CHAPTER 1

INTRODUCTION

The most crucial component of learning a second foreign language is speaking. Speaking is a means of expressing the language system through the use of the speech organ. It is an interaction process of meaning construction that entails generating, receiving, and processing information. The purpose of the English-Speaking class is to give students a chance to interact with other students in the language and practice speaking English.

For many language learners, being able to speak is the ultimate test of language proficiency. For these students, fluency is far more than just being able to read, write, or understand spoken language—it's the capacity to communicate with others. They believe that speaking is the most crucial skill they can learn, and they gauge their development based on how well they can communicate verbally. Language learners must understand that speaking requires a certain body of knowledge.

To effectively learn English, students must develop proficiency in four essential language skills: listening, speaking, reading, and writing. Of these, listening and speaking are often perceived as more challenging due to both linguistic and psychological factors (Trinh & Thi Pham, 2021). Therefore, this study will analyze the factors affecting students' speaking skills. Analysis involves breaking down, categorizing, and classifying elements based on specific criteria to identify their meanings and relationships. It can also involve in-depth research to gain a deeper understanding or form an evaluation based on findings.

By conducting this analysis, the researcher aims to gain insights into the factors that impact students' ability to develop speaking skills (Dewi, 2023). Speaking involves verbal communication, making requests, and expressing thoughts orally, making it a crucial aspect of learning a second language. However, despite its significance, speaking is often neglected in educational institutions due

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to various factors, such as the heavy focus on grammar and imbalanced teacher-to-student ratios (Ahmadi & Leong, 2017).

In today's interconnected world, being able to talk confidently in English is really important. For middle school students, this period is crucial for building their English skills and self-assurance. The confidence to speak English not only helps their schoolwork but also opens up opportunities for them in a global context. Yet, gaining this confidence can be complicated. This paper aims to look at the different things that affect how sure middle school students are when speaking English (Dewi, 2023).

Shahzadi, et.al., 2014 cited in Dewi (2023) It is suggested that understanding the factors affecting speaking skills enables teachers and educational leaders to support students in becoming more confident English speakers. For many learners, mastering speaking skills presents significant challenges. One major difficulty is pronunciation, as English often has discrepancies between spelling and pronunciation. This challenge is particularly evident among Indonesian students, who are accustomed to using their native language from childhood, making English pronunciation more complex to grasp.

Middle school is a significant time for students as they move from childhood to adolescence. This transition impacts how they interact with others, view themselves, and learn. As a result, the factors that influence their confidence in speaking English become more complex. By exploring these factors, we can find ways to improve their English skills and boost their confidence. One key factor we'll consider is how English is taught in middle school.

The teaching methods, materials, and how teachers approach the subject can greatly affect students' confidence. The role of teachers in creating a supportive learning environment is also crucial. Students' social interactions with peers and their self-esteem are important too. Plus, the resources available to them and their exposure to real English outside the classroom are things we need to look at.

1. 1RESEARCH BACKGROUND

Language serves as a fundamental tool for communication, allowing individuals to express their thoughts and respond to others. Daily activities would be impossible without the use of language. English, in particular, is spoken across the globe regardless of native languages. Its widespread use highlights its remarkable role as the lingua franca in fields such as travel, tourism, business, and international relations (arupali, 2019) In Indonesia, English is considered a foreign language that everyone, especially students, should master.

Recognizing its importance, the government mandated English education from elementary school to university to enhance the nation's human resource quality (Sayuri, 2016). However, during the development of the 2013 curriculum, many experts emphasized that primary education should prioritize teaching religious and cultural values before introducing foreign languages, including English. Notably, Permendikbud No. 67 of 2013 regarding the elementary school curriculum did not include English as a subject. Nevertheless, English remains a local content subject in schools that still implement the KTSP and some schools using the 2013 curriculum (Ichda Faridatunisa, 2020).

In learning English, students should master four English skills: listening, speaking, reading, and writing. Speaking is essential for students to learn since it allows them to communicate more quickly because people are talking more, students still have difficulty in mastering speaking skills. They have many problems in learning speaking, which makes it difficult for students to speak English. Here is the occasion that shows students having difficulties speaking English in general view And For students in Indonesia, English is a foreign language (EFL). Many students still find it challenging to speak in everyday situations.

Despite studying English from childhood through university, many Indonesian students still struggle to express their ideas fluently in English (Katemba & Buli, 2018). Most remain passive during speaking sessions, making it challenging for lecturers to help improve their communication skills (Diyah & Candraning, 2021).

This difficulty is partly due to their non-English-speaking background. Students who demonstrate high self-confidence tend to perform better in speaking practice, as confidence plays a significant role in language acquisition—a complex process involving cognitive and affective factors that contribute to individual differences in foreign language learning (Sri Ayem, 2020). While students learn speaking skills through dialogues, monologues, vocabulary pronunciation, and practice at school, many still face challenges in applying these skills in daily interactions, resulting in limited communication abilities in English.

Language, as we all know, is a system that enables human interaction and communication. Language, System of arbitrary verbal symbols that facilitates interaction and communication among members of the same culture or among those who have acquired knowledge of its norms (Bashir and M. Azeem, 2011) Everybody uses language as a means of communication to think things through, get a response from someone else, and convey their response to a situation. It suggests that language is a tool for thought expression and communication.

People communicate with one other through language. In Indonesia, English is not the official language but rather a foreign language. Still, most schools demand it, and kids can learn it. There are still issues with speaking and writing for students studying English as a foreign language (EFL) (Aisha Ganesh Ratnasari, 2020). Speaking is the hardest ability for the majority of English language learners to achieve (Shumei Zhang 2009).

1.2 Identification of The Issues

It is essential to highlight that speaking is a critical language skill as it serves as a primary means of communication, allowing people worldwide to share ideas and engage in conversations. This is particularly true for the English language, which is the most widely used and valuable medium for global communication (Namaziandost & Nasri, 2019). A significant obstacle arises from a deficiency in self-assurance, wherein individuals may encounter difficulty expressing their thoughts cohesively due to self-doubt or the fear of being judged. Overcoming this

challenge and enhancing speaking proficiency involves the deliberate cultivation of confidence through consistent practice, receiving feedback, and engaging in constructive self-reflection.

Another factor affecting speaking skills relates to a restricted vocabulary and inadequate language proficiency. Limited exposure to varied language contexts or a lack of involvement in reading and language enrichment activities can impede the ability to articulate ideas fluently. Confronting this issue requires active participation in reading, expanding one's vocabulary, and immersing oneself in diverse linguistic environments. A common issue in developing speaking skills is that learners often resort to using their mother tongue during speaking classes because it feels easier and more comfortable (Tuan & Mai, 2015).

According to Harmer (1991) as cited in Leong & Ahmadi (2017), there are several reasons for this tendency. Firstly, when learners are asked to discuss unfamiliar topics, they naturally revert to their native language. Secondly, using the mother tongue comes instinctively to learners. If teachers do not consistently encourage students to speak in English, they will naturally default to their first language to communicate with peers.

Moreover, the swift advancement of communication technologies introduces a distinct set of challenges. The widespread use of digital communication platforms can diminish the emphasis on face-to-face interactions, influencing non-verbal communication cues and interpersonal skills. To speak well, learners need to know English well. They should learn how sounds are made and how words are used in sentences.

It's important for learners to say words correctly to avoid problems from their first language.They should also know about speech features like stress, intonation, and rhythm. Besides, learners should grow their vocabulary, which helps them talk better with others (Do Thi, 2021).

