
THE ANALYSIS OF TERTIARY EFL STUDENTS' PROBLEM ON ENGLISH SPEECH

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Abstract

There was a fact that most of the sixth semester students are still low in English speech. Therefore, the main objective of this study was to find the factors and dominant factors that faced by the sixth semester students in English speech. The population was the sixth semester students of English department STAIN Bengkulu in academic year of 2011/2012 with a total number of 69 students. The researcher took all of the students as sample. This descriptive quantitative research was used questionnaires as the instrument to gather the data. The data obtained were analyzed by using percentage formula. The result of the research for the overall factors analysis showed that (64,6%) the students gave negative responses on the questionnaires give. It mean that average of English students face the problem in English speech as mentioned on the questionnaires. The finding showed that the factors that faced by the sixth semester students was anxiety (35,7%), self-esteem (33,5%), and motivation (30,8%). The dominant factor that faced by the students in English speech was anxiety (35,7%).

Keywords: *Students' problems, English speech*

1. INTRODUCTION

In daily activities, language plays an important role. Language is the important instrument in human life. By language a man can communicative, convey or obtain pieces of important to each other. Basically, language is a tool for conveying human ideas, opinion, and feeling. In using a language, we are demanded to understand what is meant by speaker. In addition, in global era, it's difficult to finding a good job. One must prepare himself with knowledge and skills that are needed and suitable with world of work. So, they can competence one of skill needed at the world of work is an able to communicative in foreign language, in this case, English.

In Indonesia, English was the first foreign language that was tough to the student as one of compulsory subject from Elementary school up to college or University. Like other subject, English has its own curriculum which was needed for successful in learning and teaching process. A curriculum usually includes the objective, a list of teaching point and suggestion for evaluation.

People can communicate with each other by using language. It brings idea, opinions, thoughts, and feelings. Based on Matthews, Candace (1994: 60) stated that, communications skills consist of building confidence, improving your delivery, including specific information, speaking from notes, pronunciation practice and learning strategies. English is the first foreign language in Indonesia which was important to transfer and gain knowledge, science and technology, art and culture, and establish international relationship. It takes an important role in education as a foreign language, which is taught from elementary, junior high school, senior high school, and university levels. It was a compulsory subject which develops language skill and the components of language such as grammar, vocabulary, and pronunciation. Another opinion said, "speaking is the skill to express the mind, ideas, and felling. Speaking in public can sometimes be a real challenge, if not a source of embarrassment not only to formal people but even to persons of high rank such as scholars, doctors, etc. They may have hesitations in facing an audience, often accompanied by sweaty palms, stuttering, and the tip of the tongue phenomenon. These dilemmas often cause untold problems to the speaker especially in selfexpression and unpleasant effects to the audience. Aristotle said "a speaker needs three qualities, good sense, good character, and good will toward his hearers."

Ayres and Milleer(1994: 4) stated that English speech or public speaking is one form communication that can make a vast difference in your ability to influence decisions in the public and

private sectors. In public speech, you have to opportunity to deliver an uninterrupted message to a few individuals or a few million individuals. Public speaking share much with other types of communication. It was also different in a number of respects. People from all walks of life need to speak in public, whether formally or otherwise.

Speaking in the public is not easy like our imagines. Based on Amy (2010:1) For many people, standing up in public and doing a speech is one of their greatest fear. There are many people like to speak a lots, but when they have an opportunity to speak in front of a large audience they felt anxiety or nervous at that time. Not only that but also there are some people excellent in writing, but they are poor when they have a chance to speak in the public. On the other hand, delivery speech is one of the most important for the people or students to be successful in their business, carrier, academic, and their social life that support them to easier in face this global era. Most of people, at some point in their life, will need to stand up and speak in front of a group of people to be successfully, Amy (2010:1) . So, public speaking is very important that should be learned by students to be successful.

Unfortunately, many students' were getting problems to speak in front of a large audience. It caused by the students' that ever studied at Elementary school up to University in Indonesia rarely to practice English, reluctant to do it, and they prefer speaking Indonesian languages or native language to English.

Based on the statement above, the writer was interested in analyzing the problem of the students' in English speech at sixth semester of English Department STAIN Bengkulu in Academic Year 2011-2012.

