



Speaking Problems Faced By Efl Learners In Individual Presentation

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ABSTRACT

Purpose of the study: This study was aimed to know speaking problems faced by EFL learners in individual presentation at 4th semester English department students of UIN Walisongo Semarang. The method used in this study was qualitative method with descriptive approach. The data was collected from all members of PBI-4C.

Methodology: The data were gathered through in-depth interview, observation and documentation. The results of the study were shown in three factors; they are linguistic knowledge point of view (vocabularies, pronunciation, and grammar), psychological point of view (lack of confidence, shyness, nervous, fear of mistake, and confuse) and non-linguistic knowledge (lack of preparation, lack of motivation and teaching vocabulary).

Main Findings: The findings suggest that the teacher should pay attention more to students' awareness for speaking ability, moreover, it is in presentation skill which is clearly and understandable. Finally, English speaking problems in this university will decrease and students are able to speak up in front of public and also have better performance in speaking in the future.

Novelty/Originality of this study: This study offers a fresh perspective by focusing specifically on the speaking problems encountered by EFL learners during individual presentations, a context that demands both linguistic competence and performance skills. Unlike general speaking studies, it highlights real-time anxiety, organization, and fluency issues, thus advancing existing knowledge by linking language proficiency with presentation-specific challenges in academic settings.

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1. INTRODUCTION

The most complex skill in English is speaking because it involves the interaction of multiple psychologist as well as psychological process [1]-[3]. Mercifully, the learners of second language speak fluently in their first language. The most targeted in traditional instruction is in sufficient knowledge of the first language systems, including vocabulary, and grammar, phonology. Actually, although the learners with advanced knowledge of the systems, they often still find some difficulties to practice this knowledge in true context, direct encounters [4], [5]. Lacking a measure of skilled control over the online assembly production of utterances, including the capacity to respond spontaneously to the often unpredictable demands of interactive talk, the speaker's fluency will be at risk.

The competence to speak frequently does not only about knowledge of language features, but also the competence to process language and information „spontaneously“. To build understanding in foreign language, the learners will use their existing language resources, built up from previous experience of language use [6], [7]. For speaking in the foreign language in order to share understandings with others requires attention to specific of the language [8]-[10]. A speaker is required to know the most appropriate words and the correct grammar to deliver meaning accurately and precisely, and needs to organize the speech so that the listener and the speaker will understand both of them. In listening, the nuances of meaning carried by grammar or discourse organization can often be constructed from other clues, but speaking doesn't let for this so without difficulty [11]-[13].

Most of people, understanding the skill of speaking is the single most important feature of learning a second or foreign language, and success is stated in terms of the ability to convey the conversation in the language [14], [15]. One of the most crucial skills to be developed and enhanced as means of effective communication is speaking skill. Speaking skill is measured as the most difficult part of language learning. Many language learners find the difficulties to express themselves in spoken language [16]. They are usually facing problems to use the foreign language to express their thoughts efficiently. Sometimes, they stop talking because they face psychological difficulties or cannot find the suitable words or expression to be expressed [17], [18].

As we know the fact, that English language instruction today is one of the crucial aspects of preparing students for their future in highly competitive international professional environment. Teaching principles of oral communications at university level is an especially relevant curriculum segment and is done with the ultimate purpose of better communication professional knowledge to other professionals [19]-[21]. Every professional is involved in some aspect of communication which usually involve gathering, analyzing, and distributing scientific and/or technical information effectively and accurately for specific audiences. That's important to emphasize that oral presentation for academic and professional purposes need to occupy a significant part of language teaching classes.

