

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

### A. Research Results

In this section, the researcher presents the findings of the interviews conducted with six participants. The researcher told the participants' stories about the experiences of EFL students during speaking classes at an Islamic higher education institution of Kudus. The results of the interviews have been analyzed using the theory of Creswell based on the stories from the participants' experiences.<sup>1</sup> To find out the results, the researcher will detail the statements of each participant using the commonplaces theory of Clandinin and Connelly.<sup>2</sup> Then, researcher will know the results of the data and the conclusions that have been drawn.

**Table 4.1 Represent the findings**

| Participant                              | Speaking Problems   | Cause of Speaking's Problem  | Consequences of Speaking Problems   | Overcoming Speaking problems      |
|--|---|--|---|-----------------------------------|
| ANM (Fourth Semester)<br>Afraid to Speak | a. Ashamed and did not believe in herself<br>b. Embarrassed about people's assumptions<br>c. Lack of vocabulary and lack of practice<br>d. Lack of pronunciation<br>e. Often pauses a lot when forgets to | a. Lazy to study and does not make an effort to improve her speaking<br>b. Does not like movies and music from western | a. The speaking score went down<br>b. Make ANM's self-confidence decrease | a. Prepare herself and make notes |

<sup>1</sup> Creswell W. John, Boston, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Ed.)*. Boston, MA: Pearson.

<sup>2</sup> F. Michael Connelly, D. Jean Clandinin. 05 Apr 2006, *Narrative Inquiry from: Handbook of Complementary Methods in Education Research* Routledge Accessed on: 29 Aug 2023 <https://www.routledgehandbooks.com/doi/10.4324/9780203874769.ch28>

|  | speak   |  |  |  |
|--|---|--|--|--|
| HN<br>(Fourth Semester)<br>Good Speaking                   | <ul style="list-style-type: none"> <li>a. Does not have a partner to speak English</li> <li>b. Afraid of other people's judgment</li> </ul>   | <ul style="list-style-type: none"> <li>a. People judgement</li> </ul>  | <ul style="list-style-type: none"> <li>a. Made her depressed and prevented her from being active in speaking class</li> </ul>  | <ul style="list-style-type: none"> <li>a. Try to not care what people say</li> <li>b. Build a positive circle</li> </ul>                                   |
| ILIA<br>(Fourth Semester)<br>Extrovert but Afraid to Speak | <ul style="list-style-type: none"> <li>a. Embarrassed, and triggered by those who spoke more fluently</li> <li>b. Lack of vocabulary</li> <li>c. Not fluent in speaking English and suddenly lag and forget sentence</li> </ul> | <ul style="list-style-type: none"> <li>a. The majority of the classmate speaks Indonesian</li> <li>b. Does not have the courage to start, and it keeps her stuck</li> <li>c. Does not like western films to add vocabulary</li> <li>d. Feel less like learning vocabulary and often forgets to note difficult words</li> </ul> | <ul style="list-style-type: none"> <li>a. Finds it difficult when the lecturer gives an assignment and delivers the material</li> <li>b. Feels like missed the lesson</li> </ul> | <ul style="list-style-type: none"> <li>a. Practice and repeat words</li> <li>b. Increase vocabulary</li> <li>c. Try to find partners to talk to</li> </ul> |
| KC<br>(Sixth Semester)<br>Afraid to Speak                  | <ul style="list-style-type: none"> <li>a. Lack of pronunciation and lack of vocabulary</li> <li>b. Feels anxious, afraid, and nervous</li> <li>c. Becomes confused and</li> </ul>   | <ul style="list-style-type: none"> <li>a. Most of her classmates speak Javanese and Indonesian</li> <li>b. Afraid of being judged by other</li> <li>c. Does not</li> </ul>   | <ul style="list-style-type: none"> <li>a. Make her less active in the class</li> </ul>   | <ul style="list-style-type: none"> <li>a. Explore movies and music in western to add vocabulary</li> <li>b. Prepare herself</li> </ul>                     |

|  |  |  |   |   |
|--|--|--|---|---|
|  | ashamed of her own abilities   | read and translated any words  |   |   |
| TS (Sixth Semester) Good Speaking        | <ul style="list-style-type: none"> <li>a. Feels insecure</li> <li>b. The pronunciation is sometimes not clear because she speaks fast</li> <li>c. Nervous when speaking English</li> <li>d. Afraid about grammar</li> <li>e. Gets fearful other people assumption when talking to other people</li> <li>f. Fear when others do not understand what is being said</li> <li>g. Often forget vocabulary</li> <li>h. Sometimes pauses when speak, and there are quite a lot of filler words</li> </ul> | <ul style="list-style-type: none"> <li>a. Feels nervous and lacks of preparation</li> <li>b. students dominantly use Indonesia and Javanese</li> <li>c. Several lecturers speaking lessons were dominantly in English, but there were also lecturers who spoke in Indonesia</li> </ul> | <ul style="list-style-type: none"> <li>a. Too late in thinking when she wanted to speak</li> <li>b. Made her speaking skills not honed anymore and not as fluent as they should be for communication</li> </ul> | <ul style="list-style-type: none"> <li>a. Prepare herself</li> <li>b. Practice by joining as volunteer and tutor</li> </ul> |
| UK (Sixth Semester) Extrovert but Afraid | <ul style="list-style-type: none"> <li>a. Has not mastered a lot of vocabulary</li> <li>b. Afraid of</li> </ul>  | <ul style="list-style-type: none"> <li>a. Does not like being seen by the lecturer because she</li> </ul>  | <ul style="list-style-type: none"> <li>a. Did not dare to speak in class, which</li> </ul>  | <ul style="list-style-type: none"> <li>a. Prepare herself</li> <li>b. Practice speaking by</li> </ul>                       |

|          |  |  |                |   |
|----------|--|--|----------------|---|
| to Speak | being wrong, like in the grammar<br>c. Afraid that her friends will comment on her mistake when speaking<br>d. Often forgets what she wants to talk about and tends to look at the text first<br>e. Difficult to arrange sentences | will nervous<br>b. Immediately bullied or ridicule when she says wrong things<br>c. Still difficult to output her speaking even though she has willingness to learn<br>d. Prefers watching Korean films than western films | made her quiet | talking to herself, making podcast and vlogs. |
|----------|--|--|----------------|---|

**1. The First Experience in Learning English as a Foreign Language**

In fact, almost all of the participants did not intend to major in English. Most of the participants continued their studies by taking English not of their own volition, some even because of encouragement from other parties.

**a. HN**

HN showed her experience learning English. She is not from a background that likes English lessons. Initially, she studied English after graduating from senior high school (**Temporality**). She chose to study English not because she liked it, but because an outlet could not satisfy her desire to continue her education at STAN (**Sociality**). One of the reasons is because there are so many tests and obstacles to passing education at STAN. After failing to fight for her dreams, she decides to run away from the boarding school where she and her friend have been living so far to study English in Pare (**Temporality, Place**).

After nine months, HN decided to continue his education, majoring in Arabic (**Temporality**). But again, her dream failed to return because the major he wanted did not accept her, and instead she was accepted into the English

department.

I actually do not come from a background that likes English. I started learning English after graduating from high school by taking an English course in a city in Pare for nine months (**Temporality, Place**). My intention to take an English course was just as an outlet because I used to want to continue my education at STAN, but there were many tests and obstacles, so that made me discouraged (**Sociality**). I thought instead of being unemployed at home, I and my friends from the Islamic boarding school would flee to an English course by taking the bus. After graduating from the English course, I decided to study at a state Islamic institute in Kudus, majoring in Arabic (**Place**). But the test results said that I was accepted into the English department.<sup>3</sup>

**b. UK**

Another experience came from UK. She never joined any course and she studied English at school (**Temporality**). Initially, she was not interested in majoring in English, because what she was interested majoring in Arabic. However, as UK scores were evenly matched between English and Arabic, her father encouraged her to major in English. Her father thought that English was more important. Even though the UK's choice was not to her liking, she didn't regret majoring in English; instead, she enjoyed it (**Sociality**).

Before going to college, I had studied English at school, but I had never taken courses (**Temporality**). Actually, I used to like Arabic, but because at that time the passing scores between English and Arabic were balanced, my father told me to study English because he thought English was more important. Even though I wanted to study Arabic before, I enjoyed it after I entered the English department (**Sociality**).<sup>4</sup>

**c. KC**

In KC's experience of learning English as a foreign language, she has attended an English course at Kudus for one month (**Place, Temporality**). The lessons learned cover all aspects of learning English. After graduation from school,

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<sup>3</sup> HN, Personal communication, June 12, 2023

<sup>4</sup> UK, Personal communication, June 19, 2023

when asked by her teacher, she answered that she wanted to continue in Islamic education or a department in the da'wah faculty. However, her teacher actually suggested that she continue in majors where there are many job opportunities, such as science, social, mathematics, and English. Because she was interested in reading and translating, she became interested in English and finally decided to major in it (**Temporality**). This can be seen the results of the interview;

Before I entered college, I attended an English course at Kudus for one month (**Place, Temporality**). Learning in my course is not only in speaking but in all aspects. After I graduated from school, my teacher asked me what major I would take. I also answered that I was interested in Islamic religious education, or the da'wah faculty. However, my teachers did not recommend taking this major, the reason being that there were already many teachers. Then my teacher suggested that I enter a vocational major to gain experience and a lot of job opportunities in fields such as science, social studies, mathematic, and English. Of all that, I am more interested in English. At first, my interest in English started with reading and translating. In my opinion, when I read, I automatically translate and immediately imagine the storyline. And I like to read aloud, so that makes me interested in English (**Temporality**).<sup>5</sup>

#### d. ILIA

Furthermore, ILIA also shows her experience in learning English. In recounting her experience, ILIA admitted that she had never studied English and had never attended a course (**Temporality**). However, she quite liked English when she started elementary school to senior high school, even though she did not really go deep into it (**Temporality**). When she entered college, she just felt like learning English. At first, she was surprised when she found out that the major she was taking was education. That is because she progressed, she enjoys her major. The main reason ILIA took English was because she wanted to challenge herself from being unable to being able to. Besides that, she feels that the opportunity to work in English is very big. Another reason is that she wants to

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<sup>5</sup> KC, Personal communication, June 19, 2023

meet her idol in Korea by using English as an international language to communicate. As seen in the result of the interview;

Before entering college, I had never studied English. I have an interest in learning English when I enter the world of lectures (**Temporality**). Even though I have never joined a course, I intend to try to enter the English department. At the beginning of registration, I didn't know that I was enrolled in Education because, at my campus, the term was "Tadris". And actually, I don't want to be a teacher, but never mind, I will just live with it. From elementary school to high school, I quite liked English lessons, even though I didn't go deep into them (**Temporality**). Every time people ask me why I majored in English, I always answer that I want to challenge myself because I feel that I can't and I want to be able to. Besides that, I see that there are a lot of job opportunities in the English field. Another reason that motivates me to learn English is because I want to go abroad and meet my idols in Korea. Even though I cannot speak Korean, at least I can speak English, which is an international language and very global for communicating.<sup>6</sup>

e. ANM

The different experience comes from ANM, since she was in elementary school, she has studied English because her mother was an English teacher (**Temporality**). At first, she did not like English, but because she often accompanied her mother to teach them saw colorful books and lots of songs, she started to like English. Even though she likes it, she still finds many difficulties, especially in speaking (**Sociality**).

