


ANALYZING THE PROBLEMS FACED BY THE STUDENTS AT THE SIXTH SEMESTER TO SPEAK ENGLISH AT ENGLISH EDUCATION DEPARTMENT

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 26, 2022 Revised: September 16, 2022 Accepted: October 28, 2022 Published: June 30, 2023</p> <p>Keywords: Analyzing Problems Speaking skill Fluency</p>	<p>This study aimed to find out the problems faced by the students in the sixth semester of English Education Department at Unismh Makassar to speak English fluently in the class and the factors causing the problems. This study used descriptive qualitative method in type of phenomenology in which the researcher used observation checklist and semi-structure interview to collect the data. The results showed that there are two main problems faced by the students to speak English fluently, namely linguistic problems which consist of: poor in grammar, lack of vocabulary and lack of pronunciation and also non-linguistic problems which consist of: blankness, shyness and anxiety. The factors causing students are poor in grammar mainly caused by: seldom to learn grammar by themselves and were seldom to learn grammar in the previous semesters. Lack of vocabulary is caused by the students are not motivated to improve vocabulary by themselves. Lack of pronunciation are caused by: the interference of mother tongue, lack of practice by themselves and pronunciation classes lacked of practice. In addition, blankness are mainly caused by: forget what to say, interruption and eye contact. Furthermore, shyness is caused by the students are afraid of making mistakes. Lastly, anxiety is caused by the students are afraid of being laughed or judged and commented by the lectures if making mistakes.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

In the globalization era, English is a language used to communicate with other people universally from different countries, cultures, backgrounds, and ethics around the world (Pattah, 2020). English is a tool used to interact with others, that's why English is needed for every people. English is a very important language to be known for people as it is used to communicate with other.

In Indonesia, English is learnt as a foreign language. Many learners of Indonesia are enthusiastic to learn this language as it becomes a compulsory subject at school or university level. Not only in educational institutions, but also some companies, both private and public companies. Basically English has four skills, they are: speaking, reading, writing, and listening. Speaking and writing are the productive skill, while reading and listening are receptive skills. From those skills, speaking is an important skill that must be mastered by the students because it's the easiest way to do communication with other.

In addition, the people require speaking English skill in all aspects of their daily life in this era of globalization, (Aye & Phyu 2015). It is because almost all of the requirements in this world, such as entering an institution, whether students in the school and workers in a company require English speaking skills. So that, English is really important, and it becomes the main skill to be known then other skills.

Moreover, there some reasons that make speaking is the main skill among other skills, because it causes individual satisfaction as they can speak English directly and get the others attention and also for their future occupation, Sepahvand, (2014); Bookit in Marzuki, et al (2016). In addition, someone is believed to be successful in learning a foreign language if he is capable of speaking it, Tahir (2015); Nuraini (2016).

In line with this, English speaking is needed to the students in order they can communicate with many people around the world. In addition, students are required to master this skill because it is believed that it can bring significant influence to get better occupation in the future. The statement is supported by Pattah, (2020) where the learners can gain better opportunity for better education, finding good occupation, and getting promotion if they can speak English well. This statement also supported by Zrekat & Sohmani (2022) stating that the people will get a well-paid job easily if they have good speaking ability. But phenomenon happening right now is that there are still many students who feel it's difficult to speak in front of many people. One of the problems might be caused by language itself, where we know that every single word in English has a different way to pronounce.

The researcher believes the problems faced by the students to learn English speaking might be caused by the low basic of English proficiency, such as: self-confidence, limited vocabulary, and grammatical rules and especially the way or strategies to speak. Those problems are often faced by students when speaking in front of the class, and it will really disturb students' performance.

Tuan & Mai (2015) investigated that the students may not have good performance on speaking because of some reasons, such as: limited vocabulary, and limited participation in the teaching process. Hamad (2013) argued that there are some factors that may influence speaking skills such as: mother tongue, shyness to speak in front of many people, lack of using English in discussion, less speaking exercise in curriculum, less motivation from teachers and speaking less of listening.

