

**STUDENTS' CHALLENGES IN ENGLISH SPEAKING FLUENCY :
A STUDY AT THE SIXTH SEMESTER STUDENTS OF ENGLISH
DEPARTMENT STATE ISLAMIC INSTITUTE OF KERINCI AT THE
ACADEMIC YEAR 2025/2026**

THESIS



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K E R I N C I**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2025/2026**

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A THESIS

*Submitted as a Partial Fulfillments of The Requirements for
Undergraduate Degree at English Education Program in Faculty
of Education and Teacher Tarining State Islamic Institute of
Kerinci*

INSTITUT AGAMA ISLAM NEGERI

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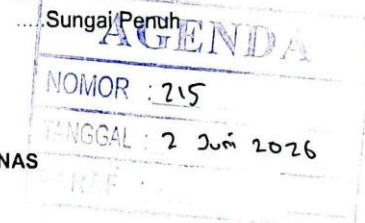
OFFICIAL NOTE

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Dosen Institut Agama Islam Negeri
(IAIN) Kerinci

Sungai Penuh, Mei 2026

Kepada Yth,
Bapak Dekan Fakultas Tarbiyah dan
Ilmu Keguruan IAIN Kerinci
di



NOTA DINAS

Assalamualaikum Wr, Wb.

Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa **Aulia Zabrina Fitri, NIM 2210203002** yang berjudul **STUDENTS CHALLENGES IN ENGLISH SPEAKING FLUENCY: A STUDY AT THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT STATE ISLAMIC INSTITUTE OF KERINCI AT THE ACADEMIC YEAR 2025/2026** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, semoga bermanfaat bagi agama, bangsa dan negara.

Wassalamualaikum Wr. Wb.

Dosen Pembimbing 1

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CERTIFICATE OF ORIGINALITY

CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled ("STUDENTS' CHALLENGES IN ENGLISH SPEAKING FLUENCY :A STUDY AT THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT STATE ISLAMIC INSTITUTE OF KERINCI AT THE ACADEMIC YEAR 2025/2026") is the researcher's own work and that, to the best of the researcher's knowledge and beliefs, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the result of the researcher's own work, except to the extent that assistance from other parties in the design and conception of the project or the style, presentation and linguistic expression is acknowledged.

Sungai Penuh, April 2026

The Researcher



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APPROVAL AND ACCEPTANCE



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APPROVAL AND ACCEPTANCE

This thesis with entitled of Students' Challenges in English Speaking Flency A Study At Sixth Semester Students' Of English Department Islamic Institute Of Kerinci At The Academic Year 2025/2026 by AULIA ZABRINA FITRI with student's number 2210203002 has been examined in the viva voce held by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

This thesis is submitted as a Partial Fulfillments of the Requirements for Undergraduate Degree at English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

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DEDICATION AND MOTTO

DEDICATION:

I dedicate this thesis to:

My Beloved Parents, Marlevi and Reki Eniman

Thank you for your endless love, sincere prayers, unwavering support, and countless sacrifices throughout my life. You never gave up on me, even when I felt tired, uncertain, and struggled to believe in myself. Your patience, strength, hard work, and dedication have always inspired me to keep moving forward despite every challenge. Thank you for always believing in me and encouraging me to pursue my dreams. This achievement would not have been possible without your love, guidance, and support. Everything I have achieved today is a reflection of your sacrifices and prayers. I am forever grateful to have you as my parents.

My beloved family

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My dear friends,

Thank you for your support, laughter, and for being part of this journey. Thank you for staying with me through both the good and difficult times. I will always cherish the memories we created together.

And finally, for myself,

Thank you for staying strong and not giving up, even when things felt overwhelming. Thank you for continuing this journey despite all the challenges, doubts, and exhaustion. This achievement is proof that you made it.

I thanks very much to you all

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

“So truly where there is hardship there is also ease; truly where there is hardship

there is also ease.” (Q.S. ash-Sharh: 5-6)

ABSTRACT

Aulia zavbrina fitri : **Students' Challenges in English Speaking Fluency A Study At Sixth Semester Students' Of English Department Islamic Institute Of Kerinci At The Academic Year 2025/2026**

Advisors : **Herayati, M.Pd**

Key words : *speaking fluency, student challenges, problem-solving strategies, qualitative research, thematic analysis*

This research aims at the challenges that students meet when it comes to English speaking fluency, and also what kinds of ways they use so they can deal with those issues, kind of step by step. The study used a qualitative research approach with sixth-semester students from the English Education Department at the State Islamic Institute of Kerinci, and based on interviews. For collecting the data, the researchers used semi-structured interviews, then the results were processed with thematic analysis, so the themes came out later. For the first research question, the results explained that the students actually faced several challenges when they tried to build better English speaking fluency. Those challenges can be grouped into four factors, linguistic factors like limited vocabulary and grammar difficulties. Then there were personal factors, for example speaking anxiety and also a lack of practice. After that, socio-cultural factors showed up too, especially the environment around them. Lastly, academic factors mattered as well, such as curriculum and infrastructure, which sometimes feels really limited. Then for the second research question, the findings indicated that students tried many strategies to get past those problems. The strategies included vocabulary strategies, grammar strategies, anxiety management, and independent practice. They also mentioned social support, interactive classroom participation, and the use of learning facilities along with technology, like using tools that help them practice. In conclusion, students' English speaking fluency is shaped by many connected elements, not just one thing. To handle the challenges, students keep applying different strategies and they also take advantage of the support that is available, so their speaking fluency can improve over time.

ABSTRACT

Aulia zavbrina fitri : **Students' Challenges in English Speaking
Flency A Study At Sixth Semester Students'
Of English Department Islamic Institute Of
Kerinci At The Academic Year 2025/2026**

Advisors : **Herayati, M.Pd**

Key words : *speaking fluency, student challenges, problem-
solving strategies, qualitative research,
thematic analysis*

Penelitian ini bertujuan untuk mengkaji tantangan yang dihadapi mahasiswa dalam mencapai kelancaran berbicara bahasa Inggris (English speaking fluency) serta strategi yang mereka gunakan untuk mengatasi tantangan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan melibatkan mahasiswa semester enam Program Studi Pendidikan Bahasa Inggris di Institut Agama Islam Negeri Kerinci. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Berdasarkan pertanyaan penelitian pertama, hasil penelitian menunjukkan bahwa mahasiswa menghadapi beberapa tantangan dalam mengembangkan kelancaran berbicara bahasa Inggris. Tantangan tersebut dikelompokkan ke dalam empat faktor, yaitu faktor linguistik yang meliputi keterbatasan kosakata dan kesulitan tata bahasa, faktor personal yang meliputi kecemasan berbicara dan kurangnya latihan, faktor sosial budaya yang berkaitan dengan lingkungan, serta faktor akademik yang mencakup kurikulum dan infrastruktur. Berdasarkan pertanyaan penelitian kedua, hasil penelitian menunjukkan bahwa mahasiswa menggunakan berbagai strategi untuk mengatasi tantangan tersebut. Strategi yang digunakan meliputi strategi kosakata, strategi tata bahasa, pengelolaan kecemasan, latihan mandiri, dukungan sosial, partisipasi aktif dalam kegiatan kelas, serta pemanfaatan fasilitas belajar dan teknologi. Kesimpulannya, kelancaran berbicara bahasa Inggris mahasiswa dipengaruhi oleh berbagai faktor yang saling berkaitan. Untuk mengatasi tantangan yang dihadapi, mahasiswa menerapkan berbagai strategi dan memanfaatkan dukungan yang tersedia guna meningkatkan kemampuan berbicara mereka secara bertahap.

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Alhamdulillah robbil ‘alamin, the Most gracious, the Most Merciful. Praise to Allah who belongs the domination of the heavens and the earth. Who has given health and opportunity, so the researcher could accomplish this thesis. Peace and blessing be upon to our great prophet Muhammad SAW, because his thinking, his struggles, and his sacrifice, Islam is received in all over the world and strongly kept in our heart today.

This thesis entitled **“Student’s Challenges In English Speaking Fluency: A Study at The Sixth Semester Students Of English Department”** is submitted as a partial fulfillment of the requirements for getting the Strata One Degree in the English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Kerinci. The process of finishing this thesis wasn’t fully easy, and it took quite a lot of time and effort, plus patience. Still, behind that, this work also gave meaningful experience for the researcher, and some valuable knowledge too, in a way that felt kind of personal.

Therefore, the researcher expresses her gratitude and highest appreciation, especially to the honorable:

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2. Dr. Eva Ardinal, M.A., Dean of the Faculty of Tarbiyah and Teacher Training at the State Institute for Islamic Studies (IAIN) Kerinci, Dr. Eko Sujadi, M.Pd., Kons., Vice Dean I; Dr. Rimin, S.Ag., M.Pd.I, Vice Dean II; and Dr. Rodi

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The researcher realizes that this thesis is still far from perfect; therefore, suggestions and feedback are highly appreciated. Hopefully, this thesis will be useful, especially for the English Department.

Sungai penuh, April 2026

Researcher,

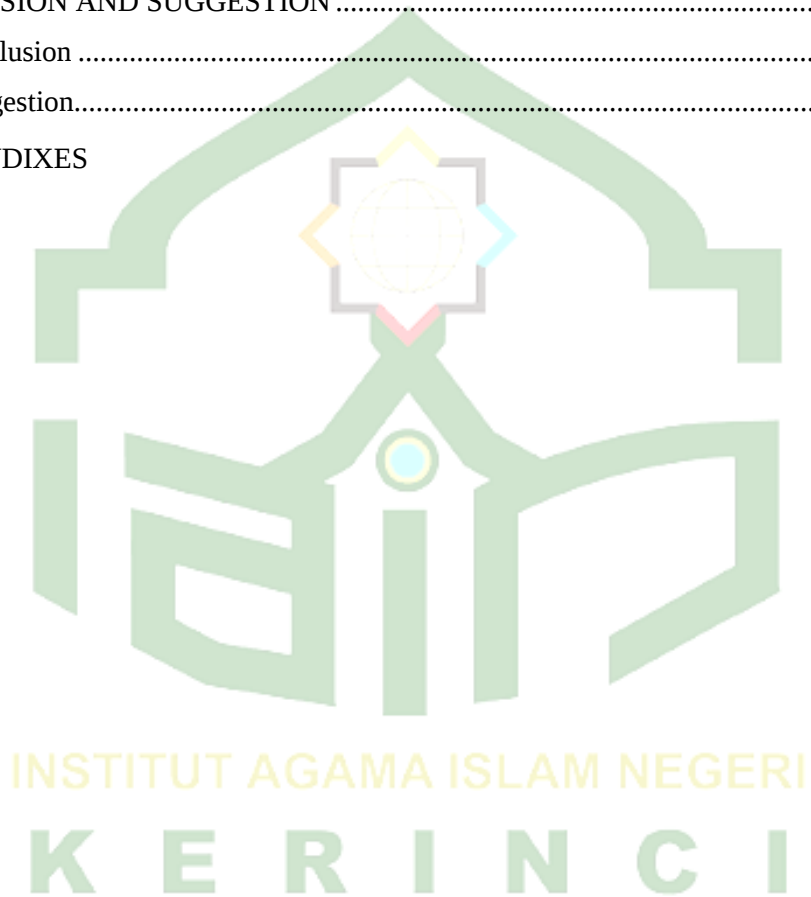
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TABLE OF CONTENTS

COVER PAGE.....	i
OFFICIAL NOTE	ii
CERTIFICATE OF ORIGINALITY.....	iii
APPROVAL AND ACCEPTANCE.....	iv
DEDICATION AND MOTTO.....	v
ABSTRACT.....	vii
ABSTRAK.....	viii
ACKNOWLEDGEMENT.....	ix
CHAPTER 1	1
INTRODUCTION	1
A. Background of the problem.....	1
B. Identification of the problems	5
D. Research Question.....	6
E. Purpose of the Research	7
F. Significanses of the Research	7
G. Definition of the Key Terms	8
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE	9
A. Review of Related Theoris.....	9
1. English skills.....	9
2. Speaking skills	10
3. Aspect of speaking skills.....	12
4. Fluency in speaking	13
B. Review of Related Findings	25
C. Conceptual Framework	27
CHAPTER III	29
METHODOLOY OF THE RESEARCH.....	29
A. Research Design.....	29
C. Instrument of the Research.....	30

D. Data Collection	31
E. Thematic analysis	32
CHAPTER IV	35
FINDINGI AND DISCUSSION.....	35
A.Research Finding.....	35
B. Research Discussion	
.....73	
CHAPTER V	58
CONCLUSION AND SUGGESTION	61
A.Conclusion	61
B. Suggestion.....	79
APPENDIXES	



CHAPTER 1

INTRODUCTION

A. Background of the problem

English has been playing important role in higher education. It become essential since it serves as a primary tool that allows students to engage in academic and professional activities. At the university level, students are expected not only to master the basic concepts of grammar and vocabulary but also to be able to use English fluently and coherently in presentations, active participation in discussions, and critical expression of ideas. The use of English in academia requires not only a good command of the language but also a high level of comprehension of technical terminology and the ability to analyze and synthesize information from various global sources.

The teaching of English at the university level has a broader and deeper scope, aiming at preparing students to meet the academic and professional demand of active, effective, and sustained English language proficiency (British Council, 2020). Specifically Teaching speaking at university level, speaking skills training emphasizes the students' ability to actively and meaningfully use English in the academic context. The demand for students to actively shout out their opinions, discuss and present their ideas made speaking skills as a main aspect for most students. The students through this skill can express their ideas clearly, take part in discussions, and show their ability in critical thinking in the academic

context. With the high number of teaching activities that require spoken communication, mastery of speaking skills becomes the foundation for students to participate in a lively and effective way in the process of learning.

At the university level, speaking skills require students to have a wide range of vocabulary, appropriate use of grammatical structures, as well as control of pronunciation, intonation, and fluency. Recent studies emphasize that speaking fluency refers to the ability to produce speech smoothly and continuously with minimal pauses and hesitation, which is essential in academic communication (Li & Zhang, 2023). Students develop their English speaking skills through university speaking activities, which include discussions, presentations, debates, role plays, and peer interactions, that help them build their fluency and confidence (Rahman et al., 2022).

Specifically, there are five basic aspects that students should master in order to master speaking skills, namely comprehension, grammar, vocabulary, pronunciation, and fluency. From those aspects, each one plays an important role in the development of the speaking skill. Nevertheless, fluency is often regarded as one of the most influential factors.

In higher education, speaking fluency is a decisive factor in the quality of students' involvement in discussions, presentations and question-and-answer sessions since it gives them the confidence to

interact, argue and express their opinions in a convincing way. Fluency is the capability of speaking without any interruptions in a smooth and natural way with very few pauses, repetitions or hesitations, thereby making it possible to convey ideas in a well-organized and logical manner and allowing communication to flow easily.

Based on the initial information found through pre-interviews with some of the sixth-semester students from the English Department, it was found that speaking fluency tends to be a recurring difficulty. Some students reported problems in maintaining the flow of speech, often pausing when trying to express their ideas. Others mentioned that limited vocabulary and uncertainty in using correct grammatical structures caused hesitation and disrupted their fluency during spontaneous speaking. In addition, other students shared feelings of anxiety and nervousness, particularly when speaking in front of lecturers or in formal academic situations, which further affected their fluency. To cope with these difficulties, some students stated that they tried to practice speaking more frequently, either through self-practice or informal conversations with peers, while others attempted to reduce anxiety by preparing in advance or seeking a more comfortable speaking atmosphere. These initial findings indicate that speaking fluency remains a challenging area and that students employ various personal efforts to deal with these challenges, which require further investigation.

Previous research noted that the studies on speech fluency have been conducted, however, the controversial issue of understanding fluency in the context of real classroom learning is still a big problem. Many researchers have generally addressed the issue of fluency, but only a few have tried to find out how students actually face issues of fluency in the real speaking English class. The existing research also seems to draw the picture of fluency results without giving an in-depth understanding of what students challenges during the learning process and how the classroom conditions affect their speaking fluency. Thus, studies that have specifically focused on students' live experience of maintaining fluency in real-life teaching situations are still scarce and need further investigation. Several previous studies have discussed English speaking fluency among students, but most of them were conducted in general academic contexts. English speaking classes show fluency problems because students must speak throughout the entire class time.

Previous research shows that speaking fluency is influenced by various factors, such as self-confidence and emotional control during speaking activities which are part of the curriculum (Wang et al., 2024). A study found that speaking classes which offer students multiple opportunities to practice and interact through communication activities help students develop their fluency skills more effectively (Aziez et al., 2024). The requirement for students to speak in front of their classmates and teachers leads to speaking anxiety which hampers their ability to speak

fluently (Ayuni et al., 2021). Students who use fluency-focused methods like chunk-based speaking exercises will experience a decrease in their speaking pauses and hesitation (Monica, 2020). The development of speaking fluency requires students to practice speaking regularly through meaningful activities which occur in English classes that focus on speaking (Nation, 2011). The existing research needs further exploration because previous studies did not investigate how students experience English speaking classes, which leads to an investigation need.

As a result, there are still some gaps in the previous research, especially the challenges of fluency which are specifically suffered by the students in the context of classroom learning, that is, in English speaking class . Hence, the present research is of great importance as it will provide a clearer and more detailed understanding of the speaking fluency problem that the sixth-semester students actually face in English instruction. The research findings are expected to provide a more accurate picture of how fluency difficulties occur in English speaking class students' problem solving that challenges.

B. Identification of the problems

According to the research background, there are several specific problems related to the fluency of speaking English among the fifth-semester students of the English Education Study Program at IAIN Kerinci, namely:

1. The students' inadequate vocabulary leads to their inability to come up with suitable words fast and it also results in long pauses, repetitions, and fillers that break the fluency of speech and, thus, speaking.
2. The students' fear of committing grammar mistakes results in hesitation and, hence, the natural flow of their speech is reduced.
3. The Students often feel anxiety and nervousness, especially when speaking in front of lecturers or in formal academic situations, which negatively affects their speaking fluency.

All these problems show that English speaking fluency is still a great difficulty for the fifth-semester students of the English Department at IAIN Kerinci.

C. Limitations of the research

This research will be limited on The students' challenges in English speaking fluency at the sixth semester students of English department dan how they deal with their challenges.

D. Research Question

1. What are the students' challenges in English speaking fluency at the sixth semester students of English department of state Islamic institute of kerinci at the academic year 2025/2026?
2. How do the sixth semester students deal with the challenges?

E. Purpose of the Research

1. To find out the challenges faced by the sixth semester students of the English Department in English speaking fluency.
2. To find out how the sixth semester students' deal with their challenges in English speaking fluency.

F. Significanses of the Research

In this research there are three significances of the research, those are:

a. For the students

The results of this research are expected to be beneficial for students. Students can make use of the findings of this research to deal with the difficulties in speaking English, to get better at it, to gain more confidence, and to actively participate in class.

b. For the lecturers

The results of this research are expected to be beneficial for teachers. The research can be of assistance to teachers in understanding the difficulties that students encounter when speaking English and in providing suggestions for the improvement of students' speaking skills.

c. For the other researchers

The results of this research are expected to be beneficial for future researchers. The researchers could take this research as a reference for their future works and, at the same time, it will help

them to understand the issues and methods that are effective in English speaking learning.

G. Definition of the Key Terms

1. English speaking fluency

Speaking fluency is the ability to speak smoothly, naturally, and continuously with not so much interruption. Fluency focuses more on the flow of speech rather than grammatical correctness, and it includes the speed of speaking and the ability to convey ideas spontaneously (Nation, 1989; Thornbury, 2005).

2. English Speaking challenges

English speaking challenges refers to the different difficulties that students face which hinder them from speaking fluently and continuously in English. Limited vocabulary, apprehension of making grammatical mistakes, anxiety, lack of self-esteem, and little practice in speaking are among the main factors students face when learning a language. Consequently, students are likely to hesitate, often pause, and have a hard time making their speech flow, which in turn has a detrimental effect on their speaking fluency (Ayuni et al., 2021).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theoris

1. English skills

The English language teaching system for international students requires learners to develop their abilities in three essential language areas which include listening and speaking and reading and writing. The skills classify into two main groups which consist of receptive abilities that include listening and reading and productive abilities that include speaking and writing. The language skills work together to help learners build their language skills because all skills work together to support each other. When students learn to use language through both receptive and productive skills in equal measure their learning progresses effectively according to Harmer 2007.

Higher education research has shown that students need to practice all four English language skills during their studies. Brown and Lee 2020 present English language skills as essential academic requirements which enable students to understand information and share their thoughts and engage in educational activities. Students achieve language competence when they combine their listening and speaking and reading and writing skills through the integrated skill approach.

Speaking holds greater importance than the other three language skills for both academic settings and social interactions according to researchers

who study language learning. Richards 2008 stated that speaking functions as a fundamental component of language because it enables learners to communicate their ideas through spoken dialogue. Recent research conducted by Al-Tamimi and Attamimi 2021 shows that students speak proficiency serves as the main element which determines their English language progress in university classes that require students to participate in discussions and presentations and interact with their classmates.

The assessment of speaking skill requires both correct language production and fluent appropriate language use in actual communication situations. Goh and Burns 2020 define speaking as the ability to organize ideas while using suitable vocabulary and grammar to create coherent speech during valuable interactions. English classes concentrate on teaching speaking skills because this ability demonstrates how students use their language knowledge in both academic and real-world situations.

2. Speaking skills

Speaking skill is considered one of the most important skills to be developed in learning a foreign or second language. The ability to speak enables learners to present their ideas and opinions and share information through direct communication in authentic situations. In language learning, speaking serves as the main measurement tool which educators use to evaluate students' language proficiency based on their capacity to speak in genuine situations (Brown & Lee, 2020).

