

## AN ANALYSIS OF STUDENT'S SPEAKING PROBLEMS IN ENGLISH DAILY COMMUNICATION PROGRAM AT ISLAMIC BOARDING SCHOOL

*Nova Rifqi Lativi,<sup>1</sup> Dedi Hasnawan<sup>2</sup>*

<sup>1,2</sup>Institut Agama Islam Negeri Ponorogo; Indonesia

E-mail: [novarifqi99@gmail.com](mailto:novarifqi99@gmail.com)<sup>1</sup>

E-mail: [dedihasnawan@yahoo.com](mailto:dedihasnawan@yahoo.com)<sup>2</sup>

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**Abstract:** This research analyzed students' speaking problems and the factors that caused the problems faced in English daily communication. This research used descriptive qualitative as the research design. The research subject was 30 students in the fourth grade of Al Iman Islamic Boarding School for Females. This research data was collected through observation, interviews, and questionnaires. To analyze the data, the researcher used three major phases of data analysis: data reduction, data display, and conclusion drawing/ verification. This study showed that each student faced different problems in speaking English daily. Some students faced inhibition, nothing to say, lack of participation, and mother tongue use. Where all the problems were caused by some factors called linguistic factors, psychological factors, and environmental factors that played important roles in supporting students in improving their speaking skills.

**Keywords:** English speaking, Islamic Boarding School, speaking problems

**Abstrak:** Penelitian ini bertujuan untuk menganalisis permasalahan berbicara bahasa Inggris santri serta faktor-faktor yang menghambat komunikasi bahasa Inggris sehari-hari. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Subjek penelitian adalah santri kelas IV Pondok Pesantren Al Iman Putri yang berjumlah 30 orang. Data penelitian dikumpulkan melalui observasi, wawancara, dan kuesioner. Untuk menganalisis data, peneliti menggunakan tiga tahap utama analisis data: reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian ini menunjukkan bahwa setiap santri menghadapi masalah yang berbeda-beda dalam berbicara bahasa Inggris sehari-hari. Beberapa menghadapi hambatan, tidak ada yang perlu dikatakan, kurangnya partisipasi, dan penggunaan bahasa ibu. Dimana semua permasalahan tersebut disebabkan oleh beberapa faktor yang disebut faktor linguistik, faktor psikologis, dan faktor lingkungan yang berperan penting dalam mendukung santri dalam meningkatkan keterampilan berbicaranya.

**Kata Kunci:** Berbicara bahasa Inggris, pondok pesantren, permasalahan berbicara

## INTRODUCTION

English as international language is widely used all countries in this world.<sup>1</sup> Most all aspects of academic, scientific, technology, medicine, and business are spoken and written using this global language. Since English is the most spoken language, it is essential in education. Students should have the ability to master all English language skills.<sup>23</sup>

English has four skills to be learned, they are listening, writing, reading, and speaking.<sup>4</sup> One of the most important skills to be mastered is speaking skill, because it has complex skill to acquire and people often find difficultly to reveal what they want to say.<sup>5</sup> Beside, they should be able to make meaning depending on the context of information.

Speaking is a productive skill, it consist of producing systematic verbal utterances to convey meaning.<sup>6</sup> According to Cooper (2010) speaking is the productive skill because someone does activities for using his speech organs successfully, while receptive skills are therefore need someone else to listen to what has been said to react to what has been never before succeeded.<sup>7</sup> Speaking also an interactive process of constructing meaning that involves producing, receiving, and processing information.<sup>8</sup> Through

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<sup>1</sup> Gwo-Dong Chen et al., "Promoting Autonomy and Ownership in Students Studying English Using Digital Comic Performance-Based Learning," *Educational Technology Research and Development* 66 (2018): 955–78.

<sup>2</sup> Wen-Chi Hu and Shih-Tsung Hsu, "Beyond Technocentrism: Improving Lower-Achiever's English Listening Performance by Using Mobile-Assisted Language Learning on University of Technology Students," *2021 The 11th International Conference on Information Communication and Management*, 2021, <https://doi.org/10.1145/3484399.3484413>.

<sup>3</sup> Ahmed Aliwy, Ayad Abbas, and Ahmed Alkhayyat, "NERWS: Towards Improving Information Retrieval of Digital Library Management System Using Named Entity Recognition and Word Sense," *Big Data and Cognitive Computing* 5, no. 4 (2021): 59, <https://doi.org/10.3390/bdcc5040059>.

