Journal of Arts and Linguistics Studies
ISSN Print 2959-0957 ISSN Online 2959-0965
Volume 1 Issue 4 2023
Pages 905-927

Open Access

Investigating the Proficiency and Problems of Speaking Skills in Language Learning Faced by Undergraduate Students of South Punjab

Publication Details
Paper Received:
August 02, 2023
Paper Accepted:
October 28, 2023
Paper Published:
December 20, 2023

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Abstract
This research aimed at finding speaking problems faced by the BS students of English Department in South Punjab. This research was a descriptive quantitative with descriptive survey approach. To find the problems of the students in speaking English, a questionnaire was used for collecting the data. The questionnaire was adapted from Verapornvanichkul (2011). The survey consists of two aspects: linguistic problems (grammar, vocabulary and pronunciation), and psychological problems (anxiety, shyness, lack of confidence and lack of motivation). The sample of this research was all the students of BS English, Department of English, Government Graduate College Kot Addu, Concordia College Kot Addu and Punjab College Kot Addu that consist of 150 students. The questionnaire was accessed by the student's physical survey. The questionnaire of this research was presented using 5-point Likert-scale start from strongly agree to strongly disagree. The result showed that every student encounters each problem of speaking according to the aspect of linguistics as well as psychological. The most faced speaking problem in linguistic aspect is grammar of which mean score is (4.34) and use of mother tongue (4.34) and as the getting blank in front of the audience is psychological problem of which mean score is (4.30). The lowest mean score of the problem is selecting correct word during speaking of which mean score is (4.00).

Keywords: Survey, Speaking, Speaking Problems, Speaking Skill, Proficiency Level, Linguistic Problems, Psychological Problems

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Introduction:

Background of the study:

Language, which is also a tool for intercultural communication, is one of the most important aspects of communication. Everyone uses language to exchange knowledge and information, express ideas and opinions, and communicate. According to Wibowo (2014), language is the most efficient means of communication. A person's level of language skill is defined by his language proficiency. According to Basta (2011), language proficiency is the level to which an individual can use a language for academic and basic interpersonal communication.

Speaking is a crucial ability for learning the English language because it enables speakers to express their thoughts, ideas, and feelings clearly. As students must learn how to use vocabulary and grammar correctly, speak fluently, and pronounce words clearly, developing speaking skills requires consistent practice. Speaking calls for students not only to have language proficiency but also social and cultural awareness in order to actively listen to others and respond appropriately. Language learners who speak well can establish connections, confidently express their opinions, and do well in academic and professional settings. Having the capacity to use a second language is a tool for problem-solving (language proficiency). According to Vygotsky (1986), language plays a critical developmental function and intelligence is the capacity to learn from experience. In this way, language is a tool for learning and a way to improve understanding which ultimately improves academic success.

Even in EFL environments, the four communication skills — reading, writing, speaking, and listening — occur naturally together. Speaking, listening, reading, and writing are a language's four basic skills. Many individuals thought performance speaking was more difficult than other spoken languages because of the formal language and oral presentation utilized in it, as well as the speakers' need to concentrate on the form and functions, they intend to express. Speech and classroom presentation are the two types of performance speaking. Both varieties of performance speaking, according to Kaharuddin (2017), are made to help students communicate clearly when giving speeches in front of the audience. They also help the audience comprehend what the speakers are saying.

All of these challenges are divided by Hurwitz (2011) into two categories linguistic and nonlinguistic issues. Bad grammar, bad pronunciation, and a lack of vocabulary are the three main categories of linguistic problems, while fear of making mistakes, lack of confidence, and anxiety about other evaluations are the three categories of nonlinguistic problems.