Furthermore, Zulkarnain & Kaur (2014) investigated a few problems faced by the students to speak English such as: lack of vocabulary, don't know how to make a good

sentence in English. In addition, the students are incorrect in using grammar and pronunciation regularly. The findings of Nadeshan & Shah (2020) stated that there are some difficulties for participants. They might feel speaking is a complicated skill when it is conducted briefly, lack of confidence, and feel worry that they will be judged by their teachers and peers. Besides, there are some factors caused students' speaking competence, such as, cognitive problems, the encouragement of teachers and peers, and unorganized management, Rusli, et al (2018).

Based on the explanation of the background above, the researcher is interested in analyzing the problem faced by the students in speaking skill in the class. This research will be conducted on the sixth Semester students in the English Education Department at Muhammadiyah University of Makassar. The reason why the author chooses the students from the 6th Semester is because they have learned speaking subject four times in the previous semester. They had passed Intensive Speaking, Speaking for Beginner, Speaking for Intermediate, and Speaking for Advanced.

At this level, English students are expected proficient in speaking English. However, when the researcher carried out pre interview to some students at that class, they stated that there are still some students who can speak English fluently as well as possible in the class includes themselves. According to the interview, there are some problem faced by the students to speak English fluently in the class, such as: Lack of vocabulary, grammatical error, bad pronunciation and lack of confidence. Those problems are commonly caused by two factors, like: lack of practice, and lack of motivation

In this study, the researcher formulated two research questions: 1. What are the problems faced by the students in the sixth semesters of English Education Department at Unismuh Makassar to speak English fluently in the class? 2. What are the factors causing the problems faced by the students in the sixth semester of English Education Department at Unismuh Makassar to speak English fluently in the class? This research was expected brings advantages for the students to share knowledge and also for the lectures as it can be more references to help students to overcome the problems when speaking English.

RESEARCH METHOD

This research used descriptive qualitative methods. Descriptive qualitative method is a method of describing an actual phenomenon as accurately as possible. The study of qualitative research methods focuses on the interpretation of participants' experience. In addition, the type of qualitative method that used in this research is phenomenology research. Phenomenology research is a study identifying the nature of human experience about a particular experience.

Furthermore, the instrument used in this study were observation checklist and semi-structured interview. The researcher entered the class directly to conduct the observation. After getting data from the observation, the next step was the researcher conducted the

interview to get more specific and clearer data. 10 students from two classes have been interviewed through the telephone and the conversation was recorded to avoid missing data.

In addition, the researcher made transcript of the interview that has been recorded. Then, the researcher analyzed the data from the observation and interview about problems faced by the students to speak English fluently in the class and the factors causing the problems by three data analysis: data reduction, display data and verifying or concluding data.

RESULT AND DISCUSSION

Result

Problems Faced by the Students to Speak English Fluently in the Class

Based on the data gotten from the observation and interview, there were two problems faced by the students to speak English fluently in the class namely linguistic and non-linguistic problems.

Linguistic Problems

Based on the data interview conducted by the researcher, there were common Linguistic problems faced by the students to speak English fluently in the class, such as: poor in grammar, lack vocabulary and lack of pronunciation. It was the same with what found during observation in the class.

Poor in Grammar

The data from observation and interview showed all the students still have problem in grammar, so it barricades them to speak English fluently. In addition, most of the students were still thinking about the grammar when speaking English and they felt difficult to arrange the words in correct grammar. When the students make grammatical error, they will do repetition to correct the grammar. It makes the students stumble when speaking English. It was known as the researcher asked a question *“What do you do when speaking English and you realize that you make grammatical error?”* The students said that they do repetition to correct the grammar

Lack of Vocabulary

The data also showed that vocabulary is one of the problem faced by the students to speak English fluently as they have no enough vocabulary. Sometimes the students forget the vocabulary, so it makes the students stumble when speaking English. In addition, when the students forget or don't know the vocabulary when speaking English, they will mix into Indonesia to continue speaking.

