**THE CORRELATION BETWEEN ENGLISH SPEAKING COMMUNITY LEVEL AND STUDENTS’ SPEAKING PERFORMANCE IN PUBLIC SPEAKING CLASS**

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**Abstrak**

*Speaking* adalah keterampilan penting yang dibutuhkan oleh pelajar bahasa Inggris sebagai bahasa asing. Keterampilan *speaking* ini sudah diajarkan di Indonesia sejak lama. Akan tetapi, kebanyakan pelajar merasa kesulitan saat mempelajari *speaking* terutama pelajar di tingkat universitas karena mereka tidak percaya diri untuk berbicara di hadapan orang banyak. Universitas menyediakan mata kuliah *Public Speaking* untuk membantu mahasiswa menguasai keterampilan *speaking* mereka. Bahkan, untuk memfasilitasi mahasiswa untuk menguasai keterampilan *speaking*, beberapa universitas menyediakan komunitas *speaking* untuk membantu mereka berlatih keterampilan *speaking* mereka di luar kelas. Oleh karena itu, penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara level komunitas *English speaking* dan penampilan *speaking* mahasiswa di kelas *Public Speaking.* Penelitian ini menggunakan metode studi korelasional. Terdapat 27 mahasiswa Pendidikan Bahasa Inggris di semester dua yang berasal dari 5 kelompok ESC di Universitas Negeri Surabaya. Data diperoleh dari kuesioner, observasi, dan tes *speaking*, dan dianalisis menggunakan *Pearson Product Moment* di SPSS. Hasil dari penelitian ini menunjukkan bahwa terdapat hubungan antara level ESC mahasiswa dengan penampilans*Speaking* mereka. Jadi, mahasiswa dapat meningkatkan penampilan *speaking* mereka dengan mengikuti komunitas *Englis speaking* yang ditawarkan oleh jurusan mereka.

**Kata kunci:** komunitas *English Speaking,* penampilan *Speaking,* kelas *Public Speaking*

**Abstract**

Speaking is an essential skill that is needed by EFL learners. It has been taught in Indonesia for a long time as a foreign language. However, most students get difficulties in learning especially students at university level because they are not confident to speak in front of people. They need to practice more not only inside but also outside the class. University offers Public Speaking course to help students achieve their speaking skill. Moreover, to facilitate students in achieving their speaking skill, some universities offer a speaking community to help students practice speaking outside the class. Therefore, this study aimed to investigate the correlation between English Speaking Community level offered by the university and students’ speaking performance in Public Speaking class. The design of this study is correlational study. There are 27 English Education students on the second semester from 5 groups of ESC in State University of Surabaya as the participants of this study. The data obtained through the questionnaire, observation, questionnaire, and the speaking test and analyzed using Pearson Product Moment in SPSS. The result shows that there is correlation between English Speaking Community level and students’ speaking performance. Thus, students’ can improve their speaking performance by joining ESC offered by the department.

**Keywords:** *English Speaking Community, Speaking Performance, Public Speaking Class*

# **INTRODUCTION**

The knowledge of foreign language helps students to connect well with other people. English is an international language that has been used by people around the world. It is spoken as a native language and as a second or foreign language and taught in all educational levels (Haidara, 2016). It means that English language is a language that has been used around the world and taught in educational institution. In Indonesia, English is considered as foreign language. Even though it has been taught in Indonesia for a long time, most students still get difficulties in Speaking English especially students at university levels. Even though they are from English department, sometimes, they do not feel confident to speak English inside or outside the class (Bravo et al., 2017; Riasati, 2018; Wael, Asnur, & Ibrahim, 2018). Students are afraid of speaking English because they are lack of experience and rarely practice to speak English.

As quoted by Alamri (2018) from Nunan (1991), speaking is the “ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently” (p. 23). Thus, speaking is not only aimed to communicate with other people but also to get information and share ideas. In speaking, students are not only expected to be able to talk but also get information by sharing their ideas. Speaking is a skill that is needed by EFL learners. It is an oral production skill that students need to learn for their language development (Haidara, 2016; Rasheed & Alamri, 2018). Therefore, universities offer speaking course especially in English department in order to help students achieving their speaking skills.