1. **Linguistic problems.**
    - Poor Grammar
    - Lack of Vocabulary
    - Poor Pronunciation
    -
2. **Non-Linguistic problems.**
    - Anxiety about Making Errors
    - Nothing to Say
    - Lack of Motivation
    - Minimal Involvement
    - Using the Mother Tongue
    - Self-Esteem Issues

- Shyness
- Hesitation

(Taiqin: 1995) It turns out that a non-linguistic component makes up 95% of people's language skills. They are worried about making errors. In addition, inexperienced teachers are harming the educational system. To help students with their language skills, they do not employ efficient teaching strategies. Both students and teachers lack knowledge of efficient teaching strategies. No adequate textbooks or visual aids are used in the classroom to help students' language abilities.

Beginning in the basic grades and continuing through the university level, English is taught in Pakistan as a foreign language. Excellent competency and proficiency are required for every academic grade in addition to a few other SLOs (Student Learning Outcomes). But regrettably, despite all of their work and hopes, the graduates have trouble speaking English fluently. Researchers were able to see this lack of competency because the students' performance-related confidence was shattered.

In reality, developing speaking fluency is difficult. The knowledge of how to use the language is just as important to teachers as teaching students how to use grammar correctly or how to pronounce words clearly and with good vocabulary.

Rationale of the Study:

In order to develop their communication skills and prepare to become proficient language learners who can interact with people and handle communicative situations requiring interpretation, it is crucial for EFL students to be aware of this (conversational implicature). In general, people can fulfill their work goals by being able to converse with those who speak different languages. It is also simpler for people to acclimatize to a new society when they are fluent in a second language.

The study's conclusions will provide guidance for overcoming the challenges that administrators, students, and English teachers will experience as they improve their speaking talents. It will help teachers develop teaching methods that will help graduate students overcome language hurdles. The results of this study will also help graduate students realize the importance of English as a language and expedite the learning process

In addition to hearing, speaking is typically taught to kids before reading and writing. The students will be able to express their thoughts using English. Speaking is the best way to explain something or ask a question because it is a direct channel of communication between minds. English serves as a bridge between speakers of many countries, cultures, and religions.

This study's theoretical and practical component both aimed to be helpful. By illuminating the problems encountered by students in the Kot Addu district's BS English course and by outlining the institution's strategy for employing English in everyday language, this study seeks to advance theoretical understanding. And realistically, it is anticipated that the findings would provide light on the challenges that students in Kot Addu's BS English curriculum encounter when taking part in a daily English language programmed. Therefore, it is desired that you will share information, suggestions, and ideas with our organization. In particular, a study of language acquisition techniques will be particularly helpful in figuring out the many speaking difficulties that pupils have. This study's theoretical and practical component both aimed to be helpful.

By illuminating the problems encountered by students in the Kot Addu district's BS English course and by outlining the institution's strategy for employing English in everyday language, this study seeks to advance theoretical understanding. And realistically, it is anticipated that the findings would provide light on the challenges that students in Kot Addu's BS English curriculum

encounter when taking part in a daily English language programed. Therefore, it is desired that you share information, suggestions, and ideas with our organization. A study of language acquisition techniques will be particularly helpful in figuring out the many speaking difficulties that pupils have.

This study will assist teachers better understand the primary challenges that students encounter in their academic work, how well they learn and acquire new languages based on their linguistic skills, and how to obtain information regarding non-linguistic issues. It equips teachers with understanding of the most effective teaching techniques. The researcher will also pick up new insights and experiences on language learning strategies.

Purpose of the Study:

The dearth of pupils who speak English fluently is the main problem that the researcher will look into in this study. The learning of English speaking is assisted by programs like conversation, vocabulary retention, public speaking, study groups, and language tutorials. Unfortunately, pupils have considerable trouble speaking English in their regular communications. As a result, the researcher will look at how well the pupils are doing with their daily English lessons. The primary goals of this study are derived from the initial problems as follows:

- To research the challenges and issues graduate students face when speaking English.
- To emphasize the value of speaking abilities to teachers.
- To improve students' communication skills

Effective communication is the major goal of speaking skill instruction. Effective communication should be possible for language learners at their current level of competence. They should try to avoid message ambiguity brought on by bad terminology, grammar, or pronunciation.

