Students' Experiences In English Language Speaking: A Case Study

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Abstract: *This case study examined the experiences of first-year BSED English students at a specific institution in Pagadian City regarding their English language speaking skills. Employing a qualitative research design based on the Merriam Case Study Model, the study aimed to explore the instances of English-speaking requirements, challenges faced by students, strategies employed to overcome these challenges, students' feelings about their speaking ability, and their perception of the importance of having good English-speaking skills. Through interviews, the findings revealed that students were required to speak English during public speaking and class interactions, which provided valuable practice opportunities and facilitated skill development. However, students encountered challenges related to grammar, pronunciation, and vocabulary. To overcome these difficulties, they demonstrated resilience by social media and utilizing technological applications, reading English books, and watching movies and dramas. While some students expressed confidence and motivation in their speaking ability, others experienced nervousness. Importantly, students perceived good English-speaking skills as crucial for getting more opportunities, influence academic success, and empowering personal growth. Based on the findings, the study recommends the provision of ample practice opportunities, support for teachers' professional development, the establishment of an ongoing assessment system, and the creation of a supportive environment. These recommendations aim to enhance the speaking skills and sociolinguistic competence of BSED English students. The practical implications of this study are particularly relevant for the BSED-English program at the specific institution, providing insights for curriculum development and instructional practices.*

Keywords— *English language speaking, BSED English students, challenges, strategies*

1. INTRODUCTION

Effective communication in English has become increasingly crucial in today's globalized world. Strong English-speaking skills are essential for individuals to succeed in various professional and social contexts. Communication skills, mainly speaking abilities, are significant in employee selection and achieving personal goals (Rao, 2019). Moreover, English is widely used in economics, travel, tourism, and written texts, emphasizing its importance. To compete in the global market, individuals, especially those aspiring to become language teachers, must have a strong command of English. Thus, this study aims to explore the specific experiences of majors of English students in speaking the English language within a selected educational institution, focusing on understanding their challenges, perceptions, and coping strategies.

According to Afshar and Asakereh (2016), students encounter various challenges in speaking English, which can be categorized into affective, socially, and linguistically related problems. Affective-related issues involve various factors such as attitudes, self-assurance, motivation, anxiety, length of exposure to the language, classroom circumstances, environment, family background, and the competencies of both students and teachers. Comprehending in speaking class and having trouble speaking English outside the classroom are socially-related issues. Linguistically-related problems pertain to vocabulary, fluency, grammar, and pronunciation. Students may experience anxiety, low confidence, and nervousness when faced with affective-related challenges, resulting in slower and less fluent speech as they aim to avoid making mistakes. They may hesitate to speak up in the classroom, often resorting to brief responses such as simple yes or no answers. Engaging in conversations outside the classroom can be challenging for students, and English-speaking activities tend to cease once the class ends.

Mohtar et al. (2015) emphasized that although students have shown an interest in learning English, the environment outside the classroom does not promote the use of English. When students have breaks, they engage in interactions using their native language. Incorporating more interactive activities in the classroom facilitates communication among students in English. Suliman's (2014) study indicates that learners still rely on their mother tongue when producing speech. The student's incapacity to speak clearly in English is just one example of how their mother tongue has an impact on them. Students often prefer using their mother tongue or local dialect when communicating with friends and family. Additionally, linguistic difficulties arise due to personal reasons, such as a lack of motivation to read books and insufficient practice of speaking English at home.

Alharbi (2015) noted a comparable finding in Saudi Arabia, where learners exhibit limited oral skills primarily because of the need for authentic language learning opportunities both within and outside the classroom. The author identifies several factors that contribute to the

challenges in developing speaking skills, including the predominant use of the mother tongue in and outside the classroom, the low social status of English within the country, learners' negative attitudes towards the English language, teachers resorting to the mother tongue to explain complex concepts, the utilization of teacher-centered teaching approaches, and the passiveness of learners in the classroom.

According to Al Nakhalah (2016), students studying English demonstrate limited proficiency in speaking due to their fear of making mistakes. The lack of vocabulary and the fear of errors hinder their active participation in English discussions, resulting in their inability to speak the language effectively. Al Nakhalah further asserts that speaking English is challenging for students, particularly when they need to accomplish specific goals in English.In addition, a recent study conducted by Hopkins International Partners, as cited in Leonen's (2018) report, emphasizes that the English proficiency of Filipino graduates, as assessed through the Test of English for International Communication (TOEIC), is considered average and falls short of the proficiency standard required for taxi drivers in Dubai.

For Bilal et al. (2013), students' speaking skills could be much better as the educational system primarily focuses on developing reading and writing skills. Even secondary students, who have completed 8 to 10 years of schooling, need help communicating effectively in English. The challenges identified in speaking English as a second language include limited vocabulary, weak listening skills, the dominance of the first language (Punjabi), and a need for more opportunities to practice speaking English at home or in school. Furthermore, according to Gan's (2012) research, a prevalent challenge faced by students is the lack of adequate English vocabulary, which frequently impedes their capacity to effectively communicate their thoughts with clarity and precision.

The deficiency in communication skills among Malaysian students has become a pressing national concern. In order to foster a globally proficient generation and achieve the country's goal of becoming fully developed, it is essential for English as a Second Language (ESL) expertise to be prioritized. Previous research indicates that the practical implementation of instructors' perspectives on teaching oral communication skills in the English language classroom has been limited. Students are often compelled to engage in spoken activities before they are adequately prepared, required to employ language components they have yet to internalize. Consequently, learners' speaking performance needs to improve due to their inadequate mastery of the target language. The beliefs held by teachers may need to align consistently with their instructional environments, resulting in a disparity between their pedagogical principles and actual teaching methods. Consequently, due to students' limited proficiency, teachers frequently rely on traditional classroom practices, such as textbook-based instruction. The reliance on teacher-centered approaches is necessitated by the students' lower competency level (Spawa & Hassan, 2013).

Saudi Arabia has rapidly expanded English language teaching and the use of English in education in the last few decades. The affluent, highly educated segment of Saudi society has had a significant impact from this strategy and other globalizing pressures (Al-Kahtany et al., 2016). The learners' requirements must be prioritized, the environment and method for teaching speaking should encourage learning, and practical speaking training needs to be given more focus to eliminate the elements contributing to speaking problems (Leong & Ahmadi, 2017).

In China, group activities in classroom settings began in the early 1990s (Nan, 2014). Cooperative learning, initially introduced by scholar Wang Tan in 2002 and further elaborated by scholar Tao Weihong in 2004, gained prominence in Chinese college English teaching. Subsequently, cooperative learning has been increasingly utilized by Chinese college English teachers. According to Wang's (2013) analysis of personal reports and interviews with ESL teachers, students in cooperative learning classes demonstrated greater engagement in class discussions and peer reviews, achieved higher scores, and had more opportunities for English language usage compared to traditional teacher-led classes.

Additionally, speaking abilities should be looked at through examinations and exams because doing so will encourage students to improve their speaking abilities. Another recommendation is for teachers to use speaking activities that demand students to talk in order to provide students more opportunity to speak English in class. Additionally, teachers must carefully consider when and how to correct students' errors in order to avoid destroying the flow of the class discussion and instilling a fear of making mistakes in the students. The teacher should also urge students to take part in speaking exercises. The teachers should also use English in the classroom frequently so that the students are exposed to it more. This will help the students develop a habit of using English in the classroom. They should also allow the students to watch movies or videos in Englis (Tuan & Mai, 2015).

