

IDENTIFYING THE DIFFICULTIES IN LEARNING ENGLISH LANGUAGE SPEAKING SKILL FOR PRE-UNIVERSITY STUDENTS

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This study aims to identify the challenges pre-university students have when developing speaking skills for English subjects in light of the situations in which students must transfer from high school to colleges, particularly pre-university. This study uses a quantitative methodology, and pre-university student applicants are given questionnaire forms asking about their viewpoints, needs, and levels of motivation during English learning speaking classes. The data showed that pre-university students did not have a negative view of English classes, but that they believed strong syntax and semantics skills were necessary for having effective speaking skill. They also thought they could succeed if they studied using the instruments their instructors had supplied. If they underperformed, they made an effort to improve upon their prior performance by learning from their mistakes. The significance of this study is that it will assist instructors in better understanding their students' perceptions of English learning speaking skills, motivation, and needs in order for the instructors to provide a better and more convenient environment for pre-university students to learn in the classroom.

Keywords: *Pre-university students, university adjustment, motivation, perceptions, challenges, speaking skill, education*

INTRODUCTION

Students pursuing a higher education are required to undertake years of proper education through teaching and learning, with legal and permissible levels of academic qualifications, including certifications in primary and secondary education. To achieve this, students must perform well in their English language course at the secondary level, as required by the Ministry of Education. The concept of them doing well in the issue offers them a sense of

haste and responsibility to earn a decent score, therefore the thriving incentive that they held to excel English language throughout their academic path. However, their only motivation was to flee. Since then, as these students enter the pre-university phase of their lives, they have a tendency to believe that studying and putting effort into English subjects is no longer necessary, believing that their focus and effort should be placed on other subjects such as mathematics and sciences, which have a greater weighting and content than English language subjects. Due to periodic changes in the language and education systems, several teaching aids have been discovered and implemented to facilitate teaching and learning, as well as to encourage interaction between instructors, parents, and students. Therefore, it is necessary to find a way to convince students to take an English language course seriously and effectively, especially during this difficult period when it is believed that their motivation level and desire to study are diminishing. This is in line with Sah Allam, Hassan, and Mohideen's (2020) finding that other teaching and learning methods, such as online learning method, bore advantages in both the learning and teaching processes, compared to traditional methods. In some respects, pre-university students primarily study English for the sake of passing the course, which contributes to their lack of motivation. As a result, students devote more attention to other subjects, and few of them have truly attempted to study English in class, as they do not recognise the significance of language learning. It is crucial for these students to adapt to the ever-changing contexts of learning language from high school to pre-university or college, or, more typically, as part of the university adjustment process, migrating from one level of education to another.

LITERATURE REVIEW

Challenges among ESL Pre-University Students to learn Speaking Skills

Rao (2019) mentioned in his research that the worldwide community of various languages and cultures views English to be a universal language due to the fact that the English language has essentially the same characteristics all over the world. This statement implies that English is the most universal language, or, to use a more colloquial term, a global language, capable of being used in any place regardless of cultural or linguistic differences. Given the widespread use of the language around the world, it is not surprising that children should be able to acquire, comprehend, and master it regardless of their academic level. The majority of learners in countries where English is considered a foreign language, or EFL (English as a Foreign Language), find it challenging to acquire or master the language for a variety of reasons. Kovalenko's (2021) research of a group of Ukrainian students indicated that not all students have the same reason or purpose for studying English, as some view it as merely a course or topic that must be passed and do not recognise its usefulness as a communication tool that allows them to adapt to new technological and scientific developments.

Pratolo et al. (2019) identified a variety of factors that contribute to the difficulties of speaking competency encountered by EFL Indonesian students, based on the research question "What are the barriers to speaking English?" posed to the students. The students then responded to the question, and their responses were categorised into several topics, such as language boundaries (relating to the student's vocabulary usage, pronunciation, grammar, fluency, and how their mother tongue affects their speaking skill), psychological factors (anxiety in speaking), patron factors (peers and unstable class participation), topics given (low knowledge depth and uninteresting topic), and means of speaking practice (through

media or peers). This will allow pupils more opportunities to practice the targeted language and improve their English skills.

