

Non-EFL Students' Spontaneous Technique to Reduce Anxiety in ELT Speaking Practice Class

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Abstract

This research investigated non-EFL students' spontaneous technique to reduce their English-speaking anxiety by applying an instrument that covers three finding areas which are students' instrument usage, language use, and non-linguistic aspects. The first scope is the use of proper instruments help students to manage their time necessary, and the inappropriate instruments lengthen their time to perform their speaking. The second finding scope is language management use that consists of diction, synonym, intonation management, length of speech, punctuation use, and repetition which represents students' previous experience and readiness. The third finding areas cover facial expression, eye contact, body language, and changing of standing up position. The main conclusion is that reducing anxiety needs a well-prepared method or program. The findings could be developed as a preparation program for English teachers or lecturers to improve their students' verbal skills before following an assessment.

Keywords: *Speaking Anxiety, Spontaneous, Non-EFL Students*

INTRODUCTION

English verbal skills need to be given serious training and attention moreover to non-EFL college students. Their non-English background requires support to develop their English verbal skills for various purposes. The requirement of speaking English as a second language is essential not only for academic terms but also for the labor market (Aliyu et al., 2019). Communication skills are extremely important for graduate employability (Balakrishnan et al., 2022). An individual's ability to express himself or herself holds important success in life aspects such as business, family, and social life (Doğan & Çifci, 2021). They are also demanded to conquer and practice it based on formal and informal demands.

Non-EFL college students are also familiar with English verbal skills and performance, but their experiences are just in the scope of their study program at the junior and senior high school level. Speaking still has an important role in communication happening with the environment (Elkiran, 2021). The level of language performance could be measured through speaking performance (Hapsari et al., 2022). Speaking skill also requires confidence and knowledge (Mokhtar, 2020). Students who have uneasy feelings about communicating in English would be found to have relatively low academic performance (Badrasawi et al., 2020).

Identification of their problems is a serious area that could be material for the improvement program. English verbal skills represent the process and progress to adopt a new paradigm because non-EFL college students have a low frequency of practicing English. Moreover, verbal skills are expected to support their carrier based on their study program after graduating from a bachelor's degree program.

The researcher identified anxiety feelings as one of the English verbal skills problems. Glossophobia is a fear of practicing speaking in public that is also experienced in classroom presentations (Balakrishnan et al., 2022). Anxiety is an emotion that consists of stress, tension, and worry feeling (Al-Khotaba et al., 2019). Speaking anxiety is a fear feeling of speaking in front of the public or audience (Tee et al., 2020). Anxiety feeling is a general problem for foreign language learners moreover for non-EFL college students. Negative willingness to talk in a target language is one of the anxiety indicators (Inada, 2022).

Anxiety feeling is not a natural problem, but it is about experiences and competence problems. Anxiety feeling disturbs English verbal performance automatically. The non-EFL students cannot explore and practice their best performance because of their anxiety feeling. Anxiety give much influence on foreign language speaking performance in public or in front of people (Khouni et al., 2022). The anxiety feeling can be both psychological problems for English verbal practice and management of giving a speech. One of the psychological factors in second language learning is a personality trait (Aliyu et al., 2019). Teacher candidates with no prior public speaking experience are more anxious than experienced candidates (Bozkirli, 2019). Classroom setting, engagement, and language teaching content enable anxious students (Aliyu et al., 2019). It is reasonable to be investigated. The anxiety problem is one potential scientific area that could be material for speaking subject improvement. Anxiety is valuable to be investigated because it influences competence (Kalra & Siribud, 2020). The anxiety feeling of practicing English verbal speech of non-EFL college students needs superior persons' help such as English lecturers.

There are some causes of getting anxiety feeling of practicing English verbal skills. Nine factors that contribute to learners' anxiety are inexperience and cultural inhibitions in dealing with the teaching methods used in ELT classes, negative prior experience, linguistic differences, and perfectionist nature of learners, fear of being evaluated, poor command of lexis, limited speaking opportunity, social pressure, and social status (Tekir, 2021). Speech anxiety creates many negative cognitive, physical, and behavioral conditions (Tekşan et al., 2019). In this research, the researcher assumes that the problem is not only about psychological problems but also the management of performance that could be investigated, even solved. Two types of anxiety are state and situation-specific in which the state means the general condition and specific means the specific situation that causes speakers to get anxiety (Badrasawi et al., 2020).

