

An Analysis on Students Motivation in Speaking English at SMP Negeri 3 Bangkinang

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Abstrak

Penelitian kualitatif ini dilaksanakan di SMPN 3 Bangkinang di kelas IX A tahun ajaran 2022/2023. Analisis motivasi berbicara siswa dalam penelitian ini bertujuan untuk mengetahui seberapa besar motivasi siswa dalam berbicara bahasa Inggris di SMPN 3 Bangkinang. Subjek penelitian ini berjumlah 20 siswa. Instrumen penelitian ini adalah kuesioner. Berdasarkan hasil temuan, sebanyak 55% siswa hampir tidak merasa yakin pada diri sendiri ketika berbicara bahasa Inggris di dalam kelas, sedangkan 70% siswa merasa kesulitan saat ingin berbicara dengan guru. Sementara itu, peneliti menemukan bahwa ada motivasi yang tinggi, siswa dapat mencapai proses belajar dengan baik membuat lebih aktif dan antusias dalam menjalani proses pembelajaran. ketika mendapatkan motivasi, dan siswa tertarik untuk belajar berbicara bahasa Inggris.

Kata kunci: *Motivasi, Pembelajaran, Bahasa Inggris*

Abstract

This qualitative research was conducted at SMPN 3 Bangkinang in class IX A for the academic year 2022/2023. The analysis of students' speaking motivation in this study aims to determine how much students' motivation in speaking English at SMPN 3 Bangkinang, the subjects of this study amounted to 20 students. The instrument of this research is a questionnaire. Based on the findings, as many as 55% of students almost do not feel confident in themselves when speaking English in class, while 70% of students find it difficult when they want to talk to the teacher. Meanwhile, the researcher found that there is high motivation, students can achieve the learning process well making them more active and enthusiastic in undergoing the learning process. when getting motivated, and students are interested in learning to speak English.

Keywords: *Motivation, Learning, Speaking*

INTRODUCTION

English is an international language that has been used by various countries to communicate with other nations. This has shown that English is studied all over the world because every individual is required to be able to master it, especially for people who want to travel to other countries. In other countries English has become a second language after the mother tongue, but in Indonesia English is still considered a foreign language but it must be studied but not many people use it in everyday life. This is because the diversity of languages is so thick and there is also a lack of self-confidence that come people are still reluctant to use English. Students start having English lessons at primary school, Junior until Universities

The Primary School students study English for six years and the Junior High School students study English for three years. It means that every graditate of Junior High School has studied English for nine years. The main frous of teaching and learning process in School and the students to get ability in communicating, to give knowledge about the

language both spoken and written, and to increase students awareness about how important the English to be learnt. (Megaiab, 2014)

Motivation to learn is the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning activities

and provides direction for learning activities, so that the goals desired by the learning subjects can be achieved (Sardiman, 1986).

Students who showed intrinsic motivation to knowledge as their motive in learning English had desires to learn English because they liked it and they really loved to learn new vocabularies while they watched movies or listened to the English songs. They were curious in learning, Even though they got bored on their teacher's explanations, they still had motivation to learn English in order to understand about English conversation, the story of movies and the meaning of songs. Ushioda (2011) define that Intrinsic motivation to know refers to motivation in doing an activity for satisfaction or pleasure of understand something new, satisfying one's curiosity, and exploring the world.

According to Ladouse (in Nunan, 1991: 23) speaking is an activity to explain someone in a certain situation or activity to report something. Meanwhile, according to Tarigan (1990: 8) "Speaking is ways to communicate that affect our daily lives". This matter means that speaking is a way of communicating that can affect someone's life. Based on the explanation above, the writer concludes that speaking is a way to express what we feel later manifested in the form of spoken language processes between two or more people.

However, the ability to speak English is often considered difficult to learn because that aspect relates to producing a series of words orally for convey an idea or message. When we want to speak well, then we must able to use a series of words that the listener can understand well. Speaking strategies also need to be learned in order to avoid miscommunication or distraction in communicating. Oxford (1990) said that speaking in english is stressful for students. It's because they feel that they are afraid of making grammatical mistakes and also lack of vocabulary in english to facilitate their speaking activities.