In a study conducted at the Central Bicol State University of Agriculture in Sipocot, Eborde et al. (2017) discovered that many BSED English students exhibited the satisfactory performance in the English Proficiency Test of literary competence in the previous year. However, the findings revealed that out of 263 test takers, 159 individuals, accounting for 60%, failed the English examination. Moreover, their literary competence was low, which was attributed to their language proficiency. This is concerning, particularly within the College of Teacher Education, as 32% of the failed English test takers were education students. Abao (2013) emphasizes that teachers, who are crucial in

facilitating knowledge, should prioritize the cognitive, affective, and psychomotor aspects of the teaching-learning process and their competence in the English language.

English is a communication bridge with the outside world in almost all sectors, including commerce, academia, national security, and development (Herlisya & Wiratno, 2022). On the other hand, educators in a global classroom must possess a high degree of expertise in content and pedagogy and high competence in speaking. That is why competence in speaking English is essential for students, especially those who aspire to become language teachers.

Quality education begins with teachers. As a result, a top issue for English language teachers today is how to be more effective in the constantly evolving educational landscape (Coombe, 2019). Furthermore, practical and good teaching comes from effective teachers. At the same time, effective teaching is viewed differently by teachers and students (Sundari, 2018). As teachers play a significant role in solving this problem and giving valuable tips to improve the learners' speaking skills, teachers still need to implement specific techniques in a teacher-learner-friendly atmosphere to get rid of this problem. Teaching students the skills they need for successful jobs has always been the responsibility of the teachers (Rao, 2018).

In conclusion, several research gaps need to be addressed. Firstly, there needs to be a more in-depth exploration into students' specific experiences and challenges in developing their speaking abilities, particularly in becoming language teachers. While previous studies have identified factors such as motivation, anxiety, and linguistic difficulties, there is a need for a comprehensive case study that delves into the unique experiences of students in different educational settings. Secondly, the existing research primarily focuses on specific countries or regions, limiting the findings' generalizability.

Addressing the gaps in this area is of paramount importance. By conducting such a study, we can better understand the challenges students face and the strategies they employ to improve their speaking proficiency. By undertaking this study within a selected educational institution, we aim to provide insights that can be more widely applicable. The results of this study will enhance the current knowledge base by providing insights into the experiences and viewpoints of English learners, thus offering a valuable perspective to the discussion on language acquisition and pedagogy.

1. METHOD

2.1 Research Design

A qualitative research design is employed, specifically utilizing the Merriam Case Study Model. Qualitative research explores subjective experiences and meanings to better understand the research topic (Creswell & Creswell, 2017). The Merriam Case Study Model is a framework for conducting qualitative case studies. It provides a systematic and structured approach to exploring a specific case or a bounded system to gain in-depth insights and understandings. The model involves selecting a specific case or unit of analysis, collecting rich data through various sources, analyzing the data to identify patterns and themes, and deriving meaningful interpretations (Yin, 2014).

The Merriam Case Study Model's systematic and structured design gave the investigation a defined framework. It gave extensive, in-depth, and rich insights into the study participants' experiences. The research methodology did, however, have certain drawbacks. One issue is the possibility of researcher bias in data interpretation, as the researcher's subjectivity may affect the analysis and conclusions. Despite these flaws, the Merriam Case Study Model is the most suitable research strategy for this study. As a result, a thorough grasp of the difficulties, coping mechanisms, and perspectives faced by the students as they learned to speak English was possible.

2.2 Research Environment

The study was conducted in a college institution in Pagadian City offering the BSED-English program. This institution provides higher education opportunities for students pursuing a Bachelor of Secondary Education degree specializing in English. Located in Pagadian City, known for its emphasis on English language proficiency, the institution is part of a vibrant educational landscape that includes various schools, colleges, and universities. By focusing on the BSED-English program in this college, the research aimed to explore students' unique experiences, perspectives, and linguistic development within this academic and sociocultural context. The study seeks to contribute valuable insights to English language education and provide practical recommendations for enhancing students' learning experiences in similar programs.

2.3 Research Participants

The study involved first-year BSED-English students enrolled in a specific educational institution in Pagadian City. The targeted number of participants for the study was between 15 and 30 students. Ultimately, a total of 20 students actively participated in the research.

In this study, purposive sampling was employed as a sampling method, a non-probability method used to select participants based on predetermined criteria that align with the research objectives (Palinkas et al., 2015). The participants in this study were carefully chosen according to the following criteria:

1. Enrolled students during the academic year 2022-2023 at the respective college.

2. First-year students enrolled in the BSED English program

3. Willingness to actively participate in the research and share their insights and experiences regarding English language proficiency.

By using purposive sampling, the researchers ensured that the selected participants met the specific requirements for the study and would provide valuable perspectives on the topic of interest.

2.4 Research Instruments

In this qualitative study, the researcher played a central role as the primary data collection instrument. The researcher conducted interviews using a customized interview guide tailored specifically for this study. The guide consisted of thoughtfully constructed questions that explored various aspects of the participant's experiences in English language speaking, including instances of language use, encountered challenges, coping strategies, self-perceived communication ability, and the importance of English-speaking skills.

The researchers undertook a comprehensive validation process to ensure the credibility and reliability of the interview guide. An expert panel, comprising professionals with expertise in English language teaching and qualitative research, thoroughly reviewed and assessed the interview guide. Their valuable feedback and recommendations were carefully incorporated into the final version of the guide, enhancing its quality and aligning it with the research objectives.

This study ensured that the data collection instrument effectively captured the intended research objectives by employing a customized interview guide and undergoing a rigorous validation process. This approach enhanced the trustworthiness and validity of the gathered data, contributing to the overall quality of the study.

Data Gathering procedure

The researchers used a systematic strategy in this study to ensure a thorough and ethical data collection process. They secured official approval from the College of Teacher Education and Arts and Sciences' Office of the Dean before undertaking the study, confirming their dedication to maintaining the rules and moral principles of the institution.

Participants who expressly met the requirement of being first-year BSED-English students at the institution were chosen using a purposive sampling technique. Before data collection, each participant's informed consent was obtained after they had been fully informed of the study's goals and that their participation was optional. The need to uphold confidentiality and anonymity was emphasized throughout the investigation.

Individual interviews with each participant served as the primary technique of data gathering. The participants' English experiences were investigated using an interview guide containing thoughtfully crafted open-ended questions. During the interview, respondents' responses were recorded with the participants' permission to guarantee the data collection's accuracy.

This study upheld the standards of research ethics by rigorously sticking to these processes, which also included getting the necessary licenses and taking ethical issues into account. The precautions taken to safeguard participant privacy and obtain consent show the researchers' dedication to conducting the study ethically.

2.5 Data Analysis

In this study, interviewing the participants was the primary method of gathering data. The Merriam Case Study Model, chosen as the research design, was then used to examine the data gathered.

In the data analysis process, the first step involved the precise transcription of the interview recordings to ensure the accurate documentation of the participants' comments in written form.

The transcribed data were systematically analyzed following the stages specified in the Merriam Case Study Model. Coding was used as one of the steps of the data analysis, during which the researcher carefully reviewed the transcriptions and noted any essential concepts, ideas, or themes. Each participant was given a code to make categorizing the data more accessible. Following the coding procedure, the researcher categorized the coded data in the following data analysis stage. The analysis produced categories or topics that were formed by grouping similar codes. As a result, the data could be understood holistically, and common patterns and themes could be found.