1.3 Delimitation of The Research

As outlined in the background of the problem, this research focuses on analyzing the factors influencing students' speaking skills. Understanding and examining these factors is essential for educational development. Identifying the underlying elements enables educators to adapt teaching strategies and design curricula that more effectively meet the unique needs of learners, ultimately enhancing their speaking abilities.

By conducting research on the analysis of factors influencing speaking skills, educators can gain insights into the diverse challenges' students may face in developing effective verbal communication. This knowledge enables the creation of targeted interventions and instructional strategies that aim to enhance students' speaking abilities, fostering a more supportive and personalized learning environment.

Furthermore, research in this area contributes to the broader field of educational psychology and pedagogy. Analysing the factors that influence speaking skills provides valuable information for educational researchers, allowing them to contribute to the ongoing improvement of teaching practices. It opens avenues for the development of evidence-based approaches that can be shared and implemented across educational institutions. Ultimately, this research not only benefits individual students but also contributes to the advancement of educational methodologies, potentially leading to more effective teaching strategies in various contexts.

In a larger societal context, understanding the factors influencing speaking skills has implications for workforce readiness and global competitiveness. Effective communication is a vital skill in the professional world, and research in this area helps to bridge the gap between educational outcomes and the demands of the job market. By identifying and addressing factors that impact speaking skills, researchers contribute to the preparation of students for successful careers, as well as to the overall advancement of societies that increasingly rely on effective communication in diverse professional settings.

1.4 Research Questions

Based on the research context, this study investigates several key problems, including:

1). What are the factors of students' confidence faced by junior high school students in speaking English as a foreign language?

2). What are the strategies employing the confidence of junior high schools' student in English speaking?

1.5 Aims of the Research

Based on the questions of the research above, the researcher takes some aims in this research, there are

1)   To identify the factors that impact the confidence of middle school students in speaking English as a foreign language

2)   To investigate the strategies of educators can employ to address and improve the confidence levels of middle school students in English speaking

1.6 Significance of the Research

This study expanded on the knowledge of the variables affecting pupils' speaking abilities. As a result, the idea that emerged from this study contributed to our understanding of the variables influencing how well pupils acquire speaking abilities.

And this study has the following significance for English language teacher and future researcher:

1.6.1.   English language teacher

This study aims to provide English teacher educators with insights into the factors that affect students' acquisition of speaking skills. Armed with this knowledge, English teacher educators can enhance students' speaking abilities

by understanding and addressing the specific factors that influence the development of these skills.

1.6.2. English learner

This study added to our knowledge about what factors affect students' speaking skills. With this understanding, students can identify the influences on their speaking abilities and work on boosting their motivation to improve these skills based on those factors.

1.7 Literature Review

Speaking is considered one of the most challenging aspects of language learning. Many learners struggle to communicate effectively in spoken language, often facing difficulties in using a foreign language to convey their thoughts clearly and confidently. Foundation is the basis of learning any language. When we have a strong foundation learning a language, we don't need any supper ways given by some EFL teachers to improve it. Because the best tip to develop our speaking is ourselves. Rivers (1981) emphasizes that speaking is utilized twice as frequently as reading and writing in communication. According to Lai Mei Leong and Seyedeh Masoumeh Ahmadi, it is one of the most essential skills to develop and improve as a crucial tool for effective communication.

However, anyone cannot do it. At that point, we will approach some great effective tips to speak better in English. Once we search some techniques of developing our skills, we can come across thousands of it. But which one works best, let's look at the following effective ones:

1.7.1 **Learn phrases, not single words**

A common mistake learners make is focusing solely on learning individual words, which is not an effective approach for mastering any language, including English. While understanding word meanings is helpful, knowing how to use them in context is even more crucial. For instance, phrases like "take a picture" are correct, unlike "make a picture," due to word combinations. Learning phrases is a

smarter strategy as it enables learners to speak more naturally and fluently, making communication smoother. Additionally, learning phrases inherently involves grasping grammar. Various resources, such as podcasts, newspapers, stories, audiobooks, movies, and songs, can be effective for acquiring phrases in context.

1.7.2 Listen to more English.

Another way is focus on more listening rather than reading. Learn with your ears, not your eyes. By listening, students can enlarge their vocabulary, grammar and materials should be authentic. Students can find materials from TED talks, BBC English news, cartoons and movies, songs, audiobooks.

1.7.3 Practice thinking in English.

Translating from Source language to target language is most of learners' common mistakes. They have to stop it right now and start to think in English when they speak English. It will be difficult for beginners then they will be in the process and everything will be alright. Everything needs practicing and students can start with some pieces like "let's go", "dinner's ready, come and get it", "good job. You did it", "come on", "come in". In addition to this they can use English-English dictionary while doing home tasks

1.7.4 Learn deeply.

One common issue among English learners is their tendency to focus on acquiring numerous language elements without revisiting them later. As a result, many learners struggle to recall words, phrases, and sentence patterns during conversations. Research indicates that individuals forget 40% of what they learn within 20 minutes, 77% after six days, and 90% after one month. This highlights the limitations of short-term memory in retaining information. Without consistent review, learned material quickly fades from memory. Deep learning involves repeated practice and reinforcement until complete mastery is achieved.

Taking these points into consideration, these ways may help to increase students' speaking skill. If they follow through with these 4 tips within 3 or 4 months every student will notice a big difference in their confidence and fluency.

1.7.5 The Meaning of Speaking

Speaking is one of the most essential skills to develop for effective communication. It is also regarded as one of the most challenging aspects of language learning. Many language learners face difficulties in expressing their thoughts verbally and often struggle to use a foreign language to communicate clearly. According to Leong and Ahmadi (2017), speaking involves saying words orally, communicating through speech, making requests, and delivering speeches. Fundamentally, speaking encompasses not just verbal expression but also the modulation of tone, pitch, and rhythm to convey subtle meanings and emotions that written text cannot fully capture. In short, speaking is transportation to convey an idea to the other person and fluency is one of the speaking aspects that affect convenience when communicating (Geria, 2022).

Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts (Dho Ti, 2021). Speaking enables individuals to connect with others on a personal and emotional level, creating a sense of shared understanding and camaraderie. It serves as a tool for building relationships, expressing empathy, and establishing a sense of community. In this way, speaking is not only a vehicle for the exchange of ideas but also a fundamental building block of social cohesion. Harmer (2007) cited in (Welli ,2018) stated that the actual act in the moment. When two people speak, they will speak at that moment, and the other person will answer right away. People are unable to edit or revise their words while speaking. Speaking is directly speech language, as it is described. As a result, a lot of people associate speaking fluency with English proficiency.

Speaking is one of the most essential skills in English as it enables individuals to communicate ideas clearly and ensures that information is easily

understood when delivered orally (Illyin, Hanifah & Yunianti. 2019). The way individuals speak, including their choice of words, accents, and linguistic styles, reflects their cultural background, personal experiences, and individual identity. Through speaking, individuals can assert their unique voices, contributing to the rich tapestry of linguistic diversity.

It is a medium through which one's personality and identity are manifested, allowing for a nuanced and authentic expression of self. Not only is writing, reading, and listening essential language skills, but speaking is also. Helping students speak English fluently is the main objective of speaking instruction since it enables them to communicate verbally. Speaking is a sort of oral communication that is more frequently employed in face-to-face conversations and during dialogues than it is as the main way that people communicate verbally. Speaking is an interactive process that involves generating meaning by creating, receiving, and processing information through verbal communication

The meaning of speaking extends to the realm of personal and professional success. Effective speaking skills are often viewed as a valuable asset in various aspects of life, from academic and professional settings to everyday interactions. Clear and articulate communication is essential for conveying ideas persuasively, participating in discussions, and collaborating with others. Such as, the ability to speak proficiently is not only a key component of effective communication but also a skill that can significantly impact an individual's success and influence in various spheres of life.

