

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Description

1. English Speaking

a. Definition Speaking English

Speaking English plays an important role as a means of communication between one person to another. According to Jumrah, speaking is a way of issuing or expressing an opinion with the words that one wants to use.¹ It means speaking English is a process in a group or community as a communication tool for conveying ideas, opinions, and how to ask and respond to other speakers. Someone will quickly establish relationships between people with the ability to speak English. Even though other people come from different countries and cultures, they will understand what we want to say. The better one's ability to speak English, the more opportunities there are for a career in the international arena because speaking English will connect someone with other people in various parts of the world.

In speaking English, the process of speaking cannot be separated from the role of someone as a speaker and as a listener. According to Ilham, speaking is a process of building and gathering information using both verbal and nonverbal symbols in a variety of contexts.² Wardani argued that speaking is a skill that involves special expertise in that the speaker must be able to talk or invite other people to comprehend what is intended, and then the listener reacts and answers the question given by the speakers.³ In another statement, Dedi Efrizal adds that speaking is the act of creating a verbal statement with the aim of having it heard by the listener, who then analyzes

¹ Jumrah, "Teori Dan Metode Dalam Speaking Skill," 2009.

² Ilham Ilham, Muhammad Fauzi Bafadal, and Muslimin Muslimin, "An Analysis of Students' Speaking Ability on Specific Purpose of Learning," *Linguistics and ELT Journal* 7, no. 1 (2020): 23, <https://doi.org/10.31764/eltj.v7i1.1013>.

³ Richa Kusuma Wardani, Yesi M.Pd Elfisa, and Diyan Andriani, "An Analysis Speaking Ability of Using Asking and Giving Opinion at Eight Grade of SMP N 22 Merangin Academic Year 2019/2020," *English Education Program Journal* 2, no. 2 (2020): 49–56, <https://tinyurl.com/3ynt6jat>.

the words to determine the speaker's meaning.⁴ As an example of learning English in a speaking class, in the communication process, the teacher acts as a speaker to convey information related to learning activities. The teacher communicates with students using short and clear sentences, so that students who act as listeners understand what is conveyed by the teacher. Besides that, the learner can also act as a speaker when conveying ideas in the form of questions or using words when students present their work. In this case, the two positions between the speaker and the listener are equally important in communication.

In the Webster New World Dictionary, speaking is the act of expressing oneself verbally, such as when asking something or making a speech. Brown and Yule, speaking can also fulfill one of two major functions: transactional (information transfer) or interactional (maintenance of social relationship).⁵ According to Abd El Fattah Torky, speaking is a two-way process that involves a genuine exchange of ideas, facts, or emotions.⁶ The last statement from Brown and Burns and Joyce Speaking is characterized as an interactive activity that involves the production, reception, and processing of information.⁷ Based on the definition above, the researcher gives the definition of speaking as an act of expressing oneself verbally by expressing ideas, information, and feelings with interactively, so the listeners are able to capture and answer the question from the speaker.

Speaking is a productive skill. Speaking cannot be separated from listening. When we speak, we create

⁴ Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia," *International Journal of Humanities and Social Science* 2, no. 20 (2012): 127–34.

⁵ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (2017): 34–41, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

⁶ shiamaa abd El Fattah Torky, "The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students A Thesis Supervised By," *Ain Shams University Women's College Curricula and Methods of Teaching Departement*, 2014, 1–254, <https://doi.org/10.1200/JCO.2005.05.4296>.

⁷ Leong and Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill."

meaningful text. In communication, we can find speakers, listeners, as well as messages and feedback. With communicating, one can convey ideas, share experiences and knowledge, and also express opinions. By communicating, someone can express their thoughts with other people in different parts of the world. This makes speaking skills increase so that many foreign language learners realize that speaking skills are a necessity of the times in keeping up with the challenges of the global world. As Abrar said, foreign language learners around the world must speak English because the language helps someone in conversation and prevents someone from misunderstanding when providing information.⁸ Good speaking skills make it easy for someone to interact with other people around the world. Someone can gain access to the words by speaking skills. Such as by continuing higher education with international standards of quality. Speaking skills can also make a career bright by doing business and establishing relationships between people in various countries. The great advantage that can be achieved with speaking skills makes many people want to be mastered. Therefore, EFL learners must pay special attention to improving their speaking skills. EFL Learners should start learning early as possible. With frequent practice of speaking, learners will easily be mastered. Often, the practice of speaking makes learners train themselves to speak English. In learning English, especially speaking, one must have accurate guidelines and references so that learning becomes more directed. Such as learning English based on the CEFR. CEFR or Common European Framework of Reference for languages is an international standard for measuring a person's language skills which is widely used in Europe. CEFR is not only used for English, but also for several other languages. CEFR can measure a person's English skills both passively and actively

In the CEFR, there are several international standards to measure a person's level of English with six levels explained and combined into three groups: A1 and

⁸ Mukhlash Abrar, "Re-Telling: A Narrative Inquiry of Indonesian Graduate Students' Speaking Experiences in a United Kingdom University," *Indonesian Journal of Applied Linguistics* 8, no.3 (2019): 588-596, <https://doi.org/10.17509/ijal/v.8i3.15257>

A2 (basic users), B1 and B2 (independent users), and C1 and C2 (proficient users).⁹ Each level is explained in detail, where each level includes several things such as competence in communicating effectively, competence in language, knowledge and skills related to learning, as well as situations and contexts in which communication takes place. Therefore, CEFR is believed to be able to improve a person's speaking ability and provide more opportunities for them to practice their speaking skills.

b. Component of Speaking Skills

There are three components of speaking skills, they are:¹⁰

1) The Speakers

Speakers are those who make sounds or deliver speech to express their ideas, opinions, feelings, or information to the listener.

2) The Listeners

Listeners are those who receive and respond to everything that is expressed by speakers.

3) The Utterances

The utterances are the words or sentences that are used by speakers to express something in the word. It means that an utterance is any spoken or written word that is created by one or more speakers.¹¹

The four components of speaking skills are pronunciation, grammar, vocabulary, and fluency.

1) Pronunciation

Pronunciation is a way for students to produce more clear language when they are engaged in conversation. Pronunciation refers to how something is said. Which have the same pronunciation but different meanings. Pronunciation is the ability to understand sounds that have an impact on speech,

⁹ Rohma Setyowati, Setiawati, Khurniati, "A Study of English Communicative Competence At the Tertiary Level of Education Based on CEFR," *English Literature and Education Journal* 3, no. 1 (2022): 7–14.

¹⁰ Kurniati Azlina, Eliwanti, and Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru," *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13, <https://media.neliti.com/media/publications/206186-none.pdf>.

