

# MEASUREMENT OF FACTORS AFFECTING ENGLISH SPEAKING SKILLS OF STUDENTS AT THE FOREIGN LANGUAGES DEPARTMENT OF VAN LANG UNIVERSITY

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**ABSTRACT:**

*SPEAKING ENGLISH BECOMES REALLY IMPORTANT IN VIETNAM ESPECIALLY FOR THE TIME OF INTERNATIONAL AND GLOBAL INTEGRATION. THE DEPARTMENT OF FOREIGN LANGUAGES (FFD) AT VAN LANG UNIVERSITY DESIRES TO TRAIN STUDENTS TO SPEAK ENGLISH WELL TO WORK IN THE COMPETITIVE ENVIRONMENT; HOWEVER, MOST OF THE STUDENTS ARE NOT SPEAKING FLUENTLY. THIS STUDY IS DONE WITH THE QUANTITATIVE RESEARCH METHOD USING SPSS SOFTWARE THROUGH LIKERT SCALE TO FIND THE POOR FACTORS IN THEIR ENGLISH SPEAKING SKILLS. THAT RESULT LEADS TO RECOMMENDATIONS TO IMPROVE THE QUALITY OF SPEAKING AND TEACHING ENGLISH IN THE FACULTY IN PARTICULAR AND IN THE UNIVERSITY IN GENERAL.*

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**KEY WORDS:** VIETNAM, ENGLISH SPEAKING SKILLS, THE FOREIGN LANGUAGES DEPARTMENT (FFD), UNIVERSITY, FACTORS

## INTRODUCTION

English has become a global language in a variety of fields such as airplane, technology, business, medicine, literature, etc. English plays a crucial role along with Vietnam's integration with the international community such as World Trade Organisation (WTO), Trans-Pacific Partnership (TPP), ASEAN Economics Community (AEC), etc. After graduation, the students with good English skills are definitely more beneficial than those who are not good at English. However, the English communication skills of students during and after school are poor, and more than half of the graduates do not meet requirements of recruiters/ employers. As a result, many graduates are not thoroughly equipped with necessary language skills. The study is conducted with EFL students in Van Lang University, Ho Chi Minh City, Vietnam. The research objectives are for finding out the limitations of the students in learning to speak English by the quantitative analysis and formulating recommendations to improve the English speaking skills of the students.

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## THE RELATED LITERATURE AND STUDIES

Kang<sup>1</sup> considered speaking a foreign language - a especially difficult for non-native learners since effective oral communication requires the ability to use the language correctly in social interactions. Meanwhile, Harmer<sup>2</sup> and Gower et al.<sup>3</sup> noted down that from the communicative belief, speaking has many diverse aspects including two major varieties (1) accuracy, involving the correct use of vocabulary, grammar and pronunciation through controlled and guided activities and (2) fluency, the potential to stay going when speaking unrehearsly.

In Bygate's opinion<sup>4</sup>, in favor of attaining a communicative purpose through speaking, knowledge of the language and skills in using this knowledge are carefully considered. Bygate<sup>5</sup> also pointed out four crucial ways of promoting: simplifying structures, ellipsis, formulaic expressions, and using fillers and hesitation devices. In contrast, when a speaker find it necessary to make different what he has said, he will feel to "make use of compensation devices". They are "substitution, rephrasing, reformulating, self-correction, false starts, and repetition and hesitation". Harmer<sup>6</sup> wrote about the indicators of speaking that are important for fluent communication with knowledge of 'language features' and the capacity to deal with the information in a real setting. The first group, language features, fundamental for producing words, involves "connected speech, expressive devices, lexis and grammar, and negotiation language". The second group of skills that Harmer<sup>7</sup> made a distinction consisted of rapid processing skills that helped speakers deal with the information and language in different situations. All are relevant to language processing, communicating with others and prompt information processing. In contrast, Bygate identified the skills for communicating, the typical models for arranging utterances, and negotiation skills for understanding and attaining communicative goal. Both Bygate and Harmer had the same idea that to be successful in communication, it is important to have knowledge of the language and skills of using it. Both authors approached the speaking from many components of language teaching. Harmer<sup>8</sup> pointed out a distinction between knowledge of language traits and the ability to own information and language in a real setting mentally and socially. Harmer covered the term language traits connected speech, expressive devices, knowledge of words/grammar, and negotiation language; Bygate differentiated two devices involved in production skills – facilitation and compensation. Speaking competence is not only the theoretical study but also daily activities. In addition, Chomsky in Garnham<sup>9</sup> said linguistic performance is the actual use of language in contexts and also William O'Grady et.al<sup>10</sup> stated that linguistic competence was the ability in producing and understanding an uncountable number of utterances. From the two definitions above, speaking