In some countries there are universities which offer public speaking courses. For instance, in Japan, the universities offer public speaking course. It considers that public speaking course is the important course if the students are studying in university because it is the provision before they become the part of society (Okada, Sawaumi, & Ito, 2018). Public speaking means speaking in front of people with a selected topic and limited time. Nowadays, people have opportunities to convey their ideas in English on various occasions. They meet other people from different background and communicate each other, both with English speaking countries and ESL/EFL countries (Fuyuno, Komiya, & Saitoh, 2018). In the capital of East Java, Indonesia there is a university which also offers public speaking as an academic course in order to help students achieve their skills in speaking. In this course, the students will have opportunities to deliver their speech based on the topic given by the lecturer in front of the class and watched by the other students. However, practicing English in the classroom has a limited time. Thus, students need more practices outside the class in order to improve their English speaking (Derakhshan, Khalili, & Beheshti, 2016; Lewis-Beck, Bryman, & Futing Liao, 2018). They can do it by themselves or practice it with other students. In addition, some universities should provide a club which can be joined by the students to support them in improving their speaking skills.

English department of State University of Surabaya provides an English community Called ESC (English Speaking Community). It is an academic activity but the students can do it outside the classroom. English Speaking Community (ESC) is an activity that can support English department students of State University of Surabaya to use the language actively. In ESC, they study in group and have discussion about their learning process outside the class (Sakinah, 2018). On the other words, students are gathering based on their group to discuss and share their ideas outside the lesson hours. They do it freely in the campus area or outside the campus based on the group’s appointment.

In addition, related to this study, recent studies have investigated English Speaking Community. Sakinah (2018) conducted a research about peer and self-error correction process of speaking performance in English speaking community (ESC). It aimed to investigate the errors made by students in speaking performance and how self-correction and peer-correction help students in their speaking performance. Another study done by Putra (2018) was called An Analysis on the Use of Guideline on Student’s ESC Meeting. However, the previous research only investigated the errors made by students and how to help them improve their speaking performance through self-correction and peer-correction. It does not investigate more on the correlation between English Speaking Community (ESC) level and students speaking performance especially when they speak in public.

Considering the fact that the researcher gets from the previous studies, it leads the researcher to investigate the correlation between ESC level and students’ speaking performance in Public Speaking class. Thus, the aim of this study is investigating whether there is a relationship between ESC level and students’ speaking performance in Public Speaking class. This study hopefully can give information that ESC level has correlation on students’ speaking performance, especially in Public Speaking class.For future researchers, the researcher hopes this study can bring positive impact to the future researchers by providing some information which is useful for their reference in conducting a further research.

**Research Questions**

Based on the background and the research problem above, the research question is of this study is:

1) Is there any correlation between ESC level and students’ speaking performance in Public Speaking Class?

**Speaking performance**

According to Brown (2010), speaking is a productive skill which can be observed directly and empirically. It is an essential skill needed by EFL students but considered as the difficult skill which should be learned by the students because they have to achieve like a native’s proficiency. They should face problems related to prosodic features such as intonation, stress rhythm, etc. (Alrayah, 2018; Derakhshan et al., 2016; Rasheed & Alamri, 2018). However, speaking is a productive skill which should be mastered by EFL students. It is one of the essential skills which has important role in communication. It has been a part of humans’ daily activity which should be develop by them (Derakhshan et al., 2016; Huang, 2018). On the other words, while performing speaking, students do not only communicate their ideas but they also express it in the fluent way.