Recent studies demonstrate that many language learners find speaking to be their most difficult skill. Goh and Burns (2020) explain that speaking requires multiple elements which include vocabulary and grammar and pronunciation and fluency, making it the most difficult skill to achieve mastery in. Leong and Ahmadi (2017) explain that speaking presents difficulty because learners must create language without preparation while they need to speak accurately and fluently at the same time.

Speaking belongs to the category of productive skills which teachers can assess through their observation of student work. Brown and Lee (2020) explain that speaking performance is influenced not only by linguistic knowledge but also by listening ability, confidence, and interaction with others. Speaking usually occurs as an interactive process that involves two participants who take turns to speak and listen to each other. The ability to speak effectively demands that speakers use language in ways that match both their surroundings and their conversation partners.

Effective speaking lets the speaker and the listener reach complete understanding of each other. Thornbury (2005) defines speaking as the process of creating clear and understandable spoken language which enables people to communicate with each other. Richards and Rodgers (2021) argue that speaking skills training helps students develop competencies which they need to succeed in academic and social and professional settings. Speaking encompasses more than sound production because it enables learners to express their ideas and persuade others through their active engagement in communication.

3. Aspect of speaking skills

Speaking is one of skills that use oral word to express the idea, so the speaker should fulfill the component of speaking so that the listener can understand the speaker idea or the speaker meaning.

According to Syakur (1987:3), there are some components of speaking:

1) Vocabulary

People cannot communicate effectively or express their idea both oral and written form if they do not have sufficient or less in vocabulary mastery. Therefore, vocabulary means the appropriate diction which is used in communication.

2) Grammar

The grammar needed for students to arrange a correct sentence in conversation or speech in other aspect. It is in line with explanation suggested by Heaton (1978:5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a

grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown: 1997:4).

4. Fluency in speaking

a. The importance of fluency in speaking

The ability to speak fluently represents the most critical element of speaking skills because it demonstrates how well students can produce speech that sounds natural and flows without stopping or needing to think or being interrupted. The assessment of fluency focuses on speech delivery instead of testing speakers for their ability to speak with perfect grammatical accuracy. Nation (2011) defines fluency as the capacity to generate language output which occurs naturally and without effort thus enabling speakers to concentrate on understanding rather than their linguistic structure. The students who possess excellent speaking fluency skills can present their thoughts with assurance while they engage in dialogues and successfully transmit their ideas to other people.

Fluency functions as an essential component of communication because it shows that learners have acquired language skills which they can use to interact effectively in actual speaking situations. The delivery of speech which contains correct grammar can still fail to convey meaning when the speaker uses frequent pauses and hesitation combined with an unclear speech pattern. Goh and Burns (2020) show that fluent speech enables speakers to maintain conversation flow while making unplanned remarks and changing their speech style based on the situation. The ability to speak smoothly and continuously throughout a conversation constitutes a vital requirement for effective spoken communication.

Students need to develop speaking skills because those skills become essential for their academic success in university studies. University students must present their thoughts in a clear and logical manner during their academic work which includes discussions and presentations and seminars and classroom activities. According to Li and Zhang 2023 students who possess speaking fluency can develop their thoughts at a faster pace while they communicate their ideas through more effective and persuasive methods. Through their speaking abilities students demonstrate their capacity to participate in academic discussions and their ability to take part in learning activities that involve spoken communication.

The process of developing speaking fluency brings advantages to students because it enhances their language skills while supporting their mental health and academic success. People who can speak fluently in

English demonstrate higher self-assurance and improved ability to think critically and increased readiness to participate in English conversations. According to Richards 2021 fluency stands as the primary objective for teaching speaking skills because it helps students learn to communicate effectively in English for academic purposes and social situations. University students pursue speaking fluency as their primary goal when they learn English because it serves as their main goal for studying the language.

b. Challenges in speaking fluency

Fluency in speaking is one of the main components of English speaking skill, but it still remains one of the biggest challenges for students, including university students. Even though students have learned English for many years, some of them still struggle to produce fluent, consistent, and spontaneous speech in both daily communication and academic contexts. Speaking fluency requires the ability to express ideas with minimal pauses, hesitation, and disruption in the flow of speech. According to Skehan (2020), speaking fluency involves the ability to process language efficiently and automatically so that speech can be produced smoothly. Achieving fluency requires not only linguistic competence but also psychological and situational factors that influence speaking performance. Richards (2021) explains that speaking fluency is affected by affective factors such as anxiety, self-confidence, and

willingness to communicate, which strongly influence students' performance in real communication situations.

The most common obstacle which students face when developing their speaking skills arises from their insufficient vocabulary knowledge. When students lack sufficient vocabulary, they struggle to find appropriate words, which causes frequent pauses, repetition, or the use of unsuitable expressions. This results in broken and unnatural speech. Students with limited vocabulary knowledge cannot use paraphrasing skills to convey complex ideas or their intended meanings. Nation (2011) emphasizes that fluency development requires a large active vocabulary, as automatic language production cannot occur without adequate lexical knowledge.

Students face two major obstacles which include vocabulary limitations and their fear of making grammatical errors. Many students believe that speaking must always be grammatically correct, which causes them to speak cautiously and hesitate frequently. Although grammatical awareness is important, excessive focus on accuracy often interrupts the flow of speech. Thornbury (2021) explains that overemphasis on grammatical accuracy can hinder fluency and reduce students' confidence in speaking.

The ability to speak fluently depends on various psychological factors which include anxiety. Students experience speaking anxiety because they fear that others will judge them negatively. Aziez et al.

(2024) found that students with high anxiety levels speak slowly while they frequently hesitate which results in their loss of natural speaking ability. Students with anxiety problems will refuse to speak. The study supports Krashen's affective filter hypothesis because research shows that high anxiety levels prevent proper language production (Teimouri et al., 2022).

Students' fluency suffers because they experience nervousness during formal academic events that include presentations and lectures. Academic pressure causes students to use filler words and lengthy pauses and their native language which hampers their ability to speak fluently. Recent research shows that formal classroom environments create communication apprehension which results in speech performance that students cannot control (MacIntyre & Wang, 2021).

The lack of speaking practice opportunities stands as the second essential element which affects fluency development. Teacher-centered instruction still leads most university classrooms which limits students from participating in spoken activities. The students who listen to lectures and finish written assignments have only limited chances to develop their speaking skills. Richards (2021) emphasizes that fluency can only be developed through repeated oral practice in meaningful contexts. Students need to practice more before their speaking skills will reach fluent levels.

People who lack automatic language production systems will struggle to achieve fluent speech. Wood (2010) explains that fluency develops when language production becomes automatic, meaning speakers no longer consciously process every word or structure. Current research confirms this perspective by showing that people need to do intensive practice while listening to spoken language to develop their automaticity skills (Segalowitz, 2022).

Students face challenges when they attempt to organize their thoughts during spoken communication. They know their intended message, but they cannot construct their ideas because this leads to speech breaks and difficulties in understanding their speech. According to Brown and Lee (2020), effective speaking requires speakers to coordinate their cognitive processes with their linguistic abilities which includes organizing their ideas.

The ability to speak fluently depends on both social situations and classroom settings. Students who learn in classrooms with high levels of anxiety and create mistakes and receive too much error correction will stop speaking. The research shows that learning environments which provide support enable students to practice speaking while unsupportive environments create anxiety and decrease student motivation (Harmer, 2021).

Fluency development depends on multiple factors which include motivation as a key factor. Students who have low motivation levels will not engage in speaking practice while they refuse to speak English outside of class sessions. Multiple studies show that motivation functions as the main factor which determines second language fluency progress (Dörnyei & Ryan, 2015; Boo et al., 2021).

Speaking fluency development depends on social interactions and classroom conditions. Students who learn in classrooms characterized by high anxiety, excessive error correction, or negative reactions to mistakes tend to avoid speaking. Research shows that supportive learning environments encourage students to practice speaking, whereas unsupportive environments increase anxiety and decrease motivation (Harmer, 2021). Rahman et al. (2024) demonstrated that teacher-centered classrooms limit students' speaking opportunities, which results in negative consequences for their fluency development. The classroom atmosphere together with teacher behavior and peer interaction creates a socio-cultural environment that affects students' speaking fluency development.

The academic field recognizes curriculum design as a crucial element that impacts speaking fluency development. A curriculum that limits opportunities for communicative speaking activities can hinder students' fluency development. Richards (2021) argues that fluency develops when learners engage in meaningful oral communication tasks

rather than focusing solely on grammatical rules, written assignments, or scripted performances. When speaking courses emphasize assessment and theory over spontaneous interaction, students may complete the courses without achieving sufficient fluency.

The academic infrastructure together with the curriculum establishes which students will achieve success in their speaking abilities. Academic infrastructure measures the existence of educational resources together with technological facilities which include language laboratories and audiovisual equipment and internet resources and digital speaking platforms. Segalowitz (2022) states that exposure to spoken language through technology helps learners develop automatic language processing skills which are essential for fluent speech. Students who lack access to technological resources experience limited chances to practice their speaking skills outside of class which results in slower progress toward achieving fluency. The insufficient academic infrastructure present a major obstacle which hinders the progress of students in developing their speaking abilities.

The emergence of speaking fluency problems results from various interconnected factors which include linguistic elements and psychological elements and cognitive elements and socio-cultural elements and academic elements. Speaking fluency development requires people to master grammar and vocabulary while also understanding emotional states and motivation and their learning context and curriculum structure and

academic resources. Students need a supportive classroom environment together with multiple chances to practice their skills in order to achieve academic and professional communication because it helps them build confidence and fluent speaking skills.

c. How to deal with challenges of fluency in speaking

Overcoming the speaking fluency challenge requires a comprehensive approach that not only focuses on the linguistic aspects but also considers the psychological, emotional, and environmental factors of the students' learning process as a whole. Fluency cannot develop to its full potential without consistent practice, a supportive learning environment, and teaching strategies that encourage students to use English spontaneously without the fear of making mistakes. Therefore, some of these strategies can be applied to help students overcome their barriers to achieving speaking fluency. One of the most effective strategies is to provide more speaking practice opportunities. Fluency can only be developed through direct, repeated, and diverse usage of the language. Activities like group discussions, presentations, debates, questioning, and language games are found to increase students' courage to speak and diminish their fear of errors (Richards, 2008). When students use English more frequently in different contexts, their ability to speak spontaneously and continuously also grows. Learning that encourages active participation gives students a chance to develop speaking speed, refine speech flow, and reduce excessively long thinking pauses.

The most powerful method of teaching speaking skills requires organizations to create more opportunities for students to practice speaking. Students can achieve speaking proficiency through practicing the language multiple times using different practice methods. Students become more willing to speak while their fear of making mistakes decreases through group discussions and presentations and debates which include questioning sessions and language games (Richards & Rodgers 2021). Students improve their ability to speak without interruption when they use English in multiple social situations. Through active participation students gain better speaking abilities which help them speak faster and create smoother speech patterns while practicing their skills to control their breathing rhythm.

Fluency development requires both practice opportunities and psychological factors which demonstrate their significant impact on the learning process. Students who experience high levels of anxiety often struggle to speak fluently due to fear of making mistakes or negative evaluation. Recent studies support the affective filter theory which explains that anxiety motivation and self-confidence strongly influence language performance. People with high anxiety levels will speak in a restricted manner because their body will produce both language input and output in an unsteady and stiff way. Students who feel safe in their emotions will build better social connections through their connections with others (Teimouri Goetze Plonsky 2022).

Researchers Ayuni et al. (2021) discovered that a non-threatening classroom atmosphere which provides students with safety and support and comfort, helps students to improve their speaking abilities. Students who perceive their environment as free from mockery and harsh judgment, will express themselves with greater authenticity and assurance and fluency. Teachers can create a supportive learning atmosphere through their friendly behavior combined with their use of positive feedback and their ability to engage with students and their understanding that learning language involves making mistakes.

A classroom that allows students to learn without fear will help them build their self-confidence. Students who possess confidence will demonstrate better speaking abilities because they will speak more and share their thoughts with others. Teachers should provide emotional support to students while they speak and maintain class discussions without interrupting and distribute speaking time equally to all students (Harmer, 2021).

The implementation of fluency-oriented activities will enable speaking instruction to guide students toward authentic communication instead of teaching them to achieve grammatical precision. Nation (2011) presents multiple effective activities for developing fluency through his storytelling and role-playing and his fluency practice tasks. Storytelling requires students to organize their thoughts according to existing structures which leads to better speaking performance. The role-play activity requires

participants to create dialogue through unscripted interactions which develops their ability to communicate at any moment. The repetition drills and pair work and simple conversations and spontaneous speaking tasks in fluency practice activities allow students to use language multiple times until it becomes their automatic system of speech.

The activities train students to create spoken language through automatic processes which enable them to speak without thinking about language patterns. Automation functions as a fundamental element of speaking fluency which acts as a major measurement tool for language acquisition. Student motivation increases through positive feedback which also helps them become more fluent in their speech. Constructive feedback helps students recognize areas for improvement without feeling pressured or embarrassed, while positive reinforcement boosts confidence and willingness to speak (Goh & Burns, 2020).

Students should take part in self-practice activities which include speaking in front of a mirror and recording their voice and practicing with their peers and using digital platforms for conversation practice. Through self-practice students develop better pronunciation skills and establish confidence while decreasing their public speaking anxiety.

The process of attaining speaking fluency relies on both internal and external factors which must work together to help speakers reach their goals. Students must develop their confidence levels and their motivation

skills and their mental readiness abilities whereas teachers and learning environments should establish conditions which promote effective communication and practical learning opportunities. Students develop their speaking fluency skills through continuous practice in a low-anxiety setting which includes activities for building fluency and receiving positive reinforcement.

B. Review of Related Findings

Several earlier studies demonstrate identical results about the challenges and development of English speaking proficiency. Wang et al (2024) and Rahman et al (2024) and Daflizar (2024) all assert that speaking fluency depends on both emotional factors and opportunities to practice speaking. The research conducted by Wang et al (2024) discovered that individuals who possess expertise in emotion management and motivation and positive learning attitudes achieve better speaking proficiency. The findings of this study support Rahman et al (2024) who found that classroom environments which mainly focus on the instructor create conditions that reduce students' speaking confidence and fluency. Daflizar (2024) discovered that students face three primary obstacles which prevent them from speaking English fluently these include their limited vocabulary and their poor pronunciation skills and their feelings of embarrassment.

The research conducted by Gani, Fajrina, and Hanifa (2015) and Cendra and Sulindra (2022) demonstrates that they share a common perspective which states that learning through direct communication and practical application will improve students' speaking skills. The two studies highlight that students need to participate in speaking activities which include group discussions and role plays and presentations and authentic tasks. The research results demonstrate that intensive speaking practice which has significant value leads to improvements in fluency and self-confidence and results in more natural English language use.

Research studies show research focus differences between studies although both studies share common elements. Wang et al. (2024) research focuses on internal student variables which include emotional intelligence and creative thinking abilities and learning enthusiasm. Rahman et al. (2024) and Daflizar (2024) research emphasizes external factors which include classroom environment conditions and teaching methods and student linguistic limitations. The research by Gani et al. (2015) and Cendra and Sulindra (2022) identifies problems which they use to develop teaching methods that improve speaking skills through communicative and experiential learning approaches.

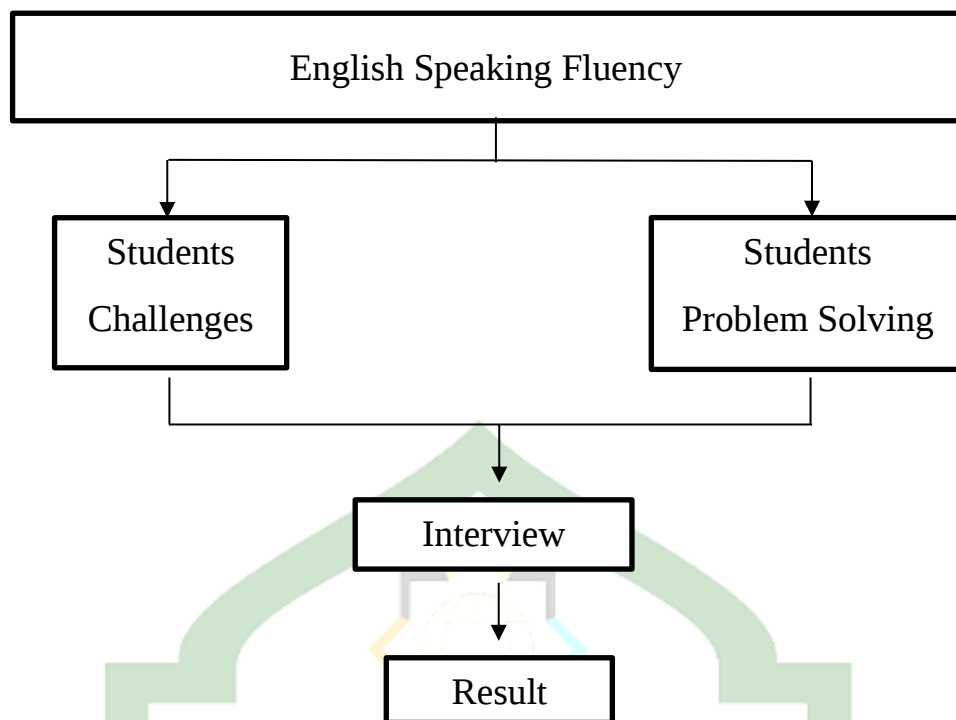
Research studies share a common finding which shows that psychological factors and linguistic factors and learning environment factors influence speaking fluency. The research studies differ because they examine different aspects of research which include student

challenges and teaching methods for solving those challenges. The existing research gap proves relevant because it enables researchers to explore student speaking fluency obstacles through the lens of their academic experiences.

The previous studies about speaking fluency research used two main approaches which studied either learning outcomes or common factors that affected speaking fluency which included anxiety and motivation and teaching methods. Researchers have conducted few studies which examine how college students develop their speaking skills through personal solutions to their fluency challenges especially during their sixth semester of study. The study aims to enhance existing research findings by investigating how sixth semester students experience speaking fluency challenges and which academic-based strategies they employ to address those challenges.

C. Conceptual Framework

This section presents a conceptual framework that visually describes the logical flow of the research. The framework is provided to make the research focus clear and to avoid any misunderstandings related to it, as shown in the following figure:



This research is mainly focused on the fluency of English speaking, which is still a barrier for the fifth semester students at IAIN Kerinci. In this case, the first step of the research was to identify the challenges that the students faced, which referred to different factors that impede the development of fluency in speaking. The challenges were then connected to the next part which was the problem-solving efforts of the students, showing the ways the students used to cope with and respond to the difficulties. All the data related to the students' challenges and their ways of overcoming them were collected through interviews, so students could share their experiences in a deep and direct way. It is hoped that this interview process will result in a clearer understanding of the factors affecting fluency in speaking and at the same time provide a realistic picture of how the students are trying to improve their speaking fluency.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research employs a qualitative design. In Creswell's (2014) terms, qualitative research aims to explore and understand the meaning that people attribute to a particular human or social issue. The research method allowed the researcher to obtain complete data about student life through student interviews. The researcher used this method to discover both the challenges students encountered and their methods of dealing with those challenges during actual speaking practice. The study required qualitative design because it showed students better than any other method could their experiences and ways to handle problems which helped them speak fluently.

B. Setting And Informant of The Research

1. Location

This research was conducted at IAIN Kerinci with the focus on students' English speaking fluency at the sixth semester student of English Department State Islamic Institute of Kerinci at the academic year 2025/2026. This location was chosen as it was an academic environment where the students were doing their daily speaking practice.

2. Informant

The research informants were 13 students from the English Education Study Program at the State Islamic Institute of Kerinci who

were currently studying in their sixth semester of the 2025/2026 academic year. The researchers selected sixth-semester students as their informants because these students had completed speaking classes which equipped them with adequate learning experience to describe their challenges in achieving English speaking proficiency.

The researchers employed total sampling as their sampling method which required them to select all students who met their research criteria to serve as study participants. The researchers included all 13 students because the small number of sixth-semester students allowed them to collect complete and representative information about students' challenges and problems solving in English speaking fluency.

D. Instrument of the Research

The research described in this paper was employ a semi-structured interview guide as its main instrument. The interview was focus on students' personal challenges and problem solving concerning the matter of English speaking fluency. Two main indicators was serve as the basis for formulating the interview questions. The first indicator refers to the challenges in speaking fluency, which was be examined in terms of four aspects: limited vocabulary, grammatical difficulties, anxiety, and lack of speaking practice. The second indicator points at how students handle the challenges related to speaking fluency, which comprises speaking more, avoiding or diminishing anxiety, and providing a relaxing atmosphere for

learning. This indicator seeks to reveal the different ways students try to overcome their fluency problems relying on their own experience. Semi-structured interviews gave the researcher the opportunity to concentrate on these indicators while also allowing the researcher to pose additional questions that lead to gaining more profound and wider data.

The indicators and sub- indicators of interview guide can be seen in the following table:

Table 1.1 indicators

No	Aspect	Sub-Indicators
1	Linguistics	1. Vocabulary 2. Grammar
2	Personal	1. Anxiety 2. Lack of practice
3	Socio-cultural	1. Environment
4	Academic	1. Curriculum 2. Infrastructure (technology)

D. Data Collection

This research was gather data through interviews, thus the descriptions obtained was reflect what the students have communicated during the interview sessions. All data was be gathered directly in the participants'

environment and organized inductively following the qualitative procedure described by Creswell (2014).

