

PROBLEMS AND PRACTICAL NEEDS IN LEARNING SPEAKING IN HIGHER EDUCATION

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Received: May 23, 2024

Accepted: July 16, 2024

Published: September 18, 2024

ABSTRACT

This research aimed to find out the student's problems and practical needs in learning speaking. It employed qualitative methods that gathered responses from 40 out of 233 students in the second semester of the English Department at the University of Mataram. The questionnaire and interview were used to collect the data needed. The questionnaire consisted of 20 questions and was distributed using Google Forms, and the interview utilized 5 questions to elicit more detailed responses from the respondents. The collected data were analyzed systematically through the data reduction, display, and conclusion stages. The findings of this research showed that the students not only had linguistic problems, such as lack of pronunciation, grammatical knowledge, and vocabulary mastery, but they also faced psychological problems including fear of making mistakes, shyness of speaking in front of the class, anxiety, and not having enough confidence. Further, to improve their speaking skills, the students required more practice and exercises inside and outside the classroom with suitable speaking materials for their level. Additionally, focusing on activities rather than just materials and providing constructive feedback whenever they make mistakes will be crucial for their learning.

Keywords: *Speaking Problems, Speaking Practical Needs, Learning Speaking.*

DOI: 10.31943/wej.v8i2.296

INTRODUCTION

Language is an essential part of human beings, allows people to speak with one another, exchange information, and interact. In the school curriculum in Indonesia, students' ability to communicate using English is highly prioritized because this is an important requirement for continuing their education to a higher level in this country or abroad. Meisani (2017) stated that English literacy is important in the Indonesian curriculum since it allows students to continue their education in Indonesia or overseas.

Speaking is a fundamental aspect of language learning and plays an important role in effective communication. It empowers individuals to express their thoughts, ideas, and feelings, impacting both academic success and personal growth. Brown and Yule (1985) stated that speaking is a key skill assessed in real-world situations. Fluency and confidence are hallmarks of strong speaking ability, making it essential for both academic and life success. However, as Zhang (2009) points out, speaking is often the most challenging skill for English learners. The

path to fluency presents obstacles like a lack of confidence, limited vocabulary, and grammatical hurdles. Students may also struggle with finding practice opportunities, and feel shy to practice. While developing strong speaking skills requires consistent effort and a willingness to step outside one's comfort zone, the rewards of becoming an active learner are significant.

Zhang (2009), speaking is the most challenging skill for almost all English students, and they cannot speak English fluently. Many challenges are faced when we want to be proficient in speaking skills. Students often face various problems, such as a lack of self-confidence, a lack of vocabulary, and a lack of grammar. Students do not have the opportunity to practice, and sometimes students are embarrassed to invite their friends to practice. A good speaking skills can help students become active learners. However, developing speaking skills is not always easy. Moving out of a safe zone takes consistency, dedication, and perseverance.

Based on second-semester student grades given by the administrator of the English Department in the Intermediate Oral Communication course, the students on average got grades B and C. This indicates that the students had problems in learning speaking and this should be overcome to improve students' speaking abilities. Thus, lecturers should understand and analyze students' practical needs in learning so that they can design their students' practical needs and develop those that are relevant to students' lives. According to Zhou (2011), educators need to understand the preferred learning needs of their students because knowing so will enable them to modify or adapt their teaching and offer the most relevant and engaging activities. Understanding students' practical needs is crucial for effective learning. This knowledge empowers teachers to design engaging and relevant lessons that motivate students, ultimately equipping them with real-world skills. Whether connected to daily life or real-life situations, relevant content improves student engagement, motivation, and comprehension. It develops the connection between theory and practice by allowing lecturers to provide actual instances of how the content is used in real life.

Fluency in speaking is a challenge for students. To overcome this problem, lecturers should practice as often as possible in the classroom or outside the classroom so that students can be fluent in speaking. When we already know what problems become obstacles for students in improving their speaking skills, then we will know what kind of practical needs the student has. Furthermore, Budiman and Ishak (2023) state that one of the main challenges in improving students' speaking skills is helping them develop fluency. This can be achieved through various techniques such as role-playing, discussions, and continuous practice.

Based on the description above, it is important to find out about the problems and practical needs experienced by second-semester students in their attempts for proficiency in speaking. Educators may improve their teaching methods by identifying and resolving these problems to provide support and guidance. Therefore, it is important to conduct further research to gain a comprehensive understanding of the problems and practical needs that arise from second-semester students in their pursuit of improving their speaking skills.