In speaking, students do not only produce words or utterances but they should also aware with several competences that should be mastered by them such as the accuracy and the fluency (Mahmud & Babikkoi, 2018). When students perform speaking, they should concern the components of speaking which consist of accuracy which related to the ability to produce language like the target language with a little error, fluency which related to speak like a native, and complexity which related to the ability to use various structures and vocabulary in the target language (Derakhshan et al., 2016; Farid, 2018; Huang, 2018; Mahmud & Babikkoi, 2018; Zare-Behtash & Sarlak, 2017).

Speaking performance is an oral communication which includes five key criteria, those are: pronunciation and intelligibility, fluency, lexical sophistication and appropriateness, grammatical complexity and accuracy. Thus, in performing speaking, students should not only produce sounds but they should also consider the criteria in speaking. They should cover all the linguistic features which require more than memorized vocabularies and grammatical comprehension. Those criteria will be assessed in order to know students’ speaking proficiency (Kim, Kim, Yan, & Ram Kim, 2018; Wael et al., 2018).

According to Brown (2010), there are basic types of speaking.

1. Imitative. Performance is the ability to imitate pronouncing a word, phrase or sentence.
2. Intensive. To be able to respond by being aware of semantic properties, and the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship such as intonation, stress, rhythm, juncture– prosodic elements.
3. Responsive. It includes the comprehension of the speakers when they are interacting.

**Public speaking class**

Public speaking means speaking in front of people with a selected topic and limited time. it is considered as the important course for the students when they are studying in university because it is the provision before they become the part of society (German, 2016; Okada et al., 2018). Frequently, public speaking is referred to an activity which provokes anxiety (Ke Lomi & Mbato, 2019). However, it is one of the language skills which play an important role in a communication. Thus, students are required to learn this course in order to build their ability to engage other people and strengthen their communication skills (German, 2016; Ke Lomi & Mbato, 2019). On the other words, even though considered as an activity which builds anxiety, public speaking is an important course to be learned by students because it makes students have a lot of opportunities to communicate with others. It makes them accustomed to speak in front of people.

In some countries, universities have offered public speaking courses for the students especially for them who are taking English major (Ke Lomi & Mbato, 2019; Liu, 2018; Zharkynbekova, Zhussupova, & Suleimenova, 2017). English department of faculty language and art State University of Surabaya provides Public Speaking course which can be taken by the students on the third semester. According to basic course outline of Public Speaking class of English education State University of Surabaya, this course is helping the students to prepare and deliver speech such as special occasion speech, extemporaneous speaking, and impromptu speaking. It covers the nature of extemporaneous and impromptu speeches, the stages in speech-making process, and variety of verbal and non-verbal techniques in delivering speeches. The teaching-learning process conducted through lecturing, discussion, presentation, and speaking practices. Thus, students should be able to prepare and deliver speeches in a well-organized way and participate in group discussion.

**English Speaking Community (ESC)**

English Speaking Community or ESC is a speaking community provided by English Department in State University of Surabaya. It was firstly conducted in 2013 as a forum where students can practice their English speaking with their friends. It is an academic activity but students can do it outside the classroom. In ESC, students are grouped based on the level they achieve after passing ESC test. Students study in a group and have discussion about their learning process outside the class (Sakinah, 2018). Besides, students can also discuss a topic based on the material given by ESC committee or choose their own topic based on the group’s agreement. In conducting ESC, students do it freely in the campus area or outside the campus such as in a cinema.

According to ESC rules (2019), each group consists of three to six members with a group leader chosen by the members. Then, each group should conduct ESC in 20 meetings or more during one semester. They can meet three times a week or more based on members’ agreement. This is as the requirement for them to join ESC test in the end of the semester. If they have less than 20 meetings, they are not allowed to join the test. Group leaders lead their group in every meeting. Each member should write the activities conducted in ESC journal book and it will be reported by the group leader to the supervisor every week.