I have studied English since I was in elementary school. Actually, I come from a background that doesn't like English (**Temporality**). However, because my mother used to teach English, from a young age I liked to join her in her teaching. Apart from that, I saw her colorful books and lots of singing, and I just liked it. But until now, in speaking, I have still found many difficulties (**Sociality**).<sup>7</sup>

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<sup>6</sup> ILIA, Personal communication, June 16, 2023

<sup>7</sup> ANM, Personal communication, June 15, 2023

**f. TS**

On the other hand, TS shares her experience. Since she was a child, she has studied English (**Temporality**). Around three years old, her adoptive parents enrolled her in an English course in Jakarta (**Temporality, Place**). These things made her accustomed to English. Even at his young age, she already knows basic conversations in English such as self-introductions. She was educated by her adoptive parents, whose father was very experienced in education. Therefore, since TS was a child, her father gave her cartoon movies to watch using a special compact disk with native speakers. Actually, she did not like English, but because she was given continuous English lessons, she became accustomed to it. Besides that, her parents, relatives, and friends think that she really understands language lessons rather than calculating. It is also supported by her relatively high score in English. As a result, they suggested that she must continue her study majoring in English. This made her choose the English major as her first choice.

I have been accustomed to learning English since childhood (**Temporality**). Around three years old, I was taken to an English course in Jakarta by my adoptive parents (**Temporality, Place**). Therefore, since childhood, I have known basic conversations in English, such as self-introduction. This happened because my adoptive parents, especially my father, had a good education. So, when I was little, I was often given cartoons to watch, and even my father had prepared his own CD (Compact Disk), which had native speakers. And actually, if many people say I like English, I don't, but because I'm used to being given English material from a young age, I got used to it myself. Apart from that, most of my friends, parents, and relatives suggested that I go to college in English because, according to them, I had the basics there. They assumed that I understood language learning better than math. Besides that, in terms of academic value, my English score is indeed high compared to the others. They then advised me to take English, and English became my first choice for continuing my studies.<sup>8</sup>

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<sup>8</sup> TS, Personal communication, June 16, 2023



## 2. The Experiences in Learning Speaking English

Most participants received speaking lessons when they entered college. All participants learn speaking class only from the first semester to the third semester. In the speaking class in each semester, it is different both in terms of the lecturer's delivery and in terms of the material presented.

### a. UK

UK shows her experiences in learning to speak English. She has received speaking class lessons since entering college because the material she got from elementary school to senior high school was quite boring because the material was delivered using only the teacher's lecture method. For speaking learning in the first semester and second semester, the material is still basic, while in the third semester there are many practices carried out, especially with the subject speaking for academic purposes. This made her able to improve her speaking ability. Speaking lessons only be found until the third semester, while in the fourth semester there are no speaking lessons (**Temporality**).

I have been taking speaking classes since entering college. Because in MI, MTs, and MA, students learn English only by listening to material from the teacher, and this is quite boring for me (**Temporality**). The most prominent difference is in the third semester. In the first and second semesters, learning to speak is still very basic with daily conversation material. Meanwhile, in the third semester, there are speaking academic purposes courses where I have done a lot of practice. And I feel that my speaking has improved since the third semester because there has been more practice. In the fourth semester, there was no special speaking lesson (**Temporality**).<sup>9</sup>

### b. TS

The same experience happened from TS. She received speaking class lessons when she entered college, especially in the first to third semester (**Temporality**). In speaking class learning, sometimes she feels confident enough to progress with smooth intonation, but sometimes there is a feeling of inferiority when there is a friend whose speaking is better than her (**Sociality**). It can be seen by interview;

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<sup>9</sup> UK, Personal communication, June 19, 2023

I received special speaking class lessons since I was on campus from the first semester until the third semester (**Temporality**). My experience is, of course, very varied. Sometimes I feel I have the courage to move forward smoothly with the correct intonation. However, sometimes I also feel that when a friend is advanced and good at speaking, a feeling of inferiority arises, which makes me discourage any intention of moving forward (**Sociality**).<sup>10</sup>

The difference obtained by TS is quite significant due to the mixture of online, offline, and hybrid learning. In addition, in each semester, there are differences in material and teaching lecturers. In online learning, the majority of the task is to make videos using voice notes, such as introductory videos and videos about explaining something. Meanwhile, in the second semester, it focuses more on story-telling and advertising material. With her interest in speaking and the desire to continue to improve her speaking skills, TS took specialization courses and took another speaking class in fourth semester (**Temporality**).

First, the material is clearly different. Moreover, the lecturers in each semester are also different, and of course, the delivery of each lecturer is different. What's more, I also added that at the beginning of the year, the learning was online, and in the middle of the learning, it was hybrid, while at the end, it was offline. The difference is really felt because, while still online, learning to speak is only done through voice notes, such as introductions or reading something and explaining it with voice notes. The majority of all assignments are to make videos, like in the first semester, such as an introductory video. Whereas in the second semester the levels are more different, such as story-telling, or advertisement. At the end, there is a specialization course, and I am taking speaking again to focus on repetition and fluency because, even though it is already the fourth semester, I still want to learn speaking again (**Temporality**). My lecturer once said, "After three semesters, how come you are taking speaking again? Is it not enough?". But because I still

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<sup>10</sup> TS, Personal communication, June 16, 2023

feel like I cannot do it, I'm getting more interested in the speaking class. Another difference lies in my improvisational style of speaking.<sup>11</sup>

The increase in speaking ability in TS from the first semester to this semester made her go from being silent at first to finally talking a lot (**Sociality**). And while at first the pronunciation was not very clear, now she knows what the correct pronunciation is like. She couldn't go wrong when she spoke, and even though there were words he didn't know how to pronounce, she immediately looked for them in Oxford.

I initially preferred to be silent, but I finally started to dare little by little to speak (**Sociality**). Then, at first, my pronunciation was not very clear, and finally, every time I don't know the pronunciation, I try to find the correct pronunciation at Oxford. Now I'm trying to do my best, as when I speak, I can't go wrong. It's different from before, when I spoke, I didn't care whether what I said was right or wrong.<sup>12</sup>

c. **ANM**

Furthermore, for the first time in speaking class, ANM felt inferior because many of her friends spoke better. Even though she had studied earnestly, there was still fear in her. The feeling of lack of self-confidence still sticks with her, even though she often interacts with lecturers because of her position as chairman of a campus organization (**Sociality**). Unlike in class, ANM felt that she tended not to feel afraid when speaking within the organization. In fact, she often makes speeches even though her language is still often mixed up between English and Indonesian.

First, in speaking class, I felt a lot of self-consciousness because many of my friends were more capable, and I was actually a shy person and also had fear. I always think, Can I speak English? Even so, when I really want to try, I'm sure I can do it, but I tend to have fear. Frequent interaction with lecturers still makes me feel less confident (**Sociality**). However, if I speak in an organizational setting, I tend to be casual because of my position as chairman of a campus organization. This makes me often used to

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<sup>11</sup> TS, Personal communication, June 16, 2023

<sup>12</sup> TS, Personal communication, June 16, 2023

making speeches. My speech will feel safe as long as my preparations are complete. However, in my speech, I still often mix English and Indonesian.<sup>13</sup>

ANM feels better about learning to speak especially in the fourth semester because, since she served as chairman, she has become accustomed to speaking English (**Temporality**). When compared to last semester, she felt more confident this semester because in the third semester, there is learning that focuses on debate and speech (**Temporality**). In that lesson, she felt fixated on the memorized text. Meanwhile, in the fourth semester, she got lots of opportunities to practice speaking and teaching. Actually, from last semester and this semester, ANM both got the opportunity to practice speaking, but she was more passive in last semester's learning and tended to enjoy it less because they were afraid of listening and speaking material (**Temporality, Sociality**). It can be seen from the results of the interview;

Maybe this semester I feel better because, since becoming chairman, I have become accustomed to speaking English (**Temporality**). The difference is that maybe, compared to last semester, I gained more confidence this semester. In the last semester, especially in the third semester, there was a speaking class that focused on speech and debate (**Temporality**). In that lesson, I couldn't do it naturally. Because I'm fixated on the text that I memorized. In this fourth semester, I got many opportunities to practice speaking, especially teaching practice, which made me talk more. In the last semester, there were actually the same opportunities to practice speaking, but I was more passive in my learning (**Temporality**). In the third semester, there is material regarding speech and debate. But I also felt that I did not enjoy it because, from the start, I was under pressure from my fear of listening and speaking (**Sociality**).<sup>14</sup>

#### d. ILIA

In addition, ILIA tells her experiences in the speaking class. In her experience, there is rarely interaction with

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<sup>13</sup> ANM, Personal communication, June 15, 2023

<sup>14</sup> ANM, Personal communication, June 15, 2023

lecturers. Even so, there are several lecturers who require her to speak full English. Such as the conversation assignment in the form of a video call accompanied by a lecturer. This makes her feel amazed and feel enjoyed (**Sociality**).