Hammer in Marsono (2005) states that motivation itself is a kind of internal drive that encourage someone to take action. It seems that we received the desired goal interestingly enough, we will be highly motivated to do whatever it takes to achieve the goal. Long term goals may have something to do with their desire to get a better job or to pursue further studies in some English country. Motivation is very important in language teaching. Students must be motivated in such a way that they should enjoy learning from the very beginning they are introduced. They are protected from feel embarrassed through their active participation in class activities. They should feel learn the real language.

At the school, speaking English is the problem for the students. Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Heriansyah (2016), the problems that students faced in speaking English are their less of confidence to speak and they are afraid of making errors or inaccuracy while speaking besides other problems likes their lack of vocabulary and poor pronunciation.

According to dash (2012) and Floriasti (2013) stated that there are some problems that may cause low ability in speaking such as the students' knowledge, students' motivation, students' linguistic knowledge, students' personality, and speaking materials. Students usually feel difficult when they asked to speak English. There are many factors that can induce the students get the difficulty when they speaking in English language. They do not have a confidence and they always feel nervous in daily English speaking. Besides that, the students limited in vocabulary mastery, so they feel there is not to say. Limited in motivation to learn speaking English and there is not speaking habit from the teacher also make the students getting the difficulty to speak English smoothly.

METHOD

This research will be conducted at SMP Negeri 3 Bangkinang. This type of research is descriptive qualitative research, in which the data collected is in the form of words, pictures, not numbers. The data in this study will be obtained from a questionnaire with the participants of the motivation strategy speaking English used.

Qualitative research there are two sources that can be used to get the data. Those are Primary source and secondary source. For the primary source, the researcher uses the result of interview and questionnaire. Here, the secondary source which is used is document. The document is the subjects' grade transcript. The grade transcript is used to know the students who include in big five students.

More Craswell (2007: 125) explained that the concept of purposeful sampling used in qualitative research. I mean direct researcher selecting individuals based on their position in research by consideration that they have the required information, understand the research problem and is central to the phenomenon in that research. Non-probability sampling technique is a sampling technique that appropriate for qualitative research. Berg (2001: 32) states, that non-probability sampling technique tends to have become a rule that should be used in qualitative research.

The data analysis technique in this study uses qualitative analysis which is inductive, namely an analysis based on the data obtained, Then a certain relationship pattern is developed. As for the steps that that must be passed in data analysis are data reduction, data display, and colclusion drawing or verification.

According to Sugiyono (2007), there are three main stages in qualitative research, namely:

1. Description stage or orientation stage.

At this stage, the researcher describes what is seen, heard and felt. The new researcher makes a cursory record of the information he has obtained.

2. Reduction stage.

At this stage, the researcher reduces all the information obtained in the first stage to focus on certain problems.

3. Selection stage.

At this stage, the researcher describes the focus that has been set in more detail and then conducts an in-depth analysis of the focus of the problem. The result is a theme that is constructed based on the data obtained into knowledge, hypotheses, and even new theories.

RESULT AND DISCUSSION

Research Findings

This study aims to provide an accurate picture of students' ability to master speaking English and also the faces of students who have difficulty in pronunciation. There is a purpose of this study: this study aims to find out the difficulties of students in speaking English, the research question is what are the difficulties in speaking English?

The findings for this research question are based on a questionnaire with 20 students in the ninth grade, there are for indicators of motivation namely: intrinsic motivation, extrinsic motivation, use in motivation indicators. The results of research that has been conducted on students who have difficulty in speaking English, the researchers conclude that students have difficulty in speaking English.

1. Intrinsic Motivation

Table . Questionnaire Item Number 1

Statement	Option	frequency	Percentage
I always do the speaking assignment which is assigned by the teacher and collect it on time(saya selalu mengerjakan	Strongly agree	6	30%

tugas pembelajaran berbicara bahasa inggris yang diberikan oleh guru dan mngumpulkan tepat waktu).	Agree	14	70%
	Disagree	0	0%
	Strongly	0	0%
	Disagree		
	Total	20	100

Table 1 shows that 30% of students strongly agree. This shows that they still do not experience difficulties in learning motivation. 70% of students agree, 0% of students disagree, and 0% of students strongly disagree. It can be concluded in terms of student learning motivation that most students agree. Students can assume that they have no difficulty in learning to speak English.