¹¹ Jennifer Brier and lia dwi jayanti, "An Analysis of Expressive Utterances Produced by The Characters in The Movie Entitled Spongebob Squarepants," *Jurnal UNS* 21, no. 1 (2020): 1–9, <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>.

which will affect the meaning in the context.¹² This is related to how sound creation makes sense in speech. It includes consonant and vowel sounds and features like stressing words and linguistics. Learning pronunciation can form the correct English accent by knowing the correct sound like “a” “i” “u” “e” “o” in each spoken word. With pronunciation, the learner will understand the tone, intonation, sound, spelling, and stressing in a word or sentence. Especially in English, there are many words with almost the same pronunciation but different spellings and meanings. Like the words “laugh” and “love,” the pronunciation of the two words is almost the same, but they have different meanings. This is where it is important to understand pronunciation for foreign language learners so that the sentences conveyed have a clear and precise tone, intonation, spelling sound, and emphasis so that listeners can easily understand the sentences conveyed by the speakers.

2) Grammar

Grammar is the study of the rules about how the words change their form and combine with other words into sentences to express meaning.¹³ Grammar is needed for students to compose correct sentences in the conversations, both in written and oral forms. Grammar is defined as a systematic way of calculating and predicting the ideal speaker’s or listener’s knowledge of the language. That way, the quality of the mastery of language can be seen from the grammar used. Studying grammar will produce sentences that are correct based on context and can be used to avoid understanding each other’s communicators.

3) Vocabulary

Vocabulary refers to the basic word of all words that will be arranged and used in a particular

¹² Wardani, Elfisa, and Andriani, “An Analysis Speaking Ability of Using Asking and Giving Opinion at Eight Grade of SMP N 22 Merangin Academic Year 2019/2020.” *Selecting: English Education Program Journal* 2567-0246

¹³ <https://dictionary.cambridge.org/dictionary/english/grammar> accessed February, 3 2023

language or subject. According to Naeem Afzal, vocabulary is the basis for language skills that are very important for second language learners, such as listening, speaking, reading, and writing.¹⁴ Without studying vocabulary, it will be difficult to achieve proficiency in any language. With an extensive vocabulary, learners will easily express themselves by using sentences in language. The less vocabulary, the fewer opportunities someone has to build communication. Conversely, the more vocabulary they have, the better they can speak, write, and listen. The importance of vocabulary greatly affects all aspects of English, such as speaking skills. Without vocabulary, many people will not be able to express themselves. Even if someone has good grammar, it will be useless if they do not master vocabulary, and without mastering the words, they will have difficulty understanding the meaning of the words spoken by the speaker.

4) Fluency

Fluency is an expectation for anyone who wishes to be proficient in a target language after putting in the time and effort to learn it.¹⁵ Fluency can be interpreted as a person's ability to speak, read, and write easily, fluently, and expressively. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is demonstrated by the ease in which words or sentences are expressed using appropriate intonation and stress words, therefore the listener is able to understand and respond to the sentences expressed. A sign of someone's fluency in speaking is to show that the speaker does not spend much time looking for words to connect to the sentence. By using filler words like "uhm" "uh" "er" "ah", and also do not repeating many words. Based on the expression above, the

¹⁴ Naeem Afzal, "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education," *Arab World English Journal* 10, no. 3 (2019): 81–98, <https://doi.org/10.24093/awej/vol10no3.6>.

¹⁵ Pham Vu Phi Ho, "Fluency as Successful Communication," *Proceedings on the 1st National Conference on English Language Teaching Upgrade: A Focus on Fluency*, no. December (2018): 15–24.

researcher concludes that fluency is a person's ability to express messages smoothly, clearly, and accurately according to intonation and word stress without using lots of filler words and repetition of words.

c. English speaking in the Common European Framework of Reference (CEFR)

Speaking English according to the Common European Framework of Reference (CEFR) is an oral production activity that contains daily conversations and any spoken interaction. According to the Council of Europe, spoken production is an activity in which language users speak based on spoken texts that are heard by others, such as speech, presentations, and other comments.¹⁶ Oral production activities are an important factor in academic and professional fields. Oral production activities can produce fluency and articulation when speaking, especially when speaking to an audience. However, Tım and Emre describe that when implementing spoken production activities, speakers do not need to use perfect sentences, but sentences must produce spoken text according to circumstances.¹⁷ In the Council of Europe, oral production is defined by three macro functions (interpersonal, transactional, and evaluative), and two more specialized genres.¹⁸

¹⁶ Council of Europe, "CEFR Companion," *MarcoELE: Revista de Didáctica Español Lengua Extranjera*, no. 26 (2018): 3.

¹⁷ Glden Tm and Glsh Parmaksız Emre, "Comparison of Speaking Activities in Turkish and English Language Teaching Coursebooks Regarding Self-Assessment Grid of CEFR," *Journal of Language and Linguistic Studies* 13, no. 2 (2017): 367–78.

¹⁸ Council of Europe, "CEFR Companion." *MarcoELE: Revista de Didáctica Español Lengua Extranjera*, no. 26 (2018): 3.

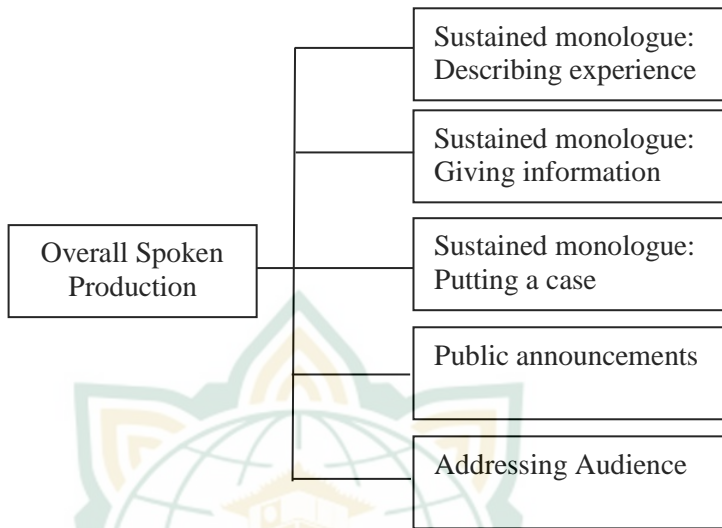


Chart 2.1 English Speaking in the CEFR

In overall spoken production, there are three types of speaking monologues and two more specialized genres. In the speaking monologue, the speaker acts as one character and does not need a partner in delivering the speech. In a monologue, the speaker can understand the process of meaning, including the process of receiving information and then processing it so that it can be produced and conveyed logically and coherently. One type of speaking monologue includes sustained monologue (describing experiences). Sustained monologue (describing experiences) is an activity of describing experience in a narrative and descriptive way. According to Irina Karpovich, this monologue activity focuses on narrative and covers aspects that are explained through simple information and through classical functions.¹⁹ Such as describing every information about plans and arrangement, habits and routines, past activities, and also personal experiences. As well as the complexity of the discourse, which involves integrating sub themes and development points into smooth-flowing description.

¹⁹ Irina Karpovich et al., "The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills," *Education Sciences* 11, no. 6 (2021), <https://doi.org/10.3390/educsci11060298>.