In addition to writing, reading, and listening, speaking is a crucial language skill. The primary goal of speaking instruction is to help students speak English fluently so they can communicate verbally. Speaking is a type of oral communication that is typically used in face-to-face interactions and happens during dialogues rather than as a primary means of verbal exchange, Speaking is an interactive process involving the production, reception, and processing of information to construct meaning.

1.7.6 The Important of Study Speaking

Speaking is essential to learn as oral communication plays a significant role in mastering the English language. It serves as a communication tool, and a student's fluency in speaking English is often a key indicator of their language proficiency (Ihsan et al., 2018) We learn how to speak for important reasons that go beyond just talking. First, speaking is a basic skill that lets us share our thoughts and ideas clearly. When we study speaking, we figure out how to say what we think, so we can talk well with others. This skill is super important in our personal lives and at work because it's how we share information and connect with people.

Another reason to study speaking is to get more confident. By practicing and learning, we get better at expressing ourselves when we talk. This confidence doesn't just help us talk better; it also makes a positive difference in other parts of our lives. English is one the main priorities of individual who wants to communicate with other people but learning a language is not always an easy task (Riadil, 2020). Richards and Rodgers (2001) as cited in (Leong et al 2017) stated that speaking was not valued in the classroom using the conventional methods, which placed more of an emphasis on writing and reading. For instance, speaking and listening abilities were not as critical in The Grammar Translation approach as reading and writing were.

Studying speaking helps us to understand more about language and communication. It's not just about using words; it's also about how we use our voice—like changing the tone, pitch, and rhythm to show feelings. In today's globalized world, effective communication is crucial for achieving success across various fields. Language serves as a fundamental tool for communication, as meaningful interactions are difficult without its use (Rao, 2019).

Moreover, learning how to speak well is important for getting better in our personal and work lives. In school and at our jobs, being good at speaking is linked with doing well. Whether it's sharing ideas in a meeting, talking in class, or giving a convincing speech, speaking well is a useful skill for reaching our goals and

making a good impact. English-speaking proficiency plays a vital role in daily interactions, as people communicate in English across various settings. From the perspective of foreign language learning, speaking is regarded as a fundamental and essential skill (Bhati, 2021).

1.7.7 Advantages of Speaking

Effective speaking skills offer numerous advantages in various aspects of life. Firstly, in the professional realm, adept communication fosters successful collaboration and teamwork. Individuals who can articulate their ideas clearly are more likely to contribute meaningfully to discussions, leading to improved problem-solving and innovation within the workplace.

Strong speaking skills enhance one's ability to persuade and influence others. Whether in a business presentation, sales pitch, or public speaking engagement, the power to convey thoughts convincingly is a valuable asset. This proficiency not only facilitates career growth but also allows individuals to advocate for their ideas, projects, or products effectively.

Furthermore, in personal relationships, effective speaking skills contribute to healthy communication and understanding. Clear and empathetic expression helps prevent misunderstandings, fosters intimacy, and strengthens the bonds between friends, family, and romantic partners. The ability to communicate thoughts and emotions openly can lead to more fulfilling and supportive relationships.

In educational settings, strong speaking skills are essential for academic success. Students who can articulate their thoughts coherently often perform better in presentations, debates, and discussions. This skill not only aids in academic achievement but also prepares individuals for future professional endeavors where effective communication is paramount

1.7.4 The Concept of Speaking

Here The Researcher will explain several factors from the points above

1.7.4.1 Definition of Speaking

Speaking is described as "the physical embodiment of abstract systems," meaning it serves as the tangible expression of ideas, concepts, and assumptions rooted in the human cognitive framework (Boutaina guebba, 2021), Oral communication is an interactive process between a speaker and listener that incorporates the productive skill of comprehending. Speaking is one of the two basic components of oral communication, which consists of the speaker and the listener. The concept involves reviewing the topics discussed and using words to convey ideas in a conversation between two or more individuals.

Among the four essential language skills—reading, writing, speaking, and listening, speaking stands out as a crucial means of communication. Through speaking, students can interact with others to achieve specific objectives, share ideas, express intentions, and convey aspirations and viewpoints. Individuals who demonstrate fluency in a language are often referred to as "speakers." Furthermore, speaking is the most frequently utilized language skill in various situations and contexts.

A speaking style is reflected in the kinds of language that are employed. According to Bygate, oral interactions can be described in terms of routines, which are customary (and hence predictable) methods of presenting information. These routines can be informational or interactive, and they include recurrent types of information structures that can be either explanatory or evaluative. Moreover, highlights a few speech styles:

1. Copying The capacity to merely repeat back a word, phrase, or even a sentence is known as an imitative speaking performance.

Intensive speaking refers to the production of short oral language segments designed to demonstrate proficiency in a specific range of grammatical, phrasal, lexical, or phonological relationships. This includes prosodic elements such as

intonation, stress, rhythm, and juncture. It is frequently employed in assessment contexts to evaluate learners' precise control over language features. 2. Responsive Response refers to engagement and test comprehension, but only to the very basic level of brief exchanges, polite introductions, straightforward questions and remarks, and the like.

3. Interactive The duration and intricacy of the engagement, which occasionally involves numerous participants and/or exchanges, is referred to as interactive.

4. Large-scale Speeches, oral presentations, and story-telling are examples of extensive oral production tasks where listener oral participation is either completely excluded or severely restricted (perhaps to nonverbal reactions) (Muslimin, 2019).

Speaking is the process of utilizing one's ability to articulate words, construct phrases or sentences, and select appropriate vocabulary to convey thoughts, ideas, and emotions. Despite its importance, speaking has often been overlooked in educational institutions due to factors such as an overemphasis on grammar and imbalanced teacher-student ratios. According to Kayi (2021), speaking involves using language confidently and quickly with minimal unnatural pauses, emphasizing fluency.

The Webster New World Dictionary defines speaking as the act of saying words orally, communicating through speech, making requests, and delivering speeches. Arini and Wahyudin (2022) further conclude that speaking is a productive skill involving oral language through sound and voice to present information, generate ideas, and express meaning for interaction within a community. This skill encompasses several components, including pronunciation, listening, grammar, and both verbal and non-verbal communication across various contexts.

Speaking is a primary tool for communication, yet many people find it challenging to speak English due to various factors such as a lack of information,

infrequent practice, and low self-confidence (Waode, 2018). This research aimed to explore the development of students' speaking abilities through the use of story completion activities. Story completion is an enjoyable free-speaking activity where students sit in a circle and collaboratively build a story. The study set three objectives: (1) to describe the implementation of story completion in teaching speaking, (2) to examine the improvement in students' speaking skills after participating in story completion, and (3) to analyze students' responses to the implementation of this technique. A descriptive qualitative method was employed, with observations conducted to gather data on the implementation process. The findings revealed that the story completion technique effectively encouraged students to speak up, boosting their confidence and engagement in speaking activities.

Speaking requires both courage and self-confidence, as highlighted by Hamsia Waode (2018). It is a fundamental part of daily life, with most individuals producing thousands of words daily, sometimes even more. Speaking allows people to express and communicate opinions, feelings, and ideas verbally. For students, speaking plays a critical role in articulating thoughts and emotions. When learners have something in mind, they rely on their oral skills to convey it through language.