The oral presentation of students now are a common thing of many courses at universities and colleges as they are one of the ways to improve learning material. Despite the aspects of using presentations in the classroom, some students may show resistance to do extra work, have fear in public speaking, and display boredom while sitting through others' presentations if they are not engaged with the experience. So that, some students may have generally negative beliefs about giving classroom presentations [22], [23]. The fear of delivering speech or a presentation ranks as the number of one fear among some people, including students as well as adults from many diverse backgrounds. The inability to deliver oral presentations effectively may appear from a communication related to anxiety known as oral communication apprehension. The basic components of oral communication apprehension are learned helplessness and learned negative expectations, both of them may contribute to increase in anxiety and loss of self-confidence, whether the kind of communication is speaking face-to-face in meeting, among several persons in a group discussion, or to an audience by delivering a speech or presentation [24], [25].

Indonesia, as well as many other countries, in is an important thing to learn at least three languages. They are mother tongue, national language, and foreign language. It has been pointed out that English as foreign language is being made compulsory subject in secondary schools throughout Indonesia in 1945 soon after the Indonesian Independence Day, August 17, 1945. Foreign language (FL) learning involves different interrelated factors and FL anxiety is considered as one of the effective variables that plays an important role in learning a new language [26]-[28]. Learners who have difficulty with learning of foreign language are predominantly described as having lack in motivation. As we know that the target of English learning process is the students can communicate with others effectively. The major goal of all English language teaching should be to give learners the ability to use English effectively, and accurately in daily communication.

English department students are demanded to be more mastered than other majors in all English skills moreover in speaking. Moreover, in English presentation, they must be able to present is well. Because, that skill will be very useful when they get job whether as a teacher or employer. But, in the facts, there are some English department students still have problems with English competences especially in speaking. Furthermore when they are in learning process. Sometimes students of English department still have miss understanding with the explanation from their teachers. Based on that reasons, the writer need to conduct the research about English speaking skill problems in English individual presentation faced by English students department in English as a foreign language learning process.

2. RESEARCH METHOD

The researcher uses descriptive-qualitative research design for conducting this study. Descriptive-qualitative research is a research method that based on post-positivism philosophy, and used for researching the condition of object naturally, where the researcher as the key of instrument, taking the sample of data source by purposive and snowball method. This research used triangulation method for collecting the data, and the result of qualitative research more emphasized in the meaning rather than generalization. Descriptive means here a research is purposed to be described some phenomena, whether it is scientific or designed. This study is conducted in the

4th semester students especially PBI-4C of English Department at Walisongo State Islamic University of Semarang. It used two types of data collection, those are classroom observations and interview.

In this study, the writer got some data from the learning process of fourth semester English Department Students especially PBI-4C of Walisongo State Islamic University of Walisongo. The total number of students is 44 students. The writer got other data also from their individual presentation videos, books and international journal related to English speaking problems.

The study was conducted in Walisongo State Islamic University of Walisongo at fourth semester English Department Students especially PBI-4C , which the total number of students was 44, in Education and Teacher Teaching faculty on English speaking problems faced by English Department Students in English as a foreign learning process in presentation.

In collecting data in this study, the writer used two instruments as the data collecting technique, those are field notes and interview. Field notes are created by the researcher to remember and record the behaviors, activities, events and other features of the setting being served when observing a culture, setting, or social situation. Field notes are meant to be red by the researcher to produce meaning and an understanding of the culture, social situation or phenomenon being studied. There are several important steps to consider when preparing field notes. The first is a regular time and place should be set aside for writing filed notes. Secondly, all field notes should contain the date, time, and location and details of the main informants and this should be done in a consistent location. The next is the research question and study design should provide some theoretical criteria to decide what to record, and when, where and how to record field notes. After that, field notes should be prepared so that the order of them can be arranged and manipulated so that notes can be separated from any particular category in which the researcher has recorded observation. The last, during fieldwork, the research must work out his or her relationship to the field, to members of the setting being observed. Field notes are widely recommended in qualitative research as a means of documenting needed contextual information. However, while widely regarded as essential, there is not a guide to field note collection within the literature to guide researchers. Using the qualitative literature and previous research experience, we provide a concise guide to collection, incorporation, and dissemination of field notes. The field notes has taken in the previous semester when they were at 3rd semester on 22nd December, 2017. The field notes pre-research was created in all classes of PBI 3A, PBI 3B and PBI 3C. It was conducted for knowing the condition of the class and the students. Then, the field notes will be continued when they are in fourth semester, especially PBI-4C in individual presentation as learning process.