Causes of speaking anxiety include classroom conditions, peer pressure, and non-ideal class types (Inada, 2022). Teachers should create a non-threatening, friendly, and conducive environment for learning to overcome speaking anxiety (Aliyu et al., 2019). The problem could come from various factors. The first factor is the level of previous experience, especially for non-EFL college students. They got various experiences from junior, senior, and vocational school levels. Diverse conditions of a class could decrease students who gained valuable experiences. Experience is usually linked to anxiety especially negative thoughts and beliefs about tests (Khouni et al., 2022). The second factor is about they had not practiced the skills for a long time. The non-EFL students focus on their study program rather than other general subjects. Anxiety causes consist of fear feeling, though of failure,

and a lack of personal development (Şeref & Çinpolat, 2021). The third factor is the lack of knowledge of how important communication skills of using a foreign language after graduating. In this term, focusing on linguistics and non-linguistic excluding psychological problem is a convenient choice to investigate anxiety causes of the non-EFL students' English verbal skills. Fear and unreasonable concern, as well as daily and social interactions, can cause anxiety (Kalra & Siribud, 2020). Anxiety feeling is one obstacle for students to developing their maximum competence.

An anxiety-free feeling of verbal competence especially English verbal skills and communication skills are necessary for graduate students both English and non-EFL students both verbal and written. The training of linguistic skills must be balanced with students' mothers and first language style. Both mother and first language must give influence the result. The differences in the linguistic styles could be managed through basic phonology teaching preparation. In addition, the differences in culture and ethics of speaking also need to be managed first. Sharing different backgrounds of mother tongues and cultural backgrounds could both increase and decrease students' English anxiety (Baykara & Ataç, 2021).

Although communication skill is often practiced in daily interaction, it still needs to be trained in a well-prepared program. Different orientations of written and verbal, and pure linguistic and social communication skills could require different performance. It is why the preparation step of anticipating anxiety is very important. Participants' speaking anxiety levels depend on their grades and experiences rather than gender and willingness to be a teacher (Bozkirli, 2019). In addition, English teachers or lecturers are also demanded to be creative to explore instruments to reduce the anxiety of practicing English verbal skills. Reducing students' speaking anxiety could be conducted by using mobile massaging and its features (Hapsari et al., 2022). The lack of communicative skills gives a negative impact on other areas that is unbeneficial for them.

This research has an objective to investigate non-EFL students' spontaneous techniques to reduce their anxiety feeling when practicing English verbal skills. The objective has the benefit to serve data that could be developed by further researchers. It is expected to propose insight for English lecturers or teachers on how to help their non-EFL students to overcome anxiety feeling when practicing English as a foreign language.

METHOD

The method of this research comprises design, participants or subject, instrument, collecting data process, and technique of analyzing data.

Design

The design of this research is phenomenology based on qualitative descriptive design. Phenomenology is "a form of qualitative research that tries to understand how one or more people make sense of a phenomenon" (Johnson & Christensen, 2014, p. 28) in (Şeref & Çinpolat, 2021). "A phenomenological approach is well suited to studying affective, emotional, and often intense human experiences" (Merriam & Tisdell, 2015, p. 28) in (Şeref & Çinpolat, 2021). A fundamental concept of IPA or interpretive phenomenology analysis is a qualitative approach

that provides a detailed examination of personal life rather than pre-existing theoretical preconceptions (Smith & Osborn, 2015). Based on the concept, this research used students' speaking anxiety performance as the phenomenon of a unit of analysis of this research. The units of analysis consist of linguistic and non-linguistic performance. It is the basis of evaluating the students' anxiety feeling of English speaking in this research.

Participants

The participant of this research is twenty students in the second semester of the technical faculty of a public or government college. The MKU English or English as a general subject were given to the participant of even semesters in the academic year 2022-2023. They get MKU of English or English as a general subject as one of the obligations subjects in their bachelor's degree technique study program. The participants were chosen randomly among 78 students.

Instrument

The instrument was arranged based on the theoretical review of this research. The instrument comprises students' use of an instrument of speaking performance, students' method of reducing anxiety through managing language use, and students' method of reducing anxiety through managing non-linguistic aspects.

Collecting data process and method

The data was taken by using the observation method. The researcher observed students' monologue speaking performance on 21 February 2023. Every student performed their monologue speech on which schema of "introducing a figure" in front of their class. Allocation of time five minutes for every participant or student.