According to Tuan and Mai (2015), just a few occurrences and circumstances contribute to students' difficulties with speaking and skill development. They found that inhibition, or to use a more colloquial term, self-consciousness, is one of the primary reasons for their inability to strengthen their speaking skills. It is asserted that pupils are humiliated by the ridicule they receive for their mistakes and acquire bad attitudes toward criticism. In addition to forgetting what they wanted to say, the pupils lacked the enthusiasm to express themselves due to their inability to recall (Leong & Ahmadi, 2017). Due to a lack of awareness about a given subject, students may have difficulty expressing their own opinions and thoughts in class, resulting in a lack of motivation to speak in class. According to Tuan and Mai (2015), the third issue is low student participation in class. They believe the number of students in a speaking class is the cause of low class participation because some students may dominate the discourse or topic while others have limited opportunity to speak up or do not engage.

English Speaking Skills

Speaking is without a doubt one of the most essential communication skills to acquire and improve. Speaking skills are regarded as one of the most challenging aspects of language acquisition due to their linkages to other forms of communication, such as grammar, paralinguistic elements, sociolinguistic competencies, and discourse (Dincer & Yesilyurt, 2017). Many language learners struggle with appropriately articulating their thoughts in a foreign language, making it difficult for them to efficiently express themselves orally. According to Ariyanti (2016), students avoid speaking in the target language in language learning classrooms the majority of the time due to their fear of making mistakes, discomfort with their teachers, fear of being laughed at and ridiculed by their peers, lack of self-esteem and confidence, feeling that they are far from being as good as a native speaker, and their negative self-perceptions of language proficiency and negative attitude of their teachers. They often lack adequate vocabulary and practise, making it challenging for them to speak effectively in English (Syafiq et al., 2021).

Motivation can both influence and be influenced by language acquisition factors when it comes to learning and practising English. According to Merisuo-Strom (2007), a welcoming and integrative attitude towards the people whose language is being taught makes learners more attentive to the audio-lingual components of language and to pronunciation and accent. Learners who are hostile to the language will not make significant progress in acquiring its numerous facets (Leong & Ahmadi, 2017). These results provide credibility to the idea that communicative ability alone is insufficient for students to increase their speaking abilities. Learners will not be able to achieve the goal of speaking unless they have a favourable attitude about speaking and the motivation to communicate effectively.

Pre-university students are required to enrol in three to five classes per semester, with the subject content being far more in-depth and difficult than that of high school. Cheng and James (2010) found that pre-university travel and experience influenced both the career decisions of individuals and the growth of human capital in society. As a result, these students prefer to forego electives such as English, Religious Studies, General Studies, and Extracurricular Activities in favour of core subjects that they believe will aid them in selecting a vocation or a specialised college degree. Students are unable to perceive how these elective courses will help them choose a job, so they study solely to pass them in order

to graduate from high school. Comparable research on language anxiety among English language learners in higher education revealed that the vast majority of interviewees were highly anxious and had tremendous difficulty speaking English (Noor Hashimah Abdul Aziz, 2007). Respondents responded that they only use English in certain circumstances, such as when they must present or produce written works in English, and that they prefer to use Bahasa Malaysia in all other instances. In other words, when communicating in their own tongue, individuals feel more certain.

Motivation in Learning Speaking Skills

According to Azlan et al. (2019), the ability to speak fluently and accurately is one of the most essential linguistic skills in Malaysia. They do emphasise, however, that poor self-confidence, a lack of practise, and limited exposure to the language all contribute to an inability to communicate fluently. According to Noels et al. (2000), social psychology and education have recognised for decades the significance of motivation in human action. Consequently, teachers must take measures to motivate and encourage students to acquire the language, as well as to support students' development and the learning process. Without motivation, instructors and students would have difficulty learning. According to Ong et al. (2018), in order to learn something, one must be highly motivated, and in the case of language acquisition, a lack of motivation in learning may hinder the process of acquiring the language. Consequently, student motivation impacts the effectiveness of learning.

