



The Study of Speaking Problems Faced by English Department Students of UNP in Doing Group Presentation

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Abstract

Speaking was one of the essential components in learning English as a second or foreign language. It was undeniable that many EFL learners need help with speaking performance. This research aimed to explore English Department students' speaking problems. The research focused on speaking problems related to psychological and group work aspects. The data for this research was gained from students' responses to the distributed questionnaire. Last year English Education and English Literature students in the English Department UNP were chosen as the population. The sample consisted of 67 students selected through a simple random sampling technique. The data was analyzed using descriptive method with simple statistics. The findings of the research showed the speaking problems faced by students were related to anxiety, lack of confidence, fear of making mistakes, shyness, and group work problems.

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INTRODUCTION

Speaking is one of the important skills to acquire in learning English as a foreign language. According to Rao (2019), among the four fundamental language skills, speaking is considered as the most crucial skill in learning a second or foreign language. It is undeniable that in a real-life situation especially in an English environment, speaking ability is important for someone to convey their idea and thoughts directly through oral communication. Then, the level of proficiency of someone in speaking English is in line with the correctness of the messages delivered to others. Hammad (2020) suggests that speaking requires an understanding of grammar, pronunciation, and forming sentences so that the listeners can understand them.

Putri and Marlina (2019) mentioned that among four language skills such as reading, speaking, listening and writing, speaking is apparently considered as the most difficult skill for foreign or second language learners. Speaking English is difficult for several learners because it has more complexity rather than other skills in learning a

new language. In the early stages, speaking problems faced by many are related to the understanding of pronunciation, grammar, and others (Tridinanti, 2018). It means that EFL learners must pay attention to many aspects of English rules to speak fluently without hesitation.

In English Department UNP for instance, many activities require speaking English such as group presentations, public speaking practice, interpretation practice, and microteaching. Therefore, one of the ways to be good academically, the students should possess a good speaking ability. In doing group presentations, for example, the ability to speak English well may help students to deliver the materials effectively. This is because, in delivering the presentation's content, the presenter should communicate it orally to the audience. However, a good presentation cannot be achieved through the instance process. As mentioned by Hammad (2020) there are three steps in an oral presentation: planning, preparation, and practice.

Presentation activity is usually performed individually or within a group. Individual presentations require the presenter to prepare and present the materials by themselves. When it comes to a group presentation, all members of the group have to work together in preparing and presenting the materials. Then, each member of the group should take turns to deliver the materials through speaking during the performance. Without good teamwork, a successful group presentation cannot be achieved. Therefore, good teamwork is needed before and during group presentations to ensure all members of the group can perform their maximum capacity.

Some previous research has discussed students' problems in speaking English. Chand (2021) found that some of the speaking problems encountered by students were related to: feeling nervous, hesitation, lack of vocabulary, the inability to use grammatical patterns, pronunciation of words, fear of making mistakes, anxiety towards speaking, lack of strong motivation from teacher, lack of suitable environment to practice. Another study conducted by Heriansyah (2012) found that most of the problems faced by EFL learners are limited vocabulary, lack of confidence to speak, hard to express words or sentences, and not being used to talking in class. Naufal et al. (2017) stated that all students face problems while learning English and the most common is due to lack of vocabulary, bad pronunciation as well as afraid of making mistakes.

Previous research has studied speaking problems faced by English Foreign Language learners, but mostly it focuses on speaking in general or speaking for another purpose. In this study, the researcher will narrow the scope of the research by exploring students' problems in speaking while doing group presentations. It is interesting to study since presentation becomes of common activity during the learning process in the university, especially in the English Department of UNP.

Exploring the speaking problems faced by students in the English department in doing group presentations is important. It is because group presentation commonly used as one of the learning activities demands students to speak proficiently so that they can deliver the materials precisely. Therefore, it is very important to know the problems that influence students' speaking performance in doing group presentations.

