their second language to be learned. Not only in classroom settings, is English also used in news, advertisement, technology, social media, and many more. Sayuri (2016) says as well that English is an international language and has an important role in our life because it is not only used for communication with people in the world but also it is used for getting better jobs or work in the future. This confirms the significance of the language.

In Indonesia, English is treated as a foreign language and has become one of the subjects that must be learnt in Junior and Senior High School. It is included an extracurricular in Elementary School. Indeed, some kindergartens or playgroups have used English in their curriculum. In Junior and Senior High School, English is one of the subjects tested in the National Final Examination. According to Silalahi (2016), in applying English in schools' curriculum, the National Education Ministry keep revising the regulation on it but still maintaining English as a compulsory subject in the national final examination, and one of the subjects tested for the entrance exam to universities. In other words, English language should be mastered, especially for students.

---

There are four English language skills that should be mastered by the learners. They are listening, speaking, reading and writing. Among all, speaking is one of the most important skills that need to be developed by the English language learners because they mostly use it to interact with others in order to express ideas or feelings fluently and coherently. To be able to speak English well, the learners should master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension (Sayuri, 2016). In mastering a foreign language, people often see others' ability to speak a measurement of success of language acquisition. It means that the mastery of a language is observable in the speaking activities or in transferring ideas orally. Similar ideas also suggested by Nazara (2011), in that society tends to make speaking skills a measurement of one's mastery of English.

Through speaking, people can transfer their ideas, knowledge, or information to others. Speaking is one of the productive skills. Koran (2015) explains that speaking is considered to be the complex system since it requires the ability to use grammar, sound, vocabulary and even cultural knowledge of the language. Similarly, Kürüm (2016) states that speaking is more than form grammatically correct sentences, and then pronounce them. Rather it encompasses wide areas of mechanics, functions, pragmatics and social interaction. According to Kaniadewi, Sundayana, & Purnawarman (2017), speaking is one of the language performances that is well recognized as the essential skill needed by all people in the world. Thus, speaking is not only being able to make utterances, but also being able to produce meaningful sentences in that language and appropriate to social contexts. This ability is vital needed by people to interact with others. In addition, Leong, Lai Mei and Ahmadi (2017) affirm the importance of speaking which helps language learners develop their vocabulary, grammar skills, and their writing skills.

To master speaking skill of English in a non-English speaking country, such as Indonesia, is not easy. Many students face some difficulties in speaking English even though they have learnt the language for more than 6 years. The most common problem is the fear to speak up in English. There are some reasons regarding that matter. Some students may understand what the teacher said but when the teacher ask them, it is hard for them to tell their opinion or their answer. It could be caused by students' lack of vocabulary and lack of grammar knowledge. Having limited vocabulary could be a barrier in speaking. The less vocabulary they have, the fewer sentences they can make. It discourages them to speak. As stated by Misbah et al. (2017) with limited vocabulary can cause a problem for students to express themselves in spoken English. Furthermore, grammar could be a barrier too in speaking. English grammar is different from Indonesian. Students must learn many tenses, not to mention the complex structures to make sentences. Being afraid of making mistakes while speaking could be an obstacle also for students in the speaking class. They are afraid that when they make mistake, the teacher will scold them in front of the class. The others are frightened that they may be mocked by their friends if they make mistake or their friends will make jokes from the mistakes they did. Insecurity is a big problem, particularly when learning foreign language. It would be hard for the students to take a first step to speak up if they still have that feeling. This is in line with Tuan and Mai (2015) statement that students worry about making mistakes, fearful of criticism and shy of attention when they try to say something in a foreign language in the classroom.