LITERATURE REVIEW

Speaking

Speaking is the language ability to interact, or express ideas with other people

orally so that you can share information, ideas, and expertise. Speaking is a difficult component of the teaching and learning process because speaking requires numerous characteristics such as grammar, vocabulary, pronunciation, and linguistics. Thus, speaking is a tool for communication and contact with others. Zuhriyah (2017), speaking is the way people express something and communicate with other people orally. Speaking is a way of communicating with other people in a social environment and daily activities. Humans cannot be separated from communication and interaction. Therefore, speaking skills are an ability that everyone needs, if students are not used to speaking English in class, they will lose interest in learning and the motivation to learn or practice speaking English. Students who do not have appropriate communication skills now will struggle later in life to adjust to their new surroundings.

Speaking problems

Speaking problems are difficulties that cause a person to lack speaking abilities, as well as hurdles that can restrict an individual's capacity to communicate successfully through spoken language. We can state that speaking difficulties are lots of challenges that appear when someone speaks or understands the spoken language. Language problems serve as one of the important reasons behind poor academic performance. These difficulties may become challenges to students' capacity to increase and improve their speaking abilities. Two problem factors become problems for students in learning speaking, namely linguistic and psychological problems. Linguistic problems such as; students' weaknesses in grammar, vocabulary, and pronunciation are the causes of their speaking difficulties. These issues fall under the purview of linguistics. Richards (2001) claims there are some typical learner's problems in speaking related to linguistic factors. Those problems are lack of pronunciation, lack of grammar, and lack of vocabulary. Other problems that may come while speaking are a lack of confidence, fear of making mistakes, feeling shy, anxiety, and lack of motivation. Those problems belong to psychological factors. Student's success in speaking performance is not only caused by a lack of linguistic knowledge but also caused by psychological factors (Rajapova, 2022).

Learning strategies

English department students often use multiple strategies to improve their speaking skills. Jones (1998) emphasizes the importance of learning strategies in motivating and empowering students to study English independently. University students, even those from the English department, may lack confidence in speaking English in and out of the classroom. The major factor to consider is the student's lack of exposure and practice in English. These environments encourage students to maintain their motivation in learning speaking.

Metacognitive strategies assist students in understanding their learning process. Students should use several strategies concurrently to effectively acquire new material and develop independent cognitive abilities as they obtain an understanding of their learning method. Completing all of these procedures allows for informed planning, monitoring, and advancement in learning (Mahdavi, 2014). On the other hand, new language learners may not understand the significance of controlling their metacognitive processes (Dwina, 2016). Metacognitive strategies have been defined as a subset of language learning strategies. Indicates that metacognitive methods are essential for language acquisition success. Acquiring

speaking proficiency can enhance communication skills and boost self-confidence. Students need to have an understanding of the methodology that contributes to their achievements to be successful with learning tasks. Metacognition, or metacognitive awareness, refers to a person's awareness of their thought processes. In other words, it means methods intended for students to "think" about their "understanding," or manage or regulate processes including planning, monitoring, and evaluation to ensure specific goals are achieved.

Practical needs of speaking

Practical needs are the practice of obtaining facts that will be used as a basis for building a curriculum that suits students' learning needs. To understand students' practical needs, teachers must identify the difficulties faced by students in learning speaking. After knowing the problems of students' obstacles, teachers will find it easier to look for needs that can solve the problems faced by students, so that in learning the students can more easily improve their speaking skills. According to Marry, et al. (2011), when a student learns a foreign language, they experience a variety of needs that influence their learning. There are personal needs, learning needs, and future professional needs. Finding students' needs is part of being an effective lecturer. Many of the learner's needs and where they stem from are determined by the lecturer from the coursebook.

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Previous Studies

Teachers can effectively address these obstacles and increase speaking learning by adapting their classes to their students' specific concerns and demands. Numerous studies have examined the use of issue and need analysis in speaking, providing illuminating information about the difficulties students face and the strategies they employ to solve them.