METHOD

This research was conducted under descriptive research design because it was meant to explore the speaking problems faced by students in doing group presentation. Descriptive research according to Polit & Beck, (2017) is a methodological approach with the purpose to provide comprehensive and detailed description of phenomena that naturally happened without the manipulation the environment. The Population students of this research was the last year students of English Department UNP registered year 2020. The data was collected from the student's answers to the questionnaire. This research used random sampling where everyone in population had the same chance to be samples of the research. It involved 67 students from English Education and English literature study program. The way to dicide sample size was using slovin's formula with maximum allowable error 10%

RESULT AND DISCUSSION

Research Finding

The questionnaire was used to explore the students problems in doing group presentation consists of 20 close ended statements plus 1 additional open-short question. It consist of 5 indicators namely anxiety, shyness, lack of confience, fear of mistakes, and group work where each of indicator consist of 4 statements.

Table 1. anxiety speaking problems in doing group presentation

No	Statements	SA	A	D	SD
1.	I feel nervous when speaking English in front of the class in doing group presentation.	5 (7,5%)	36 (53,7%)	25 (37,3%)	1 (1,5%)
2.	I feel worried when it is my turn to speak English in doing group presentation.	4 (6%)	34 (50,7%)	25 (37,3%)	4 (6%)
3.	I feel worried facing unpredictable situation when speaking English in doing group presentation.	10 (14,9%)	41 (61,2%)	14 (20,9%)	2 (3%)
4.	I feel tense when speaking English in doing group presentation.	3 (4,5%)	33 (49,3%)	30 (44,8%)	1 (1,5%)

The first indicator purposed to explore the anxiety speaking problems in group presentation, and each of statements of this indicator were derived from four sub indicators. From the table 1, the result for the first statement showed that more than half of the respondents, namely 61.2%, those who voted strongly agree and agree, felt nervous when speaking English in front of the class in doing group presentations. Additionally, the data presented reveals that the rest of respondent namely 38.8%, those who voted disagree and strongly disagree did not experience the feeling of nervous when speaking in front of the class in doing a group presentation.

Moreover, the data in the table 1 showed that most of the respondents also felt worried when it was their turn to speak English in doing group presentations, with a percentage 56,7% (D + SD). In contrast, it also discovered from the data in the table that, almost half of the respondents i.e 41,3 (D + SD) did not not agree that they felt worried when it was their turn to speak English in doing group presentations.

The next statement still about the feeling of worry, but it was about different circumstances. As can be seen from the data, a large amount of respondents i.e 76.1% (SA + A) revealed that they felt worried facing unpredictable situations when speaking English in doing group presentation. Otherwise, 23,9 % (D + SD) of the respondents pointed that they were not experiencing the worries facing unpredictable situations when speaking English in doing group presentations.

Furthermore, the last statements in this indicator shows that a little bit more than half respondents namely 53,8% (SA + A), experienced tense when speaking English in doing group presentations. Despite this, 46.3% (SA + A) respondents acknowledged that they was not feeling tense when speaking in doing group presentation. From this data, it also can be seen that the kontras between agreeing and disagreeing were not too far.

To conclude, over more than half of respondents experienced speaking problems related to anxiety in doing group presentations. The most problems voted in sequence i.e feeling worried facing unpredictable situations, followed by feeling nervous, then feeling worried when it was their turn to speak, and feeling tense. Nevertheless, there is a sigificant amount of respondents who none experienced some and all the problems above that related anxiety speaking problems in doing group presentations.

Table 2. lack of confidence speaking problems in doing group presentation

No	Statements	SA	A	D	SD
1.	I do not believe with my English speaking ability in doing group presentation in front of lecturers and classmates.	2 (3%)	32 (47,8%)	27 (40,3%)	6 (9%)
2.	I feel afraid to speak English loudly in doing group presentation.	2 (3%)	26 (38,8%)	36 (53,7%)	3 (4,5%)

3.	I don't believe towards my capacity to understand the presentation materials which influence the way I speak English in doing group presentation.	5 (7.5%)	30 (44,8%)	29 (43,3%)	3 (4,5%)
4.	I feel having low ability when speaking English in doing group presentation.	2 (3%)	29(43,3%)	32 (47,8%)	4 (6%)

The second indicator intended to know the speaking problems related to lack of confidence in doing group presentations. According to the data in table 2, it can be accumulated that the percentage of respondent answered strongly agree and agree for statement 1 namely 50,8%. At the same time, the amount of the respondents that answered disagree and strongly disagree was 49.3 %. So, it clearly showed there was a very thin gap between the percentage of respondents that agreed and disagreed in the statement of "I do not believe with my English speaking ability in doing group presentation in front of lecturers and classmates."

