ENGLISH LANGUAGE EDUCATION PROGRAM SECOND-YEAR STUDENTS' SPEAKING DIFFICULTIES IN AN ACADEMIC SPEAKING CLASS

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Abstract

Academic Speaking class is the last speaking class that students at an English Language Education Program (ELEP) have to take. However, to pass this class is not very easy because the students had to be able to speak in an academic context. Seeing this phenomenon, the researchers tried to identify the second-year students' difficulties in the Academic Speaking class, in a private university in Central Java. There are three research questions in this research, "What are ELEP second-year students' speaking difficulties in Academic Speaking class?", "What factors contribute to the speaking difficulties in Academic Speaking class?', and What strategies do the Academic Speaking students employ to overcome the difficulties?". This research used both qualitative and quantitative approaches that took place at an ELEP and involved 38 participants from three Academic Speaking classes. The data were taken using questionnaires and interviews. This study acknowledged 8 difficulties in speaking English, difficulties in dealing with anxiety, over-using mother tongue, giving a spontaneous response, learning unfamiliar and strange accents, expressing ideas, finding the right lexicon, ordering the right grammatical patterns, and dealing with a competitive environment. Subsequently, the factors which contributed to the difficulties were students' lack of confidence and lack of vocabulary. The findings of the study are hoped to be advantageous for both students and teachers in the Academic Speaking class.

Keywords: Academic Speaking, speaking difficulties, factors, second-year students

INTRODUCTION

In this modern era, English is still considered one of the most important languages to be mastered for communication. English is used as a tool for communication all around the world since English is set as an international language. Being able to speak English like a native speaker, especially when English is a foreign or second language in a country is everyone's dream. However, communicating in English is not easy. When we communicate, we also need to pay attention to the speaking features which are vocabulary, fluency, pronunciation, comprehension, and grammar to make the communication run well.

Nunan (1991) stated that for the majority of people, mastering speaking skills is the most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. This statement points out how important speaking skills are. Students need to have the ability to communicate smoothly to share their ideas, give information to other people, ask questions, and express their feelings. Therefore, students need to possess good speaking skills to be able to participate in the learning process. Even though speaking represents a necessary skill for students to master in an ELEP, based on our observation, some ELEP students are still struggling hard to perform their speaking ability in the Academic Speaking class. Students are required to speak at an advanced level, in an academic context. This study tried to find out what difficulties were faced by the second-year students of ELEP in a private university in Central Java.

Concerning the issues, the study was conducted to analyze ELEP second-year students' difficulties in the *Academic Speaking* class. There are three research questions addressed: "What are ELEP second-year students' speaking difficulties in the *Academic Speaking* class?", "What factors contribute to the speaking difficulties in the *Academic Speaking* class?", and "What strategies do the *Academic Speaking* students employ to overcome the difficulties?".

This study, hopefully, will be beneficial for students and teachers to understand the difficulties and the factors that affected the difficulties in speaking. For the students, perceiving their speaking problems in the Academic Speaking class and knowing what caused the problems would hopefully be helpful to eliminate the problems. In addition, they may find suitable learning strategies and speaking practices to improve their speaking performance. For the teachers, it could be advantageous as a reference to identify what are the issues that students suffered in the speaking class and to create speaking practices, materials, and activities that would improve students' speaking skills.

The Importance of Speaking

One of the instruments that we can use to properly express our ideas, thoughts, and feelings is language. People cannot live without a language. Thus, a person needs to master at least one language and utilize the skill to understand the language aspects. Principally, every language has four skills: speaking, reading, writing, and listening. However, speaking is one of the most necessary skills to be mastered because people who understand a language are considered as the speakers of that language. Chaney (in Malihah, 2010) mentioned that speaking is the process of meaning building and sharing through the use of verbal and non-verbal symbols, in a variety of contexts. Merely knowing a language is not enough because there is no point knowing a lot about language if you cannot use it (Scrivener, 2005, p. 146). Therefore, English poses a massively significant role in life, especially in academic life for communication. Littlewood

(in Nuraini, 2016) stated that in communication, learners will be able to create an innovative system to convey meaning by combining different structures. Moreover, all people need speaking because they live at a time where the ability to speak English fluently has become a must, especially for those who want to proceed in certain fields of human efforts (Al-Sibai, 2004, in Al Hosni, 2014).