The first study was conducted by Saidam (2023) entitled *An Analysis of the Students' Speaking Difficulties Faced by Thai Students at The Seventh of Ekkapap Sasanawich Islamic School Thailand 2021-2022*. This research objective is to analyze the speaking difficulties faced by Thai students at the seventh Ekkapap Sasanawich Islamic School in Thailand in 2021-2022. This research used qualitative research and collected data through observation, interview, and 21 document review. There were 30 students as respondents to this research. The findings of this research indicated that problems with speaking were linguistic problems and psycholinguistic problems. Linguistics problems like a lack of grammar and vocabulary. Psycholinguistic problems like; lack of confidence, feeling shy, and lack of motivation.

The second study was conducted by Samanhudi (2022) and is entitled *"Students' Difficulties in Speaking English"*. This research explained the problems and speaking difficulties faced by students. This research was conducted at SMK 3

Sorong, West Papua. The data was collected by employing in-depth interviews and classroom observation as the main instruments. The results of the study show that the main problems experienced by students come from linguistic and psycholinguistic factors. The data results show that the main factors in speaking problems experienced by students are a lack of vocabulary, poor pronunciation, and a lack of grammar knowledge.

RESEARCH METHOD

This research used a case study as the research design to make interpretations of the meaning of data findings. A case study is a design of inquiry found in many fields, especially evaluation, in which the research develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Priya 2020). This research was conducted using a qualitative approach to obtain a deeper, more detailed, and complete understanding of the picture of the problem. The data in this research were taken purposely from the second-semester students of the English Department at the University of Mataram. Five students were selected from each class as representatives, with the category of students with low speaking ability, researchers chose only students who had low abilities because she wanted to examine the learning process and identify the issues that caused them to receive low grades because a low score indicated that they had problems in learning speaking. Overall, there were 40 students involved in this research. Questionnaires and interviews were used to collect the data needed. The questionnaire has 20 questions regarding students' problems and practical needs in learning speaking, of which 18 questions were closed-ended questions and 2 others were open-ended questions. The questionnaire was distributed via Google Forms. Meanwhile, the interview stage was conducted face-to-face with 5 students participating as representatives, with 5 in-depth questions designed to expand on the questionnaire responses. The collected data were then analyzed systematically through the data reduction, display, and conclusion stages.

FINDING AND DISCUSSION

Findings

The findings of this research will highlight the speaking problems that students experience, as well as their practical needs in learning speaking. Many students found problems in learning speaking. The problems came from linguistic and psychological factors. The thing they need most is a lot of practicality and material that is relevant to their needs in improving their speaking skills. For more details, below the clear explanation:

a. Linguistic Problems

Table 1. Linguistic Problems

No	Questions	Yes			No		
		SA	A	Total	D	SD	Total
1	I faced problem in learning speaking because I did not have enough words to express my ideas fully.	31.8%	61.4%	93.2%	6.8%	0%	6.8%

2	I faced problem in learning speaking because I couldn't apply grammatical rules to construct accurate sentences.	36.4%	50%	86.4%	11.4%	2.2%	13.6%
3	I faced problem in learning speaking because I struggled to pronounce words correctly due to differences in sound systems between languages.	11.4%	50%	61.4%	29.5%	9.1%	38.6%
4	I faced problem in learning speaking because I struggled with understanding and applying grammatical rules.	4.5%	75%	79.5%	18.2%	2.3%	20.5%
5	I faced problem in learning speaking because I couldn't differentiate the pronunciation between my mother tongue and the language I was learning.	2.3%	45.5%	47.8%	47.7%	4.5%	52.2%
6	I faced problem in learning speaking because I struggled to find the right words to express myself while speaking.	13.6%	70.5%	84.1%	15.9%	0%	15.9%

Based on the table 4.1. above, it can be stated that there are two fundamental problems: a lack of vocabulary and a problem with grammar. 92.3% of respondents identified a lack of vocabulary as the most difficult aspect in learning speaking, 86.4% had grammar problems, and 61.4% had pronunciation problems.