Many of the study participants did not utilise English in their daily lives and as a result, lacked a natural desire to learn it. Chowdhury et al. (2021) discovered that Bangladeshi college students enrolling in English language courses lack intrinsic motivation. Due to this, the language-learning process will be impacted as this will undoubtedly have a detrimental effect on the learners' ability to attain their language-learning objectives. In addition, a large number of studies link a lack of language competency with a lack of enthusiasm to learn. According to the research of Mas Dahrul Ihsan (2016), for students to be motivated to learn, they must have ample learning chances and consistent encouragement support for their learning efforts. By organising and regulating the classroom, the instructor must contribute to a productive learning environment. Motivation is an essential aspect of education, particularly while learning English. Dornyei (2001) says that instructors and students interpret motivation for language acquisition and have a crucial role in explaining failure and proficiency in language learning contexts.

As an illustration of intrinsic motivation in English language acquisition, Becirovic (2017) employed a student with a positive attitude toward the melody, rhythm, and tone of a cultural work written in a foreign language, and thus the English language itself. On the other side, extrinsic motivation is described as the desire to engage in a given action for the sake of the outcome once the action is completed. Despite the fact that each incentive is distinct from the other, they complement one another. When learning a language, especially English, both intrinsic and extrinsic motivation are necessary since they encourage students to make progress and participate in class. Each sort of motivation a student has for studying and speaking English is equally essential to the teaching and learning process. In addition, being motivated in English class may improve students' academic performance, which may be the reason they are motivated in the first place.

Students who are disinterested in learning English are typically trapped in a cycle of negative evaluations. In the minds of language learners, the stigma of not being able to speak English

fluently spreads, diminishing motivation and affecting classroom performance since they do not want to participate and feel humiliated in front of their classmates. These negative perceptions indicate that motivation and English language proficiency are highly correlated; therefore, instructors are advised to assist students by creating a stress-free environment accompanied by a variety of classroom performance-enhancing activities, such as adopting and honing their communicative skills (Dincer and Yesilyurt, 2017).

To achieve the goal of identifying the obstacles faced by pre-university students, this study attempted to answer the following research questions.

The objective: Identifying issues, difficulties, and demands of pre-university students learning English speaking skills

- i. Determine the perceptions of pre-university students on the significance of their motivation level to develop English-speaking skills.
- ii. Identifying the difficulties pre-university students experience when acquiring English-speaking skills.

METHODOLOGY

The quantitative research design used and adopted in this paper is described, along with the planning required to achieve the research objectives, which are to identify the obstacles that pre-university students encountered when using their English learning speaking skill. The history, objectives, and methodology of each procedure, including sampling, data collection methods, processes, and data analysis, are described. It aimed to provide documentation for each stage of data collection and analysis in order to arrive at conclusions regarding the study topics and report objectives.

Rationale for Selecting Pre-University Students

For convenience, the researchers opted for data collection only at a single pre-university located in northern Malaysia. In addition, all students at this college are required to take English Language for two years as an elective.

The purpose of selecting students from a pre-university college is to assure the homogeneity of the sample population. The researchers pick individuals or locations on the basis of their membership in a subgroup with distinguishing traits (Creswell & Guetterman, 2019; Ishtiaq, 2019). As a result, the chosen students all have the same educational background, as they are all SPM graduates currently enrolled in a matriculation institution and pursuing the same courses.

Sampling

Pre-university students from one of Malaysia's pre-university colleges compose the study's sample. There was a total of 101 responses to the survey. The students are in the second semester of a two-semester program and are all the same age. These students were scheduled to take English Language both semesters. They were expected to take the MUET during their first semester.

Because the researchers have prior knowledge of the subjects, they used deliberate sampling to select samples. According to Foley (2018), before researchers can identify and engage

potential subjects, they must first grasp the purpose of their study. According to Foley (2018), purposeful sampling enables researchers to extract a considerable deal of information from acquired data. As a result, the researchers' prior experience will benefit in the investigation's data collection. The primary criterion for sample selection is meeting the objectives of the study, which are to investigate the perceptions and motivation of pre-university students studying English Language Speaking Skills. In addition, we are interested in their opinions regarding the significance of communication skills.