2. REVIEW OF LITERATURE

1. The Concept of Speech

The value of effective communication extends into the political arena, as well as our privates lives. The message is clear – the better communicator you were, the better your chances for a rich, satisfying life. Speaking is so much a part of daily life that we take it for granted (Thornbury, 2003:1). The average person produces tens of thousands of word a day, although some people – like auctioneers or politicians – may produce even more than that. So natural and integral was speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to it all over again in a foreign language. In addition, Finochiaro in Harsiwi, (2008:6) claimed that speaking is a real language, which mean that the capability to communicate in a language can be concluded that speaking. It could be concluded that speaking is interaction between speaker and listener, which involves several aspect such as ideas, message, information, and feeling. Those aspects are structurally depending on speaker and listener on how they create the conversation. Speaking ability is very important for human interaction. People almost speak everywhere and every day. In global era, many people speak using English as a mean of communication. It makes people who come from different countries to be easier in making interaction and communicate using English. According to Ur (1991:129), speaking is how to greet, take leave, begin and end conversation, apologize, thank and so on. Practicing English speaking was difficult for most of the students who learned English as their foreign or a second language. They were afraid of what they say will be misunderstood by the other people, because it was not used in their everyday lives.

Speech is essentially movement (Allen, 1960:1). Broadly speaking, a reasonably correct speech-flow is more important for intelligibility than correct sound. It is possible to carry on an intelligible English conversation in a series of mumbles and grunts, provided the voice movement was correct. Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. When English was spoken, we can hear that some syllables stand out above the others. This can be quite an objective feature of speech, since it was just as marked when reading a list of words from a dictionary as when we were engaged in conversation.

Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact. Based on Ur (1996) the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as speaker of that language,

as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. It was develop learners ability to express themselves through speech would therefore seem an important component of a language course.

In addition, when people hear someone speak, they pay attention to what the speaker sound like almost automatically (Louma, 2004:9-10). On the basis of what they hear, they make some tentative and possibly subconscious judgment about the speaker's personality, attitude, home region and native/non-native speaker status. As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing and variations in pith, volume, and intonation they also create a texture for their talk that support and enhance what they are saying. The sound of people's speed was meaningful, and that is why this is important for assessing speaking. According to Brown (2001: 267), speaking is demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language.

2. The importance of Speech

Cronkhite (1978) stated that speech is really a speaker's means of broadcasting part of his or her mental image when an audience considers that part of that image important enough to be broadcast. For example, when they feel they may want to adopt the part of a speakers image. What you are doing as you prepare a speech is considering how your mental image corresponds to those of your listener.

Success in English speech can open a whole world of opportunities for you. It can help you conquer new frontiers. Based on Hamilton K.E (2003:2), there were three benefits of speech such as personal benefits, practical benefits, and cultural benefits.

First, personal benefit is consist of Learn to be more sensitive and skilled communicator, Public speaking encourages you to look inside yourself and explore what matter to you--> share, Learn to consider listener-what do they want, need, like, care about, Learn the power of speech – words have emotional content, Word can hurt, heal, create, built, transform, In the beginning there was only speech---learner may only have speech, Learn to focus topic, how to structure, learn to listen, critically evaluate, discriminate type of message, appeal is it valid?, Learn to be active in learning—speak up and learn.

Second is practical benefits, it is consist of Can give or get help in class, Oral communications always one of top skill demanded by employer – what occupation doesn't need it?, Learn to speak concisely, clearly, and confidently, Will help you speak out in important situations, as parent, citizen, customer, tax payer social benefits, Nature of human to form group, depend on communication skills, Learn ability to persuade others---change things for better—be involved—seek civil justice, human rights—democracy – freedom of speech

Third is cultural benefit. In here, the students or people will get the benefits that consist of Learn to avoid ethnocentrism - one view that was right excludes many and Learn to avoid stereotype – all not one race/culture – look at many cultures – expand point of view --- learn to know individual – each a unique expression of many features --- what groups do you belong to?.

From the explanation of some experts above, we know that there are benefits for the students in English speech. Some of the benefits are personal benefit, practical benefit, and cultural benefit. Success in English speech or public speaking can open a whole world of opportunities for us. It can help us conquer new frontiers. It also can broaden our horizons through personal development, influence, and advances in our profession. Through speech or public speaking tools like research, conceptualization, and organization, we will have a systematic and effective way of presenting our ideas. In the other hand, it was make sure that English speech is very important for human life especially for personal life and others people. So, we should learn it to take successful in our life.