Becoming fluent in English is often seen as a primary goal for learners of foreign or second languages. Students typically evaluate their language-learning progress based on their spoken proficiency, as it often reflects the effectiveness of their English courses. Mastery of speaking involves knowledge of vocabulary, grammar, pronunciation, and cultural awareness. Since speaking is a primary means of communication, it becomes a vital skill to resolve conflicts, build agreements, and maintain interpersonal relationships. Therefore, developing speaking skills is essential for meaningful interactions, making it one of the most important abilities for language learners to acquire.

This is a necessary oral ability for people, especially students, to learn in order to communicate in their daily life as second or foreign language learners. We

cannot explain what we want when we are silent, which makes it difficult to interact with people and can lead to strained relationships. As a result, developing speaking skills is crucial for kids to become proficient communicators and thinkers.

1.7.4.2 The Function of Speaking

Speaking is an intentional action. Among the other activities are writing, reading, and listening. When we speak, we do it for a variety of reasons, and the manner in which we present our speech may depend on its intended outcome. Speaking is used for a variety of purposes; each use calls for a specific ability, according to Richards and Renandya's analysis of the Asses English Journal from Apriyanti and Apud.

The following are some of the many goals of speaking (Herna apriyanti :2016):

1). Our goals in casual conversations can be to build rapport, make social contact with people, or engage in lighthearted banter that occupies a lot of time with friends.

2). A conversation's objective could be to learn more about something, clarify facts, or get or express ideas.

3). Speaking is how we explain things, voice our complaints about other people's actions, and make courteous requests in various contexts.

1.7.4.3 The Purpose of Speaking

Speaking could serve an interactive or transactional purpose. The spoken language employed in transactional and interactive discussion seems to differ from one another. Words is mostly used in transactional discussion to provide information. The "message" is the main focus of the language used here, not the "listener."

In this kind of interaction, it's crucial to communicate information clearly and consistently and to get confirmation that the message has been understood.

Updates Directions, broadcasts, descriptions, and narrations are a few instances of language that is mostly used for transactions. For this reason, speaking turns are typically lengthy and require some prior content organization and linguistic techniques to communicate the structure or kind of information. Because talking is the most direct means for people to connect with one another, it is the foundation of human communication (berlinda mandasari, 2022).

In his more thorough analysis of speaking purposes, Kingen divides speaking's transactional and interpersonal goals into the following twelve categories:

1). Personal: expressing one's thoughts, feelings, opinions and ideas

2). Descriptive: characterizing an actual or hypothetical person or object.

3). Crafting and narrating tales or events in a chronological order.

4). Instructive: delivering guidelines or instructions meant to result in a certain result.

5). Questioning: Asking inquiries to get details.

6). Comparative: Making judgments about two or more things, persons, concepts, or opinions by comparing them.

7). Expressing ideas creatively through mental images of people, places, things, and occasions.

8). Predictive—speculating on potential future occurrences.

9). Interpretive: investigating interpretations, speculating on conclusions, and taking into account inferences.

10). Persuading someone to adopt a different viewpoint, attitude, or point of view, or to do some other action that affects their conduct.

11). Explanatory: providing clarification, ideas and perspectives are explained and supported.

12). Informative: imparting knowledge to others.

However, some talks are meant to be interactive in order to establish or preserve a relationship. For the latter kind, it is called interpersonal language use. It plays a big social significance in putting grease on the gears of social communication). Interactional language use includes things like greetings, brief talks, and praises. The vocabulary used in the interactive model when people talk in this situation, they ussualy only say a few things at the time.

Although the fact that interactional and transactional language differences are commonly blurred, keeping up positive social relationships with others facilitates transactional work. Stated differently, speakers engage in one activity while engaging in another. As a result, both goals might be considered two dimensions of spoken communication.

1.7.4.4 The Important of Speaking

In today's modern era, the world has become a global village where communication often relies on a common language—English. The English language holds the status of a global language and is spoken worldwide. It plays a critical role in various fields, including scientific research, education, business, the internet, travel and tourism, media, software development, medicine, engineering, information technology, entertainment, and banking. English is predominantly used for business correspondence and internet communications, with over 85% of scientific research publications written in English (Rao, 2019).

Confident speakers often produce tens of thousands of words daily. Professionals such as auctioneers, politicians, and negotiators may speak even more. Despite the necessity and frequency of speaking, many people face challenges in mastering the skill. Effective speaking requires linguistic competence, confidence, and communication maturity. For language learners, the challenge is

even greater, as they must relearn speaking skills in a foreign language—a process that is often socially and culturally complex. Therefore, developing strong speaking skills is essential for successful interactions in both local and global contexts. (Sudarmo, 2021).

Wilga (1981) cited in Dewi (2023) stated that Speaking is one of the ways that we communicate, and it is vital to our daily existence. Speaking has always been an important part of the engagement process in all facets of life, including social and personal interactions. Furthermore, speaking is a crucial component emphasized in language learning curricula. Mastering English as a spoken language requires various essential skills, such as pronunciation, grammar, vocabulary, fluency, and comprehension, which can be particularly challenging for non-native speakers. Effective communication involves the ability to convey thoughts and interact efficiently and confidently with others.

Outside the classroom, the importance of speaking becomes even more apparent. Rivers' research revealed that speaking is used twice as frequently as reading and writing combined, highlighting its significance in daily communication. This underscores the necessity for educational institutions to prioritize speaking skills, equipping students with the ability to communicate successfully in real-world situations.

The modern world demands strong communication skills, prompting English teachers to equip learners with the necessary speaking abilities to perform effectively in real-life situations. However, in the current EFL/ESL teaching environment, oral skills are often neglected, despite employability relying more on communication than technological expertise (Malavika, 2022).

Speaking has long been regarded as the most essential skill in foreign language teaching and learning for several reasons. First, it has been a primary focus of language teaching research and conferences. Second, numerous speaking-focused course materials, including books, audio, and video resources, are continuously published to support learning. Moreover, many language learners

perceive speaking ability as the most critical measure of language proficiency. For them, fluency means engaging in conversations effectively, often valuing it more than reading, writing, or even comprehension skills. Consequently, speaking is seen as the most important skill learners aim to acquire (Dilobar, 2022).

Speaking is undoubtedly an essential skill in language learning, but since writing is given more emphasis when English is taught as a foreign language, many people worldwide have started to focus a lot of time and energy on their speaking in order to progress to levels where they could be referred to as fluent speakers. A teaching approach that is specifically intended to achieve accuracy in language learning hardly appeals to costudents' requirements to attain an appropriate level of speech fluency. As a result, many students think that they can speak freely once they are certain that all mistakes and undesirable behaviors have been remedied (Devi Revathi, 2022).

1.7.4.5 The Aspect of Speaking

Speaking skills are influenced by various aspects, including motivation, confidence, and awareness. In particular, the relationship between affective factors and speaking skills highlights the importance of emotional intelligence. Students who can recognize, evaluate, and manage their emotional states often feel more confident and competent in speaking activities. Several studies have investigated the correlation between affective factors, emotional intelligence, and speaking proficiency.

These studies indicate that emotional intelligence plays a critical role in enhancing speaking skills, as it helps students maintain composure, stay motivated, and communicate effectively in diverse situations. This finding emphasizes the need for educational programs to incorporate emotional intelligence training alongside traditional language instruction (Farid & Roro, 2022). These aspects of speaking performance included:

1. Pronunciation

Kline (2001) cited in Smith (2022)

It has been stated that pronunciation is the key for students to produce clearer language when speaking. Good pronunciation and intonation enable students to communicate effectively, even if their vocabulary and grammar are limited. Pronunciation refers to the conventional or customary way of uttering words. Based on this understanding, it can be concluded that pronunciation is the method by which students articulate words clearly during speech.