The researcher delved deeper into the categorized data throughout the analysis to look for connections, relationships, and underlying meanings. Understanding the relevance of the themes found, investigating the setting in which they emerged, and taking into account the experiences and viewpoints of the participants were all part of the data's interpretation.

Ethical considerations

In order to ensure the security and welfare of research participants, ethical concerns are essential. The study included the following crucial elements while abiding by ethical standards:

The Common Good. It refers to the general well-being and gains of society in general. It entails conducting research that could advance society, particular populations, or fields. Aside from helping the conducted institution gain a deeper understanding of challenges and potential improvements in the English-speaking abilities of their students, this study's completion benefits society as a whole. By reading this study, individuals will be able to assess their own speaking experiences and test out solutions that are suited to the difficulties they encounter when speaking English.

Data Security. It refers to the protection and confidentiality of research data to maintain its integrity and stop unlawful access or dissemination. The researchers

protect the confidentiality of the information they have collected from the respondents by storing the files in a safe place where only the researchers have access to them.

Confidentiality. It refers to keeping research participants' identities and private information hidden. It is necessary to ensure that study participants cannot be identified based on the data or information collected about them. In this study, the codes used for the students were SR1, SR2, SR3, SR4, SR5, SR6, SR7, SR8, SR9, SR10, SR11, SR12, SR13, SR14, SR15, SR26, SR17, SR18, SR19, and SR20 in order to protect their identities and keep their information hidden from the public.

Informed Consent. It refers to the ethical principle and approach of ensuring that individuals receive accurate and complete details about a research study before deciding whether they want to participate. Prior to conducting an interview with the respondents, the researchers made sure that all participants had read the study's description stated in the consent form and indicated their signature pertaining they want to take part without being forced.

Minimization of Harm. It implies reducing or eliminating any risks and adverse effects for individuals. It consists of taking proactive measures to lessen the study's adverse effects on the participants' well-being. To avoid shouting at one another or otherwise making the respondent feel any potential harm during the face-to-face interview, the researchers took precautions to accommodate the participants in a quiet, safe atmosphere and provide complimentary snacks as well.

Public Opinions and Participation. It refers to a broader audience's involvement and inclusion in the research process. It recognizes the value of many points of view and the importance of including anyone affected by or interested in the research. As long as the participants in the study matched the criteria, the researchers took care to avoid displaying any physical bias and stereotypes. Additionally, to avoid miscommunication, the researchers made effort to be culturally sensitive while asking follow-up questions of the respondents during the interviews and to validate their opinions, even when they differed from their own.

3 RESULTS AND DISCUSSION

This chapter presents the result and discussions on students' English-language speaking experiences: A case study.

This study employs a case study design to investigate a specific group of individuals or entities in order to develop a more profound comprehension of specific phenomena. The researcher initially developed and verified an interview guide for the participants and subsequently employed thematic analysis to examine the data collected from the student's responses. This analysis helped identify and categorize emerging themes in the participants' feedback.

This study focused on first-year students majoring in Bachelor of Secondary Education (BSED) specializing in English. The study aimed to explore their experiences of speaking English as a second language. The participants were officially enrolled in the academic year 2022-2023. A total of 20 students took part in the study, and each student was assigned a code to ensure their confidentiality. The codes used for the students in the study were SR1, SR2, SR3, SR4, SR5, SR6, SR7, SR8, SR9, SR10, SR11, SR12, SR13, SR14, SR15, SR26, SR17, SR18, SR19, and SR20.

The categories that emerged from the study are: Instances students are required to speak in English, Challenges faced by students in English language Speaking, Strategies applied to overcome challenges, Students' feeling on their ability to speak in English, Students' perception on the importance of having good English speaking skills.

3.1 Instances students are required to speak in English

The students were asked to share their experiences regarding situations that require them to speak in English. The emerging themes from this category include public speaking and class interaction.

Public Speaking. Most of the students have mentioned that they are required to speak in English during reporting and during performance-based task (specifically on delivering speeches). Their responses can be categorized as public speaking because generally, public speaking refers to the act of delivering a speech or presentation to an audience. In this case, the students are required or expected to speak in English during reporting or performance tasks, which involve presenting information or sharing their thoughts in front of their classmates or teachers vice versa.

"As an English major, I believe we are expected to use the language during presentations, whether it's in our major subjects or any other subjects that require verbal communication." SR2

"In class reporting, we must practice and use English." SR4

"As I observe, whenever there are reports for any activities involving speaking, that is the time na we have to speak in English." [As I observed, whenever there are reports for any activities that involve speaking, that is the time that we have to speak in English.] SR5

"It is not a requirement, but it is deemed proper to communicate in English, especially during presentations or when the teacher specifies that we should use English." SR8

"The occasions when I am required to speak in English are during our presentations, as our teacher has

informed us that these reporting sessions are designed to enhance our fluency and communication skills." SR10

"We are required to speak in English during presentations because we are given ample time to prepare before reporting on our assigned tasks. Consequently, our teacher expects us to use English." SR13

"For me, it's during reporting that our teachers typically require us to speak in English." SR14

"The situations in which we are required to speak English are primarily during reporting." SR16

"Some of our teachers require us to speak in English, though there are instances where we are allowed to use our native language, except in reporting. Reporting is viewed as an opportunity to practice for the benefit of our future careers." SR19

"Tanan man ga required namu mo speak ug English kaso naa lang times nga di naku kaya mo speak ug English maong mag vernacular ko ug e consider ra sab sa among teacher para lang jud ma deliver nga klaro ug unsay gusto naku buot ipasabot but in reporting and presentation expected jud nga mag speak in English." [We are required to speak in English, but there are occasions when I find it challenging to do so. This leads me to speak in the vernacular, with the teacher's understanding, to ensure that I can articulate my points clearly. During presentations and reports, it is expected of us to communicate in English.] SR20

"For me, it applies particularly to performance-based tasks, such as delivering a speech. Given that we have sufficient preparation time and have chosen English as our major, it necessitates our speaking in English." SR1

" When we have a performance task that requires us to speak in English. " SR7

"Lahat naman po ng subjects namin ay nag require na mag English kaso hindi namin minsan kaya. Kaya bumabawi nalang kami kapag may performance task na ipapagawa sa amin." [All our subjects mandate us to communicate in English, but there are times when we are unable to do so. Thus, we compensate for this during our performance tasks.] SR9

"The occasions when we are required to speak in English arise during performance tasks." SR17

The provided responses discuss the requirement of speaking English during reporting or performance tasks in various academic subjects. Students express different perspectives on this requirement, but there is a general consensus that speaking English is expected during reporting sessions. Some students mention that speaking English is not explicitly required but considered the proper way to communicate during reports or when presenting a performance-based task. They believe that reporting helps them practice and become fluent and effective communicators. Students also highlight the importance of using English during reports to overcome their fear of speaking in front of many people and prepare for future careers. In summary, the consensus among the students is that reporting or performance tasks are the instances where they are required or expected to speak in English.

The ability to speak in public will improve with more practice. Speaking skills are therefore trained and improved to improve communication with students. Public speaking and presentations are quite similar, with the difference being that the latter is usually done in a work or academic situation. Speaking in front of large audiences can be beneficial for business, providing excellent customer service, personal and leadership development, and mass communication (Yee & Abidin, 2014).