Research Objectives:

The objectives of the study are:

1. To find out problems in speaking skills of students in Kot Addu district.
2. To know the causes of students' problems in speaking in Kot Addu District.

1.5 Research Questions:

Based on the research objectives, the questions of the research are as follow:

1. What are the factors causing problems in Students' speaking skills?
2. What problems do the students face in language learning skills?

Research Significance:

The following advantages were expected from this study's findings:

1. **Theoretical Significance**

The study intended to be able to recreate students' speaking as performance worries and expected that its results would give empirical support to hypotheses explaining why students struggle with speaking as performance, particularly when making a presentation.

2. **Practical significance**

- **Significance for Learners**

Students studying English education can benefit greatly from the study's conclusions. Because it would be beneficial for the students to understand what kinds of problems can occur during speaking engagements, especially when presenting presentations? Additionally, especially while performing, it might help pupils speak more clearly.

- **Significance for Teachers**

The professor would benefit from being aware of the causes and nature of the students' problems with speaking performance. Since how well children learn depends on how they access information, the teacher needs to be aware of the

students' concerns with speaking performance. As a result, it would enable the lecturer to be supportive and discover what sorts of issues students were having when speaking, which provided feedback for developing materials and teaching methods. Additionally, the professor would help the pupils overcome their performance issues so that they could talk more effectively.

- **Significance for Researchers**

The researcher will get fresh knowledge and experience on the linguistic and nonlinguistic challenges that the students face when speaking in public by doing this study.

Literature Review:

Wisawajaroenkit (2015) conducted a take a look at investigating the troubles of English verbal exchange with Thai people in a Japanese buying and selling employer. The respondents were Thai workers of one Japanese trading employer within the Sathorn area operating as sales staff, income coordinator personnel, and administrative employees. The instrument of this takes a look at changed into a questionnaire. The research approach is quantitative. The effects indicated that the ability which respondents taken into consideration the largest problem become writing skill and least complicated turned into analyzing skill. The problems which respondents of this study confronted had been ranked as follows: writing talent, listening talent, talking skill, and studying talent**.**

Bram Sivadjati (2016) investigated "Strategies in Facing Challenges in Oral Presentation: A Case Study," a case study that aims to investigate the strategies employed by participants in an English Language Education Programme (ELEP) test group to deal with their issues during oral presentations. Oral presentation is assessed as an essential assignment that's useful for the pupil's destiny. The participants in this study are five students majoring in English language education. The researcher uses a qualitative method through interviews to expose

scholar techniques. The result of this look suggests that the participants face demanding situations together with grammar troubles, difficulty in knowing the topic and organizing the concept, problems in appealing to the target audience, speaking speed, memorization hassle, anxiety, teacher expectations, and the hassle of time. Additionally, anxiety will become the most important fear while giving an oral presentation. As for strategies to overcome these troubles, individuals supplied suggestions. Studying extra about grammar, trying to find information on the Internet, gaining knowledge of the subject, making it enjoyable, adjusting the pace of speaking, practising, taking deep breaths, not searching the audience directly inside the eyes, your attitude converting and calculating time.

Dona Alicia and Melvina (2016) investigates the presentation issues which were researched by The STKIPPGRI of West Sumatrera for his journal, "Student Speaking." A class presentation is one of the interests the teacher pursues when instructing and overseeing the students. University students will deliver the information or subject to be covered in the lecture hall when presenting to a class. College students have the chance to convey the information and show off their English language skills. Additionally, it gives kids priceless training for getting ready to speak English in a diverse culture where it is now a necessary form of communication. Descriptive research was used to conduct this study. In this specific study, the researcher looked into and identified the issues college students in the English Department at STKIP PGRIS Sumatera Barat had with presenting presentations in class. This study was conducted at STKIP PGRI Sumatera Barat's English Department. The participants in this study are sixth-semester college students who participate in the ESP challenge and show an interest in classroom presentations throughout the 2013–2014 academic year. The information for this study was gathered through statements, recordings, and observation while

coaching and learning about the process. This essay's goal is to discuss the difficulties students have presenting presentations in the classroom. Data for this study is gathered through commentary, recording, and observation in the course of the coaching and learning procedure. The study's conclusion is that students struggle with some of the presentation's content and delivery issues. The results show that students seek more practice to improve their overall speaking skills and awareness of presentation turning-in tactics. However, in order to gear up students for both their current academic careers and upcoming professional situations, lecturers must translate presentation skills into the classroom.