In addition, having less exposure to speaking activity can cause students' difficulties in expressing ideas, choosing correct structures, lack of producing appropriate vocabulary and producing correct pronunciation (Bustari, Samad, & Achmad, 2017). Uninteresting speaking activity is also one of the problems that prevents students to speak up. It has made the class to

be monotonous during the teaching and learning process. As asserted by Kaniadewi et al. (2017: 14):

*“This can be seen in the speaking activities, which consist of drilling materials in the textbook, practicing the material, and finally producing the task based on the text in the worksheet. There are no variations of learning English speaking which could engage students to be more involved to the speaking activities”.*

All the obstacles mentioned above have hindered students to speak up and get involved in the speaking learning process. It has made students to choose being silent in the classroom. Therefore, an English teacher has a tough responsibility in the speaking class as he/she should be able to make students to speak up and engaged in the speaking learning process so that students' speaking ability get better. To do that, an English teacher should find appropriate ways or strategies that can help students overcome their difficulties. This is in line with Tuan and Mai (2015: 8) statement that “to help the students improve their speaking skills, it is necessary to find ways to help them overcome their problems”. Similarly, Koran (2015) states that teacher's primary role is to help learners overcome their communication barriers and motivate them to take an active part in speaking activities. It indicated that teachers should be aware of students' obstacles in the speaking class in order to be able to find the right strategies that can make students willing to speak.

There have been a lot of studies focusing on improving students' English speaking skill. One of the studies is a study conducted by Khan & Ali (2010) entitled “Improving the speaking ability in English: The students' perspective”. The results of the study showed that: (a) most students (80%) complained about the limited time to speak in the classroom, (b) most students (70%) agreed that different exercises were not given to them regarding speaking ability, (c) some students (37.5%) were scolded by their teachers for speaking incorrectly, (d) some of the students (37.5%) could not speak in the classrooms of English because of the fears of their teachers, (e) maximum number of the students (85%) was shy because of the fear that their class fellows would laugh at them, (f) most students (85%) agreed that teachers help regarding academic problems. It can be inferred that some students felt that their speaking ability was not improved yet. It has been indicated by the percentage of the results that 37.5 % of the students could not speak in the class as they were afraid of their teacher and 85% of students were shy to speak up. Thus, some students in the study viewed that the speaking class did not help them yet to be brave to speak English.

Another study conducted by Nazara (2011) entitled "Students' Perception on EFL Speaking Skill Development" found that there were more respondents who viewed their speaking skill unsatisfactory than those who viewed it satisfactory. The details are as follows: 100% of respondents wanted to speak English well and fluently. 70% of respondents said that they got appropriate opportunity for improving speaking in speaking classes. 77.5 % of respondents stated that the materials in speaking classes were exciting for developing speaking skills and 87.5 % of respondents agreed that the activities in speaking classes empowered them to speak English. 60% of respondents were shy to speak English because of their classmates laughing and almost one-third (32.50%) did not speak in English because they were afraid of their lectures. Based on the results of the study, it can be seen that some students (32.50%) did not speak at all in the speaking class and also some students were shy to speak up in English (60%). In addition, there were still some students who said that they did not get opportunity for improving speaking, some of them said that the materials were not exciting and some of them said that the speaking

activities did not empower them to speak English. It can be concluded that some students viewed their speaking class did not help them to improve their speaking ability.

A study conducted by Anjaniputra (2013) entitled "Teacher's Strategies in Teaching Speaking to Students at Secondary Level" found that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. Those strategies got positive feedback from the students as follows: 16 students among 22 students (72.72%) agreed that the lessons help them speak English. 15 students (68.18%) agreed and six students (27.27%) strongly agreed that the activities require students to be active and to participate in the class. 15 students (68.18%) agreed that the lessons facilitate varied students visually, motorically as well as audibly, and 14 students (63.63%) agreed that the lessons make them brave to speak English. However, it can be seen from the percentage of students' response that only 14 students out of 22 students who agreed that the lessons help them to speak. The rest of the students still felt that the speaking lesson did not help them to be brave to speak English.

Another study conducted by Anizar et al. (2019) entitled "Teachers' Strategies in Teaching Speaking at SMP Negeri 18 Medan" revealed that the strategies used by the teachers to increase students' ability to speak were repetition drill and role play. In applying those strategies in teaching speaking, the teachers faced some problems such as students had such a low motivation to study English, the students were shy and afraid because they lack grammar's ability and vocabulary. In addition, the teachers in the study revealed that the students were also afraid of their friends' laughing if they made mistakes.