<sup>4</sup> Lars Stenius Stæhr, "Vocabulary Size and the Skills of Listening, Reading and Writing," *Language Learning Journal* 36, no. 2 (December 2008): 139–52, <https://doi.org/10.1080/09571730802389975>.

<sup>5</sup> Muhammad Hasbi Abd Rahman, Jazurainifariza Jaafar, and Miftachul Huda, "Information and Communication Skills for Higher Learners Competence Model," in *Proceedings of the Computational Methods in Systems and Software* (Springer, 2024), 357–75, [https://doi.org/10.1007/978-3-031-53549-9\\_36](https://doi.org/10.1007/978-3-031-53549-9_36).

<sup>6</sup> David Nunan, *Practical English Language Teaching*, 2003.

<sup>7</sup> James M Cooper, *Classroom Teaching Skills* (Cengage Learning, 2013).

<sup>8</sup> James Dean Brown and Kathleen M Bailey, "Language Testing Courses: What Are They in 2007?," *Language Testing* 25, no. 3 (2008): 349–83, <https://doi.org/https://doi.org/10.1177/02655322080901>.

speaking people can communicate orally to express their idea, feeling, and thought to each other.<sup>9</sup>

The ability of speaking English is not only to use the appropriate linguistic aspects such as grammar, vocabulary, pronunciation and fluency but also self-confidence to practice it in oral communication. Because in some research was found that students often feel shy or unconfident and afraid of making mistake in speaking foreign language.<sup>10</sup> According to Oxford (1990) speaking English is a stressful thing for students.<sup>11</sup> Because they feel afraid to make mistakes related to grammar. They also lack of English vocabularies that facilitated them in speaking activity. In other word, the ability of learning language is measured by the result of learner's speaking skill in the oral communication.

Moreover, stated on some characteristics of a successful speaking activity that described as follow: (1) Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learner talk. (2) Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed. (3) Motivation is high. Learner is eager to speak: because they are interested in the topic and have something new to say about it, or because they are interested in contribute to achieving a task objective. (4) Language is an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.<sup>12</sup>

Al Iman as a boarding School conducted two foreign languages namely Arabic and English as their daily communication. All people in this boarding school should be able to speak Arabic and English to each other in everyday communication among formal or non-formal activities. By the motto "Language is our crown", Al Iman implemented several language activities to support the students in mastering Arabic and English language and also create language environment. One of the activities is weekly language communication program, whereas every month is divided into two weeks of English and two weeks of Arabic. This program has rules and systems that the students should be able to communicate through English language in English

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<sup>9</sup> A. Guye-Vuill me et al., "Nonverbal Communication Interface for Collaborative Virtual Environments," *Virtual Reality* 4, no. 1 (March 1999): 49-59, <https://doi.org/10.1007/BF01434994>.

<sup>10</sup> Xi Chen et al., "Comparing Vocabulary Development in Spanish- and Chinese-Speaking ELLs: The Effects of Metalinguistic and Sociocultural Factors," *Reading and Writing* 25, no. 8 (September 5, 2012): 1991-2020, <https://doi.org/10.1007/s11145-011-9318-7>.

<sup>11</sup> A S Hornby et al., *Oxford Advanced Learner's Dictionary of "Current English"* (Oxford University Press ; Cornelsen, 2015), <https://books.google.co.id/books?id=z-wErgEACAAJ>.

<sup>12</sup> Li Li, "The Complexity of Language Teachers' Beliefs and Practice: One EFL Teacher's Theories," *The Language Learning Journal* 41, no. 2 (July 2013): 175-91, <https://doi.org/10.1080/09571736.2013.790132>.

week and Arabic language in Arabic week in their daily activities. The rules are considered in order to make the students accustomed in practicing the foreign language, so that they are able to improve their language skill and quality, especially in improving speaking skill.

In learning speaking, sometimes students will face problems and difficulties when they try to utter the words, phrases or sentences. According to Ur (1990) there are some problems faced by students in speaking activities namely: (1) Inhibition. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or closing face, or simply shy of the attention that their speech attracts. (2) Nothing to say. Learners cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking. (3) Lack of Participant. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. (4) Mother tongue use.<sup>13</sup> Learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue.<sup>14</sup>

Based on the researcher's pre-observation, some students in the boarding school do not comply with the existing language rules. The students are not able to practice their English as well as possible. They would rather speak Arabic or Indonesian language in English week. They have some difficulties in practicing English speaking in some language activities implemented by Al Iman Islamic boarding School for Female.