Geddes (2016), investegated a recent study on Korean students' views towards the English language at Hongik University. In general, fifty-two college students were chosen for this study. There have been 17 females and 35 males. At Hong Kong University, English classes were required of every student. Six distinct training courses were chosen using cluster sampling. Since 34 college students and those in third grade at the elementary school attended non-public academies, the majority of kids had English instruction. The participant survey was converted into Korean, and its accuracy was double-checked. Participants were also asked about their prior participation in private academies in addition to ranking their preferred position on reading English on a scale of very exceptional, amazing, horrible, and very bad. Participants also responded to a 24-question survey with a Likert scale. Strongly agree, agree, disagree, and disagree strongly were the options on the Likert scale. Participants were required to answer numerous questions on approach on a likert scale as well as questions regarding mentality, perspective on academies, mindset towards the value of pointing out, attitude towards native English instructors, and mindset towards mindset. Additionally, participants were asked to rank the importance of several justifications for reading in English. The opposite was demonstrated by the kids' typical, positive approach

to English study. Those who had less stress also expressed a desire to register in private academies after graduation to improve their English, but those who experienced more stress had a less optimistic attitude than their classmates. It was therefore suggested to reduce the stress, workload, and desire to enlist in a private academy. Students also preferred having a local instructor than a Korean English teacher due to ineffective coaching techniques. Ever, the findings showed that there was no negative attitude towards the English language; rather, the students' poor language input was caused by their comfort and fear when speaking with native speakers.

Atallah (2016) posted a study on English-speak to me difficulties faced with the aid of college students from their perspective. The members the examiner had been 239 students, both men and women. The sample became chosen randomly from the students inside the Faculty of Art who specialized in English Language in three universities. The tool on this takes a look at turned into questionnaire using a five-factor Likert scale. The findings revealed that the students from three universities faced many forms of English-speaking issues associated with the social, mental, and instructor.

Rhandy Maulana (2016) conducted a study "Students' view on EFL Speaking Problems" as the purpose of this study is to look into the difficulties that students encounter when speaking in an EFL environment. Purposive sampling was used in a qualitative study approach to determine the difficulties that students face in obtaining this skill. College students were given various questionnaires about talking issues in order for the authors to collect data. The collected statistics were investigated by presenting them as narration, following the three steps indicated by Miles, Huberman, and Saldana (2013). The study's findings show that every student struggles for communication. The biggest difficulties people have learning how to talk are losing their vocabulary, having trouble pronouncing

words, having less self-confidence, being afraid to speak, and being afraid of making mistakes.

Nanda Aldila Sari's (2017) study was titled Issues in Verbal Ability at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar. The investigation turned into descriptive qualitative research. She tried to pinpoint both the root problems and suggested remedies for college students' speaking issues. The study's methodology was descriptive qualitative research. This test was given in SMA Muhammadiyah 1 in Karanganyar. In this study, interviews and observation were the primary data collection methods. Through the elimination of statistics, provision of facts, acquisition of beliefs, and confirmation of those views, the obtained data were analyzed. To demonstrate the validity of the data, the researcher employed information triangulation. The results of the study supported the idea that each student faced unique communication difficulties. All of the college students at Muhammadiyah 1 Karanganyar were included in the study's increased scope. With regard to seven speaking issues, the students were able to help the researcher.

1. Inhibition
2. No comments, please.
3. Unsteady involvement
4. language spoken.
5. Loss of motivation
6. Shyness
7. Fear of making a mistake.

The students' speech was challenging due to their youth, inexperience, and timidity.