The Aspects of Speaking

Mastering speaking skills means that we have to deal with all of the fundamental aspects of speaking. Therefore, being able to speak English fluently and accurately might be uneasy. Burkart (1998) stated that in speaking, speakers should use proper words with accurate pronunciation in the right sequence, also speaking covers areas of knowledge which are pronunciation, grammar, and vocabulary.

Pernanda (2009) in Harahap, Antoni, and Rasyidah (2015) mentioned that there were five aspects of speaking. The first is grammar. Brown, in Harahap et al (2015), stated that grammar is the rule by which we put together meaningful parts of a language to communicate messages. The second is vocabulary. Dash (2013), as cited by Harahap et al (2015), claimed that vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context. Number three is pronunciation. According to Taqiyuddin (2011), pronunciation is a way in which a language is spoken; the way a certain sound is produced. In other words, it is a particular way in which people pronounce the words with the right sounds.

Speaking Difficulties

According to Zhang (2009), most English learners are not sufficient yet in communicating in English because speaking is discovered as the hardest skill to master. This supported Doris and Jessica (in Fitriani, Apriliaswati & Wardah, 2015) who stated that one main reason causing a low academic performance is language issues. Many people, especially learners are still struggling fiercely to perform this skill.

Leong and Ahmadi (2017) mentioned that not being able to show themselves because of their lack of motivation and not being able to remember anything they want to say are things that learners often complain about. Besides, learners' mother tongue still becomes one of the reasons for learners' troubles in performing a speaking skill. Karademir (2016) in his study stated that learners failed in increasing their speaking and losing their self-courage because they were afraid of being ignored by people around them. Furthermore, choosing the appropriate word choice also hinders learners from performing good English speaking skills.

Öztürk and Gürbüz (2014) stated that English learner's oral communication is immensely caused by a lack of vocabulary. However, Kumaravadivelu (2003) mentioned that a language will be produced best when the learner focuses on taking real action with language, comprehending saying, and when they are not focusing on the linguistic features.

Factors Affecting Speaking Difficulties

Speaking is one of the most important and hardest skills to master. The issues that occur in learners' speaking performance must be caused by various factors. Yumniamatillah (2017) discovered that student's speaking problems and factors influence one another. In his study, seven factors that affecting first-year English Department students' speaking difficulties are lack of

vocabulary knowledge, lack of practice, the attention of the audience, environment, accent and mother tongue, different spelling, and lack of motivation

Besides, Chang (2010), revealed that some problems that affected learners in their English learning were gained from laziness of the learners and parents who do not support them enough, low school proficiency.

Relevant Studies

Some studies have examined speaking difficulties faced by English Department first-year students. For example, Yumniamatillah (2017) examined three English Education Department of UMY's students of 2016 class year's difficulties in speaking English and factors that caused the difficulties. The result displayed some difficulties that the first-year students faced were pronouncing English words, lack of vocabulary mastery, low self-confidence, and difficulties in grammar use. A lack of vocabulary knowledge, lack of practice, the attention of the audience, environment, accent, and mother tongue, different spelling, and lack of motivation cause those difficulties. This study reported that one factor caused several difficulties, or a difficulty can be affected by some factors.

The next study was conducted by Dewi (2013). She tried to find out what communication strategies were used by first-year students of the English Department of UKSW, in the Transactional Speaking class. Results indicated that the students used all kinds of communication strategies, avoidance, message abandonment, paraphrase, substitution, coining new words, code-switching, asking for clarification, non-verbal, non-verbal, and time-gaining strategies.

METHODS

The methods used for this study are both qualitative and quantitative. The methods were selected based on the researchers' focus which was to receive in-depth opinions from the participants about ELEP second-year students' difficulties in speaking English and what factors caused the difficulties. The qualitative approach was effective for the researchers to explore the participants' attitudes and experiences through interviews. The quantitative study was used as a support for the main qualitative data. The quantitative data were in form of descriptive statistics.

One of the characteristics of the qualitative approach is its being naturalistic. Adib (2012) pointed out what is meant by naturalistic is that the researcher is being natural, focusing more on the natural situation and description. The naturalistic term expressed that the researchers focused on real issues that were being concerned and did not manipulate the condition. This approach also designed flexibility that was beneficial for the researchers because the situation can be understood in-depth.