Interview is one of the data collection techniques that mostly used by the researcher for descriptive-qualitative study. This data collecting method based on the self-report, or knowledge or personal belief. An interview technique can be done as structured interview or unstructured interview The kind of interview that was used in this study is structured interview or we called it in-depth interview. The researcher had listed some questions that had asked to the informants. The purpose of this interview is to find the problems fairer where the informants are asked their opinion and ideas. The researcher wrote and listen to the informant carefully what information that have explained by the informants. The interview was done orally in face to face meeting based on individually. Before doing the interview, the researcher had prepared the interview instrument called by interview guide. Besides, the important one is the researcher make a report with the informants.

Documentation is tended for collecting and analyzing data. The researcher had some documentations such as some videos, pictures of students' learning process and written documentation (the result of interview). The researcher got some documents from observation pre-research and interview (in-depth interview). This document will complete the observation and interview in this study. The kinds of document that will be used by the researcher are transcript of interview and some videos.

Reducing the data means, summarizing, choosing the main data, focusing on the important thing, looking for the theme and the pattern and deleting unimportant data. So, the data that have reduced will give clear illustration, and make easier for collecting the next data. In this phase, the writer chose which aspects of data that appeared in the interview transcription and field notes, that should be minimized, emphasized or set aside completely for the purposes of the research. For further, the writer put code on each meaningful unit based on the list of codes (table 1.1). For the next, the writer examine all the relevant data sources for description and themes that will be used for explaining the research findings.

Tabel 1. List of codes

Problems in individual presentation	Codes
LINGUISTIC KNOWLEDGE	
PP: Grammar	PP-G
PP: Vocabulary	PP-V
PP: Phonology	PP-P
PSYCHOLOGICAL ASPECTS	
PP: Fear of mistakes	PP-FM
PP: Shyness	PP-S

PP: Anxiety	PP-A
PP: Lack of confidence	PP-LC
PP: Lack of motivation	PP-LM
PP: Inhibition	PP-I
PP: Nothing to say	PP-NS
PP: Low participant	PP-LP
PP: Mother-tongue use	PP-MTU

The second phase is data display. Mostly, in displaying data for qualitative research is narratively. In this phase, the mass data had organized and somehow meaningfully reduced or reconfigured. The writer displayed the data that have reduced in order to facilitate for data interpretation. It was displayed in the table with the basic categories such as some problems that found in individual presentation.

The last step in data analysis technique of qualitative research according to Miles and Huberman is conclusion drawing and verification. Conclusion drawing in qualitative research means a research that the finding can answer the research question. The writer checked the validity of data by using triangulation strategy. According to Miles and Huberman, triangulation is tactic for verifying or confirming the findings by using multiple sources and evidence modes. The writer examined the multiple sources such as observation field notes and interview responses and observational data as much as necessary to find the valid findings.

3. RESULTS AND DISCUSSION

The data were gathered through structured interview or in depth interview with the participants of all PBI-4C members. The data was displayed into some paragraphs to make clear understanding the research findings.

3.1. Data Description

3.1.1. Linguistic Point of View

The interview had done with all members of PBI 4C. The writer got the depth data from that. The data from interview result will be supported by the field notes as the supporting data in this study. From interview, the writer can conclude that students found problems in linguistic point of view [29], [30]. There are three important things that should be underlined. Those are mastering of vocabularies, pronunciation, and grammar. The first is vocabularies. The participants responded some questions with various answers. They expressed their idea during the interview. The first big problem is vocabularies. Some students explained that they less of vocabularies, so that they cannot say or explain what is on their mind and finally they used their gestures to make some clues for making an understanding. Some participants also explained that some of them think about the meaning in the beginning before they start to talk. From this, they also stop talking because they do not know the appropriate meaning of each vocabulary. Finally they choose to be quiet.