In sustained monologue (giving information), it is regarding matters relating to explanations of information that take turns with the recipient. In the Council of Europe, the information can range from simple descriptions to complex professional or academic procedures. And there's precision, which is essential for accurately communicating information and distinguishing between ideas, concepts, and things that are very similar to one another.²⁰ The most important details are that the speaker can communicate complex information and advice, give detailed instructions, explain the main points of an idea or problem, report straightforward factual information, name an object, and give simple directions.

Sustained Monologue (Putting a case) as it is in debate. This activity describes a person's ability to provide and defend arguments. As stated by Musrifah, a debate is a form of communication in which participants argue for and against a particular subject.²¹ By putting a case, the topic used varies from topics that contain everyday life to other complex problems. In this case, it is used to complain about and defend the arguments of each individual by making comparisons, so that debate arises between arguments. The sentences and ideas presented must contain important points appropriately in accordance with the specified topic.

While the two more specialized genres include public announcement, which is a way of conveying information specifically to individuals or groups regarding an event or other notification, In the making announcements, the sentences used must be brief and clear, using the right stress and intonation so that listeners can more easily absorb the information conveyed. Informational announcement activities can be found in various places, such as educational institutions, tourist attractions, public transportation, and so on. Almost the same with the process of delivering information, addressing the audience is something that involves the process of delivering material through material presentations or giving

²⁰ Council of Europe, "CEFR Companion."

²¹ Musfirah, "The Effectiveness of Debate Method To Improve Students' Speaking Skill," *Didaktika Jurnal Pendidikan* 11, no. 2 (2019): 210, <https://doi.org/10.30863/didaktika.v11i2.167>.

speeches in front of the public. In this activity, the speaker conveys material briefly based on the topic that is already known in his field to the audience. Then the speaker responds to the questions from the audience and practices it well.

d. Speaking Practices in EFL Context

In the EFL context, speaking skills are the main step in achieving foreign language proficiency. Learners of English as a foreign language consider speaking skills to be very much needed for EFL students. As stated by Richards and Renandya, the aim of most language learners is to learn English because they want to develop speaking skills.²² This was shown by Graham, who said that speaking is an important goal in learning a foreign language. With speaking skills one can communicate and establish relationships easily between worlds.²³ A lot of time is spent on practicing foreign language speaking skills because with good speaking skills, a person is said to be successful in learning a foreign language.

In order to improve their speaking skills, EFL learners must not only have good speaking skills but also more complex skills and knowledge. According to Utami Widiati and Bambang Yudi Cahyono, effective speaking instruction can focus on accurately training students' speaking skills such as pronunciation and grammatical structure to encourage them to speak fluently.²⁴ Besides pronunciation and grammar, vocabulary mastery is the heart of practicing speaking skills. A lack of vocabulary causes students to be hampered in speaking because of difficulties in composing each word. It is not easy for EFL learners to make sentences without knowing vocabulary and structure. They need enough vocabulary to speak.

One's success in developing speaking skills in EFL

²² Richard & Renandya, "Methodology in Language Teaching," in *CAMBRIDGE* (United States of America: Cambridge University Press, 2002), 432, <https://doi.org/https://doi.org/10.1017/CBO9780511667190>.

²³ Graham, C. (1978). *Jazz chants, rhythm of American English for students of English as a second language*. New York: Oxford University Press. <https://doi.org/10.2307/3586146>

²⁴ Bambang Yudi Cahyono and Utami Widiati, "The Teaching of Efl Listening in the Indonesian Context: The State of the Art," *TEFLIN Journal - A Publication on the Teaching and Learning of English* 20, no. 2 (2015): 194, <https://doi.org/10.15639/teflinjournal.v20i2/194-211>.

learners can be easily developed through activities carried out directly. such as the teaching-speaking approach in the classroom. Role-playing is the best activity in improving their speaking skills. The teacher's role is to divide the students into groups and make pairs. Each pair is given an interesting topic and then discussed in front of the whole class. Storytelling is also an effective technique for improving the speaking skills of EFL learners. The teacher provides a situation, and students are asked to continue telling stories. To continue the story, students quickly think of sentences that seem relevant to the situation and add them to complete the story. In this process, they have to think and choose their own sentences.

In mastering speaking skills, EFL learners must strive hard to master productive skills. In addition, the teacher must motivate students to speak by creating a pleasant learning atmosphere that makes it easier for students to learn English. Not only that, but the students' attitude toward learning English as a foreign language also determines the success of students learning.

e. Learner' Attitudes in EFL Speaking Practices

In language learning and teaching, attitude is one of the key factors for EFL learners. The success of language learning depends on the attitude of the EFL learners. As stated by Gardner, Lalonde, and Moorcroft, attitude is one of the factors that influence foreign language learning because the amount of effort students make in learning a language depends on attitude.²⁵ Attitude has several levels of reaction, both positive and negative, both beneficial and detrimental to an object. Some students may have a negative attitude towards a second language and not want to learn it, but some students generally have a positive attitude to strengthen motivation to learn English as a foreign language.

It lines up with the previous research that was conducted by Vo Thi Anh Dao.²⁶ This research showed that

²⁵ Gardner, R. C., Lalonde, R.N., & Moorcroft, R. (1985). "The role of attitudes and motivating in second language learning: Correlational and experimental considerations. *Language Learning*,35(2), 207-227. <https://doi.org/10.1111/j.1467-1770.1985.tb01025.x>

²⁶ Thi Anh Dao Vo, "Student's Attitudes towards Communicative Activities on EFL Student's Speaking Performance," *International Journal of Language Instruction* 1,

students grade 5 in primary school had positive attitudes toward communicative activities and had better speaking performances. The research findings show that female students have more positive tendencies than male students. Students are motivated to carry out communicative activities in a light and realistic way. Such as games, pair work, small group work, and role playing. By creating a fun learning environment in the classroom, it is possible for students to practice language easily. On the other hand, the study of Zeinivanda et al.²⁷ also showed that there is a significant positive correlation between attitudes and EFL speaking skills in the city of Darreh Shahr. Because the significance level obtained was lower than the p.0.05 value, there is a statistically significant relationship between attitudes and speaking skills among Iranian EFL learners.

The next similar study conducted by Gencer Elkilic.²⁸ The results of this study indicate that 80 EFL students in the Department of English Language and Literature at Kafkas University have a positive outlook on speaking skills. Students had positive attitudes toward speaking skills and courses regardless of their age, gender, and grades. For them, speaking skills are important, and they are happy with the course.

In another Study by Tristeza Danebeth and Tristeza Donna.²⁹ showed that There is a significant relationship between anxiety about speaking English and attitudes toward English. They have a negative attitude that arises because of competition, both in terms of status and gender. The results show that women have a higher level of anxiety than men. and working students find more self-confidence than non-working students. Therefore, a humanistic

no. 1 (2022): 143–54, <https://doi.org/10.54855/ijli.221112>.