Context of the Study

The setting of this study was at an English Language Education Program (ELEP), of a Faculty of Language and Arts, in a private university in Central Java. The subjects of this study were 2018 students who took *Academic Speaking* class during September – December 2019. Therefore, the data collection was conducted from September – December 2019. The researchers chose the *Academic Speaking* class as purposive sampling. Purposive sampling helped the

researchers to get more details about the phenomenon and the process that the researchers focused on. Moreover, the *Academic Speaking* class was the only speaking class in ELEP that used drilling to improve students' speaking performance. It required students not only to speak and communicate in English in a daily conversation context but also to perform in English in an academic context. Therefore, examining students who took this class allowed the researchers to analyze students' experiences and testimonies related to the issues.

Participants
The participants for the study were students from the class-year of 2018 who took Academic Speaking class in 2019. Yet, there were students from the senior batch who took the class at the time and were willing to fill in the questionnaire distributed and be interviewed. Therefore, the total participants of this study were 38 students from 3 *Academic Speaking* classes. The focus of the researchers was students who had the most difficulties in speaking English.

Data Collection Methods
The data collection methods that are used by the researcher are as follows. First, it used questionnaires. Babbie (in Acharya, 2010) stated that a questionnaire is a collection of questions in a document and other suitable information that is designed to be asked and be examined. In this study, the researchers implemented a mix of open-ended and close-ended questionnaires. This type of questionnaire was beneficial for analyzing the participants' problems and identifying the reasons by answering the questions proposed. The questionnaire was the method used as the researcher's tool in selecting particular students to gain more information regarding the issues based on their answers. The researcher considered the participants' willingness to participate more deeply in the study by providing a consent form. The questionnaire that the researchers used was adapted from Verapornvanichkul (2011), in Phuangmanee (2016), with some modification by the researchers.

The second method was an interview. The researchers used interviews after analyzing all of the participants' questionnaire answers. The type of interview was a semi-structured interview. This type of interview allowed the researchers to explore and invited additional questions during the interview. Deeper information based on the students' answers was dug in this interview.

FINDINGS AND DISCUSSION
This chapter displays the findings which were collected from the questionnaires in 3 *Academic Speaking* classes and interviews with 6 *Academic Speaking* class students about their speaking difficulties, the factors which contributed to their difficulties, and gain information about how they handled the difficulties.

Difficulties in Speaking English
According to the result from the table above, there were 7 problems found related to Academic Speaking students' difficulties in performing their speaking skills that will be discussed.

1. Difficulties due to Anxiety
The problem anxiety took up the top of the result based on students' results from questionnaires and interviews, there were 28 (15,76%) *Academic Speaking* students who struggled against

anxiety to speak English in class. In this case, the anxiety was expressed as the feeling of nervousness, worry, and panic when performing their English. One of the participants in his questionnaire's answer mentioned:

> Excerpt 1:
> "*I often feel that the material which I had to deliver disappeared when I was not confident or started to panic.*"
> (Student Z's questionnaire answer, November 26, 2019)

To gain more information, an interview was held and one of the interviewees pointed out:

> Excerpt 2:
> "I*t was from me, when I speak in front of people... kind of... kind of nervous. So, if I already... already prepared, then get in front of people it has all disappeared.*"
> (Student S's interview statement, February 14, 2019).

English language learners as stated above often experience a 'mental block' to learn English because many times they seem uncertain and stressed in learning to speak English (Tanveer, 2017). Thus, students' anxiety was found as the biggest problem in speaking English. This issue has affected their performance in speaking because most of the time they would forget what to be said and delivered.

2. Difficulties in Over-using Mother Tongue

This issue was found less than the first one, as one of the problems which led the students to their low speaking skills. There were 27 (15,21%) *Academic Speaking* Students who had problems using their first language, Bahasa Indonesia in English speaking class. They felt more comfortable using the mother tongue to communicate in class. One of the participants who had this issue in a depth interview stated:

> Excerpt 3:
> "*Yes, I feel more comfortable in Bahasa Indonesia because my vocabulary is still poor compared to the other friends.*"
> (Student S. N.S's interview statement, March 24, 2019).

To explain more, Student S stated further:

> Excerpt 4:
> "*...maybe with friends we speak like usual, (referred to Bahasa Indonesia), but in group discussion and asked to speak English, I tried to speak English. Then, if I get asked by the lecturer, I also speak in English.*"
> (Student S's interview statement, March 24, 2019)

This result indicated that students felt more comfortable speaking in Bahasa Indonesia. Moreover, it was used only when it was needed. However, Littlewood & Yu (2011) in their study stated that permitting learners to use L1 must be avoided because it weakens learners' awareness and might give an impact on poor language habits and may impact the target language from the

first language as the outcome. Students' dependency on using their mother tongue decreased the intensity and was not helpful to expose their English speaking performance because they only spoke when they were in class and when they had to.