By joining ESC, students will get a lot of benefits because they are trained to master their proficiency (ESC Descriptor, 2020). In ESC, students are required to discuss several topics which can train them to convey their ideas in the discussion. By having discussion in ESC, students will start to interact with the group members by asking and answering simple questions and respond to others’ statements based on the topics. When they are accustomed to interact with each other, students will learn how to handle and keep the conversation going of their own accord which will help them to understand the topic easily. However, during the discussion, they should convey their idea with a reasonable statement. ESC will train students to use language correctly with subtle nuance of meaning precisely, with reasonable accuracy. They can express themselves fluently, spontaneously, and almost effortlessly since they are accustomed to speak with their interlocutors during the discussion. Thus, they can speak in a smooth flow of language.

The previous study investigated that English Speaking Community (ESC) helps students to improve their speaking performance. According to Sakinah (2018), in conducting ESC, students have a chance to speak in front of the members of the group. However, they will produce some errors while speaking. The errors produced by them will get a correction from the other members which help them to correct their mistake. The other members of the group will give feedback and correction toward the errors. It makes the students who produce errors will start considering and correcting their error. Therefore, the more they produce errors, the more they get correction from other members and it helps them to improve their speaking performance.

**METHOD**

**Research design**

Ary (2010) stated that this study uses a correlational study as a research design that provides index results by explaining the direction and strength of the relationship between variables in the existing data. In addition, According to Nebeker (2006), (Fraenkel, 2011) stated that descriptive studies are "correlation" or "observation". There is a relationship between correlational studies with numerical scores, although it is sometimes called a form of descriptive research because of the relationship between variables without variable manipulation.

This method is the appropriate design since the researcher is going to identify the relationship between two variables X and Y those are ESC level and students’ speaking performance when they perform in Public Speaking class. The participants of this study are 27 students on the second semester from 5 groups with different levels of ESC. After collecting the data, the researcher used Pearson Product Moment to find out the correlation between variable X which is ESC level and variable Y which is Students’ Speaking Performance.

**Data collection**

There are several instruments used in this study, namely:

1. Questionnaire

The researcher used a questionnaire to help her answer the research question of this study. With a total of 40 questions this questionnaire was to measure the appearance of students when they spoke in English during ESC meeting. It used a Likert scale with a rating scale from 1 to 4 which is presented: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. Before the questionnaire is distributed, it must go through a validity and reliability test. The test can use the Pearson Product Moment Correlation formula through SPSS.

1. Observation

This instrument used in order to support the data obtained from the questionnaire. During the observation process, researchers conducted it for three days in two classes via zoom. Starting on April 15, 2021, by observing the lecturers giving assignments to students who spontaneously asked students several questions related to the material.

1. The speaking test

The speaking test conducted. The researcher obtained data from students who did role play in pairs in a group with a topic that had been adjusted. The lecturer gives a score to the students' speaking performance in Public Speaking class. The researcher only records the student's appearance.

**Data analysis**

This research is a correlational study, so the requirements must be met by measuring normality, linearity, hypothesis, and correlation between two variables.

**Normality distribution**

Normality test using IBM SPSS 20 with Kolmogorov-Smirnov where the significance value used is 0.05. The probability (P) is Ha : normally distributed, and Ho : not distributed.

The linearity test in this study used Annova on IBM SPSS 20. It is said to be linear when the significance value is greater than 0.05.

**Linearity**

Linearity test was conducted to explain the significance of the relationship between two variables. The two variables are the independent variable, namely the students' ESC level and the dependent variable, namely the students' speaking ability.

**The correlation between two variables**

After completing the all the requirements, then the researcher investigated the correlation between the students’ ESC level and the students’ speaking performance.

**Table 1: The Categorization of Correlation Coefficient**

|  |  |
| --- | --- |
| **Coefficient Interval** | **Qualification** |
| 00 – 0.199 | Very weak |
| 0.20 – 0.399 | Weak |
| 0.40 – 0.599 | Moderate |
| 0.60 – 0.799 | Strong |
| 0.80 – 1.000 | Very strong |

**Hypothesis**

Correlation between the level of English speaking community and students' speaking performance, it can be concluded that the alternative hypothesis (Ha) is accepted and the null alternative (Ho) is rejected.