²⁷ Tayebeh Zeinivand, Akbar Azizifar, and Habib Gowhary, “The Relationship between Attitude and Speaking Proficiency of Iranian EFL Learners: The Case of Darrehshahr City,” *Procedia - Social and Behavioral Sciences* 199 (2015): 240–47, <https://doi.org/10.1016/j.sbspro.2015.07.512>.

²⁸ G. Elkilic, “Attitudes of Kafkas University EFL Students towards Speaking Skill and Classes,” *International Journal of Humanities and Social Science Invention* 5, no. 12 (2016): 62–67.

²⁹ Danebeth Tristeza and Donna Tristeza, “International Journal of English Language and Literature Studies Exploring the Attitude Towards English and Speaking Anxiety of the EFL Learners,” *International Journal of English Language and Literature Studies* 10, no. 2 (2021): 122–31, <https://doi.org/10.18488/journal.23.2021.102.122.131>.

approach should be used by teachers to build positive relationships with students so that students can accept their individual differences.

Thus, a successful learner is one who has a positive attitude towards the target language. Learners with a positive attitude towards speaking English will be more engaged in speaking activities and may try to use more strategies that help them overcome their difficulties in conversation. A positive attitude will make students more motivated and enthusiastic to participate in learning activities so that they achieve success in learning a foreign language. In this case, the teacher has a very important role in helping students succeed. As stated by Saida Mammadova, the teacher's main task is to arouse student interest in learning engagement even when students who are initially not interested become interested.³⁰ A more humanistic approach is also needed by teachers when building positive relationships with students. Thus, students can accept their individual differences, create a classroom atmosphere that is supportive and conducive to learning and also be able to handle problems well.

f. Problems in English Speaking

Speaking is the main key of four English skills. Speaking is the most important skill for non-native English speaker to be mastered. However, in learning a second language many students find speaking's problem. Speaking problem is a condition in which a person's ability to speak is impaired. According to Dea Aries Fitriyani et al. there are specific speaking problems, there are:³¹

1) Linguistics Problem

Linguistics is the scientific study of language that studies sounds, words, and grammatical rules.³²

Language itself is a study related to the nature of language and communication. In linguistics, the ability to speak is considered a skill that is difficult to achieve

³⁰ Saida Mammadova, "How to Teach English," *Scientific Bulletin* 4 (2021): 42–46, <https://doi.org/10.54414/mzlv3216>.

³¹ Dea Aries Fitriyani, Rahayu. Apriliawati, and Wardah., "A Study on Student's English Speaking Problems in Speaking Performance," *Jurnal Pendidikan Dan Pembelajaran Untan* 4, no. 9 (2015): 1–13, <https://tinyurl.com/3f5dftab>.

³² Yusuf Al Arief Mariani Nanik, Mu'in Fatchul, *An Introduction to Linguistics*, 2019.

with other English skills. From these difficulties, students experience various problems. Linguistics problems are all problems that affect a person's abilities. Linguistic problems often occur for students, which is the study of structure, phonology, morphology, syntax, semantic, etc. with so many linguistic scopes, make students confused and as a result most of them choose to be silent.

Linguistic problems that are often found include any problems such as a lack of vocabulary, a lack of grammar knowledge, and incorrect word pronunciation are all factors that affect someone's ability to speak.³³

The lack of vocabulary words makes it difficult to use sentences that students can speak quickly when speaking, especially if students talk about a particular topic that requires a lot of vocabulary. Some go for linguistic problems in grammar and pronunciation. Students tend to have difficulty composing words according to grammar when speaking. They are afraid that every word spoken will be corrected by the teacher. Besides that, students tend to have difficulty placing the word pressure correctly when speaking.

2) Vocabulary

Vocabulary can be said as knowledge of vocabulary and word meanings. Vocabulary is an important step that must be learned by foreign language learners because in learning a second language, a limited vocabulary will hinder successful communication.³⁴ In learning English, vocabulary is the basic of the four English skills, which are the main elements that must be learned. In learning a second language, the first thing the learner does is increase the vocabulary. It is undeniable that without mastering vocabulary, it will be difficult to master certain languages. Without vocabulary, someone will not be able to express their thoughts to others. The success of

³³ Jack C Richards, "Teaching Listening and Speaking: From Theory to Practice (RELC Portfolio Series)," *Singapore: Regional Language Center*, no. January 2009 (2009): 1-48.

³⁴ Al Qahtani Mofareh, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21-34, <https://doi.org/10.20472/te.2015.3.3.002>.

language learning is influenced by the number of words one knows. With the more vocabulary you have, the easier it will be to learn the language. Besides that, the four English skills will be easy to learn when someone succeeds in mastering vocabulary. Because without the fourth vocabulary, English skills cannot be obtained. The importance of vocabulary mastery influences one of them, such as speaking skill, where speaking occupies the most important position in language learning. In speaking ability, vocabulary makes it easy for someone to convey their thoughts. In listening skills, vocabulary makes it easy for listeners to understand what the speaker is saying. In writing, vocabulary makes it easier for students to expand their ideas through writing. And in reading, vocabulary plays an important role in helping students understand the text.

The vocabulary of a second language is certainly different from the first language. This can be seen from the form of the word, its pronunciation, spelling, and meaning. Besides that, the pronunciation of vocabulary is quite different from the writing. Therefore, Thornbury emphasized the pressure that many non-native English students encounter when learning vocabulary.³⁵ Almost all students experience difficulties especially in pronouncing words and how to write and spell words. Most of them are confused because the writing and pronunciation of the words are often different. The difficulties in speaking English are the students have a limited vocabulary and mastery of grammar, so they cannot express themselves properly and successfully. Similar to Rabbi, the second language learners find it difficult when involved in communicative interaction. This is due to the small number of the vocabulary mastered that makes it limiting for students to express themselves in subsequent conversations.³⁶ In addition, students also

³⁵ Scott Thornbury, *How to Teach Vocabulary*, United Kingdom: Pearson (Edinburgh: Pearson Education Limited, 2002), <https://www.pdfdrive.com/how-to-teach-vocabulary-d188947508.html>.

³⁶ G Rababah, "Communication Problems Facing Arab Learners of English," *Journal of Language and Learning* 3, no. 1 (2005): 180–97,

experience difficulties using words based on the context. Many students feel confused because of the vocabulary of both the British and American accents. Both have the same meaning but sometimes differ in terms of words and pronunciation. Like the words “football” and “soccer”. The word “football” uses a British accent, while “soccer” uses an American accent.

