FOREIGN LANGUAGE SPEAKING ANXIETY ON THE 6TH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT

Nadzly W. Didipu, Noldy Pelenkahu, Ignatius Javier C. Tuerah

English Education Department
Faculty of Language and Arts
Manado State University.
Tondano, Indonesia.
Email address: nadzlywd@gmail.com

Abstract: The aim of this research is to discover the existence, the average level, and the most common type of foreign language speaking anxiety on college students. The approach of this research is quantitative. The research is conducted at the English Education Department of Universitas Negeri Manado. The population of the respondents of this research is the 6th semester students of the English Education Department of Universitas Negeri Manado. The sample consists of 20 respondents of the 6th semester students chosen using the random sampling process. The research instrument that the writers use in this study is the Foreign Language Speaking Anxiety Scale (FLSAS). The finding of this research shows that all of the respondents have experienced symptoms of speaking anxiety and have an average level of 90,3 for speaking anxiety. It is also found that the cause for foreign language speaking anxiety on most of the students is test anxiety. The result of the research suggests that the 6th semester students of the English Education Department of Universitas Negeri Manado have speaking anxiety with an average level of Moderate, and the most common type of speaking anxiety was Test Anxiety.

Keywords: Speaking, Anxiety, Foreign Language Speaking Anxiety, EFL

1   INTRODUCTION

According to Sapir (1921), language is "a purely human and noninstinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols." Walija (1996) also discloses the definition of language as "the most complete and effective way to convey ideas, messages, intentions, feelings and opinions to others". In short, language is an important aspect of human lives. Without it, people will not be able to connect with one another and express what is on their minds.

In Indonesia, people mainly use the language of Bahasa Indonesia to communicate with each other. However, Indonesia's government also encourages their students to learn English as a foreign language in schools, according to Indonesia's government regulations no. 32 in 2013. This results in Indonesian students having a chance to learn English throughout their years of schooling, along with their national and traditional languages (Maru, 2014, Maru, 2018). Hampp (2019) states that "English teaching should be introduced to Indonesian children early on." Pelenkahu (2014) also discloses that "English is a strategic subject matter for studying other subjects."

When learning English, students must also know the basics or even master 4

skills, which are; (1) reading, (2) writing, (3) listening, and (4) speaking. Khameis (2006) states that "the four skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context". People over the years argue about which of the four is the most important skill needed in language learning. Nevertheless, most people might agree that speaking is the most effective way to communicate.

Speaking, according to Torky (2006), is "a process learners go through to get their opinions, intentions, hopes and viewpoints across". It is an important skill to acquire in learning. Students must have this ability so that they can deliver their thoughts and ideas properly, especially in oral communications. It is not an exception to EFL (English as Foreign Language) students. Lumy (2018) defined speaking as "a crucial part of skills that EFL learners should master." Not only that it is important, but it is also essential for learning a language that is not your mother tongue. As according to Tuerah, Tuilan, and Rakian (2017), "speaking a second or foreign language is becoming widely recognized as an important skill for education, business, and personal reasons." Nevertheless, there are some difficulties EFL students might face when speaking. For example; lacking vocabulary, making grammatical errors, pronouncing words wrong, etc. Some students might even have a combination of the problems mentioned. Even so, there is one problem that a lot of EFL students have that cannot be easily eliminated, and that is anxiety.

Anxiety is regularly found in learners of a second language. It is that feeling of nervousness, uneasiness, worry, or fear that comes occasionally or even continuously to people. Spielberg (1983, cited in Horwitz) identifies anxiety as "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system." Anxiety is a feeling of uncertainty, panic, fear, without knowing what they fear and cannot shake the feeling of restlessness. When linked to foreign language learning, it is termed as "second/foreign language anxiety". This type of anxiety may affect some learners to have negative emotional responses towards learning a foreign language (Horwitz, 2001). FLA (foreign language anxiety) is described as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" by Horwitz, Horwitz, and Cope (1986, p. 128).