b. Psychological Problems

Table 2. Psychological Problems

No	Questions	Yes			No		
		SA	A	Total	D	SD	Total
1	I faced problem in learning speaking because I was embarrassed to speak in front of other people.	27.3%	40.9%	68.2%	27.3%	4.5%	31.8%
2	I faced problem in learningspeaking because I wasn't confident in my abilities.	22.7%	52.3%	75%	22.7%	2.3%	25%
3	I faced problem in learnings peaking ecause I was notmotivated to improve my speaking ability.	0%	36.4%	36.4%	40.9%	22.7%	63.6%
4	I faced problem in learning speaking because I felt nervous during the face-to-face oral exam.	22.7%	63.6%	86.3%	11.4%	2.3%	13.7%
5	I faced problem in learning speaking because I was afraidof being underestimated if I made a mistake when I spoke.	25%	43.2%	68.2%	27.3%	4.5%	31.8%
6	I faced problem in learning speaking because I was nervousabout communicating with friends who speak very fluently	11.4%	52.3%	63.7%	36.4%	0%	36.4%
7	I faced problem in learning speaking because I was afraid of being judged negatively for my pronunciation, grammar, or fluency.	25%	36.4%	61.4%	36.4%	2.3%	38.7%

From the table 4.2, we can find that there are three main problems that the students experienced most prominently in learning speaking, namely, feeling nervous, feeling embarrassed, and not being confident. 86.3% of the students felt nervous when speaking, 75% of them felt confident, and 68.2% felt embarrassed about speaking in English.

c. Practical Needs

Table 3. Practical Needs

No	questions	Yes			No		
		S A	A	Total	D	SD	Total
1	Learning speaking would be easier if the material was relevant to my learning needs.	27.3%	70.5%	97.8%	2.3%	0%	2.3%
2	Learning speaking would be easier if the lecturer added more exercises than material in learning.	34.1%	59.1%	93.2%	4.5%	2.3%	6.8%
3	Learning speaking would be easier if modern learning styles with interactive activities or games were used in the class.	45.5%	52.3%	97.8%	2.3%	0%	2.3%
4	Learning speaking would be easier if the learning topic taught was interesting enough.	38.6%	59.1%	97.7%	2.3%	0%	2.3%
5	Learning speaking would be easier if I had a partner who had the same level to practice with.	47.7%	43.2%	90.9%	9.1%	0%	9.1%

Based on the percentage in the table 4.3 above, it was found that the second-semester students need a lot of practice in learning speaking, and the material taught in class is appropriate to their learning needs. Apart from that, the students need the interesting topics in learning speaking. 97.8% of students want relevant material when studying, 93.2% of students agree that lots of practice will help them learn more easily, 97.8% of students also want modern learning, 97.7% of students answered agree with the topic mentioned Interesting will make them more interested in learning. 90.9% of students strongly agree that they need training partners who have equal abilities.

Further, the findings from the interviews reveal common themes among the students. The main problems identified include a lack of vocabulary, pronunciation difficulties, self-confidence issues, and fear of making mistakes. While the practical needs highlighted by the students include the importance of regular practice, interactive learning environments, direct feedback from instructors, and opportunities to engage in speaking activities with native speakers. Additionally, using games for learning, practicing with foreigners, and engaging in activities that promote collaboration and active learning were mentioned as the effective strategies to improve speaking skills. The students emphasized the significance of tailored learning materials, increased practice opportunities, and constructive feedback to address their individual needs and enhance their confidence in speaking English.

Discussion

The results of this research found two types of problems faced by second semester students in learning speaking, namely problems from linguistic and psychological factors. The problems from linguistic factors include lack of mastery of vocabulary, lack of grammatical knowledge, and lack of pronunciation ability. Meanwhile, the problems dealing with the psychological factors include lack of confidence, fear of making mistakes, feeling shy, and anxiety.

a. Linguistic Problem

The questionnaire and interview results indicate that students in the second-semester experienced linguistic problems such as a lack of vocabulary, grammar, and pronunciation. Most of them suffer from this problem; these findings are supported by Richards (2001), who claims that there are several common learner-speaking problems related to linguistic factors. Those problems are a lack of pronunciation, grammar, and vocabulary. In the table 1 about linguistic problems above, the data showed that 93.2% and 84.1% of students who answered agree and strongly agree on the problem of lack of vocabulary, there were 86.4% and 79.5% of students who agree and strongly agree on the problem of grammar, 61.4% and 45.5% of students who answered agree and strongly agree with pronunciation problems. It concluded that the students experienced problems in learning speaking from linguistic factors. The main problem was related to lack of vocabulary, the second was the problem of grammar, and the last was the problem of pronunciation.