The previous studies mentioned above highlight the improvement of students' speaking ability in learning English based on the students' point of view and based on the strategies used by the teachers in teaching speaking. Meanwhile, in this study, the researcher wants to highlight a teacher's perspective to obtain in-depth information and experiences from an English teacher on how to make students speak up and get them involved in the speaking activities to develop their English speaking skill. It is important to know about the teacher's approaches and strategies as the form of awareness of the students' belief in the context of speaking class to improve students' speaking skill.

## **METHOD**

This study uses a qualitative approach with a case study design to explore an English teacher's perspective and experiences regarding teaching speaking. Sagadin as cited in Mohajan (2018: 11) states that "A case study is used when we analyze and describe; each person individually for his/her activity, special needs, life situation, life history, etc.; a group of people, such as, a school department, teaching staff, etc., a problem or several problems, process, phenomenon or event in a particular institution, etc., in detail". A case study is used because the researcher wants to dig more, in-depth information regarding an English teacher's perspective and experiences on how the teacher deals with the students who do not want to speak at all and get involved in the speaking activity.

Semi-structured interview was used as data collection method to obtain in-depth information regarding the research topic. As stated by Harrell and Bradley (2009) that semi-structured interviews are often used when the researcher wants to dig deeper into a topic and to fully understand the answers offered. In doing the interview, the researcher employed an interview guide which the questions designed by the researcher. In designing the questions, the researcher adopted the interview guide used by a study conducted by Rizqi (2017) entitled "Stress and Resilience among EFL Teachers" and modified it according to the objective of this research.

---

The researcher selected a teacher who has had 11 years of experience in teaching English. The length of experience in teaching would make a teacher have a broad view related to the education, especially the way or strategies in teaching speaking and handling students' varied characteristics.

The subject of this study is Kyorai (pseudonym), a qualifying English teacher who began her career by teaching in kindergarten in the late 2008. Then, she moved to teach at Elementary school. Starting at 2009 until 2013, she joined with a non-formal school to teach English of all levels (elementary, junior high school, senior high school, and adult). After that, she moved to teach at a formal school (a private senior high school) to teach English conversation for 10<sup>th</sup> grade – 12<sup>th</sup> grade (2013-2017). She also taught English at vocational high school for 11<sup>th</sup> grade and 12<sup>th</sup> grade (2014-2017). In the same year of 2017, she decided to quit from those schools for a personal reason. Then, in the beginning of 2018, she started to open her own private English class for all levels (elementary, junior high school, senior high school, and adult class to teach TOEFL), while now she also teaches English at a non-formal school called *Sanggar Kegiatan Belajar* (2017-present).

The interview was conducted through voice chat in WhatsApp. It was recorded by using a smartphone for the purpose of data analysis. The process of analyzing the data includes some steps suggested by Creswell (2014) as follows: (1) transcribing the interview results, (2) reading all the data to find the general ideas said by the participant, (3) starting to make coding by taking text data, segmenting sentences into categories and labeling those categories with a term, (4) using the coding process to produce a small number of themes or categories as the main findings, (5) conveying the findings into the detailed discussion and (6) making an interpretation of the findings and discusses it with the literature on the topic.

## FINDINGS AND DISCUSSION

This section describes the findings regarding the teacher's perspective to make students active to speak up and involve in speaking activities. It also discusses the findings in correlation with the relevant literature. After conducting the semi-structured interview regarding the teacher's experiences in teaching English, the teacher revealed that in the speaking class, many students were not active and reluctant to be involved in the speaking activities due to several problems. The situation encouraged the teacher to use several ways or strategies to treat those who did not want to speak up in English. The interview results are elaborated as follows:

### Factors Affecting Students' Difficulties in the English Speaking Class

There are some difficulties or problems faced by the students in the speaking class. Tuan and Mai (2015) found that the speaking problems encountered by the student in their study were students' shyness, more frequently in using mother tongue, students spoke very little or not at all, they had no motivation, fearful of criticism and worried about making mistakes. Similar findings also expressed by Noprival (2016) that the problems of speaking English faced by students were lack of grammar and vocabulary knowledge, fear of negative response from others, low self-esteem to speak in English, and feeling anxious to speak in English. Those findings are correlated with Kyorai's experiences in the speaking class. When she was asked about the involvement of students in her English speaking class, she found that not all students were active and involved in the speaking activities. Indeed, more than half of the students in the class were passive.