3. Difficulties in Giving Spontaneous Response

The ability to give a good response to a speaker right away is very important, especially in a speaking activity. However, based on the result presented from the questionnaires and interviews, there were 17 (9,23%) out of 37 *Academic Speaking* students who had problems in giving a spontaneous response, especially when the speaker talked fast. There were many reasons why they experienced this issue, one of the participants from the questionnaire stated that:

> Excerpt 5:
> "*I struggle to give a spontaneous response to a speaker and struggle to control myself, it is more about a lack of confidence to talk in public.*"
> (Student M's questionnaire answer, November 26, 2019).

Another reason that students faced is it was difficult to organize the words in the right structure in a very short time. The following is an explanation by one of the participants in the questionnaires:

> Excerpt 6:
> "*It is difficult to arrange the correct grammar because in speaking, it is done spontaneously, so there is no time to arrange.*"
> (Student K's questionnaire answer, November 26, 2019).

However, in a speaking activity, it is very necessary for students to be able to master this skill. Widodo (2015) mentioned that learners in EFL speaking class should have the proper ability to convey linguistic resources and content understanding because it is necessary to remember that speaking is a difficult activity. Academic Speaking students' problems in giving spontaneous reactions mostly took place when they were not ready and failed to arrange a well-structured sentence.

4. Difficulties in Learning Unfamiliar and Strange Accents

When the students were asked whether they had a problem responding to speakers with particular accents in the questionnaire and interview, the researcher found 25 (13,58%) out of 37 participants struggled with this issue. These students found it hard to understand people who had unfamiliar accents, especially in class. One of the participant in an interview said:

> Excerpt 7:
> "*For Indonesian people, I mostly can understand because the accent is quite similar to me when they speak English, but if the accent is from native speakers, especially when they talk faster and their vocabulary is hard, it is pretty difficult.*"
> (Student Y's interview statement, January 27, 2020).

Dewaele and McCloskey (2014) conducted a study on the attitudes that 2035 multilinguals who had their own and others' Foreign Accent (FA). Data were collected through an on-line ques-

tionnaire. It was found that extraverted multilinguals, who were emotionally stable and tolerant of ambiguity, were significantly less bothered by the FA of others. More neurotic multilinguals were bothered by their own FA. Unexpectedly, participants who knew more languages to a higher level were more negative about the FA of others and their own.

5. Difficulties in Expressing Ideas

Dewaele & McCloskey (2014) mentioned that unexpectedly, participants who knew more languages to a higher level were more negative about the FA of others and their own FA. However, participants who grew up in an ethically diverse environment, who had lived abroad and who worked in an ethically diverse environment were significantly more positive about FA.

Students' problems in expressing their ideas orally in English were also experienced by 22 (11,95%) out of 37 Academic Speaking students who suffered from this problem. From the data that the researcher found, two participants in the questionnaire indicated this problem.

> Excerpt 8:
> "*It is difficult to arrange words that will be spoken. I often find it difficult to speak my ideas in English.*"
> (Student N's questionnaire answer, November 26, 2019).

Similarly, another participant added:

> Excerpt 9:
> "*When I am asked to express an idea, I will become nervous and panic because I am confused about how to arrange the word.*"
> (Student H's questionnaire answer, November 26, 2019).

This problem has been found earlier by Mazdayasna (2012). In his study, he mentioned that during performing the target language, learners have a low chance of advancing the ability to arrange ideas coherently. The reason why students could not express their ideas may be caused by their inability to arrange the words that they want to say.

6. Difficulties in Finding the Right Lexicon

Speaking English without mastering the vocabulary will only lead to confusion and a lack of fluency. Based on the result that the researchers found from questionnaires and interviews, there were 20 (10,86%) out of 37 *Academic Speaking* students struggling in vocabulary. In a more detailed interview, an interviewee pointed out this matter.

> Excerpt 10:
> "*The struggle to arrange the sentence is to find the vocabulary, actually. We know the vocabulary, but sometimes when we learn, when we speak English, the vocabulary which we have mastered, sometimes they do not come up when we speak.*"
> (Student Y's interview statement, January 27, translated by the researcher)

Rohmatillah (2014) explained that related to English vocabulary learning, the way it is pronounced, spelled, defined, and words used are different from the Indonesian form. Therefore,

some students strived to memorize the vocabularies they had and as a result, they failed to produce good English speaking performance.