3. Students Problems in Speaking or English Speech

As the others skill, such as listening, writing, and reading, in teaching and learning speaking or speech, we will also probably find some problems. The problem could be the inappropriate that are used by the teacher and also the problems that come from the people or student itself. The problems that come from the students were the main aspect that usually found in teaching and learning speaking or speech. According to Brown (2000:142), there are some problems or factors that faced by the students in speaking English or English speech:

a. Anxiety

Speech anxiety is not new – it's been around for as long as people have been talking to one another. Most speakers who have experienced speech anxiety know the importance of being calm and confident when speaking. According to Hornby in Lestari (2010:14), anxiety is the state of feeling nervous or worried that something bad is going to happen. Another opinion, anxiety is concern and fear, especially about what might happen (Manser in Lestari, 2010:14).

Some feel nervous while other stays calm and relaxed when speaking. Factor in speech anxiety differ from person to person. But general factors apply to all of us.

Knowing the cause of speech anxiety is the first step in managing it effectively. Many anxiety-generating factors affect nearly all of us based on *The Module As A Guide For Teaching-Learning Public Speech*, including:

1. Poor preparation
2. Inappropriate self-expectations
3. Fear of evaluation
4. Excessive self-focusing
5. Fear of the audience
6. Not understanding our body's reaction

In addition, Ayres and Miller (1994: 22) also stated that there are three aspects of a situation contribute to the degree of speech anxiety a person feels, they are:

a. Novelty

Novelty concern doing things that are new and unfamiliar. For many people, giving a speech is a rare event. But even experienced speakers can encounter novel circumstances. For instance, teacher who were comfortable talking to the students encounter a novel situation when asked to address their peers or to deliver a course to a television camera for the first time. Fear of doing new thing is probably tied to failure in such situations in the past.

b. Conspicuousness

Conspicuousness means that you stand out from the audience. For instance, you probably feel conspicuous when, after quietly sitting in a large audience, you stand to make a remark. You are suddenly the center of attention. Standing apart from the audience, as is the case in delivering a speech, provides a degree of conspicuousness that can intensify feelings of speech anxiety.

c. Audience Characteristics

Audience characteristic can greatly affect speech anxiety. These include size, status, familiarity, and behavior. Most people feel more fear with larger audiences. We usually experience more fear facing higher status audiences, because individuals with higher status were in position to reward or punish us. In essence, the risk potential was higher with such an audience than with one of lower status. Unfamiliar audiences produce higher anxiety because we are less able to predict their response. Lastly, the audience's behavior can influence our feelings of speech anxiety. If the audience was visibly angry, bored or inattentive, such behavior may heighten our anxiety.

b. Self-esteem

Self-esteems are probably the most pervasive aspect of students' behavior. It could be easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of students, and belief on students own capabilities for that activity. Malinowski in Brown (2000:145) noted that all human being have a need for communication, defining oneself and finding acceptance in expressing that self in relations valued others. Personality development universally involves the growth of a student's concept of self, acceptance of self, and reflection of self as seen in the interaction between self and others.

By self-esteem, we refer to the evaluation which students make and customarily maintain with regard to themselves, it expresses an attitude of approval or disapproval, and indicates the extent to which students believe them self to be capable, significant, successful, and worthy. In short, self-esteem was students' judgment of worthiness that it expresses in the attitudes that students hold toward themselves. It was a subjective experience which the student conveys to others by verbal reports and other overt expressive behavior.

Students derive their sense of self-esteem from the accumulation of experiences with themselves and with others and from assessment of the external world around them. Three general

levels of self-esteem have been described in the literature to capture its multidimensionality (Brown, 2000: 145):

- a. Generally, self-esteem was said to be relatively stable in a mature students, and is resistant to change except by active and extended therapy. It was the general or prevailing assessment ones makes one's own worth over time and across a number of situations. In a sense, it might be analogized to a statistical mean or median level of overall self-appraisal.
- b. Specifically, self-esteem refers to one's self-appraisal in particular life situations, such as social interaction, work, education, home, or on certain relatively discretely defined traits, such as intelligence, communicative ability, or personality traits like gregariousness, empathy, and flexibility. The degree or specific self-esteem a student has may vary depending upon the situation or the traits in question.

