

**PROBLEMS OF EFL SPEAKING AMONG SENIOR STUDENTS OF AN
ENGLISH EDUCATION DEPARTMENT IN A PRIVATE ISLAMIC
UNIVERSITY**

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*
Degree in English Language Education**



DINDA CINTYA DESYANA

20322052

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
PSYCHOLOGY AND SOCIOCULTURAL SCIENCE FACULTY
ISLAMIC UNIVERSITY OF INDONESIA**

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APPROVAL SHEET
PROBLEMS OF EFL SPEAKING AMONG SENIOR STUDENTS OF AN
ENGLISH EDUCATION DEPARTMENT IN A PRIVATE ISLAMIC
UNIVERSITY

By
Dinda Cintya Desyana
20322052



Approved on

By
Supervisor

Irma Windy Astuti, S.S., M.Hum.

NIP. 193220102

RATIFICATION SHEET
PROBLEMS OF EFL SPEAKING AMONG SENIOR STUDENTS OF AN
ENGLISH EDUCATION DEPARTMENT IN A PRIVATE ISLAMIC
UNIVERSITY

By

Dinda Cintya Desyana (20322052)

Defended before the Board of Examiner on June 19, 2024 and Declared
Acceptable :

Board of Examiners

Chairperson : Irma Windy Astuti, S.Pd. M.Hum



First Examiner : Rizki Farani, S.Pd., M.Pd.



Second Examiner : Ista Maharsi, S.Pd., M.Hum.



Yogyakarta, 19th of June 2024

English Language Education Department
Psychology and Sociocultural Science Faculty
Islamic University of Indonesia

Head of Department



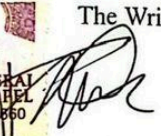
Puji Rahayu, S.Pd., M.L.S.T., Ph.D.

NIP. 053310402

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled "Problems of L2 Speaking Among Senior Students of an English Education Department in a Private Islamic University" does not contain the work of other people, except those cited in quotations and references as a scientific paper should be.

Yogyakarta, June 5th 2024

The Writer,

Dinda Cintya Desyana
20322052



MOTTO

*“Lewat ilmu pengetahuan, kita mengakui kalau kita tidak tahu,
dari sanalah, kita mencari tahu dan belajar;
dari sanalah, kita menemukan jawaban-jawaban.”*

(Kok Bisa? Youtube channel)

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ABSTRACT

Although speaking skill is predicted to be a skill that will determine whether a new language has been mastered or not, many EFL students still find it difficult to hone their speaking skills. Thereby, this research is intended to describe the problems faced by EFL senior students in Indonesia, specifically at a Private Islamic University in Yogyakarta. This research uses a quantitative method with a survey containing questionnaires distributed to target respondents. The respondents were in their fourth year of study because they were considered having had a large exposure to English speaking. After that, the data was processed with descriptive statistics using the SPSS application. The results show several things that are similar or dissimilar to several other studies. Lack of teachers, fear of making mistakes, lack of opportunities to speak English outside the classroom, lack of knowledge of grammar, native language influence, and the department's educational system are the six major problems according to this research. The highest mean score obtained was 3.64 from the Instructor-related problem category and the lowest score was 1.45 which came from the same category. Meanwhile, grammar is a common problem that occurs based on various studies that are references and citations in writing this report.

Keywords : EFL senior students, English speaking skill problems, private Islamic university

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CHAPTER I

INTRODUCTION

This chapter presents the following subtopics: (1) background of the study, (2) formulation of the problems, (3) objectives of the study, and (4) significance of the study.

1.1 Background of The Study

Speaking is one of the four required macro language skills to be developed for by EFL students to communicate effectively. Researchers say that the way EFL learners speak English may explain how well they understand English because speaking is the main factor in the communication process (Lazarton, 2001). The primary objective of learning the language is to acquire speaking ability and EFL students who learn English are expected to become excellent English communicators. With qualified speaking skills they will get plenty of benefits from the communication process itself, but speaking skill is what is said to be the most demanding and recommended skill to be learned by EFL students (Afshar and Asakereh, 2016).