<sup>1</sup> Kang, Shumin. "Factors to consider: Developing adult EFL students' speaking abilities" in Richards, Jack C., and Renandya, Willy A., *Methodology in Language Teaching: An Anthology of Current Practices* Cambridge: Cambridge University Press, 2002: 204-211.

<sup>2</sup> Harmer, Jeremy. *The Practice of English Language Teaching*, Longman, 2001.

<sup>3</sup> Gower et al. *Teaching Practice Handbook*. UK: Macmillan Heinemann, 1995.

<sup>4</sup> Bygate, Martin. *Speaking*, Oxford: Oxford University Press, 1991.

<sup>5</sup> Bygate, Martin. *Speaking*, Oxford: Oxford University Press, 1991.

<sup>6</sup> Harmer, Jeremy. *The Practice of English Language Teaching*, Longman, 2001.

<sup>7</sup> Harmer, Jeremy. *The Practice of English Language Teaching*, Longman, 2001.

<sup>8</sup> Harmer, Jeremy. *The Practice of English Language Teaching*, Longman, 2001.

<sup>9</sup> Garnham, Alan. *Psycholinguistics*, Cambridge: Cambridge University Press, 1985.

<sup>10</sup> William, O'Grady et al. *Contemporary Linguistic Analysis: An Introduction (7<sup>th</sup> ed)*. Pearson Education Canada, 2011.

skill consisted of linguistic performance and linguistic competence. In brief, it is said that speaking skill is a mental motor skill consisting of the coordination of sound, mechanism, which produced by our muscles and mental aspect. That is how to arrange the meaningful words and sounds.

Tarigan<sup>11</sup> stated that speaking was the competence to make clear and convey thoughts, feelings, and opinions. Based on those explanations, it required five elements to evaluate students' speaking ability: pronunciation, grammar, vocabulary, fluency, and self-confidence. According to Richards & Renandya<sup>12</sup>, the successful communication also was in need of the ability to use the language properly in social interactions together with pitch, stress, and intonation. Moreover, physical messages such as gestures, body language, and expressions are necessary in understanding each other among speakers. Brown<sup>13</sup> considered social interactive language functions as key roles for not what you said to count, but for how you said and what you conveyed with non-verbal language. Nunan<sup>14</sup> thought that successful oral communication involved phonological features of the language comprehensibly, stress, rhythm, intonation patterns, degree of fluency, the transactional and interpersonal skills; speaking turns, management of interaction, negotiating meaning, etc.

Brown<sup>15</sup> stated micro skills are very important. First, that was the importance of focusing on both the forms of language and the functions of the language. Second, the pieces of language should grabbed attention of others. Furthermore he mentioned small skills of speaking such as producing phrases of language; orally producing differences among the English phonemes and allophonic variants; producing English patterns, words in stressed and unstressed positions rhythmic structure, expressing a concrete meaning in not-the-same grammatical forms; using cohesive devices in utterances; accomplishing appropriately communicative functions according to the context. From those definitions, it is obvious that speaking skill is always relevant to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the situation.

Kang<sup>16</sup> said studying to speak a foreign language demanded more than knowing the rules of grammar and semantics. Meanwhile, Geetha<sup>17</sup> affirmed the goal in any language classroom was to help the learners study the target language and use it actively in the learning activity. Learning to speak a language is a tough task for second/ foreign language learners because it involved the ability to use the language properly in social contexts. Kang pointed out learners need to gain knowledge of how native speakers use the language in the context. Speaking activities can fail miserably due to some very real problems in ESL class. Therefore, it is

<sup>11</sup> Tarigan, Henry G. *Berbicara Sebagai Suatu Ketrampilan Berbahasa*. Bandung: Penerbit Angkasa, 1990.

<sup>12</sup> Richards, Jack C. and Renandya, Willy A. *Methodology in Language Teaching: An Anthology of Current Practice*, 254-266, Cambridge: Cambridge University Press, 2002.