In order to overcome students' speaking problems both teachers or language section are necessary to know the factors of the problems in students' speaking performance. The factors cause of speaking problems can be seen from some aspects such as linguistic factor, psychological factor, and environmental factor. According to Bygate (2005),<sup>15</sup> there are five factors cause of speaking difficulties; linguistics obstacles, speech processing difficulties, academic and conversational English skills, negative

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<sup>13</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge Cambridge University Press, 1999).

<sup>14</sup> S D Krashen and Pergamon Institute of English (Oxford), *Second Language Acquisition and Second Language Learning*, Language Teaching Methodology Series (Oxford University Press, 1981), <https://books.google.co.id/books?id=prFoAAAAIAAJ>.

<sup>15</sup> Martin Bygate, "Oral Second Language Abilities as Expertise," in *Expertise in Second Language Learning and Teaching* (London: Palgrave Macmillan UK, 2005), 104-27, [https://doi.org/10.1057/9780230523470\\_6](https://doi.org/10.1057/9780230523470_6).

affect and access to speaking opportunities. Moreover, Juhana (2012),<sup>16</sup> stated on some psychological factors of students' problems in speaking English; Lack of confidence, lack of motivation, shyness, fear of mistake, and anxiety. Environment factors consist of social environment such as teachers, family, society and friends, and nonsocial environment such as house, school, equipment, and atmosphere.

From some research findings showed that many students faced problems in English speaking practice. In this regard, Ayu (2018),<sup>17</sup> asserted that students at First Semester of The Eleventh Grade Students Of SMKN 6 Bandar Lampung faced problem in learning English speaking. The result of the research was students perception of English where they did not know the aspects of language that enable production in learning speaking, they were lack of vocabulary, mastered limited of grammar knowledge and limited of pronunciation, beside they never practice to speak English, they were also has minimum opportunities and nervousness. So the cause of the problems in learning speaking were inhibition, nothing to say, environment factor and mostly mother tongue used.

Moreover, Afisa (2015),<sup>18</sup> on her research findings described on students difficulties in speaking English and the factors that contribute to the students' difficulties in English at the Tenth Grade of SMA Negeri 1 Sine. The result of the study was students' low vocabulary mastery that led them difficulties in understanding the English conversation. The student also had difficulties in pronouncing English words because English has differences in pronunciation and writing. They made some mistakes in Grammar so that they were confusing in arranging words. They also felt shy and nervous to answering the teachers' questions.

These problems also supported by the research findings of Saputra's study (2020),<sup>19</sup> students faced inhibition, nothing to say, lack of participation, mother tongue used. Therefore, based on the explanation above, the researcher formulated the research question as follow: (1) What are the speaking problems faced by the fourth grade students of Al Iman Islamic Boarding School in English Daily Communication Program? (2) What are the factors that cause speaking problems faced by the fourth

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<sup>16</sup> Juhana Juhana, "Psychological Factors That Hinder Students from Speaking in English Class," *Journal of Education and Practice* 3, no. 12 (2012): 100-110.

<sup>17</sup> Siti Ratna Ayu, "An Analysis of the Students' Problem in Learning Speaking at the First Semester of the Eleventh Grade Students" (Lampung: UIN Raden Intan Lampung, 2019).

<sup>18</sup> Sheila Yolanda Pradya Afisa, Djoko Srijono, and M Muamaroh, "The Students' Difficulties in Speaking at the Tenth Grade of High School" (Surakarta: Muhammadiyah University of Surakarta, 2015).

<sup>19</sup> J M Saputra, "An Analysis the Difficulties Factors of Students' Speaking Performance at the Ninth Grade of Islamic Junior High School" (Riau: Universitas Islam Negeri Sultan Syarif Kasim Riau, 2020).

grade students of Al Iman Islamic Boarding School in English Daily Communication Program?

This research was descriptive qualitative research on study case of students' speaking problems in English daily communication. The researcher applied this research because the researcher is aimed in analyzing and describing students' speaking problems and the factors caused the problems faced in English Daily Communication Program at Al Iman Islamic Boarding for Female. The researcher conducted observation, interview, and questionnaire to collect the data. The result of the data collection described in the form of qualitative from the real phenomenon.

The researcher conducted the observation during students speaking practice in the formal activities such as classroom learning process, and non- formal activities such as daily activities in the dormitory, in the canteen, in the bathroom, etc. The interview with the English teacher and the language section that consist of 9 questions regarding students' performance in speaking English, the problems, and some factors cause the problem in their daily communication. The last, the researcher gave some questionnaire sheets to 30 students at the fourth grade, where every sheet consists of 11 statements of student's speaking problems and 9 statements about the factors cause speaking problems in English daily communication program.