**RESULTS AND DISCUSSION**

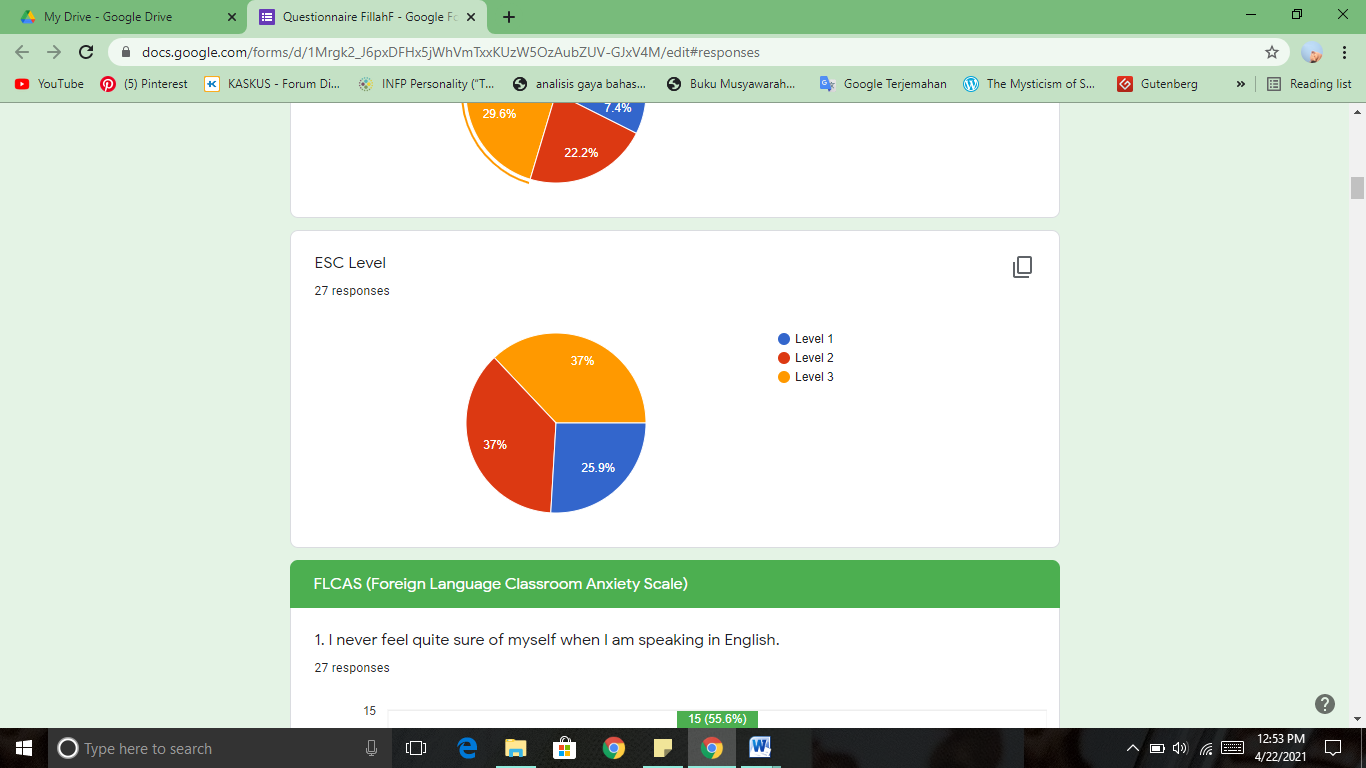
In this section, the researcher presents the result and discussion

**Result**

The result focuses on the correlation between ESC levels and Students’ speaking performance.

The researcher obtained the data from 27 participants from 5 groups with different levels of ESC.

**Figure 1 : The Total of Students’ ESC Level**



Based on the graph above, among 27 participants, there are 10 students on 3 level of ESC, 10 students on 2 levels of ESC, and 7 students on 1 level of ESC.