c. Motivation

According to Harmer (1998:51) Motivation is some kind of internal drive which pushes someone to do think in order to achieve something. In addition, Brown (2000: 164), there are two types of motivation, they were intrinsic and extrinsic motivation. In learning process, motivation was an important an important aspect where it decides students to get success in second language learning. The student that has low motivation will get difficult in learning English for speaking or English speech. The low motivation in speaking or English speech appears in teaching and learning process, like the student do not want to speak English, keeping silent when discussion take place, feeling un-happy in learning English, especially when the students are practicing English, and without having lecturer's support. Motivation was the reason want to do something, oxford (2000:279). In addition, students' problem in motivation to English speech was influenced by:

1. Practicing

According to Manser, (2005:335) Practice is an action rather than ideas in doing an activity regularly or training regularly to improve your skill. Practice, practice, and more practice will help to overcoming your fear in English speech (Jane, 2010:2). In classroom or outside, some students are reluctant to take their friends and people in speaking English or English speech in English. They choose to speak using mother language or their native language than in English. This condition often happens in the classroom and outside of classroom. They do not have motivation to speak English. They do not realize it has big impact to their English progress especially for English speaking competence.

2. Care, interest, patience, and preference

Students need special care, interest, patience, and preference to learn English (Turtobisona in story, 2010:26). In learning speaking English or English speech, student meets motivation that orientate to get goals, like the students will be easier to get job if they were able to speak or speech in the public in English, they will know more English culture, have many abroad friends, and successful in their career, business, academic, and social life. Motivation is the reason wants to do something. Brown (2000: 160) stated that motivation is the most frequently used catch all terms for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is motivated. Motivation was very necessary in doing anything.

In speaking activity which took place both inside or outside classroom, the teacher and the court of language should recognize that like any other learning process, student needs reward which will motivate them to speak English well. A reward, whether it is in the form of reinforcement, a physical reward or even long term reward like a good mark will invite students to speak. Brown (2000: 162) stated that reward was very important in eliciting extrinsic motivation. Typical extrinsic rewards can be in the form of money, prizes, grades, and even certain type of positive feedback.

According to Ur (1996: 121), there are some problem that faced by the students in English speech, such as inhibition, nothing to say, low or uneven motivation, and mother-tongue use.

1. Inhabitation

According to Oxford Dictionary (1995: 216), inhabitation is a feeling of being unable to behave naturally. It means that the students have a trouble to behave or act naturally with their speaking activities. The students are often inhibited about trying to say something in foreign language in the classroom or they do not know what to say, worried about making mistake, difficult in arranging

the words and sentences to speak out, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to Say

Sometimes we found that the students are difficult to express and share their ideas or thought. Even if they not inhibited, we often hear that the students complain in the classroom that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking. Besides that, the students also have nothing to say because they do not know the context of what is talking about.

3. Low or Uneven Participation

Participation is taking part of or become involved in an activity, Oxford Dictionary (1995: 299). Participation is also one of aspects of successful speech or speaking. It means that in learning speech or speaking we need active or a lot of participation from the students.

In fact, we are often found that the students have low or uneven participation in speech or speaking activity in the classroom. This is also a significant problem that affects the process of learning speech itself. It is often that in classroom only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-Tongue Use

In learning English speech or speaking ability, we also found that the students sometimes speak by the using of their mother tongue. This problem occurred because they do not know how to arrange the words or sentences to say. Besides that, mother tongue used is also a problem in speech activities that influences the accuracy of speech or speaking activity and it can also make others students confuse to comprehend what is talking about by the speaker.

3. METHOD AND PROCEDURES

1. Research Design

The method in this research is descriptive quantitative, which emphasizes on describing students' problem in English speech. A descriptive research was describing, recording analyzing and interpreting condition exist (Judith, Preissle in Lestari, 2010:22). In addition, while quantitative was intended to describe current condition, investigate relationships, and study cause-effect phenomena (Gay, 2000: 11). According to Sugiyono (2007: 13), quantitative method was the research data in numerical form and an analysis using statistic. Distributing of the questionnaire used to get information from the sample was representing the number of population. The researcher used this method to analyze and explain the problems and dominant problems that faced by the students in English speech.

2. Population of the Study

The population of the research was the whole students of the sixth semester students' of English Department STAIN Bengkulu Academic year 2011/2012. The students were divided into three classes in which class A, B, and C. Based on the table above, it can be stated that this study was a population research because all of the population was taken as sample.