Even so, based on research conducted by Al-Hosni (2014), it was stated that EFL students actually felt they had many problems related to speaking English. This statement is corroborated by research conducted by Afshar and Asakereh (2016) at a university in Iran, which explains that Iranian EFL students do not have problems around linguistics, but rather problems around class ineffectiveness, teacher shortages, and an unsupportive government. However, the results of this study have very different results from what Shen and Chiu did at a

Taiwan university. The result is that vocabulary is a major factor in the difficulty of communicating effectively (Shen and Chiu, 2019). Similar results were also shown from research by Pratolo, Habibie, & Setiawan (2019) at one of Indonesian universities, vocabulary is also a major problem in communicating. Likewise, the results of research by Hamad and Seyyedi (2020) at an Iraqi university revealed vocabulary as the main problem for EFL students. These three studies have similar results by mentioning vocabulary as one of the English speaking problems that are often experienced by EFL students. In addition, research by Mashwani and Damio (2022) at an Afghan university shows that EFL students feel ineffective with their speaking classes. Then, in contrast to previous studies, Jaya, Petrus, & Pitaloka (2022) who conducted their research at a university in Indonesia concluded that self-confidence and anxiety are the main problems of speaking English. Thus, it can be concluded that EFL students have very diverse English speaking problems.

Due to all of the above, this study intends to find out more about problems relating to English speaking skills in relation to EFL students, especially senior students with a level that enables them to receive more exposure to English from their educational process.

There have been many studies that have elaborated on English speaking skill problems experienced by students majoring in non-English education department, but studies that have elaborated English speaking skill problems from the point of view of English education department students still require further attention to become the focus of future researchers. Shen and Chiu (2019),

Pratolo, Habibi, & Setiawan (2019), Hamad and Seyyedi (2020), Riadil (2020), Wahyuningsih and Afandi (2020), Chand (2021), Mashwani and Damio (2022), Jaya, Petrus, & Pitaloka (2022), and Islam, Ahmad, & Islam (2022) were researchers who targeted English education department students as respondents for their research. Meanwhile, journals that do not use English education department students as respondents research include Al Nakhalah (2016), Saragih and Listyani (2021), and Amoah and Yeboah (2021).

1.2 Identification of The Problem

In research by Al Nakhalah (2016), Saragih and Listyani (2021), and Amoah and Yeboah (2021) which used non-English department students as respondents, the main problem was fear or making mistakes when speaking English. This is very different from research journals which use English department students as respondents. The main problems vary greatly. There are linguistic ones such as vocabulary, anxiety, and facility problems.

1.3 Research Question

What English speaking problems are experienced by EFL senior students majoring in English education at a private Islamic university in Yogyakarta?

1.4 Objective of The Study

The aim of this study is to identify and describe what English speaking problems are experienced by EFL senior students majoring in English education at a private Islamic university in Yogyakarta.

1.5 Significance of The Study

The results of this research study are expected to contribute to adding wider information and explanation about EFL senior students majoring in English education at a private Islamic university in Yogyakarta' English speaking skill problem. Moreover, with this research, it is hoped that it will help teachers to look back to the quality and quantity of teaching by providing facilities that are in accordance with the needs of teaching English speaking and using English speaking learning strategies that are in accordance with the students' English speaking skills. Apart from that, it is also hoped that the results of this research will provide insight for respondents to find out about their English speaking skill problems so that improvements can be expected.

CHAPTER II

LITERATURE REVIEW

This chapter presents the following subtopics: (1) problem of English speaking skill, (2) previous studies, and (3) theoretical framework.

2.1 EFL Students Speaking Skill

Speaking skills have several definitions written by several experts. According to Nunan (2003), speaking skills are oral skills that involve systemic verbal utterances to express meaning. Meanwhile, Mashwani and Damio (2022) state that speaking skill is an act of performing and making oral language to express messages in various situational settings that are appropriate to the context. From the two definitions above, it can be concluded that speaking is an interaction process carried out by two or more people with the aim of exchanging information or expressing meaning in an appropriate situation and context.

According to Pratolo, Habibie, and Setiawan (2019), speaking skill is one of the four macro language skills that are most commonly recommended for EFL students to learn. Student exchanges abroad, fast graduation, scholarships, opportunities to be recruited by foreign companies, and wider learning opportunities are some of the various benefits that can be obtained by mastering English speaking skill. Given the importance of speaking skills, students are required to learn proper grammar, accurate pronunciation, various kinds of vocabulary, how to use English well, and many other factors of success for EFL students in acquiring English speaking skill (Jaya, Petrus, & Pitaloka, 2022).

However, it is also a fact that EFL students who are already at the senior university level, sometimes still find it difficult to deal with this language skill because they do not know how or what to say, have proper vocabulary, or even use proper grammar. Even though they have learned English from the elementary level, then continued through junior high and high school, speaking skill mastery is still a big problem for many EFL students. (Pratolo, Habibie, & Setiawan, 2019).