Analyzing data method

The data was analyzed by using categorical analysis which is one of the content analysis techniques. "In the application of categorical analysis, first the data was coded, categories were created and organized, and in the final stage, the findings were defined and interpreted" (Robson, 2001) in (Şeref & Çinpolat, 2021). Their performances were analyzed based on linguistic and non-linguistic aspects. The researcher tried to as detail as possible the students' spontaneous technique to reduce anxiety in the English-speaking practice.

RESULTS AND DISCUSSION

The result and discussion are proposed into three scopes. The first and fewest part is the students' use of an instrument for speaking performance. The second is students' method of reducing anxiety through managing language use. The third is students' method of reducing anxiety through managing non-linguistic aspects. Every aspect of the results and discussion is explained and reviewed in detail below.

The Set of Various Instruments for Speaking Performance

The use of the instrument is highlighted in a special first result and discussion part because it is a basic or entry point to manage language use and the

non-linguistic aspect of reducing students' anxiety feeling. The use of the proper and well-prepared instrument is helpful for students to manage their anxiety. In this case, they follow the researcher's instruction to apply any kind of proper instrument for them. As a result, all students used a power-point to get assistance to introduce a special figure. In addition, five students also use the simple poster as an additional instrument for their speaking practice. On the other hand, five other students also applied online sources as additional materials to support their power-point. The use of various instruments represents implications for the students' performances.

Criteria of a well-prepared instrument cover its psychical performance, number of slides, length of written text, and picture of figure. They represent students' motivation to prepare themselves as well as possible. High motivation gives a great contribution to speaking skill improvement, and low and negative motivation affects the process adversely (Baykara & Ataç, 2021). Well, psychical performance is about the color of every slide which is suitable with the color of written text. The suitable color combination attracts viewers or audiences to give more attention to their speaking performance. The first to thirty seconds of the first power-point performance is the crucial time to attract their audience who are their classmates. It turns to make classroom conditions become fun. Handling and reducing speaking anxiety could be carried out by making the learning process fun, and raising students' eagerness to participate in the learning process (Hapsari et al., 2022).

The number of proper slides also affects students' speaking performance success. They present five to six slides which are appropriate with five minutes as a time-consuming task. Every slide is presented for 45 seconds to one minute. The minimum length of written text is also very important to be noticed. The short-written text is more effective to be developed by students. They were not trapped to read text when facing the short-written text. Good preparation of power point represents students' serious preparation. Students whose no careful preparation could feel anxiety when being asked to perform their English-speaking (Mokhtar, 2020). In the end, the use of appropriate figures is also considered helpful for students. The figure inside the power-point encourages students to develop their explanation, even more than the prepared materials.

Students' Method of Reducing Anxiety through Managing the Language Use

The language used of reducing anxiety includes several results and their discussion that consist of managing diction, consonant words, voice intonation, length of speech, punctuation, and repetition matter. Every result is proposed, discussed, and reviewed in detail below.

The diction of word choice proposes a basic helpful for non-EFL students to help them to avoid getting anxiety feeling. The most common use is the daily use of diction. Their minimum frequency use of English for daily activity gives limitation to expressing their thought spontaneously. Several causes of speaking anxiety consist of grammatical competence, discourse competence, strategic competence, and personal reasons (Hapsari et al., 2022). The use of daily vocabulary gives little impact on confusing expressions so that students could manage another side of the presentation. When giving a speech by using daily vocabulary, students were getting close to their audiences. Lack of foreign language

linguistic competence is the first and foremost reason for speaking anxiety (Kalra & Siribud, 2020). That's why vocabulary is very important as one of the linguistic items. In this study, the researcher did not give an obligation to use vocabulary based on ESP to students because of considering their position as non-ELF students, and it is proven to be effective to help students to explore their verbal expression fluently. Vocabulary lack, low English proficiency, and memory disassociation lead to students' foreign language anxiety (Mede & Karairmak, 2017). The students could develop their materials which are out of preparation, but it was still in their topic of giving a speech or introducing a figure. Lexical and syntactic knowledge is reported to contribute to students' language anxiety (Kalra & Siribud, 2020). The feeling of uneasiness and scared of comprehending words is an indication of anxiety feeling (Mokhtar, 2020). In addition, the use of daily vocabulary encouraged students not to use their digital dictionary so it helped them to be more focused on their idea exploration to introduce a figure.