Lack of Pronunciation

Based on the data gotten, the researcher can conclude that there were eight students saying that pronunciation is one of the problems faced by the students to speak English fluently. It is because the students don't know how to pronounce some words in English as stated by S3 & S9 in the table above.

Non-Linguistic Problems

Based on the data interview conducted by the researcher, there were common non-linguistic problems faced by the students to speak English fluently in the class, such as: blankness, shyness and anxiety.

Blankness

The data showed that all the students are still blank when speaking English in the class. Seven students said that they are often blank and three students are sometimes blank when speaking English in the class. Blankness makes the students stumble to speak English fluently as they don't know what to say anymore to continue speaking.

Shyness

The data showed that there were eight students saying that they still feel shy when speaking English in the class. Six students said that they often feel shy and two students said that they sometimes feel shy when speaking English in the class.

Anxiety

Based on the data, the researcher can conclude that there were six students feel anxiety when speaking English in the class. The majority of the students feel anxiety when speaking English in the class as they feel worry to make mistakes and they will be laughed or judged by their friends and commented by the lectures. As stated by S3, S7, S8 & S9 argued similar statements that they often feel anxiety when speaking English in the class as they are afraid of making mistakes later, on they will be laughed and commented by the lectures.

Factors Causing Problems Faced by the Students to Speak English Fluently in the Class

Factors Causing Students are Poor in Grammar

There are two the main factors causing the students are poor in grammar found by the researcher, they are:

Students were seldom to Learn Grammar by Themselves

The data found showed that there were students saying that they are still poor in grammar because they are seldom to learn grammar by themselves. In addition, they also lack of practicing their grammar skill, as stated by S1, S2, S7 & S8.

Students were seldom to Learn Grammar in the Previous Semesters

Based on the data found, there were five students were seldom to learn grammar in the previous semesters. It was because the lectures were too seldom to entered the class S7 & S8 said that the lectures only entered the class 1-2 times.

Factors Causing the Students Lack of Vocabulary

The data showed that all the students lack of vocabulary are commonly caused by the students themselves who are not motivated to improve their vocabulary. The students were seldom to learn vocabulary and lack of practice because they feel lazy to improve their vocabulary. In addition, the students also don't be consistent to improve their vocabulary, as stated by S7 & 10

Factors Causing Students Lack of Pronunciation

The Interference of Mother Tongue

The interview results showed that there were seven students saying that their first language influences their pronunciation. S4 & S5 argued that they feel difficult to pronounce sound in English because of their first language. It is because they use their first language in daily conversation, so they feel difficult to pronounce sounds in English.

Lack of Practice by Themselves

The data showed that there were eight students said that one of the factor causing they still lack of pronunciation is that they lack of practicing their pronunciation by themselves.

Pronunciation Classes Lacked of Practice

The data gotten showed that there were six students saying that one of the factor causing their pronunciation because they lacked of practice in the class in pronunciation subject.

Factors Causing Blankness

Forget What to Say

The data showed that showed that the students sometimes don't know what to say anymore as they forget the vocabulary, as stated by all students in table above. Besides, they forget the pronunciation so they will be blank, as stated by S7 & S9. S5 said that she will be blank if she forgets the grammar. S1 & S6 said that she will be blank if the topic is unfamiliar when speaking.

Interruption

The interview result showed that all the students will be blank if someone interrupts them when speaking English. They will suddenly forget what they want to say if they are interrupted, as said by S1, S5, S6 & S8.

Eye Contact

The data showed that there were six students saying that they will be blank if there is someone stares their eyes and they will suddenly lost what they want to say.

Factors Causing Shyness

The data showed that there were eight students saying that the factor causing the students feel shy when speaking English is that they are afraid of making mistakes. It is because they feel worry they will be laughed and judged if making mistakes, as said by S2 & S5.

Factors Causing Anxiety

The data showed that as the students feel worry they will be laughed or judged and they will be commented by the lectures if they are making mistakes.