2. Vocabulary

Vocabulary is one of the essential linguistic factors in language use, encompassing a collection of words combined to form meaningful communication. Although vocabulary plays a crucial role in speaking, it may not be the primary focus during the initial stages of language learning. In essence, vocabulary represents the total number of words that constitute a language (Bohari, 2019).

3. Fluency

Bohari (2019) Fluency in communication involves the ease and speed with which speech flows, enabling individuals to convey messages effectively. A person can be considered fluent when meeting certain criteria, such as pronouncing words accurately, possessing a broad vocabulary, understanding grammatical rules, and being able to spell words correctly in various situations. Effective communication does not always require perfect grammar, as long as the message is clear and easily understood by the listener.

Fluency is a crucial factor in language learning development, often serving as a benchmark for evaluating students' success in acquiring a foreign language. The primary goal of communication is to ensure that the listener understands the speaker's intent. However, fostering fluency among students remains a significant challenge for educators. To address this issue, case studies can offer practical approaches to help students improve their speaking fluency (pham vu phi ho,2018).

4. Grammar

Grammar, as defined by Gleason and Ratner (2009), refers to a set of rules that examine the form and structure of sentences within a language. These grammatical rules govern the composition of sentences, phrases, clauses, and words, providing a logical and structural framework for language use. In the context of English, mastery of grammar is essential for students to construct accurate and meaningful sentences during conversations.

This aligns with Heaton's assertion that students must develop the ability to manipulate sentence structures and differentiate between appropriate and inappropriate grammatical forms. Proper grammar usage not only enhances communication skills but also plays a vital role in acquiring proficiency in both oral and written language forms. Understanding and applying these rules enable students to convey their ideas effectively and build confidence in language use (Fadila, 2022).

5. Turn Taking

Turn-taking is a crucial process in conversations that should not be overlooked by participants. Failure to adhere to turn-taking rules can result in negative effects, such as interruptions and overlapping speech. Effective communication requires speakers to distinguish between competitive and non-competitive overlaps. Competitive overlap often disrupts the flow of conversation and creates misunderstandings, whereas cooperative overlap can enhance communication by showing active engagement. Understanding and maintaining these distinctions ensures smoother and more respectful interactions in conversations (Osuchukwu et al., 2019).

1.7.4.6 Concept of Learning Speaking

The goal of learning speaking skills is for students to become proficient in English speakers. The only means by which the other person can communicate ideas, opinions, and thoughts is through speech. Speaking ability is the capacity for spoken communication. As indicated by speaking scores, speaking ability refers to a student's capacity for oral communication. Speaking skill is more complicated and

difficult than most people realize, Speaking needs to be mastered in school because it is a crucial skill in educating English language learners. Students are able to express their ideas, feelings, and goals to others. Additionally, because they can speak with peers and professors in the classroom, pupils can acquire English more readily. Speaking is the most crucial language-learning skill, according to the previous explanation. Speaking with others involves using language to express one's feelings, ideas, and knowledge. Consequently, because they have friends and teachers to practice with, they may pick up English in the classroom with ease.

Speaking is simply an oral trail of talents obtained from structure and language. The fact that speaking abilities depend on students' ability to express ideas verbally—a prerequisite for mastering English speaking skills—indicates that speaking abilities are more difficult than other English abilities. Learning speaking skills is essential in any language education classroom. The spoken language serves as both a primary medium of communication and an essential part of syllabus content and learning outcomes. Despite its importance, teaching speaking remains a challenge for many English teachers. One critical issue is whether classroom activities focus on merely "doing" teaching or genuinely "teaching" speaking (Burns, 2019). Effective speaking instruction aims to improve students' communicative abilities, helping them express themselves while adhering to appropriate social and cultural norms in various communicative situations.

According to Richards, the teaching of speaking in English language instruction has often been more influenced by trends and educational fashions compared to listening and other language skills. Therefore, an integrated approach that prioritizes the systematic development of speaking skills is essential for fostering effective communication among students (Kürüm, E. Y. 2016).

1.7.4.7 The Problem of Speaking

Many individuals encounter difficulties in speaking, ranging from mild nervousness to more severe communication disorders. One common challenge is the fear of public speaking, known as gloss phobia, which can hinder effective communication in various settings. In reality, many students still struggle to express their thoughts and feelings when speaking English. Despite extensive language instruction, challenges in oral communication remain prevalent. In English language learning, the four primary skills are listening, speaking, reading, and writing. (Harmer, 1990, cited in Murti, Jabu & Samtidar, 2022). The prevalence of these challenges highlights the need for a nuanced understanding of the factors that contribute to speaking problems and the importance of addressing them for overall communication competence.

Speaking skills are regarded as one of the most challenging aspects for language learners, as many students struggle to express themselves verbally. If a speaker is unable to communicate effectively, the intended message may not be understood, or it could lead to misinterpretation, preventing successful communication (Murti, Jabu & Samtidar,2022). In educational settings, the fear of making mistakes in front of peers can hinder student participation and engagement in spoken activities.

Speaking is an interactive process where speakers work to convey meaning through the production, reception, and processing of information. It is a challenging skill to master, as foreign language learners often fear making mistakes when they try to speak. One of the main challenges in learning to speak is the anxiety learners experience about expressing their thoughts, using language, and applying grammar, vocabulary, and pronunciation in conversations (safari&fitriati,2016). Societal expectations and stereotypes can further contribute to speaking difficulties, especially for marginalized groups. Understanding the cultural and societal influences on speaking behaviours' is crucial for promoting inclusivity and ensuring that speaking challenges are addressed in a culturally sensitive manner.

Speaking skills are crucial for communication worldwide. People use speaking to share important information with others. Specifically, when speaking English, it becomes essential for communication with people from other countries, making it necessary to learn and apply the language (Crisianita & Mandasari, 2022). Educational institutions and workplaces can implement programs focused on communication skills, providing individuals with the tools and strategies needed to overcome speaking difficulties.

Supportive environments, such as speech therapy for those with communication disorders or public speaking workshops for individuals with anxiety, can be instrumental in building confidence. Moreover, fostering a culture that emphasizes empathy and understanding helps create spaces where individuals feel encouraged to address and overcome their speaking challenges collaboratively. By recognizing and actively working to alleviate these problems, we contribute to the creation of a more inclusive and communicatively competent society.

English comprises four skills: listening, speaking, reading, and writing, with speaking often regarded as the most important. People proficient in a language are referred to as its "speakers," implying that speaking encompasses a full understanding of the language. For many foreign language learners, the primary goal is to become fluent in speaking. Speaking is the active process of using language to convey meaning so that others can comprehend it. Mastering speaking skills is a key priority for learners of second or foreign languages.

However, many students encounter challenges with speaking, often due to issues related to their linguistic knowledge, such as grammar, vocabulary, and pronunciation (Himmah, 2018). Common difficulties include problems with pronunciation, grammar, vocabulary, and fluency. Some students report that they focus on ensuring grammatical accuracy before speaking, which can disrupt their fluency. Additionally, a lack of vocabulary limits their ability to speak at length, as sufficient vocabulary is essential for effective communication. Vocabulary serves as the foundation for all components of English-speaking skills (Mido, L, 2019). Speaking, however, is a challenging skill to master. Students learning to speak often

face several obstacles during the teaching and learning process. Some of these challenges include:

1. Try to relax

Speaking, unlike reading, writing, and listening, requires real-time interaction with an audience. Learners often feel restricted when trying to express themselves in a foreign language in the classroom, due to concerns about making mistakes, fear of criticism, or shyness from the attention their speech attracts.