3) Grammar

Grammar is knowledge that contains rules for constructing sentences, Grammar is a description of a language’s structure, including how language constituents like words and phrases are combined to create sentences.³⁷ Grammar is an important element of a language that must be considered because the use of good grammar affects the quality of one’s language. Therefore, grammar must be studied in depth in formal language learning. A person’s language can be judged by the mastery of the language skills used. With the mastery of grammar, it is easier to communicate so that it overcomes misunderstandings about the words being spoken. In this context, grammar and speaking are two things that are interrelated. All are equally important to learn. The importance of grammar in speaking is the key to speaking English fluently and confidently. Knowing grammar will help avoid mistakes that make English sound strange to native speakers. With mastery of grammar, speaking will be more directed in terms of rules and language. Therefore, it makes it easier to speak English publicly in the international arena. In addition, some people say that when speaking English, they don’t think about grammar, even though both are equally important. Some of them think that in order to improve their speaking skills, they have to practice speaking without having to think about grammar. This is not quite right because grammar greatly affects the

http://www.jllonline.co.uk/journal/jllearn/3_1/rababah.pdf.

³⁷ Jack C. Richards and Richards Schmidt, *Dictionary of Language Teaching and Applied Linguistics*, Pearson Education Limited, 2010, <http://search.ebscohost.com/login.aspx?direct=true&db=lah&AN=20163298076&site=ehost-live%0Ahttp://www.cabi.org/cabdirec/showpdf.aspx?PAN=http://www.cabi.org/cabdirec/showpdf.aspx?PAN=20163298076%0Aemail:javaidleghari@hotmail.com>.

quality of one's language. It would be more appropriate if the two could go hand in hand. In language skills, speaking must be governed by grammar. However, it is considered a difficult component for EFL learners. They tend to get confused when they pay attention to every formula in the sentence used, as stated by Mauloddin Afna, most EFL learners experience grammatical difficulties, especially in maintaining the correct tenses when speaking, as is the case with simple past tense and simple present tense.³⁸ Simple past tense and simple present tense are basic tense but often become complicated in their use in spoken language. Most of them, are confused about what tenses to use for the topic that they are talking about. This had an impact on students' speaking performances, and some of them chose to remain silent because they were afraid that what was said would change the meaning conveyed due to grammatical errors.

4) Pronunciation

Pronunciation is the process of generating specific sounds.³⁹ Pronunciation is a way of saying a word to listeners clearly and can be captured by listeners. Pronunciation is also related to the ability to articulate words, where the movement in pronouncing words produces a clear sound in every pronunciation of the word. Pronunciation is a bridge that must be learned by second language learners. This is because the pronunciation of the words in the second language is very different from the first language. The purpose of learning pronunciation is not to ask second language learners to pronounce like native speakers but so that pronunciation can be understood properly in spoken communication. Having good pronunciation and being accepted by others makes English speakers very valuable to listen to. The elements of successful communication, when the sentence is properly and clearly understood by its pronunciation. The better the

³⁸ Budi Zam zam, A Suriaman, Rofiqoh, "The Correlation Between Grammar and Speaking Skill of Undergraduate Students," *Jurnal Pendidikan Bahasa Inggris* 4, no. 1 (2021): 43–71, <https://doi.org/10.32505/jl3t.v4i1.750>.

³⁹ Richards and Schmidt, *Dictionary of Language Teaching and Applied Linguistics*.

pronunciation, the easier it will be accepted by the listener, and the more difficult the words are to pronounce, the more difficult it will be in oral communication. Inhibition of oral communication caused by poor pronunciation. According to Arafat Hamouda, it was found 71,70% of learners have speaking problems in pronunciation.⁴⁰ The cause of the pronunciation problem is because the pronunciation is very different from the mother tongue. The mother tongue will affect the students' ability to pronounce a few words. For example, when students want to say 'car', they tend to emphasize the letter 'r' in a loud voice, whereas in English it has to be said in a soft voice.

English pronunciation seems more complicated and difficult to learn. One of the problems is that many students find it difficult to remember and distinguish between vowels and consonants. In English vowels such as /æ/ are found in the word 'man', and similar vowels with the word 'men'. The mouth and ears must be trained in distinguishing every word that has almost the same writing but with different pronunciation. It is difficult for students because they have to pronounce English words correctly based on their phonetic transcription. Besides that, motivation is something that must be possessed by students who learn pronunciation. Because without motivation, students are not eager to repeat or remember when they pronounce it wrong. Students who have speaking problems tend to be reluctant and hesitant to speak because they feel unable to say a few words well. They prefer to be silent because if the pronunciation is wrong, it will be seen as embarrassing for them. In cases of pronunciation problems, the teacher has a very important role in students' success. But many teachers do not realize the importance of pronunciation. As mentioned by Gilaksanjani, Teachers pay enough attention to grammar and vocabulary in learning a

⁴⁰ Arafat Hamouda, "An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom," *International Journal of English Language Education* 1, no. 1 (2012), <https://doi.org/10.5296/ijele.v1i1.2652>.

foreign language, and they help students become skilled in listening and reading.⁴¹ The majority of teachers think that pronunciation lessons are too difficult and monotonous for students. Even though it seems monotonous, the teachers still have to provide understanding to students in order to obtain good pronunciation. Teachers can put the emphasis on their students to monitor their own pronunciation and practice their speaking skills as much as possible inside and outside the classroom. With frequent practice of good and correct pronunciation makes successful pronunciation.

5) Psychological Problems

Psychology or affective problems is the science of thought and behavior. Psychology aims to understand individuals or groups by paying attention to personal principles and researching specific cases. With the knowledge of psychology can help someone affected by psychological problems. Based on the statement of Jannah and Wuly, psychological problems are problems that affect a person's emotional or physical health.⁴² Psychological problems are influenced by conditions that affect thoughts, feelings, hearts, and behaviors. Psychological disorders are usually characterized by people's thoughts, feelings, and behaviors that are not normal for the people.

There are psychological problems that negatively affect one's performance. Brown has explained that shyness and anxiety are considered the main causes of students' problems in speaking skills.⁴³ Furthermore, Juhana concluded that the psychological factors that hinder students' ability to speak include fear of mistakes, anxiety, shyness, lack of confidence, and lack

⁴¹ Gilakjani Pourhosein Abbas, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education* 1 No. 1, no. 1 (2016): 1–6.

⁴² Mar'atul Jannah and Sri Wuli Fitriati, "Psychological Problems Faced by the Year – Eleven Students of MA Nuhad Demak in Speaking English," *English Educational Journal* 6, no. 1 (2016): 65–78.

⁴³ H. Douglas Brown, "Teaching by Principles_ An Interactive Approach to Language Pedagogy," in *Longman*, 2000, 17–491.

of motivation.⁴⁴ If these factors are not immediately addressed, they will affect students' speaking performances. For those with psychological problems, speaking in front of the public is very difficult for students with psychological problems. Students will prefer to be silent, even though they can do it. But due to psychological factors, students are reluctant to try it. The phobia that they have makes them afraid to talk because there is a feeling of shame which makes their minds go blank and makes them forget what they want to say. Psychological problems related to a person's emotional or physical condition, and if cannot be controlled they will have a negative impact on student learning development. In this case, the teacher is required to pay more attention to students who have psychological problems. This is also clearly defined that students' problems in speaking generally occur because of their shyness or anxiety. All of these effects determine that the teacher plays a major role in guiding and helping students to reduce these feelings and encourage students in learning, especially in English speaking skills.