DISCUSSION

Problems Faced by the Students to Speak English Fluently in the Class

Based on the findings above, the data gotten from the observation and interview found that there were six problems faced by the students to speak English fluently in the class. In addition, the data showed that there were three problems include in linguistic problems, they are: students are poor in grammar, the students lack vocabulary and lack of pronunciation. There were also three non-linguistic problems found, such as: Blankness, shyness and anxiety.

Linguistic Problems

Linguistic problems are the problems caused by the language itself. Tasmiah et al (2019) investigated that linguistic is a scientific study of language such as the study of language structure (grammar), words and phonology. Zrekat & Sohbani (2021) stated that the linguistics backgrounds affect the students' speaking performance. In this research was found three linguistic problems faced by the students to speak English fluently. It was the same with what found by Yusa (2021) in the previous research related findings, and other research findings from Fitriani, et al (2015); Tasmiah, et al (2019).

Grammar is the study about the structure, or the rules of how the sentences are formatted. The students will never be able to do communication effectively using English if they don't know the rules of grammar (Fitriani, et al 2015). Lack of grammar knowledge sometimes makes the students feel difficult to speak English fluently as they will think what they want to say. They will translate first what they want to say in their head. According to Chand (2021), the EFL students felt difficult to speak English as they must involve two task: translating the first language into the second language and continue speaking.

Based on the observation in the class and interview results, all the students are poor in grammar. Most of the students still feel difficult to arrange correct sentences in English and they are still thinking when speaking. It is also the same with what found by Tasmiah, et al (2019) that the students don't understand how to make good sentences in English.

In addition, sometimes the students made grammatical errors when speaking English in the class. Based on the observation, the students will stumble when making grammatical errors and they suddenly repeat what they want to say to correct the grammar. It was also known from the interview result showing that the students will repeat what they say if making grammatical errors to correct the grammar. This also support by the findings found by Ramli, et al (2021) that the students repeated the utterances when speaking just to correct the grammatical errors.

Furthermore, there were three types of grammar that are difficult to be used by the students when speaking English, they are: past tense, perfect tense and passive voice. It was known as the researcher asked a question "*What types of grammar that you feel difficult to be applied when speaking?*" There were five students said that they felt difficult to use past tense and passive voice and three students felt difficult to use perfect tense. S1 & S2 said that they felt difficult to differentiate past tense and perfect tense when speaking English. Based on the students' response, the researcher can conclude that the research findings by Chand (2021)

also showed that the students felt difficult in using appropriate prepositions and the structure of tenses while speaking.

Vocabulary is the set of words that has specific meaning (Fitriani, et al 2015). Vocabulary mastery is important to support someone to speak English well. Lacking of vocabulary will make someone speaking spontaneously. Fitriani, et al (2015) adds that the problems in speaking happen when the students' lack of necessary vocabulary to speak and it they cannot combine the vocabulary in to a proper sentence.

In this research was also found that the students were commonly **lack of vocabulary**. It was indicated from the observation that the students stumbled when speaking because there were some words that they don't know. The data gotten from the interview also showed that all the students still lack of vocabulary, so it makes the students cannot speak English fluently. This finding also support by what found by Ramli, et al (2021) that the students stuck when speaking as they lack of vocabulary. In addition, when the students forget or don't know the vocabulary when speaking English, they will mix into Indonesia to continue speaking.

Based on the interview result, there were eight students saying that **pronunciation** is one of the problems faced by the students to speak English fluently. It is because the there are some words that are difficult to pronounce by the students. It support by the research findings found by Fitriani, et al (2015) & Tasmiah (2019) that the students often mispronounce the English words, so it made the students felt difficult in their speaking performance.

In addition, the data gotten from interview and observation showed that when the student don't know or realize their pronunciation is wrong, they will do repetition to correct it. It was known as the researcher asked a question "*What do you do when speaking English and you realize you mispronouncing the words?*" There were seven students argued that they do repetition to correct their pronunciation, so it makes the students stumble when speaking English.