In many research, it has been found that students who study foreign or second language often have trouble with speaking using their target language because of anxiety. A study done in 2015 by the lecturers of Labela University in Pakistan of 35 undergraduates studying English results in the findings of how the undergraduates are faced with foreign language anxiety when speaking. They feel nervous and even avoid speaking English altogether when they need to communicate with a native speaker. This problem continues even outside of the class and causes their lecturers to worry that this might impact their academic life. This kind of case happens almost every time someone studies a second or foreign language. Whether the student becomes anxious because of the slow progress they are having with their studies, or because of being too perfectionist and afraid of making mistakes when using the target language, or even because of the pressure they get when they see another friend studying the same language doing better than they are. Foreign language anxiety or what is usually called xenoglossophobia has been an interesting topic to research for many years. One of the

most known is the one conducted by Horwitz, Horwitz, and Cope in 1986, where they even made a questionnaire called FLCAS (Foreign Language Classroom Anxiety Scale) to test the scale of anxiety felt by students in a foreign language classroom. Another scale is also developed by Balemir in 2009, which is the FLSAS (Foreign Language Speaking Anxiety Scale). The questionnaire is more focused on finding the level of speaking anxiety, which is fitting for this research. Both of the questionnaires are often referenced by researchers regarding the topic of anxiety and speaking anxiety because of their reliability.

In most cases, learners of foreign languages feel the most anxious when they are asked to speak using their target language. Anxiety, in this case, speaking anxiety, can cause the students to have doubts over their speaking ability, whether it is a fear of making errors while speaking in the target language or a fear of their peers judging them negatively about their speaking skill. This may result in bad speaking performances during the learning process and could affect their academic life.

Based on the considerations above, the researchers are intrigued in researching the foreign language speaking anxiety of the 6th semester students of the English Education Department of Universitas Negeri Manado, specifically about the existence, the average level, and the most common type found of the foreign language speaking anxiety.

2   REVIEW OF LITERATURE

2.1   Speaking

The language of English has 4 skills that each of the users must use or even master. The 4 skills are, reading, writing, listening, and speaking. Speaking is a skill that almost all human beings use to communicate in their life. Whenever people want to express something that is on their mind, they can always do it verbally. Speaking is also usually spontaneous, hence there is a saying about how "people speak before they think." Huebner (1960) states that speaking is "an ability used in daily life to communicate with other people, such as at school or outside". Pelenkahu (2014) also defines speaking as "an activity of saying whatever becomes the thinking of someone in verbal form while directly making a face to face interaction with a listener." Meanwhile, according to Moega (2019) "speaking is very important for human beings to express ideas, feelings, and report situation to other people."

There are 6 types of classroom speaking performance, according to Brown (2001), which are Imitative, Intensive, Responsive, Transactional, Interpersonal, and Extensive.

2.2   Anxiety

Anxiety is one of the most well-known psychological problems that is faced by a lot of individuals. It is a negative feeling that comes in certain situations that is condemned frightening or worrying for people. Anxiety usually affects those who have low self-confidence since it occurs when people feel like they cannot do something or they do not know what is going to happen.

According to Horwitz, Horwitz, and Cope (1986), anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". Mayer (2008) describes anxiety as "a state of intense agitation, foreboding, tensions and dread, occurring from a real or perceived threat of impending danger". Every person who experiences anxiety may feel it in

different ways, but it does have general types and characteristics.

Anxiety is generally classified into two types, which are State Anxiety and Trait Anxiety. State anxiety refers to a type of anxiety that only strikes an individual when the individual is in a certain situation. Meanwhile, trait anxiety is a type of anxiety that happens continuously and is not limited to only certain situations. From a psychological aspect, anxiety is differentiated into three levels, which are; mild anxiety, moderate anxiety, severe anxiety.

According to the DSM-5, a handbook created and used by the American Psychiatric Association (APA) (2006, t.3.15), anxiety and worry are associated with three or more of the following symptoms (with at least some symptoms present for more days than not for the past 6 months):

a. Restlessness or muscle tension
b. Being easily fatigued
c. Difficulty in concentrating or mind going blank
d. Irritability
e. Sleep disturbance (difficulty falling or staying asleep, or restless unsatisfying sleep)

2.3 Foreign Language Speaking Anxiety

Foreign language anxiety is the dread feeling that happens to a lot of students when they are about to use the target language. It is usually based on the fear that they might mispronounce words, use incorrect grammar, or even just low self-esteem since their colleagues in the classroom they believe are doing better than they are. In every foreign language classroom, this type of anxiety can act on different types of students. It is not unusual to have a considerably smart student who has anxiety in a foreign language classroom.