Data in this study were collected through semi-structured interviews with sixth-semester students of the English Department at the State Islamic Institute of Kerinci. The researchers used semi-structured interviews because this method enabled them to ask predetermined questions while they investigated how participants responded to those questions.

The interviews studied two main topics. students spoke about their difficulties with English speaking fluency which included their limited vocabulary skills and their grammar difficulties and their anxiety and their lack of practice and their use of strategies to deal with these difficulties. This method enabled students to share their experiences and opinions and feelings more openly. The researchers recorded all interviews with audio equipment. The researchers transcribed the audio recordings with a transcription tool. This process enabled them to conduct thorough and organized analysis of the data.

E. Thematic analysis

The data in this research were analyzed using the qualitative data analysis model that Miles, Huberman, and Saldaña (2014) proposed. As Miles et al. (2014) explain, qualitative data analysis is sort of an interactive, and continuous thing, it works through organizing, reducing, presenting, and

interpreting the data so researchers can get to meaningful conclusions. Also, this analysis part is not something that only starts after all the data are collected, it actually happens while data collection is going on. In that way, researchers can keep checking, revisiting, adjusting, and confirming the findings through the whole study.

Miles et al. (2014) lays out three key stages, namely data reduction, data display, and conclusion drawing plus verification. These stages, in practice help researchers arrange and make sense of qualitative data in a more systematic way, so the research questions can be addressed more effectively.

1. Data Reduction

Data reduction kind of means selecting, focusing, smoothing out, and putting in order the information that comes out of the interviews. Here, the researcher went through the interview transcripts, and then picked the parts that matched the research questions about students' trouble with English speaking fluency and the way they tackle problems, like what strategies they use when things get difficult. Anything that didn't really fit was left out, so the analysis stayed more centered on the goals of the study, not too distracted by stuff that was less useful or off topic.

2. Data Display

Data display means the process of organizing and showing the reduced data in a sort of systematic manner, so it is easier to read. In this study, the researcher showed the data using categories and themes that came out from the interview results, not just randomly. The data were grouped into two big themes students' challenges in English speaking fluency and students' problem-solving strategies, and yes both mattered. With these themes, the researcher could notice patterns, plus connections within the responses, in a clearer way.

3. Conclusion Drawing and Verification

In the final stage, it is about drawing conclusions and double checking what actually came out. In this study, the researcher looked at the patterns and themes that came up from the data, and kept going back to the interview transcripts, making sure everything stayed accurate. At the same time, there was a kind of ongoing review to keep the findings consistent. Then, from all of that, the researcher formed conclusions about the obstacles students met with when it comes to speaking English fluently, plus the specific approaches they used, to push past those obstacles.

CHAPTER IV FINDING AND DISCUSSION

A. Research Finding

The study results show the outcomes which researchers obtained from their research work through the collection of data from study participants. This section aims to explain the challenges and students problems solving students encounter when they try to improve their English speaking skills. The researcher used thematic analysis to create thematic categories which she used to organize her findings, which resulted in discovering important patterns from participant responses. Through this process, the researcher is able to explore students' experiences, perceptions, and difficulties in speaking English instudent speaking fluency. The research results show all elements that affect students' ability to speak English fluently through a structured presentation.

1. Students' challenges in English speaking fluency

a. Linguistic factors

1) Vocabulary limitation

The research results show that students face their most serious obstacle to speaking English fluently because they cannot speak all necessary vocabulary. Vocabulary functions as a vital component which enables students to create meaningful sentences and maintain their communication flow while conveying their thoughts. During speaking activities, students reported that their restricted vocabulary limits their ability to share their thoughts. Students who lack sufficient vocabulary knowledge face

difficulties because they need help to identify suitable words which results in delays and incomplete speech. Students experience this situation because it breaks their speech patterns, which makes it hard for them to speak without interruptions.

Student 1 (S1) stated: *“My vocabulary is limited, so I often struggle to speak with other people. As a result, my speech tends to be fragmented and incomplete.”* which shows that limited vocabulary causes students to produce incomplete and fragmented speech.

Student 2 (S2) explained: *“It affects me a lot because having limited vocabulary often makes me pause while speaking.”*

The study found that students with restricted vocabulary knowledge needed to pause their speech which resulted in broken flow of their spoken language. Student 3 (S3) stated: *“My limited vocabulary often causes me to stop and hesitate when speaking. I frequently pause to think about the words I want to use.”*. The study found that students who had limited vocabulary skills experienced difficulties when trying to speak because they needed to pause their speech which resulted in broken flow of their spoken language.

The Student 4 (S4): *“ Because I lack advanced or formal vocabulary, expressing my ideas in English becomes one of the most difficult challenges for me”* the increased difficulty comes with advanced vocabulary. The limitation interrupts student speech because it extends beyond speech interruptions to disrupt their

entire speaking abilities. Students lose their confidence because they cannot express their ideas clearly which results in their reduced participation in speaking activities. Their message delivery to others becomes impaired through continuous pauses and the struggle to choose appropriate words which results in communication breakdowns. The vocabulary limitation serves as the primary obstacle that prevents students from attaining fluent and effective English communication skills.

2) Grammar challenges

The research results demonstrate that grammar constitutes a major obstacle which hinders students from achieving their English speaking proficiency. Students need grammar skills because these skills enable them to create coherent and understandable sentences. Students reported that their inability to master grammatical rules prevents them from expressing their thoughts correctly. Students who lack confidence in their knowledge of grammatical rules will experience both speech interruptions and excessive thinking problems which will affect their ability to speak smoothly.

The Student 1 (S1) stated: *"In terms of grammar, I sometimes face difficulties because I suddenly go blank while thinking about the correct grammatical structure,"* which shows that thinking too much about grammar can cause students to lose their ideas while speaking. Student 2 (S2) explained: *"When I focus too much on grammar rules, I tend to stop more often because I need to think about whether my sentence is correct or not "*. The

excessive focus on grammatical accuracy causes the speaker to interrupt their speech because they need to check whether their speech contains correct grammar.

Student 3 (S3) stated: *" It depends. Sometimes, especially when speaking for the first time, I feel nervous and start overthinking. At that moment, I often try to figure out the correct grammar, which makes speaking more difficult. "* The statement implies that people find grammar usage simpler when they speak their language in everyday situations which require less precise wording. Student 4 (S4) added: *" I still experience some difficulties when speaking English because I often forget grammatical rules or worry about making mistakes. "* The speaker demonstrates that confidence in grammatical knowledge affects their ability to speak English.

The existing difficulties impact students' speech accuracy while they also create problems for their ability to speak fluently. Students tend to pause frequently when they are unsure about grammatical correctness which disrupts the natural flow of communication. Students become more reluctant to speak because they fear making grammatical errors which also reduces their confidence. The existence of grammar problems functions as a hindrance that prevents students from speaking fluently while they try to convey their thoughts.

b. Personal factors

1) Speaking anxiety

The research shows that speaking anxiety represents the most crucial personal obstacle which prevents students from achieving English speaking fluency. Many students reported experiencing feelings of nervousness, fear, and lack of confidence when they are required to speak in English, especially in front of others. The anxiety develops when people fear making mistakes, fear receiving judgments, and they experience pressure to succeed during official events. The students struggle to express their thoughts because they need to create clear ideas and maintain constant dialogue.

Student 1 (S1) stated: *“I usually experience anxiety in formal situations, such as when speaking in front of a large audience or lecturers”* which indicates that formal situations can trigger higher levels of nervousness.

The students show anxiety when they believe their audience does not understand their message according to Student 2 (S2) *“I feel anxious when the audience is not paying attention to me because it makes me think that they do not understand what I am trying to say.”* who said The audience failed to focus on me which resulted in their inability to understand my message. Student 3 (S3) stated: *“I feel uncomfortable when I am speaking English and someone suddenly interrupts me to correct my mistakes.”* which suggests that fear of correction can increase students’ anxiety while speaking.

Student 4 (S4) added: *“I find it difficult to speak spontaneously without preparation because I am afraid of making mistakes and being judged by others.”* indicating that fear of negative evaluation makes students hesitant and less confident to speak spontaneously.

The condition has a major impact on students' ability to speak. Students become anxious which causes them to stop speaking because they become too focused on their thoughts and lose their ability to express themselves. Their speech becomes less fluent because they stop speaking frequently and they lack confidence. Anxiety decreases their desire to take part in speaking exercises which results in fewer chances for them to practice their skills. Speaking anxiety stands as the primary obstacle which prevents students from reaching fluent English communication skills.

2) Limited practice

The research results show that two major obstacles which include limited speaking opportunities and students who lack motivation disrupt their ability to achieve English speaking fluency. Students require regular opportunities to practice speaking skills yet they reported having insufficient chances to speak English during their everyday lives. The result of their practice results in them lacking the ability to speak English without preparation which creates obstacles to their English fluency development.

Student 1 (S1) stated: *“One thing that hinders me is assignments, because they divide my time,”* which shows that academic workload limits students’ time to practice speaking.

The Student 2 (S2) statement *“ One challenge is being observed by lecturers. ”* shows that students who speak English face difficulties because their professors watch them practice. The Student 3 (S3) *“I lack friends to practice with, and I also feel shy to speak. Besides that, I have limited time”* explanation shows that students need a supportive environment which provides them with speaking partners and lets them practice speaking at any time they want.

The Student 4 (S4) statement *“Sometimes I feel lazy. Recently, I’ve been distracted by playing Roblox, and it makes me even lazier to practice”* shows that students will stop practicing their speaking skills when they get distracted and experience low motivation.

The problem stems from two main factors which include low motivation and the main issue which needs to be resolved. Students reported that their environmental conditions which did not support English usage made them feel less motivated to speak English. When students lack motivation to practice they avoid speaking activities because this leads to decreased progress in their development.

The student speaking assessment results demonstrate that these conditions produce major effects on their speaking abilities.

The students face challenges in vocabulary recall and sentence construction and natural speaking because they have not practiced enough. Students who speak tend to show more hesitation and they need to prepare extensively before they do so. The development of fluent English speaking skills faces major obstacles because students have limited practice opportunities and they lack motivation to practice speaking.

c. Socio-cultural factors

1) Learning environment

The results show that the learning environment directly affects students' ability to speak English with fluency. Students will practice their speaking skills in a supportive environment, but an unsupportive environment will create barriers that prevent them from speaking. Students described how their classroom environment failed to provide proper English support, which hindered their ability to practice and improve their speaking skills.

Student 1 (S1) stated: " *"I unexpectedly look at my lecturer.*

As a result, I felt a little nervous and lost my confidence." which shows that classroom pressure, especially from lecturers' attention, can reduce students' confidence when speaking. Student 2 (S2) explained: *"The classroom environment is not very supportive because English is not used very often in the classroom"* which means that students cannot practice speaking because English is not often spoken in their classroom.

The statement by Student 3 (S3) “*The main problem is definitely the lack of vocabulary. We do not know many words, so we become confused about what we want to say.*” shows that environmental pressures create obstacles which prevent students from demonstrating their full academic potential.

Students speaking fluency suffers because of these conditions. Students who study in environments that discourage English usage lose their ability to speak because their confidence and motivation decrease. Their opportunities to practice speaking decrease because they have limited interaction and no support, which results in slower speaking progress. The learning environment functions as a major obstacle which prevents students from reaching their goals of fluent communication and effective communication.

d. Academic factors

1) Curriculum issues

The findings demonstrate that curriculum design together with its execution establishes the foundation which determines how students achieve English speaking fluency. However, many students reported that the current speaking curriculum does not fully support the development of their speaking skills. The main problem exists because students need practical speaking activities to learn, but their classes offer theoretical learning instead of active speaking exercises.

Student 1 (S1) stated: *“The speaking course in the first semester consisted only of theory without any practice, so it did not provide meaningful speaking experience,”* which shows that limited practical activities reduce the effectiveness of speaking courses. Student 2 (S2) explained: *“The learning process is still too focused on theory, and the limited class time reduces opportunities for speaking practice,”* indicating that limited time allocation and excessive focus on theory restrict students’ opportunities to practice speaking.

Student 3 (S3) stated: *“Speaking courses do help, but not entirely. If we only rely on speaking classes, it is unlikely that we will improve significantly..”* The statement shows that students need more practice than their current curriculum provides to achieve better results in their speaking abilities.

The established conditions make it difficult for students to develop their speaking skills. The absence of adequate practice opportunities in the curriculum prevents students from using their acquired knowledge during actual communication events. Students face decreased opportunities for speaking practice because class time is limited and teachers concentrate too much on theoretical material. The curriculum system functions as an obstacle which prevents students from reaching their goal of fluent English communication.

2) Infrastructure

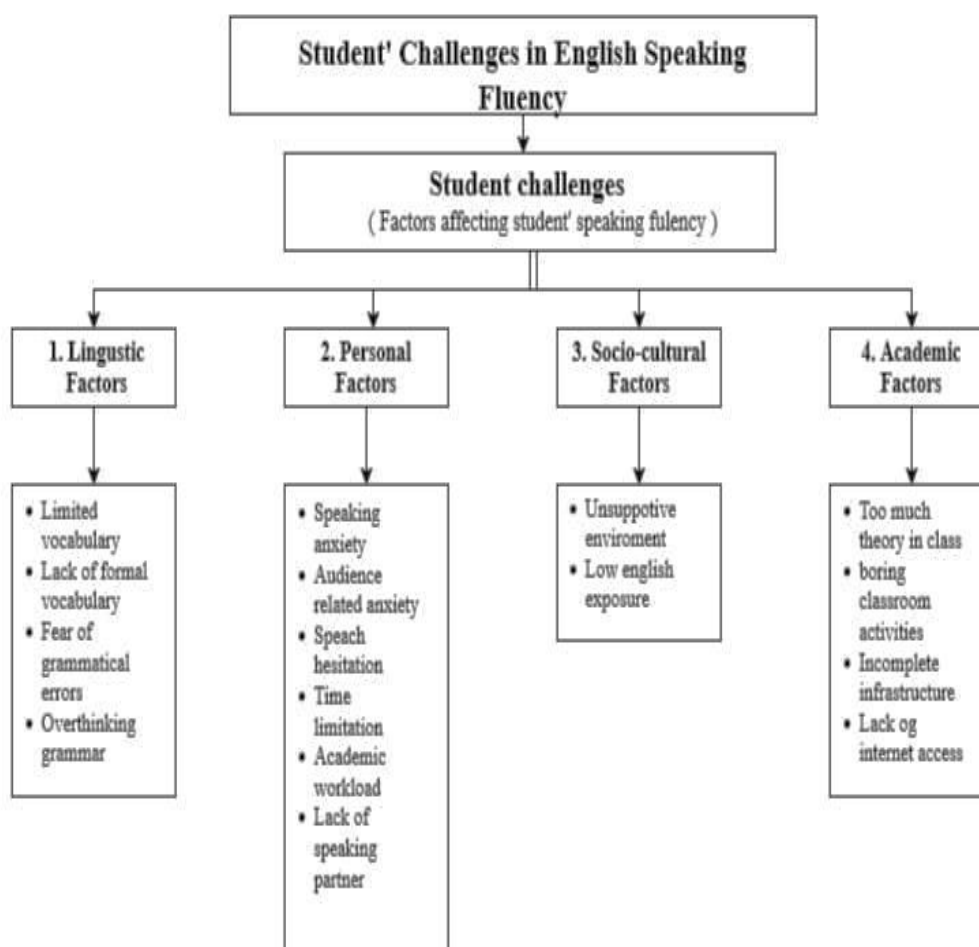
The research results demonstrate that educational facilities play a vital role in helping students develop their English speaking skills. Yet students have reported that the existing resources do not meet their complete educational requirements. Students need adequate infrastructure which helps them to improve their speaking skills through practice and learning resources.

Student 1 (S1) stated: *“There are almost no facilities being used, except for a microphone or a mobile phone.,”* which shows that minimal facilities limit students’ opportunities to practice effectively. Student 2 (S2) explained: *“Some facilities are still incomplete. For example, listening activities require mobile phones so that students can hear the audio more clearly.”* which shows that students face serious challenges because they cannot access the internet to obtain educational materials.

Student 3 (S3) added: *“Some facilities, especially those needed for listening activities, are still inadequate.”* which suggests that incomplete learning tools can affect students’ ability to develop both listening and speaking skills. The existing limitations create major difficulties which students must overcome during their studies. Students face reduced chances to practice speaking because their educational institution lacks sufficient resources which include audio and video materials and online access to study materials. Students lose their desire to study because insufficient facilities create an environment that does not support their learning needs. Educational institutions use their infrastructure as a barrier which

prevents students from reaching higher levels of speaking proficiency.

Table 2.1 students challenges in English speaking fluency



2. Students' problem solving in English speaking fluency

a. Linguistic

1) Vocabulary

The research results show that students use different methods to deal with their vocabulary deficiencies when they need to speak English. Students who face limited vocabulary as their primary obstacle, attempt to use different methods, which help them express their thoughts. The strategies enable them to continue speaking, because their vocabulary deficiencies do not cause any interruptions.

Student 1 (S1) stated: *“I usually simplify my vocabulary. If I cannot find the exact word, I try to use a similar or alternative word.”* which shows that students simplify their speech and use similar words when they do not know the exact vocabulary. This strategy permits them to continue talking without experiencing any breaks in their speech. Student 2 (S2) explained: *“I often listen to music. When I discover new songs, I look at the lyrics to understand their meanings, and that helps me expand my vocabulary”* through this statement, students demonstrate their ability to use music as a learning tool for vocabulary development. The method enables students to acquire new vocabulary through an interactive learning experience, which they can control themselves.

Student 3 (S3) stated: *“What I usually do is write down new words and then use them when speaking with my friends,”* which shows that students actively record and reuse new vocabulary to strengthen their speaking ability. Student 4 (S4) added: *“If I do not know a word, I usually ask my friends or search for it on the*

internet.,” which shows that students use two methods to solve their vocabulary problems.

The strategies prove that students attempt to solve their vocabulary problems through different methods of communication and learning. The students use speech simplification together with synonym replacement to sustain their speaking skills, which they develop through self-directed activities that include music listening, note-taking, and resource usage. The students use these strategies to achieve better speaking performance because they can speak with more confidence while their vocabulary limits do not affect their ability to speak.

2) Grammar

The research shows that students use multiple methods to deal with their grammar challenges during English spoken communication. The students who speak English develop speaking techniques which permit them to maintain speech flow without needing to focus on perfect grammar usage because their speech flow gets disrupted by their grammar processing.

Student 1 (S1) stated: *“Usually, I do not focus too much on grammar. What matters most is that my message is conveyed.”* which shows that students prioritize meaning over grammatical perfection to maintain the flow of speech. This strategy helps them avoid hesitation and continue speaking more naturally. Student 2 (S2) explained: *“In spontaneous speaking situations, grammar depends on how accustomed we are to speaking English.”* which

shows that students use their normal speaking habits to determine their grammar usage according to the situation.

Student 3 (S3) stated: *“Honestly, when speaking spontaneously, I often do not pay much attention to grammar. I simply try to speak as best as I can.”* The research finding shows that students intentionally decrease their grammatical accuracy focus because they need to speak fluently during spontaneous speaking tests.

The students employ these strategies to handle their grammar difficulties through a combination of accurate language use and fluent speech. The students choose to communicate their ideas while using their existing knowledge to back their spoken work instead of looking for complete accuracy. The students develop automatic grammar skills through consistent practice which helps them speak with less hesitation and increased fluency. The students use these strategies to speak with greater confidence while their communication remains smooth despite their limited grammatical skills.

b. Personal strategies

1) Anxiety managing speaking anxiety

The research results show that students use different personal techniques to control their speaking anxiety when they speak English. Students need to control their feelings because anxiety serves as a major obstacle that interrupts their speaking

activities. The strategies enable them to decrease their anxiety while they practice speaking more effectively.

Student 1 (S1) stated: *“Even though I feel nervous, I try not to show it to the audience. For example, I speak louder so that I can feel a little calmer”* which shows that students control their emotions and adjust their voice to appear more confident. This strategy helps them manage anxiety while they maintain their speaking performance.

Student 2 (S2) explained: *“Yes, I get very nervous, and to deal with it, I use gestures or body language. I use my hands and fingers and move them naturally”* indicating that students use non-verbal communication to support their confidence and reduce nervousness while speaking. Student 3 (S3) stated: *“Usually, I overcome it by taking a deep breath, preparing my material well, trying to think positively, and pretending that there is no one in the classroom”* which explains that students use mental methods to decrease their stress from speaking in front of an audience.

Student 4 (S4) added: *“I try to calm myself first, or take a deep breath. Then, I just surrender and say whatever I can say. The important thing is that I can finish speaking in front of the class”* which demonstrates that students use relaxation methods to prepare themselves for public speaking.

The students practice anxiety management through three methods which include emotional control and body language and mental adjustment. Students who experience pressure reduction

and message delivery focus will maintain their speaking performance during stressful situations. The strategies help students develop confidence which results in better speaking fluency during anxiety situations.

2) Practice and motivation strategies

The research results show that students use different methods to solve their problems with insufficient practice time and their lack of interest in developing English speaking skills. Students need to practice speaking skills continuously, so they develop their own learning methods through classroom and home study time to reach their fluency goals. The strategies enable them to maintain their focus while their speaking ability grows until they show complete confidence.

Student 1 (S1) stated: *"I often practice by myself, such as speaking in front of a mirror or talking to myself,"* which shows that students practice independently to improve their speaking ability. Self-practice activities enable students to practice English idea expression without experiencing social pressure. Student 2 (S2) explained: *"I have practiced using English during microteaching, especially in constructing sentences so that they sound more natural,"* which shows that students use academic activities as chances to practice speaking and enhance their natural speaking skills.