Non- Linguistic Problems

The data gotten from the interview showed that the all the students are still **blank** when speaking English in the class. Seven students said that they are often blank and three students are sometimes blank when speaking English in the class. Blankness makes the students stumble to speak English fluently as they don't know what to say anymore to continue speaking. As support by Humphries, et al (2015) investigating that the students had experienced their mind went blank when speaking English that makes the students cannot continue to speak.

The data gotten from the observation showed that there were some students who felt **shy** when speaking English because they sometimes didn't want to speak in English, but in Indonesia. In addition, when the lecture asked them to speak, they were not ready, or suddenly left the class. In addition, the data gained from the interview showed that there were eight students saying that they still feel shy when speaking English in the class. Six students said that they often feel shy and two students said that they sometimes feel shy when speaking English in the class.

Furthermore, the students will stumble when they feel shy because sometimes they will be blank. As stated by the S5 that her mind sometimes goes blank when she feels shy. S3 said that she will stuck when feels shy as she doesn't know what to say. S7 said that she will be shy if there are students from another class when speaking. S9 argued that she feel shy as she is afraid of making mistakes in her pronunciation.

Fitriani, et al (2015) investigated that the students felt anxiety when speaking English because they were afraid of stating their ideas in front of the classmates. According to Rumiya (2018), the students have high level of anxiety that might affect students' speaking performances. Based on the data gotten from the interview, there were six students feel anxiety when speaking English in the class. The majority of the students feel anxiety when speaking English in the class as they feel worry to make mistakes and they will be laughed or judged by their friends and commentated by the lectures. As stated by S3, S7, S8 & S9 argued similar statements that they often feel anxiety when speaking English in the class as they are afraid of making mistakes later, on they will be laughed and commentated by the lectures.

Factors Causing Problems Faced by the Students to Speak English Fluently in the Class

The first factors causing the students are poor in grammar because they seldom to learn grammar by themselves. The data of interview showed that there were eight students that still poor in grammar as they seldom learning by themselves. In addition, S1, S2, S7 & S8 said that they lacked of practicing their grammar. S1 stated that she often forgets the grammar because lack of practicing it. Meanwhile, S7 argued that she still feel lazy to learn grammar. In addition, The interview result showed that the factors causing the students are poor in grammar not only caused by themselves who were seldom to learn grammar, but also caused by the limited opportunity of the students to learn grammar subjects in the previous semester. In addition, there were five students stated that they were seldom to learn grammar in the previous semester. It was because the lectures were too seldom to enter the class to teach grammar.

Furthermore, S7 & S8 argued that the lecture only entered the class 1-2 times. S6 said that the lectures only entered the class to give learning contract. The researcher concluded that one of the factors causing students are poor in grammar because they were seldom to learnt grammar in the previous semester. It's known after the researcher analyzed the response and then asked the question "*Was it one of the factor causing you are poor in grammar?*" and the all students agreed. Meanwhile, actually the students really need to learn grammar, as stated by S7. S1 stated that grammar is really important to be learnt, but not people supporting to learn and they were seldom to learn in the previous semesters. S1 added that she was not satisfied with grammar subject.

After analyzing the data, the researcher also concluded that the main factor causing the students lack of vocabulary is that they are not motivated to improve their vocabulary. Based on the interview result, all the students said that they still lack of vocabulary because they were seldom to learn to improve vocabulary. In addition, S5, S8 & S10 said that they still feel lazy to improve vocabulary. Meanwhile, S7 & S10 argue that they tried to improve their vocabulary

such as adhere some vocabularies and searching in Google, but they are not consistent on the way they learned.