Data Collection Methods

In this paper, quantitative data collection was utilised for the examination of the students' demands. Before filling out the questionnaire, participants were instructed on their perceptions of speaking ability and motivation when learning the aforementioned skill, specifically in English. The questionnaire was selected as the instrument because it enables researchers to organise and construct the data collection method appropriately, and respondents can complete the surveys at their leisure (Jha, 2017).

Pilot Test

A pilot study was carried out to gather preliminary student data on the topic. This pilot study involved 35 pre-university students. This was carried out in order to validate the questionnaire for the needs assessment. The pilot test data were analysed in order to ascertain the coefficients of reliability and the findings.

From the pilot test data, the Cronbach Alpha reliability coefficients and conclusions are calculated using the Statistical Package for the Social Sciences (SPSS) software. The instrument's internal consistency estimate is determined. The surveys were enhanced following the pilot test. The minor adjustments are typographical in nature and have no bearing on the original products. According to the Cronbach Alpha scores for each Likert scale item, the internal consistency of the questionnaire items was high. There were thirty required response questions. Five viable choices existed (strongly agree, agree, neutral, disagree, and strongly disagree). The fundamental benefit of using Likert Scale questions is that they adhere to a standard way of data collecting, which makes them straightforward to interpret. Moreover, because Likert Scale questions utilise a scale, respondents are not required to take an either-or stance; they may choose to remain neutral if they wish to.

FINDINGS

This study aims to examine the challenges and needs that pre-university students experience when studying English. A survey was conducted to ascertain their perceptions of learning to speak in class and to assess their motivation levels while doing so.

The findings were then divided into two categories: the perceptions of pre-university students regarding the acquisition of speaking skills and their attitudes toward the skills themselves. This section describes the methodology and major findings from the analysis phase in order to answer the next research question.

The researchers have classified the questionnaire results into certain categories:

Perception on English Language Speaking Skill

101 pre-university students from a single matriculation centre completed the needs assessment and surveys. The findings include perceptions the English Language Skill learning process, positive thoughts toward the skill, and levels of motivation to learn the skill.

Reliability Test for the Perception on the English-Speaking Skill (ESS) for the Current Study

The Cronbach’s Alpha model was utilized by the researchers to understand and determine the reliability of the given questionnaire.

Table 1.1 - Reliability Statistics

| Cronbach’s Alpha | Cronbach’s Alpha Based on Standardized Items | N of Items |
|-------------------------|---|-------------------|
| .648 | .638 | 30 |

Cronbach’s Alpha data is .648, compared to the Cronbach’s Alpha based on the Standardized Items which is .638. This shows that the number of 30 items in the questionnaire is reliable.

Table 1.2 – Descriptive Statistics of the English Language Speaking Perception (ELSP) Items

| Descriptive Statistics (English Language Speaking Perceptions Item) | | | | | | | |
|--|----------|--------------|----------------|----------------|-------------|-----------------------|-----------------|
| | N | Range | Minimum | Maximum | Mean | Std. Deviation | Variance |
| 1. I think learning speaking is fun | 101 | 2.00 | 1.00 | 3.00 | 1.7030 | .95441 | .911 |
| 6. I think learning speaking is boring | 101 | 3.00 | 2.00 | 5.00 | 4.2673 | .73336 | .538 |
| 15. I am excited when my speaking class starts | 101 | 4.00 | 1.00 | 5.00 | 2.3069 | .83358 | .695 |
| 18. In my opinion, the speaking materials are difficult to understand | 101 | 3.00 | 2.00 | 5.00 | 3.6040 | .86115 | .742 |
| 19. I find it difficult to speak English grammatically correct during the activities | 101 | 3.00 | 1.00 | 4.00 | 2.3069 | .82149 | .675 |

| | | | | | | | |
|---|-----|------|------|------|--------|--------|------|
| 20. Speaking with excellent pronunciation is important | 101 | 3.00 | 1.00 | 4.00 | 1.8020 | .80025 | .640 |
| 21. If I speak in English, I find it difficult to get the meaning of a new vocabulary | 101 | 4.00 | 1.00 | 5.00 | 2.7228 | .86161 | .742 |
| 26. I like my speaking class because my lecturer is very good | 101 | 2.00 | 1.00 | 3.00 | 1.3168 | .54646 | .299 |
| 30. I must be better in speaking English as I can have opportunity to get some money from my speaking abilities | 101 | 3.00 | 1.00 | 4.00 | 1.7228 | .69453 | .482 |
| Valid N (listwise) | 101 | | | | | | |