The first linguistic problem is a lack of vocabulary, which is a significant problem for students. The majority of students recognize that they are not good at English vocabulary because English is a foreign language that is rarely used in their 40 daily activities. English vocabulary is so large that it is difficult to memorize, which makes them feel difficult and unable to arrange words when speaking. This idea is supported by Yawiloeng (2020). Nobody can learn a language without first gaining vocabulary, which emphasizes the importance of vocabulary in language learning. It is well known that one cannot properly learn a language without first developing an excellent vocabulary base.

The second language problem is a lack of pronunciation. Students lack pronunciation because they have not mastered the correct pronunciation; they said that English words are difficult to learn because the writing and pronunciation are different. The students agreed that the lack of knowing how to pronounce English correctly was one of the difficulties they had while learning to speak. According to Wong (1993), incorrect pronunciation can negatively impact students reading and spelling ability. Many teachers underestimate the importance of pronunciation.

The third language issue is grammar. Grammar has become one of the speaking problems that many students are currently struggling with. Grammar was difficult to learn and remember, and they were afraid of offending the lecturer or their friends if they got it incorrectly. Some students can speak English, but they are unsure of how to arrange the things they wish to say according to grammar rules, and they often struggle to compose sentences with the correct tenses. According to Ameliani (2019), Indonesian students often misinterpret the difference between Indonesian and English sentence forms, resulting in the employment of Indonesian sentence forms in English.

b. Psychological Problem

The findings from the questionnaire and interview indicate that students in

the second semester faced psychological problems, including lack of self-confidence, feeling embarrassed, fear of making mistakes, anxiety, and lack of motivation. These findings are supported by Rajapova (2022) in which student's success in speaking performance is not only caused by a lack of linguistic knowledge but also caused by psychological factors including lack of confidence, fear of making mistakes, feeling shy, anxiety, and lack of motivation. Based on the results of questionnaire data and interviews, there were 86.3% and 63.7% answers of agree and strongly agree on the question of nervous problems, 75% of answers agree and strongly agree with the problem of not being confident that students experience learning speaking, and 68.2% of students answered agree and strongly agree with the problem of feeling embarrassed in speaking, and 36.4% of students answered agree and strongly agree with the problem of lack of motivation in learningspeaking. From the explanation above, it can be concluded that almost all students who have answered questionnaires and interviews have problems with psychological factors. The most common problem is that students have anxiety or feel nervous, the second is not confident, and the third is they feel embarrassed when speaking English.

The first psychological problem is lack of confidence, based on the finding of lack of confidence, it can be concluded most students still have a lack of confidence when speaking English with their lecturers, their classmates, and other people, the student self-confidence affects their activeness in class. It is appropriate to Juhana (2012) that stated lack of confidence usually appears when students realize that their conversation partners do not understand them or when they do not understand another speaker to change their meaning.

The second psychological problem is the fear of making mistakes. Students feel afraid to make mistakes in English. They worry their pronunciation and grammar are wrong, especially for homophones (words with the same sound but different meanings). It is difficult for them to memorize how to pronounce the correct vocabulary. Students also fear arranging words when speaking English because of unfamiliar vocabulary, and fear of making grammar mistakes. Besides that, they will also be embarrassed if they make mistakes when speaking English. Many theorists argued that fear of making mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. It is appropriate to Aftat's statement (2008), fear is linked to the issue of correction by students' fear of being laughed at by other students or being criticized by the lecturer.

Shyness is another psychological problem faced by students. This lack of confidence in their speaking abilities makes them feel hesitant to participate. The students are still afraid to start a conversation because they are afraid to make mistakes. They felt shy to speak English in front of their friends, they felt embarrassed about their speaking ability. According to Juhana (2012), shyness can also be a problem in speaking classes. Therefore, it's important to address this aspect to help students improve their speaking performance.

The last psychological problem is anxiety. Many students felt anxiety when speaking to others, especially to the lecturer. Students in practical English grammar courses often felt nervous, struggled to arrange words correctly, experienced sudden vocabulary lapses, and feared asking lecturers or friends for clarification when they couldn't understand what others were saying. It is appropriate with Brown's statement (2007) state that anxiety is associated with feelings of

uneasiness, frustration, self-doubt, apprehension, or worry. It means that the students will be led to a negative impact on their performance especially in speaking ability.

c. Practical Needs

In overcoming those problems, it is important to find out students' practical needs so that learning can be more effective, and students can develop their ability to speak English. The following is an explanation of the practical needs of the problems experienced by students. Overall, seven problems become obstacles for students in improving their speaking skills. The following is a detailed explanation of the practical needs to overcome these problems;

1. Practical Needs for Grammatical Knowledge

Students in practical English grammar courses expressed a desire for a shift away from teacher-centered, in effective methods. They favored engaging strategies like game-based learning for better memorization and enjoyment. Additionally, they craved autonomy in choosing learning media (YouTube, songs) and study materials, impacting their comprehension. Some even created self-study materials with questions and answers.