<sup>13</sup> Brown, Douglas H. *Principles of language learning and teaching*, New York: Pearson/ Longman, 2007.

<sup>14</sup> Nunan, David; *Designing Tasks for the Communicative Classroom*, Cambridge: Cambridge University Press, 1989.

<sup>15</sup> Brown, Douglas H. *Language Assessment: Principles and Classroom Practice*, New York: Pearson/ Longman, 2004

<sup>16</sup> Kang, Shumin. "Factors to consider: Developing adult EFL students' speaking abilities" in Richards, Jack C., and Renandya, Willy A., *Methodology in Language Teaching: An Anthology of Current Practices Cambridge*: Cambridge University Press, 2002: 204-211.

<sup>17</sup> Geetha, Nagaraj. *English Language Teaching: Approaches, Methods, Techniques - 2nd revised edition*. Orient Longman, 2008.

significant to inspect the factors affecting communication, components underling speaking proficiency and specific skills or strategies in communication. Some of the learner-centered factors affecting their speaking skills are discussed such as the learner inhibition, the motivation and confidence lackage, the lack of the subject matter and the proper vocabulary, the improper listening skills, the poor physical messages, the nervouness, the strong and quick learners' domination in the class, the family and rural backgrounds, the too much use of mother-tongue, the lack of proper orientation, the local (national) phonology, and the qualified teachers.

Park & Lee<sup>18</sup> examined the relationship among the anxiety, the confidence and practical skills of second language learners. In addition, Tanveer<sup>19</sup> studied the elements that brought about the tension in learning speaking skills and the impact of anxiety on communication. MacIntyre et al.<sup>20</sup> showed the satisfaction by speakers' self-confidence. Feyten<sup>21</sup> found a relationship between hearing ability and language proficiency levels, between listening and listening comprehension, between listening skills and ability to speak fluently. Lukitasari<sup>22</sup> focused on the ways to help students overcome the problems of speaking skills related to grammar, vocabulary, and phonetics. Those issues were really the highlight of most of the research. Actually, they had a great influence on the learners' speaking skills. And, the research of Tuan & Mai<sup>23</sup> was about the factors affecting the speaking skills of high- school students and found that students who did not have knowledge on the topic did lack confidence and motivation, which led to poor speaking skill. The research by McIntyre et al.<sup>24</sup> also demonstrated that confidence plays an important role in speaking skills.

Based on the theoretical basis of Lukitasari study<sup>25</sup> on speaking skills related to grammar, vocabulary and phonetics and the study of MacIntyre et al.<sup>26</sup> on confidence and fluency when speaking, the relationship between listening and speaking skills, and the academic environment of theoretical linguists, the research model are proposed with 7 variables as follows: (1) learning environment; (2) faculty; (3) confidence; (4) proficiency level; (5) grammar; (6) vocabulary; and (7) pronunciation. The research hypothesis is set out as follows:

- H1: Learning environment impacts to English-speaking skills.
- H2: Lecturers impacts to English-speaking skills.

<sup>18</sup> Hyesook, Park and Adam, Lee R. "L2 Learners' Anxiety, Self-confidence and Oral Performance." Paper presented the 10th Conference of Pan-Pacific Association of Applied Linguistics, 7-208. Edinburgh University, 2005

<sup>19</sup> Tanveer, Muhammad. "Investigation of The Factors That Cause Language Anxiety for ESL/EFL Learners" in *Learning Speaking Skills and The Influence It Casts on Communication in The Target Language*. Dissertation, University of Glasgow, 2007.

<sup>20</sup> MacIntyre et al. "Conceptualizing Willingness to Communicate in A L2: A situational model of L2 confidence and affiliation." *The Modern Language Journal*, 82 (1998): 545 - 562.

<sup>21</sup> Feyten, Carine M. "The Power of Listening Ability: An Overlooked Dimension in Language Acquisition." *The Modern Language Journal* 75 (1991): 173-180. doi:10.2307/328825.

<sup>22</sup> Lukitasari, Nunik; *Students' Strategies in Overcoming Speaking Problems in Speaking Class*, University of Muhammadiyah Malang, 2003.

<sup>23</sup> Tuan, Nguyen H and Mai, Tran N. "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School." *Asian Journal of Educational Research*, 3 (2015): 8 – 23.