Besides, the second statement in this indicator disclosed that less than half of the respondent namely only 41,8% (SA + A), affirmed that they felt afraid to speak English loudly in doing group presentation. In comparison, in data presented in the table above, it was also unveiled that 58,2% did not feel afraid to speak English loudly in doing group presentation.

Then, in the third statement, 52.3% (SA + A) of the respondents thought that they did not believe towards their capacity in understanding the presentation materials that influence the way their speak in doing group presentations. Likewise, the data in the table 2 enlighten 47,8% (D + SD) of the respondents considered that they believed towards their capacity in understanding the presentation materials that influence the way their speak in doing group presentations.

Furthermore, in the last statement of this indicator, it can be seen that the percentage of respondents that considered themselves had felt low ability when speaking English in doing group presentation, were 46.3% (SA + A). Meanwhile, more than half of the respondents, namely 53.8% (SA+A) had not felt low ability when speaking English in doing group presentation.

In summary, the comparison between who voted strongly agree & agree, and disagree & agree with the speaking problems related to lack of confidence was not significant. It just a little bit more than half of the respondents lack of belief with their English speaking ability. Then, less than half of the respondents felt afraid to speak loudly, lack of belief towards their capacity in understading materials, and felt having low ability in English. Again, the gap between those who had and had not experienced these problems was close.

Table 3. fear of mistakes speaking problems in doing group presentation

No	Statements	SA	A	D	SD
1.	I feel afraid of making errors while speaking English in doing group presentation.	15 (22,4%)	36 (53,7%)	12 (17,9%)	4 (6%)
2.	I feel concerned on how others will see me when speaking English in doing group presentation.	9 (13,4%)	37 (55,2%)	17 (25,4%)	4 (6%)
3.	I feel afraid of looking foolish if making mistakes when speaking English in doing group presentation.	14 (20,9%)	32 (47,8%)	20 (29,9%)	1 (1,5%)
4.	I feel worried receiving negative evaluation about my English speaking in doing group presentation.	10 (14,9%)	22 (32,8%)	29 (43,3%)	6 (9%)

The third indicator aimed to explore about fear of mistakes experienced by students when speaking English in doing group presentations. In the first statement, it can be seen that, there was a high percentage of respondents who felt afraid of making errors when speaking English in doing group presentation i.e 76.1% (SA + A). Nevertheless, as we can see from the table, it just 23.9% (D + SD) of respondents that did not afraid of making errors when speaking English in doing group presentations.

Additionally, it can be seen from the table, in the first statement, most of the respondents namely 68.6% (SA + A), concerned on how others will see them when speaking in doing group presentations. In contrast to the percentage of those strongly agreed and disagreed, there was 31.4% (D + SD) of respondents that did not concern towards how others will see them when speaking English in doing group presentation.

In the next statement of this indicator, 68.7% (SA + A) of respondents as showed in the table 3, were afraid of looking foolish if making mistakes when speaking English in doing presentations. Whereas, we can see that total percentage of those disagreed and strongly disagreed about feeling afraid of looking foolish if making mistakes when speaking English in doing group presentation were only 31.4 %.

In line manner, the last statement in the fear of making mistakes indicator, shows that 47.7% (SA + A) of respondents affirmed they felt worried to receive negative evaluation about their English speaking in doing group presentations. However, more than half of the respondents i.e 52.3% (D + SD) did not experience the

feeling of worry to receive negative evaluation about their English speaking in doing group presentations.

In conclusion, majority of respondents experienced three speaking problems related to fear of making mistakes from four problems explored. They are mentioned from the prominent one namely afraid of making errors, afraid of looking foolish, and concerned on how others will see them. Meanwhile, only less than half of respondents experienced the feeling worried to receive negative evaluation their English speaking in doing group presentation.