The problem of speaking English is one of the main reasons that hinders development in the academic field. Language skills are one of the main factors for academic success, with problems that hinder EFLs from speaking English, these English speaking skills can become an obstacle for EFLs to achieve their academic success (Saragih and Listyani, 2021). This is the reason speaking skill is a language skill that is difficult to master. More specifically, EFL students can lose opportunities that can only be obtained if they can master English speaking. Indeed, English is one of the language skills that is very difficult to master even if someone has been involved for many years. This is one of the aims of conducting research examining English speaking problems.

2.2 Previous Studies

The following are the results of previous studies about English speaking skill problems at the university level that have been conducted by several researchers.

Afshar and Asakereh (2016) found that Iranian EFL students found it very difficult to practice English skills. They also had inefficient English classes, a

shortage of English teachers so there was a lack of teacher models for wider understanding, and the government education system paid less attention to speaking skills than listening, reading, and writing.

Compared with the results found by Afshar and Asakereh, Shen and Chiu's research (2019) stated that the problems or concerns faced by Taiwanese EFL students in practicing English speaking skills were regarding their insufficient knowledge of vocabulary, grammar, expressions, sentence organization, pronunciation, and language fluency. In fact, in the same year, Pratolo, Habibie, and Setiawan also found similar results. In research conducted by Pratolo, Habibie, & Setiawan (2019), lack of vocabulary, lack of pronunciation skills, fluency, and knowledge of correct English grammar are also problems for Indonesian EFL students. Besides that, the influence of native language in English which affects speaking skills is also a problem for these EFL students.

In the following year, EFL students from one of Iraqi universities who were involved in a research by Hamad and Seyyedi (2020) also reported problems regarding inadequate vocabulary knowledge for conversation and lack of knowledge on phrases and collocations. Their lack of vocabulary hindered them from interacting and participating in conversations, the effect was that they were less able to develop fluency in speaking.

Meanwhile, based on the results of a much later research conducted by Mashwani and Damio (2022), Afghan EFL students have problems around classroom facilities. Their classrooms were not equipped with facilities that helped their process to learn speaking skills better such as speakers or

microphones. In addition, they do not have a spoken lab room which most likely supports their learning. Lastly, their classrooms were not equipped with up-to-date learning resources. It can be seen that their problem is quite similar to what happened with the Iranian EFL in Afshar and Asakereh's 2016 study.

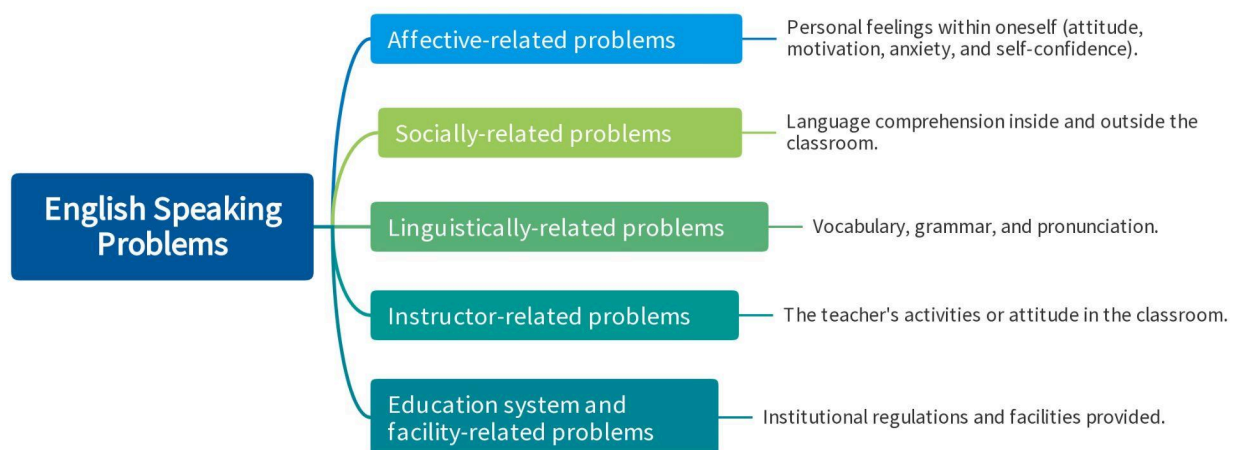
Lastly, the research conducted by Jaya, Petrus, & Pitaloka (2022) involving EFL students in Indonesia uncovered that self-confidence and anxiety are the problems that are felt in speaking English. Therefore, this adds insight that there are also personal problems experienced by students in speaking English. Inadequate speaking classes and linguistic problems (grammar, vocabulary, and pronunciation) were also problems experienced by them. From the results of the research above, there are several categories of English speaking problems which can be explained by the theory of Afshar and Asakereh (2016) which consists of five categories.