Student 3 (S3) stated: *" I often listen to music and look at the lyrics to understand their meanings,"* which suggests that

students use enjoyable activities to improve their vocabulary and pronunciation indirectly. Student 4 (S4) added: " *Outside the classroom, I often try to translate simple things into English, such as everyday situations that I observe,*" showing that students integrate English practice into their daily life through spontaneous translation and reflection.

Students use these strategies to create their own practice opportunities which they need to develop their speaking skills. Their fluency development occurs through three methods which include self-practice and academic practice and daily English exposure. The process of transforming common situations into educational experiences demonstrates that students can sustain their motivation through practical learning activities. The strategies help students develop their speaking skills because they exist as formal learning opportunities but offer limited practice time.

c. Socio-cultural

1) Environment

The research results show that students use their educational surroundings to practice their English speaking skills to achieve better results. Students make efforts to use classroom rules and lecturer support together with peer assistance for their speaking practice despite encountering environmental obstacles. Their efforts enable them to gain self-assurance which leads to more chances to practice English in authentic contexts.

Student 4 (S4) stated: *“In terms of willingness, there was once an English area created in the classroom together with my classmates.”* which shows that students create supportive learning zones where they encourage each other to use English. This approach helps students who struggle with speaking activities because it enables them to participate equally during those activities.

Student 5 (S5) explained: *“My classroom environment is quite supportive because my classmates often correct my mistakes,”* which shows that students receive benefits from the feedback that their classmates provide. The students use this interaction to develop their speaking abilities while they learn from their errors.

The student known as Student 6 (S6) expressed his view that when *“When lecturers provide support and encouragement for us to speak, do not judge us unfairly, and give constructive feedback, it is very helpful”* because both lecturer support and peer encouragement together create a positive and comfortable environment for her speaking activities. The strategies which students use demonstrate their ability to transform their learning space into an environment which supports their efforts to achieve greater speaking fluency. By establishing English-speaking areas and interacting with other students and obtaining support from their instructors, students can achieve optimal results from their surroundings. The presence of a supportive social environment functions as a vital aspect which enables students to enhance their ability to speak English.

d. Academic

1) Curriculum

The research shows that students use their curriculum-based activities to enhance their ability to speak English. Students can develop their speaking skills through interactive elements and practice-based components of the curriculum because they exist despite its existing limitations. The activities establish defined periods during which students can develop their speaking abilities in both formal and semi-formal situations.

Student 1 (S1) stated: *“Speaking courses are quite helpful because during speaking exams, lecturers usually ask us to perform storytelling or role-plays, which help develop our speaking skills”* which shows that students benefit from interactive tasks such as storytelling and role play. The activities require students to take part actively while they develop their speaking skills through practice in real-life situations. Student 2 (S2) explained: *“There are several activities, such as creating our own seminar. In this activity, we are required to present our material using proper and correct English”* which shows that students use classroom discussions and presentations to develop their speaking skills and share their thoughts.

The student at Study 3 (S3) *“If we rely only on speaking classes, we will not improve significantly. We also need to learn from other courses, and most importantly, we need continuous practice.”* explained that students develop their knowledge through

spoken practice which they apply in all of their academic courses. The students use these techniques to achieve their full potential because they participate in all available learning activities. Students can gain advantages from interactive tasks and presentations and cross-subject learning experiences despite the curriculum's existing boundaries. The curriculum becomes an effective educational resource when students engage with it and utilize the available learning opportunities.

2) Infrastructure

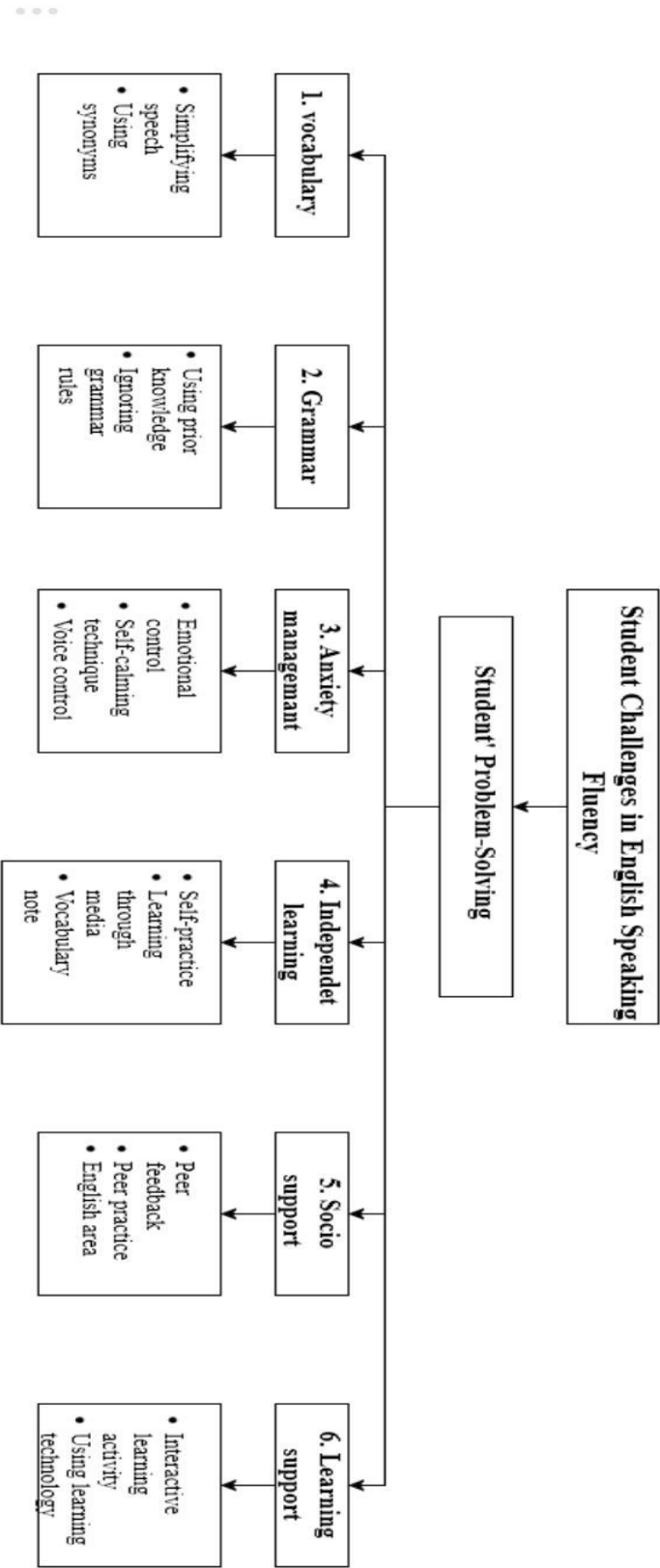
The research results show that students use educational resources which universities provide to help them improve their English speaking skills. Students make an effort to use all available resources because they want to improve their educational experience despite the existence of some facility limitations. The students will benefit from improved learning resources which will create better opportunities for them to practice their speaking skills.

Student 4 (S4) stated *“Perhaps the facilities could be improved by adding more equipment to the listening laboratory, such as headphones.”* which shows that students are aware of the importance of adequate equipment to support their listening and speaking skills. Better facilities can help them hear more clearly and practice pronunciation more effectively. Student 5 (S5) explained: *“Wi-Fi is really necessary because it helps students who do not have internet data,”* which shows that student internet access

functions as a fundamental resource which students require to achieve their academic objectives. Students who have internet access can use digital platforms and translation tools and online materials to enhance their speaking skills.

Student 6 (S6) added: " *If there are supporting facilities such as speakers or other media, they help us understand the material better*" showing that audio-visual tools can enhance students' comprehension and speaking practice.

The strategies demonstrate that students use existing infrastructure while they search for methods to enhance it. The technology-based online resources students access together with their facility improvement recommendations will assist them in their learning development. Effective educational infrastructure functions as a key element which supports students in achieving their speaking fluency development goals.



B. Discussion

The study results are examined in this section through the lens of existing theories and research. The purpose of this section is to interpret the results in a deeper way and to explain how the findings are similar to or different from existing studies. The discussion structure follows the primary themes which emerge from the research results that include linguistic elements together with personal elements and socio-cultural elements and academic elements.

The research demonstrates that students' speaking fluency develops through several interconnected factors which include their language skills and their mental state and the support they receive from their surroundings and their educational environment. The results demonstrate that speaking fluency depends on both linguistic skills and the internal and external elements that affect students' speaking abilities.

The findings sort of revealed that students' English speaking fluency is shaped by four major factors, linguistic, personal, socio-cultural, and academic factors as well. And yes they are interconnected in a way, they kind of work together and collectively impact how students can communicate fluently in English. The results also hint that speaking fluency is not only about students' language proficiency, but it also depends on psychological conditions, day to day social interactions, and the kind of educational support they get. So, speaking fluency should be seen as a complex skill that grows from the interaction of several elements, not just from linguistic knowledge by itself.

The findings showed that linguistic factors especially vocabulary and grammar, play a crucial role in helping speaking fluency. Students who have a limited vocabulary often run into trouble when they try to express their ideas and

keep the conversation moving smoothly. Likewise, worries about grammatical accuracy can lead to hesitation, and that reduces spontaneity during speaking tasks. This result is consistent with Nation (2011), who argues that vocabulary knowledge is essential for fluent communication because it helps learners express ideas more effectively and automatically. In addition, Brown (2004) emphasizes that speaking performance needs the combination of different linguistic components, such as vocabulary and grammar. Therefore, the development of speaking fluency requires students to keep improving both their vocabulary knowledge and their grammatical competence, continuously.

The findings also indicated, that personal factors, including anxiety, motivation and a kind of insufficient practice, influence students' confidence and their speaking performance. Many students said they felt nervous, especially when they had to speak in formal situations or when they worried about making mistakes. These circumstances can lower their readiness to join speaking activities, and it also may affect their fluency, a bit. This finding seems in line with Krashen's Affective Filter Hypothesis, which basically points out that emotional things like anxiety can interfere with language acquisition, and also with language performance. On top of that, Aziez et al. (2024) also supports the idea, they found anxiety has a negative effect on students' speaking fluency, because it increases hesitation and decreases their confidence. The findings further point out how vital regular practice and motivation are, because students who actively practice speaking usually manage to gain better fluency gradually over time.

Besides that, socio cultural factors like classroom setting, peer interaction, and lecturer support were also found to help students build speaking

confidence and stay involved. A supportive learning environment pushes students to use English more often, and it tends to reduce their worry about mistakes. When peers and lecturers interact positively, students get more chances for real communication and for language practice. This also supports Harmer (2021), who mentions that a supportive learning environment helps language growth by setting up opportunities for interaction and communication, not just for “talking”. Overall, the findings show that speaking fluency develops more effectively, when learners feel comfortable, accepted, and properly encouraged to participate in speaking tasks.

In addition, academic factors, including curriculum design and learning infrastructure were found to influence students opportunities to practice speaking. Learning activities that stress communicative aims, interaction, and active participation can give students really good chances to improve their speaking fluency, even if it feels slow at first. At the same time , access to learning facilities and supporting technology, really helps learners practice English both inside and outside the classroom, not just during lessons. This result matches Richards (2021) , who says that speaking fluency tends to grow when students do meaningful communication tasks over and over, with ongoing practice. So, educational institutions should arrange supportive curricula and provide enough learning resources, so students can build their speaking abilities more effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The results showed that students seemed to face into some different challenges when they trying to build up English speaking fluency. And in the end, these obstacles sorta got grouped into four major things: linguistic, personal, socio cultural, and academic factors. The linguistic part was basically about vocabulary and grammar , which then somehow affected how well students could say their thoughts in a clear way. The personal factor leaned on speaking anxiety and a lack of practice, so it makes sense that it would weaken students' confidence, and also reduce chances to sharpen their speaking abilities. The socio cultural factor had more to do with the learning environment. That environment can support the process , or on the other side, it can block progress in speaking development. Then, for the academic factor, it included curriculum design and also the learning infrastructure , and this part matters a lot for giving students real learning opportunities and useful resources. So, overall, these findings point out that students' speaking fluency isn't just one issue, but a mix of language related, personal, social, and educational influences.
2. To deal with these challenges, students used a bunch of different strategies that, honestly, helped them grow their speaking fluency over time. In order to handle vocabulary limitations, many of them tended to simplify what they wanted to say , they picked synonyms instead , and they learned new vocabulary through media as well as online resources. When

3. grammar felt difficult , they usually depended on prior knowledge and tried to focus on getting the message across rather than aiming for full grammatical perfection. They also brought in anxiety-management methods like controlling their emotions , using body language, and gradually building confidence when speaking. Alongside that, independent practice and peer support mattered a lot, plus interactive classroom activities and the use of technology with learning facilities. All of these things seemed to help students improve how well they spoke. Overall, the results point to the idea that students do adapt to their problems actively, and they tap into multiple resources to strengthen their English speaking fluency.

B. Suggestion

The study results led to multiple recommendations which benefit students, lecturers and future researchers.

1. For student

Students should practice speaking skills during classroom time and outside school hours according to the first requirement. Students need to establish their vocabulary base through regular speaking practice while they should feel free to make errors. Students who build their self-confidence together with their anxiety reduction skills will achieve better speaking fluency.

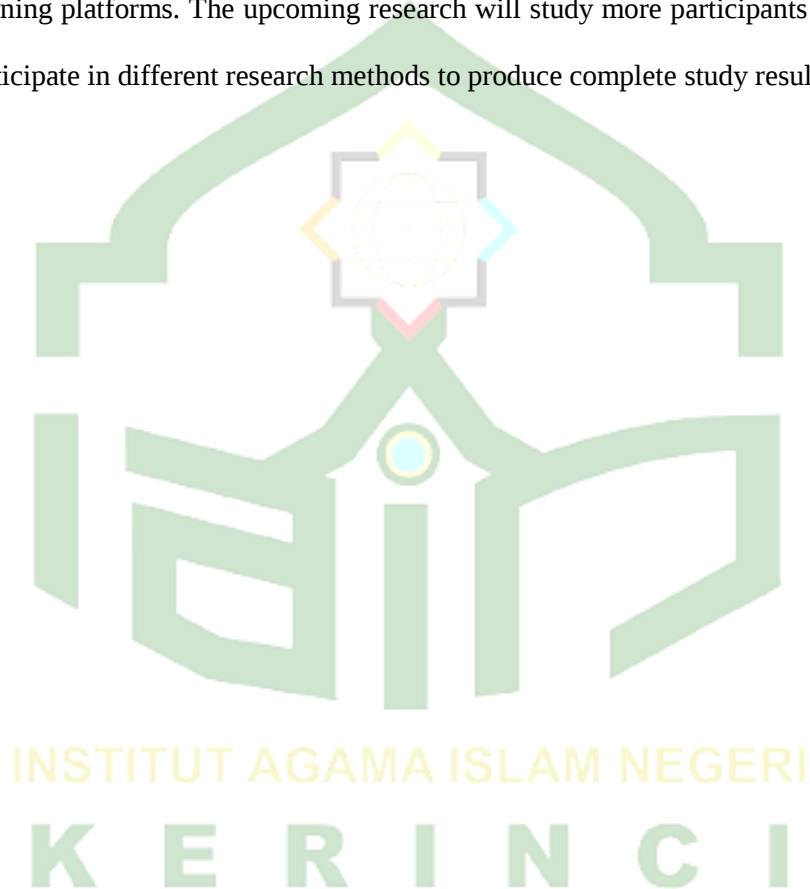
2. For lectures

The second recommendation for lecturers requires them to establish a learning space which supports students and creates a space where students feel free to speak. The speaking activities which lecturers need to provide should include both communicative and interactive elements through activities such as

discussions and role play and presentations. The process of giving constructive feedback needs to take place through methods which will not add to students' anxiety levels.

3. For future researchers

Future researchers should investigate additional factors that impact speaking fluency by studying learning strategies and personality traits and digital learning platforms. The upcoming research will study more participants who will participate in different research methods to produce complete study results.



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APPENDIS I

INTERVIEW QUESTIONS

NO	indication	Sub- indication	Question
1	Linguistic	1. Vocabulary	• How does your vocabulary knowledge influence your ability to speak English fluently during speaking activities? • Can you describe what you usually do when you cannot find the right word while speaking English? • In what ways does limited vocabulary affect the flow of your speech when you speak English?
		2. Grammar	• Is grammar important for you in composing sentences or when speaking English, why? • Do you often think about grammar rules while speaking English? • How does grammar affect your fluency when trying to speak spontaneously?

2	Personal	1. Anxiety	• How often do you feel anxious when speaking English? • When speaking English, what situation makes you feel more uncomfortable? • Have you ever felt nervous or anxious when speaking in English in front of an audience? How do you cope with this feeling?
		3. Lack of practice	• How often do you practice speaking English outside the classroom? • What prevents you from practicing English more frequently? • What challenges do you experience when practicing English speaking in front of the class?
3	Socio-cultural	1. Environment	• How would you describe the classroom environment during English speaking activities? • How does the classroom atmosphere influence your willingness to speak English fluently? • Can you explain how lecturers and classmates

			affect your confidence when speaking English?
4	Academic	1. Curriculum	• How do the speaking courses you have taken help you develop your speaking fluency? • Can you describe the types of speaking activities provided in the curriculum and their effect on your fluency? • In what ways does the curriculum support or limit your opportunity to practice speaking English fluently?
		2. Infrastructure (Technology)	• Can you describe the learning facilities or technologies used in your speaking classes? • How do technological tools support or hinder your speaking fluency development? • What facilities or technological support do you think should be improved to help students speak more fluently?



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

APPENDIX II

INTERVIEW TRANSCRIPT

INFORMAN SATU (S1)

RN

- writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?
- Informan: Sangat berpengaruh tentunya, karena dengan banyaknya kosa kata itu jadi memperlancar saya untuk berbicara bahasa Inggris. Jadi dengan banyaknya kosa kata itu akan lebih mempermudah saya berbicara bahasa Inggris.
- Writer: Dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa inggris?
- Informan: Biasanya saya akan paus dulu sebentar, berpikir, mengingat-ingat bahasa Inggrisnya, atau misalkan memang tidak tahu itu biasanya agak di-mix atau menggunakan kata lain yang mirip-mirip.
- Writer: Dengan cara apa keterbatasan kosa kata mempengaruhi kelancaran alur bicara Anda ketika berbicara dalam Bahasa Inggris?
- Informan: Dengan cara, mungkin seperti yang tadi itu bisa dipaus sebentar, terus dialihkan ke kata yang lain yang mirip-mirip.
- Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun kalimat ketika berbicara dalam Bahasa Inggris?
- Informan: Kalau untuk berbicara mungkin tidak begitu penting sebenarnya, yang penting kalau untuk kata itu lebih ke sama-sama paham komunikasinya saja.
- Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?
- Informan: Kalau dari bicara, untuk grammar itu tidak seberpengaruh itu, tapi tetap ada pengaruhnya sedikit biasanya, apalagi kalau misalnya di form formal.
- Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara secara spontan?
- Informan: Kalau dari segi grammar itu kadang suka terkendala karena kadang itu suka tiba-tiba nge-blank gitu karena mikirin grammar.
- Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?

Informan: Biasanya ketika berbicara sama yang memang bahasa Inggrisnya sudah sangat lancar, yang benar-benar lancar dan kadang bikin kita kayak jadi suka gugup gitu.

Writer: Saat berbicara dalam bahasa Inggris, situasi apa yang membuat Anda merasa lebih tidak nyaman?

Informan: Biasanya situasinya itu kayak kalau biasanya itu kayak di acara-acara formal yang memang bahasa Inggris itu kan memang harus sesuai banget sama tata bahasa. Jadi itu kadang suka kayak ngerasa takutnya gitu.

Writer: Apakah Anda merasa gugup atau cemas ketika berbicara dalam Bahasa Inggris di depan dia dan bagaimana Anda mengatasi perasaan tersebut?

Informan: Kalau di depan dosen sih kayaknya sering, hampir dibilang sering karena ya tadi ada kayak takut salahnya. Terus biasanya itu diatasi dengan mencoba percaya diri aja gitu.

Writer: Itu jadi mempengaruhi ngak kelancaran berbicara kamu?

Informan: Lumayan, soalnya kadang itu suka kayak tiba-tiba jadi lupa mau bilang apa gitu.

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas?

Informan: Sangat sering, hampir setiap hari.

Writer: Kegiatan latihan seperti apa?

Informan: Biasanya ngobrol-ngobrol biasa sama teman, terus nulis-nulis juga.

Writer: Apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?

Informan: Biasanya kalau kayak libur gitu, karena biasanya kan ngobrolnya lebih sering itu sama teman kuliah. Kalau libur tuh kadang jadi kurang gitu interaksi berbahasa Inggrisnya. Suka jadi kayak sering lupa, makanya jadi kayak dialihin ke kayak misalnya cari teman lain online gitu.

Writer: Tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?

Informan: Mungkin tuh untuk tantangan itu karena dilihatin dosen gitu.

Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?

Informan: Ya lingkungannya oke-oke aja sih untuk PT Bahasa Inggris juga nyaman karena memang lingkungan yang sama-sama IFL learners gitu kan. Jadi oke lah.

Writer: bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?

Informan: Sangat bagus karena memang sama-sama bahasa Inggris jadi kayak meningkatkan motivasi gitu buat bisa ngomong bahasa Inggris terus.

Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?

Informan: Untuk mempengaruhi kepercayaan diri mungkin karena mereka bukan tipe yang judgemental jadi lebih enak aja gitu pas ngomong nggak yang ngerasa kayak ada tekanan atau apa gitu.

Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?