In order to get a better understanding of foreign language anxiety, below are three types of anxiety based on factors that might contribute to them, according to Horwitz, Horwitz, and Cope (1986);

a. Communication apprehension

Horwitz, Horwitz, and Cope (1986:127) define this type of anxiety as "communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people." It usually appears when someone is not confident enough with their speaking skill, especially in groups or in public. People with communication apprehension find it difficult to express their thoughts and to communicate with other people using a foreign language.

b. Test Anxiety

Test anxiety often occurs to people when they are about to or are facing a test about the foreign language they are studying. It is the fear of not being able to showcase what someone has learned throughout their learning within a short amount of time. If the test is uncalled for, the student will feel more anxious since he/she is unprepared, making them feel stress and discomfort.

c. Fear of negative evaluation

Horwitz, Horwitz, and Cope (1986:128) describe fear of negative evaluation as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively." Students of foreign language learning tend to have this type of anxiety when they are afraid of making mistakes. This often causes poor performance in class, since the students are focusing more on the little mistakes that they make than the progress of their actual performance.

Foreign language speaking anxiety, or FLSA, is a type of Foreign Language Anxiety. It happens to people who want to use their target language verbally. This type of anxiety can happen to everyone who is trying to learn a new language, especially when they are not confident in their speaking skill. Low self-esteem can be caused by the fear of making grammatical errors, fear of not using the correct word to describe something, or even fear of being judged by other people on every speaking aspect that they have.

3 RESEARCH METHOD

For this research, the researchers intend to use the descriptive quantitative research method. Quantitative research usually focuses on numerically finding the data. According to Seliger and Shohamy (1989), descriptive research is "a study that provides the descriptions of a phenomenon that happens by itself with no intervention from anything or anyone".

The researchers use a quantitative research method for displaying the percentages of speaking anxiety levels and types of the respondents. The percentages are based on the result of the questionnaires that are handed out to the respondents, and then later collected.

3.2 Population and Sample

The population of this research is the 6th semester students of the English Education Department of Universitas Negeri Manado. The sample that is used in this research is a total of 20 students from the 6th semester of the English Education Department of Universitas Negeri Manado. The sample is chosen using the random sampling process.

3.3 Research Instrument

To collect the data needed for this research, the researchers use a slightly modified version of the Foreign Language Speaking Anxiety Scale (FLSAS) developed by Balemir (2009). The scale is converted into a Google form to make it easier for the researchers to collect data for the research without actually meeting the respondents, considering the COVID-19 pandemic. The scale consists of two parts. For the first part, the respondents are asked to fill in their personal information such as their name, gender, and if they have any speaking anxiety symptom when speaking English in front of the classroom. The second part consists of 28 statements that revolve around speaking anxiety. It is in the form of a five-point Likert Scale, which means the responses can be ranged from strongly disagree (1) to strongly agree (5). The higher the respondent's score on the scale, the higher the level of speaking anxiety that they have. The FLSAS consists of positively worded statements that will be scored normally and also negatively worded statements that will be scored reversely.

3.4 Techniques of Collecting Data

To analyze the data collected for this research, the researchers use the descriptive statistic technique. The descriptive statistic technique provides straightforward summaries about the samples and measurements of the research. In this case, the respondents' scores are classified into a classification assessment of the foreign language speaking anxiety levels.

In order to find out if the respondents have foreign language speaking anxiety or not, the researchers review the respondents' answers on the FLSAS Part I, in which there are symptoms that the respondents might tick if they have speaking anxiety.

To classify the respondents by their foreign language speaking anxiety levels, the researchers use the classification assessment of FLSAS by Balemir (2009).

Table 1 FLSAS Classification Assessment

FLSAS Score	Level of Speaking Anxiety
98-140	HIGH
70-97	MODERATE
28-69	LOW

The higher the respondent's score on the scale, the higher the level of speaking anxiety that they have.

To classify the respondents by their foreign language speaking anxiety types, the researchers used the classification assessment below;

Table 2 FLSAS Items of Foreign Language Speaking Anxiety Types

Types of Foreign Language Speaking Anxiety	Statement Items
Communication Apprehension	1, 3, 7, 8, 10, 14, 15, 16, 17, 19, 20, 24, 25, 26, 28
Fear of Negative Evaluation	2, 9, 11, 13, 18, 22, 23,
Test Anxiety	4, 5, 6, 12, 21, 27

To further classify the respondents by their foreign language speaking anxiety types, the researchers calculate using only 5 statement items each from 3 types of statement items in the FLSAS, so that it could be evenly summed. The 15 statement items that will be used are below;

Table 3 FLSAS Chosen Items of Foreign Language Speaking Anxiety Types

Types of Foreign Language Speaking Anxiety	Statement Items
Communication Apprehension	1, 8, 10, 14, 25
Fear of Negative Evaluation	2, 9, 13, 18, 23
Test Anxiety	5, 6, 12, 21, 27

1) Making statistic percentages of the respondents' answers.