2.3 Theoretical Framework

Afshar and Asakereh (2016) divided the problems of English speaking skill into five categories of major problems faced by EFL students, namely affective-related problems, socially-related problems, linguistically-related problems, instructor-related problems, and education system and facility-related problems. Regarding affective related problems, this includes attitude, self-confidence, motivation, anxiety, classroom conditions, environment, and family background. In other words, things that are classified as personal that affect their ability to learn. Then, socially-related problems include comprehension and practice in speaking class or outside of class. This means how EFL students apply

their knowledge outside the classroom or when socializing. The third one is linguistically-related problems, which include things like vocabulary, fluency, grammar, and pronunciation. Fourth, the instructor-related problems are things related to the activities or behavior of English tutors in the classroom. The last one, education system and facility-related problems are matters relating to class policies or established provisions. These five categories will be used to classify the experiences of the respondents in this study, namely senior EFL students at private Islamic universities, especially in the city of Yogyakarta. The theory from Afshar and Asakereh (2016) presents five major categories regarding where a student's English speaking problems come from. Each category has its own questionnaire items which examine and provide information to researchers about that category in more depth and more specifically.

Table 1. Five categories of major English speaking problems by Afshar and Asakereh (2016).



CHAPTER III

METHODOLOGY

This chapter contains information about (1) research design, (2) settings and respondents, (3) data collection, (4) data analysis, and (5) validity and reliability.

3.1 Research Design

This study used quantitative research as a research design and survey as its research method. Quantitative research is an approach that examines variables that can be measured in the form of numbers and can be analyzed using statistical procedures (Creswell, J. W., and Creswell, J. D., 2017). Survey is a quantitative research method that has a systematic and structured way of collecting data, one of which is using a questionnaire (Meadows, 2003).

3.2 Population and Sample

This study involved 86 senior EFL students from a private Islamic university in Yogyakarta as respondents to this research. These respondents came from the same major and same batch. Senior EFL students from the English Department became respondents to this study because researcher wanted to find out the English speaking problem of university EFL students who were considered to have more exposure and involvement to English language activities than the juniors. The EFL senior students who were respondents were final year students (4th year) class of 2020 who had gone through eight semesters and taken 43 courses which were held in English, discussing English language skills and educational sciences. The EFL senior students who were respondents were male

and female, some of whom already had experience working as English tutors, content creators, and various other job.

Senior EFL students who are at this private Islamic university have an adequate number and are representatives of the research objectives. Respondents were selected by convenience sampling techniques. Convenience sampling is a sample selection technique based on the convenience and availability of the respondents (Creswell, J. W., & Creswell, J. D., 2017). Convenience sampling is suitable for hard-to-identify, very specific, and big research population.

3.3 Data Collection

To collect data from respondents, this study used a questionnaire. Questionnaire is data collection instrument from a series of quantitative research that can present raw data in the form of numbers with the aim of generalizing from the sample to the population (Creswell, J. W., & Creswell, J. D., 2017). Questionnaires are also a widely used instrument and offer straightforward structured data. It was adopted from Afshar and Asakereh research in 2016 which consists of 35 question items with 5 dimensions which contain a) affective-related problems, b) social-related problems, c) instructor-related problems, d) educational system and facility related problems, e) linguistically-related problems and this questionnaire has been used in various studies related to English speaking problems such as Hamad and Seyyedi (2020) and Ibna Seraj, Habibi, & Hasan (2020). All the questions were measured by Likert scale (1932) ranging from 1 (strongly disagree) to 5 (strongly agree).

The following are the stages of data collection:

1. The researcher provided a questionnaire in Google Form which has been translated into Indonesian as the target language to facilitate data collection.
2. The researcher distributed the questionnaire to the target respondents of the research.
3. The researcher received answers from respondents via Google Form.

3.4 Validity and Reliability

Validity is how well the questionnaire measures the variables we want to measure. In other words, confidence that we are actually measuring what we want to measure (Meadows, 2003). In short, the 35 items are valid and adequate to be used for research after Afshar and Asakereh tested the instrument with 154 Iranian students as a sample from the same population. The questionnaire is also used in several other studies related to English speaking problems after 2016. For example, research conducted by Hamad and Seyyedi (2020) and Ibna Seraj, Habibi, & Hasan (2020).

Then, reliability is how consistent a measuring instrument is. That is, when the same test is given to the respondents several times, the results will be relatively consistent (Meadows, 2003). Reliability of the questionnaire was calculated by Afshar and Asakereh (2016) using Cronbach's Alpha, showing acceptable consistency results ($\alpha = 0.72$). The questionnaire is said to be reliable if the coefficient is 0.70 or higher.