Informan: Mungkin itu ada di mata kuliah speaking for formal interaction itu lumayan membantu karena lebih sering berbicara kayak yang informal ya sama teman. Nah mata kuliah speaking for formal interaction itu lebih kayak ngelatih gitu, oh ternyata kalau untuk yang formal interaction itu ada rules-rules tertentu gitu.

Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap kclancaran berbicara anda?

Informan: Mungkin kayak yang tadi dari mata kuliah speaking for formal interaction itu kayak jadi lebih ketika berbicara itu lebih memperhatikan kayak grammar terus kayak itu kan ada yang kayak pengaruh budaya gitu.

Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?

Informan: Mungkin dari sama aja sih kayak yang tadi itu ya memang mata kuliah pendukungnya itu memang membantu gitu untuk melancarkan speaking lebih luas lagi.

Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?

Informan: Mungkin penggunaan smart TV di kelas karena misalnya kayak dosen itu mengasih lihat video orang berbicara atau apa itu lewat smart TV itu.

Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?

- Informan: Sejauh ini untuk menghambat kayaknya belum ada tapi untuk mendukung sangat mendukung karena itu tadi kayak dengan kayak smart TV atau misalnya speaker di labor listening itu membantu kayak misalnya kita tuh lebih bisa dengar lebih jelas gitu.
- Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?
- Informan: Mungkin sebenarnya kalau fasilitas itu mungkin ditambahin kayak di labor listening itu mungkin ditambahin kayak headphone. Karena listening sama speaking itu kan sambing berkaitan jadi kayak biar speaking lebih lancar juga gimana biar kita tuh dikasih fasilitas headphone itu biar dengerin-dengerin percakapan-percakapan bahasa Inggris itu.

INFORMAN DUA (S2)

PP

- writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?
- Informan: Itu ngaruh terpengaruh banget karena kan kalo keterbatasan kosakata bakal buat saya nge pause ya Karena kn pelancar cara bicara kita butuh kosakata yang banyak biar nanti kalo lagi bicara kita ngak ngeblank aja
- Writer: Dapatkah anda menjelaskan apa yang biasanya anda lakuka saat tidak menemukan kata yang tepat saat berbicara dalam bahasa inggris?
- Infoeman: Biasanya kalau saya bingung atau Tidak menemukan kata yang tepat itu saya mengalihkan ke kata-kata yang lebih sederhana atau lebih ke mendeskripsikan nya lagi.
- Writer: Misalnya nih kamu tetap ngak menemukan katanya kamu mau kamu bakal pindah ke bahasa kamu atau mix?
- Informan: Somestimes iya, kalo aku ngak tau sinonim nya
- Writer: Dengan cara apa keterbatasan kosa kata mempengaruhi kelancaran alur bicara Anda ketika berbicara dalam Bahasa Inggris?
- Informan: Kalau untuk kelancaran mungkin nggak terlalu ng stuk karena bias mix ke bahasa.
- Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun kalimat ketika berbicara dalam Bahasa Inggris?
- Informan: Menurut saya enggak karena kita penutur bahasa asing. menjadi Bukan second language kita Jadi mungkin untuk grammar itu orang-orang tuh

masih ada yang paham gitu Walaupun grammar nya itu kacau.

Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?

Informan: Sama deh kak, selagi masih di pahami sama orang jadi ngak terlalu penting amat.

Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara secara spontan?

Informan: Ngak mempengaruhi apa-apa aja si kak tapi masih lancar bicara jadi.

Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?

Informan: Mungkin di acara-acara formal kayak kalau banyak seorang atau dosen-dosen orang tinggi-tinggi gitu Itu bisa mengeluarkan anxiety itu.

Writer: Saat berbicara dalam Bahasa Inggris, situasi apa yang membuat Anda lebih tidak nyaman?

Informan: Ketika audience ngak berfokus pada saya jadi mereka ngak paham apa yang saya sampaikan.

Writer: Itu mempengaruhi ngak kelancaran berbicara kamu?

Informan: Kalo di depan audience saya bakal preaper dulu sebelum tampil biar lebih percaya diri tapi kalo spontan saya akan menenangkan diri dulu atau mix ke bahasa

Writer: Apakah anda merasa gugup atau cemas ketika berbicara di depan audience? Dan bagaimana anda mengatasi perasaan tersebut?

Informan: Kalo di depan audience si kayak nya hampis di bilang sering Karena ya tadi ada takut salanya terus biasanya di atasi dengan mencoba percaya diri aja gitu.

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas?

Informan: Setiap hari

Writer: Kayak latihan atau kegiatan seperti apa?

Informan: Setiap hari tuh seperti dengar music, kayak nemu music baru terus liat lirik nya untuk tau artinya kan itu bakal nambah vocab kita juga

Writer: Apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?

Informan: Yang menghambat mungkin tugas-tugas. Tugas itu sering Jadi penghambat karena saya nggak bisa focus ke practice nya kalo banyak

tugas jadi waktu nya kan ke bagi.

Writer: Tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?

Informan: Sebenarnya nggak ada tentang khusus, karena di depan kelas dengan teman-teman kita jadi kita lebih ke bisa pakai Bahasa casual lebih nyaman aja.

Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?

Informan: Untuk lingkungan kelasnya bagus karena nggak ada yang apa judgemental atau something gitu yang bikin kita nervous pas buat ngomong gitu.

Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?

Informan: Mempengaruhi karena ada beberapa memang mahasiswa atau teman kelas itu yang pas Lagi hangout kita tuh speak in English jadi kita bias mengembangkan speaking kita.

Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?

Informan: Untuk dosen, mempengaruhi karena beberapa dari mereka menggunakan bahasa Inggris lebih sering untuk menjelaskan materi.

Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?

Informan: Speaking cukup membantu karena harus bikin pas kita ujian speaking itu tuh Oke dosennya pasti suruh kita menceritakan storytelling atau roleplay gitu jadi itu mengembangkan speaking kita.

Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap kelancaran berbicara anda?

Informan: Practice kayak membaca suatu buku gitu Jadi itu melatih kita untuk mencapai .

Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?

Informan: Teknologi di kampus itu sudah bagus semua tapi memang ada beberapa yang kurang lengkap seperti yang untuk listening jadi itu kan butuh

handphone biar kita tuh lebih dengar nya lebih clear .

Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?

Informan: Teknologi di kampus itu sudah bagus semua tapi memang ada beberapa yang kurang lengkap seperti yang untuk listening jadi itu kan butuh handphone biar kita tuh lebih dengar nya lebih clear.

Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?

Informan: Sejauh ini untuk menghambat kayaknya belum ada untuk mendukung sangat mendukung karena kayak smart tv sama speaker di labor listening tuh membantu banget karena dengan itu tuh kita bias dengar lebih jelas .

Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?

Informan: Mungkin ditambahin di labor listening itu mungkin kita main kayak headphone karena listening sama speaking tuh kan saling berkaitan Biar speakingnya Lancar juga biar gimana kita tuh dikasih itu fasilitas headphone tuh dengerin dengerin percakapan tuh jadi lebih jelas .

INFORMAN TIGA (S3)

NP

writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?

Informan: Itu sangat mempengaruhi kemampuan saya dalam berbicara dikarenakan dengan keterbatasan kosa kata. Maka apa yang ingin saya sampaikan itu juga menjadi sangat terbatas atau saya menjadi lebih sedikit berbicara.

Writer: Dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa inggris?

Informan: Saya akan mencari atau memikirkan kata yang mirip artinya dengan kata yang ingin saya sampaikan, tapi kata utamanya itu saya tidak ketahui.

Writer: Dengan cara apa keterbatasan kosa kata mempengaruhi kelancaran alur bicara Anda ketika berbicara dalam Bahasa Inggris?

Informan: Keterbatasan kosa kata itu membuat alur bicara terkadang menjadi terhenti dan membuat apa yang ingin dibicarakan itu menjadi kacau. JSolusinya adalah terkadang saya itu lebih memikirkan bagaimana cara agar bahasa yang ingin saya sampaikan itu mirip dengan bahasa utamanya, tapi saya lebih menggunakan bahasa yang apa saja yang saya ketahui..

Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun kalimat ketika berbicara dalam Bahasa Inggris?

Informan: Menurut saya itu tidak terlalu penting karena yang penting bagi saya itu apa yang ingin saya bicarakan itu dipahami oleh kepada siapa yang saya ingin berbicara.

Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?

Informan: Aturan tata bahasa itu sangat mempengaruhi cara berbicara saya dalam bahasa Inggris karena jika saya berbicara dengan aturan dan tata bahasa yang tepat itu apa yang saya bicarakan itu menjadi formal.

Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara secara spontan?

Informan: Tata bahasa itu malahan membuat saya jika ingin berbicara secara spontan itu menjadi tidak beraturan.

Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?

Informan: Dalam situasi ketika saya berbicara kepada orang yang kemampuan bahasa Inggrisnya lebih baik daripada saya .

Writer: Saat berbicara dalam Bahasa Inggris, situasi apa yang membuat Anda lebih tidak nyaman?

Informan: Di saat saya harus berbicara menggunakan bahasa Inggris kepada orang ramai..

Writer: Apakah Anda merasa gugup atau cemas ketika berbicara dalam Bahasa Inggris di depan dia dan bagaimana Anda mengatasi perasaan tersebut?

Informan: Iya, saya merasa gugup dan cara saya mengatasi itu dengan cara saya menganggap audiens itu tidak ada.

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas?

Informan: Tidak terlalu sering.

Writer: Apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?

Informan: Rasa malas dan temannya untuk diajak berlatih.

Writer: Tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?

Informan: Rasa malu untuk berbicara di depan orang-orang.

Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?

Informan: Ya, lingkungan kelas yang bisa saya gambarkan itu tidak terlalu bagus karena di dalam lingkungan kelas tidak terlalu sering menggunakan bahasa Inggris.

Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?

Informan: Terkadang suasana kelas itu bisa mendukung keinginan saya untuk berbicara tetapi itu sangat jarang terjadi.

Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?

Informan: Dosen dan teman kelas saya mempengaruhi kepercayaan diri saya itu dengan cara lebih mengajak berbicara bahasa Inggris secara pelan-pelan agar kepercayaan diri atau nervousnya itu lebih hilang.

Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?

Informan: Ya, mata kuliah yang telah saya ambil itu cukup membantu kelancaran saya berbicara bahasa Inggris dengan cara lebih mempengaruhi terhadap pronunsiasinya.

Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap krelancaran berbicara anda?

Informan: Jenis kegiatan yang dapat saya berikan itu adalah dialog antara dua orang dan itu cukup berpengaruh.

Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?

Informan: Kurikulum, bagian dari kurikulum yang mendukung itu adalah membebaskan kapanpun saya ingin berbicara, tapi batasannya itu adalah terkadang harus berbicara sopan.

Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?

Informan: Hampir tidak ada fasilitas yang digunakan hanya mikrofon atau handphone.

- Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?
- Informan: Teknologi itu cuma mendukung yaitu dengan lebih mempermudah untuk latihan berbicara.
- Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?
- Informan: Fasilitas yang mungkin perlu ditingkatkan itu adalah handphone ataupun mikrofon untuk latihan berbicara.

INFORMAN EMPAT (S4)

AD

- writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?
- Informan: Kosakata saya sedikit jadi saya sangat terhambat dalam berbicara dengan orang lain seperti kata-kata saya akan putus-putus atau tidak full jadi saya hanya menggunakan kosakata yang saya tahu saja.
- Writer: Dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa inggris?
- Informan: Mungkin saya akan mentranslate di HP.
- Writer: Dengan cara apa keterbatasan kosakata mempengaruhi kelancaran alur bicara Anda ketika berbicara dalam Bahasa Inggris?
- Informan: Sangat mengganggu seperti yang saya bilang tadi berbicara saya jadi tidak full kalimat atau kalimatnya tidak lengkap.
- Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun kalimat ketika berbicara dalam Bahasa Inggris?
- Informan: Iya karena salah satu agar seseorang menerima maksud dari tujuan kita berbicara itu adalah dengan apa tadi, tata bahasa yang benar, begitu.
- Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?
- Informan: Sangat membantu karena dia menolong saya, misalnya dengan adanya tata cara itu kita bisa membentuk suatu kalimat dengan benar, jadi tahu letaknya di mana, verb itu di mana, ya kan, begitu.
- Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara

secara spontan?

Informan: Dengan spontan ya, mungkin karena kita memiliki sudah-sudah lengketlah istilahnya di kepala ini, jadi ada background knowledge-nya yang membantu kita menggunakan tata cara yang ada di, sudah ada lah, tata bahasa, sorry.

Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?

Informan: Situasi formal ya, seperti berbicara dengan dosen, itu saya agak gugup dan tata cara, tata cara lagi, tata bahasa saya akan bertele-tele.

Writer: Saat berbicara dalam Bahasa Inggris, situasi apa yang membuat Anda lebih tidak nyaman?

Informan: Ketika teman saya tidak serius dalam menanggapi maksud nya tidak memperhatikan saya jadi memunculkan perasaan anxiety.

Writer: Apakah Anda merasa gugup atau cemas ketika berbicara dalam Bahasa Inggris di depan dia dan bagaimana Anda mengatasi perasaan tersebut?

Informan: Ya, situasi formal tadi, apapun itu yang berhubungan dengan formal dan orang penting, saya akan gugup dan tidak bisa berbicara dengan lancar.

Writer: Apakah Anda merasa gugup dan cemas ketika berbicara dalam bahasa Inggris di depan audience? Dan bagaimana Anda mengatasi perasaan tersebut?

Informan: Ya, saya sangat gugup sekali dan cara mengatasinya yaitu saya akan menggunakan gestur atau body language saya, saya akan menggunakan tangan-tangan dan jemari-jemari saya dan menggerakannya dengan bagus.

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas?

Informan: Tidak sering sih, paling di saat saya menonton video TikTok, saya akan berbicara sendiri dengan menggunakan bahasa Inggris.

Writer: Apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?

Informan: Tentu saja rasa malas saya, rasa malas saya ini sangatlah malas.

Writer: tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?

Informan: Tantangan yang saya hadapi untuk latih ya karena audiensnya adalah teman kita sendiri, jadi pahami lah bagaimana kita berinteraksi dengan mereka, mereka akan mengolong dan itu akan membuat kita semakin

gugup.

- Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?
- Informan: Lingkungan kelasnya baik dan kondusif, sangat bisa diatur. Karena kita berinteraksi dengan teman sebaya, jadi interaksi tersebut akan sangat menikmati.
- Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?
- Informan: Jika teman-teman atau kelasnya mau belajar dan memerhatikan saya dalam berbicara, mungkin saya akan bersemangat dalam menggunakan bahasa Inggris, tapi jika mereka tidak bersemangat, saya akan malas juga.
- Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?
- Informan: Mereka sangat membantu saya dalam berbicara, menggunakan bahasa Inggris, dan menggunakan tata bahasa yang benar.
- Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?
- Informan: Sangat membantu, karena sebelum ada mata kuliah tersebut, kosa kata saya terbilang sedikit. Dengan bantuan mata kuliah tersebut, saya bisa mendapatkan kosa kata yang lebih banyak dan terstruktur dalam bahasa Inggris.
- Writer: Dapatkah Anda menjelaskan jenis-jenis kegiatan berbicara yang disediakan dalam kurikulum dan pengaruhnya terhadap kelancaran berbicara Anda?
- Informan: Jenis kegiatannya yaitu ada beberapa tugas seperti kita menciptakan seminar kita sendiri. Di sana kita disuruh untuk mempresentasikan materi kita menggunakan bahasa Inggris yang baik dan benar. Di sana sangat baik
- Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?
- Informan: Ya, mendukung, karena kurikulum tersebut memiliki mata kuliah yang sangat membantu saya seperti seminar tadi dan beberapa MK lainnya.
- Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?

- Informan: Kita di kelas menggunakan teknologi seperti televisi pintar, televisi canggih yang bisa menghubungkan dari hp ke tv dan itu sangat membantu kita menampilkan materi dan bahannya.
- Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?
- Informan: Sangat mendukung karena kita menggunakan teknologi yang sangat canggih di abad 21 ini. Dan mungkin yang menghambat karena tidak ada wifi di kampus jadi jika kita mencari jawaban di GPT itu sangat menghambat kita.
- Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?
- Informan: Tentu saja wifi, tolong diadakan lagi wifi karena kita sangat membutuhkan wifi.

INFORMAN LIMA (S5)

DN

- writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?
- Informan: Tentang kosa kata dan pengaruhnya terhadap bahasa Inggris saya tentunya sangat penting. Bagi saya, kunci utama saya bisa speaking in English yang pertama itu kosa kata. Bisa dikatakan kosa kata ini sebagai langkah awal untuk saya berbicara.
- Writer: dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa inggris?
- Infoeman: Untuk memilih kata yang tepat, saya itu selalu improve ketika kata itu tidak bisa saya dapatkan. Saya menggantinya dengan sinonim yang lain sambil mencari makna kata tersebut. Dan juga saya menganalisis kalimat sebelumnya atau kalimat setelahnya untuk mencari konteks atau kaitan kata yang tidak saya tahu tersebut.
- Writer: Dengan cara apa keterbatasan kosa kata mempengaruhi kelancaran alur bicara Anda ketika berbicara dalam Bahasa Inggris?
- Informan: Jika saya memiliki keterbatasan kosa kata, saya merasa agak gugup karena komunikasi saya itu kayak tidak maksimal tersampainya.
- Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun kalimat ketika berbicara dalam Bahasa Inggris?

- Informan: Kalau penting sih penting, cuman kalau untuk grammar dalam speaking itu kita tidak boleh jadi pecuan gara-gara grammar itu, kita jadi tidak bisa speaking. Grammar itu kita belajar, tapi jangan jadi pecuan saja untuk speaking. Kalau untuk yang lain seperti towel, sinteks, itu mungkin penting. Kalau speaking bagi saya tidak penting, bukan yang utama lah.
- Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?
- Informan: Aturan bahasa dalam bahasa Inggris tentunya bahasa yang kita sampaikan itu kalau mengikuti aturan atau grammarnya, kita menyampaikannya lebih sistematis. Orang-orang mungkin juga lebih mudah mengerti. Sama kalau aturan bahasa itu, kalau kita mempelajarinya secara keseluruhan, aturan bahasa tersebut juga membantu kita speaking itu lebih lancar.
- Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara secara spontan?
- Informan: Untuk kasusnya di spontan, tata bahasa itu tergantung kebiasaan kita dalam speaking. Kalau speaking kita memang terbiasa bicaranya agak kaku atau menggunakan kosa-kata saya, kosa-katanya yang bisa dibilang non-informal kayak kosa-kata-kosa saya hari-hari itu tata bahasanya kan agak nggak seperti bahasa akademik. Jadi tata bahasa yang saya gunakan itu mempengaruhi saya dalam berbicara itu tidak keseluruhan tapi sebagian besar.
- Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?
- Informan: Anxiety itu kayak kecemasan dalam berbicara, saya itu kadang komunikasi itu partnernya kayak kurang ngerti, padahal kita udah jelasinnya menggunakan tata bahasa yang baik, kita udah jelasin banyak lebar tapi kayak respon dari partnernya itu kurang. Nah disitu saya agak anxiety, mikirnya kalau yang disampaikan saya ini masih banyak problemnya, padahal emang pure dari partnernya yang kurang paham.
- Writer: Saat berbicara dalam Bahasa Inggris, situasi apa yang membuat Anda lebih tidak nyaman?
- Informan: Kalau tidak nyaman dalam bahasa Inggris itu ketika partnernya tidak setara kayak mungkin partnernya kayak native speaker ngomongnya, sedangkan saya masih mahasiswa kadang ada kata-kata yang spesifik yang mungkin kita tidak tahu. Sehingga kita coba mengimprove pertanyaan tersebut dengan apa yang kita tahu saja.
- Writer: Apakah Anda merasa gugup atau cemas ketika berbicara dalam Bahasa Inggris di depan dia dan bagaimana Anda mengatasi perasaan tersebut?
- Informan: Gugup itu wajar sih kalau di depan audience. Kalau dari saya pribadi, saya itu gugupnya pas awal-awal saja, pas belajar. Sekarang rasa gugup

masih ada itu kayak sudah tidak terlalu, cuma ada sedikit-sedikit.

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas?

Informan: Kalau di luar kelas, saya itu sangat sering punya kebiasaan dalam contohnya bermain HP. Kayak nemuin kalimat bahasa Indonesia, saya kadang iseng praktisnya nyari pengetahuan kalau ini pengucapannya dalam bahasa Inggrisnya gimana. Enggak kayak hal-hal yang berbau informal kayak kita jalan-jalan nih, ada ketemu motor sedang mau laju cepat. Nah kita dalam hati kayak men-translate-nya dalam bahasa Inggris. Hal-hal kecil tersebut membuat saya speaking-nya lebih bagus.

Writer: Apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?

Informan: Lebih sering tentunya konsisten itu kan emang sulit, apalagi dalam bahasa Inggris ini kan ada keterbatasan-keterbatasan kayak keterbatasan di penggunaan teknologi. Kadang niatnya kita udah bagus mau belajar bahasa Inggris lewat media sosial, kadang lewat Instagram contohnya. Kita udah lihat riffs-riffs bahasa Inggris, tapi ya terlena aja lah sama yang lain..

Writer: Tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?

Informan: Kalau di depan kelas tantangannya seperti yang pertanyaan kakak tadi, keterbatasan kosa kata, tentang anxiety tadi sedikit, sama penjelasan-penjelasan yang menggunakan kata bahasa Inggris ini tidak semua audien di kelas itu bisa ngerti. Jadi kita harus bisa mengimprovisasi apa yang kita jelaskan itu dengan secara sederhana dan mudah dimengerti.

Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?