1. Fair
2. Intelligence

3. Character
4. Cognitive style,
5. Motivation.

The study gives teachers advice on how to engage students in the classroom, address students' worries about spoken English, and correct students who pronounce words incorrectly in real time. An issue in Verbal Ability at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar was the title of a 2017 study by Nanda Aldila Sari. Descriptive qualitative research was used to further the investigation. She tried to identify the underlying causes and offer potential solutions for college students' speaking difficulties.

Alvin Nadzirotunnuha (2017) looks at the analysis of the SMP Islam Darussalam Dongko students' speaking ability issues. He looks into the speaking difficulties that the SMP Islam Darussalam Dongko kids are having and what the teacher will be doing to help. All three English teachers and 217 students from SMP Islam Darussalam Dongko made up the study's population. A questionnaire and interviews were employed as part of the research methodology, and the percentage technique was applied to the statistical analysis. The results showed that children could overcome speak-me obstacles. The results indicated that there were problems with student communication. According to the findings, inhibition is experienced by 56% of college students sporadically and 20% of students frequently, nothing to mention is experienced by 54% of college students sporadically and 11% of students frequently, low or uneven involvement is experienced by 51% of college students sporadically and 36% of students regularly, and mother tongue use is experienced by 35% of college students sporadically and 42% of students frequently. It proved that students' assumptions that speaking in their mother tongues is easier are the main contributors to the common issues with doing so. This issue caused other speak-me issues to surface,

including inhibitions, a lack of things to say, and sporadic or inconsistent engagement. The academics have various solutions to the speech problems based on the problems. The instructor instructed the students to feel confident when speaking up by rewarding them. Without saying a word, the lecturers introduce the students to the material in a way that is suited for them and present the fundamental idea at the beginning of learning. Teachers provide equal opportunity to all college learners regardless of their level of participation, creating a small, dynamic school. Avoid assigning too many or too difficult subjects, encourage conversation in the mother tongue, and encourage student exchange.

Mely Ary Susilawa 2017 conducted a study "Students' Communicating Problems in English Proficiency," examined this issue. This study, which focuses on the talking points of college students, is about students in Tanjungpura's Faculty of Teacher Training and Education's sixth-semester English education study course. There were problems at the university throughout the academic year 2015–2016 that were both linguistic and nonlinguistic. The major objective of this study is to determine which presentational problems sixth-semester students encounter most frequently and least frequently. This study adopted a descriptive methodology. Students enrolled in the sixth semester of the participants in the study are from the Teacher Training and Education Faculty's English Education Study Programme. Tanjungpura's design was inspired by university classes A and B. 38 students made up class A. Surveys were employed by the designer to acquire data. The study found that students' presentations are most difficult for them when they lack the necessary language, with the fear of making mistakes being the least significant obstacle (15%). Lack of confidence (17.23%), grammatical issues (16.57%), and pronunciation issues (15.52%) are other issues.

Research Methodology:

- **Study Design:**

This research is a descriptive study approach. Using a descriptive research technique, the researcher provides a comprehensive account of the situation or case**.**

- **Study Setting:**

The setting of this study is BS English student Of District Kot Addu colleges. The data is collected from the rural and urban students of the district.

- **Study Design:**

The study duration for this research will be 6 months from December 2022 to May 2023**.**

- **Population of the Study:**

The population of the study is all BS English student of district kot Addu.

- **Sample Size:**

The sample size of this study is 150 students of three colleges both male and female.

Male	**71**
Female	**79**
Total	150

- **Research Technique**

The researcher uses convenient sampling technique due to shortage of time.

- **Data Collection Tool**

In this study the questionnaire is used as a tool with 2 sub scales and 20 items. Likert scale is also use.

- **Data Analysis Plan**

Data is analyzed through SPSS. Descriptive and inferential statics are used.

Data Analysis:

The data analysis is presented in four sections throughout the chapter. The examination of students' demographic data, including frequency and percentage distribution of bio data, is presented in the first section. In the second section descriptive analysis is described with mean score and standard deviation.