As for the English Language Speaking Perception (ELSP) study, Table 1.2 depicts the mean speaking ability perception. Pre-university students regard English Speaking as an essential and enjoyable ability to acquire. Pre-university students agreed that speaking competence was a vital skill for all students to acquire, an enjoyable subject/skill to master, and that acquiring the skill was not a tedious lesson (mean=1.703, standard deviation=.95444). Even in their speaking class, they were enthusiastic (mean= 2.3069, standard deviation=.83358), and the course materials were not difficult to comprehend (mean= 3.0604, standard deviation=.86115). However, students said that it was difficult for them to speak grammatically accurate English during speaking activities (mean = 2.3069, standard deviation =.82149) and that correct and great pronunciation is equally important (mean = 1.8020, standard deviation =.80025). The students also reported having trouble comprehending the meaning of new terminology when speaking (mean = 2.7228, standard deviation = 0.8616).

Students favoured the claim that their lecturers were the finest instructors (mean=1.3168, standard deviation=.54646), indicating a favourable assessment of the English Language Speaking Skill learning environment. The students had a favourable impression of the speaking skills that would enable them to earn money if they mastered the language (mean=1.7228, standard deviation=.69453).

Confidence Item

Table 1.3 – Distribution of Responses, Mean and Standard Deviation of the Confidence Items

| Descriptive Statistics (Confidence Item) | | | | | |
|---|-----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| 3. I am unsure of myself when I speak English in our speaking class | 101 | 1.00 | 5.00 | 2.5347 | 1.05418 |
| 4. I feel worried about speaking English outside of the classroom | 101 | 1.00 | 5.00 | 2.9010 | 1.17051 |
| 12. I feel worried when my classmates speak better English than me | 101 | 1.00 | 5.00 | 1.9505 | .96308 |
| 16. Talking to my lecturer in English makes me uncomfortable and unconfident | 101 | 1.00 | 5.00 | 3.5347 | .98554 |
| 17. After learning to speak in English, I believe I can speak English well and fluently | 101 | 1.00 | 4.00 | 2.1287 | .68794 |
| 24. I will be proud if my speaking ability can be seen by everyone | 101 | 1.00 | 4.00 | 2.1980 | .82486 |
| 27. I am confident to speak English because my lecturer encouraged me to speak English well | 101 | 1.00 | 4.00 | 1.7921 | .72549 |
| Valid N (listwise) | 101 | | | | |

Table 1.3 displays the Confidence Items that the pre-university students discussed in the questionnaire. According to the findings, all of the pre-university students agreed that they felt uncertain when speaking English in their speaking class (mean = 2.5347, standard deviation = 1.05418) and that they were anxious about speaking English outside of the classroom (mean = 2.9010, standard deviation = 1.17051).

The students were likewise concerned about the remark "I feel worried when my friends speak better English than I do" (mean=1.9505, standard deviation =.96308). This was another matter that caused them concern. The students, on the other hand, displayed comfort and confidence while engaging with their instructors (mean = 3.5347, standard deviation = 0.98554).

As evidenced by their high levels of self-confidence and their conviction that, once they had acquired sufficient English language skills, they would be able to communicate effectively and fluently in the language (mean = 2.1287, standard deviation =.68794), the students' general attitude toward Question 17 was positive.

If everyone could hear how well they speak, they would be proud of themselves as well (mean = 2.1980, standard deviation =.82484). Since their instructors pushed them to enhance their language abilities (mean = 1.7921, standard deviation =.72549), the students said that they would feel comfortable speaking English (mean = 1.7921, standard deviation =.72549).