Class interactions. The respondents answered that they are required to speak in English during class discussion, specifically when the teacher ask them to speak their thoughts in between of the discussion or to answer some questions about the topics the teacher discussed. Their responses can be categorized as class interaction since there is an interaction between the students and teachers.

"The instances nga required me mo speak English kay kanang mag klase na among teachers. Kay ulaw sab kaayo dili mag English unya among majors is English." [The situations in which we are obligated to speak in English occur during class discussions. It feels quite embarrassing not to speak in English, especially since it is our chosen specialization.] SR3

"We are encouraged or required to speak in English during class discussion." SR6

"Our teachers frequently remind us to speak in English during classes, especially when responding to questions." SR12

"During classes, we are required to communicate in English since our teacher, naturally, instructs us on topics related to the English language." SR15

The respondents in the given statements indicate that they are required to speak in English during class discussions, particularly when the teacher prompts them to share their thoughts or answer questions related to the topics being discussed. The instances described can be categorized as class interaction since there is active engagement between the students and teachers. The students express that speaking English during class discussions is important and encouraged. They mention feeling embarrassed if they do not speak

English, especially considering that their major subject is English. The students note that their teachers often remind them to use English during class, as it helps them practice and improve their English-speaking skills, as well as enhance their comprehension and understanding of the subject.

Speaking can be understood as the most typical method of communicating with others, and being able to communicate effectively is a fundamental skill that has to be prioritized in English education, according to Aliakbari and Azizifar (2015). Similarly, it has been asserted that one of the main methods of learning in classrooms, and one that plays a big role in language schools, is classroom interaction. As a result, the research has advised that classroom engagement be used to enhance speaking abilities. 30 intermediate English language learners were examined for the investigation. To investigate the research questions, a pretest/posttest design was used. The findings showed that speaking proficiency among students can be raised through classroom interaction. Gender did not significantly affect how well their speaking skills improved.

3.2 Challenges faced by students in English language Speaking

The students were asked to identify the challenges they face when speaking English. They mentioned several challenges including difficulty in using grammar correctly, struggle in pronouncing words properly, difficulty in word familiarity due to limited vocabulary.

Difficulty in using grammar correctly. Several respondents have mentioned that they encounter difficulty in using the correct grammar. In pursuit of conveying their thoughts properly, they find it very challenging to formulate and voice it out since they knew they are not good in grammar.

" For me, the challenge lies in grammar. I'm often unsure about which words to use, the appropriate terms, or whether my grammar is correct. This uncertainty leads to a fear of being judged for any mistakes I might make." SR1

"I find the proper use of grammar particularly challenging, for instance, in written work or essay writing, and even more so when I speak. It's important to use correct grammar to prevent misunderstandings, ensuring that people grasp the message you intend to convey." SR4

"I think the challenges I met in English language speaking is the grammar kay labi na kung naay maminaw nga expert ug grammar unya ulaw kaayo if masayop." [The challenge I encounter in speaking the English language is grammar, especially in the presence of someone who is an expert in grammar. It becomes very embarrassing if we make mistakes.]" SR5

"I have faced many challenges with English, but I particularly struggle with articulating my thoughts; therefore, for me, the main issue is grammar." SR6

" The challenges I face in speaking the English language revolve around grammar, particularly because I am uncertain about which tense to use." SR10

" The primary factor contributing to my speaking difficulties is the proper use of grammar. I find this the most challenging aspect because articulating my thoughts grammatically can be difficult, given that not everyone shares the same level of understanding." SR11

"It is grammar, because if your grammar is incorrect, people may not understand you." SR13

"The most challenging I have met is the grammar kay limited ra kay akung understanding, and I feel insecure about my very fluent classmate." [For me, the most challenging aspect is grammar due to my limited understanding of it, and I feel insecure compared to my classmate who is very fluent.] SR15

" The challenge I face in speaking the English language is grammar, as I struggle to express my thoughts concisely and correctly. This may be due to nervousness whenever I speak in front of many people." SR18

The responses highlight the challenges faced by the respondents in English language speaking, specifically related to grammar. Many expressed difficulties in using proper grammar, including uncertainty about which words or terms to use, fear of being judged for grammar mistakes, and struggles with articulating their thoughts accurately. Some participants mentioned feeling mentally blocked. The importance of grammar in conveying meaning and being understood by others was also highlighted. Overall, the students identified grammar as a significant obstacle to their English speaking skills.

Beyond evaluating a student's knowledge, one must also consider their public demonstration skills. In the Speaking Subject in particular, the English Education Department's observations showed that learners frequently run across simple and complex problems when speaking English correctly. Several areas of students' speaking abilities, including grammar, still need to be improved, despite the expectation that they have a solid grasp of the English language (Simbolon, 2015).

Struggle in pronouncing words properly. The respondents answered that they struggle in pronouncing words properly, specifically words that are unfamiliar to them. Furthermore, they mentioned that their pronunciation

with the word will lead them being misinterpreted or misunder*stood, worst being judged and mocked.*

"The challenge I encounter is pronunciation, because mispronouncing a word, especially one similar to another, can lead to misunderstandings." SR3

"I think the challenge I met in English is pronunciation. If naa kay kasturya na naga speak jud ug English language tapos mali imong pronunciation, kay dili ka masabtan sa imong inisturyahan." [The challenge I face in speaking the English language pertains to pronunciation. Mispronouncing words while speaking with English speakers can result in them not understanding what you are saying.] SR7

"For me, the pronunciation is like, for example, if you mispronounce that word, people will misinterpret you." [For me, it's pronunciation. For example, if you mispronounce a word, people might misinterpret what you're saying.] SR9

"The challenge whenever I speak in English is pronunciation, especially when I encounter unfamiliar words. That is why before I speak the words that are unfamiliar to me, I ask for help first so that I will not be embarrassed." [The challenge I face when speaking in English is pronunciation, especially with unfamiliar words. That's why I seek assistance before attempting to pronounce these words, to avoid embarrassing myself.] SR12

"The most challenging for me is pronunciation like daghan najud kaayong times nga naulawan ko kay na mispronounced nako words and then the worst thing is naay mo correct in not a proper way like   very offensive ug dali ko ma aware if na mispronounce naku angword once ang nawong sa mga maminaw sa akoa kay negative." [The most challenging aspect for me is pronunciation. There have been numerous occasions where I felt embarrassed due to mispronouncing words. Worse yet, there are times when someone corrects me in an inappropriate manner. I can easily tell if I've mispronounced a word by the facial expression of the person I'm speaking to.] SR17

"For me, is pronunciation like gatuo ko nga kani nga words same ra   pag pronounce ato nga words. Ngano btaw no nga daghan kay ug   parehang words unya lahi litukon same sa hapit magkapareha ug   words pero lahi ug meaning." [For me, it's pronunciation. There are instances where I pronounce words similarly to other words. I often wonder why many words have similar structures but differ in pronunciation, and some are alike in appearance but carry different meanings.] SR19

Based on the responses provided during the interview, it can be interpreted that the respondents identified

pronunciation as a significant challenge in English language speaking. They expressed concerns about mispronouncing words and the potential for misunderstandings or misinterpretations that can occur as a result. The respondents mentioned instances where they felt embarrassed or reacted adversely when their pronunciation was corrected offensively. They also highlighted the difficulty of pronouncing unfamiliar words correctly and the potential confusion that arises from words that sound similar but have different meanings. Overall, the interpretation suggests that pronunciation poses a significant obstacle for the respondents in effectively communicating in English.