<sup>24</sup> MacIntyre et al. "Conceptualizing Willingness to Communicate in A L2: A situational model of L2 confidence and affiliation." *The Modern Language Journal*, 82 (1998): 545 - 562.

<sup>25</sup> Lukitasari, Nunik. *Students' Strategies in Overcoming Speaking Problems in Speaking Class*, University of Muhammadiyah Malang, 2003.

<sup>26</sup> MacIntyre et al. "Conceptualizing Willingness to Communicate in A L2: A situational model of L2 confidence and affiliation." *The Modern Language Journal*, 82 (1998): 545 - 562.

- H3: Confidence impacts to English-speaking skills.
- H4: Proficiency impacts to English-speaking skills.
- H5: Grammar impacts to English-speaking skills.
- H6: Vocabulary impacts to English-speaking skills.
- H7: Pronunciation impacts to English-speaking skills.

### **RESEARCH METHODOLOGY**

The combination of the qualitative and the quantitative methods is used in this study. First, the quantitative method is used to explore impact factors and suggest the research model. Second, the qualitative method is used to evaluate factors through questionnaires with SPSS software.

#### **The Qualitative research**

The secondary data collected from different sources is used in this stage as the qualitative method. Various databases including Google Scholar, Scopus, Science Direct for peer reviewed journals, books, and other relevant publications are searched and collected on the subject. Then, the factors (variables) which will be considered as the research model are determined. Later, the author sent e-mails and communicated directly with FLD English teachers, University of Van Lang and with teachers outside on the research model and its evaluation scales, which mostly are agreed. Later, FLD students answered 2 questions on their difficulties and desires when learning to speak English. Simultaneously, groups of students were organized for interviews to make clear factors. Their answers helped to reinforce the hypotheses. In addition, the participation and observation to some English speaking classes were also done to identify factors. As a result, some variables were suggested to change. Hypotheses are cut down from 7 to 6 because factors of Confidence and Proficiency are linked together.

#### **The Qualitative Research**

According to Hair et al.<sup>27</sup> and Leedy & Ormrod<sup>28</sup>, the sample size must be at least 4 or 5 times bigger than the number of variables or as large as possible. Therefore, 250 students are surveyed for the appropriate sample size. Besides, to collect data, a questionnaire is established including 06 factors (variables) as (1) Learning Environment, (2) Teaching Methods, (3) Confidence and Proficiency, (4) Grammar, (5) Vocabulary, and (6) Pronunciation. Likert scale is used to measure from 1 to 5 with (1) Absolutely disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Totally agree. Finally, the data was processed with SPSS 20.0 software.

### **FINDINGS AND RESULT INTERPRETATION.**

The 264 out of 270 responses from students were collected by direct distribution and Google Docs tools. After eliminating the unsatisfactory and filtering the data, 239 samples which met sample size requirements were remained. The evaluation scale was adjusted and supplemented accordingly due to its originally foreign one. The Cronbach's alpha was used to test the scales reliability. The unqualified was eliminated and Exploratory Factor Analysis

<sup>27</sup> Hair et al.. *Multivariate data analysis (7<sup>th</sup> ed.)*, New Jersey: Prentice Hall, 2010

<sup>28</sup> Leedy, Paul D. and Ormrod, Jeanne E.. *Practical Research: Planning and Design (8<sup>th</sup> ed.)*, New Jersey: Prentice Hall, 2005.

(EFA) is done with all the observed variables to explore the scale structure of factors impacting on English-speaking skills. After EFA, the hypotheses were tested with a multiple regression method.

For the result of Cronbach's Alpha test, any factor that was under 0.3 was eliminated.

- Learning Environment: 2 variables are eliminated. The lowest variable has Corrected Item-Total Correlation at 0.313.
- The factor: Teaching methods: 1 variable is eliminated. The lowest variable has Corrected Item-Total Correlation at 0.483.
- The factor: Confidence and Proficiency: 4 variables are eliminated. The lowest variable has Corrected Item-Total Correlation at 0.409.
- The factor: Grammar: no variable is eliminated. The lowest variable has Corrected Item-Total Correlation at 0.702.
- The factor: Vocabulary: 3 variables are eliminated. The lowest variable has Corrected Item-Total Correlation at 0.528.
- The factor: Pronunciation: 1 variable is eliminated. The lowest variable has Corrected Item-Total Correlation at 0.747.