Personal Control

Table 1.4 Descriptive Statistics of the Personal Control (PC) Items

| Descriptive Statistics (Personal Control) | | | | | | | |
|---|-----|---------|---------|--------|--------|----------------|----------|
| | N | Minimum | Maximum | Sum | Mean | Std. Deviation | Variance |
| 2. I always do the speaking assignment which is assigned by the lecturer and collect it on time | 101 | 1.00 | 4.00 | 191.00 | 1.8911 | .63089 | .398 |
| 5. When the speaking class is started, I don't pay attention to the lecturer's explanation | 101 | 2.00 | 5.00 | 427.00 | 4.2277 | .74674 | .558 |
| 7. If my speaking score is bad, I don't improve myself to get better scores | 101 | 1.00 | 5.00 | 445.00 | 4.4059 | .75071 | .564 |

| | | | | | | | |
|---|-----|------|------|--------|--------|--------|------|
| 8. I like to have conversations with my friend(s) to improve my speaking skills | 101 | 1.00 | 4.00 | 204.00 | 2.0198 | .78715 | .620 |
| 9. I enjoy the activities in our speaking class compared to my other classes | 101 | 1.00 | 4.00 | 214.00 | 2.1188 | .80358 | .646 |
| 10. I wish I could have many native English-speaking teachers so I can improve my speaking skills | 101 | 1.00 | 4.00 | 215.00 | 2.1287 | .86791 | .753 |
| 11. I have always wanted to improve my ability to speak | 101 | 1.00 | 3.00 | 135.00 | 1.3366 | .51531 | .266 |
| 13. I often do my speaking assignments although it is not required by my lecturer | 101 | 1.00 | 4.00 | 275.00 | 2.7228 | .70879 | .502 |
| 14. I do initiate to do my speaking assignments if it is not instructed by my lecturer | 101 | 1.00 | 4.00 | 278.00 | 2.7525 | .71282 | .508 |
| 22. I use my mother tongue to help me speak if I have difficulties talking to my lecturer and friend(s) | 101 | 1.00 | 4.00 | 255.00 | 2.5248 | .83179 | .692 |
| 23. If I have difficulties doing my speaking assignment, I ask my lecturer to help me | 101 | 1.00 | 5.00 | 226.00 | 2.2376 | .69496 | .483 |

| | | | | | | | |
|---|-----|------|------|--------|--------|--------|------|
| 25. I have a lot of progress in speaking English after following my speaking class | 101 | 1.00 | 3.00 | 190.00 | 1.9000 | .64354 | .414 |
| 28. I don't need many native English-speaking teachers in my speaking class as I have my English lecturer | 101 | 1.00 | 5.00 | 211.00 | 2.0891 | .82582 | .682 |
| 29. If my speaking score is bad, I will strive to be better | 101 | 1.00 | 3.00 | 153.00 | 1.5149 | .59353 | .352 |
| Valid N (listwise) | 100 | | | | | | |

Table 4.4 displays the mean and standard deviation for the Personal Control Items (PC). The students stated that they expected to finish the speaking assignment that had been assigned to them by the instructor and would present it in on time (mean = 1.8911, standard deviation =.63089). In addition, students said that they managed to pay attention in their speaking lesson (mean = 4.2277, standard deviation =.74677). The statement "If my speaking score is poor, I will attempt to improve" (mean = 1.5149, standard deviation =.59353) motivates students to improve (mean = 1.5149, standard deviation =.59353).

These students chose the statement that they prefer to engage talks with their friends in order to improve their speaking skills (mean = 2.0198, standard deviation =.78715) as the answer to the question because they understood how to regulate their own acquisition of the skill. In comparison to the other classes, the students reported having the greatest enjoyment in the speaking classes (mean = 2.1188, standard deviation =.80358).

The majority of students believed that having native English-speaking instructors may help them enhance their speaking ability (mean=2.1287, standard deviation=.86791). On the other hand, in response to Question 28, the students responded that they did not require a significant number of English native speaking lecturers in their class because they already had an English lecturer (mean = 2.0891, standard deviation =.82582).