2. Practical Needs for Pronunciation Skill

To speak effectively, learners need to pronounce the words correctly. This involves understanding the building blocks of the language (phonemic awareness) and actively listening to native speakers to mimic their sounds, rhythm, and intonation. Regular practice is key, and learners can benefit from feedback from teachers, language partners, or pronunciation apps to identify and correct mistakes. Engaging in pronunciation drills like tongue twisters and speech exercises further strengthens articulation and fluency in speech. By consistently practicing these techniques and receiving feedback, learners can achieve clear, confident speaking and significantly improve their communication skills.

3. Practical Needs for Vocabulary Mastery

Effective vocabulary learning is key for speaking. Research suggests contextual learning, repetition, speaking activities, and interactive methods boost retention and application. Reading, media, and vocabulary lists further enrich learners. Feedback and culturally relevant vocabulary enhance communication. By addressing these needs, learners can speak confidently and fluently.

4. Practical Needs for Building Confidence

Building confidence in speaking requires a two-pronged approach: addressing practical speaking skills and overcoming anxieties. This can be achieved through positive reinforcement, gradual exposure to speaking situations, setting achievable goals, and using positive self-talk. Additionally, language resources and supportive environments like clubs or apps can further boost confidence and speaking proficiency.

5. Practical Needs in Overcoming Fear of Making Mistakes

Fear of mistakes can be tackled through a strategic approach that builds confidence and fosters a supportive learning environment. Positive reinforcement that emphasizes progress over perfection, along with safe spaces for open communication and normalized errors, is key. Gradual exposure to speaking situations with constructive feedback allows learners to build confidence, learn from mistakes, and ultimately improve fluency.

6. Practical Needs for Overcoming Shyness

Shyness can be a hurdle for English speakers, but practical strategies exist. Start low-pressure: practice with a friend, then gradually increase the challenge. Celebrate progress, not perfection! Positive reinforcement from teachers, peers, or language partners is key. Role-playing prepares students for real conversations, and language exchange programs offer supportive practice with native speakers. Build confidence by recording yourself or practicing in front of a mirror. Finally, a supportive environment with encouraging classmates and teachers is crucial. By consistently using these strategies, students can conquer shyness and speak English with confidence.

7. Practical Needs for Overcoming Anxiety

Combatting student anxiety in speaking requires two approaches: building confidence and fostering a supportive environment. A step-by-step immersion is key, starting with low-pressure speaking activities and gradually increasing difficulty. Positive reinforcement for effort, not just perfection, is crucial to boost motivation and reduce anxiety. Cultivating a safe, non-judgmental learning space is essential. Interactive role-playing allows students to practice comfortably, while stress-reduction techniques like deep breathing help manage anxiety during speaking tasks. By implementing these strategies, students can conquer speaking anxiety and develop the skills needed for confident communication.

CONCLUSION AND SUGGESTION

The second-semester students faced linguistic and psychological problems in speaking English. Linguistic problems include a lack of vocabulary, grammatical knowledge, and pronunciation ability. Meanwhile, psychological problems involve a lack of self-confidence, anxiety, shyness, and fear of making mistakes. In overcoming student shyness and boosting speaking confidence, the students are in need of the lecturers who can implement several strategies, such as tailoring lessons to practical applications, incorporating ample speaking practice both in and outside the classroom, and ensuring the learning materials match the students' current level of speaking ability. Lecturers should let students be active in class and provide feedback.

Further, the students are recommended to maximize their speaking practice outside the classroom such as by doing speaking practice with friends at home, joining a speaking club, or even practicing speaking in front of a mirror. Finally, the next researchers who want to conduct similar research are expected to investigate the effectiveness of different instructional strategies in addressing students' speaking problems or to explore the role of cultural and social factors in shaping students' speaking abilities.

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