In the EFA, Principal Component Analysis was used with extraction method of Varimax rotation at Eigenvalue factors greater than 1. There are 26 observed variables of 6 factors to do in EFA. As a result, 1 variable is eliminated and the second EFA is continued with 25 variables of the 6 factors with Cumulative of Variance at 58.944 % (satisfactory > 50%). Factor loadings are higher 0.5. KMO at 0.805 (satisfactory > 0.5) show the appropriateness of factor analysis and statistical Bartlett's test (sig < 0.05). After that, Cronbach's Alpha has been re-analyzed and results show all of 6 factors are satisfactory. Therefore, it is concluded EFA is suitable.

- Factor 1 is named as pronunciation and coded as PRONUN
- Factor 2 is named as teaching method and coded as METHOD
- Factor 3 is named as confidence and Proficiency and coded as CONPRO
- Factor 4 is named as vocabulary and coded as VOCABU
- Factor 5 is named as learning environment and coded as ENVIRO
- Factor 6 is named as grammar and coded as GRAMMA

In the regression analysis, as stated, the adjusted research model includes of one dependent factor and 6 independent factors which impact to the English speaking skills such as: PRONUN, METHOD, CONPRO, VOCABU, ENVIRO, GRAMMA. Before analyzing the multiple regression, Correlation analysis is needed to test the relationship among factors. Besides, with the result of the correlation analysis, English speaking skills has close linear correlation with 3 independent factors of PRONUN, METHOD and GRAMMA and at significance of 0.01. Correlations among independent variables are 0, thus, the multicollinearity phenomenon is not concerned in the next multiple regression analysis. Furthermore, with the result of the multiple regression analysis, there are 3 factors which have positive impacts to English speaking skills (Beta coefficients are positive). That means if each of these factors is increased, the English speaking skills of students will be also increased, and vice versa (if changing a factor, then other factors are assumed to be constant). The regression equation is as follow:

$$\text{SPEAKINGSKILLS} = 2.912 + 0.259 * \text{PRONUN} + 0.159 * \text{METHOD} + 0.707 * \text{GRAMMA} \quad (4.1)$$

With that result in the equation, GRAMMA has strongest impact to English speaking skill because of its beta of 0.824, next is PRONUN (Beta = 0.302). And METHOD is lowest impact with Beta of 0.185.

Testing the assumption without the multicollinearity phenomenon is also done. According to Hair et al.<sup>29</sup>, in the multi regression model,  $VIF \leq 0.5$  is to find the multicollinearity phenomenon. With the testing result, VIF of all factors are lower than 0.5, which means there does not exist the multicollinearity phenomenon. In the test of the assumption of the homogeneity of variance, with the results of the scatter-plots, errors are scattered randomly along the zero horizontal. Thus, the variances of errors are homogeneity. Furthermore, testing the assumption of the normal distribution of the residuals by the Histogram, P-P is used to analyze and assess the error normal distribution, and supposing a normal distribution of the residuals is not broken. With the test results, it is brought to an end that the normal distribution assumption is not infringed.

For testing the assumption of the independence of the residuals, Dubin-Waston test (d) is used to test the autocorrelation and the result of Durbin - Waston is 2,154. That means the assumption of which there is no correlation among residuals is accepted. Thus, the assumptions of linear regression model are satisfied. There are three proposed hypotheses and the regression analysis shows three factors taking in EFA have significant impact to the English speaking skills of students; as follows: H1 - Pronun; H2 – Method and H3 – Gramma, all of them has statistical values under 0.05 and they are accepted. From the regression analysis, there are 3 factors impacting positively to the English speaking skill at the significant of 5% level. Gramma factor is the strongest impact and followed by Pronun and Method.

## CONCLUSIONS AND RECOMMENDATIONS

### Recommendations:

As analyzed above, the grammar plays the most important role in the English speaking skill of students in FFD in Van Lang University. It should be taught in an effective way and used with appropriate structures, in a natural way and in right contexts. The students are not confident enough to communicate with foreigners because of fear of saying the wrong basis. Therefore, teaching grammar is not enough, we need to consider the nature of language and create confidence for students in the learning process; the combination of the grammar and speaking skills in a natural and effective way are crucial. In addition, the faculty may add some additional grammar courses to train students to be successful in producing utterances. It is agreed that students with well-prepared grammar will be better writers. According to Rei<sup>30</sup>, extensive reading and writing should be included in the grammar instruction by the teachers' loud voices which help students understand the properity of what they hear and see, later they incorporate it into their own writing. This provides opportunities for students to read and write in the classroom. Students can learn grammar by proofreading, peer-editing and revising for each other's work because the writing process itself teaches grammar. These opportunities may bring them positive benefits with examining their own writing and identifying errors. Furthermore, the effective method of teaching grammar is the combination of sentences which train students grammatical rules such as parallelism and variety in writing. Besides, mini-lessons should be applied in the class because the meaning of a document can change and impress