2. Intrinsic Motivation

Table 2. Questionnaire Item Number 2

Statement	Option	frequency	Percentage
I hardly feel sure of myself when I speak English in our speaking class(saya hampir tidak merasa yakin pada diri sendiri ketika saya berbicara bahasa inggris dikelas berbicara kami).	Strongly agree	1	5%
	Agree	12	60%
	Disagree	6	30%
	Strongly	1	5%
	Disagree		
Total		20	100

Table 2 shows that 5% of students strongly agree. This shows that they still have difficulty in speaking English. 60% of students agree, 30% of students disagree, and 5% of students strongly disagree. It can be concluded that the students' motivation in speaking English most of the students agree. Students can assume that they have difficulty in motivation to speak English.

3. Intrinsic Motivation

Table 3. Questionnaire Item Number 3

Statement	Option	frequency	Percentage
When the speaking class is started, I don't pay attention seriously to the teacher's explanation(ketika kelas berbicara dimulai, saya tidak memperhatikan penjelasan guru dengan serius).	Strongly agree	0	0%
	Agree	0	0%
	Disagree	11	55%

	Strongly Disagree	9	45%
Total		20	100

Table 3 shows that 0% of students strongly agree. This shows that they still have no difficulty in speaking English class. 0% of students agree, 55% of students disagree, and 45% of students strongly disagree. It can be concluded that the motivation of students in the English speaking class most of the students do not agree. Students assume that they are still paying attention to the explanations in the English speaking class.

4. Intrinsic Motivation

Table 4. Questionnaire Item Number 4

Statement	Option	frequency	Percentage
I think learning speaking is bored(menurut saya belajar berbicara bahasa inggris itu membosankan).	Strongly agree	0	0%
	Agree	1	5%
	Disagree	11	55%
	Strongly Disagree	8	40%
	Total		20

Table 4. shows that 0% of students strongly agree. This shows that they do not have difficulty in speaking English class. 5% of students agree, 55% of students disagree, and 40% of students strongly disagree. It can be concluded that the motivation of students in the English speaking class most of the students do not agree. Students assume that they do not feel bored in paying attention to the English speaking class.

5. Intrinsic Motivation

Table 5. Questionnaire Item Number 5

Statement	Option	frequency	Percentage
If my speaking score is bad, I don't improve myself to get better score(Jika saya berbicara saya buruk, saya tidak memperbaiki diri untuk mendapatkan nilai yang lebih baik).	Strongly agree	3	15%
	Agree	3	15%
	Disagree	4	20%
	Strongly Disagree	10	50%
	Total		20

Table 5 shows that 15% of students strongly agree. This shows that they have limitations in speaking English. 15% of students agree, 20% of students disagree, and 50% of students strongly disagree. It can be concluded that the motivation of students in

improving themselves to get better grades is slightly high. Students assume that they will further improve themselves in speaking English.

6. Instrumental Motivation

Table 6. Questionnaire Item Number 6

Statement	Option	frequency	Percentage
I like to have conversations with friend to improve my speaking(saya suka melakukan percakapan dengan teman untuk meningkatkan kemampuan berbicara saya).	Strongly agree	12	60%
	Agree	4	20%
	Disagree	2	10%
	Strongly Disagree	2	10%
	Total		20

Table 6 shows that 60% of students strongly agree. This shows that they have a high level of willingness to speak English. 20% of students agree, 10% of students disagree, and 10% of students strongly disagree. It can be concluded that students' motivation in conducting conversations is less high. Students assume that they will further improve their ability to speak English.

7. Instrumental Motivation

Table 7. Questionnaire Item Number 7

Statement	Option	frequency	Percentage
I always want to improve my speaking ability(saya selalu ingin meningkatkan berbicara saya).	Strongly agree	12	60%
	Agree	7	35%
	Disagree	1	1%
	Strongly Disagree	0	0%
	Total		20

Table 7 shows that 60% of students strongly agree. This shows that they have a high level of willingness to speak English. 35% of students agree, 5% of students disagree, and 0% of students strongly disagree. It can be concluded that the students' motivation in improving their abilities. speak higher English.