The researchers used the formula of ;

$$P = \frac{f}{n} \times 100\%$$

Notes:
P: percentage number
f: total correct answer/ frequency
n: number of cases (number of frequency or individual)

2) Calculating the Mean of all the respondents' scores to find out the average level of foreign language speaking anxiety of all of the respondents.

The researchers used this formula;

$$\bar{X} = \frac{\Sigma X}{n}$$

Notes :

$\bar{X}$: Mean

Σx : Total score

n : The number of students

4   DATA ANALYSIS

To collect the data that is needed for this research, the researchers use the Foreign Language Speaking Anxiety Scale (FLSAS) which is originally developed by Balemir (2009). The scale is divided into two parts

with the first part is used to find out if the respondents have foreign language speaking anxiety or not, and the second part to find out the average level and the most common type of foreign language speaking anxiety on the respondents. The respondents are 20 students of the English Education Department of Universitas Negeri Manado.

4.1 FLSAS Part I

Table 4 Speaking Anxiety Symptoms Respondents Experience

Symptoms	Frequency
Restlessness, feeling keyed up or on edge	3
Being easily fatigued	0
Difficulty in concentrating or mind going blank	19
Irritability	5
Muscle tension	9
I have no speaking anxiety symptoms when I speak English in the classroom	0

In this part, the researchers put anxiety symptoms from the DSM-5 handbook in statements and asked the respondents to respond the statements that can be ranged from strongly disagree (1) to strongly agree (5). The statements contain symptoms they may experience when speaking English as a foreign language. The researchers collect their symptoms based on which symptoms they agreed to strongly agreed on they have experienced. From what was shown, almost all students had experienced at least one symptom of anxiety when speaking English in class. The most common symptom being "difficulty in concentrating, or mind going blank", with 19 of the respondents choosing it as a speaking anxiety symptom they actually experience

when in class speaking English. Experiencing at least one of these symptoms could justify the existence of speaking anxiety on oneself, meaning that the respondents were suitable for this research and do have foreign language speaking anxiety.

With this data in mind, it proves the existence of foreign language speaking anxiety on the 6th semester students of the English Education Department of Universitas Negeri Manado and answers the researchers' first research question.

4.2 FLSAS Part II

Table 5 FLSAS Part 2 Statements Responses Frequency Summary

STATEMENTS	RESPONSES				
	SD (1)	D (2)	NC (3)	A (4)	SA (5)
1	2	1	2	12	3
2	1	5	1	11	2
3	0	5	2	11	2
4	2	4	3	7	4
5	1	6	1	7	5
6	1	3	3	10	3
7	0	3	5	10	2
8	1	8	0	10	1
9	1	14	2	2	1
10	2	9	1	7	1
11	0	5	1	11	3
12	0	6	1	10	3
13	1	2	3	12	2
14	0	1	2	12	5
15	0	3	4	10	3
16	0	2	4	13	1
17	2	5	6	7	0
18	3	3	8	4	2
19	1	4	4	10	1
20	0	1	1	12	6
21	0	1	6	13	0

22	1	4	4	6	5
23	0	8	3	8	1
24	2	12	2	3	1
25	0	3	5	12	0
26	3	12	2	2	1
27	5	9	1	5	0
28	1	6	2	8	3

Where SD : Strongly Disagree
*   D : Disagree*
*   NC :No Comment*
*   A : Agree*
*   SA : Strongly Agree*

Table 6 Respondents' FLSAS Score and Speaking Anxiety Level Classification

NO.	Respondents	FLSAS Score	Speaking Anxiety Level
1.	A	113	HIGH
2.	B	52	LOW
3.	C	72	MODERATE
4.	D	72	MODERATE
5.	E	92	MODERATE
6.	F	98	HIGH
7.	G	75	MODERATE
8.	H	101	HIGH
9.	I	94	MODERATE
10.	J	97	MODERATE
11.	K	92	MODERATE
12.	L	99	HIGH
13.	M	115	HIGH
14.	N	76	MODERATE
15.	O	87	MODERATE
16.	P	85	MODERATE
17.	Q	98	HIGH
18.	R	94	MODERATE
19.	S	94	MODERATE
20.	T	100	HIGH

After the researchers collect the students' scores and classify them according to their foreign language speaking anxiety level, the frequency of students' scores is then calculated to simplify the amount of data, so that it can be easily understood by the readers.