3.5 Data Analysis

To analyze the data, descriptive statistics was applied. Descriptive statistics is an analysis process to describe and show what is going on (Meadows, 2003). In this research, the researcher only shows the top problems regarding speaking English experienced by respondents using IBM SPSS Statistics 25. The results of the analysis are in the form of diagrams, charts, or tables.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses: (1) findings and (2) discussion.

4.1 Findings

The research questionnaire containing 35 items was distributed and collected from 86 respondents from the English Department which were in line with the target of this research. The data collected has been analyzed using descriptive statistics. The following are the results of questionnaire analysis from the survey using IBM SPSS Statistics 25.

Table 2. Results of data analysis

Dimensions	Question Items	Mean Score
Affective-related problems	Item 1	3.48
	Item 5	2.99
	Item 3	2.92
	Item 4	2.76
	Item 2	2.62
Socially-related problems	Item 6	3.20
	Item 7	2.91
	Item 9	2.38
	Item 8	2.27
Instructor-related problems	Item 11	3.64
	Item 12	2.84
	Item 17	2.77
	Item 24	2.62
	Item 16	2.51
	Item 19	2.49
	Item 18	2.38
	Item 23	2.22
	Item 22	2.14
	Item 14	2.14
	Item 13	2.05
	Item 21	1.98
	Item 20	1.97
Item 15	1.95	
Item 10	1.45	

Educational system and facility-related problems	Item 29	3.00
	Item 25	2.98
	Item 27	2.78
	Item 28	2.65
	Item 26	2.60
Linguistically- related problems	Item 34	3.08
	Item 33	3.06
	Item 35	2.76
	Item 31	2.71
	Item 32	2.53
	Item 30	2.40

Based on the results of *Table 2* as a whole, it can be seen that the problem that ranks first with the highest mean score (3.64) is item number 11 with the statement "It would be better if there were more than one instructor teaching speaking so that they could provide a speech model for students" which comes from the instructor-related problems category. while the problem that has the lowest mean score is item number 10 (1.45) with the statement "My instructors do not have a good command of English speaking skills". Both come from the same category, namely instructor-related problems.

Table 3. Affective -related problems table

Dimensions	Item	Mean score
Affective related problems	Item 1	3.48
	Item 5	2.99
	Item 3	2.92
	Item 4	2.76
	Item 2	2.62

From the affective-related problems table, item number 1 is a problem that has the highest mean score (3.48) with the statement "I am afraid of making mistakes". Meanwhile, item number 2 is a problem with the lowest mean score (2.62) with the statement "Some of my classmates speak very effectively, but I cannot. This demotivates me".

Table 4. *Socially-related problems table*

Dimensions	Item	Mean score
Socially-related problems	Item 6	3.20
	Item 7	2.91
	Item 9	2.38
	Item 8	2.27

From the socially-related problems table, item number 6 is a problem that has the highest mean score (3.20) with the statement "I have difficulty finding opportunities to practice my speaking outside the classroom". Meanwhile, item number 8 is a problem with the lowest mean score (2.27) with the statement "I do not think I will make use of English speaking skills in my country".

Table 5. *Instructure-related problems table*

Dimensions	Item	Mean score
Instructor-related problems	Item 11	3.64
	Item 12	2.84
	Item 17	2.77
	Item 24	2.62
	Item 16	2.51

Item 19	2.49
Item 18	2.38
Item 23	2.22
Item 22	2.14
Item 14	2.14
Item 13	2.05
Item 21	1.98
Item 20	1.97
Item 15	1.95
Item 10	1.45

From the instructor-related problems table, item number 11 is the problem with the highest mean score (3.64) with the statement "It would be better if there were more than one instructor teaching speaking so that they could provide a speech model for students". Meanwhile, item number 10 is a problem with the lowest mean score (1.45) with the statement "My instructors do not have a good command of English speaking skills".

Table 6. *Educational system and facility-related problems table*

Dimensions	Item	Mean score
Educational system and facility-related problems	Item 29	3.00
	Item 25	2.98
	Item 27	2.78
	Item 28	2.65
	Item 26	2.60

From the dimension of infrastructure-related problems, item 29 is the problem with the highest mean score (3.00) with the statement "Educational system of the English Department has contributed to my lack of speaking ability". Meanwhile, item 26 is a problem with the lowest mean score (2.60) with the statement "Our class/classes is/are overcrowded".