Another significant issue in the development of English pronunciation is the lack of opportunities to practice it. Numerous studies evaluated the precision of pronunciation between speakers of English and those who did not. They demonstrated that students who did not reside in an English-speaking nation had difficulty learning English pronunciation. This research revealed that less experienced learners who had weak pronunciation faced more language transmission issues than more experienced learners with excellent pronunciation (Sahatsathatsana, 2017).

Difficulty in word familiarity due to limited vocabulary. Many of the respondents have answered that English speaking is very challenging to them since they have limited vocabulary and there are so many words that are unfamiliar to them. Hence, it was so hard for them to which word they will be using.

"For me is vocabulary. I was disappointed in myself for not studying as much as I could before so I would not experience these challenges." [For me, it's vocabulary. I find myself disappointed because I wouldn't have to face this difficulty if only I had studied harder.] SR2

"The most challenging for me is vocabulary if sweto lang ko sa tanang words dili unta ko mag lisod ug sabot or buhat sa aking mga gusto sabton ug e sulti nindot man gud once daghan tag mahibal an sa vocabulary kay people will be amazed because you shared new, unfamiliar words nga very useful in making an essay, journal or any spoken or written text nga mo help to make your thoughts very beautiful and meaningful." [The most challenging aspect for me is vocabulary. If I were familiar with all the words, I would have no difficulty in comprehending and expressing my ideas. A broad vocabulary allows one to introduce unfamiliar yet very useful terms and use them in creating beautiful and meaningful essays, journals, or any written or spoken pieces.] SR16

"Vocabulary jud like ma shock nalang ka nga ga exist diay na word and kana diay nga word is lahi ang meaning pero sabotable ang word tas maglisod na dayon ka unsa dapat isulat or e storya nimu para lang ma communicate

nimu and certain of people nga sakto." [It is definitely vocabulary. There are moments when you're taken aback upon encountering a word you didn't expect to exist. This is especially true if the word has various understandable meanings but proves challenging for you to use correctly in communication.] SR20

Based on the responses from the interviewees, lacking of vocabulary is perceived as a challenging aspect of English language learning. The participants express their disappointment in not studying enough, leading to difficulties understanding and using a wide range of words. They recognize the importance of vocabulary in effectively expressing their thoughts and ideas in spoken and written communication. The interviewees mention the significance of diverse vocabulary in impressing others and making their language more eloquent and meaningful. However, they also highlight the struggle of encountering unfamiliar words with different meanings, which can hinder their ability to convey their intended message accurately. Overall, the challenges related to vocabulary emphasize the importance of continuous learning and expanding one's word knowledge in order to improve communication skills.

By expanding their vocabulary, language learners must expand their word bank and build their linguistic repertory. However, learning new vocabulary can be difficult, especially for non-native English speakers who have issues with spelling, pronunciation, proper usage, inferring meaning from context, and other issues. There may be a variety of causes causing these issues. For instance, some researches have highlighted the poor methods used in English teaching and learning in Saudi Arabia. Al-Seghayer (2015) notes that Saudi Arabian teachers use conventional ways to teach English.

3.3 Strategies applied to overcome challenges

The students were asked about how they dealt with these challenges. Several themes emerged from their responses, utilizing social media and technological applications, reading English books, and watching movies and dramas.

Utilizing social media and technological applications. Most of the students mentioned that one of the strategies they apply to deal with challenges in speaking English is through the use of social media platforms such as TikTok, YouTube, and Facebook. Additionally, they utilize Google as a search engine. They find these tools very helpful in terms of coping with their struggles in speaking.

" One of the very effective solutions to overcome the challenges I face when speaking in English is to use social media. I can ask for help on Google, watch educational videos

on YouTube or even on TikTok, and explore other relevant apps that cater to my needs." SR1

"I have many strategies just to deal with those challenges, but since social media is effortless to use, for example, if there is unfamiliar to me, I will search immediately in Google or app nga dictionary, then I also watch mga English speakers in Tiktok, YouTube, Facebook nga daghan jud kaayong learning makat-onan tungod kay maka encounter ko ug different words and aside from that dali ra sab masabtan the way sila mo explain ug anywhere jud basta naay signal or wala maka learn jud ta basta maningkamot ta para ma improve ang atung speaking skills." [I employ various strategies to tackle these challenges, such as searching for the meaning of words on Google or in dictionary apps. Additionally, I follow English language enthusiasts on TikTok, YouTube, or Facebook, which allows me to discover and learn new words. These individuals often make the concepts very easy to understand. Whether internet access is available or not, there is always an opportunity for us to learn and enhance our speaking skills.] SR2

"To be honest, I always browse in social media, especially sa kung problem about grammar kay dili jud ko kabalo mo articulate but with the help of any social media platforms grabe jud ka helpful dili lang sa ako but also in any other people. Kay naay apps nga mo correct ug grammar tas mo help sa akoa para madungagan akung ideas labi na sa TikTok nga mo recommend or suggest ug apps para sa mgastudents para mapadali ilang assignments ang dapat buhaton nalang jud sa studyante is dapat maglikay ug plagiarism." [To be honest, I frequently browse various social media platforms, which are very helpful to me and others, especially with my challenges in grammar and articulation. Apps that can correct grammatical errors provide me with more ideas. TikTok has been the most useful, as it also recommends different apps that can help students accelerate their assignments. The only thing students need to do is to avoid plagiarism.]SR6

"For me is sa social media kay daghan jud kaayong sources para maka catch up ug knowledge about English ug murag maonay dali jud sa mga tawo ron para ma deal ang mga challenges when speaking kay aside sa makabalo ka sa mga words naa say apps nga tudluan ka pag pronounce maka search sab ka sa laing term labi na sa akoa nga I love to write like in journalism useful jud kaayo mag search ug mga unfamilar words tas gamiton sa writings para nice lantawon ug basahon sa mga readers or listeners." [For me, any social media platform is beneficial because there are so many sources to gain knowledge about English, making it easier to deal with challenges in speaking. I find many apps useful, as they allow for the search of other terms. This is especially true for me because I love to write, such as in journalism. It's beneficial to search for unfamiliar words to use in writing, so that readers or listeners will find it engaging, whether they are hearing it or reading it.] SR9

"Kasagaran mag-google, tiktok ug YouTube ko kay gawas nga dali ra makat-on, dili sab boring magtuon. Technology helps a lot these days." [Most of the time, I browse on Google, TikTok, and YouTube because, aside from making learning easy, it also keeps studying from becoming boring.] SR13

"It's really challenging for me. When I encounter issues like word familiarity, I turn to the internet for answers." SR4

" I continuously practice on my own, and to be honest, technology has played a significant role in enhancing my vocabulary, grammar, and pronunciation." SR18

The students shared their strategies for dealing with the challenges of English language speaking, with a common approach using social media and other technological applications. They highlighted the convenience and ease of access provided by these applications allowing them to search for unfamiliar words, improve pronunciation, enhance vocabulary, and even address grammar concerns. Internet such as Google, YouTube, TikTok, and various apps were mentioned as valuable sources of learning and support. Students expressed how engaging with these platforms facilitated language learning and provided opportunities to connect with others, monitor texts, and even earn money. Overall, it was seen as a versatile tool for acquiring knowledge, improving language skills, and overcoming challenges in English language speaking.