8. Integrative Motivation

Table 8. Questionnaire Item Number 8

Statement	Option	Frequency	Percentage
I wish could have many native English speaking teacher in speaking class so I could improve my speaking(saya berharap dapat memiliki banyak guru	Strongly agree	12	60%

penutur asli bahasa inggris dikelas berbicara, sehingga saya dapat meningkatkan kemampuan berbicara saya).	Agree	8	40%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	20	100

Table 8 shows that 60% of students strongly agree. This shows that they have a high desire to speak English. 40% of students agree, 0% of students disagree, and 0% of students strongly disagree. It can be concluded that students hope to have many native English teachers in order to improve students' speaking skills in English.

9. Extrinsic Motivation

Table 9. Questionnaire Item Number 9

Statement	Option	Frequency	Percentage
I do initiate to do speaking assignment if it is not instructed by my teacher(saya berinisiatif mengerjakan tugas berbicara bahasa inggris jika tidak diinstruksikan oleh guru saya).	Strongly agree	4	20%
	Agree	13	65%
	Disagree	2	10%
	Strongly Disagree	1	5%
	Total	20	100

Table 9 shows that 20% of students strongly agree. This shows that they are slightly motivated in speaking English. but 65% of students agree, 10% of students disagree, and 5% of students strongly disagree. It can be concluded that most students take the initiative in doing assignments if instructed by the teacher first.

10. Integrative Motivation

Table 10. Questionnaire Item Number 10

Statement	Option	frequency	Percentage
If I get the difficult to speak with my teacher and other friends, I need mother mother tongue to help me(Jika saya mengalami kesulitan untuk berbicara dengan guru dan teman saya yang lain, saya membutuhkan bahasa ibu untuk membantu saya).	Strongly agree	6	30%
	Agree	6	30%
	Disagree	7	35%

	Strongly Disagree	1	5%
Total		20	100

Table 10 shows that 30% of students strongly agree. This shows that they are slightly motivated in speaking English. 30% of students agree, 35% of students disagree, and 5% of students strongly disagree. It can be concluded that students are very little in need of teachers or other people to help them speak English.

11. Intrinsic Motivation

Table 11. Questionnaire Item Number 11

Statement	Option	frequency	Percentage
If I speak in English, I find it difficult to get the meaning of new vocabulary(Jika saya berbicara dalam bahasa Inggris, saya merasa sulit untuk mendapatkan arti dari kosakata baru).	Strongly agree	3	15%
	Agree	8	40%
	Disagree	9	45%
	Strongly Disagree	0	0%
Total		20	100

Table 11 shows that 15% of students strongly agree. This shows that they find it a little difficult to speak English. 40% of students agree, 45% of students disagree, and 0% of students strongly disagree. It can be concluded that the students' lack of ability in getting new vocabulary when speaking English.

12. Instrumental Motivation

Table 12. Questionnaire Item Number 12

Statement	Option	frequency	Percentage
While doing my speaking assignment and I get difficulties, I ask the teacher to help me(saya mengerjakan tugas berbicara saya dan saya mengalami kesulitan,saya meminta guru untuk membantu saya).	Strongly agree	7	35%
	Agree	13	65%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		20	100

Table 12 shows that 35% of students strongly agree. This shows that they still need a teacher to help. The remaining 65% of students agree, 0% of students disagree, and 0% of students strongly disagree. It can be concluded that most students still have difficulty in doing assignments and ask the teacher to help them.

13. Instrumental Motivation

Table 13. Questionnaire Item Number 13

Statement	Option	frequency	Percentage
I have a lot of progress in speaking English after following speaking class(saya memiliki banyak kemajuan dalam berbicara bahasa Inggris setelah mengikuti kelas berbicara bahasa Inggris).	Strongly agree	8	40%
	Agree	10	50%
	Disagree	2	10%
	Strongly Disagree	0	0%
	Total		20

Table 13 shows that 40% of students strongly agree. This shows that there is a lot of progress in speaking English. 50% of students agree, 10% of students disagree, and 0% of students strongly disagree. It can be concluded that most students think a lot about progress in speaking English after taking English classes.