Based on interview result, the writer concluded that pronunciation is the second problem after how to use vocabularies. Students explained that they have problem in their pronunciation. They are aware that their pronunciation is not good enough. In pronunciation they must pay attention to three important points, those are spelling, intonation, and accent. The first thing that they should think is about spelling. Some of them explained that they are able to pronounce but they do not know what the correct spelling of the vocabulary is. The second is intonation. Students think that how to make a good intonation like a native is a difficult thing, because the intonation in English and Bahasa is different. For example, making an intonation which is a asking, offering or answering. The last problem in pronunciation is accent. As we know that the accent mostly used in our university is American or British. Students explained that they still have problem with this. Their English accent is still influenced by their accent such as Javanese, Sudanese accent. Moreover, when they are speaking with their lecturer that every lecturer has their accent. So, it makes confuse for the students. Grammar is as the third problem that students face in individual presentation. Based on their mind, speaking should be grammatically correct. They also think that speaking should be suitable with some grammar rules that they have memorized. From that, students prefer to use Bahasa or gestures immediately when they are forget about the grammar rules like kinds of tenses. The last point is accents. In our university, we use two accents, those are British and American accent. Some students explained that they still confuse how to differentiate between them, moreover when they are speaking with their teacher.

3.1.2. Psychological Point of View

The second problem in English speaking problem in individual presentation is psychological point of view. While asked what they feel when they were presenting learning material in front of the class, most of them responded that they feel nervous. Nervous caused by some factors, such as afraid with speaking in front of people, less vocabularies, or correct pronunciation. Sometimes, students also feel nervous when they are criticized by their teachers. They felt down after that. When they are asked by the interviewer about speaking problems, they also explained that they were fear of mistakes. They wanted to speak but they were afraid if they will make a mistake

whether in pronunciation, grammar or vocabularies. They prefer to be silent. From this they will not try to speak and finally students cannot speak fluently although they will be in next semester. However, confidence affects students' ability to speak in front of the class. Some students responded that they also lack of confidence. This case caused by their view that their English is bad and their feeling that they cannot speak English well. Lack of confidence can be caused lack of encouragement from the teachers. After fear of mistakes, students also sometimes shy to speak and express their idea when they are presenting a presentation in front of the class. They are also shy when they are laughed by their friends.

3.1.2. Non-linguistic point of view

The last aspect which influenced speaking problems is non-linguistic point of view. The first problem is preparation. They responded with various reasons why they were lack of preparation. They explained that their assignments are so many. They have problem in managing their time for doing the assignment. Some of them also explained that they have problem in understanding the material that should be presented by them. They have not understood yet one material but they should present the new material. This case make them confuse. They also explained that they felt so hard for doing the assignment individually. They must look for and prepare the material by individually. All those reasons make them lack of preparation.

The second problem of this point of view is motivation. Motivation also influence students' speaking ability in presenting learning material. Based on interview result, motivation has important role in mastering speaking ability. Motivation can be from the teacher, class environment, and students themselves. Students explained that the class environment does not support to have English speaking atmosphere. Lack of motivation can be caused also from uninspired teaching. It can affect students' motivation to learn. For example, monotonous teaching, reduces the students' motivation due to their feeling of boredom. After teachers' motivation and class environment, motivation comes from students also gives big influence in speaking ability. Some of students do not have any motivation from their selves.

Further participants also asked what their opinion about teaching vocabularies is in the previous semester. Most of them explained that their teacher did not give them appropriate learning method and material. So, they felt that they got nothing from teaching vocabulary. Meanwhile, vocabulary is an essential supply to speak. To make clear understanding about three point of views in speaking problems, a table is presented in this data description.

Tabel 2.