Components of language skills and language roles must be mastered when studying English. The vocabulary is one of them. As one of the knowledge areas of language, vocabulary plays a significant role in the acquisition of a language for learners. The growth of a learner's vocabulary is crucial to their language development. In addition to requiring meaning based on a context, vocabulary knowledge goes beyond merely citing words and is frequently seen as a vital tool for second language learners. Vocabulary development is crucial to language learning. People are unable to communicate successfully in verbal or written form without a suitable vocabulary. The more language a person masters, the more freely they can speak, write, read, and listen (Salawazo et al., 2020).

Reading English Books. Several interviewees have mentioned that they prefer reading English books to enhance their English speaking skills. They find it really helpful for them to read English books because the unfamiliar word they encounter will serve as new addition to their vocabulary. Furthermore, through voicing it out loud these reading materials help them familiarize with correct pronunciation.

" I address those challenges by reading books, and I don't understand why some people find reading boring, while for me, it's enjoyable. Reading books aloud has been my secret weapon for enhancing my language skills, as I carefully articulate each word and sentence."* SR3

" I've chosen to immerse myself in reading and listening. I've discovered that reading books and speaking words aloud has greatly benefited my language skills, making me more comfortable with the words." SR10

"Reading English books aloud has been an effective practice in enhancing my English language skills." SR11

"My strategy for overcoming challenges involves reading English books, whether they are about love, personal growth, or fairy tales. I find peace in reading, especially when I am alone. It feels like I am conversing with myself, and it also aids in my personal development, particularly in mental aspects, since I am not adept at socializing with others." SR16

" I address the challenges of speaking English by reading extensively, focusing on expanding my vocabulary and improving pronunciation. Whenever I encounter unfamiliar words, I search for their meanings. This practice enables me to learn and potentially use these words or apply them in my English conversations." SR20

"Reading English books helps me learn new words." SR4

The responses from the interviewees highlight the effectiveness of reading English books to improve language skills. Several key points emerge from their perspectives. Firstly, some participants express their enjoyment and engagement with reading, contrasting it with the perception that others may find it boring. They view reading books aloud as a secret weapon for enhancing their language skills, as it allows them to articulate each word and sentence effectively. This practice helps them improve their pronunciation and overall language proficiency. Moreover, participants emphasize the benefits of reading English books in dealing with language challenges during speaking activities. They describe how encountering unfamiliar words in books prompts them to search for meaning, enhancing their understanding and ability to use those words in practical situations. Reading also aids them in generating new ideas and familiarizing themselves with the correct pronunciation.

Reading books written in the English language has many advantages for readers, including self-development, professional development, problem-solving, personal branding improvement, international participation, school success, family pride, helping teachers, helping other students, building self-confidence, learning more languages, syntax, visualizing abilities, recognizing reading patterns, improving reading and writing skills, developing knowledge and information, references, etc. Therefore, it is unavoidable

that knowledge enables people to broaden their horizons and become change agents in their communities (Rintaningrum, 2019).

Watching Movies and Dramas. Many respondents have answered that they found watching movies and dramas as both entertaining and helpful in their English speaking journey. They mentioned that foreign films with English translations are really effective since they also enjoy what they're seeing.

"As a Korean Drama fan mao nalang akung gihimong strategy since high school para maka learn ko about Speaking English. Like multi-tasking gud ang mahitabo lantaw sa salida dayon magbasa sa subtitle" [As a fan of Korean dramas, this has been my strategy since high school for learning English. It's like multitasking: watching the movie while reading the subtitles.] SR12

" I employ various strategies, but watching movies is my favorite. As long as there are English subtitles, I can say it helps me overcome those challenges. This approach has been instrumental in improving my speaking skills." SR7

"I am type of person who loves to watch movies especially Korean movies and makapadugang siya sa kung knowledge about English kay naa may English subtitles or translation so mura ra sab ko ug gabasa but with a twist kay gi portray man jud like naay mga actresses and actors." [I am the type of person who loves watching movies, especially Korean movies, which has broadened my knowledge of English because there are English subtitles or translations. So, it's like reading but with a twist, given the presence of actresses and actors.] SR14

" During my free time, I watch Korean movies, allowing myself to learn some words and their meanings. I then use these words in a sentence and practice pronouncing them correctly to test and enhance my speaking skills. I believe this approach greatly helps me overcome my doubts and fears." SR17

The participants preferred to watch movies, including foreign films with English translations, to enhance their language skills, mainly their speaking abilities. By immersing themselves in movies from various languages, such as Korean, Chinese, and English, and utilizing translations, they find this approach beneficial for addressing their language-related challenges. They appreciate the opportunity to multitask by enjoying the movie while learning the language. This practice enables them to acquire new vocabulary, comprehend word meanings, improve pronunciation, and develop their speaking skills. Furthermore, one mentions applying the knowledge gained from movies to create original stories or written works. In summary, the interpretation highlights the effectiveness and enjoyment of watching movies with English translations to boost language proficiency and speaking competence.

Numerous learning theories, including Mayer's cognitive theory, support the use of subtitled movies in enhancing learners' vocabulary in addition to the most recent findings. According to Mayer's cognitive theory of multimedia learning, "learning is an active process of filtering, selecting, organizing, and integrating information" and that "there are two separate channels (auditory and visual) for processing information" with "limited channel capacity." With the help of subtitles, audio-visual channels like movies, as one example, offer students a wealth of language that must first be detected and then processed. This is because watching movies with subtitles encourages students to become aware of new language, which is the first step in learning it (Sadiku, 2018).

3.4 Students' feeling on their ability to speak in English

The students openly discuss how they feel about their ability to speak and communicate in English. The themes that have emerged from these experiences can be described as feeling confident, motivated to learn, and nervous.

Confident. During the interview, the respondents were asked how the students felt about their ability to speak and communicate in English. And they mentioned that they feel confident even if even if some of them are scared to commit mistakes but with help of the strategies they have, they know they will eventually improve.

"I am confident not because I can now speak in English fluently, but because I have learned through the strategies I have employed." SR1

" I am naturally shy, and speaking English initially filled me with fear, particularly about making mistakes. However, watching Korean dramas has offered me an unconventional source of confidence. By imagining myself as part of a drama, I'm able to speak more confidently, treating my audience as if they were merely cameras capturing my performance. This imaginative approach helps me overcome my fears and communicate more freely." SR3

" I am confident because being able to speak and communicate in a certain language allows me to freely share my thoughts and ideas with others." SR9

" I often feel confident whenever I speak in English because I believe that what I have learned in school and from my surroundings is enough to support myself and my ability to communicate using the English language." SR10

" Well, it's quite satisfying. Despite the difficulty of speaking English, I feel confident. Thanks to my coping

strategy, I can now communicate easily with others using the English language." SR13

" I now feel confident speaking English. Yes, it can be embarrassing to know that I'm not proficient, but part of what I've learned in English is to accept mistakes as part of the learning process." SR14

" I am very confident, just like now. However, I am aware that I still make a lot of mistakes." SR17

" With the help of those strategies, I can somewhat say that I am a little more confident because the words I use now are not commonly used." SR20

The theme that emerges from these responses is confidence. The students express confidence in their ability to speak and communicate in English. They attribute their confidence to various factors such as using effective strategies, imagining themselves in a drama, having a good command of English, being able to share thoughts and ideas freely, relying on what they have learned, accepting mistakes as part of the learning process, and the use of less common words. Overall, their confidence in speaking English empowers them to communicate effectively and overcome any challenges they may encounter.