*"Only few students were active in my speaking classes. Some of them remained silent in the speaking class".*

Kyorai was aware that there must be factors that caused the students not to speak up in English. They remained silent until the class ended. This issue is in line with Juhana (2012) who said that teachers should be more mindful of the students' difficulty in speaking English; thereby they can overcome those difficulties and thus the students are encouraged to speak. Kyorai revealed that the students were lack of confidence, added to their shyness. This is in accordance with a study conducted by Christie and Listyani (2018) that mentioned students' obstacles in speaking English i.e., anxiety, low of confidence, and difficulty to express sentences appropriately.

### ***Students' Lack of Confidence***

In learning foreign language, self-confidence plays an important role to master the speaking skill. Gürler (2015) states that lack of self-confidence can make learners hard to speak in foreign language and even in mother tongue. According to Kanza (2015) as cited in Christie and Listyani (2018: 142), "generally, self-confidence is someone's feeling of trusting and believing in his/her abilities to do things in successful way". In other words, having self-confidence can stimulate someone to do something because he's sure of his abilities. As stated by Roysmanto (2018) that self-confidence could give enthusiasm, bravery, and stimulation to the learners. Therefore, it is the crucial part in the speaking skill. Lack of self-confidence in speaking English can make learners or students unwilling to speak up because they are not sure of their abilities. Juhana (2012) explained that students' lack of confidence typically arises when students notice that their conversation partners have not understood them or when they do not understand other speaker. Kyorai found that in her speaking class, many students showed the unwillingness to talk in English.

*"I saw the expressions of my students in speaking class, they showed the feeling of worry, afraid, shy, lazy, inability.*

In addition, Kyorai said that she was aware that the speaking class would be regarded as something horrible by the students because they were afraid of making mistakes in speaking English.

*"They worry that their friends don't understand what they are saying. They are afraid that their friends will laugh at them and the teacher will scold them when they make mistakes in speaking."*

These indicated that many students are not confident to speak English because they think their English ability is bad and they cannot speak English well. This is consistent with He and Chen (2010) as cited in Humaera (2015) who said that the major cause of students' lack of confidence is their low ability in speaking English.

### ***The Nature of Students' Shyness***

According to Lyness (2013) as cited in Marhamah (2016: 50), shyness "is an emotion that affects how a person feels and behaves around others". Another definition of shyness is a sort of uneasiness and inhibition in social situations, especially dealing with unaccustomed people (Buss, 1985 as cited in Bashosh et al., 2013). According to Bowen (2005) and Robby (2010) as cited in Juhana (2012), the cause of shyness is someone's nature or character that makes someone very quiet. Based on the explanations, it can be understood that shyness is an uncomfortable feeling in social situations because people worry about what other think of them. Shy people tend to be very quiet to avoid clumsiness, anxiety, and insecurity.

Based on Kyorai's observation and experiences, she found that some students are reluctant to speak and they choose to be passive even though she already asked them to try to express

their opinion, they were quiet and tend to avoid the interaction. Kyorai shared her tough experience in having a student who was so passive in the speaking class because of the shyness.

*“So one of my students is so shy, taciturn, and doesn’t want to speak up in English, plus she doesn’t like English. She’s very quiet so it’s really hard to persuade her to talk in English”.*

Shyness can affect someone’s performance in speaking foreign language. High level of shyness can make students quiet and unmotivated during the learning process or reluctant to try speaking in English as they thought that talking in front of many people is intimidating. It can make them easy to forget what to say when all eyes are on them. Baldwin (2011) as cited in Humaera (2015), states that the feeling of shyness can make the mind go blank and do not know what to say when talking in front of people. Shy persons avoid others’ attention to them so that they will choose not to be involved in the speaking activities. In other words, shyness can be an obstacle in learning English, especially in speaking because speaking requires the learners to be active to express their ideas orally.

### **Teacher’s Strategies in Teaching Speaking**

As an English teacher, Kyorai is aware that it is important to know the students’ difficulties in the learning process so that teachers can design the proper strategies to help students improve their skill. In aware of that case, she believes that she needs to have her own strategies to make students willing to speak up and participate in the speaking activities.