In my experience, I very rarely have interaction with lecturers unless the lecturer orders me to practice English. And there are several lecturers who require that the course be fully in English. I feel that in my current speaking class, it is standard. However, in our semester assignment, there was once a video call task accompanied by a lecturer, and two people were appointed to chat in English like a normal conversation. I was really amazed, and it turned out enjoy too (**Sociality**).<sup>15</sup>

For ILIA, the difference in learning in the speaking class was striking. At the beginning of the semester, she got the basic material for speaking. Even though in the fourth semester there was no speaking lesson, there was a phonetics subject related to pronunciation. Even though it seemed difficult, she realized that all this time she had made many mistakes during pronunciation. In this fourth semester, she also enjoys it with increased self-confidence (**Temporality**). This can be seen from the pronunciation, which has started to increase.

The difference that really stood out was when, in the first semester, we were taught mostly speaking and conversation. However, because in the fourth semester there is no speaking, there is phonetic material related to pronunciation. I received many unexpected things, and it turned out to be very difficult. From the phonetics, I came to know that, in fact, I had been pronouncing a lot wrong all this time. In terms of comfort, I enjoyed it more in the fourth semester because I felt my confidence had increased and my pronunciation had started to improve (**Temporality**).<sup>16</sup>

In phonetic learning, there was a moment when ILIA felt Ineffective in learning (**Sociality**). In giving the assignment, she was asked to speak and write. She felt that everyone's level of understanding was different. In addition,

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<sup>15</sup> ILIA, Personal communication, June 16, 2023

<sup>16</sup> ILIA, Personal communication, June 16, 2023

in the third semester with speech material, the lecturer ordered students in three classes to give speeches on the same day. Like the result of the interview;

Besides that, in my opinion, in phonetics courses it is less effective because it is related to their duties (**Sociality**). Students are told to speak and told to write, even though the level of understanding of each person is of course different. In the past, during the final assignment of the third semester with speech material, the lecturer ordered students in three classes to give speeches on the same day, which were watched by classmates.<sup>17</sup>

e. **KC**

Similar to KC, she shows that the thing that made her able to improve her speaking skills was in the fourth semester with phonetic learning (**Temporality**). In phonetics learning, she becomes more aware of the correct pronunciation. For the first semester to the third semester, the learning is still online and she has not felt comfortable. In the speaking lessons, she felt more comfortable and focused when in course than on campus. This is because many lecturers use mixed language during teaching learning (**Sociality**).

In the fourth semester, there is no learning that focuses on speaking. However, what really improved my speaking was in the fourth semester with a phonetics course (**Temporality**). From there, I became more aware of pronunciation and knew what the correct pronunciation was like. Because from the first semester until the third semester, the learning was online, I did not find comfort. For speaking experience, I tend to be comfortable in courses because I focus more on learning to speak in private (**Temporality**). On campus, many people and lecturers speak a language that is a mixture of English and Indonesian (**Place**).<sup>18</sup>

f. **HN**

On the other hand, HN shares her experiences related to teaching speaking classes. HN feels that learning to speak in courses is more interesting than on campus (**Temporality**). This is because learning in courses seems more fun and more

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<sup>17</sup> ILIA, Personal communication, June 16, 2023

<sup>18</sup> KC, Personal communication, June 19, 2023

informal. While learning on campus is formal. In learning speaking courses, there are the first three months where she is focused on learning grammar, but there is still speaking material to prepare for the TC class. She is required to speak English; she must master grammar too. For the speaking class learning on campus, it succeeded in forming her speaking mentality from the start. Because after leaving the course, she didn't have anything to bridge to practice English. self-confidence began to form again when learning English on campus (**Temporality**).

In learning speaking class is actually more interesting in my course, maybe because the learning is very fun for me and is more informal, unlike on campus, where learning is formal (**Temporality**). Previously, in my course, there was a program for the first three months that focused on learning grammar, but there was still speaking material to prepare for the TC class. Then, I was built when I speak English, I have to know grammar. After that, I continued to TC class, where learning focused on speaking abilities. I'm still nervous, but at least I have already learned grammar in the first three months. But the experience of learning to speak on campus was enough to make me forms my speaking mentality all over again, because after finishing the course, I took a break for about a year and never met other people. on campus, I reformed my mentality again by increasing my confidence in learning English (**Temporality**).<sup>19</sup>

HN also said that in teaching speaking classes in the first semester until third semester, the focus was more on daily practice which was full of speaking practices such as daily expressions, speeches, debates (**Temporality**). During the third semester there is learning about speeches and debates. And for the fourth semester there is a subject methodology in TESOL where there are teaching practices using mixed languages so that participants will later understand what is being taught (**Temporality**).

The difference is that speaking class learning in semester one focuses on daily activities. It's the same as the second semester; it's still about that. Meanwhile,

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<sup>19</sup> HN, Personal communication, June 12, 2023

in the third semester, it started to be exciting because there was material on speech and debate. For this fourth semester, there is methodological learning in TESOL, where we practice teaching with classmate participants, so it is more exciting for me. In the first semesters to third semester, maybe more full practice of speaking English is needed, such as daily expressions, speeches, and debates. In the fourth semester, we use a mixed language between English and Indonesian because it relates to teaching practices where students are elementary and junior high school students, so a mixed language is needed in the delivery of material (**Temporality**).<sup>20</sup>

### 3. The Problems of Speaking English

Speaking is the most important aspect of English as a foreign language. Therefore, speaking English must be improved by EFL students. Despite the importance of speaking skills, many of them face problems in speaking English. Speaking in a foreign language is a challenge for non-native speakers.<sup>21</sup> As a result of the difficulties experienced in speaking, it can hinder the success of students learning English as a foreign language. Thus, this study reveals the speaking problems they experienced in the speaking class.

#### a. ANM

ANM shows her experience with the speaking problems they faced in the speaking class. She feels embarrassed when she gets assumptions and attention from others (**Affective-related problems**). Even though other people believe that she can speak well, she still does not have the confidence (**Affective-related problems**). Apart from that, another problem she faces is her lack of vocabulary, lack of practice, and her pronunciation which are not fluent (**Linguistically-related problems**). She is often confused when speaking, like when she talks about something that does not fit with the context, and she also pauses a lot when she forgets the sentences (**Affective-related problems**) (**Sociality**)

The first problem was that I was ashamed and did not believe in myself (**Affective-related problems, A1**). I

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<sup>20</sup> HN, Personal communication, June 12, 2023

<sup>21</sup> Mukhlash Abrar, "Re-Telling: A Narrative Inquiry of Indonesian Graduate Students' Speaking Experiences in a United Kingdom University."



am embarrassed when seen by others, and then other people assume about me. Actually, I understand that my friends think that I can speak English because of my current situation as chairman. The problem is that I do not believe that I can do it myself (**Affective-related problems, A2**). I rated my speaking ability as low, and one of my friends said that it would be impossible for me to be the chairman if I couldn't speak English. I replied that I actually could, but maybe I really could not. The second problem lies in my lack of vocabulary and my lack of practice. I feel that my vocabulary is lacking in the academic section, and I rarely improve it (**Linguistically -related problems, A3**). My pronunciation is also lacking because I'm often confused when I'm speaking (**Linguistically-related problems, A4**). When I speak English, it often does not fit the context I'm compiling, and I often pause a lot when I forget (**Affective-related problems, A5**) (**Sociality**).<sup>22</sup>

**b. HN**

Another experience comes from HN. She tells of some speaking problems they faced in the speaking class. The problem they faced is that she does not have a partner to speak English with because not all of her classmates intend to major in English (**Socially-related problems**). She also tends to be someone who rarely communicates in class. This made her realize that it is very difficult to find a speaking partner in class (**Socially-related problems**). In addition, she is afraid of other people's assumption of her speaking ability. There was a moment when other people judged her speaking ability (**Affective-related problems**) (**Temporality**). This can be seen based on the interview;

The problem is that I do not have a partner who speaks English. Not all classmates really intend to major in English since the beginning. And I am also a typical person who rarely communicates with classmates, so that makes me awkward (**Socially-related problems, H1**). Besides that, I am afraid of other people's judgments about my speaking ability. I was afraid that I would be judged as being too English and too

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<sup>22</sup> ANM, Personal communication, June 15, 2023

ambitious in class. Even if there was someone in the class who wanted to advance, I would not advance, except if the class atmosphere was quiet and I would immediately represent myself in front of the class. Apart from that, there were also incidents where I forgot about something, and then a friend of mine said, "How come a graduate of an English course is like this? or How come the answer isn't right? You had taken a course, right? (**Affective-related problems, H2) (Sociality)**."<sup>23</sup>

#### c. ILIA

ILIA also shared her experiences about her speaking problems in the speaking class. Firstly, she felt embarrassed and triggered because many of her friends were already fluent in speaking (**Affective-related problems**). Secondly, her lack of vocabulary limits her ability to speak English. In addition, she found many foreign words that she did not know. The last problem is that the pronunciation is not fluent, which makes it tend to lag and forget the sentence that will be delivered (**Linguistically-related problems) (Sociality)**.

The first was because I was embarrassed because I was triggered by those who spoke more fluently than me. I feel they are better at speaking, so let them be (**Affective-related problems, I1**). Second, because my vocabulary is lacking, it really limits my speaking. Especially when I study journals, I must find a lot of very foreign words, and I try to write foreign words in a special note book (**Linguistically-related problems, I2**). Lastly, I feel that I am not fluent in speaking because I tend to lag and suddenly forget what sentence I want to convey. I once experienced a speech where I suddenly forgot a paragraph, and I immediately skipped the part of the paragraph that I forgot earlier (**Affective-related problems, I3) (Sociality)**.<sup>24</sup>

#### d. KC

Then, KC shows her experiences with her speaking problems. She gets many challenges in speaking English, such as lack of pronunciation, and lack of vocabulary (**Linguistically-related problems**). There are feelings of

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<sup>23</sup> HN, Personal communication, June 12, 2023

<sup>24</sup> ILIA, Personal communication, June 16, 2023

anxiety, fear, and nervousness, which make her messy when speaking and also make her feel ashamed of her own abilities (**Affective-related problems**) (**Sociality**).

The challenge is about pronunciation and my lack of vocabulary (**Linguistically-related problems, K1**). I feel anxious, afraid, and nervous about speaking (**Affective-related problems, K2**). When I'm nervous about speaking I become confused and embarrass myself (**Affective-related problems, K3**) (**Sociality**).<sup>25</sup>

e. TS

Furthermore, TS describes many problems that she faced, such as feelings of insecurity towards their friends, which made her reluctant to appear and show her speaking skills (**Affective-related problems**). She also felt that her pronunciation was often unclear because her nervousness made her speak quickly (**Linguistically-related problems**). For other problems, there is grammar where she has difficulty distinguishing the use of tenses such as verb one and verb two (**Linguistically-related problems**). She was afraid of other people's assumptions and afraid that others would not understand what she was saying (**Socially-related problems**). Another problem is that she always forgets her vocabulary, which causes her to pause and be accompanied by filler words (**Linguistically-related problems**) (**Sociality**).