6) Lack of Self-Confidence

Speaking problems are frequently caused by a lack of confidence. A lack of self-confidence is a feeling of inadequacy and assumption that others are better than themselves. As stated by Liyan He, a lack of self-confidence is one of the psychological obstacles to learning a foreign language.⁴⁵ People who do not have self-confidence will isolate themselves more from the surrounding environment because they are afraid to speak and express their opinions. The lack of self-confidence that students have has an impact on their speaking performances. They feel nervous and insecure about their abilities and tend to think they cannot do it.

⁴⁴ Juhana, "Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South," *Journal of Education and Practice* 3, no. 12 (2012): 100–110.

⁴⁵ Liyan He, "Exploring Affective Factors Influencing Spoken English Teaching in College," *International Conference on Education, Language, Art and Intercultural Communication*, no. ICELAIC 2015 (2016): 35–38, <https://doi.org/10.2991/icelaic-15.2016.9>.

Most of them do not realize that they actually can speak well in front of the public. The main cause of self-doubt is assuming other people are better than what they are going to do, so they are worried about their incompetence. With a lack of self-confidence, someone may fail to realize their potential even though they have the language competence to speak English well. Another cause of insecurity is fear of the perceptions of others who are judged. Most students have negative thoughts about other people's perceptions. They are afraid that their appearance will be ridiculed or judged badly. Besides that, the low ability to speak English and the belief that their English is bad make students not dare appear in public. Another cause of students' lack of confidence is related to the lack of encouragement. Giving encouragement and convincing his ability gradually builds self-confidence. Besides that, a lot of practice speaking without caring about other people's perceptions makes students accustomed to appearing in public, and with frequent practice, insecurity among students has become extinct.

7) Anxiety

The phenomenon of speaking anxiety is not only experienced by English learners but is also experienced by many students who study a second language. Accordingly, Habiburrahim said that speaking anxiety is a negative perception consisting of beliefs, feelings, or behavior that arise in the process of learning language classes, feeling discomfort arise from people negative though toward their competences.⁴⁶ Therefore, anxiety is one of the issues that can make the learner feel uneasy when they practice speaking in front of the class. In this case, the students are often confused and do not know what they want to say to the audience. They may face many specific problems such as nervousness, worry, shyness, and fear if what is said is wrong. This makes it difficult for students to learn English as a foreign language.

⁴⁶ Habiburrahim Habiburrahim et al., "The Effects of Anxiety toward Acehese Students' English Speaking Ability," *Qualitative Report* 25, no. 1 (2020): 254–70, <https://doi.org/10.46743/2160-3715/2020.3639>.

2. English Foreign Language (EFL)

English in Indonesia has been given the status of a foreign language (FL). English as a foreign language (EFL) is the teaching of English to non-native speakers where English is not used as a first language.⁴⁷ The position of English as a foreign language is quite popular and dominant in several schools in Indonesia, especially public schools and universities. However, the variety of languages that exist in Indonesia seems to influence people's perceptions of the priority of mastering English as a foreign language. As stated by Setiyadi, English is learned only in schools, and people do not use it to speak in society.⁴⁸ Thus, most Indonesians are bilingual. They use Indonesian as their national language and use regional languages as their mother tongue. Even so, English as a foreign language is still widely studied by Indonesians. As stated by Jaliyya and Idrus, people in Indonesia who live in urban areas prioritize English as a skill that must be mastered.⁴⁹ Their belief in the importance of English as a foreign language makes many people want to learn it.

Even though the position of English is as a foreign language, EFL is prepared to assist students in their future career. Remembering that English is used for international communication, and the global position of English has a significant impact on learners. The existence of English as a foreign language is very important to learn to raise a career in the global competition. Therefore, students in Islamic higher education institutions should learn English as a foreign language in facing the challenges of globalization for their future success.

3. EFL in Islamic Higher Education Institution

Islamic higher education institutions are the highest level of Islamic education standards, which has enormous urgency. The existence of Islamic higher education creates a

⁴⁷ <https://dictionary.cambridge.org/dictionary/english/eFL> accessed February,3 2023 Cahyono and Widiati, "The Teaching of Efl Listening in the Indonesian Context: The State of the Art."

⁴⁸ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, Graha Ilmu, vol. 31, 1967, <https://doi.org/10.1080/00131726709338061>.

⁴⁹ Falita G Jaliyya, Faizah Idrus, and Asst Faizah Idrus, "EFL Students' Attitudes and Perception Towards English Language Learning and Their English Language Proficiency: A Study From Assa'adah Islamic Boarding School, Indonesia," *Indonesia. Journal of Education and Learning* 11, no. 3 (2017): 219–28.

pillar of comprehensive Islamic education. Same as stated by Bahrowi, with the existence of a higher education institution, one intends to create a generation of Muslims who have great expertise and Islamic character.⁵⁰ Therefore, the existence of higher education is able to make people aware of the importance of continuing their education at a high level.

Higher education institutions are important actors in the promotion of lifelong learning. They have a unique capacity to develop skills and cultivate knowledge, as well as the potential to mobilize educational resources and provide learning opportunities for diverse populations. This implies a fundamental shift from educating young students coming from secondary school to encouraging students of various backgrounds to enter higher education at different ages and stages of their personal and professional lives. Both higher education and Islamic higher education is the final destination for those who have had the opportunity to study at the highest level through school education.

Nowadays, English is taught in Indonesia's Islamic higher education institutions. In several Islamic institutes, English language is not only a general subject for various majors but also specifically a special field in the faculty of language education. In higher education, learning English is divided into two groups: non-English students and teachers of English as a field of study. It is very much in line with what was conveyed by Jamilah, that English is a general course program that must be followed by all students of any study program, including the English department itself.⁵¹ In an English-speaking foreign language, teaching English allows students to achieve high proficiency in four skills, namely listening, speaking, reading, and writing. EFL learners must be able to use English both in writing and orally. The existence of English in several Islamic higher education institutions illustrates how important mastery of English is for the academic success of students.

Learning English, apart from being a learning activity, can also be learned by participating in activities that are outside

⁵⁰ Bahrowi, "Management Concept of Islamic Higher Education and The Challenge in Global Era."

⁵¹ Jamilah, "The Effectiveness of English As a General Course Program in Yogyakarta State University," *Journal of Education* 1, no. 1 (2016): 1-9.

of learning, such as student activity units (UKM). Student Activity Units (UKM) are places for student activities to develop certain interests, talents, and expertise of their members. This institution is a partner with other intra-campus student organizations. In the English learning process, it is not enough for students to acquire English language skills. Amalia and Firdaus admit that learning in the classroom is not effective due to time constraints for both students and teachers.⁵² To overcome this, some students choose to join English-based student organizations or activity units within the scope of Islamic tertiary institutions. The students believe that they can improve their English skills by participating in the students' activity units (UKM) in their Islamic higher institutions.