It is not only daily, but also synonym use helps students to reduce their anxiety feeling. When students forget to say one word, they often used synonyms or other closely related words. Based on research findings, English teachers are suggested to manage grammar difficulties and let them use English as their first language in bilingual interaction to create comfortable classroom conditions and English-speaking practice (Inada, 2022). Using a similar term is one of the recommended techniques to overcome getting anxiety because of forgetting specific vocabulary. Even, some students applied short and long verbal sentences to explain the intended word that was forgotten. Students may get anxious because of getting difficulties in understanding and using foreign language linguistic components (Kalra & Siribud, 2020).

The use of consonant or verbal sentences could eliminate their anxiety feeling immediately. Their anxiety feeling just came for ten seconds because of getting forgotten lexical, then, it was eliminated by using the consonant or sentence. In some cases, students need to tell their audience that they need time and effort to think about the consonant and sentence when forgetting the intended. Based on an interview result, students are found to get English speaking anxiety because of their lack of knowledge on particular speech topics (Kalra & Siribud, 2020). Honest admission could also reduce students' anxiety feeling. The use of consonants in the explanation of forgotten words is not as simple as remembering them, but it needs other supporting factors such as engagement expression. The replacement of forgotten words could increase students' confidence immediately. Moreover, the audiences respect the presenters immediately because of their efforts. The audience's respect and bargaining position of the verbal speech reduces their anxiety, even increasing their motivation to explore the materials more than their preparation.

The third finding which is intonation voice gives an impact on reducing anxiety which needs students' deep consideration. Managing voice intonation seems to carry a "gambling" position. The appropriate intonation increases the presenters' confidence immediately. Students need to learn features of verbal interaction such as speaking technique, posture, voice tone, emphasis, and intonation (Doğan & Çifci, 2021). The presenters could feel getting the power to master and lead the audiences' minds and suggestions. Their confidence increased to explain their task

of introducing a figure. In some cases, even, some presenters turn to describe the figure so lectures must have reminded them about the scope of English verbal practice. Based on interview results, two main causes of speaking anxiety are feeling of fear of negative evaluation e.g. worries about evaluation, and social-environment factors e.g. negative experience to practice English for daily activities (Aliyu et al., 2019).

Proper voice intonation could manipulate presenters' minds that they are confident enough and that their position is above their audiences. Proper voice intonation represents the presenters' respect for their audiences. On the opposite side, the inappropriate voice intonation could increase the presenters' anxiety. It is caused by some unexpected impacts. Strong intonation gives a negative impact on audiences' responses generally which was also found in this research. It is caused by the presenters' confusion to reduce their anxiety feeling as soon as possible. Using voice notes in a speaking activity could reduce ELT class students' anxiety (Hapsari et al., 2022).

Low or lack of intonation also contributes to negative impact because it cannot gain audiences' attention effectively. Breathing therapy that consists of a relaxation stage, breathing stage, and self-feeling followed by repeating some sentences is a recommended combination method for English foreign language learners (Elahemer & Said, 2022). Meanwhile, presenters' personal life and cultural background influence their English verbal intonation management.

Length of speech influences low-performance presenters to manage their anxiety feeling of verbal performance. Long utterance requires high effort to manage their psychological condition. Presenters tend to use their memory totally when using long verbal sentences or utterances. It seems not to be a natural performance. They feel getting high burden when giving more than one-minute time-consuming utterance. It could also be caused by past group presentation method which is familiar to them. Students with high anxiety were found to prefer to be involved in a small group or pairs of close friends (Inada, 2022). Students who get anxious may be caused by their attitude to underestimate their speaking capability (Hapsari et al., 2022).

In this case, the researcher concludes that a long utterance needs preparation. The preparatory program helps language learners to decrease their level of foreign language speaking anxiety (Mede & Karairmak, 2017). The use of commas or full stops is one key to help reduce anxiety feeling when presenters had prepared their long utterance materials. The decision to use long verbal utterances is also only for formal and educated audiences. This research also found long speech is not proper to introduce someone. The long utterance is more recommended to describe or promote someone or something such as in a promotion or political event. Students are mostly worrying about their mistakes, getting lecturers' feedback, and being asked to speak English (Badrasawi et al., 2020). The anxiety because of presenting long utterances will not be easy to be managed if the presenters have no deep knowledge of their materials.