To analyze the data the researcher used three major phases of data analysis based on Miles and Huberman's theory (1994),<sup>20</sup> that called by data reduction, data display, and conclusion drawing/ verification. First, the researcher selected the data that contain of observation of students speaking practice in English week, interview with English teacher and language section, and student's questionnaire. The researcher then transformed the data appeared into written up field notes or transcriptions .Afterthat, The researcher displayed the data got in the form of table and then categorized it to make easy in making conclusio. The last, the researcher drew the conclusion and verified the answer of research question that had been done in displaying the data by comparing the observation data, interview data, and questionnaire data. Thus, the researcher got the conclusion about students' speaking problems and the cause of the problems in speaking English.

To get more accurate conclusion and keep the validity of the data, the researcher employed triangulation technique. The researcher used triangulation of method which used data collection technique of observation, questionnaire, and interview about student problems in speaking English and the cause of that problems in language daily communication program at Al Iman Islamic Boarding School for Female.

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<sup>20</sup> Matthew B Milles, Michael A Huberman, and Johnny Saldana, "Qualitative Data Analysis" (London: Sage Publication, 1984).

## RESULTS AND DISCUSSION

### 1.1 Students' Speaking Problems in English Daily Communication Program

Based on the result of the research, the researcher found that each student actually faced different kinds of problems in speaking English namely inhibition, nothing to say, lack of participant, and mother tongue use. In this case, inhibition is the most speaking problem faced by students of Al Iman Islamic Boarding School for Female. Students were inhibited when they try to speak English in their daily communication. They worried about making mistake in some language aspects such as pronunciation, grammar, and vocabularies. They did not master enough vocabularies for their daily communication, or they only used some famed words to practice it with their friends. Besides, students felt anxiety and shy of people attraction and attention when they speak English. Even though, some of them actually mastered some linguistics aspects well. They chose not to speak anything instead of speaking English in the public area.

The second problem was nothing to say. Students still confused about how to arrange English sentences in order to express their thought orally. Some of them actually understood what other people say in English, but they found it difficult to respond it using English language or they often replied it in the wrong grammar. Beside, students often infringe the language. Most of them communicate Arabic or Indonesian to their friends during English week. They also have no motive to speak English and feel inadequate in some language skills to express what they want to say.

The third problem was student lack of participants. Students seldom to speak English in their daily communication because some friends around them were not speak English. So that they felt it was rather weird to speak English themselves. Moreover, students had limit time to practice English language in English discussion. Some of them got little chance when they tried to express their idea because there was another student who better in English talked much in the group discussion.

The last problem was mother tongue use. Students often use their mother tongue when they do not know what they want to speak in English. They also speak English unnatural because some of them were not good enough in pronouncing English words because, English has the different way to speak between its letter and its way to

pronounce the word.<sup>21</sup> Therefore, it was easier for students to use Indonesian language in order to communicate clearly with their friends

## 2.1 The Factors Cause of Students' Speaking Problem in English Daily Communication Program

There were some factors that caused students' problem in speaking English. The researcher sump up some factors caused of speaking problems as follows: The first factor was linguistic factor. Based on the result of questionnaire and interview of English teacer, some students had difficulties in their daily communication using English because they lack of some linguistics aspects such as, vocabularies, grammar, and pronunciation.<sup>22</sup>Students only mastered limited vocabularies becuse their laziness in using new vocabularies given by the language section every morning. Besides, they only speak English with the familiar word and sentences they heard often. Whereas mastering a lot of vocabulary is the main factor for being able to speak foreign language. People could not speak properly about anything they want to speak without knowing the vocabularies. Student also still confused how to arrange English sentences with the right grammar structure because they did not understand the use of grammar when they learn it in the class. Besides, they did not interest in learning Grammar so they felt hard to understand grammar rules. Moreover, they also found it difficult to pronounce English word. All these cases were the caused students less fluent and inhibited in speaking English.<sup>23</sup>

The second factor was psychological factor. The students often lack of confidence and fear of making mistake when they try to speak English. They also simply shy to attract people attention if they speak English in the public place. Or they were afraid of people laughing when they speak wrong.