2. Nothing to Say

Even when not feeling restricted, students often report struggling to think of anything to say. They lack a genuine reason to express themselves, other than the pressure they feel to speak.

3. Low Participation

In a group setting, only one person can speak at a time to be heard, which means each participant has limited speaking opportunities. This problem is worsened by some students dominating the conversation, leaving others with little to say or not speaking at all.

4. Mother Tongue Use

In classrooms where most students share the same native language, they may prefer using it for various reasons: it's easier, it feels awkward to communicate in a foreign language, and they feel less vulnerable speaking their mother tongue. In small group settings, especially with less disciplined or motivated students, maintaining the target language can be challenging. From this, we can infer that four common issues in learning speaking are inhibition, lack of vocabulary, unequal participation, and reliance on the mother tongue

5. Speaking Fluency

Fluency refers to the natural use of language that occurs when a speaker engages in meaningful interaction, maintaining clear and continuous communication despite limitations in their communicative skills. The term "fluency" is derived from the Latin word for "flow." As suggested by Kopponen and Riggenbach, some languages describe fluency as flow or fluidity. In

contemporary applied linguistics, the concept of fluency generally aligns with this idea of "fluidity," highlighting the ease and smoothness with which communication occurs.

6. Measurement of Speaking Skills

To evaluate whether students' speaking abilities have improved after being treated with specific methods, their speaking skills will be assessed using a measurement system developed by Arthur Hughes in collaboration with the Foreign Service Institute (FSI). This assessment consists of five components: pronunciation, grammar, vocabulary, fluency, and comprehension. Each component is rated on a scale from 1 to 6, with points assigned from lowest to highest. This system provides a comprehensive evaluation of students' speaking abilities, capturing various aspects of their language proficiency (Devy. D. 2022).

1.7.5 The Concept of Self- Confidence

Here the researcher will explain several factors from the points above.

1.7.5.1 Definition of Self- Confidence

Many people struggle to establish self-confidence, which is crucial in practically every area of our life. It might be challenging for those who lack confidence to succeed in life, Self-confidence is a trait that fosters positive, idealistic, and optimistic thoughts about one's abilities. Despite regular interactions between teachers and students using English in the classroom, many students still struggle with low confidence when speaking in front of their classmates. This lack of confidence can hinder their ability to effectively communicate and participate in class discussions (Aulia & Apoko 2022).

People take speaking for granted since it is such an integral aspect of daily life. Tens of thousands of words are produced daily by the ordinary human, however other people—such as politicians or auctioneers—may create considerably more. Speaking comes so naturally to individuals that they forget how hard it was for them to acquire this skill—that is, until they have to learn how to do it again in a new language (Azmah 2011 cited in Marlin 2016) that a person with self-confidence has

the desire to achieve goals, and this is a significant factor that greatly impacts success. Similarly, students who possess self-confidence are more likely to put in the effort to achieve their goals according to their abilities. Self-confidence is likely the most influential aspect of human behavior. It can be argued that no successful cognitive or emotional activity can be carried out without at least some degree of self-confidence, self-awareness, and belief in one's own capabilities (Brown, 2001: 145 cited in Febriyani et al,2020).

We define self-confidence as the assessment that people make of themselves and consistently uphold. It conveys a positive attitude and shows how much people think they are competent, noteworthy, and deserving, which is reflected in their views about themselves. It is a behavior based on subjective experience,

Self-confidence plays a crucial role in speaking English, as it directly influences students' willingness to participate in speaking activities. However, many students still lack confidence when speaking, which often leads them to avoid engaging in conversations or activities that require them to speak (Novela & Hastini 2023). Individuals with self-confidence are capable of accomplishing their objectives.

Self-confidence is lacking in many people. For instance, some students lack confidence when giving a presentation in class, and in certain classes, they are hesitant to speak in front of their peers. Based on the pre-observation, the reasons include insufficient preparation, poor material mastery, a deficiency in vocabulary, and a fear of speaking in front of an audience.

Because confidence is the main component of public speaking, this is a huge disadvantage (Nadiah, Arina & IKrom 2019) People have varied levels of confidence in the same scenario, and their range of confidence changes in different situations. As a result, someone who exudes confidence in a comfortable and familiar situation, for example, may become insecure in a new and difficult one.

Based on the aforementioned explanation, the research comes to the conclusion that speaking with confidence indicates that a person is able to perform well in English and is not anxious when giving a speech in front of an audience. The individual feels quite certain and not at all anxious. The capacity to communicate clearly and with fewer fillers in front of an audience is what this study defines as confidence, when someone has selfconfidence, they believe in themselves and are motivated to perform better than others. The person with greater self-confidence will succeed at the other difficult task (Sumardi et al, 2022)

1.7.5.2 The Factors of Confidence' Influence

The following are some of the elements that might affect confidence and are divided into two categories: internal and external.

1. Internal Factors

This internal component includes a number of significant elements. These include the following:

1. Self – esteem

Self-esteem encompasses a range of ideas about oneself, including confidence, self-worth, and belief in one's own skills. While those with low self-esteem may have a more negative attitude, feeling inadequate or worthless, people with high self-esteem often have a positive opinion of themselves and feel capable and worthwhile. Those with high self-worth often regard themselves as successful people who effectively think that it's simple to accept others and accept themselves. However, the association's pessimists and self-esteem-boosting individuals are typically impacted by social challenges.

2. Self – concept

Self – concept is the general knowledge and opinion that a person has about oneself. It covers a broad spectrum of attitudes, ideas, and beliefs about an individual's identity, including their qualities, skills, values, and social duties. People's perceptions of their own actions, ideas, and behavior are influenced by

their self-concept, which is how they identify themselves by integrating internal and external elements.

3. Physical condition

Physical condition refers to the condition of a person's physical well-being and fitness. It takes into account things like general physical health, vitality, strength, endurance, and the existence of any diseases or limitations. The physical state of an individual can significantly affect their everyday activities, such as their capacity for concentration, learning, or successful communication. For instance, kids who are physically unwell as a result of sickness, exhaustion, or inadequate nourishment may find it difficult to participate in activities like public speaking or perform well academically. A student's physical state may have an impact on their willingness and capacity to engage in speaking exercises when it comes to their confidence in speaking English.

4. Life experience

Life experience refers to the lifelong learning, experiences, and information that an individual has amassed. Formal education, social connections, personal problems, travel, and exposure to various cultures or settings are a few examples of these experiences. A person's worldview, conduct, and attitudes—as well as their confidence and communication abilities—are shaped by their life experiences.

5. External Factors

These external factors consist of several important things in it, among which are the following:

1). Education

Education is a fundamental aspect of human development. It differs from simply attending school, as it encompasses the entire learning process where knowledge is passed on, skills are taught, and abilities are developed. Schooling is just one way to deliver education. Education can also be defined as the practice of teaching, instilling moral values, or shaping character. It serves as a versatile tool

for personal transformation. Education is expected to shape and influence the learner's social behavior, and it is an ongoing process designed to foster a positive perspective (Adesemowo, 2022). Education plays a crucial role in shaping an individual's self-esteem by influencing their sense of independence, competence, and self-reliance.