### ***Giving Encouragement to Motivate Students to Speak Up***

Motivating students to speak up in speaking activities is not easy. It needs an approach and need more efforts from the teacher to encourage students to speak up. Humaera (2015) states that motivation has a significant role in learning and teaching foreign language. Kyorai commented that to the students who were reluctant to speak in English, she would keep asking them, persuading them to speak up. In her opinion, she must treat every student differently because she was aware that some students were just being passive for particular reasons. It is important to inform them that the speaking class is not a threat to them. The teacher (Kyorai) revealed the way she motivates her students to speak up as follows:

*“I always emphasize to my students in the speaking class: “it’s okay making mistakes, so please don’t laugh at your friends when they are making mistakes because we can make the same mistakes too. That’s normal because we are in the process of learning. It’s okay even though your sentences are not correct grammatically. The important thing is you know what I mean and I know what you mean. But step by step we have to correct the grammar. Please don’t be afraid to speak up, you don’t have to speak like the English native speaker because I don’t speak like the native speaker too. So don’t worry, but step by step we have to correct our pronunciation. I will appreciate your efforts for being brave to speak up in English, I will not get mad at you for making mistakes so don’t worry”.*

It indicated that the teacher (Kyorai) keep persuading her students to speak up in English. She added that after being encouraged, some students were willing to speak. This is in line with Juhana (2012) who said that encouragement can give students a feeling of security.

### **Creating Friendly Environment for Students in the Speaking Class**

It is important to create a relaxed atmosphere, such as sharing, rather than strained situation. This is also supported by Nazara (2011) that suggests teachers find more ways to create a friendly and conducive environment in the classroom. In this case, the teacher (Kyorai) asserted that in every English class she attended, she does not begin her class with the teaching material. Instead, she begins it by asking how they were doing and what was new that day so that it would lead students to share what they feel.

*“It’s like open sharing session first for students before I start the lesson. Usually I make time for 10 minutes to talk with them about how their condition is or whether there is something new happen to them or whether there is a hot topic they are discussing. When I start to ask them like that, they will confide what they feel. I can see that they got excited through their expression and it can help building our relationship to be closer to each other”.*

Kyorai uses the method to make her students feel relaxed because she knows that speaking class is seen as terrifying by some students who have limited knowledge of the language. In her opinion, being a strict teacher would make students afraid of the teacher and thus prevent them from speaking during the learning process. Instead, being friendly with students would make them comfortable in the class. This is in line with Zua (2008) as cited in Juhana (2012) that teachers should build emotional bonds with the students so that students feel comfortable with their teacher.

Furthermore, Kyorai also revealed another way in creating friendly environment for the speaking class to students who are reluctant and shy to speak in English. She convinced the students that she would appreciate their efforts to be brave to speak in English.

*“I have to guide shy students during the speaking class. When the speaking activity demands students to stand up in front of the class, I will stay beside him/her to make them comfortable. I said to them that it’s okay making mistakes. When he/she is success to express her ideas in English, I give them praise, saying: “I know you can do it, you just shy. Next time, don’t be shy anymore, we will learn to improve your sentences”. I really appreciate my student’s efforts to finally be able to speak up after I persuade them and guide them”.*

As suggested by Dörnyei (2001) that teachers need to create a safe and supportive classroom where the norm of tolerance prevails and students feel comfortable taking risks because they know that they would not be humiliated or judged if they make a mistake.

### **Presenting Interesting Teaching Materials for Speaking Activities**

The fact that not all students involve themselves in the speaking activities has made Kyorai thinks a way to make students interested in the speaking activities so that they are all involved. To attract students’ interest in speaking activities, the teacher (Kyorai) would relate the materials to their lives. This is in line with Dörnyei (2001) statement that learners would feel less excited to learn something that they cannot see the point of because it seemingly has no relevance to their lives. To make the materials have relation with the students’ lives, Kyorai needs to check out updated information related to the students’ condition, such as the current topics that they like to talk about and then make connection with the speaking activities.