Informan: Dari pandangan saya ketika saya berbicara di depan kelas itu, saya berusaha berpikir apa yang saya sampaikan itu bisa bermanfaat bagi teman-teman kelas semua. Dan juga sedikit dari saya ini, kita menyampaikannya itu harus tegas, seakan-akan yang kita sampaikan itu cuma kita yang tahu. Ini tips dari saya untuk menghilangkan rasa gugup atau rasa anxiety seperti speaking kita tidak terlalu bagus ataupun penyampaian kita tidak terlalu jelas. Kalau kita merasa kita saja yang tahu, sedangkan yang lain itu seperti audiens yang pasif itu bisa membantu kita dalam mengatasi anxiety.

Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?

Informan: Sangat berpengaruh. Kalau kelasnya kadang sepi, tidak ada respon, itu membuat kita jelaskannya atau bicara dalam bahasa Inggris itu kadang memboring juga. Kalau terlalu aktif juga, itu juga bisa membuat

confusion, bingung kita.

- Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?
- Informan: Kalau dosen dan teman sekelas dari saya alhamdulillah supportive. Kalau kita ngomong bahasa Inggris itu, kalau disalahin itu diberikan penjelasannya. Kalau speakingnya mungkin penelisiannya yang ini salah, itu dijelaskan yang betul, kenapa penelisiannya bisa begini. Dan juga untungnya teman-teman saya tidak judge juga kayak ada yang teman bahasa Inggrisnya mungkin terpinggal. Nah, terus ya saling support gitu.
- Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?
- Informan: Untuk speaking sih membantu, cuman nggak keseluruhan. Kalau kita hanya di pelajaran speaking saja, kita nggak mungkin berkembang pesat. Tetapi kita harus bisa mempelajari dari mata kuliah yang lain saja selain speaking dan juga prakteknya yang paling penting.
- Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap kclancaran berbicara anda?
- Informan: Kalau di kurikulum sih kayak pembicaraan umum, kayak conversation, percakapan di kampus, percakapan-percakapan kayak greeting, kayak speaking yang mungkin suasananya kayak lebih formal gitu.
- Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?
- Informan: Kurikulum itu kan kayak penjelasannya panjang lebar, cuman keterbatasan waktu di perkuliahan sehingga banyak aspek-aspek dari kurikulum itu nggak terjalan maksimal. Kita lanjut ke infrastruktur.
- Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?
- Informan: Dalam kelas berbicara kayak proyeksi, kayak audio-audio kan, itu juga membantu kita berbicara dalam aksen, logat, sama hal-hal kayak teknologinya tentu saja smartphone, yang dimana contohnya kita dikasih kasus, dikasih contoh percakapan antara dua orang, kita praktekkan aja, praktekkan ulang, kita dibikin improvisasi kayak dibedain aja kalimatnya.
- Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?
- Informan: Bagi saya sih lebih banyak mendukungnya walaupun ada

menghampatnya kayak mencari kosa kata tadi. Kan saya, tidak hanya saya, dan juga teman-teman saya tuh udah jarang untuk di kamus. Lebih fokus di HP, di AI, ataupun di elektronik kamus, ataupun di internet tuh lebih bagus, saya rasa lebih efisien yang dimana itu mendukung. Kalau menghampat ya kembali ke pribadinya masing-masing aja.

Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?

Informan: Kalau konteksnya di kelas saya di 6B, saya rasa sih yang paling utama tuh wifi, akses internetnya, Kak. Soalnya di internet tuh kayak pembelajarannya full, dan juga dengan mengkombinasikan pembelajaran dari internet, dari hal-hal lain, yang dikombinasikan dengan dosen, dan juga teman-teman yang lain, itu adalah hal yang sangat bagus untuk meningkatkan speaking kita.

INFORMAN ENAM (S6)

AN

writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?

Informan: Baik, menurut saya pengetahuan kosa kata sangat mempengaruhi kemampuan saya dalam berbicara bahasa Inggris. Semakin banyak saya menguasai kosa katanya semakin lancar juga saya ketika berbicara bahasa Inggris. Begitupun sebaliknya, ketika saya ingin berbicara terus ada kosa kata yang mungkin saya ingin menyampaikan dalam bahasa Inggris, tapi saya tidak menguasai kosa katanya, jadi terbata-bata.

Writer: dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa inggris?

Infoeman: Mungkin ketika saya tidak bisa menemukan kata yang tepat saya mungkin akan mencoba menjelaskannya dalam kata lain, atau mungkin biasanya juga saya sering menggunakan bahasa tubuh agar lawan bicara saya bisa mengerti apa yang saya sampaikan.

Writer: Dengan cara apa keterbatasan kosa kata mempengaruhi kelancaran alur bicara Anda ketika berbicara dalam Bahasa Inggris?

Informan: Keterbatasan saya dalam keterbatasan kosa kata saya dalam berbicara itu membuat saya sering berhenti-berhenti terjeda-jeda ketika ingin berbicara banyak berhenti untuk berpikir, sehingga alur bicara saya menjadi kurang lancar dan kurang mungkin lawan bicara saya juga bingung saya ngomong apa.

Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun

kalimat ketika berbicara dalam Bahasa Inggris?

Informan: Ya, menurut saya grammar itu sangat penting karena membantu kita ketika ingin berbicara menyusun kalimat dengan benar, sehingga pesan atau apa yang ingin kita sampaikan kepada lawan bicara kita itu dapat disampaikan dengan baik dan dapat dipahami juga dengan baik oleh lawan bicara kita .

Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?

Informan: Menurut saya, tata bahasa dapat mempengaruhi kelancaran saya ketika berbicara apalagi kelancaran saya, karena ketika saya terlalu fokus ke aturan ke grammarnya jadi saya tuh jadi lebih sering berhenti untuk mikir dulu ini udah betul atau belum terus apalagi awal-awal itu, awal-awal saya berbicara bahasa Inggris belum lancar jadi banyak mikirnya udah betul atau belum banyak berhentinya juga.

Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara secara spontan?

Informan: Ya itu tadi yang saya bilang jadi ketika saya mencoba untuk berbicara berbicara saya itu seperti yang saya bilang tadi banyak berhentinya banyak mikirnya udah betul atau belum jadi saya kalau ingin berbicara bahasa Inggris secara spontan, saya harus mikir yang mikir banget gak bisa secara spontan.

Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?

Informan: Saya merasa lebih cemas ketika harus berbicara di depan banyak orang apalagi kayak orangnya di kelas itu rame misalnya di tempat umum terus mungkin ada orang-orang yang baru kenal nah itu saya cemas banget anxiety garis keras jadi saya tidak bisa berbicara secara spontan tanpa persiapan karena takut merasa takut salah dan merasa di judge.

Writer: Saat berbicara dalam Bahasa Inggris, situasi apa yang membuat Anda lebih tidak nyaman?

Informan: Saya kan sering merasa gugup ketika ketemu apalagi ngomong di depan kelas, banyak orang jadinya gugup biasanya saya mengatasinya itu mencoba mencari.

Writer: Apakah Anda merasa gugup atau cemas ketika berbicara dalam Bahasa Inggris di depan dia dan bagaimana Anda mengatasi perasaan tersebut?

Informan: Seperti yang saya bilang tadi saya mudah merasa cemas ketika harus berbicara di depan banyak orang di depan orang baru jadi biasanya saya mengatasinya itu saya mencoba menarik nafas saya mendalam mempersiapkan materi dengan baik dan mencoba untuk berpositif

thinking dan menganggap orang yang di dalam kelas itu tidak ada.

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas?

Informan: Kalau untuk berlatih di luar kelas itu hanya sesekali misalnya dengan teman atau berbicara sendiri tapi belum terlalu rutin dikarenakan lingkungan saya juga yang kayak di rumah itu kan yang bisa Bahasa Inggris cuma saya jadi saya tidak bisa ngobrol sama orang rumah pakai Bahasa Inggris walaupun di kampus pun sama teman pun itu jarang menggunakan Bahasa Inggris tapi sesekali adalah.

Writer: Apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?

Informan: Seperti yang saya bilang tadi juga karena lingkungan saya yang tidak semuanya mendukung tidak mendukung, jadi saya itu kekurangannya teman praktis terus malu juga, malu untuk ngomongnya terus keterbatasan waktunya.

Writer: Tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?

Informan: sama seperti yang saya bilang tadi tantangan terbesar saya itu adalah diri saya sendiri, karena saya tidak bisa mengandalkan rasa gugup saya, rasa takut salah rasa kurang percaya dirinya rasa takut kayak takut di judge, padahal orang itu tidak nge-judge tapi itu merasa takut saja, takut banyaklah takutnya sehingga kadang saya tidak bisa berbicara dengan baik dan benar.

Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?

Informan: Menurut saya lingkungan kelas itu cukup mendukung dengan kayak dosennya suruh presentasi pakai Bahasa Inggris begitu pun tanya jawabnya kita menjawab pertanyaan pakai Bahasa Inggris tetapi ya itu tadi karena rasa kepercayaan diri yang kurang dan dengan teman-teman yang lain jadinya menghambat sehingga suasana itu kurang kondusif ketika praktis.

Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?

Informan: Suasana kelas itu menurut saya sangat mendukung sangat mempengaruhi juga jika misalnya suasana kelas terasa nyaman apalagi kayak teman-teman dosen-dosen itu mendukung kita untuk kayak ayo misalnya ngomong Bahasa Inggris jadi itu lebih saya itu lebih berani untuk berbicara tapi kalau dalam keadaan kayak serius banget, tegang itu kayak gak bisa ngeblenk.

Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas

mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?

Informan: Ya sama seperti saya bilang tadi ketika dosen-dosen kayak dosen teman-teman kayak ayo-ayo kamu bisa itu sangat-sangat memberikan saya motivasi dengan teman-teman saya juga mendukung untuk meningkatkan kepercayaan diri saya sebaiknya kalau misalnya ada yang mentertawakan itu dapat menurunkan rasa kepercayaan diri saya.

Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?

Informan: Mata kuliah seperti kayak speaking informal speaking formal itu sangat mempengaruhi dan yang paling mempengaruhi saya itu ketika mata kuliah seminar itu sangat mempengaruhi karena itu kita dituntut untuk ngomong Bahasa Inggris ketika menyampaikan materi kita masing-masing jadi itu sangat membantu dan saya juga merasa mendapatkan banyak kosa-kata dari proses seminar tersebut.

Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap kelancaran berbicara anda?

Informan: Kegiatan seperti yang saya bilang tadi seminar diskusi kelompok terus presentasi dan pernah juga waktu itu mata kuliah speaking disuruh berbicara berpasangan-pasangan itu sangat membantu karena memberikan saya terutama kesempatan untuk praktik langsung dengan teman-teman yang juga bisa berbicara Bahasa Inggris.

Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?

Informan: Kurikulum mendukung melalui adanya mata kuliah speaking terus yang saya bilang tadi ada mata kuliah speaking ada mata kuliah seminar public speaking juga itu sangat membantu untuk praktik yang untuk praktik saya yang lingkungan terbatas tadi ya gitu.

Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?

Informan: Itu tadi seperti eh belum aku ngomong fasilitas yang digunakan itu kayak wifi hp smart tv juga terkadang seperti ada dikasih link sama dosennya terus video ditampilin di smart tv nya ..

Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?

Informan: Menurut saya video itu sangat membantu saya memahami materi dengan lebih baik dan memberikan contoh pengucapan yang benar dan juga

misalnya ketika saya tiba-tiba ngeblank gak tau artinya apa saya bisa cari di internet artinya..

Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?

Informan: Menurut saya perlu adanya penggunaan aplikasi interaktif misalnya kayak video-video berbahasa Inggris gitu terus penggunaan laboratorium bahasa serta wifi tolong ya kembalikan dan juga mungkin media pembelajaran yang memungkinkan mahasiswa bisa lebih aktif menggunakan bahasa Inggris.

INFORMAN TUJUH (S7)

CR

writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?

Informan: Kosakata saya masih sedikit tapi untuk di bilang sedikit juga gak lumayan lah. Tapi kosakata sangat berpengaruh dalam berbahasa inggris apa lagi waktu berbicara kita bias jadi blunder kalo kekurangan atau gak tau kosakatanya apa..

Writer: Dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa inggris?

Informan: Biasanya kalo gak tau kosakata nya saya bakal Tanya teman atau lihat di internet.

Writer: Dengan cara apa keterbatasan kosa kata mempengaruhi kelancaran alur bicara Anda ketika berbicara dalam Bahasa Inggris?

Informan: Sangat berpengaruh, karena kalo kita berbicara tapi kita gak tau kosa katanya kita bakal ngeblank terus gak tau mau ngomong apa karena gak tau kosakatanya.

Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun kalimat ketika berbicara dalam Bahasa Inggris?

Informan: Kalo untuk berbicara ada waktu nya penting ada waktu nya tidak..

Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?

Informan: Tata bahasa sangat berpengaruh dalam berbicara dalam bahasa inggris karena kan di tata bahasa ada penggunaan tense jadi klo kita gak tau gimana cara bicara nya yang benar.

Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara secara spontan?

Informan: 50-50 kadang iya kadang ya ngak

Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?

Informan: Kadang ketika berbicara bahasa inggris di hadapan banyak orang seperti situasi yang formal.

Writer: Saat berbicara dalam Bahasa Inggris, situasi apa yang membuat Anda lebih tidak nyaman?

Informan: Ketika saya berbicara di depan tapi teman-teman saya tidak memperhatikan saya jadi membuat saya merasa cemas.

Writer: Saat berbicara dalam bahasa Inggris, situasi apa yang membuat Anda merasa lebih tidak nyaman?

Informan: Ketika saya berbicara di depan tapi teman-teman saya tidak memperhatikan saya jadi membuat saya merasa cemas.

Writer: Apakah Anda merasa gugup atau cemas ketika berbicara dalam Bahasa Inggris di depan dia dan bagaimana Anda mengatasi perasaan tersebut?

Informan: Saya pernah merasahal tersebut dan cara saya mengatasi nyaadalah menenangkan diri dulu.

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas

Informan: Di biang sering, sering siih tapi ngak juga

Writer: Apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?

Informan: Kalau ada waktu luang kadang saya berlatih menggunakan hp namun ya itu banyak ke .

Writer: Tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?

Informan: Kadang kekurangan kosakata

Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?

Informan: Ya lingkungannya oke-oke aja sih untuk PT Bahasa Inggris juga nyaman karena memang lingkungan yang sama-sama IFL learners gitu kan.Jadi oke lah .

Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?

- Informan: Sangat bagus karena memang sama-sama bahasa Inggris jadi kayak meningkatkan motivasi gitu buat bisa ngomong bahasa Inggris terus.
- Writer: dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?
- Informan: Untuk mempengaruhi kepercayaan diri mungkin karena mereka bukan tipe yang judgemental jadi lebih enak aja gitu pas ngomong nggak yang ngerasa kayak ada tekanan atau apa gitu.
- Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?
- Informan: Mungkin itu ada di mata kuliah speaking for formal interaction itu lumayan membantu karena lebih sering berbicara kayak yang informal ya sama teman. Nah mata kuliah speaking for formal interaction itu lebih kayak ngelatih gitu, oh ternyata kalau untuk yang formal interaction itu ada rules-rules tertentu gitu.
- Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap kclancaran berbicara anda?
- Informan: Mungkin kayak yang tadi dari mata kuliah speaking for formal interaction itu kayak jadi lebih ketika berbicara itu lebih memperhatikan kayak grammar terus kayak itu kan ada yang kayak pengaruh budaya gitu.
- Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?
- Informan: Mungkin dari sama aja sih kayak yang tadi itu ya memang mata kuliah pendukungnya itu memang membantu gitu untuk melancarkan speaking lebih luas lagi.
- Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?
- Informan: Mungkin penggunaan smart TV di kelas karena misalnya kayak dosen itu kasih lihat video orang berbicara atau apa itu lewat smart TV itu.
- Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?
- Informan: Sejauh ini untuk menghambat kayaknya belum ada tapi untuk mendukung sangat mendukung karena itu tadi kayak dengan kayak smart

TV atau misalnya speaker di labor listening itu membantu kayak misalnya kita tuh lebih bisa dengar lebih jelas gitu.

Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?

Informan: Mungkin sebenarnya kalau fasilitas itu mungkin ditambahin kayak di labor listening itu mungkin ditambahin kayak headphone. Karena listening sama speaking itu kan sambung berkaitan jadi kayak biar speaking lebih lancar juga gimana biar kita tuh dikasih fasilitas headphone itu biar dengerin-dengerin percakapan-percakapan bahasa Inggris itu.

INFORMAN DELAAN (S8)

JL

writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?

Informan: Kosakata itu sangat berpengaruh ya pastinya dalam kita berbicara. Kalau misalnya saya sendiri, dalam speaking itu dalam berbicara masih kesulitan karena masih banyak kosakata yang belum dikuasai.

Writer: Dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa inggris?

Informan: Biasanya saya mencari kata-kata yang mungkin sinonimnya dari itu.

Writer: Dengan cara apa keterbatasan kosakata mempengaruhi kelancaran alur bicara Anda ketika berbicara dalam Bahasa Inggris?

Informan: Kalau misalnya kita mau menguasai kosakata yang banyak pastinya tingkat kelancaran kita lebih tinggi lagi dan lebih percaya diri.

Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun kalimat ketika berbicara dalam Bahasa Inggris?

Informan: Menurut saya tata Grammar itu tidak terlalu penting saat kita berbicara. Karena misalnya kita ngomong sama native aja, mereka itu sebenarnya Grammarsnya juga nggak sebagus itu. Yang penting berani ngomong aja dulu.

Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?

Informan: Kalau misalnya tata Bahasa itu kan pasti sudah ada structure-nya gitu. Kalau misalnya structure-nya itu kita sudah tahu, pasti apa yang kita

sampaikan itu bisa mudah dimengerti oleh business-nya.

Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara secara spontan?

Informan: Kalau misalnya secara spontan itu biasanya tata Bahasanya kita nggak mikirin dulu, jadi pasti kita sudah tahu gitu tata Bahasanya kayak gini. Jadi biasanya spontan itu pasti berani.

Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?

Informan: Biasanya itu kalau misalnya kita ngomong sama netip atau misalnya sedang presentasi depan kelas, nah itu merasa anxiety.

Writer: Saat berbicara dalam Bahasa Inggris, situasi apa yang membuat Anda lebih tidak nyaman?

Informan: Yang tidak nyaman kalau misalnya pas kita lagi ngomong Bahasa Inggris, terus orang yang dengar itu motong tiba-tiba untuk ngoreksi ada yang salah dari kita.

Writer: Apakah Anda merasa gugup atau cemas ketika berbicara dalam Bahasa Inggris di depan dia dan bagaimana Anda mengatasi perasaan tersebut?

Informan: Ya, pastinya gugup. Apalagi kan kita takut salah, tapi mengatasinya dengan menanamkan di pikiran kita kalau orang lain tidak terlalu peduli dengan kesalahan kita hari ini.

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas?

Informan: Mungkin tiga sampai empat kali seminggu.

Writer: Apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?

Informan: Biasanya itu karena terbatasnya waktu, karena kuliah dan ngajar juga.

Writer: Tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?

Informan: Yang pertama itu pastinya lack of vocab, kita kekurangan banyak yang tidak tahu vocabnya, jadi bingung apa yang mau dibilang. Terus kadang kalau groggy itu suka lupa konsep yang sudah di kepala, buyar semua.

Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?

Informan: Di lingkungan termasuknya TBI, lingkungan itu saling support kalau Bahasa Inggris, jadi mereka tidak yang ngejudge.

- Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?
- Informan: Jujur saja sebenarnya karena lingkungan kelas ini yang mendorong, itu lebih mau belajar terus belajar karena melihat teman-teman yang lain itu mereka pasti selalu ada progresnya, jadi semangatnya tinggi.
- Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?
- Informan: Kalau dosen dan teman itu biasanya selalu mengingatkan kalau jangan takut untuk berbicara gitu. Kalau misalnya takut salah, orang lain itu tidak peduli dengan itu gitu, yang penting kita bisa menyampaikan dan mereka ngerti maksud kita saja sudah cukup.
- Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?
- Informan: Kalau di kelas speaking itu kita lebih banyak diajarkan secara speech, terus teori-teorinya juga, jadi persiapannya itu lebih matang lagi untuk kita belajar speaking.
- Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap kelancaran berbicara anda?
- Informan: Mungkin kalau di kelas itu latihan speakingnya kita misalnya disuruh mengajar tapi full English gitu.
- Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?
- Informan: Dari curriculum itu sudah sangat bagus penyediaannya, terus mendukung untuk lancarnya dari dalam kita speaking. Tergantung lagi bagaimana cara tenaga pendidiknya itu menerapkan di kelasnya itu. Kalau efektif speakingnya pasti bagus dan lancar saja.
- Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?
- Informan: Fasilitas yang digunakan di saat kami kelas speaking kemarin itu kayak ada audio mendukungnya itu speaker, terus juga TV elektroniknya.
- Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?

- Informan: Kalau menghambat kayaknya tidak menghambat, lebih banyak ke mendukungnya karena teknologi sekarang itu udah canggih-canggih dan emang sangat mendukung selagi kita punya kemauan untuk belajar.
- Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?
- Informan: Mungkin kalau teknologi bisa lebih supaya kita tidak merasa terlalu kaku. Kalau misalnya ada AI yang membantu speech, kita terlalu kaku, tidak ada yang membuat kita merasa informal.