Table 7. *Linguistically-related problems table*

Dimensions	Item	Mean score
Linguistically- related problems	Item 34	3.08
	Item 33	3.06
	Item 35	2.76
	Item 31	2.71
	Item 32	2.53
	Item 30	2.40

From the dimension of instructor-related problems, item 34 is the problem with the highest mean score (3.08) with the statement "I don't have enough grammar knowledge which leads to a lack of accuracy in my speaking". Meanwhile, item 30 is a problem with the lowest mean score (2.40) is "My poor general English knowledge results in me having difficulty making questions and directing them to my instructor or my classmates".

4.2 Discussion

If the results of this research are discussed as a whole by ordering the problems from first to the last problem, the first number on the list of problems with senior EFL English speaking skills comes from Instructor-related problems.

There is a lack of teachers who teach English. Respondents believed that having an adequate number of teachers would make it easier for them to gain more exposure to English speaking skills. Because many teachers can become role models for students to find out how to master language skills (Islam, Ahmad, & Islam, 2022). Apart from that, research conducted by Wahyuningsih and Afandi (2020) stated that one of the things that helps EFL students in improving achievement and comprehension in English conversation is the amount of exposure from various speakers.

The second problem of the senior EFL English speaking problem comes from Affective-related problems. Students feel afraid of making mistakes. Students have difficulty finding words or putting together sentences that are suitable to say in certain situations because their knowledge of vocabulary and grammar is inadequate so they make mistakes and find it embarrassing. Students feel afraid of making mistakes in speaking that result in criticism from friends or teachers (Chand, 2021).

The third problem from the senior EFL English speaking problem is students have difficulty finding opportunities to practice their English speaking outside of class. This problem comes from the socially-related problems category. However, it also needs to be considered that many students do not live in an English-speaking environment and they can only speak English in class or with their classmates when they are outside of class. The opportunity to speak English outside of class and socialize with the English rich environment clearly has greater

output or feedback than those who do not have that opportunity (Wahyuningsih and Afandi, 2020).

The senior EFL English speaking problem which is in fourth place is lack of grammar knowledge which affects the accuracy of grammar while speaking. Various recent research results that are similar to this research also show that grammar is one of the factors that often becomes a problem or challenge for EFL students in studying speaking. Among them are Riadil (2020), Chand (2021), Islam, Ahmad, & Islam (2022), and Thuy Hang, Uyen, & Uyen (2023). This problem comes from Linguistically-related problems, the same as problem number five.

The fifth senior EFL English speaking problem is that students still think in native language when speaking English, therefore it does not sound natural. . The results of this research are supported by the statement that if students still translate or incorporate their first language into their English conversations, then these conversations will be limited (Thuy Hang, Uyen, & Uyen, 2023). Therefore, it would be better if students do not translate their native language into their English conversations even though it requires a lot of dedication and practice.

The last problem experienced by EFL senior students in English speaking is the department's educational system. This problem comes from the Educational system and facility-related problems category. The educational system in question is the English educational department system in general and accumulations of various problems that exist in institutional departments. That way, it takes more time to solve the problem.

When compared with one study based in Indonesia by Pratolo, Habibi, & Setiawan (2019) which had similar types of respondents. The results of their research show that lack of vocabulary, pronunciation, fluency, limited grammar, native language influence, and anxiety are the top problems elicited from the research respondents. Top five problems fall into the category of linguistically-related problems, and the last problem is from affective-related problems. Meanwhile, this research shows that the lack of teachers who teach English speaking is the main problem. Followed by fear of making speaking mistakes, limited opportunities to speak English outside of class, lack of grammar, and thinking in native language when speaking English. The results of this research show that the top problems of EFL senior students mostly do not come from the same category, but come from different categories. It can be concluded that these two studies show significantly different results even though the respondents from both studies are both EFL senior students from the English education department.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

From the results of this research, it can be seen what problems the students face in EFL English speaking skills on a daily basis. Apart from that, from the results of this research, it appears that the majority of students who participated in this research experienced difficulties in speaking English. If we look at the research results in chapter 4, it was found that the highest English speaking problems came from instructor-related problems with a mean score of (3.64). The lowest English speaking problem also came from the Instructure-related problem with a mean score of (1.45). From this it is concluded that L2 Senior students at a private Islamic university in Yogyakarta have major speaking problems related to the number of teachers teaching at the university.

5.2 Suggestions

Based on the results of this research, increasing the number of teachers teaching at related private Islamic universities in Yogyakarta is a recommended action. By focusing on dealing with this main problem, it is hoped that students' English speaking skills can improve rapidly. After that, the focus is on overcoming other problems such as students' fear of making speaking mistakes by convincing students that mistakes are part of the learning process.