Because they develop critical thinking and problem-solving abilities that boost their confidence in managing life's obstacles independently, people with higher education frequently feel more capable and powerful. On the other hand, those with less education could feel inadequate or dependent, which lowers their self-esteem. A person's sense of self-worth is further reinforced by the fact that education is frequently associated with improved employment prospects, social standing, and personal accomplishments. On the other hand, a lack of knowledge might lead to less chances and strengthen emotions of helplessness. All things considered, a person's sense of self-worth and their belief in their capacity to achieve in life are greatly influenced by the degree of education they have received.

2). Environment

Most people agree that self-confidence is a useful personal attribute. A significant area of psychology has promoted "believing in oneself" as the foundation for success in one's own life. Students can engage in activities, relaxation, and creativity in this setting, which also helps them develop the ideas necessary to create new habits. Stated differently, the environment might serve as a "laboratory" or a setting where students can investigate, test, and communicate in order to gain new knowledge and understanding as part of their learning objectives. Students can communicate all of their ideas and activities related to their learning process in an environment.

The environment is still not being used by elementary school teachers as a learning resource. Learning using the traditional lecture style typically delivers more information on concepts and facts. Few instructors include pertinent problems for students to work through and discuss in small groups. (Nabila Irsani et al 2023). The environment here is family, school, and society.

A sense of comportment and strong confidence would be provided by the family environment's good support, such as family members interacting with one another. Fostering a sense of ease and self-assurance requires a supportive familial environment. Children are given a strong sense of security and belonging when family members connect in a pleasant and loving way. Regular support from parents and siblings fosters a child's self-confidence and establishes the groundwork for a self-assured response to obstacles.

3). Job

In addition to the material acquired, work Significant character traits like creativity, independence, and self-confidence can also be fostered via job. Workplaces frequently inspire people to think creatively and independently by giving them chances to solve challenges, exercise initiative, and use new abilities. People start to feel more confident in their skills as they acquire experience and conquer obstacles. As a result of realizing their potential for personal growth and development, people experience personal fulfilment and pride. Through constant learning and success, employment becomes a potent tool for promoting personal development and fulfilment in addition to being a source of revenue.
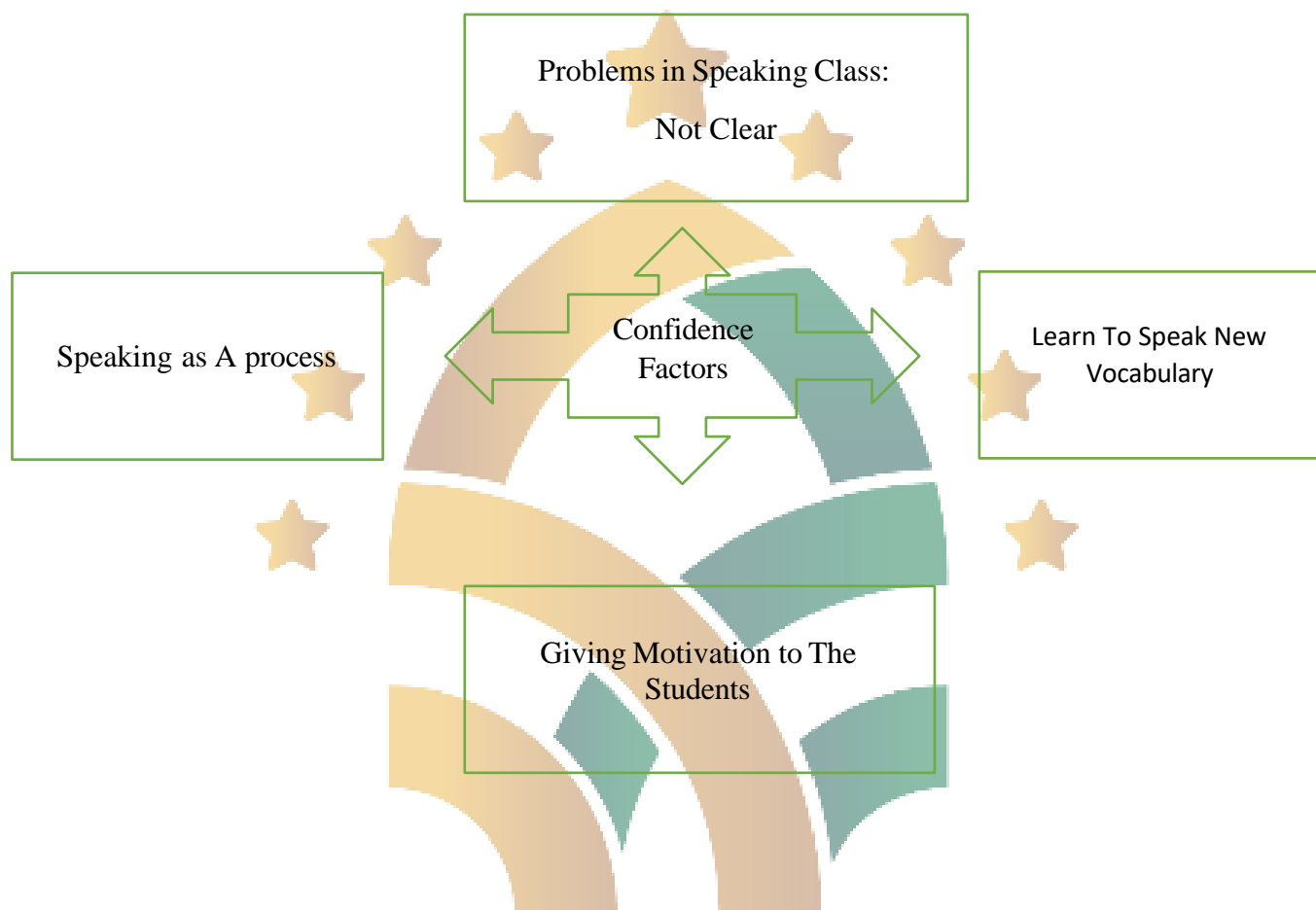
1.7.5.3 Some Strategies to Improving Confidence

In order to prevent a lack of confidence, the book "Speaking with Confidence" offers students suggestions for ways to boost their speaking confidence, including:

1). Speaking at every opportunity
2). Observing capable speakers
3). Observing and listening to outstanding speakers
4). Learning exercise
5). Using a dictionary and encyclopaedic

1.8 Frame of Thought

Figures 1.8 Frame of Thought

Problems in Speaking Class: Not Clear

Speaking as A process

Confidence Factors

Learn To Speak New Vocabulary

Giving Motivation to The Students

1.9 Previous Study

Previous study is research by Yuliantari & Mantra (2020) The study titled "An Analysis of Factors That Influence the Lack of Speaking Skill in Management Students at Hindu Indonesia University in the Second Semester of 2019" aimed to identify the factors affecting the speaking ability of management students at the university. The study involved 100 students and used a descriptive qualitative approach through a case study.

Data were gathered by Yuliantri & Mantra (2020) through questionnaires and interviews with students. This study seeks to explore the reasons behind the students' difficulties in speaking English. Speaking is considered the most important skill to master when learning a new language, as noted by Miranda & Wahyudi (2023). English teachers need to be aware of the challenges students face in speaking and address these issues. The findings of this research revealed several factors that hinder the students' speaking performance.

The most common factors identified in the study are:

1. Students tend to feel more motivated when engaged in interactive activities, such as playing games, explaining something, or telling a story.
2. The use of Indonesian or Balinese during English class can hinder the speaking process.
3. A lack of vocabulary limits students' ability to speak English effectively.
4. Many students do not practice their speaking skills outside of school, even though they have relatives who are proficient in English.

To motivate and support students, teachers should create a positive learning environment and encourage students to develop their speaking skills. During speaking activities, teachers can incorporate engaging activities and strategies to prevent boredom.