INFORMAN SEMBILAN (S9)

YN

- writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?
- Informan: Kalau untuk masalah vocab, biasanya itu tergantung ke di mana tempat berbicara. Misalkan, di situasi formal, itu kan butuh vocab yang levelnya up atau lebih kan. Jadi, karena kurangnya lack of advanced vocabulary or formal vocabulary, jadi itu yang paling susah untuk saya.
- Writer: Dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa inggris?
- Informan: Jika saya tidak menemukan kosa kata tersebut. Saya akan mencari alternatif lain kayak mengganti pola bahasanya agar walaupun dengan pola bahasa yang berbeda, tetapi maknanya tidak sama.
- Writer: Kamu bakal ganti ke bahasa lain atau tetap lanjut ke bahasa Inggrisnya?
- Informan: Tetap lanjut ke bahasa Inggris. Cuma polanya tidak berbeda.
- Writer: Dengan cara apa keterbatasan kosakata memengaruhi kelancaran alur bicara anda ketika berbicara dalam bahasa inggris?
- Informan: Masih tergantung situasi si kakak misalnya kalo di situasi yang kasual yang informal sii vocab menurut aku ngak terlalu penting tapi kalo udah formal seperti presentasi tu kan harus vocab nya menyesuaikan nah saya kelemahan nya di sana kak.
- Writer: Apakah tata bahasa atau grammar penting bagi anda dalam menyusun kalimat atau ketika berbicara dalam bahasa Inggris? Dan mengapa?
- Informan: Kalau grammar, dibilang penting. Enggak terlalu penting. Enggak dipakai. Susah lagi. Kan, di bahasa Inggris kan, sudah jelas polanya. Yang pastinya itu harus pakai dua-dua, kan? Itu, ya, kalau dibilang gak penting, ya harus pakai. Jadi, ya dua-duanya.

Writer: Menurut anda bagaimana aturan tata bahasa mempengaruhi cara bicara anda dalam bahasa inggris?

Informan: Biasanya, dulu ya, kalau dulu tuh, masih memikirkan pola bahasa. Misalnya, kayak, kalau lagi, aktivitas yang sedang berlangsung tuh, apa sih, gimana grammar-nya, kan? Terus, karena berusaha untuk membiasakan menggunakan grammar tersebut. Jadi, gak mikir lagi.

Writer: Bagaimana tata bahasa memengaruhi kelancaran anda ketika mencoba berbicara secara spontan?

Informan: Dulu tuh karena belum terbiasa jadi masih mikir grammar ini tuh apa nah karena sekarang sudah mencoba untuk membiasakan jadi gak terlalu memikirkan grammar ini apa itu apa karena udah terbiasa?

Writer: Dalam situasi seperti apa, anda biasanya merasa cemas ketika berbicara dalam bahasa Inggris?

Informan: Ya, kita balik lagi ke situasi yang formal tadi. Karena, ya, kalau kita kurangnya vocabulary dari formal tuh, terkesan kaku jadinya pas presentasi tadi.

Writer: Saat berbicara dalam bahasa Inggris, situasi apa yang membuat anda merasa lebih tidak nyaman?

Informan: Ketika kita lagi performance, gitu kan, terus kita nge-stuck. Terus ngak tau Apa yang ingin dibilang, Jadi itu, ya, karena panik, tergesa-gesa, jadinya nge-blank, gitu.

Writer: Apakah anda merasa cemas atau gugup ketika berbicara dalam bahasa inggris di depan audience? Bagaimana anda mengatasi perasaan tersebut?

Informan: Dan bagaimana cara Anda mengatasi perasaan tersebut? Ya, saya pun termasuk orang yang kurang percaya diri. Jadi pas di depan audience, saya ngomong bahasa Inggris, apalagi pas, like, kayak, situasi yang tegang, situasi yang serius, kan, itu, mencoba untuk menenangkan diri dengan, ya, terlihat bahagia. Gimana ya Walaupun nervous, tapi gimana caranya nggak terlihat dengan audience. Misalkan kita lantangkan suara biar kita merasa sedikit tenang.

Writer: Seberapa sering Anda berlatih berbicara bahasa Inggris di luar kelas?

Informan: Mungkin selain di dalam kelas, gimana ya? Kalau practice, ya nggak mungkin full of time, selagi nggak makan, atau nggak tidur, atau nggak, ya, atau nggak main game, practice.

Writer: Apa yang menghambat Anda berlatih berbicara bahasa Inggris lebih sering?

- Informan: Mungkin aktivitas saya sendiri. Kayak hari ini saya harus ke kampus, habis ke kampus, belajar, terus bikin tugas. Ya, kayak gitu.
- Writer: Tantangan apa yang Anda alami ketika berlatih berbicara bahasa Inggris di depan kelas?
- Informan: Saya pernah berpengalaman pas berlatih micro teaching menggunakan bahasa Inggris. Misalnya itu kayak gimana cara saya menyusun kata-kata agar kayak natural.
- Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam bahasa Inggris?
- Informan: Ya, tentunya ada support dari kawan-kawan juga. Jadi, ya, karena sesama bahasa Inggris, itu kayak nggak ada hambatan untuk ngomong bahasa Inggris di dalam kelas.
- Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?
- Informan: Kalau untuk kemauan sih, ya, karena dulu pernah dibikin English area di dalam kelas sama kawan-kawan juga. Setiap ngomong bahasa Inggris, kawan-kawan yang belum terlalu bisa bicara lancar, itu bisa kayak menggendong atau bukan menggendong, kayak bantu kawan untuk biar setara. Jadi, nggak ada yang ketinggalan di dalam kelas.
- Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas Anda mempengaruhi kepercayaan diri Anda saat berbicara bahasa Inggris?
- Informan: Rata-rata, orang itu pas kehilangan kepercayaan dirinya, pas ditatap matanya. Nah, itu pernah kejadian pas dosen terlalu fokus ke saya. Jadi, saya nggak sengaja bertertemu sama dosen. Jadi, saya sedikit nervous.  Jadi, hilang kepercayaan dirinya.
- Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?
- Informan: Di speaking itu, ya tentunya ada cara-cara untuk mengembangkan speaking kita, kayak cara untuk praktis yang betul. Saya mencoba untuk mengaplikasikan ke luar kelas kayak menggunakan teknologi Terus, dapatkan menjelaskan jenis kegiatan berbicara yang disediakan dalam kurikulum dan pengaruhnya terhadap kelancaran bicara Anda.
- Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap kelancaran berbicara anda?

- Informan: Jenis kegiatan yang ada di mata kuliah itu. Contohnya kayak conversation lah. Kayak roleplay yang drama kan. Drama pernah juga. Itu sangat membantu untuk melatih speaking kita. Karena kita itu kayak belajar berbahasa seperti real life bahasa tersebut.
- Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?
- Informan: Mendukung. Seperti roleplay tadi kan. Itu kan tentunya membantu bahasa Inggris kita. Terus, seperti song. Itu kan melatih listening kita. Semua, saya rasa semua dari kurikulum tersebut membantu kita untuk mengembangkan bahasa Inggris kita.
- Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?
- Informan: Ya, karena di sini sudah disediakan kayak TV. Jadi itu sangat membantu kami di kelas untuk menggunakan sebagai alat untuk listening, terus menonton video. Misalkan tanpa translation. Terus, menampilkan kayak picture. Itu belajar seperti budaya yang cuma ditampilkan picture. Terus, siswa itu harus menebak kata-kata apa yang harus dibicarakan.
- Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?
- Informan: Di era sekarang kan sebenarnya serba teknologi. Jadi, itu tergantung ke penggunaannya lagi. Jika penggunaannya menggunakan dengan baik, hasilnya pun.
- Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?
- Informan: Wi-Fi, Karena efisiensi kan. Nah, itu bagi mahasiswa lagi tidak ada kuota kan, itu kalian susah lah untuk ikut. Wi-Fi harus banget.

INFORMAN SEPULUH (S10)

HB

- writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?

Informan: Ya Memang kadang mempengaruhi kosa kata karena menurut saya dengan adanya kalau kita punya kosa kata yang luas kita jadi bebas mengekspresikan apa yang ingin kita sampaikan. Jadi secara tidak memungkinkan kalau kosa kata kita dikit, kalau kita bisa menggunakan di konteks yang tepat juga berguna banget gitu. Tapi tidak selalu harus banyak kosa kata gitu.

Writer: Dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa Inggris?

Informan: Saya lebih mensederhanakan kosa katanya Kalau tidak saya mencoba alternatif semacam similarity-nya apa Itu kamu bakal tetap ke bahasa Inggrisnya atau ke bahasa yang lain.

Writer: Dengan cara apa keterbatasan kosa kata mempengaruhi kelancaran alur bicara Anda ketika berbicara dalam Bahasa Inggris?

Informan: Oh iya, ngaruh banget. Apalagi kalau kita tidak pandai memproduksi soundnya, itu juga ngaruh banget. Itu bakalan jadi belibat dan artikulasinya mungkin tidak jelas. Karena pronunciation itu lumayan butuh ya sebenarnya untuk memproduksi sound itu biar tidak terjadi misunderstanding.

Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun kalimat ketika berbicara dalam Bahasa Inggris?

Informan: Kalau untuk writing ya, sangat butuh karena itu ya, writing memang butuh grammar ya. Kalau untuk speaking, kalau untuk konteksnya casual, itu bebas sih. Yang penting selagi masih bisa dipahami ya, nggak apa-apa. Kalau untuk konteks seperti academic conference atau apapun itu ya, kita sebisa mungkin menggunakan grammar yang bagus. Terus, bagaimana tata bahasa, eh...

Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?

Informan: Ya lebih kompleks aja ketika kita bisa menggunakan grammar yang bagus dan itu mungkin sounds good juga gitu kalau itu konteksnya untuk yang formal kalau yang casual kalau kita bisa gunakan grammar yang bagus ya it doesn't matter juga sebenarnya boleh-boleh aja.

Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara secara spontan?

Informan: Ya, kadang itu kalau untuk pertama kali mungkin terasa gugup dan mungkin kita akan tiba-tiba mikir gitu. Apa ya? Nah, itu sebenarnya masalahnya kalau tiba-tiba mencoba grammar yang tepat ya. Tapi kalau untuk casual yaudah gitu aja sih.

Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?

Informan: Saya ngak pernah merasa anxiety jadi kayak biasa aja

Writer: Saat berbicara dalam Bahasa Inggris, situasi apa yang membuat Anda lebih tidak nyaman?

Informan: Ketika teman saya tidak serius dalam menanggapi maksud nya tidak memperhatikan saya jadi memunculkan perasaan anxiety.

Writer: Apakah Anda merasa gugup atau cemas ketika berbicara dalam Bahasa Inggris di depan dia dan bagaimana Anda mengatasi perasaan tersebut?

Informan: Biasanya situasinya itu kayak kalau biasanya itu kayak di acara-acara formal yang Enggak, saya tidak pernah cemas. Cuma kalau ditanya mungkin sedikit gugup ya, bukan cemas. Cemas itu jauh lagi tingkatnya. Gugup dalam artian mungkin kayak audiensnya itu pasif ketika saya ngomong. Maksudnya, ya diam gitu. Saya ngomong aja, ngomong sendiri gitu. Nah, itu yang bikin gugup. dengan caranya ya saya harus siapin additional question gitu untuk bertanya ke audiensnya atau audiensnya itu dilempar ke penyampaian ke kita oke, selanjut ke kita pindah lagi.

Writer:  gitu

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas?

Informan: Sering banget saya hampir jam malam practice bahasa inggris dengan metode mirroring.

Writer: Apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?

Informan: Mungkin waktu ya, itu aja sebenarnya. Waktu aja.

Writer: Tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?

Informan: Ya. Kalau di depan kelas tantangannya ya pas saya masih belajar bahasa Inggris itu ya diketawain sama teman-teman, itu wajar sebenarnya, itu bagian dari belajar.

Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?

Informan: Mendukung sih soalnya teman-teman saya mendukung apa nama saya Ya memang betul, pas di awal semester dulu saya memang digabung kelasnya dan itu sangat mendukung lokasi saya belajar bahasa Inggris. Tetapi sekarang karena teman-teman ya sudah pisah dan mereka tidak terlalu memotivasi diri mereka untuk itu. Jadi ya saya belajar sendiri,

tidak ada masalah sih sama teman-teman.

Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?

Informan: Nah sebenarnya sebelum kelas saya memang sudah termotivasi untuk belajar bahasa Inggris. Nah karena ada lagi dorongan lagi di kelas, itu ya tambah memotivasi aja gitu. Jadi gak ada yang something new gitu.

Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?

Informan: Ya, sangat mempengaruhi ya, apalagi dosen, karena menurut saya kalau dosennya tidak bisa berbahasa Inggris ya incompetent aja bagi saya sebenarnya.

Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?

Informan: Mata kuliah speaking yang di semester 1 Menurut saya Tidak, kenapa Ya cuma sekedar teori Teori tanpa praktik Ya nothing aja gitu.

Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap kkelancaran berbicara anda?

Informan: Palingan conversation kayak gitu Membosankan kali.

Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?

Informan: Sebenarnya nggak ada sih, itu balik ke diri sendiri. Sebenarnya kurikulum ya nggak ada, cuma memprovide sesuatu yang nggak ada di kampus.

Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?

Informan: Palingan mereka menggunakan apa ya? Kayak... Video yang tetap kayak gitu Itu lebih kayak listening sebenarnya Tapi mereka kasih kayak tugas Coba udah jelaskan kembali Kayak gitu aja.

Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?

Informan: Kalau untuk speaking, ya sekarang banyak ya kayak Duolingo gitu kan, Elsaspeak juga. Sebenarnya bagus kalau digunakan di jalan yang bagus. Kadang orang cuman nggak konsisten juga digunain. Kadang mereka

cuman download, lihat-lihat dikit, besok hapus. Nggak. Jadi nggak ada jalan. Berarti kayaknya lebih kayak motivasi juga sih itu. Kurang motivasi, nggak belajar.

Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?

Informan: Nah, di kampus ini, kita nggak ada labor bahasa Inggris. Dulu ada. Nah, kita cuma punya UPB. UPB itu milik bersama, kan? Milik bahasa Arab, milik kita, milik siapa yang belajar bahasa. Tetapi tetap fasilitasnya nggak ada. Kayak labor listening nggak ada. Dulu ada. Ada pun jelek. Satu. Dan dua, kadang labor, labor listening nih tapi gak ada listeningnya disitu pake speaker, pake apa gitu kayak apalah gitu mending dari rumah aja gitu kalo kayak gitu di rumah juga ada speaker gak ada handset, gak ada apa-apa gak ada labur sih, kita butuh labur kalo untuk teknologi apa yang perlu dipingkatkan? disini? ya serius nih, ngomong serius nih gak apa-apa wifi gak ada disini.

INFORMAN SEBELAS (S11)

TS

writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?

Informan: Itu sangat mempengaruhi dalam berbicara karena semakin banyak kosa kata yang kita punya, jadi kita berbicara itu semakin lancar tanpa ada nge-stuck, nge-lag.

Writer: dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa inggris?

Infoeman: Lebih mencari persamaan katanya cuma dengan tujuan yang sama. Arti dari kata itu dengan kata yang berbeda cuma dengan makna yang sama.

Writer: Dengan cara apa keterbatasan kosa kata mempengaruhi kelancaran alur bicara Anda ketika berbicara dalam Bahasa Inggris?

Informan: Keterbatasan kosa kata itu kalau kita lagi cerita, apa yang kita omongin itu jadi nggak lancar karena sering berhenti terus berpikir gitu. Terus juga mengulangi kata yang sama atau juga susah untuk menyampaikan ide pemikiran kita sehingga komunikasi kita itu kurang efektif.

Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun kalimat ketika berbicara dalam Bahasa Inggris?

Informan: Tata bahasa atau grammar itu penting karena membantu menyusun kalimat supaya benar jadi pesan yang kita sampaikan jelas sudah dipahami. Terus kalau tanpa grammar yang baik itu kayak kalimat yang kita sampaikan, kita ingin menyampaikan ide itu jadi bingung gitu tanpa grammar kayak ada salah makna saat kita ngomong kalimat itu kayak

salah diartikan.

Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?

Informan: Kadang ya, tapi ini tergantung situasinya gitu. Kalau terlalu formal itu biasanya pakai grammar yang benar-benar penuh, tapi kalau informal kayak bareng teman itu enjoy aja, santai, nggak terlalu dipikirin.

Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara secara spontan?

Informan: Tata bahasa itu mempengaruhi kelancaran saat kita berbicara secara spontan karena jika kita terlalu fokus pada aturannya, jadi sering berhenti untuk berpikir benar nggak ya, salah nggak ya kalimat yang kita ucapin. Tapi jika grammar itu kayak kita udah biasa nih gunain grammar, it will be help, bantu kita gitu nah untuk ngomong kalimat itu lebih lancar terus tertusun secara otomatis dan jelas.

Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?

Informan: Sering sih, cuman itu tergantung kayak kalau aku ngomong bareng sama orang yang lebih bahasa Inggrisnya lebih bagus, itu agak sedikit ya dikhawatirkan.

Writer: Saat berbicara dalam Bahasa Inggris, situasi apa yang membuat Anda lebih tidak nyaman?

Informan: Enggak nyaman itu ya, lebih ke kayak harus ngomong secara spontan atau kayak gimana ya, kayak harus tanpa prepare gitu, terus sama kayak depan orang banyak, many people, depan native speaker atau kayak ada native speaker gitu gitu. Terus juga lebih ketakut sih, ketakut salah ngomong atau enggak menemukan vocabulary yang cocok gitu untuk kalimat ini, untuk mengucapkan kata ini gitu.

Writer: Apakah Anda merasa gugup atau cemas ketika berbicara dalam Bahasa Inggris di depan dia dan bagaimana Anda mengatasi perasaan tersebut?

Informan: Of course, kayak sering banget dan it's always bro. Aku pernah kayak gugup di depan lagi kayak di depan audience karena kayak takut salah ngomong dan itu kadang-kadang percaya diri, kepercayaan diri aku tuh turun gitu. Nah biasanya itu simple-nya itu just like tarik nafas dalam, terus buang, terus kayak nendangin diri dulu, terus lebih fokus ke apa yang bakal aku omongin nanti, terus yaudah kesalahan nanti aja, yang penting sampaikan saja.

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas?

- Informan: Tidak nyaman itu ya, lebih ke kayak harus ngomong secara spontan atau kayak gimana ya, kayak harus tanpa prepare gitu, terus sama kayak depan orang banyak, many people, depan native speaker atau kayak ada native speaker gitu gitu. Terus juga lebih ketakut sih, ketakut salah ngomong atau enggak menemukan vocabulary yang cocok gitu untuk kalimat ini, untuk mengucapkan kata ini gitu.
- Writer: Apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?
- Informan: Yang menghambat itu ini ya kayak lawan bicara gitu, teman kita ngobrol itu, itu sih yang menghambat. Kalau ada ya we can do, but kalau enggak ada teman ya kita enggak bisa practice, itu aja sih.
- Writer: Tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?
- Informan: Tantangannya itu kayak lebih ketakut salah pronounce, terus grammar, terus juga agak minim vocabulary, terus juga kadang-kadang nervous kalau ngomong depan teman-teman yang ada di kelas. Jadi itu sih kayak kurang lancar menyampaikan yang ingin disampaikan gitu.
- Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?
- Informan: Lingkungan kelas, kayaknya cukup mendukung juga sih, cuma kadang-kadang agak terasa kayak enggak paham gitu. Cuma mendukung, terus suka, terus aku tuh paling suka itu kalau ada teman yang kalau ditanya dosen itu langsung dijawab gitu, jadi dosen enggak perlu nunjuk-nunjuk gitu, I really really like.
- Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?
- Informan: Suasana dalam kelas itu benar-benar mempengaruhi kemauan orang mau berbicara gitu. Kalau kelas itu terasa kayak nyaman, terus juga santai, jadi enggak nge-judge kalau ada teman yang salah, diperbaiki. Nah itu suka, terus aku juga lebih berani untuk ngomong, terus juga suasana itu enggak tegang dan enggak ada rasa takut dikritik gitu, jadi enggak ragu, terus kayak ngomong aja gitu.
- Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?
- Informan: Nah itu sangat mempengaruhi ya, kalau dosennya memberi dukungan, dorongan gitu untuk kita biar bisa ngomong, terus juga enggak menghakimi secara sepihak gitu, terus memberikan feedback yang bagus, itu kayak bagus sih. Terus juga teman-teman di kelas juga kayak support,

ayo-ayo bisa, terus kalau ada yang salah enggak tertawain satu sama lain, jadi lebih enjoy and then berani menggunakan Bahasa Inggris. Oke.

Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?

Informan: Mata kuliah speaking ya, cukup membantu dan juga kayak memperlancarlah kelancaran dalam berbicara, terus juga lebih banyak kesempatan untuk berlatih dengan teman gitu. Terus juga ada presentasi juga, terus juga apa lagi ya, ada diskusi juga gitu, terus latihan kayak praktis gitu, lebih banyak praktisnya, terus juga lebih terbiasa menggunakan Bahasa Inggris gitu. Terus yaudah gitu, jadi kalimatnya cepat gitu, jadi karena kita mendengarkan, oh ini pernah ngomongnya kayak gini, susunan bahasanya kayak gini, jadi ya gitulah.

Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap kkelancaran berbicara anda?

Informan: Apa ya, dalam kurikulum itu kayak Melibuti Oh My God, kayak presentasi, terus kayak diskusi kelompok juga, jadi lebih banyak orang gitu. Terus kayak melatih ngomong secara spontan juga, itu sih, sorry.

Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?

Informan: Nah, kalau mendukung apa ya, kayak yaudah berlatih diskusi gitu, presentasi, nah itu mendukung tuh. Cuma kalau membatasi apa ya, mungkin lebih ke kayak fokus ke teori gitu, terus juga waktu SKS-nya mungkin sedikit kayak dua SKS gitu. Jadi, sedikit mahasiswa yang bisa untuk diberi kesempatan untuk ngomong, terus juga latihan jadi kayak kurang maksimal.

Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?