There is a feeling of insecurity in me when I see my friend speaking better. There was a feeling of not wanting to move forward and not wanting to show off my speaking skills (**Affective-related problems, T1**). When I speak, sometimes my pronunciation is not clear because I am also a person who speaks fast (**Linguistically-related problems, T2**). And because it is nervous too, what I'm talking about is getting faster. For me, it was a problem because when I speak, it's too fast, and I get nervous, so in the end, my pronunciation is really messy (**Affective-related problems, T3**). In terms of grammar, sometimes yes; actually, maybe because when I speak, I am still confused about the use of verb one and verb two. In the past, I was asked tells about things that had happened, and I still often get mixed up between verb 1 and verb 2, and that is what makes me

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<sup>25</sup> KC, Personal communication, June 19, 2023

confused when I speak (**Linguistically-related problems, T4**). Apart from that, sometimes there is a fear that if I am talking, other people will look at me as if what I am not really saying is clear. I got an assessment like that not from the environment where I studied but from people who didn't understand me. I'm afraid of being seen as strange by other people (**Affective-related problems, T5**). I'm also worried, and the thing that I always think about when I speak is whether other people can understand the points that I convey or not (**Socially-related problems, T6**). And in every event, of course, we try to speak English fully, and I often forget the vocabulary (**Linguistically-related problems, T7**). When I am speaking, so there are pauses, plus there are quite a lot of filler words too (**Affective-related problems, T8**) (**Sociality**).<sup>26</sup>

#### f. UK

The last one, UK, gives her experiences with her problems in the speaking class. She always felt afraid of being wrong in speaking because of a lack of mastered vocabulary (**Linguistically-related problems,**). She feels inferior and afraid of mistakes when speaking, especially in grammar (**Linguistically-related problems**). The UK felt afraid of other people's comments that were given to her when she made mistakes in speaking (**Affective-related problems**). She is also in the category of people who often experience stage fright when seen by many people, but she can always handle it well. Her position as chairman makes her often make speeches, but she often forgets what she wants to talk about, and she tends to look at the text first (**Affective-related problems**). Even though she could understand everything that was conveyed by the lecturer, she still had difficulties constructing sentences to speak (**Affective-related problems**) (**Sociality**).

First, I always feel afraid of being wrong, and I have not mastered a lot of vocabulary, so I feel inferior when I'm with friends (**Linguistically-related problems, U1**). I tend to be afraid that what I'm talking about has errors, like in the grammar (**Linguistically-related problems, U2**). I'm really afraid that friends will comment on my mistakes when speaking

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<sup>26</sup> TS, Personal communication, June 16, 2023

(**Affective-related problems, U3**). I also do not like being watched by a lot of people. I don't like being the attention because I'm the type who has stage fright, but I can still stand it. Even though I am a chairman and I am often welcome, I was actually forced to serve as chairman because I was the only candidate. Another problem is that I often forget what I want to talk about and tend to look at the text first (**Affective-related problems, U4**). When the lecturer talks, I understand, but I have difficulty when I have to speak. Even though I've arranged sentences in my head, it's still difficult (**Affective-related problems, U5**) (**Sociality**).<sup>27</sup>

#### 4. Factors Causing the Students' Problems

The position of speaking as the key for foreign language learners cannot be separated from the problems they faced. The problems faced by students in speaking English are caused by several factors. There are many factors that cause EFL students to experience speaking problems.<sup>28</sup> These factors will affect students in speaking English during speaking class.

##### a. ANM

ANM shows several factors that cause her to have problems speaking English. One of them is because she feels too lazy to learn and improve her speaking skills (**Sociality**). She realized that she was not good at speaking, but she still made no effort to improve her speaking skills. Another factor came from ANM's dislike of western films and western music, which limited to improve her speaking skills.

Maybe from myself, because I'm too lazy to study. I realized that I was not good at speaking but I had made no effort to improve my speaking (**Sociality, A1**). Actually, I already realized that I couldn't, and I already knew the solution to improve my speaking skills. One of them might be watching movies or listening to music, but I don't like western movies and music (**A2**).<sup>29</sup>

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<sup>27</sup> UK, Personal communication, June 19, 2023

<sup>28</sup> Farah Sukmawati Wahidah, S.Pd.I., M.Pd. "STUDENTS' SPEAKING PROBLEMS AND FACTORS CAUSING IT," *Gan, Zengdong.Tuan, Nguyen Hoang. Richards, Jack C* XVI, no. 1 (2016): 1–11.

<sup>29</sup> ANM, Personal communication, June 15, 2023

**b. HN**

HN also shared that she had problems in the speaking class. The reason is that some lecturers always notice her and ask her to answer questions. This resulted in others assuming that she was a golden child. In addition, with her good speaking skills, she is always asked to represent several competitions. Other people think that she is very proficient in English, so when she cannot answer a question from the lecturer, other people immediately judge her.

The reason might be because some lecturers always remind me to answer questions. and thank God, I can always answer it. Actually, there was one moment where the lecturer noticed me, and one class was silent and no one answered. However, because I knew the answer, I answered, and after that, one of my friends said that I was looking for attention to my lecturer. So, several lecturers often notice me, making my friends think that I am a golden child **(H1)**. In addition, they know I can speak English and my speaking is good, according to them. And I am always asked to represent several competitions held by the English study program association. I was told to represent everything, like speech, and then I also happen to like world magazines, such as poetry and short stories.<sup>30</sup>

**c. ILIA**

In this situation, ILIA shows that she is having problems in speaking English due to environmental factors, where most of them used Indonesian language. She felt that she did not have a partner to speak English with. She also felt embarrassed and lacked the courage that made her stuck **(Sociality)**. She does not like western films and tends to like Korean films, which results in her lack of vocabulary mastery **(Sociality)**. Other things such as forgetting to record difficult words in reading activities also affect the lack of mastered vocabulary.

The factor may be the environment, where the majority speak Indonesian and it is very difficult to find a partner who speaks English. Even if there is, it is certain that it is only via chat or telephone, and

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<sup>30</sup> HN, Personal communication, June 12, 2023

even then, not every day (**I1**). I feel ashamed because I don't have the courage to start, and it keeps me stuck here (**Sociality, I2**). For the lack of vocabulary, maybe it's because I don't like western films where the film will add my vocabulary and pronunciation. But I tend to like Korean films more than western films (**I3**). In addition, I also feel less like learning about vocabulary. Because when reading, I often forget to note difficult words in my reading process (**I4**)”<sup>31</sup>.

d. **KC**

KC added that the factor that caused her speaking problems was the lack of interaction that she had using English. This is because most of them speak Javanese and Indonesian. In addition, KC felt that she only knew the basics of learning English. She feels that she does not know anything about English because she still has difficulty with her pronunciation when composing words. She also does not have self-confidence, and she has a sense of inferiority and afraid of other people's judgment, which tends to make her have difficulty speaking (**Sociality**). She is afraid that, in the end, she will only embarrass herself (**Sociality**). In other problems, the cause of the lack of vocabulary is that since she entered college, she has been absent from reading and translating activities.

I feel that in class I rarely interact in English. In fact, almost never, because most of them speak Javanese and Indonesian (**K1**). And the cause of my anxiety and fear is that I consider myself to know nothing about English. I consider myself capable of only the basics. I feel like this because I'm still not good at pronunciation. I also can't put the words together to speak. Internally, I don't have self-confidence and tend to be insecure and afraid of being judged by others (**Sociality**). From there come anxiety and fear. Plus, if a presentation in front of a teacher or friends makes it hard for me to say the words that I'm afraid of, I end up embarrassing myself (**Sociality**) (**K2**). And the reason I lack vocabulary is because I have not read or translated since I entered college. I don't

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<sup>31</sup> ILIA, Personal communication, June 16, 2023

have a guide for the book I'm going to read, so it makes my vocabulary even smaller (**K3**).<sup>32</sup>

e. **TS**

On the other hand, TS shows that the main course of having speaking problems is nervousness due to a lack of preparation (**Sociality**). Actually, TS is the type that requires a lot of preparation because she only thinks about the points to be discussed. In the practice of speaking, she tends to think about the correctness of the pronunciation and word order used. She also mentioned that there were other factors that became a problem in speaking English, such as the lack of interlocutors and the surrounding environment, where Indonesian and Javanese language were dominant. In addition, the lecturer's way of presenting using mixed language makes speaking learning useless for her.

Maybe the most important reason is that I am nervous and lack preparation (**Sociality**) (**T1**). Honestly, I'm the type that doesn't get too much preparation; most of all, I just think about what I'm going to talk about. If I already know the points, I do not want to think about preparation anymore. Another reason may be that when I practice, I wonder whether my structure and pronunciation are correct or not. The lack of interlocutors also affected the environment in which I studied. Because most of them dominantly use Indonesian and Javanese. This made me not have a partner who spoke English, and this became an obstacle for me (**T2**). Apart from that, from the delivery of the lecturers, there were several lecturers whose speaking lessons were dominantly in English, but there were also those who delivered in Indonesian. For me, it is useless when learning to speak because the delivery is in Indonesian (**T3**). The learning environment and friends themselves rarely use English. Their languages are still mixed up too. I realized that English is a foreign language, so we cannot fully use it. And even in the class itself, they are more dominant in using Javanese (**Temporality**).<sup>33</sup>

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<sup>32</sup> KC, Personal communication, June 19, 2023

<sup>33</sup> TS, Personal communication, June 16, 2023



#### f. UK

Meanwhile, UK mentioned the reason why she has speaking problems. When she spoke in front of her lecturer, she always felt nervous. In addition, she is afraid of bullying and ridicule from her close friends when she makes mistakes while speaking English. Even though they were just joking, due to their ridicule, it made her scared to talk (**Sociality**). The second next problems came from her difficulty expressing her speaking skills. She also prefers Korean films over western films. She thinks that Korean films are very related to life.