Table 7 Frequency of Students' Scores

I	F	CF	P	CP
28 – 69	1	1	5%	5%
70 – 97	12	13	60%	65%
98 – 140	7	20	35%	100%
Total Students	20			

Where   I : Interval
*   F : Frequency*
*   CF :Cumulative Frequency*
*   P : Percentage*
*   CF: Cumulative Percentage*

Based on the table, the data shows that:
1.   There are 7 students out of 20 students with "HIGH" level of foreign language speaking anxiety. Then, the percentage is P= $\frac{7}{20}$ x 100= 35%.
2.   There are 12 students out of 20 students with "MODERATE" level of foreign language speaking anxiety Then, the percentage is P= $\frac{12}{20}$ x 100= 60%.
3.   There is 1 student out of 20 students with "LOW" level of foreign language speaking anxiety. Then, the percentage is P= $\frac{1}{20}$ x 100= 5%.

To know the average level of speaking anxiety of the respondents in this research, the researchers use the formula below.

$$Mx = \frac{\sum x}{N}$$

Mx = mean (average)
X = Total of variable
N= Number of Cases

By using the formula, below is the average level of speaking anxiety of the respondents of this research.

Mx = $\frac{1806}{20}$ = **90,3**

By placing the 90,3 score into the classification assessment of the FLSAS, the average 6th semester students of the English Education Department of Universitas Negeri Manado has **MODERATE** foreign language speaking anxiety level.

Past finding the average level of foreign language speaking anxiety of the respondents, below is the summary of the students' foreign language speaking anxiety types based on their answers on the FLSAS Part 2.

Table 8   Foreign Language Speaking Anxiety Statement Items Scores and Types Classification

Respondents	FLSAS Statement Items Score			Speaking Anxiety Types
	CA	**FNE**	**TA**	
A	21	19	23	Test Anxiety
B	7	10	14	Test Anxiety
C	12	13	14	Test Anxiety
D	15	16	13	Fear of Negative Evaluation
E	19	17	20	Test Anxiety
F	10	12	18	Test Anxiety
G	10	12	18	Test Anxiety
H	18	16	19	Test Anxiety
I	15	17	18	Test Anxiety
J	20	14	22	Test Anxiety
K	19	13	20	Test Anxiety
L	18	18	20	Test Anxiety
M	23	18	22	Communication Apprehension
N	14	13	13	Communication Apprehension
O	16	18	14	Fear of Negative Evaluation
P	20	13	17	Communication Apprehension
Q	20	18	14	Communication Apprehension
R	16	17	16	Fear of Negative Evaluation
S	21	13	22	Test Anxiety
T	21	13	22	Test Anxiety

Where   CA : Communication Apprehension
       FNE : Fear of Negative Evaluation
       TA : Test Anxiety

After the researchers collect the students' scores and classify them according to their foreign language speaking anxiety types, the frequency of students' scores is then calculated to simplify the amount of data, just like before for displaying the data for foreign language speaking anxiety levels.

Table 9   Frequency of Students' Scores to Calculate Most Common Type

Types	F	CF	P	CP
Communication Apprehension	4	4	20%	20%
Fear of Negative Evaluation	3	7	15%	35%
Test Anxiety	13	20	65%	100%
Total Students			**20**	

Based on the table, it can be concluded that:
1.   There are 4 students out of 20 students with "Communication Apprehension" as their type of foreign language speaking anxiety. Then, the percentage is P= $\frac{4}{20}$ x 100= 20%.

2.	There are 3 students out of 20 students with "Fear of Negative Evaluation" as their type of foreign language speaking anxiety Then, the percentage is P= $\frac{3}{20}$ x 100= 15%.

3.	There are 13 students out of 20 students with "Test Anxiety" as the type of foreign language speaking anxiety. Then, the percentage is P= $\frac{13}{20}$ x 100= 65%.

By looking at the summed up percentages above, the most common type of foreign language speaking anxiety on the 6th semester students of the English Education Department of Universitas Negeri Manado is **TEST ANXIETY**.

## 5	CONCLUSION

Based on the research that is conducted at the English Education Department on its 6th semester students within the academic year of 2020/2021, it can be concluded that the Foreign Language Speaking Anxiety does happen to the students, with the average level of MODERATE, and the most common speaking anxiety type that the students have was the TEST ANXIETY.

The results in the data provided in the previous chapter show that the 6th semester students of the English Education Department of Universitas Negeri Manado mostly have the symptoms of difficulty in concentrating or mind going blank and muscle tension. The data also show that the mean score of the Foreign Language Speaking Anxiety Scale (FLSAS) that was filled in by the students is 90.3, which is on the range of MODERATE level of the FLSAS classification assessment. The data lastly show that 65% of students have TEST ANXIETY, which is the most common type for their foreign language speaking anxiety.

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