<sup>29</sup> Hair et al. *Multivariate data analysis (7<sup>th</sup> ed.)*, New Jersey: Prentice Hall, 2010.

<sup>30</sup> Rei, Noguchi R. "Rethinking the Teaching of Grammar." *The English Record*, 52 (2002): 22-26

students. "Students can analyze the sentence structure of authors and learn how the use of words, punctuation and sentence structure contribute to their opinion of the author's work."<sup>31</sup>

The second impact to the English speaking skill of FLD students is the pronunciation. Intonation, accent, pitch techniques should be practiced during the course of Phonetics. Also from the above interview result, teachers' pronunciation gives strong influence to the students' learning of the pronunciation. Since 2012, the faculty has been applying the method of Blended Learning in teaching pronunciation, which has been supportive and proactive. Upon on the study of the faculty's lecturers in 2014 on this method application to the faculty, the result comes into active, but it also shows its limitations concerning to the students' interrupted practice. To remain this skill, the students must maintain their reading and pronunciation with the international phonetics, usual practice and right pronunciation at the beginning stage. Firth<sup>32</sup> suggested teachers should also test students if they pronounce well with right intonation, stress, and rhythm. In addition, when teaching consonants, vowels, teachers also ask the right questions to test the progress of students. Similarly, Scacella & Oxford<sup>33</sup> described the stress and the rhythm are really important to the language.

The third impact is the teaching methodology. Real contexts and immediate practice are essential for students to improve their speaking and interests. The teachers should have flexible approaches so that the students could achieve the best results. It is easy to recognize that students are afraid of speaking with the native speakers in particular and foreigners in general, and then they lack in confidence, experience. Additionally, to make the learning environment diverse, the FFD should employ qualified native teachers to help students more dynamic. The FLD is using a method like the model of ISW, including Bridge-in, Objective or Outcome, Pre-assessment, Participatory learning, Post-assessment, and Summary/ Closure. Because BOPPPS places importance on gaining students' interest, making the purpose of the lesson known, assessing students' level of understanding of the topic, engaging students in active learning, determining whether the purpose has been met, and summarizing main points to reinforce what has been learned. BOPPPS requires individuals to practice pairing learning objectives (or intended learning outcomes) with class activities and assessments. BOPPPS is seen to be very useful, but somewhat rigid and inflexible. To gain much more effectiveness in training and educating students in English speaking, some of the active teaching methods are also suggested such as active lecturing, problem-based, casestudy, experiential learning, think-pair-share.

## CONCLUSION

As a result, the hypotheses H2, H4, H6 are accepted. That means Grammar, Pronunciation, and Teaching Method are the most impact factors to the English speaking skills of the students in FFD of Van Lang University. Therefore, based on the findings, the administrators and lecturers of FFD of Van Lang University understand the problems which help them find out the suitable and adaptable methods for their training and education. In addition, the study is conducted in the scope of FFD only and it is necessary for a further research on the

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<sup>31</sup> Rei, Noguchi R. "Rethinking the Teaching of Grammar." *The English Record*, 52 (2002): 22-26

<sup>32</sup> Firth, Suzanne. "Pronunciation syllabus design: A question of focus". In P. Avery & S. Ehrlich (Eds.), *Teaching American English pronunciation*, 173-182, Oxford: Oxford University, 1992.

<sup>33</sup> Robin, Scacella C. and Rebecca Oxford L. "Second language pronunciation: state-of-the-art in instruction." *System* 22 (1994): 221-230.



universitywide. Also, the sample collection method is the convenient one with small sample size and uneven distribution between groups. Besides, another research is suggested to be done to distinguish students of different year intakes. Finally, this is EFA study which limits to the identification of factors affecting the English-speaking skills and recommendations. Then it is really important to have separate papers for each impacting factor.

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