In Islamic higher institutions, student activity units (UKM) are often found, such as in IAIN Salatiga. As stated by Eni Suriyah and Mazulfah, IAIN Salatiga has English-based student activity units (UKM) called CEC (Communicative English Club).⁵³ Besides, IAIN Kudus itself also has an English-based UKM known as STEC (Student English Club). Yuliandasari and Kusriandi said that joining an English-language club had a positive impact on students' speaking skills.⁵⁴ Apart from getting contacts from several people from other majors, participating in student activity units (UKM) can increase motivation and confidence in developing English. UKM itself consists of various training and work programs, such as TOEFL training and direct English practice. In addition, UKM is able to provide experience and environmental and mental support for learning English so that learning becomes more enjoyable. English material is not only written grammar material but also English material that can be obtained through the environment, discussions, and experiences that can

⁵² F Amelia, N F Novitasari, and A Y Firdaus, "Bridging The Gaps in Curriculum to Students Tthrough English Club," *International Seminar on Language, Education, and Culture*, no. October (2017): 56–61, https://sastra.um.ac.id/wp-content/uploads/2017/11/56-61-Firqo-Amelia-Nine-Febrie-Novitasari-and-Ahmad-Yusuf-Firdaus-edited_LAYOTED.doc.pdf.

⁵³ Eni Suriyah and Mazulfah, "Students' Perception in Learning English through Communicative English Club (CEC) at IAIN Salatiga," *English Education and Literature Journal (E-Jou)* 2, no. 01 (2022): 58–68, <https://doi.org/10.53863/ejou.v2i01.368>.

⁵⁴ Aida Yuliandasari and Wendi Kusriandi, "Students' Perception on English Club Extracurricular in Speaking Practices at Madrasah," *Academic Journal Perspective: Education, Language, and Literature* 3, no. 2 (2018): 305, <https://doi.org/10.33603/perspective.v3i2.1670>.

improve their English skills.

4. Narrative Inquiry

a. Definition of Narrative Inquiry

Narrative inquiry is the study of how humans experience the world. The term narrative inquiry is a relatively new methodology used for the first time in the field of educational research by Connelly and Clandinin. Narrative inquiry is a qualitative investigation that tells stories about experiences in a narrative way.⁵⁵ The term narrative arises from the word “narrate, which means to tell a story in detail. This is one's narrative way of thinking about learning something through experience with the process of inquiry. As conveyed by Clandinin and Huber, Narrative investigation takes place in a field by telling or animating stories about interim and final research data.⁵⁶ Clandinin said that narrative inquiry is a methodology for understanding and investigating a collaborative experience between researchers and participants that takes place from time to time somewhere in social interaction with the environment.⁵⁷ In narrative inquiry activities, the researcher must pay attention to the social and personal conditions of the person being studied. It includes feelings, desires, aesthetic, and moral reactions. Narrative appeal is said to be a process of entering one's personal life into a study.

Narrative inquiry, according to Clandinin and Connelly, is a means to gain insight into the dimensions of one's personal experience at a certain time by means of collaboration between researchers and participants.⁵⁸ Mukhlash Akbar stated that narrative inquiry," as the name implies, is generally defined as a qualitative inquiry that captures personal human experience and presents it in a

⁵⁵ D. Jean Clandinin, Debbie Pushor, and Anne Murray Orr, “Navigating Sites for Narrative Inquiry,” *Journal of Teacher Education* 58, no. 1 (2007): 21–35, <https://doi.org/10.1177/0022487106296218>.

⁵⁶ J. Clandinin, D. J., & Huber, “Narrative Inquiry,” *Nucl. Phys.* 13, no. 1 (1959): 104–16.

⁵⁷ D. Jean Clandinin, “Narrative Inquiry: A Methodology for Studying Lived Experience,” *Research Studies in Music Education* 27, no. 1 (2006): 44–54, <https://doi.org/10.1177/1321103X060270010301>.

⁵⁸ Diane R. Wood, “Review of the Book: Narrative Inquiry: Experience and Story in Qualitative Research,” *Anthropology and Education Quarterly* 31, no. 3 (2000): 211, http://cae.americananthro.org/wp-content/uploads/2014/09/Clandinin_Jean_Connelly_Michael-Narrative_Inquiry.pdf.

narrative manner.⁵⁹ According to Divina Anwar, narrative inquiry is a systematic way to collect and analyze stories told by other people. The results of stories can be collected in various ways, such as through narrative interviews, journals, biographies, diaries, metaphors, poetry, etc.⁶⁰ Gwyneth James also said that narrative inquiry is an investigation into the background of someone's story by giving and exploring from an individual's experience.⁶¹ Based on the definition above, the researcher can conclude that narrative inquiry is the detailed study of stories that tell and explain an event that becomes the focus of the researcher's attention.

b. Narrative Inquiry in Education Field

Narrative inquiry in language education research has played an important role as a means of understanding the complexities of teaching and learning. Schools as institutions, which consist of individuals who contribute to the continuity of education, must have a better understanding of all matters related to learning. Narrative inquiry is research where one can learn about a certain thing based on the experiences of other individuals. Narrative inquiry methods are widely used, especially in language education research. As stated by Clandinin, the narrative approach brings a comfortable connection to story narratives from research that follows the stories of teachers and teacher educators.⁶² In narrative inquiry, human experience has various levels of quality and can be interpreted qualitatively by telling what has been experienced. like a child, teacher, researcher, and other members. They have different experiences but can be described and re-analyzed narratively. In the narrative approach, Bruner, Rabelo said that narrative activities not only present stories in a narrative manner but also interpret and correct what happened and promote new forms of

⁵⁹ Mukhlash Abrar, "Re-Telling: A Narrative Inquiry of Indonesian Graduate Students' Speaking Experiences in a United Kingdom University."

⁶⁰ Desvalini Anwar, "Investigating the Teaching of English Literature through Narrative Inquiry," *Proceeding of International Seminar on Languages and Artss*, 2014, 393–402.

⁶¹ Anwar.

⁶² Clandinin, Pushor, and Orr, "Navigating Sites for Narrative Inquiry."

storytelling.⁶³

Narrative activities are firmly embedded in the field of educational research. They enable understanding of practice as well as motivations that are deeply embedded in human experience. The study of narrative allows researchers to access information based on one's experience so it will provide a deeper understanding of the educational process. Narrative inquiry also provides a means where teachers can reflect on their professional lives and understand their own voices about their work. Narrative inquiry can solve problems that may be encountered in the process of teaching and learning. The results of research on narratives will be packaged and produce new stories so that they can become evaluations and motivations for teachers and students to achieve a more developed and quality education. In narrative inquiry, there are three commonplaces, which includes temporality, sociality and place. Temporality means all time happens in participants experiences. Place means the place where story happen. While sociality means all the emotions of the participant happen. An investigation of experience can be found by studying the participants' life experiences both inside and outside the investigation. It will establish a framework that highlights the shifts, changes, attitudes, and social aspects of the topic under investigation through these three dimensions.