Kanza (2015) shares her perspective on confidence. According to her, "In general, self-confidence is a person's sense of trust and belief in his or her abilities to do things successfully. We cannot dispute the crucial role that self-confidence plays in the effectiveness of learning processes in educational settings. Developing speaking skills also requires a healthy dose of self-confidence." Kanza claims that self-confidence is one of the most important factors in improving speaking ability through presenting since it allows the speaker to express their viewpoints or ideas with clarity.

Motivated. The theme emerged during the interview when students were asked about their perception of English-speaking skills and their level of motivation in learning and improving them. The respondents expressed their motivation to communicate in English, their happiness in seeing progress, and their determination to overcome challenges.

"I am motivated knowing that I can speak. Though I am not fluent, at least the people I am talking with help me and can understand me." SR5

"I am very happy and at the same time motivated because I know sakong self nga nagka improve akung speaking skills especially now na mi take ko ani na course mas nagka developed akong mga learnings sa English." [I am very happy and motivated because I know that my speaking skills are improving, especially now that I am taking

this course. My overall learning in English is also progressing.] SR8

"There is nothing to worry about if we make mistakes because everyone experiences that situation. We can improve by accepting our mistakes and continuing to learn about English." SR12

" I can say I am eager to improve. I still get nervous every time I speak English, but a part of me is motivated not to lose the chance to share my ideas. With practice, I know that in time, I will become proficient." SR15

" I am eager to master my English speaking skills because it gives me confidence." SR4

" I am motivated to speak in front of many people not because I am fluent or have perfectly articulate thoughts, but because I see improvement in myself. I never regret choosing English as my major because it motivates me to continue learning more in English." SR16

" I'm glad that I have the motivation to voice out my opinions, maintaining a lighter side of myself even in the most precarious situations." SR18

The respondents expressed their motivation and positive attitudes toward studying English. They acknowledged that their speaking skills may not be fluent, but they were motivated by the fact that they could communicate and be understood by others. Taking English courses and watching educational videos on social media provided them with motivation and reassurance as they realized that making mistakes is a natural part of the learning process. Despite feeling nervous, they were determined to share their ideas and opinions. Mastering their English-speaking skills gave them confidence, and they were grateful for choosing English as their major. Their motivation stemmed from the desire to improve and continue learning.

English language acquisition requires motivation, which is closely related to success or failure. The rate at which someone is motivated to learn a language impacts how far they get. Despite the fact that some students view English as a difficult and demanding topic, their high level of motivation propels them to work hard to succeed in studying it. On the other hand, students with poor motivation would perceive English as a dull and pointless subject, which would prevent them from excelling in it. As a result, motivation plays a key role in determining whether or not learning goals are met (Fachraini, 2017).

Nervous. During the interview, the respondents answered how the students felt about their ability to speak and communicate in English. Several respondents expressed their fright and unease when it comes to using English as a means

of expression. The underlying fear of making mistakes and facing judgment from others is a recurring source of nervousness among these individuals.

"I feel nervous about speaking in English because I fear making mistakes and being judged by others." SR2

"I feel quite nervous when it comes to speaking English. It is like this constant fear of being unable to communicate effectively or convey my thoughts accurately." SR6

"I get nervous and anxious whenever I have to speak in English. I worry so much about messing up or saying something wrong that it becomes hard for me to perform well. My mind goes blank, and I struggle to find the right words." SR11

"Ang kakulba jud maoy magpugong nako mag istorya gamit ang English. Mahadlok ko ijudge ko. Kung makig-istorya ko sa lain, mabalaka jud kog unsa ang naa sa ilang hunahuna sa akong English speaking skills. I am so afraid of having grammar mistakes or if I mispronounce some words." [Nervousness prevents me from fully expressing myself in English because I fear being judged. I constantly worry about what people might think of my English-speaking skills when I am talking to them, afraid of making grammar mistakes or mispronouncing words.] SR19

The responses provided by the students during the interview indicate a common theme of nervousness when it comes to their ability to speak and communicate in English. They express feeling nervous about making mistakes and being judged by others. There is a constant fear of being unable to convey their thoughts effectively or communicate accurately. This nervousness and anxiety often hinder their performance, leading to a blank mind and difficulty finding the right words. One respondent mentions explicitly how their fear of adverse reactions and criticism keeps them from fully expressing themselves in English, causing worry during conversations or presentations. They are afraid of making grammar mistakes or mispronouncing words, constantly concerned about how others perceive their English skills. Overall, the interpretation highlights the students' apprehension and concerns about their English speaking and communication abilities.

Practical communication abilities are crucial for learners in the connected world of today, just like any other professional ability. The need for increased confidence, which impairs English language learners' capacity for communication, poses a significant problem. This frequently causes learners to avoid using language, which results in avoidance behaviors. It is important to stress that consistent practice is essential for enhancing language abilities and mastering speaking. When learners stop using the target language, their speaking skills stagnate, causing confusion, nervousness, and fear when speaking in English is required (Khan, 2015).

3.5 Students' Perception on the Importance of having Good English Speaking Skills

The students are starting to share their perception of the importance of having good English-speaking skills. The themes that emerged from this category are: getting many opportunities, influence academic sucess, and empower individual growth.

Getting Many Opportunities. The theme emerged during the interview when students were asked about their perception of the importance of having good English-speaking skills. The respondents emphasized that possessing strong English language proficiency opens up numerous opportunities and advantages in various aspects of life.

"Some of the perceptions others have about my English-speaking skills can also be advantageous for my future, opening up many opportunities. Having strong English-speaking skills can lead to valuable connections beyond the country's borders." SR2

"Strong English speaking skills are advantageous for future employment opportunities, especially for working abroad. They also provide an edge during job interviews." SR3

"Being proficient in English provides an opportunity to assist or teach those who are not fluent in the language. Understanding English opens doors to numerous opportunities." SR5

"For me, being proficient in English opens up various opportunities, such as public speaking, excelling in academics, hosting events, and experiencing fewer communication barriers when interacting with others." SR8

"Having strong English-speaking skills is a significant opportunity for me because I will soon become an English teacher. It's essential because how can my students learn from me if I, as their teacher, cannot communicate effectively in English?" SR11

"It provides many opportunities." SR15

"English is crucial for students as it expands their minds, fosters emotional development, and enhances their quality of life by opening up job opportunities." SR17

" Being proficient in English enables us to access numerous job opportunities that require strong English-speaking skills." SR18

" English proficiency offers abundant opportunities, particularly in today's digital age, as it allows us to teach students from other countries through online platforms." SR20

The respondents in the interview expressed a strong perception of the importance of having good English-speaking skills and the many opportunities it brings. They acknowledged that proficiency in English opens doors to various advantages and connections, both domestically and internationally (SR2). They recognized the benefits of good English speaking skills for future job prospects, including opportunities to work abroad and perform well in job interviews (SR3). Furthermore, they highlighted the potential to assist and teach others who struggle with English, emphasizing how language proficiency leads to numerous opportunities (SR5).

Improving one's English communication abilities can have a big impact on future professional opportunities as well as social connections. In professional situations and during job interviews, effective communication is crucial. Because many interviewers conduct interviews in English, proficiency in English enables people to communicate their ideas and opinions in job interviews clearly and effectively. Because it is precise and enables people to communicate their intended message without ambiguity, English is largely acknowledged as the ideal language in the business world. However, employing improper language, tenses, or prepositions might make a statement sound less accurate. Therefore, having a strong command of the English language is essential to enhancing professional competency (Pandey & Pandey, 2014).