Then, there is the problem of students not having the opportunity to apply their English skills outside the classroom. That way, it would be better if students were given the task of holding discussion sessions outside of class using the

English language assigned by the teacher. The next problem is the lack of grammar, so discussion sessions and increasing the number of teachers can also overcome the problem of lack of grammar knowledge. The next problem is that students still think about translating their native language into English conversation. This requires dedication and practice not to translate their mother tongue to speak English, one of which is by having lots of discussions. The final problem is a problem related to the department which has several accumulated problems such as a lack of teachers or other things. So the department should consider taking solutions that suit the department's problems.

It should be noted that this study has a limitation in the form of a small number of respondents, 86 respondents to be precise. It would be better if future research takes more samples so that the results obtained are more adequate. Apart from that, this research is research that only uses one research method, namely quantitative. Future research can carry out similar research with mixed methods so that the data obtained is diverse and deeper.

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APPENDIX

The following is Afshar and Asakereh's (2016) questionnaire which was adapted and translated into Indonesian for the data collection process.

Dimension	No	English ver.	Translated ver.
affective related problems	1.	I am afraid of making mistakes.	Saya takut untuk membuat kesalahan dalam <i>speaking</i> berbahasa Inggris.
	2.	Some of my classmates speak very effectively, but I cannot. This demotivates me.	Beberapa teman saya dapat berbicara/ <i>speaking</i> menggunakan Bahasa Inggris dengan baik, tetapi tidak dengan saya. Ini mengurangi motivasi saya.
	3.	Shyness prevents me from speaking	Rasa malu menghalangi saya untuk <i>speaking</i> menggunakan Bahasa Inggris.
	4.	I cannot speak well in the classroom because my self-confidence is low.	Saya tidak dapat menggunakan Bahasa Inggris di dalam kelas karena rasa percaya diri saya rendah.
	5.	My anxiety is too high. This prevents me/them from speaking well.	Kecemasan saya sangat tinggi sehingga menghalangi saya untuk <i>speaking</i> menggunakan Bahasa Inggris dengan baik.
socially related problems	6.	I have difficulty finding opportunities to practice my speaking outside the classroom.	Saya kesulitan menemukan kesempatan <i>speaking</i> menggunakan Bahasa Inggris di luar kelas..
	7.	My speaking classes are/were not useful enough to help us communicate with English speaking people.	Kelas <i>speaking</i> berbahasa Inggris saya tidak terlalu banyak membantu saya untuk berkomunikasi dengan orang-orang yang berbicara menggunakan Inggris.
	8.	I do not think I will make use of English speaking skills in my country.	Menurut saya, saya tidak akan menggunakan keterampilan <i>speaking</i> berbahasa Inggris saya di Indonesia.
	9.	There is no cooperation spirit among my classmates in my speaking classes.	Tidak ada semangat dan kerjasama di antara saya dan teman satu kelas saya.
instructor related problems	10.	My instructors do not have a good command of English speaking skills	Dosen saya tidak menguasai keterampilan <i>speaking</i> berbahasa Inggris dengan baik.
	11.	It would be better if there	Akan lebih baik jika ada lebih dari satu

	were more than one instructor teaching speaking so that they could provide a speech model for students.	dosen yang mengajar <i>speaking</i> sehingga dapat memberikan contoh/model kepada siswa.
12.	My instructors make too much use of our/students' mother tongue in the classroom	Dosen saya terlalu sering menggunakan bahasa ibu di dalam kelas.
13.	My instructors' pronunciation is not good enough to be a model for us	<i>Pronunciation</i> dosen saya tidak dapat menjadi contoh yang baik untuk saya.
14.	My instructors do not encourage students to speak.	Dosen saya tidak memotivasi siswa untuk <i>speaking</i> menggunakan Bahasa Inggris.
15.	The intervention and error correction of my instructors is too harsh.	Koreksi kesalahan dari dosen saya terlalu keras.
16.	My instructors do not show the tendency to speak English with me/students outside the classroom when I try to do so	Dosen saya tidak menunjukkan kecenderungan untuk <i>speaking</i> berbahasa Inggris dengan saya di luar kelas ketika saya mencoba melakukannya.
17.	My instructors neglect to focus on idiomatic expressions, proverbs, and collocations.	Dosen saya mengabaikan fokus pada ekspresi idiomatik (ex : " <i>once in a blue moon</i> "), peribahasa, dan kolokasi (ex : " <i>making a bed</i> ").
18.	My classes are teacher-centered; therefore, I cannot find the chance to express my ideas and participate in class discussion activities.	Kelas saya adalah <i>teacher-centered</i> . Oleh karena itu, saya tidak mempunyai kesempatan untuk mengemukakan ide dan berpartisipasi dalam diskusi kelas.
19.	My speaking instructors spend/spent a large proportion of class time asking questions about things to which they already knew the answers; therefore, no real communication takes/took place.	Dosen saya banyak bertanya tentang hal-hal yang mereka sudah tahu jawabannya. Oleh karena itu, tidak ada komunikasi yang bermakna di kelas.
20.	My instructors do not encourage any group work or pair work; this inhibits student-student interaction in class.	Dosen saya tidak memberikan tugas kelompok/ <i>group work</i> ataupun <i>pair work</i> sehingga mengurangi interaksi antar siswa.