Aspect	Point	Number	Description
Linguistic knowledge point of view	Vocabulary	26	Mastering of vocabularies is the main problem, including word combination, grammar of word and meaning of word. The last is pronunciation as the lowest problem which may encounter by some students.
	Grammar	10	
	Pronunciation	5	
Psychological point of view	Nervous	16	From the number of each point in psychological aspect, we know that nervous is the main problem, the second one is fear of mistake (students are afraid to speak because they think that their speech is incorrect), low of confidence, shyness and they feel confuse.
	Fear of Mistake	11	
	Lack of Confidence	5	
	Shy	8	
Non- linguistic knowledge	Confuse	9	From it data description, students had problem in their preparation before they must present their presentation. The second is motivation. Motivation here can come from class
	Lack of preparation	22	
	Lack of motvatiob	16	
	Teaching vocabulary	20	

environment, teachers and themselves. The last is teaching vocabulary in previous semester which they got. Some of them explained what have they got in that

The field notes are presented in this phase. The field notes are taken while the participants or the students did the individual presentation. This data supports the interview result. The writer will explain the the field notes into some paragraphs. There are some factors contributed to English speaking problems that found during the observation. The first is speaking activities, such as students present their presentation of learning material in front of the class, students present their English journal, and students speak up in front of the class for doing teaching demonstration [31]-[33]. There are some avoidances that shown by the students such as low of eye contact, students are busy with seeing the slides and reading the book or some notes. They also shown their physical signs such as trembling, lowering the voice, speak too fast and sweating. The next is pointed by the teacher for answering teacher's question. They showed physical sign such as nervous, stammering, unclear speech or answer.

Meanwhile, other problems also found in individual presentation based on linguistic point of view. The first is pronunciation. The physical sign was shown such as miss some pronunciations. The next is vocabulary. The physical sign was shown such as using inappropriate vocabularies. The last is grammar. They also shew the physical sign such as explaining or presenting the presentation with incorrect sentence or instruction. Based on explanation above, students may have some English speaking problems at some situations. Students mostly found speaking problems when they speak in front of the class especially in individual presentation, being pointed or called by their teacher to answer some teacher's questions [34], [35]. They also found some English speaking problems in linguistic knowledge such as vocabulary, pronunciation, and grammar. Other problems that had mentioned above, students may find some speaking problems when their teacher give the assignment or instruction with faster speech. Students sometimes miss understanding with the instruction or assignment because they were not brave to ask their teacher about the assignment or instruction clearly. This is the sign that students may face English speaking problem in psychological aspect too.

3.2. Data Analysis

3.2.1. English Speaking Problems in Individual Presentation Come from Linguistic Knowledge

According to Scott Thornbury, there three things which included as linguistic knowledge. Those are vocabularies, pronunciation, and grammar. First vocabularies, Most participants responded that they find difficulties in using vocabularies when speaking with their friends moreover when they have to present their presentation of learning material. They sometimes use their mother tongue when they had no English vocabulary on their mind. In vocabulary, students also must think about what is the V1, V2, and V3 of each word. They should think two twice. Firstly, they must deliver their idea, and the second is choose the appropriate vocabulary. This is also kind of a problem in using vocabularies.

Interviewer : "Have you spoken with appropriate vocabularies?"

Interviewee : "Kadang, ya masih bingung untuk V1 dan V2 nya". (2nd interviewee)

There are some important points that must be known by students. Such as word meaning, extending word use, word combination, and grammar of word. Some students may hay have different problem. Sometimes students choose to be quiet because they do not know about the meaning of certain word. They also think that grammar of word is hard. Because, on their mind, speaking must grammatically correct. So that, they will not speak up if they do not know the correct rules of the sentence. Word combination or collocation is the way in which words co-occur-combination through custom and practice, so that can be acceptable. Extending word use has important role in mastering vocabularies. Sometimes, students can not recognize the word, because that words are combined with another vocabulary and it makes the new vocabulary and meaning.