*“If the material is about asking and giving opinion, I will take the topic that they like or a topic that has been popular among them. I have to give them a theme that can*

*relate to them. Or I can give them an option what theme they like to talk. I try to relate the teaching materials to their world so that they will not get bored and get motivated to speak up”.*

Kyorai was aware that students do not know what to talk if the speaking activities or teaching materials given are uninteresting. Moreover, another way she used to present interesting teaching materials is by using English books from overseas because it provides more speaking activities and relates to the students’ lives. In her opinion, the curriculum and the English textbook in Indonesia provide less speaking activities and is more into the reading skill because it focuses on the final examination which requires more reading.

*“I prefer to search for teaching material on the website or books from overseas because the material is more interesting, relate to the students and provide more speaking activities”.*

She also added that the learning process at school provides limited time to practice speaking. To overcome the situation, she utilized the facility of technology in teaching. She believed that technology can attract students’ interest. Christie and Listyani (2018) said that technology can be used as a medium to encourage students in speaking.

*“I asked them to make a project outside school like making a tutorial video or making vlog about their self-introduction or anything based on their interest so that they can get enough speaking activities to practice to speak up in English to develop their speaking skill”.*

This indicated that the teacher (Kyorai) is aware of her students’ condition and try to search for suitable ways or strategies in teaching to make her students speak in English.

## CONCLUSIONS

The fact that not all students are active to speak up and involve themselves in the speaking activities in the classroom has made an English teacher find strategies to make students more active. Many students in the speaking class do not want to speak in English for particular reasons. The students feel worry, shy, afraid, lazy, and incapable of speaking English. In addition, uninteresting teaching materials discourage the students to be involved in the speaking activities. In this case, the teacher has a crucial role to develop the students’ speaking skill. From the interview results, the teacher revealed that she must treat the students differently and must be aware of the students’ attitude and feeling towards the speaking class. Creating friendly environment in speaking class is necessary to make students feel comfortable to do speaking activities without being fearful of teacher’s scolding. Furthermore, giving more encouragement to motivate students to speak up is important to grow students’ confidence. In addition, the teaching materials for speaking must relate to the students’ interest and it is necessary vary the activities to eliminate the students’ boredom. In-depth research regarding strategies on how to motivate students who do not want to speak at all as well as how teachers create pleasant and supportive environment in a speaking class are recommended for further research

## REFERENCES

- Anizar, Nisya; Saragih, B. N. and S. T. W. F. (2019). Teachers’ Strategies in Teaching Speaking at SMP Negeri 18 Medan. *Jurnal Edulingua*, 6(2), 1–5.
- Anjaniputra, A. G. (2013). Teacher’s Strategies in Teaching Speaking To Students At Secondary Level. *Journal of English and Education*, 1(2), 1–8.