B. Theoretical Framework

Learning English in college includes many things, including speaking. Speaking skill is said to be the most important aspect of EFL learning; therefore, special guidance is needed in learning it. In the Council of Europe, there is a special system for learning English as a foreign language, which is packaged in the CEFR. The CEFR itself contains the entire learning and teaching process from the lowest level to the highest level. The existence of the CEFR makes English, especially speaking, easy to learn. CEFR contains important elements for practicing English-speaking skills. Someone is said to be successful in mastering English when he can speak fluently based on grammar and proper pronunciation. One's success

⁶³ Amanda Oliveira Rabelo, "The Importance of Narrative Inquiry in Education," n.d., 112–38.

in speaking is also determined by strong motivation and a comfortable learning environment.

Although English is phenomenal among young people, there is a negative stigma attached to it in speaking classes. Some of them consider speaking to be the most difficult thing to learn. Several factors make speaking the most feared by students, including a lack of vocabulary, a lack of understanding of grammar, poor pronunciation, psychological factors, etc. Most of them were confused about composing words, which hindered them from speaking. Insecurity often arises because of a lack of understanding of grammar and poor pronunciation. Students tend to think that the mistakes they make them feel humiliated.

Students who tend to have problems speaking have strange behaviors. The way students express fear when speaking is different. The problems and challenges they face are also different. So that the lecturer cannot identify the level of problems faced by students in speaking class. As a result, in this study, researchers will investigate the ELF learning experience in speaking class, as well as the factors that become problems and things that influence students in speaking class through their experiences while learning to speak. With this narrative study, it is hoped that it will be able to become a learning and evaluation tool as well as motivation for students and other teachers to anticipate the occurrence of obstacles in speaking ability.

C. Review of Previous Study

The previous study is useful to find out previous studies that are relevant to my research study entitled “I am Afraid to Speak English”: Exploring EFL Students’ Learning Experiences During Speaking Class at the Islamic Higher Education Institution. Some previous studies that will be useful for my study, including the study from Mukhlash Abrar, Nila Kartika Putri, Habiburrahim et al., Juhana and Ziash Suleimenova. These studies are being discussed to make sure that this study will be significant for the enrichment of narrative inquiry study focusing on EFL students’ anxiety and problems in their learning experiences during speaking class. Also, this review will be used to find the gap that can be filled with the findings and results of the study.

The first article by Mukhlash Abrar entitled “Re-telling: A Narrative inquiry of Indonesian graduate students’ Speaking

Experiences in a United Kingdom University”.⁶⁴ The experience was taken from two students who came from Indonesia and decided to continue their studies at a United Kingdom university. The results of the research showed that the interaction process with local English people and those from other countries is relatively fast and does not take a long time. Even though the accent and pronunciation are different, it is easy to understand. This research is related to my research, which uses a qualitative method with narrative inquiry. Although using the same method, my research is very important to do because this research was conducted in the United Kingdom while my research was conducted at an Indonesian Islamic higher education institution, which aims to find out the problems and the effects of students’ speaking based on their experiences.

Thesis by Nila Kartika Putri explains with entitled “The Learning Speaking Skills Strategies in My Personal Experiences: Narrative Inquiry”.⁶⁵ This research is based on the experiences of researchers in studying English language skills at Islamic junior high school, Islamic senior high school, universities and Islamic boarding school. In this study she concluded that the success that researchers have found in learning speaking skills comes from modern Islamic boarding schools that provide several linguistic activities and teach students to express English sentences. The researchers suggest to students that they be consistent in learning English language skills through the facilities provided. The similarities in this research using qualitative methods using narrative inquiry. This thesis uses participants’ own experiences, while my research uses several participants. Based on this study, my research is very important to obtain a rich source of data by using more than one participant.

Habiburrahim et al. with the title “The Effect of Anxiety Toward Acehese Students’ English Speaking Ability”.⁶⁶ This research was conducted with 10 respondents from second-year students majoring in English education at Ar-Raniry State Islamic University, Aceh. The conclusion of this research is that speaking

⁶⁴ Mukhlash Abrar, “Re-Telling: A Narrative Inquiry of Indonesian Graduate Students’ Speaking Experiences in a United Kingdom University.”

⁶⁵ Nila Kartika Putri, “The Learning Speaking Skills Strategies in My Personal Experiences: A Narrative Inquiry” (2014), <http://etheses.uin-malang.ac.id/8538/%0Ahttps://lens.org/074-506-680-321-302>.

⁶⁶ Habiburrahim et al., “The Effects of Anxiety toward Acehese Students’ English Speaking Ability.”

anxiety has a negative impact on students' speaking skills in a classroom setting. The causes of speaking anxiety include low self-esteem, difficulty composing words, and fear of making mistakes in pronunciation. In this study, researchers used qualitative methods as well as the research that I did. In this research, researchers conduct research in Aceh, while I conduct my research in Kudus by describing the experiences of participants.

Further, an article by Juhana, entitled “Psychological Factors That Hinder Students from Speaking in English Class” (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia).⁶⁷ In this research, Researcher conclude that psychological factors such as the fear of being wrong, embarrassed, or anxious hinder them from speaking English in class. The researcher explained the importance of creating a learning atmosphere that supports and motivates students to actively participate in speaking in class. This research is related to my research because it uses qualitative methods. The problems discussed are almost the same, but my research does not only discuss psychological factors but all the problems and challenges that prevent students from speaking English. In addition, this research was conducted in senior high school, while my research was conducted at university level.

Ziash Suleimenova the last study with the title “Speaking Anxiety in a Foreign Language Classroom in Kazakhstan”.⁶⁸ English-speaking anxiety occurs in second-year middle school students. According to the results of the research conducted, there were students who had negative experiences speaking foreign languages in class. The education system in Kazakhstan results in many students experiencing feelings of discomfort and anxiety when speaking a foreign language. Therefore, researchers suggest that teachers become familiar with the FLCAS instrument in order to better understand students who experience anxiety. The result of anxiety experienced several consequences, such as difficulty speaking in public, failure to start a conversation, and finally being hampered in speaking a foreign language. This research is related to my research because it uses qualitative methods, but my research is very important because it obtains data by conducting at a higher

⁶⁷ Juhana, “Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South.” *Journal of Education and Practice*, no. 12 (2012)

⁶⁸ Suleimenova, “Speaking Anxiety in a Foreign Language Classroom in Kazakhstan.”

level of institution, while this research obtained the data occurs in second-year middle school.

Based on the five previous studies above, those research uses qualitative methods, while my research uses qualitative methods using narrative inquiry. Of the five studies above, they only discuss students' problems with speaking specifically, while my research examines all problems of speaking and their effects based on students' experiences. In addition, my research was conducted at an Islamic higher education institution with a different number of participants each semester.

Therefore, my research is very important to do because there are still many deficiencies in the existing literature, and my research is to cover the existing gaps.