Influence Academic Success. The theme of emerged during the interview when students were asked about the importance of having good English-speaking skills. The respondents shared their perspectives on how proficiency in English has a direct impact on their academic performance and achievements.

"During my first year, it was challenging for me to adjust in class, particularly when presenting in English, especially after transitioning from the online setup back to normal settings. However, I have always believed that being proficient in English is advantageous for excelling in class." SR4

" Being able to speak English fluently increases one's chances of excelling in class, particularly in performance-based tasks such as giving speeches in front of the class. " SR6

"It's like having a universal language that enables me to communicate effectively and understand a broader range of lessons and reading materials." SR10

"Being proficient in English gives me the confidence to actively participate in classroom discussions and share my ideas, thereby excelling academically. " SR14

" Most of my classmates who are on the dean's list excel not only in speaking English but also in writing. Excellent English skills are crucial for academic success." SR16

"I believe that being proficient in English or having a strong understanding of English words is advantageous for excelling in class because it makes the lessons easier to comprehend, especially during oral recitations when active participation is required." SR19

The students' responses highlight the importance of English proficiency for academic success. SR4 shares the difficulty faced during their first year when presenting in English, emphasizing the advantage of English proficiency in excelling academically. SR6 states that fluent English opens doors for better performance in class, especially in tasks like public speaking. SR10 views English as a universal language that enhances communication and understanding of lessons. SR14 points out that being skilled in English boosts confidence, leading to active participation and academic excellence. Overall, these perspectives emphasize the significance of English proficiency in achieving academic goals.

Racca and Lasaten (2016) claim that instructors agree that mastery of the English language is the cornerstone of academic success. Language abilities are crucial for working with computation, writing, and reading. This demonstrates the connection between knowledge of a common languages and more sophisticated communication skills. Without a doubt, a key factor in predicting academic accomplishment is linguistic ability.

Empower Individual Growth. The theme of emerged during the interview when students were asked about the importance of having good English-speaking skills. The respondents shared their perspectives on how proficiency in English not only improves their communication abilities but also empowers them personally and enables growth in various aspects of their lives.

"Previously, I struggled with public speaking in English, but I have seen some improvement through consistent effort and practice. I dedicated myself to this because I believe it will benefit me in many ways." SR1

"My dream is to travel abroad, and as a student, I recognize the importance of having good English-speaking skills. This proficiency will enable me to communicate effectively and connect with random people who use the

English language wherever I go. Having this skill will empower me to pursue more opportunities abroad." SR7

"Having proficient English-speaking skills is essential because English is a global language. It empowers me to pursue my passion for travel and exploration beyond the borders of my country." SR9

"Para nako no kung maayo ka mo English, it will give you the confidence to interact with others and empower you to be better." [In my opinion, being proficient in English not only gives you confidence when interacting with others but also empowers you to become a better person overall.] SR13

The respondents have shared their personal experiences and beliefs regarding the empowerment of being good in English. They acknowledge their initial struggles with public speaking in English but have seen gradual improvement through consistent effort and practice. They believe that improving their English-speaking skills will benefit them in various ways. One their passion for travel and exploration outside their country. These responses highlight the students' understanding of the empowering nature of English proficiency in fulfilling their aspirations and broadening their horizons.

The ability to communicate effectively is essential in today's society, and success in any career depends on having these abilities mastered. Therefore, of the four language abilities, speaking is the one that is most necessary for effective communication in today's globalized society. The student views it as a way to interact with locals while they are traveling and follow their passion of discovering various cultures. Another student understands the value of English as a universal language and how having a strong command of it enables them to succeed (Rao 2019).

The findings of this study have significant practical implications for the BSED-English program. Firstly, the program can make informed decisions regarding curriculum development and instructional practices by assessing the proficiency of primary English students in spoken English and their sociolinguistic awareness.

These activities provide opportunities for students to practice and apply their English language skills in real-life contexts. Additionally, the study highlights specific challenges and areas of improvement for English primary students in spoken English. Based on these findings, targeted interventions or support mechanisms can be designed within the program. It may include additional speaking practice opportunities like peer tutoring programs to enhance students' English speaking skills.

Moreover, exploring sociocultural factors influencing students' speaking abilities can guide the creation of a culturally responsive environment within the BSED-English program. Emphasizing inclusivity, understanding students' diverse cultural backgrounds, and incorporating culturally relevant content in the curriculum can foster an environment that values and respects students' sociocultural identities. This can enhance student engagement, motivation, and overall language learning experience.

3.6 Recommendations to Better Accommodate Students' Experiences in English Language Speaking

Based on the findings, the researcher endorses the following recommendations:

1. It is recommended that the College of Teacher Education, Arts and Sciences creates a supportive and inclusive environment where students feel comfortable and motivated to practice their English language speaking skills. Additionally, instituting a system for ongoing assessment and feedback on students' English language speaking proficiency will help them identify areas for improvement and guide their language development.

2. Recognizing the specific challenges faced by students in English language speaking, English teachers should provide targeted support in areas such as grammar, pronunciation, and vocabulary. Incorporating interactive and engaging language learning materials and techniques can help students overcome these challenges more effectively.

3. To enhance the support and guidance provided to students in their English language learning journey, it is recommended for CTEAS Department to offer professional development opportunities for teachers. These opportunities should focus on improving teachers' own English language proficiency and enhancing their teaching strategies. By enhancing their language skills, teachers can serve as effective models for students and better understand the challenges they face.

4. English major students should make use of online resources, such as language learning platforms and apps, to supplement their learning and further develop their English language speaking skills. It is also beneficial for students to create a supportive study group or language partnership where they can practice speaking English together and provide feedback to one another. Lastly, maintaining a positive mindset, embracing mistakes as learning opportunities, and setting realistic goals will contribute to continuous improvement in English language speaking abilities.

5. For future language researchers, it is recommended to explore the influence of specific sociolinguistic and sociocultural factors on students' English language speaking

experiences. By examining variables such as cultural background, socioeconomic status, and language exposure, researchers can better understand how these factors shape students' language development and communication skills.

4 CONCLUSION

The findings shed light on the spoken English proficiency of English major students and the factors influencing their language learning experiences. The study revealed that students are required to speak English during public speaking and class interactions, aligning with the principles of the Communicative Competence Theory. Students face challenges in grammar usage, pronunciation, and vocabulary, emphasizing the need for continuous improvement in these areas. Thus, students employ various strategies, such as utilizing social media and technological applications, reading English books aloud, and watching movies and dramas, to overcome these challenges, reflecting the sociocultural influences on language learning.

Furthermore, students have diverse feelings about their ability to speak and communicate in English, including confidence, motivation, and nervousness. These emotional and psychological aspects of language learning align with sociocultural theory's emphasis on social interaction and cultural factors. Students perceive good English-speaking skills as crucial for gaining opportunities, academic success, and personal growth, highlighting the importance of English proficiency in various contexts.

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By integrating discourse analysis within the Communicative Competence Theory and sociolinguistic analysis within the sociocultural theory, this study provides a comprehensive understanding of English major students' spoken English proficiency, their competence in different discourse contexts, and the sociolinguistic and sociocultural factors that shape their language learning experiences. The findings contribute to the existing knowledge in the field of teaching English and curriculum development. They underscore the significance of effective language instruction that considers both linguistic competence and sociocultural influences to enhance students' spoken language abilities, interactional competence, and overall language learning outcomes.

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