Table 4. shyness speaking problems in doing group presentation

No	Statements	SD	A	D	SD
1.	I feel hesitate when speaking English in doing group presentation.	7 (10,4%)	25 (37,3%)	31 (46,3%)	4 (6%)
2.	I feel reluctant when speaking English in doing group presentation	4 (6%)	16 (23,9%)	40 (59.7%)	7 (10.4%)
3.	I feel not ready to be noticed by lecturer and friends when speaking English in doing group presentation.	6 (9%)	26 (38,8%)	33 (49,3%)	2 (3%)
4.	I feel uncomfortable when speaking English in doing group presentation in front of the class.	2 (3%)	17 (25,4%)	44 (65,7%)	4 (6%)

The fourth indicator explored was about the shyness felt by students when speaking English in doing group presentation. Based on the data that can be seen in the table, for the first statement, there was 47.7% (SA + A) respondents who experienced hesitation when speaking English in doing group presentation. On the other hand, the accumulation of those answered disagree and strongly disagree were more than half of the percentage namely 52.3%. Then, the answers for the second statement of this indicator shows there was 29.9% (SA + A) of the respondents who felt reluctant when speaking English in doing group presentation. At the same time, there was 70.1% (D + SD) of respondents did not feeling reluctant when speaking English in doing group presentation.

Next, it also can be seen from data in the table that the percentage of total respondents who answered strongly agree and disagree were 47.8%. It showed that almost half of the respondents were feeling not ready to be noticed by lecturer and friends whens speaking English in doing group presentation. In another side, a

combined percentage who disagree and strongly disagree with this statement reach 52.3% of respondents.

In the last statement of the indicator, the data in table 4 showing that only 28.4% (SA+A) of the respondents who felt uncomfortable when speaking English in doing group presentation. In contra to those strongly agreed and agreed, more than half of the respondents namely 71.7% (D + SD) felt uncomfortable when speaking English in doing group presentation.

To sump up, from the data we know that majority of respondents did not experience speaking problems related to shyness in doing group presentation. However, a considerable percentage of respondents experienced it. The prominent speaking problems related to shyness in doing group presentation faced by less than half respondents mentioned in order were not ready to be noticed, hasitate when speaking, reluctant to speak, and feeling uncomfortable.

Table 5. Group-work speaking problems in doing group presentation

No	Statements	SA	A	D	SD
1.	We have the shared goals to speak English well in doing group presentation.	21 (31,3%)	41 (61,2%)	4 (6%)	1 (1,5%)
2.	All of group members contribute appropriately to prepare good materials so that we can speak English well in doing group presentation.	13 (19,4%)	42 (62,7%)	10 (14,9%)	2 (3%)
3.	All of my group members actively cooperate to practice together before the presentation so that we can speak English well in doing group presentation..	9 (13,4%)	36 (53,7%)	18 (26,9%)	4 (6%)
4.	All group members collaborate actively	10 (14,9%)	44 (65,7%)	11 (16,4%)	2 (3%)

<p>in sharing the understanding towards the materials so that we can speak English well in doing group presentation.</p>				
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Indicator number five namely group-work intended to discover whether or not the students on this study experienced group work problems that contribute to their performance to speak English well in doing group presentations. Based on data in table 5, for the statement 1, it can be seen that most of the respondents namely 92.5% (SA + A) considered that they group members were having the shared goals to speak English well in doing group presentation. In contradiction, there was only 7.5% of respondents disagreed and strongly disagreed that group members were having the shared goals to speak English well in doing group presentations.

In addition, the data in table 5 shows more than half respondents i.e 82.1% (SA + A) revealed that all of their group members contributed appropriately to prepare good materials so that they can speak English well in doing group presentation. Otherwise, it just 17.9% (D + SD) of respondents that thought not all of their group members contributed appropriately to prepare good materials so that they can speak English well in doing group presentation.

Then, statement three of this indicator also show more than half of respondents namely 67.1% (SA+A) felt all their group members actively cooperate to practice together before the presentation so that they can speak English well in doing group presentations. In contrary, from the data, we know the rest of respondents i.e 32.9% (D + SD) experienced not all their group members actively cooperate to practice together before the presentation so that they can speak English well in doing group presentations.

Finally, the data of fourth statement in this indicator showed most of respondents namely 80.6% (SA + A) considered all of their group members collaborated actively in sharing the understanding towards the materials so that they can speak English well in doing group presentations. In another side, it can be seen from the data only 19.3% (D + SD) of respondents that thought not all of their group members collaborated actively in sharing the understanding towards the materials so that they can speak English well in doing group presentation.