It is related to the previous materials in which punctuation use is proven to be effective to help presenters to reduce their anxiety feeling. Effective punctuation to reduce anxiety feeling consists of a full stop, comma, and question. Those three punctuations help presenters to stop their speech for a moment. In addition, it also

helps presenters to choose other consonants or definitions when they forget to state the main prepared lexical. It is possible too that students' previous experience of using linguistic rule influence their anxiety. Participants of the research were found to get anxious about English because of their past negative experiences, e.g. their teacher gave punishment for grammatical or pronunciation mistakes (Tekir, 2021).

Full stop gives a chance to presenters to evaluate their previous performance. Meanwhile, the comma has an almost similar meaning in which the special function is to connect their previous and further speech. The anxiety feeling could be reduced when presenters could take a breath in the middle of verbal practice by using full stop or comma punctuation. In the next position is the question mark which helps presenters to gain communicative interaction with the audience. In this case, the presenters should prepare their mental condition to get feedback or not for their questions. All types of anxiety including personal and interpersonal anxiety, classroom anxiety, and learners' perception anxiety about a foreign language need to be decreased (Al-Khotaba et al., 2019). When the audience does not have enough knowledge to answer the question, presenters should back up it by giving the real answer slowly, so it will not leave a negative impression on their audience.

In the last position, repetition is one simple method to reduce anxiety feeling. Students were found to repeat the keywords when they were not confident enough to continue giving an elaborated explanation. Students begin realizing their anxiety when unable to communicate effectively and persuasively in or out of the classroom (Mokhtar, 2020). Repeating one key lexical before continuing to give its elaboration gives a few seconds to prepare better mental condition to the presenter. Then, the repetition implies how important the topic of the speech is, so it could attract the audience's attention more rather than giving a flat speech. Storytelling acquisition was significantly related to students' spontaneous speaking and anxiety levels (Doğan & Çifci, 2021).

Repetition could also reduce students' negative impression of a lack of confidence. Students' public speaking was mostly found to be affected by their low confidence, lack of experience and knowledge, fear of making mistakes, and insufficient preparation and timidity (Balakrishnan et al., 2022). A higher level of English anxiety represents students' lower achievement in their examinations (Badrasawi et al., 2020). The presenters were found to repeat important lexical by accident. The presenters would like to show their intention to propose worthwhile materials.

Students' Method of Reducing Anxiety through Managing Non-Linguistic Aspect

Non-linguistic aspects that were found to reduce non-EFL students' anxiety feeling of practicing verbal English consist of facial expression, eye contact, body language, and changing of standing up position. Every factor gives a special and different impact. Audiences could apply them successfully which could be a recommendation for this research implication.

Face expression is a common and most used factor to support verbal communication in which research is also in line with the phenomenon. Students managed their facial expressions to gain confidence and reduce anxiety feeling.

They would like to be friendly with their friends or audience and lecturer or researcher. Most of them keep a smile during their five minutes-presentation tasks. Positive facial expression helps them to reduce threatening potential feedback from the audience. Face expression is related to a psychological condition that is related to language anxiety. Language anxiety is a complex psychological negative feeling, attitude, and belief of various issues when learning or using a language (Kalra & Siribud, 2020).

Not all facial expression is needed to reduce anxiety feeling. Teachers also need help to confront the causes of their English-speaking anxiety (Badrasawi et al., 2020). An overused smile could decrease the presenters' focus to develop their materials for introducing a figure. It could decrease the presenters' pride and credibility because the audience felt their attention is needed by the presenters. Face expression makes them in two different positions. Spontaneous facial expression is fragile to be practiced. Moreover, the condition could be worse if the presenters don't know the audience to one another. Face expression is also a medium to manage indirect communication between presenters and the audience and the presenters could ask for their respect indirectly. Negative facial expressions could be caused by students' fear of getting evaluation possibility. (Aliyu et al., (2019) found fear of negative evaluation and social-environmental factors is the main cause of students' speaking anxiety. Communication is also a medium to manage long relationships among them.

Presenters' eye contact represents and supports a good relationship with the audience that could reduce the presenters' anxiety feeling. Eye contact is one visible indicator of confidence. Public speaking anxiety or glossophobia affects students' opportunities that place communication skills as the top priority (Balakrishnan et al., 2022). Positive eye contact is an obligation in this case. Presenters should understand that their eye contact represents their emotions and respect for the audience. Based on the finding, positive eye contact is not staring and is not to be intended at one point in the classroom side. Face-to-face training is one of the means to improve students' speaking ability for various pedagogical purposes (Elahemer & Said, 2022).