Informan: Fasilitas, teknologi, mari kita berpikir ya. Apa ya, speaker ya, terus TV juga, terus ya itu aja sih, kayaknya setahu aku itu aja. Proyektor sama TV sama nggak sih, yaudah itu aja.

Writer: bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?

Informan: Ngak ad sii.

Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?

Informan: Akses ke berbagai platform tanpa iklan dan wifi.

INFORMAN DUA BELAS (S12)

SH

writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa inggris dengan lancar selama kegiatan berbicara?

Informan: Menurut saya, kosa kata itu Ngaruh sekali untuk kelanjutan berbicara saya Soalnya, kalau saya tahu banyak kata Saya tuh lebih bebas aja mau berbicara apa Tapi, kayak nyatanya tuh Saya masih sering merasakan Kalau saya tuh kurang dalam hal fokat Jadi, kadang aku Jadi, kadang kayak berhenti Kayak di tengah kalimat tuh Kayak mikir dulu harus pake fokat yang beneran Nah.

Writer: Dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa inggris?

Informan: Kalau misalnya Saya gak ketemu kata yang tepat Biasanya tuh saya Saya tuh mikir apa ya kata yang bisa lebih simple Untuk mengekspresikannya Atau bisa jelasin pake cara lain lah Walaupun, kadang-kadang itu tuh sangat miss banget gitu Kadang Endingnya bakal nyampur lagi ke bahasa Indonesia Jadi.

Writer: Dengan cara apa keterbatasan kosa kata mempengaruhi kelancaran alur bicara Anda ketika berbicara dalam Bahasa Inggris?

Informan: Keterbatasan fokat tuh bikin Halur berbicara dengan orang lain tuh jadi ketutup-ketutup Jadi, misalnya jadi gak smooth aja gitu kak Kayak sering ada pause atau tidak gitu di mikir Terus, kadang jadi kurang ready kak Nah.

Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun kalimat ketika berbicara dalam Bahasa Inggris?

Informan: Grammar itu penting kak Menurut saya Karena bisa bantu saya tuh Nge-tune kalimat dengan tenat Tapi, jujur ya kak Kadang saya tuh Terlalu mikirin grammar Jadi, gak lancar ngomongnya Karena terlalu berpaku pada kalimat Nah.

Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?

Informan: Aturan grammar Bikin saya jadi ready Hati-hati kak ngomong Jadi, kayak saya tuh mikir dulu Lu ngomong gitu Karena saya lebih takut Salah Performnya itu kak Grammar mungkin Kadang agak jadi terlambat Soalnya, karena switch dari bahasa Misalnya kayak ini tuh Agak-agak masih belum terbiasa Saat agak belum lancar mikirin grammar Jadi, saya

masih Dengan sifat ini Nah.

Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara secara spontan?

Informan: Saya tuh biasanya Merasa cemas Kalo disuruh ngomong langsung Tentang persiapan kak Lagi di depan kelas.

Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?

Informan: Tuh Situasi yang bikin Saya gak nyaman tuh Kalo misalnya, semua orang tuh Terlalu fokus ke saya Terus, pasnya saya tuh jadi gugup kak Karena takut bakal kalah Atau takut nanti di judge Sama orang Dibilang yang kurang bagus.

Writer: Saat berbicara dalam Bahasa Inggris, situasi apa yang membuat Anda lebih tidak nyaman?

Informan: Yang tidak nyaman kalau misalnya pas kita lagi ngomong Bahasa Inggris, terus orang yang dengar itu motong tiba-tiba untuk ngoreksi ada yang salah dari kita.

Writer: Apakah Anda merasa gugup atau cemas ketika berbicara dalam Bahasa Inggris di depan dia dan bagaimana Anda mengatasi perasaan tersebut?

Informan: Aku pernah banget ngerasa Yang gugup Biasanya tuh, aku coba Tenang dulu Atau misalnya Tarik nafas Terus, yaudah aku Pasrah aja kak, aku ngomong aja Apa yang bisa aku ngomong Yang penting, aku udah selesai Di depan.

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas?

Informan: Aku tuh Gak terlalu sering Yang latihan di luar kelas Mungkin cuman kadang-kadang aja Gak rutin kak Cuman itu aja Asal-asalan aja Kalo aku lagi nunggu Kalau enggak, aku gak pasti.

Writer: Apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?

Informan: Kadang emang merasa malas kak Merasa malas tuh Kak, pagi sekarang aku lagi Terkontaminasi dengan Gen Roblox gitu Terus, itu tuh makin-makin Bikin aku malas untuk Practice.

Writer: Tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?

Informan: Kalo depan kelas, tantangan saya Itu biasanya Jadi, saya tuh merasa Orang-orang tuh Bakal Enggak suka Jadi.

Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?

Informan: Di lingkungan termasuknya TBI, lingkungan itu saling support kalau Bahasa Inggris, jadi mereka tidak yang ngejudge.

Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?

Informan: Ngaruh banget kak, untuk kemauan saya Karena kalo Dan santai aja gitu selesannya Terus, saling support Saya tuh jadi lebih berani kak Saya Ya.

Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?

Informan: Terus Dosen Teman-teman Ke kelas Ya kak, juga ngaruh Kalo dosennya tuh Saling support Terus temen-temennya tuh Support banget dan enggak ngejudge Saya tuh jadi lebih Percaya diri aja gitu Tapi kalo misalnya Saya tuh Dibandingkan terus Kesalahan saya tuh langsung di show up Langsung di kata-katain.

Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?

Informan: Mata kuliah speaking Sebenarnya cukup Cukup membantu Karena ada praktik langsung ya kak Tapi Saya tuh masih kurang intens kak Karena praktiknya tuh Enggak Belum Cukup aja gitu kak Kalo praktik di kelas speaking Itu pun kalo misalnya ada sisi praktik Gitu Itu aja.

Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap kkelancaran berbicara anda?

Informan: Kegiatan Yang biasanya tuh kayak Presentasi Dialog, diskusi Itu tuh membantu kak Tapi kadang Lebih tumpang ke bahasa Indonesia kak Jadi yang gitu Mungkin mereka juga Enggak nyaman ngomong Bahasa Inggris .

Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?

Informan: Kurikulumnya Mendukung kak Tapi Kadang-kadang tuh Juga dibatasi Karena praktiknya tuh Enggak terlalu sering kak.

Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?

Informan: Di kelas tuh biasanya pake Fasilitas kayak misalnya Tv Kayak gitu Terus misalnya Teknologi tuh cukup Membantu Kayak misalnya Tv kami yang di Sbsn Terus yang di Perpustakaan juga ada Buat belajar Tapi belum maksimal aja kak Karena enggak bikin Saya tuh semangat Untuk practice Gitu aja.

Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?

Informan: Menurut saya tuh Yang perlu lebih ditingkatkan Tuh Lebih ke Apa ya Orang-orangnya Terus medianya Terus Gitu Karena misalnya Kalo misalnya temen-temennya gak mau Speaking bareng Ya pasti nanti tuh Ya gak jalan aja kak Untuk Practice speakingnya Terus kayak media juga kan Media tuh juga bisa jadi Ada temen-temen yang suka Bagi belajar Practice-nya kan kak Nah gitu Bisa gak dengan adanya hal seperti itu Bisa bikin Temen-temen Bisa jadi latihan sering Itu aja.

Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?

Informan: Wifi.

INFORMAN TIGA BELAS (S13)

NL

writer : Bagaimana pengetahuan kosakata anda memengaruhi kemampuan anda untuk berbicara bahasa Inggris dengan lancar selama kegiatan berbicara?

Informan: Menurut saya, kosa kata itu Ngaruh sekali untuk kelancaran berbicara saya Soalnya, kalau saya tahu banyak kata Saya tuh lebih bebas aja mau berbicara apa Tapi, kayak nyatanya tuh Saya masih sering merasakan Kalau saya tuh kurang dalam hal fokat Jadi, kadang aku Jadi, kadang kayak berhenti Kayak di tengah kalimat tuh Kayak mikir dulu harus pake fokat yang beneran Nah.

Writer: Dapatkah anda menjelaskan apa yang biasanya anda lakukan saat tidak menemukan kata yang tepat saat berbicara dalam bahasa Inggris?

Informan: Kalau misalnya Saya gak ketemu kata yang tepat Biasanya tuh saya Saya tuh mikir apa ya kata yang bisa lebih simple Untuk mengekspresikannya Atau bisa jelaskan pake cara lain lah Walaupun, kadang-kadang itu tuh sangat miss banget gitu Kadang Endingnya bakal nyampur lagi ke bahasa Indonesia Jadi.

Writer: Dengan cara apa keterbatasan kosakata mempengaruhi kelancaran alur

bicara Anda ketika berbicara dalam Bahasa Inggris?

Informan: Keterbatasan focket tuh bikin Halur berbicara dengan orang lain tuh jadi ketutup-ketutup Jadi, misalnya jadi gak smooth aja gitu kak Kayak sering ada pause atau tidak gitu di mikir Terus, kadang jadi kurang ready kak Nah.

Writer: Apakah tata Bahasa atau Grammar penting bagi Anda dalam menyusun kalimat ketika berbicara dalam Bahasa Inggris?

Informan: Grammar itu penting kak Menurut saya Karena bisa bantu saya tuh Nge-tune kalimat dengan tenat Tapi, jujur ya kak Kadang saya tuh Terlalu mikirin grammar Jadi, gak lancar ngomongnya Karena terlalu berpaku pada kalimat Nah.

Writer: Menurut Anda bagaimana tata Bahasa mempengaruhi cara bicara Anda dalam Bahasa Inggris?

Informan: Aturan grammar Bikin saya jadi ready Hati-hati kak ngomong Jadi, kayak saya tuh mikir dulu Lu ngomong gitu Karena saya lebih takut Salah Performnya itu kak Grammar mungkin Kadang agak jadi terlambat Soalnya, karena switch dari bahasa Misalnya kayak ini tuh Agak-agak masih belum terbiasa Saat agak belum lancar mikirin grammar Jadi, saya masih Dengan sifat ini Nah.

Writer: Bagaimana tata Bahasa mempengaruhi kelancaran Anda ketika berbicara secara spontan?

Informan: Saya tuh biasanya Merasa cemas Kalo disuruh ngomong langsung Tentang persiapan kak Lagi di depan kelas.

Writer: Dalam situasi seperti apa, Anda biasanya merasa cemas ketika berbicara dalam Bahasa Inggris?

Informan: Tuh Situasi yang bikin Saya gak nyaman tuh Kalo misalnya, semua orang tuh Terlalu fokus ke saya Terus, pasnya saya tuh jadi gugup kak Karena takut bakal kalah Atau takut nanti di judge Sama orang Dibilang yang kurang bagus.

Writer: Saat berbicara dalam Bahasa Inggris, situasi apa yang membuat Anda lebih tidak nyaman?

Informan: Yang tidak nyaman kalau misalnya pas kita lagi ngomong Bahasa Inggris, terus orang yang dengar itu motong tiba-tiba untuk ngoreksi ada yang salah dari kita.

Writer: Apakah Anda merasa gugup atau cemas ketika berbicara dalam Bahasa Inggris di depan dia dan bagaimana Anda mengatasi perasaan tersebut?

Informan: Aku pernah banget ngerasa Yang gugup Biasanya tuh, aku coba Tenang dulu Atau misalnya Tarik nafas Terus, yaudah aku Pasrah aja kak, aku

ngomong aja Apa yang bisa aku ngomong Yang penting, aku udah selesai Di depan.

Writer: Seberapa sering Anda berlatih berbicara Bahasa Inggris di luar kelas?

Informan: aku tuh Gak terlalu sering Yang latihan di luar kelas Mungkin cuman kadang-kadang aja Gak rutin kak Cuman itu aja Asal-asalan aja Kalo aku lagi nunggu Kalau enggak, aku gak pasti.

Writer: apa yang menghambat Anda ketika berlatih Bahasa Inggris lebih sering?

Informan: Kadang emang merasa malas kak Merasa malas tuh Kak, pagi sekarang aku lagi Terkontaminasi dengan Gen Roblox gitu Terus, itu tuh makin-makin Bikin aku malas untuk Practice.

Writer: Tantangan apa yang Anda alami ketika berlatih berbicara Bahasa Inggris di depan kelas?

Informan: Kalo depan kelas, tantangan saya Itu biasanya Jadi, saya tuh merasa Orang-orang tuh Bakal Enggak suka Jadi.

Writer: Bagaimana Anda menggambarkan lingkungan kelas selama kegiatan berbicara dalam Bahasa Inggris?

Informan: Di lingkungan termasuknya TBI, lingkungan itu saling support kalau Bahasa Inggris, jadi mereka tidak yang ngejudge.

Writer: Bagaimana suasana kelas mempengaruhi kemauan Anda ketika berbicara bahasa Inggris secara lancar?

Informan: Ngaruh banget kak, untuk kemauan saya Karena kalo Dan santai aja gitu selesannya Terus, saling support Saya tuh jadi lebih berani kak Saya Ya.

Writer: Dapatkah Anda menjelaskan bagaimana dosen dan teman sekelas mempengaruhi kepercayaan diri Anda saat berbicara dalam Bahasa Inggris?

Informan: Terus Dosen Teman-teman Ke kelas Ya kak, juga ngaruh Kalo dosennya tuh Saling support Terus temen-temennya tuh Support banget dan enggak ngejudge Saya tuh jadi lebih Percaya diri aja gitu Tapi kalo misalnya Saya tuh Dibandingkan terus Kesalahan saya tuh langsung di show up Langsung di kata-katain.

Writer: Bagaimana mata kuliah speaking yang telah Anda ambil membantu Anda mengembangkan kelancaran bicara Anda?

Informan: Mata kuliah speaking Sebenarnya cukup Cukup membantu Karena ada praktik langsung ya kak Tapi Saya tuh masih kurang intens kak Karena

praktiknya tuh Enggak Belum Cukup aja gitu kak Kalo praktik di kelas speaking Itu pun kalo misalnya ada sisi praktik Gitu Itu aja.

Writer: Dapat kah anda menjelaskan jenis-jenis kegiatan berbicara yang di sediakan dalam kurikulum dan pengaruh nya terhadap kelancaran berbicara anda?

Informan: Kegiatan Yang biasanya tuh kayak Presentasi Dialog, diskusi Itu tuh membantu kak Tapi kadang Lebih tumpang ke bahasa Indonesia kak Jadi yang gitu Mungkin mereka juga Enggak nyaman ngomong Bahasa Inggris .

Writer: Dalam hal apa, kurikulum mendukung atau membatasi kesempatan Anda untuk berlatih berbicara bahasa Indonesia dengan lancar?

Informan: Kurikulumnya Mendukung kak Tapi Kadang-kadang tuh Juga dibatasi Karena praktiknya tuh Enggak terlalu sering kak.

Writer: Dapatkah Anda menggambarkan fasilitas pembelajaran atau teknologi yang digunakan dalam kelas berbicara Anda?

Informan: Di kelas tuh biasanya pake Fasilitas kayak misalnya Tv Kayak gitu Terus misalnya Teknologi tuh cukup Membantu Kayak misalnya Tv kami yang di Sbsn Terus yang di Perpustakaan juga ada Buat belajar Tapi belum maksimal aja kak Karena enggak bikin Saya tuh semangat Untuk practice Gitu aja.

Writer: Bagaimana alat atau teknologi mendukung atau justru menghambat perkembangan kelancaran berbicara Anda?

Informan: Menurut saya tuh Yang perlu lebih ditingkatkan Tuh Lebih ke Apa ya Orang-orangnya Terus medianya Terus Gitu Karena misalnya Kalo misalnya temen-temennya gak mau Speaking bareng Ya pasti nanti tuh Ya gak jalan aja kak Untuk Practice speakingnya Terus kayak media juga kan Media tuh juga bisa jadi Ada temen-temen yang suka Bagi belajar Practice-nya kan kak Nah gitu Bisa gak dengan adanya hal seperti itu Bisa bikin Temen-temen Bisa jadi latihan sering Itu aja.

Writer: Fasilitas atau dukungan teknologi apa yang menurut Anda perlu ditingkatkan untuk membantu mahasiswa berbicara lebih lancar?

Informan: Wifi.

APPENDIX III

THEMATIC ANALYSIS PROCESS

This appendix kind of presents the qualitative data analysis process that was used in this study. The data were analyzed using the qualitative data analysis model proposed by Miles, Huberman, and Saldaña (2014) . As Miles et al. (2014) explain , qualitative data analysis is basically an interactive and continuous process made up of three key stages: data reduction , data display, and conclusion drawing and verification. In practice those stages happened in a systematic way to work through the interview data , and to address the research questions about students' challenges related to English speaking fluency, as well as their problem-solving strategies too. So the aim of this appendix is to give a clear enough description about how the researcher processed raw interview data into more meaningful findings and final conclusions.

A. Data Reduction

Data reduction is kinda the step where the researcher select , focus, simplify, organize and also transform raw data that comes from interviews. Here, the researcher went back through the interview transcripts a few times, like carefully and more than once, just to really get a better grasp of what the participants actually said, and how they meant it. Then they pointed out the important parts that matched the research questions, and those statements were marked , while anything else that didn't really fit the purposes of the study was left out, at least from the next round of analysis.

In particular, the researcher tried to notice the comments that showed students' experiences about English speaking fluency, for example what difficulties they ran into and what strategies they used to push through those problems. Similar remarks were gathered together and then turned into short

summaries, kind of condensed into clearer categories. Overall, this made it possible to shrink the big pile of qualitative data into units that were easier to handle and more meaningful, without watering down the core sense behind the participants' answers.

Table A.1 Examples of Data Reduction

Raw Data	Reduced Data
"Saya sering berhenti ketika berbicara karena tidak tahu kosakata yang tepat."	Vocabulary limitation
"Saya takut grammar saya salah ketika berbicara."	Grammar difficulties
"Saya merasa gugup ketika berbicara di depan dosen atau kelas."	Speaking anxiety
"Saya jarang menggunakan bahasa Inggris di luar kelas."	Lack of practice
"Lingkungan saya tidak mendukung penggunaan bahasa Inggris."	Environment factor
"Mata kuliah speaking lebih banyak teori daripada praktik."	Curriculum factor
"Internet yang kurang stabil membuat saya sulit belajar."	Infrastructure factor
"Saya mencatat kosakata baru dan mencoba menggunakannya."	Vocabulary strategy
"Saya mencoba tetap berbicara meskipun grammar saya belum sempurna."	Grammar strategy
"Saya berusaha tenang sebelum berbicara."	Anxiety management
"Saya sering berlatih sendiri menggunakan video atau musik."	Independent practice
"Saya meminta bantuan teman untuk memperbaiki kesalahan saya."	Social support
"Saya aktif berpartisipasi dalam diskusi kelas."	Classroom participation
"Saya menggunakan teknologi untuk meningkatkan kemampuan speaking."	Learning facilities and technology

Through the data reduction process, the researcher identified key concepts that later became the basis for organizing and interpreting the findings.

B. Data Display

After the data had been reduced, the next stage was data display. data display kind of means, the process of arranging and showing the data in a more structured way so it's easier to understand and interpret what's going on. According to Miles et al. (2014), displaying data allows researchers to spot patterns, also see connections, similarities, and differences inside the dataset.

In this study, the researcher organized the reduced data into categories and themes, guided by the research questions. The data were displayed in tables, mainly to give a clear overview of what was starting to appear as patterns. Overall it supported the researcher in looking through the relationship between students' challenges and the strategies they used, to deal with those challenges in a more systematic, almost step by step manner.

Table B.1 Data Display Based on Research Questions

Research Question	Categories
What challenges do students face in developing English speaking fluency?	Linguistic Factors, Personal Factors, Socio-Cultural Factors, Academic Factors
What strategies do students use to overcome those challenges?	Vocabulary Strategies, Grammar Strategies, Anxiety Management, Independent Practice, Social Support, Interactive Classroom Participation, Learning Facilities and Technology

Table B.2 Themes and Categories

Theme	Categories
Students' Challenges in English Speaking	Linguistic Factors, Personal Factors, Socio-Cultural Factors, Academic Factors

Fluency	
Students' Problem-Solving Strategies	Vocabulary Strategies, Grammar Strategies, Anxiety Management, Independent Practice, Social Support, Interactive Classroom Participation, Learning Facilities and Technology

The data display stage enabled the researcher to identify broader patterns and relationships among categories. It also provided a visual representation of how different aspects of students' experiences were connected to one another.

C. Conclusion Drawing and Verification

The last stage of the analysis was basically conclusion drawing and verification, so the researcher would interpret the shown data to see patterns, meanings, and linkages that were still in line with the research objectives. At that point, the researcher also looked at how different factors affected students' English speaking fluency, and how the students tried to face those issues by using various strategies, more or less.

The conclusions were not made right away or quickly. Instead the researcher kept rechecking the interview transcripts, then compared them again with the categories and themes that had already been mapped out before. This confirming step was done so that the final conclusions genuinely reflected the participants' lived experiences and also had solid backing, from the evidence in the data.

Table C.1 Conclusion Drawing and Verification

Findings	Verification
Students experienced linguistic challenges, particularly vocabulary limitations and	Supported by recurring statements from multiple participants.

grammar difficulties.	
Students experienced personal challenges such as anxiety and lack of speaking practice.	Consistently reported across interviews.
Socio-cultural factors influenced students' confidence and speaking opportunities.	Confirmed through participants' descriptions of their learning environment.
Academic factors such as curriculum and infrastructure affected speaking development.	Evident from participants' experiences regarding classroom learning and learning facilities.
Students applied various strategies to overcome their speaking fluency challenges.	Verified through participants' explanations of their learning efforts and practices.



APPENDIX IV



K E R I N C I