7. Difficulties in Ordering the Right Grammatical Patterns

Based on the result, there were 19 (10,55%) out of 37 *Academic Speaking* students who had issues speaking with the right grammar patterns. The following statements are the participants' explanation about their difficulties from the questionnaire:

> Excerpt 11:
> "*The difficulty that I have is to arrange the correct sentence with good grammar.*"
> (Student Y's interview statement, January 27, 2020).

More participant pointed out:

> Excerpt 12:
> "*In my opinion, the biggest problem that I have is to arrange words with correct grammar structure and pronunciation of an unfamiliar word.*"
> (Student E's questionnaire answer, November 26, 2019).

In support of this problem, Sayuri (2016) claimed that students are occasionally struggling to organize sentences in the right grammatical forms. A few English students are clueless about the grammatical rules when they speak English. In the case of speaking, arranging well grammatical patterns in making sentences turned out to be quite difficult for the students. This problem happens because they had to speak and focus on the grammar structure at once.

8. Difficulties in Dealing with Competitive Environment

In speaking English, problems that happen may not just come from the internal factors, but also the external factors. One of the problems that students faced when they speak English in class was the environment. In this case, the environment referred to their classmates. According to the result from the questionnaire and interview, there were 22 (11,95%) out of 37 students who felt anxious to speak English when their friends were in the class. This could be proven by the result of an interview with one of the participant when asked about the effect of her classmates on her speaking performance:

> Excerpt 13:
> "*Actually I make preparations, sometimes I study too, but when I see people I kind of... like for example..hmm.. there is a question and others can answer spontaneously like 'tes..tes..tes". Then, I feel "why is it like this?*"
> (Student P's interview statement, February 20, 2020).

Núñez (2018) stated that "the input that students receive in the learning area plays a very important role not only in the acquisition of the language but also in the development of their character, pupils need a context where they feel comfortable and passionate about studying continuously, a place that encourages them to keep forward with their process of learning.". In line with this, it can be seen from the result above that students often felt that their friends are better. Moreover, they are also scared of their friends' responses when they speak English.

Table 1 summarizes the problems that Academic students experienced, arranged from the biggest participants to the fewest.

Table 1. Student' Speaking Difficulties in Academic Speaking Class

No	Students' Speaking Difficulties in Academic Speaking Class	Number Participants
1.	Difficulties in Dealing with Anxiety	29 (15,76%)
2.	Difficulties in Over-using Mother Tongue	28 (15,21%)
3.	Difficulties in Giving Spontaneous Response	17 (9,23%)
4.	Difficulties in Learning Unfamiliar and Strange Accents	25 (13,58%)
5.	Difficulties in Finding the Right Lexicon	20 (10,86%)
6.	Difficulties in Ordering the Right Grammatical Patterns	21 (11,41%)
7.	Difficulties in Dealing with Competitive Environment	22 (11,95%)
8.	Expressing Ideas	22 (11,95%)

Factors that Caused Difficulties in Speaking English

The findings showed that 11 factors caused students' difficulties in speaking. However, due to the limited time and space, the researchers only focused to discuss two major factors that students mostly had.

1. Lack of Confidence

The result from both questionnaires and interviews showed that students' low confidence was the most frequent factor in students' issues to speak English. There were 18 (34,61%) out of 37 students who were not confident to speak English in the *Academic Speaking* class. Moreover, this problem prevented them from performing good speaking skills.

However, some of the participants also admitted that their friends were one of the reasons why they had low confidence that created the problem in their speaking performance.

> Excerpt 14:
> "*Friends are the factor of my difficulty. If my friend can speak with me and understand my weakness, I will be confident to speak to them and they will also teach me.*"
> (Student N's questionnaire answer, November 26, 2019)

The problem was also found by Ni (2012) who stated that low-confidence students are usually found to be extremely fearful and timid, reluctant to express their opinions, and even unable to utter a complete meaningful sentence in class. It is relevant to the result which showed that students had not experienced their best speaking performance because they lacked confidence which was influenced by their nervous feelings and they lacked support from their friends.

2. Lack of Vocabulary

The result also showed that students' lack of vocabulary was less than their lack of confidence. Based on the result, there are 14 (26,92%) out of 37 students who had limited vocabulary problems.