Students also lack of motivation in speaking English. From the result of questionnaire, it can be seen that students had no motivation from themselves to increase their speaking ability. Students often feel lazy to open the dictionary when they do not know

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<sup>21</sup> Fatemeh Aghajani and Hadi Salehi, "Effects of Montessori Teaching Method on Writing Ability of Iranian Male and Female EFL Learners," *Journal of Practical Studies in Education* 2, no. 1 (December 26, 2020): 8-15, <https://doi.org/10.46809/jpse.v2i1.17>.

<sup>22</sup> Ivana Simonova, "Learning English Grammar in the Smart Learning Environment," in *Smart Education and E-Learning 2018 5* (Springer, 2019), 142-50, [https://doi.org/10.1007/978-3-319-92363-5\\_13](https://doi.org/10.1007/978-3-319-92363-5_13).

<sup>23</sup> Akira Tajino, "Teaching English Grammar for Communicative Purposes: A Systems Approach," in *A Systems Approach to Language Pedagogy* (Springer, 2019), 23-37, [https://doi.org/10.1007/978-981-13-6272-9\\_3](https://doi.org/10.1007/978-981-13-6272-9_3).

the meaning of a word. They rarely use the vocabularies given by language section every morning, and have no willing to ask some vocabularies to their teacher or language section in order to increase their vocabulary mastery.

Moreover, some students have no self-awareness in using English in their daily communication in order to improve their speaking skill. They often speak English only when there was language section around them. Because they will get punishment from the language section if they didn't speak English during English week. Besides, student also had low interest in English. Even just speaking English, hearing English song, or attending language activity. So that, they preferred to speak Arabic or Indonesian to communicate with other people during English week.<sup>24</sup>

The last factor was environmental factor. By the background of education, Al Iman as a boarding school had many lessons that were taught in Arabic. Almost everyday students listen to Arabic material. When the teacher explain the lesson in Arabic, the students will certainly listen and absorb a lot of Arabic words. As a result, Arabic language was the more familiar language for students than English language. Eventhough in English week all sounds entire boarding school was used English language, such as announcement and the song played. That is why students enjoy and feel more confidence in speaking Arabic.

In learning process, the material taught and the method used by the teacher actually were good enough. But students had limited time in learning English with the teacher in the classroom.<sup>25</sup> Students had limited opportunities to practice their English speaking in front of the teacher in order to get teacher's corrections and feedback when they found some errors. It forced students to practice English more in their daily activities out of the classroom.

Beside there were limited of profesional English teaching staff those who stayed in the boarding school for twenty four hours. There still few people are proper in speaking practice as a role model for students to speak English well in their daily communication and as supervisor for the language section. Moreover, the language environment was less effective in English week. Students sometime do not speak

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<sup>24</sup> Zarima Mohd Zakaria et al., "Content Knowledge Competency of Arabic Language Teacher Trainees during Teaching Practice," *International Journal of Academic Research in Business and Social Sciences* 9, no. 9 (September 11, 2019), <https://doi.org/10.6007/IJARBS/v9-i9/6295>.

<sup>25</sup> Darrell Norman Burrell, "Teaching Graduate Technology Management Students With Innovative Learning Approaches Around Cybersecurity," *Research Anthology on Advancements in Cybersecurity Education*, 2022, 491-500, <https://doi.org/10.4018/978-1-6684-3554-0.ch024>.

English not because they do not know how to speak English well, but they find people around them do not speak English. Then they prefer to not speak English to their friends because they will feel guilty and awkward when they speak it by themselves.

## CONCLUSION

The students speaking problems were inhibition, nothing to say, lack of participant, and mother tongue use. Some students were inhibited in speaking English because they mastered limited vocabularies, lack of Grammar and pronunciation. They were also lack of confidence, fear of mistake and feel ashamed for attracting people attention when they speak English in front of many people. Students had nothing to say something in English for their difficulties in arranging English sentences. There was also lack of participant on students' speaking English. And sometime, they also use their mother tongue to speak in English week.

The factors caused speaking problems were Linguistic factor, psychological factor and Environmental factor. Students got some problem in practicing English language because they lack of some linguistic aspects such as vocabulary, grammar, and pronunciation. They rarely used some new vocabularies taught, and lazy to open English Dictionary. They did not understand Grammar well and found it difficult to pronounce English word. Some psychological factor was students less motivation, interest, and self-awareness in speaking English. Moreover, the environmental such as the teacher, society, friends, teaching strategies, time, and school condition was the most factor caused students speaking problem.

Based on the conclusion, both students and teachers play important role in improving English speaking ability. The teacher should create more interesting learning process and motivate students to always communicate using English. The students also should speak English confidently, and increasing their self-awareness that English mastery is very important in this era of globalization.

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