The reason is that when I'm in class, I don't like being seen by the lecturer, it feels like I'm nervous (**Sociality**) (U1). And I have a close friend with whom, when I say the wrong thing, I'm immediately bullied. Maybe they are actually joking, but it keeps popping up in my head. For example, if I have the wrong vocabulary or misread something, my friends will immediately ridicule me. Maybe the result of their ridicule made me afraid to speak (U2). From myself, I actually have a willingness to learn, but it's still difficult to output (U3). I also prefer watching Korean films compared to western films because, in my opinion, Korean films are very related to life (**Temporality**, U4).<sup>34</sup>

### 5. The Consequences of Speaking Problems

There is a possibility that the speaking problems experienced by students can reduce the quality of speaking learning. As a result of the problems experienced, students become disturbed both in psychologically and intellectually.<sup>35</sup> Each student will get consequences due to their speaking problems.

#### a. ANM

ANM stated that as a result of her speaking problems, her grades decreased and her speaking skill score became low. This also has an impact on her organizational activities, which make her self-confidence decrease (**Sociality**). Even so, she still made no effort and tends to blame herself for what

<sup>34</sup> UK, Personal communication, June 19, 2023

<sup>35</sup> Kathreen B. Aguila and Ignatius Harjanto, "Foreign Language Anxiety and Its Impacts on Students' Speaking Competency," *ANIMA Indonesian Psychological Journal* 32, no. 1 (2016): 29–40, <https://doi.org/10.24123/aipj.v32i1.582>.

happened.

As a result, my speaking score went down, and my speaking ability score was quite low (**A1**). With my lack of speaking, of course, it will result in the organization, which makes my self-confidence decrease. I tend to prefer to blame myself, but there is still no effort on my part to improve (**Sociality, A2**).<sup>36</sup>

**b. HN**

HN also explained that due to speaking problems, she was depressed and limited herself to actively speaking in the class (**Sociality**).

As a result, it really had an impact on me because the problem had made me depressed and prevented me from being active in speaking in class. Even though I don't really have to listen to other people's words, but I always feel it (**Sociality, H1**).<sup>37</sup>

**c. ILIA**

ILIA added that due to speaking problems, it made her feel difficult when the lecturer gave assignments and delivered material. The lack of vocabulary that she knows makes her feel left behind during lessons. Apart from that, ILIA always felt worried when she would later become a teacher with her speaking skills that were not fluent (**Sociality**).

As a result, I find it difficult when the lecturer gives assignments and when the lecturer delivers the material because there is some vocabulary that I don't know (**Sociality, I1**). Finally, I feel like I missed the lesson (**I2**). In terms of fluency in speaking, I'm worried that later, when I become a teacher, I will have to master the English material (**Sociality**). I also think about whether I can speak fluently and whether I can answer students' questions appropriately. That's a question that's always been on my mind, but until now, I'm still in the process.<sup>38</sup>

**d. KC**

Then, KC said that the consequences of the problems she faced made her less active in class and more silent, and she rarely asked questions during presentations (**Sociality**).

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<sup>36</sup> ANM, Personal communication, June 15, 2023

<sup>37</sup> HN, Personal communication, June 12, 2023

<sup>38</sup> ILIA, Personal communication, June 16, 2023

As a result of these problems, I was less active in class. I rarely ask questions, and even during presentations, I am more silent (**Sociality, K1**).<sup>39</sup>

e. **TS**

TS also felt the consequences that she experienced with her English-speaking problems. When she speaks English, TS tends to take too long to think. This is due to her lack of speaking practice, so her speaking skills are not as fluent as before when communicating (**Sociality**).

As a result, I became too late in thinking when I wanted to speak English (**T1**). The problem is that, compared to myself before college, I often really responded to random chats from outsiders, which honed my speaking. However, when I was at the Islamic boarding school, none of my friends spoke English, and the dominant language was Arabic (**Place**). This made my speaking skills not honed anymore and not as fluent as they used to be for communication (**Sociality, T2**).<sup>40</sup>

f. **UK**

The last one, UK also said that the result of her problems made her not dare to speak for fear of being commented on. Due to her lack of learning experience, she becomes more silent and tends to be inactive in class. In addition, the UK felt more confident speaking outside than inside in the class (**Sociality**).

I did not dare to speak in class because I was too afraid of comments from my friends. I also feel that my learning experience is lacking. I am much quiet, and tend not to be active in class. I am even more confident outside of class than in class (**Sociality, U1**).<sup>41</sup>

## 6. Overcoming Speaking Problems

In other situations, speaking problems can increase student's learning motivation to improve their speaking skills.

a. **ANM**

ANM explained that in order to overcome her problems with speaking English, she always prepares herself first for the task of speaking. She also made notes on what to

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<sup>39</sup> KC, Personal communication, June 19, 2023

<sup>40</sup> TS, Personal communication, June 16, 2023

<sup>41</sup> UK, Personal communication, June 19, 2023

talk about.

In my speaking learning assignments, I will prepare myself better and take notes on what I want to convey. Do not forget that I also make notes to read a little while appearing to speak (**A1**).<sup>42</sup>

**b. HN**

Further, HN also shows how she overcomes the problems of speaking English. HN tried not to think about other people's comments about her speaking ability. Even though sometimes she still thinks about it, she tries to divert it to stay focused on her college goals. She tries to focus on the good things, like building a positive circle, to be able to learn and practice speaking.

I try not to think about what they say, even though I actually still think about it, but well, I'm going back to my initial principles of studying for myself. Whatever other people say, I still have to focus on my studies (**H1**). On the other hand, maybe in the future I will build a positive circle with my close friends to learn and practice English. I focus on the good things (**H2**).<sup>43</sup>

**c. ILIA**

On the other hand, ILIA tries to improve vocabulary by taking notes, repeating, and practicing words found in a movie. She assumed that many people also had the same problem, so she had to overcome the embarrassment that comes with speaking. In addition, to overcome the fluency of her pronunciation, she tries to find speaking partners, both on social media and with her classmates.

If I hear a good word in a movie, I will immediately practice it by repeating it (**I1**). Besides that, I try to write vocabulary that feels foreign, and then I look for the meaning of the word (**I2**). In overcoming my shame, I thought that there were still many who were the same as me, why am I ashamed? To overcome fluency in pronunciation, I always try to find partners to talk to on social media and with classmates, even if it's not continuous (**I3**).<sup>44</sup>

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<sup>42</sup> ANM, Personal communication, June 15, 2023

<sup>43</sup> HN, Personal communication, June 12, 2023

<sup>44</sup> ILIA, Personal communication, June 16, 2023

**d. KC**

KC tells how she solves problems in speaking English. The solution for her is to explore western films and listen western music. Apart from that, it takes self-preparation to practice a lot, such as speaking in front of mirrors and making points to talk about.

The solution is to explore a lot of western films and listen to western music (**K1**). And when at home, I try to increase my confidence by preparing myself to practice speaking in front of the mirror (**K2**). Apart from that, I also made the points that I will talk about. And even though I've been practicing, I still get up and down during presentations.<sup>45</sup>

**e. TS**

Then, TS shows several attempts to overcome speaking problems, such as making preparations in advance about one or two days before appearing to speak English in front of others. Besides that, without realizing it, she has built activities to improve her speaking skills, such as joining as a volunteer by holding online classes with people she knows on social media. Besides that, she also joined as a freelance tutor, which indirectly made her accustomed to speaking English.

Maybe it was an effort from myself, who was not prepared for presentations in front or speaking in front, but finally, starting here, I started to prepare in advance (**T1**). About two days before, I trained myself to talk to myself. And when I joined as a volunteer, I had many acquaintances on social media. And because they knew I was majoring in English, they invited me, and in the end, we held a special online speaking class. Many members of the group are far older than me and feel that their English is still basic. From there, I took part in learning and taught them about regular conversations and discussions using English. Plus, I got to freelance as a tutor in the course, which at first made me scared and nervous to speak, but I got used to it. It started with me being initially lazy to find activities to practice speaking. Unconsciously, I had engaged in activities to improve my speaking skills

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<sup>45</sup> KC, Personal communication, June 19, 2023

(T2).<sup>46</sup>

**f. UK**

Moreover, the UK also has a way to overcome the problems encountered during the speaking class. When speaking, UK prepares herself first by memorizing a lot. When suddenly she gets stuck, she makes it a habit to look for vocabulary that is almost close to the sentence she wants to say. She also practices her speaking skills by often talking to herself when riding a motorcycle and making her own vlogs at home.

When I speak, I prepare myself by memorizing a lot. Even though I always have text available, I also memorize it (U1). If I'm in speech and suddenly get stuck, I try to find vocabulary that is almost close to the sentence I'm saying, even though there are often filler words. Apart from that, I often talk to myself on the motorcycle or in the mirror as if I were on a podcast. I also often make vlogs at home, record them myself, and then delete them because I'm embarrassed. (U2)<sup>47</sup>

**B. Discussion**

This study tried to describe the speaking problems, the cause of speaking problems, and the consequences of speaking problems and how to overcome them based on the most dominant results from the experiences of the six participants.