- Bashosh, S., Nejad, M. A., Rastegar, M., & Marzban, A. (2013). The Relationship between Shyness, Foreign Language Classroom Anxiety, Willingness to Communicate, Gender, and EFL Proficiency. *Theory and Practice in Language Studies*, 3(11), 2098–2106. <https://doi.org/10.4304/tpls.3.11.2098-2106>
- Bustari, A., Samad, I. A., & Achmad, D. (2017). The Use of Podcasts in Improving Students' Speaking Skill. *JELE (Journal of English Language and Education)*, 3(2), 97–111. <https://doi.org/10.26486/jele.v3i2.256>
- Christie, Lavani Satya; and Listyani, L. (2018). Teachers' Strategies to Improve Students' Self-Confidence in Speaking. *REGISTER Journal*, 11(2), 121–138.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th Editio). United States of America: SAGE Publications, Inc.
- Dörnyei, Z. (2001). Motivational Strategies in The Language Classroom. In *Cambridge University Press*. United States of America: Cambridge University Press.
- Gürler, İ. (2015). Correlation between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students. *Curr Res Soc Sci*, 1(2), 14–19.
- Harrell, Margaret C. and Bradley, M. A. (2009). Data Collection Methods: Semi-Structured Interviews and Focus Groups. In *RAND Corporation*. <https://doi.org/10.1111/j.1538-4632.1999.tb00980.x>
- Humaera, I. (2015). Inhibition In Speaking Performance. *Journal of The Association for Arabic and English*, 1(1), 31–50.
- Juhana. (2012). Psychological Factors That Hinder Students from Speaking in English Class ( A Case Study in a Senior High School in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*, 3(12), 100–110.
- Kaniadewi, S., Sundayana, W., & Purnawarman, P. (2017). Improving Students' Speaking Ability in Reporting Procedural Text by Using Videos. *Journal of English and Education*, 5(1), 13–19. Retrieved from <https://pdfs.semanticscholar.org/eba3/7423ad216a8d78f72cc71e14b0831afeaecc.pdf>
- Khan, N., & Ali, A. (2010). Improving the Speaking Ability in English: The students' Perspective. *Procedia - Social and Behavioral Sciences*, 2(2), 3575–3579. <https://doi.org/10.1016/j.sbspro.2010.03.554>
- Koran, S. (2015). The Role of Teachers in Developing Learners' Speaking Skill. *6th International Visible Conference on Educational Studies and Applied Linguistics*, 400–416.
- Kronenfeld, D. B. (2004). Language, Cognition and Thought. In *Encyclopedia of Life Support Systems (EOLSS)* (pp. 1–15). EolssPublishers, Oxford, UK.
- Kürüm, E. Y. (2016). Teaching Speaking Skills. In E. SOLAK (Ed.), *Teaching Language Skills For Prospective English Teachers* (1st ed., pp. 45–64). Retrieved from [https://www.researchgate.net/publication/312538107\\_Teaching\\_Speaking\\_Skills](https://www.researchgate.net/publication/312538107_Teaching_Speaking_Skills)
- Leong, Lai Mei; and Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34–41. Retrieved from [http://ijreeonline.com/files/site1/user\\_files\\_68bcd6/sma1357-A-10-26-1-fefa0eb.pdf](http://ijreeonline.com/files/site1/user_files_68bcd6/sma1357-A-10-26-1-fefa0eb.pdf)
- Marhamah. (2016). The Relationship Between Shyness and Motivation to Speak English of The First Year Students of English Study Program of FKIP UIR Pekanbaru. *J-SHMIC*, 3(2), 47–57. <https://doi.org/10.1017/CBO9781107415324.004>

- Misbah, N. H., Mohamad, M., Yunus, M. M., & Ya'acob, A. (2017). Identifying the Factors Contributing to Students' Difficulties in the English Language Learning. *Creative Education*, 08(13), 1999–2008. <https://doi.org/10.4236/ce.2017.813136>
- Mohajan, H. K. (2018). Qualitative Research Methodology in Social Sciences and Related Subjects. *Journal of Economic Development, Environment and People*, 7(01), 1–29.
- Nazara, S. (2011). Students' Perception on EFL Speaking Skill Development. *JET (Journal of English Teaching)*, 1(1), 28–43. <https://doi.org/10.33541/jet.v1i1.50>
- Noprival. (2016). Students' Voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia. *Jurnal Ilmiah Universitas Batanghari Jambi*, 16(1), 77–81.
- Rizqi, M. A. (2017). Stress and Resilience Among EFL Teachers: An Interview Study of an Indonesian Junior High School Teacher. *TEFLIN Journal*, 28(1), 22–37.
- Roux, P. W. (2014). English as an International language: The Debate Continues. *Polyglossia*, 26(March), 45–58. <https://doi.org/10.1515/9783110243345.172>
- Roysmanto, R. (2018). A Correlation Between Self-Confidence and the Students' Speaking Skill. *Research and Innovation in Language Learning*, 1(1), 1–8. <https://doi.org/10.33603/rill.v1i1.1076>
- Sayuri. (2016). English Speaking Problems of EFL Learners of Mulawarman University. *Indonesian Journal of EFL and Linguistics*, 1(1), 47–61.
- Silalahi, R. M. (2016). English Teachers' Perspectives on the Impacts of English as a Global Language Influencing the Indonesian Educational System. *Prosiding Ictte Fkip Uns 2015*, 1(1), 788–794.
- Tuan, Nguyen Hoang and Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8–23.