This is supported by Larsen-Freeman (2001) who stated that the main problems faced by students in practicing speaking are their poor vocabulary and grammar. Students are unable to provide ideas easily without both components. Looking back at the result, students were not

equipped with enough vocabularies and this was the factor that caused them to speak English better. Table 2 shows all the factors that caused the difficulties to students in speaking English.

Table 2. Factors Causing Difficulties to Academic Speaking Class Students' in Speaking English

Factors Cause Academic Speaking Class Students' in Speaking English	Number of Participants
Lack of confidence	18 (34,61%)
Lack of vocabulary	14 (26,92%)
Lack of grammar knowledge	4 (7,69%)
Lack of preparation	3 (5,76%)
Lack of the right pronunciation knowledge	3 (5,76%)
Lack of ideas	3 (5,76%)
Afraid of friends' responses	3 (5,76%)
Lack of fluency	1 (1,92%)
Difficult Language focus	1 (1,92%)
Bad mood	1 (1,92%)
Long class duration	1 (1,92%)

How Students Handled the Difficulties in Speaking English

There were six strategies that the second-year *Academic Speaking* Class students used to overcome their speaking difficulties. The first strategy was practicing English speaking individually. A study conducted by Al-Eiadeh, Al. Sobh, Al-Zoubi & Al-Khasawneh (2016) showed that practice was the perfect approach that students must follow, to overcome their problems regarding speaking skill, this way took the top frequency, 11 students out of 20,(30.55%) mentioned that they have solutions through practice to overcome these problems. It helped students to be more prepared before they finally perform their English speaking skills.

Communicating with their friends became the second strategy. The impact of friends on students' performance in speaking has been useful to boost up their confidence and mood. This was also mentioned by Novitasari (2019) who stated that the existence of their cooperative friends and assistance from the tutor leveled up their confidence to speak. When students are surrounded by supportive and cooperative friends, they will perform a better speaking ability.

The third strategy was trying to gain self-control. There were 7 (16,27%) out 37 *Academic Speaking* students who fought their struggles in speaking English by giving positive suggestions to themselves and tried to relax to prevent being nervous. Gardner (1985) refers to motivation as a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Here, it is interesting that students could overcome the issue without someone else's help. They helped themselves by giving positive suggestions and fought the negative feelings to speak.

The fourth strategy was finding easier vocabulary. According to the questionnaire and interview results, there were 7 (16,27%) students out of 37 *Academic Speaking* students who used easier words when they failed to speak English fluently. Nation (2008, p.12) stated that "some words are commonly found in a certain area but rarely found in other areas". Vocabulary problems like this can happen quite often. When the speaker fails to understand the vocabulary, he/she

decides to find a similar vocabulary which has the same meaning. This was proven to help students and the speaker to understand and communicate better.

The last two strategies were using vocabulary from online dictionaries and switching to Bahasa Indonesia, the mother tongue. Table 3 below presents the data which researchers found from questionnaires and interviews.

Table 3. How Students Handled the Difficulties in Speaking English

How Students Handled the Difficulties in Speaking English	Number of Participants
Practicing English Speaking Individually	14 (32,55%)
Communicating with Their Friends	7 (16,27%)
Trying to Gain Self-control	7 (16,27%)
Finding Easier Vocabulary	7 (16,27%)
Using Vocabulary from Online Dictionaries	5 (11,62%)
Switching to Bahasa Indonesia	3 (6,97%)

CONCLUSION

Based on the result from the findings, the problems that most students faced were dealing with anxiety, dependency on the mother tongue, being unable to give spontaneous responses, failure to understand unfamiliar and strange accents, struggle to express their ideas orally, difficulty to find the right lexicon, problem in ordering the right grammatical patterns, and dealing competitive environment. These problems were caused significantly by their lack of confidence and lack of vocabulary.

The researchers found that there were many strategies used by the students to handle their problems in speaking English. The strategies were practicing speaking English individually, finding help from their friends, gaining their self-control, and finding easier vocabulary when the speaker could not understand the meaning.

Since the questionnaire was distributed in Academic Speaking classes, not all second-year students could be involved, since not all 2018 students were taking the class. Moreover, not all of the students attended the class when the questionnaire through Google Forms was distributed. As a result, the researchers could not get responses from all the participants of the class because not all of the students filled the online questionnaire.

Future researchers who want to conduct similar or follow-up research should find more participants at a better time to distribute the questionnaire so that they can get the complete total of participants and get more data.

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