The students reported that they always desired to improve their ability to speak in the English Language (mean=1.3366, standard deviation=.51531), and they were able to control their learning activities as evidenced by the fact that they frequently completed their speaking assignments even when it was not required by the lecturers (mean=2.7228, standard deviation=.70879). Even though it was not expected of them, they did assume responsibility for their own speaking assignment (mean = 2.7525, standard deviation =.71282)

The students reported that in order to comprehend well, they used their native language to help them communicate with lecturers and peers (mean=2.5248, standard deviation=.8379), and that if they had trouble with a speaking assignment, they would ask their lecturer for

assistance (mean=2.2376, standard deviation=.69496). The students also claimed that, in order to comprehend effectively, they used their native language to assist them in speaking when they had difficulties.

The students said that they had made great progress in speaking English after attending their speaking session (mean = 1.9000, standard deviation =.64354) and that they would try to improve if their score was not satisfactory (mean = 1.5149, standard deviation =.59353).

DISCUSSION AND CONCLUSION

Based on the findings obtained and in answering the research questions mentioned in the paper, the researchers have categorized the results into 3 items:

Students' English Language Speaking Perception

The data revealed contradictory opinions of the skill. Even though the students did not have a negative opinion of English Language Speaking, the majority of pre-university students claimed that certain conditions must be met in order to speak English proficiently. The students agreed, for instance, that in order to speak effectively, they needed possess excellent grammar and proper pronunciation. Students reported that they did not practise the language at home, which exacerbated the situation. Therefore, it hindered their skill performance. Students believed they could enhance their speaking abilities with appropriate preparation and training from their instructor. For students to have a high level of speaking motivation, they must also comprehend grammar. These pre-university students believed that if they mastered the talent, they would have future employment opportunities. According to Dincer and Yesilyurt (2017), English is taught as a second or foreign language in the outer circle countries, and there are few opportunities for language learners to practice what they have learned in the classroom. This is viewed as a very difficult and time-consuming endeavour. However, motivation can inspire and motivate pupils to study and perfect their speaking skills.

Confidence

The Confidence Items data revealed that these pre-university students lacked confidence and motivation when it came to using the English Language, as they lacked confidence when speaking or presenting in their English class and when using the language outside of the classroom. When addressing the prospect of presenting in front of more accomplished classmates, the students felt intimidated. The students also reported feeling intimidated when speaking in front of their lecturers. Pre-university students were concerned about their oral communication skills, according to the data collected. They lacked the courage and determination to speak English, especially in public. The research revealed that they lacked confidence when addressing their peers and that the possibility of doing so made them apprehensive. According to a study conducted by Nisa and Naryoso (2018), the leading source of anxiety in responders is a lack of self-confidence, whereas the presenting component during the day causes the least amount of anxiety.

Personal Control

Concerning their ability to regulate their own development of the skill, the students responded positively to the question regarding personal control. For example, if their speaking scores were low, they engaged in conversation with their classmates to raise their

grades. In this situation, it is acceptable to claim that students still possess the desire to pass their English classes through self-study. Students had minimal difficulty making their own attempts to improve their English Language Speaking Skill knowledge because they have their own initiative and personal motivation to advance since they recognise the significance of English-speaking skill acquisition. In accordance with Stipek and Weisz's (1981) self-determination paradigm, the subject's perceptions of causality take precedence over "objective reality." Unquestionably, several factors influence people's perceptions of the causes of their behaviour. Relating to the subject of personal control, the students are bound to have their own self-determination which drives their personal control in performing in their academic path.

Despite the fact that pre-university students pay little attention to their English-speaking ability, it is safe to say that they are driven to succeed in this area. So that classrooms can be improved and made more conducive to learning, it is crucial that both instructors and students pay attention to students' perceptions of their English language speaking abilities. In addition to the pre-university students' assessments of their English-learning speaking skills, it is vital to assess their motivation, personal control, and academic grade-related needs. Some strategies and approaches can be used by instructors to catch students' attention and boost their speaking motivation.

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