1. Analysis of Demographic Factors, Section.1

Demographic variable	**Students**	
Gender	**Frequency**	**percentage**
Male	**71**	**47.3**
Female	**79**	**52.7**
Total	**150**	**100.0**

Sr.	**Items in Linguistics Aspect**	**SA**	**A**	**N**	**DA**	**SDA**	**M**	**SD**
1	My limited vocabulary makes me hesitant to speak in English.	56	75	19	0	0	4.24	0.66
2	I find it challenging to communicate verbally when I speak.	49	83	16	2	0	4.19	0.67
3	I frequently struggle to combine and speak with the appropriate vocabulary.	55	70	24	1	0	4.19	0.72
4	I hardly converse with my partner because of their fluency in speaking English.	44	82	21	2	1	4.10	0.73

5	I always have difficulty finding the right words t4.18 to speak.	36	87	21	4	2	4.00	0.78
6	I only want to speak when I believe my grammar is perfect.	68	71	7	3	1	4.34	0.72
7	To prevent misunderstandings, I frequently speak in my mother tongue	72	61	14	3	0	4.34	0.73
8	I find it challenging to respond to speakers with different accents.	54	71	23	2	0	4.18	0.73
9	I have trouble responding to a conversation if the speaker's intonation is not understandable.	54	71	24	1	0	4.1	0.71
10	I find it embarrassing to speak in English because my pronunciation is poor.	47	71	30	1	1	4.08	0.77

2. Descriptive Analysis of Students' Perception about Non-linguistic Aspects:

Sr.	**Items in Linguistics Aspect**	**SA**	**A**	**N**	**DA**	**SDA**	**M**	**SD**
11	As I am afraid of being corrected, I do not want to make any mistakes when I speak.	59	69	19	2	1	4.22	0.76
12	Due to my fear that my friends will make fun of me, I am less confident when speaking in English.	52	74	19	4	1	4.14	0.78
13	When I speak in English, I suddenly go blank and forget everything.	70	57	21	2	0	4.30	0.75
14	Due to my lack of fluency in the language, I feel embarrassed when I use it.	44	90	12	1	3	4.14	0.75

15	When I have to speak English to or in front of other people, I get anxious.	45	80	24	1	0	4.12	0.68
16	When I'm speaking, I get nervous and stutter.	53	73	21	2	1	4.16	0.76
17	I'm afraid my partner won't understand what I'm saying if I speak in English, so I won't.	44	79	18	4	5	4.02	0.90
18	I'd prefer to remain silent because I can't understand what my speaking partners are saying.	51	81	13	3	2	4.17	0.77
19	Instead of working in a team where I would be forced to speak English, I would prefer to work alone.	50	76	18	5	1	4.12	0.79
20	I only use English because my lecturer told me to.	57	63	23	5	2	a	0.88

Discussion:

1. This statement shows that 131 students are hesitant to speak because of their restricted vocabulary. 19 students are neutral they can speak because they have some vocabulary.
2. This statement shows that 132 students are not confident to speak English and 16 students remain neutral because of the lack of confidence, lack of interest and a smaller number of skilled teachers and 2 students disagree with this statement because they are confident to speak L2.
3. This statement shows that 125 students are not confident to speak English because they have enough vocabulary to speak, and 24 students remain neutral and 1 disagrees because he has vocabulary to speak English and can combine words to speak.
4. In this statement, 126 students agreed because they are not fluent in speaking English due to lack of vocabulary. 21 students remain neutral, and

3 students disagreed because they have knowledge about vocabulary, and they can speak English fluently.