3. Instrument of the Study

The instrument of the research was questionnaire. The questionnaire consists of 30 items or statements about students' problems in which viewed from three factors: Anxiety problem (10 items), Self-Esteem problem (10 items), and Motivation problem (10 items). The items construction can be seen in the table 2 below:

The questionnaires write in Indonesian in order to the respondents were easily in answering the questions. Then, the item in these questionnaires was made based on the literature review in chapter II.

4. Technique for Collecting Data

Before the researcher spreads the questionnaire to the real sample on the sixth semester students' of TBI Program in STAIN Bengkulu, the questionnaire was given to the eight semester of English students of STAIN Bengkulu academic year 2011-2012 as the try out. The try out was done to them because they representative and real sample that had learn about public speech at the last semester. There were 30 students that tried out to know the validity and reliability of questionnaire. They are chosen through purposive sampling technique.

In collecting the data, the researcher used questionnaire. The researcher distributed the questionnaire to the sample. Then, the result of the questionnaire will be displayed in table percentage of the problems. After that, the percentage will be ranked by the researcher to decide the problems and dominant problems that make the sixth semester students' of TBI program STAIN Bengkulu difficult in English speech.

5. Validity and Reliability of the Test

The validity of a test was the extent to which it measures what it was supposed to measure and nothing else (J.B Heaton: 1998). The validity and reliability were very important to determine appropriateness and usefulness of a measurement instrument. According to Santoso (2000: 270), there were two important of requisite in questionnaire, they were a questionnaire that have to validity and reliable. Validity was degree to which correct inferences can be made on the basis of results obtained from an instrument. It depends not only on the instrument itself, but also on the instrumentation and characteristics of the group studied. In order to measure the instrument validity and reliability, in this case, researcher uses SPSS (Statistical Product and Service Solutions) to count the data.

From 30 items which were tried out, it was found that not all the items were valid. There were 10 items that not valid. So that, the writer took 20 items which were valid as the instrument of the study.

In finding the reliability of the instrument, the writer used Alpha Cronbach formula, where the data will be reliable if the result of the Alpha Cronbach more than of the t-count result. The result of Alpha Cronbach in this research was 0.900. It could be judged that the test was reliable, because the reliability coefficient of the test obtained was more than 0.240.

6. Technique for Analyzing Data

Percentage and range score scale, will use to process the data employ. The percentage formula was proposed by Arikunto (2006:235):

$$P = \frac{F}{N} \times 100\%$$

P : Percentage of the students score

F : Frequency of students score

N : The number of students

In interpreting the score, the researcher divides the four options into two group, they were:

- Negative response was the combination of "strongly agree" and "agree"
- Positive response was the combination of "strongly disagree" and "disagree"

4. RESULT AND DISCUSSION

1. Result

Graphically, the total score of students' problem in English speech which viewed from the anxiety factor, self-esteem factor, and motivation factor.

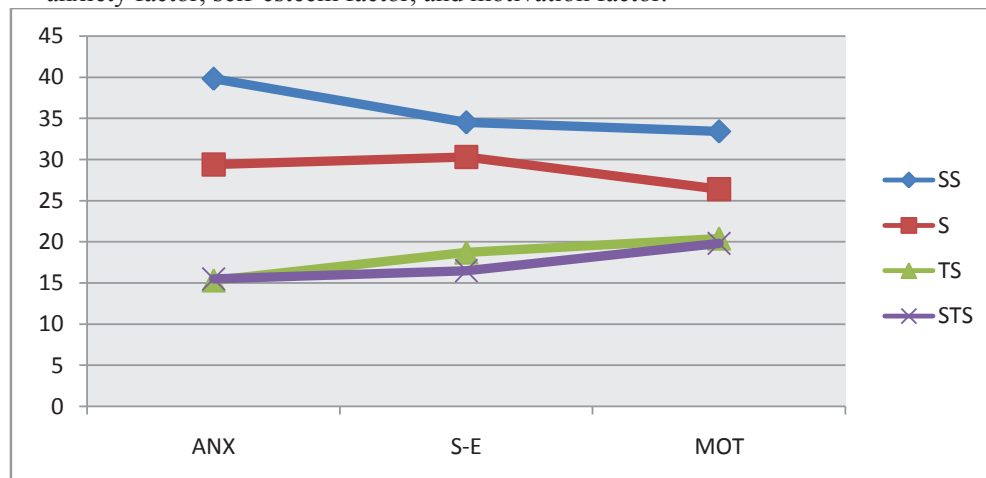


Figure 4.4**Graph for the students' problem in English speech (Anxiety factor, self-esteem factor, and motivation factor)**

Based on the figure 4 above, the highest percentage was anxiety in negative response of strongly agree (39,8%). Whereas, the lowest percentage was motivation in negative response of strongly agree (33,4%).