Interview : "What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"

Interviewee Interview Interviewee Interview Interviewee : "Untuk saat ini kombinasi kata, karena untuk mengkombinasikan masih susah gitu." (29th interviewee)

Interviewe : "What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"

Interviewe : " Grammar mbak." (2nd interviewee) :

Interviewee : "What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"

Interviewee : "extending word use (susunan kata) yak arena susunan bahasa Inggris dengan bahasa Indonesia berbeda". (24th interviewee)

There is a problem other problems above. It is teaching vocabulary. Some participants responded that they ever got teaching vocabulary in the first semester. They explained that they got nothing from that subject because teacher used inappropriate method in teaching vocabulary at that semester. Teaching vocabulary will give big impact to students for their capacity to express their idea with appropriate vocabularies. But unfortunately, teaching vocabulary that they ever got did not give big benefit to some students as written in interview result above.

Interviewer : "What is your opinion about teaching vocabularies in your class?"

Interviewer : "Actually, mostly most of students, we got nothing. Because we didn't know about the syllabus and the purpose of the subject, we just given a book then we should learn by ourselves" (3rd interviewee)

3.2.1.1. Pronunciation

Pronunciation is the second problem after vocabulary in speaking. In speaking they must pronounce the correct pronunciation of each word. So that, the listener will understand what the speaker said.

Interviewee : "Do you find some things that block you when you speak with others?"

Interviewer : "Vocabulary and pronunciation" (24th interviewee)

The participants responded what interviewer asked to them. There are some points that should be known by students, namely intonation, spelling and accent. Mostly they have problem in intonation. They still feel difficult to differentiate between up or down intonation in communication. They also know that if their intonation is incorrect it will make miss understanding between the speaker and listener.

Interviewee : "What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"

Interviewer : "Intonation. Karena kita tahu sendiri bahwa Bahasa Inggris adalah bahasa asing kebanyakan dari kita jarang mempraktekan. Jadi, menurut saya itu adalah hambatan besar." (1st interviewee)

After intonation, the next problem in pronunciation is accent and spelling. Some participants explained that sometimes they do not know the correct spelling of the word. So that will produce the wrong pronunciation if the spelling is incorrect.

Interviewee : "What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"

Interviewer : "Accent and spelling. Sometimes, I'm forget how to pronounce it and the spelling" (3rd interviewee)

Some students also explained that they have problem in accent, both British and American. They still confuse to differentiate between them. They express their idea when they speak with the lecturer. They feel confuse to differentiate between those accents.

Interviewee : "What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"

Interviewer: "Accent. Because, I'm not good how to differentiate between British and American". (6th interviewee)

Jeremy harmer explained that the key of successful pronunciation teaching is not so much getting students to produce correct sound or intonation tunes, but to have them listen and notice how English is spoken. The more aware they are the greater the chance that their own intelligibility levels will rise.

3.2.1.2. Grammar

Grammar in the third position in English speaking problems in individual presentation. From interview result, it can be concluded that some students may have problem in grammar because they think that if we talk

about grammar. They must memorize all kinds of tenses in English. They will stuck if they are forget the pattern of a kind of sentence. From that, students prefer quiet than wrong.

Interviewee : “Do you find some things that block you when you speak with others?”

Interviewer : “Yes. I think grammar”. (6th interviewee)

Grammar is one of difficult material that should be taught. It is suitable with Penny Ur, He explained that the meaning of grammatical structure may be quite difficult to teach.

3.2.2 English Speaking Problems in Individual Presentation Come from Psychological Aspect

3.2.2.1. Lack of Confidence

The second factor in English speaking problems in individual presentation is lack of confidence. Some students explained that it is hard to have self-confidence for speaking in front of the class such as individual presentation.

Interviewer : “Do you find some things that block you when you speak with others?”