**1. The Speaking Problems**

| Kind of Problems           | Speaking Problems           | Description   |
|----------------------------|-----------------------------|---|
| Affective-related problems | Ashamed to speaking English | She became ashamed for herself, even though other people believe that she can speak well, she still does not have the confidence<br><i>"The first problem was that I was ashamed and did not believe in myself". (A1)</i><br>She felt embarrassed and triggered because many of her friends were already fluent in speaking |

<sup>46</sup> TS, Personal communication, June 16, 2023

<sup>47</sup> UK, Personal communication, June 19, 2023

|  |   |  |
|--|---|--|
|  |   | <p><i>“The first was because I was embarrassed because I was triggered by those who spoke more fluently than me. I feel they are better at speaking, so let them be”.</i></p> <p><b>(I1)</b></p> <p>Speaking English made her feel ashamed of her own abilities</p> <p><i>“When I'm nervous about speaking, I become confused and embarrass myself”.</i> <b>(K3)</b></p>   |
|  | <p>Afraid other people’s assumption</p> | <p>She feels embarrassed when she gets assumptions and attention from others</p> <p><i>“I am embarrassed when seen by others, and then other people assume about me. Actually, I understand that my friends think that I can speak English because of my current situation as chairman. The problem is that I do not believe that I can do it myself”.</i> <b>(A2)</b></p> <p>She is afraid of other people’s assumption of her speaking ability. There was a moment when other people judged her speaking ability</p> <p><i>“Besides that, I am afraid of other people's judgments about my speaking ability. I was afraid that I would be judged as being too English and too ambitious in class. Even if there was someone in the class who wanted to advance, I would not advance, except if the class atmosphere was quiet and I would immediately represent myself in front of the class. Apart from that, there were also incidents where I forgot about something, and then a friend said, How come a graduate of an</i></p> |

|   |  |
|---|--|
|   | <p><i>English course is like this? or How come the answer isn't right? You had taken a course, right?". (H2)</i></p> <p>She gets fearful other people assumption when talking to other people</p> <p><i>"Apart from that, sometimes there is a fear that if I am talking, other people will look at me as if what I am not really saying is clear. I got an assessment like that not from the environment where I studied but from people who didn't understand me. I'm afraid of being seen as strange by other people". (T5)</i></p> <p>She afraid of other people's comments that given to her when she makes mistakes in speaking</p> <p><i>"I'm really afraid that friends will comment on my mistakes when speaking". (U3)</i></p> |
| <p>Often pauses and forget sentence</p> | <p>She is often confused when speaking, like when she talks about something that does not fit with the context, and she also pauses a lot when she forgets the sentences</p> <p><i>"What I'm talking about doesn't fit the context I'm compiling, and I often pause a lot when I forget". (A5)</i></p> <p>Her speaking ability is not fluent, so it makes her tend to lag and forget the sentence that will be delivered</p> <p><i>"Lastly, I feel that I am not fluent in speaking because I tend to lag and suddenly forget what sentence I want to convey. I once experienced a speech where I suddenly forgot a paragraph, and</i></p>   |



|  |  |   |
|--|--|---|
|  |  | <p><i>I immediately skipped the part of the paragraph that I forgot earlier". (I3)</i></p> <p>When she speaks English, there are pauses and quite a lot of filler words</p> <p><i>"When I am speaking, so there are pauses, plus there are quite a lot of filler words too". (T8)</i></p> <p>She often forgets what she wants to talk about and she tends to look at the text first</p> <p><i>"Another problem is that I often forget what I want to talk about and tend to look at the text first". (U4)</i></p> |
|  | <p>Feel anxious, afraid, and nervous</p> | <p>She become anxious, afraid, and nervous when speaking English</p> <p><i>"I feel anxious, afraid, and nervous about speaking". (K2)</i></p> <p>She feels nervous because she speaks too fast</p> <p><i>"It is nervous too, what I am talking about is getting faster. For me, it was a problem because when I speak, it is too fast. And I get nervous, so in the end, my pronunciation is really messy". (T3)</i></p>  |
|  | <p>Feel insecure</p>                     | <p>She is feeling insecure when sees her friends speak better</p> <p><i>"There is a feeling insecurity in me when I see my friend speaking better. There was a feeling of not wanting to move forward and not wanting to show of my speaking skills". (T1)</i></p>  |
|  | <p>Difficult to arrange sentences</p>    | <p>She understands what the lecturer saying, but it is difficult for her to arrange the sentence to speak</p> <p><i>"When the lecturer talks, I understand, but I have difficulty</i></p>   |

|                                 |   |   |
|---------------------------------|---|---|
|                                 |   | <i>when I have to speak. Even though I have arranged sentences in my head, it is still difficult". (U5)</i>   |
| Socially-related problems       | Does not have a partner to speak English              | She does not have a partner to speak English because not all of her classmates intend to major in English<br><i>"The problem is that I do not have a partner who speaks English. Not all classmates really intend to major in English since the beginning. And I am also a typical person who rarely communicates with classmates, so that makes me awkward". (H1)</i>  |
|                                 | Fear when others do not understand what is being said | She was afraid that others would not understand what she was saying<br><i>"Apart from that, sometimes there is a fear that if I am talking, other people will look at me as if what I am not really saying is clear. I got an assessment like that not from the environment where I studied but from people who didn't understand me. I'm afraid of being seen as strange by other people. I'm also worried, and the thing that I always think about when I speak is whether other people can understand the points that I convey or not". (T6)</i> |
| Linguistically-related problems | Lack of vocabulary                                    | The problems she faces is her lack of vocabulary and practices<br><i>"The second problem lies in my lack of vocabulary and my lack of practice. I feel that my vocabulary is lacking in the academic section, and I rarely improve it". (A3)</i><br>Her lack of vocabulary limits her ability to speak English. In addition, she found many foreign   |

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|                              | <p>words that she did not know<br/> <i>“Because my vocabulary is lacking, it really limits my speaking. Especially when I study journals, I must find a lot of very foreign words, and I try to write foreign words in a special note book”.</i> (I2)</p> <p>She gets many challenges in speaking English, such as lack of vocabulary<br/> <i>“The challenge is about pronunciation and my lack of vocabulary”.</i> (K1)</p> <p>She often forgot vocabulary when speak English<br/> <i>“And in every event, of course, we try to speak English fully, and I often forget the vocabulary”.</i> (T7)</p> <p>She always felt afraid of being wrong in speaking because of a lack of mastered vocabulary<br/> <i>“I always feel afraid of being wrong, and I have not mastered a lot of vocabulary, so I feel inferior when I'm with friends”.</i> (U1)</p> |
| <p>Lack of pronunciation</p> | <p>The problems she faces is her lack of pronunciation which are not fluent<br/> <i>“My pronunciation is also lacking because I'm often confused when I'm speaking”.</i> (A4)</p> <p>She gets many challenges in speaking English, such as lack of pronunciation<br/> <i>“The challenge is about pronunciation and my lack of vocabulary”</i> (K1)</p> <p>She felt that her pronunciation was often unclear because her nervous made her speak quickly<br/> <i>“When I speak, sometimes my</i></p>  |

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|  |                      | <i>pronunciation is not clear because I am also a person who speaks fast” (T2)</i>  |
|  | Afraid about grammar | <p>She has difficulty distinguishing the use of tenses such as verb one and verb two</p> <p><i>“In terms of grammar, sometimes yes; actually, maybe because when I speak, I am still confused about the use of verb one and verb two. In the past, I was asked to tell about things that had happened, and I still often get mixed up between verb 1 and verb 2, and that is what makes me confused when I speak”. (T4)</i></p> <p>She feels inferior and afraid of mistakes, especially in grammar</p> <p><i>“I tend to be afraid that what I’m talking about has errors, like in the grammar”. (U2)</i></p> |

Table 4.2

*Speaking problems results*

Based on the interview, the importance of speaking skills in learning English makes all participants experience various problems. The reason that all participants experienced speaking problems was caused by several factors. Shen and Chiu explained in their research that the problems experienced by students when speaking were psychological problems such as nervousness, fear, and lack of confidence; in the linguistic problems such as vocabulary, grammar, etc.; and environmental problems.<sup>48</sup> This is in accordance with what is experienced by ANM, HN, ILIA, KC, TS, and UK.

Based on the speaking problems above, they experience speaking problems in affective-related problems, socially-related problems, and linguistically-related problems. This is in accordance with what was conveyed by Asakereh and Afshar. They said that the main problems that hinder students from

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<sup>48</sup> Ming-yueh Shen and Tzu-yen Chiu, *EFL Learners’ English Speaking Difficulties and Strategy Use*, *Education and Linguistics Research*, vol. 5, 2019, <https://doi.org/10.5296/elr.v5i2.15333>.

speaking English are caused by three factors such as affective-related problems, socially-related problems, and linguistically-related problems.<sup>49</sup> It can show that the Affective-related problems include attitude, self-confidence, anxiety, environment, motivation, duration of language exposure, and class conditions. Socially-related problems include understanding in practicing outside the classroom and understanding in speaking class. While linguistically-related problems include vocabulary, grammar fluency, and pronunciation.

According to the data above, the most dominant speaking problems experienced by students are affective-related problems. The participants dominant found speaking problems, which included being embarrassed to speak English, afraid of other people's assumptions, and often pausing and forgetting sentences. From the affective-related problems above, the dominant participants were afraid of other people's assumptions when speaking English. They are afraid of getting comments from other people when speaking English. The participant also experienced an incident where she was judged by other people when speaking English. This is in accordance with what was conveyed by ANM, HN, TS, and UK, as evidenced by the coding A2, H2, T5, and U3.

The next dominant problem in affective-related problems is that students often pause and forget sentences when speaking English. Participants ANM, ILIA, TS and UK also experienced problems such as frequent pauses and suddenly forgetting the sentences they were going to say when speaking English, as evidenced by the coding A5, I3, T8, and U4. In speaking problems, when speakers have difficulty constructing a sentence, without realizing it, they make pauses such as er, um, and lots of filler words.<sup>50</sup> The pauses created when speaking will also affect fluency when speaking English. On other hand, participants also feel embarrassed to speak English. Some of them feel embarrassed about their speaking skills and also feel triggered because there are people who speak more fluently than themselves. This was experienced by ANM, ILIA, and KC, as evidenced by codes A1,

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<sup>49</sup> Ahmad Asakereh and Hassan Soodmand Afshar, "Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives," *Electronic Journal of Foreign Language Teaching* 13, no. 1 (2016): 112–30.

<sup>50</sup> Zaim M Afriani Rini, "Filled Pauses Used by the Students during the Discussions in Speaking Class of the English Department of STKIP PGRI SUMBAR," *Journal English Language Teaching (ELT)* 43, no. March (1998): 1–9.

II, and K3.

In the socially-related problems, the participants found speaking problems. There were two participants who experienced socially-related problems. The type of HN problem is because she does not have a partner in speaking English. Speaking partner is very influential in improving a student's speaking skills. By finding partners in speaking, students can practice easily and become accustomed to it. And unknowingly, many new vocabularies are discovered, and the fluency of pronunciation in students also becomes clearer. Another problem from TS, she is afraid what she is saying cannot be understood by other people. As non-native speakers, what we say is not like that of native speakers. Therefore, there are many fears that occur when speaking English, one of which is the fear that what is being said cannot be understood by another person.

Almost all participants experienced linguistically-related problems. Speaking problems that often occur are a lack of vocabulary, a lack of pronunciation, and a lack of grammar. Of the three linguistic problems, the most dominant is the problem of vocabulary. ANM, ILIA, KC, TS, and UK feel afraid to speak due to their lack of vocabulary. Communication and vocabulary are two things that cannot be separated. Good communication is the real result of learning vocabulary. Even though it seems easy to learn, as a foreign language learner, this is a problem that is often experienced.