5. This question demonstrates how 123 students find it difficult to talk clearly due to low motivation, a fear of being judged, and a fear of making mistakes. Because they are confident in their word choices and are aware that words can alter the meaning of a statement, 21 pupils remain neutral and 6 disagree.
6. This question reveals that 139 students concur with this assertion because they are aware that poor grammar might result in ambiguous phrases. Because they are comfortable with grammar, 4 students disagree, and 7 students remain indifferent.
7. On the scale, most respondents 133 selected Agree (A) and Strongly Agree (SA). 14 respondents also expressed neutrality towards this claim. To avoid misunderstandings, I regularly communicate in my mother tongue. Had a mean score of 4.34, which was greater than 3 and indicated that the statement was supported by most responders.
8. In this table, 125 students have difficulty responding in different accents because they are unable to understand what is being said due to different pronunciation. 23 students remained neutral, and 2 students disagreed because they have good pronunciation for every accent.
9. In this above statement, 125 students agree with this question because without correct intonation they are unable to express their thoughts and feelings. 24 students remain neutral because they have something rather than what we say.
10. In this statement. 118 students agreed because improper pronunciation can lead to negative effects and ineffective communication. 30 students remain neutral, and 2 students disagreed because they have good pronunciation.

11. In the statement, 128 students agree that they be afraid about making mistakes which is the result of shyness, anxiety, lack of confidence, lack of practice, lack of conviction.19 students remain neutral and 3 disagree with this question because they have practice and self-confidence, and they have no fear in making mistakes.
12. In response to this question, 126 students concur that they believe their peers will make fun of them when they talk in English. This lack of understanding is the cause of this belief, which makes most participants feel insecure and hesitant students who feel comfortable while speaking in English in front of the class and 19 indifferent students disagree with this assertion.
13. In this statement, 127 pupils believe that their lack of confidence, poor grammar, and pronunciation worry are the main reasons they go blank when speaking English in front of the class. Due to their excellent speaking and pronouncing abilities, 2 pupils disagreed, and 21 students remain indifferent in this remark.
14. In this statement, 134 students agree with this statement because they are not fluent due to vocabulary problems, interference of mother tongue, house environment, variation of languages. 12 students remained neutral, and 3 students disagreed because they have good pronunciation and ability to read with speed and accuracy.
15. In response to this question, 125 students concur that the pressure they place on themselves to communicate flawlessly causes them to get anxious. Most students struggle with low self-esteem and public speaking fear. Because they feel comfortable speaking English in front of others, 24 pupils remain neutral and 1 disagrees.

16. In this statement, 126 students report that speaking English makes them uneasy. Three students disagree, 24 students don't care, and they're all at ease speaking in front of people.
17. In this question, 127 students agree that they be afraid that their fellow will not understand what I am speaking in English, lack of self-confidence is a major reason. 18 students remain neutral, and 9 students disagree because they have self-confidence and good pronunciation.
18. In this question, 132 students agree that they are unable to communicate with fellows that's why they remain silent; it is due to lack of vocabulary and pronunciation and lack of practice. 13 students remain neutral and 5 disagree because they have practice and good vocabulary.
19. In this statement, 126 students agree to work alone because they feel pressure in team work to speak English and they have less practice. 6 students disagreed and 18 students remain neutral. They want to work in a team because they have practice and good speaking skills.
20. In this statement, 120 students agreed with this statement that they speak English when their teachers told them. 23 students remain neutral, and 7 students disagreed with this statement because they have some experience.

Conclusion:

This study shows that speaking is a major challenge for students. To be more precise, this study demonstrates that students struggle with speaking both linguistically (vocabulary, grammar, and pronunciation) and psychologically (fear of making mistakes, shyness, anxiety, lack of confidence, and motivation). Fluency, bad pronunciation, grammar, use of mother tongue and trouble organizing the words are the most frequent speaking issues experienced by undergraduate students in the English Department of the District of Kot Addu, as mentioned in the research questions in the preceding chapter. The participants

agreed that the major issue was grammar, and the average mean score is 4.34. The participants agreed that the major issue was use of mother tongue, the average mean score is 4.34. The participants agreed that the major issue was suddenly going blank and forgetting everything. The average mean score is 4.30. The participants agreed limited English vocabulary is another difficulty in speaking. The most significant barrier to speaking English is a limited vocabulary. Its average mean score is 4.24.

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