Interviewee : “Kalo di speaking yang paling menghambat itu percaya diri, Iya confidence, bagaimana kita berbicara di depan umum. Jadi, belum percaya diri.” (1st interviewee)

It is commonly known that students’ lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand each other. In this situation, students rather keep silent while others do talking showing that the students are lack of confidence to communicate. Similar result was found by Tsui (1999) that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students’ confidence is an important part of teacher’s focus attention.

3.2.2.2. Shyness

Shyness is an emotional expression that many students suffer from at some times when they are required to speak English in front of the class like individual presentation. This implies that shyness could be a source of problem in students’ learning activity in the classroom especially in speaking class.

Interviewee : “Do you feel shy to speak up in front of the class? Can you give a reason?”

Interviewer : “kadang-kadang malu, karena udah semester empat kok speaking nya masih jelek”. (28th interviewee)

Shyness caused by some things, such as students’ nature that certain student is a very quiet student. In this case, students may not unconfident tend to be shy because most of them find it very intimidating when speaking English in front of the class, their teacher and their friends. Maybe they are also shy because they are afraid being laughed by other students.

Interviewer : “Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”

Interviewee : “Iya, terkadang, karena kita terkadang ngomong bahasa Inggris terbatas dengan kemampuan kita”. (1st interviewee)

This result in line with Saurik (2011) statement, he stated that most of English students feel shy when they speak the language because they will make mistakes when they try to speak up.

3.2.2.3. Fear of Mistake

Some theories explained that fear of mistake becomes one of the main factor of students’ reluctance to speak English in the classroom especially in individual presentation. The participants responded that shyness may come because they are aware that now they are in the fourth semester but their ability to speak is still low. Students’ fear of making mistakes in speaking English has been a common issue especially in an EFL context like Indonesia. Fear of mistake can also come from teachers’ critics to the students. Some students will feel down and some of them will make that critics as the motivation to increase their ability.

Interviewer : “Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”

Interviewee : “Sometimes, in presentation”. (6th interviewee)

Hieu (2011) and Zang (2006) explained that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluation from their friends if they make mistake in English. Students are fear of mistake because they are worry about how they will sound.

3.2.2.4. Confuse

Feeling confuse may appear when students have individual presentation in front of the class. Students explained that although they have prepared what sentences or material that will be explained, they confuse to deliver it well and it is difficult to make the audience understand what presenter explained.

Interviewee : “Do you feel confuse when speaking in front of the class or with others? Can you give a reason?”

Interviewer: “Sometimes, when I got lecture with Bu Tar, my grammar is not good, but it motivated”.

Although a view student who feel confuse when they are presenting their presentation in front of the class, it must be solved as soon as possible before they face the next struggle in the semester.

3.2.3. Speaking Problems in Individual Presentation come from Non Linguistic Point of View

3.2.3.1. Lack of preparation

Lack of preparation is the first problem in English speaking problems in individual presentation. Mostly, students lack of preparation because of some things, such as too many assignments that should they do in a little time. In this case, teacher’s explanation is important. Teacher should make students’ awareness that now they are university students not senior high school students. So, too many assignments is not a big problem for having individual presentation in front of the class.

Interview : “Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”

Interviewee : “Yes, I did the assignment near with the interviewee) deadline.” (3rd interviewee)

They also explained that lack of preparation will influence their speaking in front of the class when they presenting an individual presentation. Some of them stated that they cannot prepare well because they do not understand well about the certain material that should be presented in front of the class individually.

Interviewer : ““Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”

Interviewee :” Pemahaman materi, kadang kita belum faham materinya tapi harus presentasi”. (13th interviewee)

Some participants explained that sometimes they cannot prepare well because they cannot manage well their time for doing each assignment and delaying the time for doing it assignment itself.

3.2.3.2. Motivation

The next problem is motivation. Motivation is a word that difficult to be defined. Motivated learner is the one who is willing or even eager to invest effort in learning in learning activities and to progress. Motivation can come from students themselves, teacher, and class environment.