Mother tongue is one of the most common influencing the pronunciation in English especially for the EFL learners because English is used as second language. The students tend to use their first language to communicate in daily conversation. In addition, the data gotten from the interview showed that there seven students stated that their mother tongue has interference towards their pronunciation in English. S4 confirmed that they feel difficult to pronounce some words in English, while S5 feel difficult to pronounce new sounds in English. S9 stated that her mother tongue influences her pronunciation as the difference sound in English and her own language. S8 said that she was seldom to find sound that she rarely used. Meanwhile, S2, S6 & S7 stated that their mother tongue influences they lack of pronunciation because they use it in daily conversation.

One of the factors caused the students lack of pronunciation because they lack practice it by themselves. It was known from the data showing that there were eight students saying that they were seldom practicing their pronunciation by themselves. In the previous semesters, the students learnt pronunciation subject started from the first semester until the fourth semester. The researcher found in this research that the pronunciation classes were lacking of practice, so it caused the students lack of pronunciation. In addition, the interview result showed that there were six students saying that the factor causing they still lack of pronunciation because the pronunciation classes were lacking of practice.

In addition, the students mostly learnt theory and not practiced, so it makes the students have low pronunciation skill. Furthermore, the students said that the pronunciation classes were good in offline learning because was a lot practice in the class, but lacked when online learning. As said by S2, S5, S6 & S7 that they felt the pronunciation classes was good in the 1-2 semesters because were conducted directly in the class, so the learning were a lot practice. Meanwhile, the next semesters lacked of practice and they more learnt theory.

Research findings above showed that there eight students saying that they are usually blank when speaking English because sometimes they forget what to say anymore to continue speaking. It is because all the students mostly forget the vocabulary when speaking. In addition, S5 said that she will be blank if she forgets the grammar. S7 & S9 stated they are blank when they forget the pronunciation. S9 added that lack of preparation also makes her suddenly be blank when speaking. Differently, S6 added that she will not know what to say anymore if the topic is unfamiliar. From the explanation above, the researcher can conclude that the students will be blank when speaking English if they forget what to say anymore because they forget the vocabulary, grammar, pronunciation, lack of preparation and unfamiliar topic.

Interruption is one of the factors causing the students blankness when speaking English in the class. It is known as the researcher asked a question “*what happens to you when speaking and there is someone interrupts you?*” And all the students said that they will suddenly be blank if they are interrupted when speaking English. S1 said that will not know what to say

anymore after interruption. Lastly, the students will commonly be blank if someone stares directly to their eyes. It was known because the researcher asked a question “*What happens to you when speaking and there is someone stares your eyes*” and there were six students saying that they will be blank. S1 said that if the lecture stares at her eyes when speaking in the class, the sentence prepared before will suddenly lost.

The data also showed that the most common factor causing the students still often feel shy when speaking English in the class because they are afraid of making mistakes. S2 & S5 stated that they are afraid of making mistakes because they feel worry they will be laughed and judged. Beside that, the factor causing students anxiety when speaking English in the class is similar with the factors causing the students shyness. Six students said that they feel anxiety when speaking English in the class because they are afraid of being laughed or judged by someone and three students feel afraid of commentated by the lecture. It makes the students feel anxiety to speak English in the class.

CONCLUSION

Considering the data in result and discussion in the previous chapter, the researcher can conclude that problems faced by the students to speak English fluently in the class are classified in two parts, linguistic problems and non- linguistic problems which include poor in grammar, students lack of vocabulary and students lack of pronunciation, while non-linguistic problems include: blankness, shyness and anxiety.

Furthermore factors causing the problems faced by the students to speak English fluently in the class. Factors causing the students are poor in grammar such as: students were seldom to learn grammar by themselves and students were seldom to learn grammar in the previous semesters. Factor causing the students lack of vocabulary is mainly caused by the students are not motivated to improve grammar. Factors causing the students lack of pronunciation are: the interference of mother tongue, lack of practice by themselves and pronunciation classes lacked of practice. Factors causing the students’ blankness when speaking English are: Forget what to say, interruption and eye contact. Factors causing the students’ shyness when speaking English is the students are afraid of making mistakes. Factors causing the students’ anxiety when speaking English is the students are afraid of being laughed or judged and commentated by lectures.

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