In conclusion, most of respondents did not experience group-work problems that affect their speaking performance in doing group presentations. As majority of respondents voted strongly agreed and agreed with statements related to effective group-work experiences. However, smaller percentage of respondents experienced lack of effective group work. They disagreed and strongly disagreed that all of their group members were having shared goals, giving proper contribution to prepare materials, actively cooperating to practice together, and collaborating actively in sharing understanding towards the materials so that they can speak English well in doing group presentations.

In conclusion, to address the research questions of the study, the speaking problems faced by students were various. Students experienced different speaking problems in doing group presentations. Many of students faced problems in anxiety, lack of confidence, fear of making mistakes, shyness. Furthermore, only a small number of students faced group work problems in doing group presentation. It indicated that, in doing group presentation, their psychological speaking problems were more commonly found than problems related to group work.

Besides closed ended items, the students were also asked open-ended questions, It was meant to investigate subjects that students preferred to do a group presentation.

Table 5. The answers of open-ended questions

No.	Name of Course	Frequency
1.	Psycholinguistics	5
2.	EFYL	5
3.	Sociolinguistics	4
4.	Nothing	4
5.	Etcentra	49

Data in the table shows that students had chosen diverse course that they enjoying the most in doing group presentation. As we can see, the top five courses mentioned by respondents namely psycholinguistics (5), EFYL (5), and sociolinguistics (4). In another side there was 4 students had chosen nothing. Then, the rest of students had chosen other course with the frequency less than 4 students for each of course.

Discussion

Group presentations might given benefits for enhancing students language ability and understanding towards content materials. At the same time, students might encountered speaking problems in doing group presentations. This study aimed to know the speaking problems faced by students in doing group presentations. The problems explored focus on psychological and group work aspects. To gain data from respondents, the researcher distributed questionnaire to be fill out by sample participants. The results were vary among the respondents. Referring to the findings explained previously, there are several paramount points that can be furtherly discussed. They are problems related to speaking anxiety, fear of making mistakes and group-work.

In term of speaking anxiety, it can be indicated from findings that more than half students felt anxious in doing group presentations. They felt nerveous when speaking English in front of the class in doing group presentations. Anxiety condition is related to certain anxious feelings felt by learners that cause nerveous and worry (Ilyas, Putri, Nurani, 2021). Then, the feeling of nerveous itself has become one of the common problems faced by students when speaking English in various circumstances. This claim aligns with the result of a reseach conducted by Krismatanty and Siregar (2017), that found almost all students in their study were still nerveous when speaking English during lectures.

Furhermore, the finding in this study shows that most of students felt worried in two different circumstances. First, they felt worried facing uncertain situations when speaking English in doing group presentations. As in doing group presentations,

sometimes there are some unexpected situations may appears when delivering the materials. For instance, when doing presentations performance sometimes there are some unpredictable issues that appear like technical problems, forget the speech, noise distruction, audience disinterst, and unexpected reaction from audiences that may disturb the concentration and smoothness of presenters while speaking to deliver materials. These kind of conditions in line with problems in doing presentation discovered by Karjo (2008) in his reasearch where some of students lack of attention, over reactive, yelling when presenters made mistakes, and it became too noisy sometimes. In addition, Tian and Mahmud in Mardiningrum & Ramadhani (2022) also found that the familiarity of audience and classmate reactions contributed to the anxiety of presentations performance.

Then, most of them also felt worried when it was their turn to speak English in doing group presentations. It means, they worried whether or not they would demonstrating good English speaking performance in group presentations. They might be afraid of not getting their desire grade. As found by Ilyas, Puti and Nurai (2021), most of students in their research were starting to panic when they knew the would be assesed by lecturer. In addition, the feeling of worried felt by EFL to speak in target language sometimes influenced by linguistics aspects. As suggested by Abrar et.al (2022) in their research finding, the language barrier (vocabulary, fluency, grammar and pronunciation) were the most common among other factors that influencing speaking anxiety.

The last problems related to speaking anxiety discovered in this study was the feeling of tense when speaking English in doing group presentations. This problem were experienced by more than half of respondents in this research. This finding aligns with Thu (2022) that found that in oral presentations, students tend to feel nervous and tense, also confused with their contemplation sometimes.