The score that has been obtained is used to measure the validity and reliability of the questionnaire using the Pearson Product Moment Correlation formula. The researcher measured the validity and reliability of the questionnaire using the Pearson Product Moment Correlation formula on the IBM SPSS 20. All items from the questionnaire were valid because the robtained on each item was higher than rtable (0.381).

The questionnaire was measured by IBM SPSS 20 with Cronbach's Alfa to measure reliability. This study includes measuring the reliability that is accepted because it is obtained 0.902 > rtable (0.381).

**Table 2: The Reliability of Questionnaire**

|  |  |
| --- | --- |
| Cronbach's Alpha | N of Items |
| .902 | 40 |

Then, the normality, linearity, correlation, and hypothesis of the scores of two variables need to be calculated.

**Normality**

Based on the existing data, the normality test can be calculated through calculations in Kolmogorov - Smirnov below:

**Table 3: Normality Distribution**

|  |  |  |
| --- | --- | --- |
|  | | Unstandardized Residual |
| N | | 27 |
| Normal Parametersa,b | Mean | .0000000 |
| Std. Deviation | 5.80695333 |
| Most Extreme Differences | Absolute | .094 |
| Positive | .094 |
| Negative | -.063 |
| Test Statistic | | .094 |
| Asymp. Sig. (2-tailed) | | .200c,d |
| a. Test distribution is Normal. | | |

From the results of the table above, it can be concluded that the probability (p) is 0.200. The data describes (p) 0,200 > 0.05.

**Linearity**

Linearity test using Annova on the data of two variables. From the existing data can be calculated through the SPPS table below:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 4: Linearity** | | | | | | | |
|  | | | Sum of Squares | df | Mean Square | F | Sig. |
| hasil \* esc | Between Groups | (Combined) | 824.667 | 19 | 43.404 | 3.533 | .047 |
| Linearity | 33.928 | 1 | 33.928 | 2.762 | .141 |
| Deviation from Linearity | 790.738 | 18 | 43.930 | 3.576 | .046 |
| Within Groups | | 86.000 | 7 | 12.286 |  |  |
| Total | | 910.667 | 26 |  |  |  |

From the table above it can be concluded that the significant score obtained was 0.14 higher than 0.05.

**Correlation score of two variables**

The purpose of this research is to see the relationship between the level of English speaking community and students' speaking performance, the score obtained can be calculated using Pearson Product Moment. The data obtained indicate that there is a correlation between the two variables.

**Table 5 : Correlation**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | esc | Score |
| esc | Pearson Correlation | 1 | -.193 |
| Sig. (2-tailed) |  | .035 |
| N | 27 | 27 |
| hasil | Pearson Correlation | -.193 | 1 |
| Sig. (2-tailed) | .035 |  |
| N | 27 | 27 |

The conclusion is that the correlation coefficient between the level of the English-speaking community and students' speaking performance is 0.193 at the significant level of 0.05 and N = 27. So it can be explained that the correlation score of the two variables is 0.193 at the significant level of 0.05 and N = 27. It means there is a positive correlation of two variables at a moderate level.

**Hypothesis**

The hypothesis of this research can be explained in table 5. So that it can explain from the existing hypothesis that P (Sig. (2-tailed)) is 0.035. The study concludes that there is a significant relationship between variable X and variable Y because Ha is accepted and Ho is rejected. Based on Table 4.4 that p (0.035) <0.05, it is explained that there is a significant relationship between the level of the English speaking community and students' speaking performance.

**Discussion**

Based on the data, most students in Public Speaking class are having more self-confidence and performing speaking well by joining English Speaking Community (ESC). This is proven by the result of observation where mostly students are confident in answering the lecturer’s question in the classroom. Even though they got trouble to express their idea because they lack of vocabulary, they could manage to keep communicate using English with the lecturer and their friends.