14. Extrinsic Motivation

Table 14. Questionnaire Item Number 14

Statement	Option	frequency	Percentage
I like speaking class because my teacher is very good(saya suka kelas berbicara karena guru saya sangat baik).	Strongly agree	7	35%
	Agree	11	55%
	Disagree	1	5%
	Strongly Disagree	1	5%
	Total		20

Table 14 shows that 35% of students strongly agree. This proves that students prefer friendly English teachers. 55% of students agree, 5% of students disagree, and 5% of students strongly disagree. It can be concluded that most students like to learn English only because the teacher is friendly so that it will affect the students' learning process in speaking English.

15. Etrinsic Motivation

Table 15. Questionnaire Item Number 15

Statement	Option	frequency	Percentage
I am confident to speak English because my teacher encouraged me to speaking well(saya percaya diri untuk berbicara bahasa Inggris karena	Strongly agree	8	40%

guru saya mendorong saya untuk berbicara dengan baik).

	Agree	12	60%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	20	100

Table 15 shows that 40% of students strongly agree. This proves that students are confident to speak English. 60% of students agree, 0% of students disagree, and 0% of students strongly disagree. It can be concluded that most students are confident to speak English if the teacher supports and guides them well.

First, this study provides data on students' ability in understanding speaking based on the existing learning motivation from the questionnaire and the results are divided into four: strongly agree, agree, disagree, and strongly disagree. From the explanation above, the following are common difficulties in motivation speaking questionnaires:

- Integrative motivation: students still have difficulty integrating into other people's activities or groups. This finding was obtained because the results of the questionnaire showed students agreed with the following statement.
- Instrumental motivation: students still have difficulty in learning a language just because they need to. This finding was obtained because the results of the questionnaire showed that students agreed with the following statement.
- intrinsic motivation: students agree with the statement in the questionnaire because they still have doubts about involving themselves to do something.
- Extrinsic motivation: students agree with the statements in the questionnaire because they think motivation comes from teachers, parents, the environment, not from themselves.

DISCUSSION

This study aims to find out the problems faced by class IX A students at SMPN 3 Bangkinang in the 2022/2023 academic year in motivation to speak English. From the data obtained, most of the students chose "Agree" with the statement that students have limitations in speaking English. There are indicators of motivation, namely: integrative, instrumental, intrinsic, and extrinsic.

The first result, students have difficulty in speaking English. The factors that cause difficulties in speaking English are: (1) they find it difficult because of limited vocabulary. (2) they find it difficult because of the lack of learning motivation. (3) they feel no self-confidence.

Taryono (Syaiful Musahaddat, 2015: 47), the obstacles in speaking consist of obstacles that come from the speaker himself (internal) and obstacles that come from outside the speaker (external) further explanation as follows:(1) Imperfections in the human speech apparatus cause speech disorders, namely the language that comes out of the human speech apparatus becomes less understood. Speech disorders can be caused by resonance factors causing the sound produced to be nasally, for example in cleft children. In a person with a cleft, for example, the voice becomes nasal or shrill because the oral cavity and nasal cavity are used to communicate through a defect in the hard palate, so that the resonance that should work well is disrupted.

Rusmiati (in Isah Cahyani and Hodijah, 2007: 63), things that can hinder speaking activities are as follows: Errors caused by imperfect speech instruments will affect effectiveness in speaking, listeners will misinterpret the speaker's intent. A speaker must

pronounce the sounds of the language correctly and correctly, for example the speaker says labotium while the correct one is a laboratory, it can hinder speaking activities. Then the speaker must use the right intonation, for example in the sentence "Get out of here!" the intonation must be high because it expresses anger while the speaker uses a low intonation, it is clearly the wrong intonation.

CONCLUSION

After analyzing the results of students' difficulties in speaking English, for the first time at SMPN 3 Bangkinang in the 2022/2023 academic year, the researchers drew conclusions based on the results of data analysis. This study also proposes some suggestions for teaching and learning process in English speaking session.

This research was conducted in class IX A of SMPN 3 Bangkinang in July 2022. This study aims to analyze the students' difficulties in speaking English. From the data that has been collected from the questionnaire, the researcher analyzes and illustrates that based on the results of data analysis it can be said that adue to students having difficulty in speaking English. lack of motivation in learning, meaning that students find it difficult to speak English.

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