	21.	My instructors do not teach us/students how to express appropriate speech acts (e.g., greeting, complaint, refuse invitations or offers and so on).	Dosen saya tidak mengajarkan saya bagaimana mengungkapkan ekspresi yang tepat (misalnya menyapa, <i>complaint</i> , menolak ajakan atau penawaran dan sebagainya).
	22.	My instructors do not tell us what to do when we cannot find the correct and appropriate word, structure and sentence during our speaking. In other words, they/I do not teach us/them oral communication strategy use.	Dosen saya tidak memberitahu saya apa yang harus dilakukan ketika saya tidak dapat menemukan <i>vocabulary</i> , <i>grammar</i> , dan kalimat yang tepat saat saya melakukan <i>speaking</i> . Dengan kata lain, mereka tidak mengajarkan saya menggunakan strategi komunikasi lisan.
	23.	My instructors do not present interesting topics for discussion.	Dosen saya tidak membawakan topik yang menarik untuk didiskusikan.
	24.	My instructors put less emphasis on speaking skills in comparison to other skills.	Dosen saya kurang menekankan keterampilan <i>speaking</i> dibandingkan dengan keterampilan lainnya.
english dept. system and facility related problems	25.	There are not enough and efficient facilities in the language laboratory.	Fasilitas di laboratorium bahasa belum memadai dan efisien.
	26.	Our class/classes is/are overcrowded.	Ruang kelas kelas kami sangat penuh/ <i>overcrowded</i> oleh mahasiswa.
	27.	The time of speaking classes is not/was not appropriate. That is, our speaking classes are/were held at the time when we do/did not have enough energy to participate effectively in class discussions.	Waktu pelaksanaan kelas <i>speaking</i> kami tidak tepat. Artinya, kelas <i>speaking</i> diadakan pada saat kami tidak memiliki energi yang cukup untuk berpartisipasi efektif dalam diskusi.
	28.	Speaking and listening class courses in BA program cannot help us to develop your speaking ability.	Mata kuliah <i>speaking</i> dan <i>listening</i> pada program sarjana ini tidak dapat membantu kami untuk mengembangkan kemampuan berbicara kami.
	29.	Educational system of English Department has contributed to my/students' lack of speaking ability.	Sistem pendidikan PBI UII berkontribusi terhadap kurangnya keterampilan <i>speaking</i> saya.

linguistically related problems	30.	My poor general English knowledge results in my/their having difficulty making questions and directing them to my instructor/their instructor or my/their classmates.	Pengetahuan umum Bahasa Inggris saya yang buruk menyebabkan saya kesulitan untuk bertanya pada dosen atau teman kelas saya.
	31.	I do not have enough vocabulary knowledge.	Saya tidak memiliki pengetahuan <i>vocabulary</i> yang cukup.
	32.	I do not have enough knowledge of collocations.	Saya tidak memiliki pengetahuan yang cukup tentang kolokasi/ <i>collocation</i> (ex : “ <i>heavy rain</i> ”, “ <i>take a look</i> ”, “ <i>pay attention</i> ”)
	33.	I think in Indonesian when I speak in English, which leads to my lack of fluency and naturalness in speaking.	Saya berpikir dalam Bahasa Indonesia ketika <i>speaking</i> berbahasa Inggris, sehingga <i>speaking</i> saya kurang lancar dan alami.
	34.	I do not have enough grammar knowledge which leads to lack of accuracy in my speaking.	Saya tidak memiliki pengetahuan <i>grammar</i> yang cukup sehingga menyebabkan kurangnya akurasi dalam <i>speaking</i> saya.
	35.	My pronunciation is not good enough which causes difficulty in my communication.	<i>Pronunciation</i> saya kurang baik sehingga menyebabkan kesulitan dalam komunikasi saya.