From the result of the questionnaire, students mostly responded with “agree” responses to the statements which related to their confidence in speaking. For instance, most students answer “agree” to the statement “I don’t worry about making mistakes in class.” and “I feel confident when I speak in class”. In addition, they responded with “disagree” response to the statements which underestimate their speaking ability such as “I feel more tense and nervous in my class than in my ESC meeting.” and “I get nervous and confused when I am speaking in my class.”

Before the test takes place, students must prepare the topics to be presented, and students must study the topics that have been determined through youtube. Then, they have to play a role by presenting the agreed-upon topic in class. Lecturers assess their speaking skills according to the criteria, namely: speaking fluently, good speech, understanding content, and playing expressions.

The 100 scale is used by lecturers to categorize students' speaking competence. Based on table 6, the average student speaking score is good, and not less than 80.

**Table 6 : The Classification of Speaking Score**

|  |  |
| --- | --- |
| **Score** | **Category** |
| 90 – 100 | Excellent |
| 80 – 89 | Good |
| 70 – 79 | Fair |
| < 69 | Poor |

The category used for 27 students, there are 3 students whose category is good level in speaking scores. They have a good performance during the learning process. Although their speaking ability is not like that of the natives, they can speak well and are willing to learn and practice continuously. They can understand the topic being discussed even though they need to self-correct to get back on topic, speak almost fluently with few mistakes, use some body language to support their chosen topic, pronounce every word almost like the original with few errors, and produce topics with grammatical errors. rare language.

Moreover, 24 students get fair scores in the speaking test which is not the excellent or the poor level. They are at the moderate level. Investigating the students’ speaking performance, the researcher finds out that the students get difficulties in fluency, pronunciation, and grammar. Brown (2001) agrees that in speaking, students mostly face some obstacle such as the rate of delivery, pronunciation problem, and words organizations. Sometimes they hesitate to pronounce some words at a normal pace because of some occasional pauses, need multiple repetitions of each word, and produce some grammatical errors while they speak even though it does not affect the meaning they try to convey. Students rarely used facial expression, gesture, and eye contact when they are delivering a speech.

The researcher observes the class before doing the research. The conclusion is that the results of observations, most students are active and contribute to lectures. Active students dare to answer the lecturer's questions using English. The data shows the truth that most students have good speaking competence because they have quite mature preparation in speaking and do exercises before taking the speaking test.

The degree of correlation is at the point 0.193 with probability (p) is 0.035. It can be concluded that the correlation is at a moderate level which means it is not strong or weak but still acceptable. The correlation explained was significant because p (0.035) < 0.05. This means that Ho is rejected. As a result, there is a significant positive correlation between the students' level of English speaking community and their English speaking performance at a moderate level. The results of Amalia's research (2020) said that there was a moderate and significant correlation between English conversation clubs and students' speaking ability, so there was a positive relationship found between English conversation clubs and students' speaking performance.

From the data above, most of the students have good speaking performance and speak well. It can be seen that both variables are high or increasing, so the correlation is positive. Based on the results, most students with very high and high speaking skills also have good speaking scores.

**CONCLUSION**

The result of this research has answered the research question. It indicates that there is significant relationship between English Speaking community (ESC) level and students’ speaking performance especially when they are performing speech in Public Speaking class. It means that ESC level which students had is related to their speaking performance. Student who joins English Speaking Community is having more self-confidence and performing speaking well. It is in tune with the previous study conducted by Lewis-Beck, et al. (2018) which investigated speaking practice outside the classroom using Asynchronous Multimedia-based Oral Communication (AMOC) in language teaching. The result of this previous study is that speaking practice using AMOC is beneficial to learners because it affects students’ performance on accuracy, fluency, and pronunciation. It helps students to develop their language aspects. It indicates that speaking performance affected by many factors. For instance, practicing speaking which is not only in the classroom but also outside the class. Students need more practice not only in the class but also outside the class. Thus their speaking performance can be improved since speaking is an essential skill that should be mastered by EFL learners. It is a useful skill because by mastering speaking students can communicate easily. It is beneficial for them especially after they graduated from university and start to find a job in the future.

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