Staring at one point in the class, even, a group of students reflects face threatening action. Friendly eye contact reduces presenters' anxiety feeling. One way as an entry to overcome anxiety is to encourage students to manage their list of challenge priorities (Chorley, 2021). In this case, the flow of eye contact is one of the English-speaking aspect priorities. The presenters could get closer to their audience rather than placing them as "half of the students". They realized that their task is to introduce a figure rather than propose a teaching model. How presenters look at their audiences should be placed as the first technique to get the first positive impression.

Most of the body language applied to reduce anxiety feeling is control of hand movements. The hand movements could be described to be positive and negative movements. Positive hand movements consist of opening hands to welcome the audience, pointing to the audience slowly, and describing psychical objects nicely. A positive attitude has the effect of reducing anxiety (Baykara & Ataç, 2021). The negative ones consist of closing both hands, crossing hands in a nest, touching faces overly, pointing audience's face, and informal hand gestures.

People's attitudes and anxiety about spontaneous speaking can give a negative effect on their speaking performance (Doğan & Çifci, 2021). All the hand movements happen spontaneously. It is not only to reduce anxiety feeling but the positive movement could also be applied as a technique to construct communicative interaction. The most common fear of public speaking four embarrassments which are temporality (the human body cannot stay embarrassed forever), safety (no one ever dies because of getting embarrassed), subjectiveness (not everyone feels similar thing for embarrassment), and universality (everyone had felt sort of embarrassment) (Chorley, 2021).

Presenters could manage their duration of presentation by involving and encouraging an audience to share their ideas about the materials of giving a speech presentation. They could be in one circle of interaction so that presenters will never get anxiety feeling or have other negative feelings. Both audiences and presenters will feel getting equal responsibility to manage the classroom interaction successfully. Positive hand movements represent a respectful attitude toward one another. English teachers should avoid giving intense criticism of students' mistakes and encourage them to use English in different situations to lessen speaking anxiety levels (Badrasawi et al., 2020). In this case, audiences' hand movement feedback also gives impact the interaction success, e.g. raising a hand before asking questions or clarifications.

The position of standing up when giving a speech to the audience influences anxiety feeling levels directly to the presenters. Presenters who were standing up in the middle of the classroom front space got minimum anxiety feeling. The scope of body position also needs preparation. Insufficient preparation contributes to participants' speaking anxiety (Badrasawi et al., 2020). They felt that all audiences gave similar attention. In addition, the presenters could give equal attention easily and quickly to all audiences.

Presenters who were standing up in the classroom sides. They cannot give equal attention to all audiences equally. A researcher did not tell them to move or change their position because it was an assessment process and to keep the objective observation results. On some occasions, some presenters realized their unbeneficial position and changed it. Body position is also about management. Habituation is not enough to reduce anxiety, it is also how to prepare students very well and improve their mistakes (Chorley, 2021).

The second point is about THE position of standing up straight support to get more confident and reduce anxiety feeling. Positioning of standing up and straight are recommended combinations to construct interactive and confident giving of a speech. Moreover, the middle position is also recommended for presenters who are getting doubt their audiences' response. Commonly, anxiety could be divided into two types which are trait anxiety related to a speaker's personality, and state anxiety related to a response to a situation (Shamsi et al., 2019). Changing body position tends to be state anxiety. Full standing up in one position of giving a speech is recommended just for short or not more than thirty minutes giving speech or lecturing. If it is more than thirty minutes, the presenters should combine sitting down or moving or changing their standing-up position.

CONCLUSION

The causes of anxiety feeling of English speaking for non-EFL students could be managed and solved intensively by English lecturers. The main limitation of the solution is to be convenient for students' level. Observation of students' needs and problems must be finished first before deciding on the improvement program. The separation of three areas of this research could be a recommendation to solve it. In the scope of facility use, the English lecturers should decide what type of facilities are appropriate for the type of students' English-speaking performance. In the scope of linguistic cause, English lecturers must identify and improve students' priority of linguistic lacks.

The lacks are not only verbal-linguistic skills but also non-verbal linguistic such as grammar and vocabulary mastery. In the scope of non-verbal communication skills, students need to be given samples of proper practice from Audi visual media such as videos. Anxiety feeling is crucial to give a negative impact on well-prepared performance. Low levels of anxiety could be solved by students spontaneously. On the other hand, the crisis problem of anxiety must be solved by following a special program. The findings and discussion of this research could be developed to be a preparation program for English teachers or lecturers to improve their non-EFL students' linguistic and non-linguistic skills before performing their English verbal performance.

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