Interviewee : “What is your opinion about your class environment? Is that motivate you English?” to speak

Interviewer : “No. Mostly we speak in Indonesia and Javanese”

The first motivation comes from students themselves. This motivation can be gotten when they speak with their friends who have good speaking ability than them. Sometimes, this can motivate them or make them unconfident too.

Interviewee : “How do you feel when you’re speaking with your friend that has more good pronunciation than you?”

Interviewer : “I feel very happy. Seneng sih, kita kan jadi termotvasi gitu lho, kita harus bisa lebih bagus dari dia, paling tidak sama lah dengan dia.” (4th interviewee)

The second motivation come from teacher. Teacher can motivate students especially in their learning method. Unfortunately, the interview result shows that some of them got uninspired teaching and bored with English teaching. Some teachers used and old and monotonous method in teaching. So that they do not get inspired teaching and prefer to be passive students in the class.

Interviewee : “Do you get English inspired or uninspired teaching? Can you give a reason?”

Interviewer : “There is no inspiration, I don’t know interviewee) why”. (6th)

The last motivation comes from class environment. Class environment supply the big motivation to have good speaking ability. But, based on interview result, their class environment has low motivation to speak up. They prefer to use their mother tongue because it is easy to understand.

Interviewee : “What is your opinion about your class environment? Is that motivate you to speak English?”

Interviewer : “So far not, because my friends in the class same with me, they are afraid to apply it” (6th interviewee)

The same result of this study also stated by Babu (2010), lack of motivation in learning causes students’ hesitation to speak in the class room. This case causes students are not motivated by the teachers towards communication in English. This case also explained by Penny Ur that motivation is very strongly related to achievement in language learning. We cannot blame the teachers, the curriculum or learning method, but what must should be pay attention here is students’ motivation itself. Students must be more aware what they have deal with English department. It means that students must grow up their awareness and motivation to learn English well as what they had chosen in English department.

3.2.3.3. Teaching vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive teaching vocabularies and strategy for acquiring new vocabulary, learner often achieve less than their potential and also may be discouraged for making use of language learning opportunities around them. According to Penny Ur (2009), there are some points what need to be taught by the teacher. Those are form (pronunciation and spelling), grammar, collocation, aspect of meaning 1 (denotation, connotation, and appropriateness), aspect of meaning 2 (meaning relationship), and word formation. Based on interview result students had not get important thing yet from teaching vocabulary in the first semester. Students complain with teaching method or the way the teacher taught them was inappropriate.

Interviewee : “What is your opinion about teaching vocabularies in your class?”

Interviewer : “Actually, mostly most of students, we got nothing. Because we didn’t know about the syllabus and the purpose of the subject, we just given a book then we should learn by ourselves”. (3rd interviewee)

From the interview above, we can analyze that teaching vocabulary is very important, because it can supply students’ vocabularies for the next semester. This case should get special treatment for the special teacher, because students got teaching vocabulary when they were in the first semester which it a transition period from senior high school to university students.

4. CONCLUSION

English as a foreign language in learning process has some challenges and problems, especially in speaking ability for presenting learning material in front of the class. From interview transcript and data analysis, it was concluded that English speaking problems especially in individual presentation are caused by three point of views. There are three point of views that influence English speaking problems in individual presentation. Those are linguistic knowledge, psychological aspect and non-linguistic knowledge. Linguistic knowledge can be described such as vocabularies, pronunciation, and grammar. Psychological can be described such as lack of confidence, nervous, fear of mistake and confuse. The last problem is non-linguistic point of view such as preparation, motivation and teaching vocabulary. Facing speaking problem in EFL learners’ context is a big problem in colleges students thus are in the fourth semester. In this grade, actually students must be able to speak which is understandable and accurate. But, the fact is not. They still found some problems such as vocabulary and confidence. Those should be solved both by teacher and students. They are nervous if they were speaking in front of the class because they have less practice in speaking. Here, some practices in speaking are needed. Without doubt, if they have many practices in speaking, they will create English atmosphere both inside the class and outside. Students also can be a professional English teacher in the future.

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