The second study, conducted by Kafryawan, Yassi, & Kasmilah (2018), examined "The Influence of Intelligence on Students' Speaking Skills." The

research aimed to determine if there is a significant correlation between students' intelligence and their speaking skills. The study was conducted with first -year students at Senior High School 2 in Makassar. Previous studies have shown that motivation plays a crucial role in students' speaking abilities. Motivation is highly correlated with speaking proficiency, and interest also has a significant influence.

Students who enjoy speaking are more likely to engage and improve their skills. The research found a relationship between intelligence and speaking skills. Within the internal factors of intelligence, the study explored specific elements, such as actuators, sensors, sensory processing, world models, value judgment, and behavior generation, which can influence speaking competence. However, not all of these elements significantly affect speaking skills. Furthermore, external psychological factors, including motivation, interest, environment, and gender, also play a role in enhancing the relationship between intelligence and speaking competence.

The third study, conducted by Miranda & Wahyudin (2023), is titled "Pre-Service Teachers' Strategies in Improving Students' Speaking Skills." Speaking is considered the most crucial skill to master when learning a new language, among the four essential language skills. The ability to speak is fundamental because it allows us to interact with others and express our emotions. To help students learn English more effectively, teachers must understand the factors that contribute to either success or failure in the language acquisition process.

Teachers should provide instruction that demonstrates how various communication techniques can improve students' fluency, such as asking questions, responding, and presenting their ideas. The researchers highlighted that many students face challenges when learning English. They often feel hesitant and fear making mistakes, especially if their interlocutors do not understand them. This lack of self-confidence is reflected in their speech, where they frequently use filler words like "ee" or "em." Factors contributing to these issues include a lack of interest in the activities, insufficient motivation, fragmented speech, reliance on words from another language, and the use of non-specific vowels or laughter as pause fillers.

Additionally, students experience limited opportunities for active participation in class due to teacher-centered methods and monotonous teaching approaches.

The researchers concluded that teaching is a challenging process, influenced by factors such as the duties and responsibilities of teachers, the structure of schools and classrooms, the diversity of students, and the type of pre-service teacher training. Good guidance and monitoring from mentor teachers are essential to better prepare student-teachers to become qualified educators. In summary, the ability to speak effectively is one of the most vital skills we can develop, enabling us to communicate with others and express ourselves. Speaking skills can be categorized into formal and informal skills, with formal skills often associated with speaking in front of a large audience or performing in front of a class.

The fourth study, conducted by Irwan, Asidla, & Fadli (2017), is about the "Contributing Factors to The Students' Speaking Ability." Speaking is one of the key skills that must be taught to students. To achieve effective learning, it is important to understand the factors that contribute to the development of students' speaking abilities. This research identifies several factors that play a role in enhancing students' speaking skills. These factors include the teacher, daily practice, listening to English music, family support, watching English videos and movies, motivation to learn, classroom environment, and learning materials. A skilled teacher, for example, can significantly improve the learning process, and family support can also contribute to positive outcomes in a student's development.

The researchers explain that a contributing factor is something that plays a role in the development or phenomenon of a particular area. In the case of speaking ability, many factors influence its development and improvement. These factors are essential in shaping students' speaking skills. External factors, such as social class, first language, teachers, early start in learning, and the curriculum, all have an impact on the development of students' speaking abilities.

To gather valuable information from the informants, the researcher recorded the interviews to capture essential data during the process. An unstructured interview

format was employed, with interview guidelines to address questions related to the contributing factors to the students' speaking ability at SMAN 3 Batusangkar. The results of the data analysis revealed eight key contributing factors to the speaking ability of senior high school students at SMAN 3 Batusangkar. These factors include Teacher, Daily Practice, Listening to English Music, Family Support, Watching English Videos and Movies, Motivation to Learn, Classroom Environment, and Learning Material.

Three of these factors align with existing theories: Teacher, Motivation to Learn, and Learning Material (similar to Curriculum). According to Mahmoudi and Mahmoudi, the factors that influence students' speaking ability can be categorized into two groups: internal and external factors. The study also uncovered five additional contributing factors: Daily Practice, Listening to English Music, Family Support, Watching English Videos and Movies, and Classroom Environment. Among these factors, Motivation to Learn the language emerged as the most dominant factor influencing the students' speaking ability.

1.10   Research Method

In this study, the researcher employed qualitative research, which focuses on developing explanations of social phenomena. The aim of qualitative research is to gain a broader understanding of social reality from the participants' perspectives. As explained by Hancock, qualitative research is concerned with exploring and explaining social phenomena. This research emphasizes describing the phenomena as they occur naturally, presenting the findings based on the collected data. The nature of this research is descriptive, meaning that it centers on providing detailed descriptions of the studied issues.

1.10.1 Research Design and Research Steps

Research design refers to the specific procedures involved in the research process, such as data collection, analysis, and report writing (Creswell, 2014). In this study, the researcher employs an analysis research design. Qualitative research is an inquiry process aimed at understanding social or human problems, based on

distinct methodological traditions. The researcher constructs a complex, holistic picture, analyzes words, presents detailed views of information, and conducts the study in a natural setting.

This process can involve exploring forms, characteristics, relationships, similarities, activities, changes, and differences between phenomena. Descriptive research focuses on describing and interpreting things such as conditions, relationships, evolving opinions, effects, and trends within a community. Creswell further explains that writing the methods section of a qualitative research proposal requires educating readers about the research's intent, mentioning specific designs, reflecting on the researcher's role, and using various data sources. The researcher also employs specific protocols for recording data, analyzes the information through multiple steps, and uses approaches for ensuring the accuracy and validity of the collected data.

1.11. Sources and Types of Data

This research employed a qualitative approach with data triangulation as the method. Data sources refer to various origins from which information is gathered, including individuals, events, document files, and activities (Maryadi et al., 2011). The concept of 'data sources' encompasses different types of information, such as occurrences and real-world entities.

1. Primary Source

Data collected directly from the research site through observation of people's behavior is classified as primary data. In this study, the primary data sources were the students.

2. Secondary Source

Secondary source is data from interview and observation.

1.12. Data Collection Techniques of Data

1. Interviews are a data collection method involving conversations aimed at obtaining information relevant to the research. In this study, the researcher conducted interviews with students directly involved in the learning process.

2. Classroom observation is a data collection technique carried out by observing the actual implementation of activities in the learning process. The researcher used this method to validate data obtained from previous methods and assess student engagement.

1.13. Data Analysis Techniques

Data analysis involves organizing information to identify patterns and ensure coherence in the research findings. This process typically consists of three key phases: data reduction, data display, and drawing conclusions.

1.13.1 Data Reduction

Data reduction involves simplifying and organizing the extensive and complex information gathered from interviews, observations, and documents. This process helps make the data clearer and more manageable. In this study, the researcher focused on research questions regarding students' processing of feedback through the implementation of blended learning, particularly in the ARW classroom. Data unrelated to this focus was excluded.

1.13.2 Data Display

Data display involves organizing and condensing information into a structured format that facilitates understanding and supports conclusion drawing. In this study, data was presented through brief notes, tables, and narrative text to enhance comprehension and analysis.

1.13.3 Conclusions Drawing

Conclusion drawing, also referred to as verification, begins early in the data collection process. Researchers interpret findings as tentative conclusions while

remaining open and skeptical until final conclusions are drawn after all data has been collected. According to Miles and Huberman (1994, cited in N. Arafah, 2023), this step follows data reduction and data display. In this study, conclusions were derived through data triangulation from interviews, observational notes, and document analysis.