The students' score distribution in English speech problems (Overall factors)

No	Factors	Negative Response	Positive Response	Total
		%	%	
1	Anxiety	69,2	30,8	100
2	Self-esteem	64,8	35,2	100
3	Motivation	59,8	40,2	100
Mean		64,6	35,4	100

The table above shows generally about 64,6% of the English students' at the sixth semester of English study program STAIN Bengkulu Academic Year 2011/2012 gave negative responses to the questionnaire. It means that they faced some problems in English speech based on the three factors. The table above shows that the anxiety factor (69,2%) has a great influence to the students' in English speech. The second place was self-esteem (64,8%), and the lowest percentage was motivation (59,8%).

2. Discussion

Based on the result above, the researcher found that more than half of students' at sixth semester of English study program STAIN Bengkulu academic year 2011/2012 faced some problems in English speech. In this research based on the ranking, it seems the anxiety problem affect students' in English speech. Then, it is followed by self-esteem and motivation problem.

The result of this research shows that the most dominant problem that hinders students' in English speech was Anxiety. Anxiety cannot be avoided from learning activity. In English speech surely it was also happened, English speech was the most provoking anxiety of all. From the result of this research, most of the student were anxious because they were afraid of making mistakes when speech English.

Other item of the anxiety problem that has not affect the anxiety of the students' was afraid and nervous when delivering a speech that make the student forget what thing that will he or she deliver. This is supported by Ayres and Miller (1994:20) state that a great many other students report speech anxiety to be an important problem, and almost all of our students report having experienced speech anxiety at one time or another. One of the cause was the students are often reluctant to participate in a public speech class or activities because most of them were self conscious and do not like to appear stupid in front of their peers. The students were really afraid of failure, laughter, and ridicule.

The next factor was Self-esteem. Speech proficiency is supported by abilities such as grammatical, sociolinguistic, discourse, and strategic competence. Each competence influences students to speech English. This research shows that the students were un-confident to speech English because difficult to make the sentence systematically, the students un-confident to speech English because the students cannot understand how to speech perfectly, and the students un-confident to speech English because the students speak English too slow had the highest percentage in the self-esteem problem.

The last problem that faced by English students' in English speech was motivation. The result of this research shows that the motivation was the last problem and it was the lowest problem that faced by English students in English speech. So, from this problem, it can happen because we had knowing that motivation makes students devote their effort to pursue their goals. Here, their goals are

to be able to speech English. Students who have higher motivation will do anything. Even will make them cooked foolish in front of others. So, since the students do not find anything that will motivate them to speech. It is intrinsic and extrinsic motivation, it will be really hard for them to start speech English.

From the result, it was also known that the motivation affected the students' reluctance to speech English is the environment. The students said that the lecturer seldom to teach them.

5. CONCLUSION AND SUGGESTION

The problems that faced by the sixth semester students' of English study program STAIN Bengkulu Academic year 2011/2012 in English speaking or English speech were three factors. They were anxiety problem (35,7%), self-esteem problem (33,5%), and motivation problem (30,8%).

Based on the overall analysis covered, the dominant factor that was faced by the students was anxiety problem (35,7%). The highest percentage in this problem was the students afraid in making mistakes when speech English (46,3%). The second was self-esteem problem (64,8%). The highest percentage was the students un-confident to speech English because the students speak English too slow (41,0%). The last one was motivation problem (59,8%). The highest percentage was the condition of the class was not conducive (43,4%).

According to the conclusion above, the researcher suggest that English students at the sixth semester have to find way to solve their problem by creating a short speech among them. They are should not be un-confidence of making mistakes, pronunciation, the word, structure, and so on. Since, they just create and do the short speech among themselves who have same knowledge level.

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