The results of this exploration along with explanation of (Horwitz 1986), anxiety is a sort of hardship in the mind where it consist of subjective feeling of nerveouness, tensity, interception and worry related to automatic nerveous systems activation. Hadziosmanovic as cited in Erdiana et.al (2020) stated that speaking anxiety is one of the problems faced by a lot of individuals predominantly in front of the many people. Otherwise, it was also found a number of students in this study that was not experiencing such kind of problems when speaking in doing group presentation. It indicated that despites more than half respondents wals having problems with anxiety, the rest of respondents were already cope with anxiety speaking problems in doing group presentations.

Based on findings, the scond issue that essentials to discuss further is problems related to lack of confidence in doing group presentations. It was found that the contrast between students who felt lack of confidence when speaking English in doing group presentation with those did not were thin. A number of students experienced problems related to lack of confidence when speaking English in doing group presentations namely lack of belief in self capacity to understanding the materials, felt afraid to speak loudly, felt having low ability in speaking English and lack of belief in ability to speak English.

Despite a close distance of contradiction among these four problems mentioned above, two problems i.e lack of belief in ability to speak English and lack of belief in

self capacity to understanding the materials were voted a little bit more than half of respondents. It indicated that, beside concerning about their English speaking ability, they were also not confidence about their understanding towards the materials they presented in group presentations. This situation may influence their speaking performance in doing group presentations because they were not sure and confidence about their capacity. As stated by Elliot "concept of self-confidence relates to self-assurance in one's personal judgement, ability, power, etc, sometimes manifested excessively." cited from Fitriani et.al (2015).

Then, it just a little bit less than half of respondents felt having low ability in English and felt afraid to speak English loudly. So, we can implied that the contrast between who felt lack of confidence when speaking English in doing group presentations with those did not were thick. Nevertheless, this problems should still be concerned because lack of self confidence may give negative effect towards students speaking performance. As Hebaish (2012) explains "the lack of self-confidence is thought to be the most dangerous barrier for effective communication" (p.61), cited from Ningrum and Lystiani (2022).

The third issue in this study that need to be discussed further is speaking problems related group work. From the findings, it was found that only a small percentage of respondents who had problems with their team members in preparing group presentations. It can be implied that most of the respondents did not experience speaking problems related to group work in doing group presentations. Most of them revealed that they were having effective group work for group presentations where all their group members had shared goals, gave proper contributions and materials, did cooperation and active involvement, and also did collaboration when preparing materials in order to speak well in group presentations. So, in this study, group work is not main variable that make them having problems with their speaking in doing group presentations because they had experienced working with responsible group members. Nevertheless, unlike the majority of students, there still a small percentage of respondents that was not experienced effective teamwork in group presentation. It aligns with finding from Kartojo (2007) in his research that discovered that in doing group presentation, some groups reported that several members of their group did not want to participate in the preparation of materials.

CONCLUSION

In this research, the researcher had explore the speaking problems faced by English department students of UNP in doing group presentation. The problems faced by a number students related to their own psychological aspect such as anxiety, lack of confidence, fear of making mistakes, shyness. Furthermore, only some of the students that faced problems related to group work in doing group presentations. The findings contribute to an understanding that group work aspect was not a significant issue that influence students' speaking performance in doing group presentations. Even though group work is one of important component, they supposed to speak English in turns individually in doing group presentation. Therefore, despite English speaking ability, psychological condition was the most important matter to succeed in speaking during group presentations. Lastly, it can be assumed that students' speaking ability likely to be same both in doing individual and group presentation.

This study was limited to exploring the kind of psychological problems plus group work conditions that experienced by students in doing group presentations. Therefore, researcher suggests the future study to explore the speaking problems faced by EFL learners in other variables. Then, EFL students should able to identify and aware towards their speaking problems as soon as possible in their early stage of learning so that they can found out strategies to cope with it because good speaking ability is important in doing group presentations performance. Also, it is essential for EFL students to deepen their competency in English speaking by having more English speaking practice so that they can be psychologically more ready to speak English in various purposes and circumtamses like in group presentation. Then, because of research limitation, it need to emphasized that the result of this study cannot generalize to students' current condition and ability. This study focussed on the past experiences of the students from defined population.

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