The lack of vocabulary makes students find it difficult to put together sentences to speak. This is in accordance with what was conveyed by Wahyuningsih and Afandi. They said that vocabulary problems are the main factor hindering speaking English fluency for students.<sup>51</sup> A lack of vocabulary makes students unable to convey ideas correctly when speaking English. Apart from that, the lack of vocabulary will also affect the students' interaction process when speaking English.

The speaking problems of lack of pronunciation were also felt by ANM, KC, and TS. They feel that what is said does not match the original pronunciation. Apart from that, as a country that has various regional languages, of course this causes students to lack

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<sup>51</sup> Sri Wahyuningsih and Muhamad Afandi, "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," *European Journal of Educational Research* 9, no. 3 (2020): 967–77, <https://doi.org/10.12973/EU-JER.9.3.967>.

pronunciation. Differences in mother tongue greatly influence the pronunciation of English by second language learners. The lack of pronunciation is also related to errors in phonetics, which make English pronunciation unintelligible to listeners.<sup>52</sup>

Another problem related to linguistics is the fear of grammar. Mostly, learning grammar is quite boring and takes a lot of time.<sup>53</sup> Even though it sounds difficult, the quality of a person's speaking can be assessed by their ability to process grammar. Good grammar makes people communicate effectively. Even though grammar and speaking are interconnected, there is a possibility that there are students who master grammar but cannot speak well. Likewise, students who can speak well do not necessarily master grammar.<sup>54</sup> In fact, many students experience grammar problems, especially in speaking skills. Some people say that when speaking, having to improve grammar is difficult.

**2. Causing Speaking Problems**

| <b>Causing Speaking Problems</b>                                | <b>Descriptions</b>  |
|---|--|
| Does not like western films and western music to add vocabulary | The way to improve vocabulary is by watching western films and western music, but she does not like it<br><i>“Actually, I already realized that I couldn't, and I already knew the solution to improve my speaking skills. One of them might be watching movies or listening to music, but I don't like western movies and music”.</i> (A2)<br>She does not like western films and tends to like Korean films, which results in her lack of vocabulary mastery<br><i>“For the lack of vocabulary, maybe it's because I don't like western films where the film will add my vocabulary and pronunciation. But I tend to like Korean</i> |

<sup>52</sup> Fachun Zhang and Pengpeng Yin, “A Study of Pronunciation Problems of English Learners in China,” *Asian Social Science* 5, no. 6 (2009): 141–46, <https://doi.org/10.5539/ass.v5n6p141>.

<sup>53</sup> Soreh Reivi, Muntuuntu Meity, Pelenkahu Noldy, “Problems Encountered by the Students’ in Speaking English at Twelveth Grade of SMAN 2 Femeh,” *JoTELL Journal of Teaching English, Linguistics, and Literature* 1, no. 5 (2022): 576–87.

<sup>54</sup> Zam zam, A Suriaman, Rofiqoh, “The Correlation Between Grammar and Speaking Skill of Undergraduate Students.”

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|-------------------------|--|
|                         | <p><i>films more than western films</i><br/> <i>She also prefers Korean films than western films". (I3)</i><br/> <i>"I also prefer watching Korean films compared to western films because, in my opinion, Korean films are very related to life". (U4)</i></p>  |
| <p>Low Motivation</p>   | <p>She feels too lazy to learn and improve her speaking skills<br/> <i>"Maybe from myself, because I'm too lazy to study. I realized that I was not good at speaking but I had made no effort to improve my speaking". (A1)</i><br/>                 She does not have the courage to start improving her speaking skills<br/> <i>"I feel ashamed because I don't have the courage to start, and it keeps me stuck here". (I2)</i><br/> <i>"In addition, I also feel less like learning because when reading, I often forget to note difficult words in my reading process". (I4)</i><br/>                 She has never read or translated a book since she entered college<br/> <i>"And the reason I lack vocabulary is because I have not read or translated since I entered college. I don't have a guide for the book I'm going to read, so it makes my vocabulary even smaller". (K3)</i><br/>                 She has the willingness to learn, but it is still difficult to output<br/> <i>"From myself. I actually have a willingness to learn, but it's still difficult to output". (U3)</i></p> |
| <p>People judgement</p> | <p>Some lecturer always notice her and ask her to answer the questions, so other people assume that she was a golden child<br/> <i>"The reason might be because some lecturers always remind me to answer questions. and thank God, I can always answer it. Actually, there was one moment where the lecturer noticed me, and one</i></p>  |



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|                      | <p><i>class was silent and no one answered. However, because I knew the answer, I answered, and after that, one of my friends said that I was looking for attention to my lecturer. So, several lecturers often notice me, making my friends think that I am a golden child".</i></p> <p><b>(H1)</b></p> <p>She cannot put the words together to speak which makes her insecure and makes her afraid of other people judgement.</p> <p><i>"I also can't put the words together to speak. Internally, I don't have self-confidence and tend to be insecure and afraid of being judged by others. From there come anxiety and fear. Plus, if a presentation in front of a teacher or friends makes it hard for me to say the words that I'm afraid of, I end up embarrassing myself".</i></p> <p><b>(K2)</b></p> <p>She was immediately bullied and ridiculed when she said wrong things</p> <p><i>"And I have a close friend with whom, when I say the wrong thing, I'm immediately bullied. Maybe they are actually joking, but it keeps popping up in my head. For example, if I have the wrong vocabulary or misread something, my friends will immediately ridicule me. Maybe the result of their ridicule made me afraid to speak".</i></p> <p><b>(U2)</b></p> |
| <p>Mother tongue</p> | <p>Most of the environment rarely speaks English. They prefer to speak Indonesian</p> <p><i>"The factor may be the environment, where the majority speak Indonesian and it is very difficult to find a partner who speaks English".</i></p> <p><b>(I1)</b></p> <p>She rarely interacts in English because most of them speak Javanese and Indonesian</p> <p><i>"I feel that in class I rarely interact in</i></p>  |

|                |   |
|----------------|---|
|                | <p><i>English. In fact, almost never, because most of them speak Javanese and Indonesian”. (K1)</i></p> <p>Other factors that became a problem in speaking English, such as the lack of interlocutors and the surrounding environment, where Indonesian and Javanese language were dominant.</p> <p><i>“The lack of interlocutors also affected the environment in which I studied. Because most of them dominantly use Indonesian and Javanese. This made me not have a partner who spoke English, and this became an obstacle for me”. (T2)</i></p> <p>In addition, the lecturer’s way of presenting using mixed language in the speaking learning</p> <p><i>“Apart from that, from the delivery of the lecturers, there were several lecturers whose speaking lessons were dominantly in English, but there were also those who delivered in Indonesian. For me, it is useless when learning to speak because the delivery is in Indonesian”. (T3)</i></p> |
| <p>Nervous</p> | <p>She feels nervous and lacks preparation</p> <p><i>“Maybe the most important reason is that I am nervous and lack preparation”. (T1)</i></p> <p>She does not like being seen by the lecturer because it makes her nervous</p> <p><i>“The reason is that when I’m in class, I don’t like being seen by the lecturer, it feels like I’m nervous”. (U1)</i></p>  |

Table 4.3

*Causing speaking problems results*

In speaking problems, there are several reasons why a person experiences speaking problems. The results indicate that the majority of participants experience speaking problems due to low motivation. Low motivation is the cause of speaking problems for participants. There is no effort from participants to improve their speaking skills. This is proven by assigning codes AI, I2, I4, K3, and U3. With low motivation causes low achievement in learning English, especially speaking.

Furthermore, the next most dominant cause of speaking problems is the mother tongue. Interference with the mother tongue causes foreign language learners to experience difficulties in second language skills, especially speaking.<sup>55</sup> ILIA, KC, and TS explained that in the class, the majority used their mother tongue, such as Indonesian and Javanese. Not only students, but in delivering material, some lecturers still use a mixture of their mother tongue and a foreign language. The status of classmates as foreign language learners does not change the situation where they feel more comfortable communicating using their mother tongue. Most of them tend to use their mother tongue because it is easier and because they feel it is unnatural to communicate using a foreign language.<sup>56</sup> In learning English, especially speaking, students often use their mother tongue when speaking a second language.

Does not improve vocabulary is cause of speaking problems for participants. This was felt by ANM, ILIA, and the UK. They feel that their vocabulary is decreasing, resulting in them experiencing speaking problems. There is no desire to learn vocabulary, even though there are many small things that really help students learn vocabulary. One way is by reading and listening to native speakers, such as by watching western films and music. By watching western films, students can increase their vocabulary and become more familiar with learning English. Unfortunately, some of the participants above do not like western films and music. They prefer Korean films to western films. This increasingly makes them experience problems mastering vocabulary.

### 3. The Consequences of Speaking problems

| The Consequences of Speaking problems         | Descriptions  |
|---|---|
| Prevented from being active in speaking class | She was depressed and limited herself to actively speaking in the class<br><i>“As a result, it really had an impact on me because the problem</i> |

<sup>55</sup> Jane Irene et al., “The Effects of Mother Tongue Interference among ESL Learners’ Speaking Skills,” *International Journal of Academic Research in Business and Social Sciences* 13, no. 7 (2023), <https://doi.org/10.6007/ijarbs/v13-i7/17453>.

<sup>56</sup> Syifa S. Mukrimaa et al., “Speaking Problems Faced by the English Department Students of Syiah Kuala University,” *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* 6, no. August (2016): 128.

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|---------------------------------------|---|
|                                       | <p><i>had made me depressed and prevented me from being active in speaking in class. Even though I don't really have to listen to other people's words, but I always feel it". (H1)</i></p> <p>She became less active in class and more silent</p> <p><i>"As a result of these problems, I was less active in class. I rarely ask questions, and even during presentations, I am more silent". (K1)</i></p> <p>She becomes more silent and tends to be inactive in class.</p> <p><i>"I did not dare to speak in class because I was too afraid of comments from my friends. I also feel that my learning experience is lacking. I am much quiet, and tend not to be active in class. I am even more confident outside of class than in class". (U1)</i></p> |
| <p>Difficulty in speaking lessons</p> | <p>She found it difficult to understand the material and assignments given by the lecturer</p> <p><i>"As a result, I find it difficult when the lecturer gives assignments and when the lecturer delivers the material because there is some vocabulary that I don't know". (I1)</i></p> <p>She also felt that she had missed out on learning material</p> <p><i>"Finally, I feel like I missed the lesson". (I2)</i></p> <p>She tends to take too late to think when speaking English</p> <p><i>"As a result, I became too late in thinking when I wanted to speak English". (T1).</i></p>   |
| <p>Decreased speaking ability</p>     | <p>Her grades decreased and her speaking skill score became low</p>   |

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|--|---|
|  | <p><i>“As a result, my speaking score went down, and my speaking ability score was quite low”.</i> (A1)</p> <p>This also has an impact of her organizational activities, which make her self-confidence decrease</p> <p><i>“With my lack of speaking, of course, it will result in the organization, which makes my self-confidence decrease. I tend to prefer to blame myself, but there is still no effort on my part to improve”.</i> (A2)</p> <p>Due to her lack of speaking practice, so her speaking skills are not fluent as before when communicating</p> <p><i>“This made my speaking skills not honed anymore and not as fluent as they used to be for communication”.</i> (T2)</p> |
|--|---|

Table 4.4

*The consequences of speaking problems results*

All participants experienced the consequences of speaking problems. Based on the interview results, the most dominant consequences that occurred among participants included being prevented from being active in speaking class, difficulty in speaking lessons, and decreased speaking ability. HN, KC, and UK feel that the consequences of speaking problems make them limit themselves from being active in class as evidenced by the coding U3.H1, K1, and U1. They prefer to be quiet when learning. There is a feeling of fear of other people's comments when they speak English. HN and UK have experienced incidents where, when she spoke, other people commented negatively about her. This certainly makes participants feel afraid and prefer not to be active in learning in class. Even though she has tried to forget it, the memory of other people's comments towards her is still difficult to forget.

Difficulty in speaking lessons was also felt by participants. As a result of the speaking problems they experience, they are hampered in their learning. One of them is difficulty understanding the material and assignments given by the lecturer, and it takes a


long time to think, as evidenced by the codes I1, I2, and T1. Furthermore, the consequences of speaking problems lead to a decline in speaking ability. As stated by Aulia Putri, a low of English-speaking learning affects a low student's final score for oral test.<sup>57</sup> As evidenced by the coding A1, A2, and T2, shows that the impact of decreasing speaking skills greatly influences the value of learning, the organization that is followed, and the value of learning in class. The result of a decrease in speaking ability also results in a decrease in self-confidence and an inability to speak.

**4. Overcoming Speaking Problems**

| <b>Overcoming Speaking Problems</b> | <b>Descriptions</b>  |
|-------------------------------------|--|
| Make self-preparation               | <p>To overcome speaking problems, she always prepares herself before speaking</p> <p><i>“In my speaking assignment, I will prepare myself better and take notes on what I want to convey. Do not forget that I also make notes to read a little while appearing to speak”.</i> (A1)</p> <p>She always makes self-preparation before appearing to speak English in front of others</p> <p><i>“Maybe it was an effort from myself, who was not prepared for presentations in front or speaking in front, but finally, starting here, I started to prepare in advance”.</i> (T1)</p> <p>When speaking, she prepares herself first by memorizing a lot.</p> <p><i>“When I speak, I prepare myself by memorizing a lot. Even though I always have text available, I also memorize it”.</i> (U1)</p> |
| Ignoring people's judgment          | She tries not to think about other   |

<sup>57</sup> Aulia Putri, “Low Motivation in Learning Speaking.” *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* 6, no. 2 (2016): 14, <https://doi.org/10.33373/anglo.v7i1.491>.

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|----------------------------|---|
|                            | <p>people's judgements<br/> <i>"I try not to think about what they say, even though I actually still think about it, but well, I'm going back to my initial principles of studying for myself. Whatever other people say, I still have to focus on my studies". (H1)</i></p>  |
| <p>Increase Vocabulary</p> | <p>To overcome speaking problems, she tries to write vocabulary that feels foreign, and she looks for the meaning of the words.<br/> <i>"I try to write vocabulary that feels foreign, and then I look for the meaning of the word". (I2)</i><br/>                 She improves her vocabulary by exploring western movies and western music<br/> <i>"The solution is to explore a lot of western films and listen to western music". (K1)</i></p>  |
| <p>Practice speaking</p>   | <p>She will build a positive circle to learn and practice speaking English<br/> <i>"On the other hand, maybe in the future I will build a positive circle with my close friends to learn and practice English. I focus on the good things". (H2)</i><br/>                 To overcome speaking problems, she improves her speaking by watching movies, and she immediately practices and repeats it<br/> <i>"If I hear a good word in a movie, I will immediately practice it by repeating it". (I1)</i><br/>                 She tries to find a partner, then she practices talking<br/> <i>"To overcome fluency in pronunciation, I always try to find partners to talk to on social media</i></p> |

|  |  |
|--|--|
|  | <p><i>and with classmates, even if it's not continuous". (I3)</i></p> <p>To improve her self-confidence, she practices speaking by talking in front of the mirror</p> <p><i>"And when at home, I try to increase my confidence by preparing myself to practice speaking in front of the mirror. Apart from that, I also made the points that I will talk about". (K2)</i></p> <p>She practices by joining as volunteer and tutor</p> <p><i>"I trained myself to talk to myself. And when I joined as a volunteer, I had many acquaintances on social media. And because they knew I was majoring in English, they invited me, and in the end, we held a special online speaking class. Many members of the group are far older than me and feel that their English is still basic. From there, I took part in learning and taught them about regular conversations and discussions using English. Plus, I got to freelance as a tutor in the course, which at first made me scared and nervous to speak, but I got used to it. It started with me being initially lazy to find activities to practice speaking. Unconsciously, I had engaged in activities to improve my speaking skills". (T2)</i></p> <p>She practices her speaking skills by often talking to herself when riding motorcycle or making podcast and vlogs at home</p> <p><i>"Apart from that, I often talk to myself on the motorcycle or in the mirror as if I were on a podcast. I</i></p> |
|--|--|



|  |  |
|--|--|
|  | <p><i>also often make vlogs at home, record them myself, and then delete them because I'm embarrassed". (U2)</i></p> |
|--|--|

Table 4.5

*Overcoming speaking problems results*

All participants have a solution to overcome their speaking problems. Based on the interview results, the most dominant participant overcomes speaking problems by and increasing practice making better preparations before speaking English, and improving vocabulary. The most important thing to do to overcome speaking problems is to practice speaking both with other people and with ownself. HN, ILIA, KC, TS and UK improve their speaking skills through practice and repeating the sentences from some western movies. It can be practicing speaking yourself, such as by talking in front of a mirror, talking while riding a motorcycle, or doing activities at home, such as making podcasts and vlogs. Theodorus said that increasing the ability to speak in a fun and formative way could be achieved with practical activities such as dialogues, surveys, picture descriptions, role plays, story completion, and storytelling.<sup>58</sup> With more speaking practice, we will improve the fluency of our pronunciation and have more confidence when speaking in public.

ANM, TS, and UK overcome the problems they face by making self-preparations before the speaking performance. They make preparations with various things, such as memorizing texts and making small notes, so that when they suddenly get stuck, they can continue speaking by reading the small notes they made.

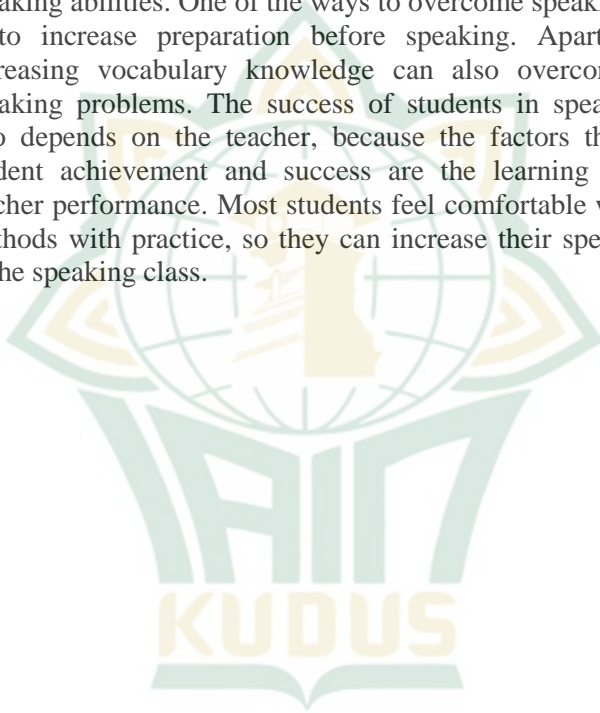
On the other hand, improving vocabulary can improve students' speaking abilities. One of the activities that can increase vocabulary is watching western films and listening to western music. By watching and listening to western music, students can discover many new words and phrases, such as everyday expressions and even idioms. By writing down new words or phrases obtained through watching and listening activities, students can increase their vocabulary so that they can be applied in conversations. If they can't understand some new words, it will give them the opportunity to refer to the dictionary to find out their

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<sup>58</sup> Theodorus Sulon Suban, "Teaching Speaking: Activities to Promote Speaking Skills in EFL Classrooms," *Journal of Language and Language Teaching*, no. 2003 (2021): 2775-507X.

meaning.<sup>59</sup> HN, ILIA, KC and UK overcome their speaking problems by increasing their vocabulary by watching western films and western music, then writing down vocabulary that is considered foreign and looking for meanings in that word. The more vocabulary that is mastered, the more the participant will not find it difficult to find every word that is spoken.

In chapter four, it can be concluded that all participants experienced problems in speaking English. The cause of speaking problems causes losses for students both in their learning and their speaking abilities. One of the ways to overcome speaking problems is to increase preparation before speaking. Apart from that, increasing vocabulary knowledge can also overcome students' speaking problems. The success of students in speaking classes also depends on the teacher, because the factors that influence student achievement and success are the learning method and teacher performance. Most students feel comfortable with learning methods with practice, so they can increase their speaking ability in the speaking class.



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<sup>59</sup> Muhammad Fajar Sudrajat, Abdul Ngafif, and Edi Sunjayanto Masykuri, "The Correlation between Students' Habit in Watching Western-Movie and Listening Skill," *Scripta: English Department Journal* 7, no. 2 (2021): 25–34, <https://doi.org/10.37729/scripta.v7i2.699>.