

**DETERMINING THE CHALLENGES IN ENGLISH LEARNING  
SPEAKING SKILL FOR PRE-UNIVERSITY STUDENTS****\*Norshahida Hassan<sup>1</sup>****Rafiza Abdul Razak<sup>2</sup>****Siti Hajar Halili<sup>2</sup>****Amirrudin Kamsin<sup>3</sup>****Sabrina Adia Mohd Sharizal<sup>4</sup>**

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**Abstract:** Due to the conditions in which students adjust themselves after high school and into college, specifically pre-university, this paper aims to determine the challenges pre-university students face in learning speaking skills for English subjects. Since pre-university students have numerous subjects to focus on during their academic period before entering their preferred universities, the attention to non-main subjects is limited. Hence the need to understand students' perceptions in continuing their English study, especially for their speaking skills. This study uses a quantitative method, in which the researchers provide the pre-university student candidates questionnaire forms enquiring about their perceptions, needs and motivation levels that they possess during English learning speaking classes. From the results taken from the data, it is revealed that the pre-university students perceived that they do not have a negative view towards English classes. However, they do opionate that in order to have good speaking skills, one must possess good syntax and semantics skills. They also perceived they would perform well by studying with the materials given by the instructors. If they performed lower than expected, they took the initiative to study and perform better than the previous achievement. The importance of this study is to help instructors understand their students' perceptions towards English learning speaking skills better, their motivation and the need for instructors to provide a better and more convenient environment for pre-university students to learn in the classroom.

**Keywords:** Pre-University Students, University Adjustment, Motivation, Perceptions, Challenges, Speaking Skill, Education

**INTRODUCTION**

In pursuing higher education, students must go through years of proper education via teaching and learning, with legal and authorized levels of academic qualifications, including primary and secondary education certificates. To do so, the students must do well in their secondary English language subject level per the Ministry of Education. The idea of them doing well in the subject gives a sense of urgency and responsibility to achieve a good grade. Hence, the thriving motivation that they possess to excel in the English language in their academic journey. However, their motivation was all on the lam. Since then, when these students enter the pre-university stage of their lives, they tend to think that the idea of studying and putting effort into the English subject is no longer necessary as they think that their focus and effort should be put on other subjects, e.g., Mathematics and Sciences, as these subjects have more heavy weighting and content compared to the English language subject.

Due to the frequent changes in the language and education system, various teaching tools have been discovered and implemented to ease teaching and learning and to promote contact between teachers, parents, and learners. Hence, it is necessary to discover a way to persuade students to take an English language course seriously and to do it effectively, particularly during this challenging period when it is considered that their motivation level and desire to study are dwindling, aligning with Sah Allam et al.'s (2020) finding which argued that the other teaching and learning methods such as online learning method bore advantages in both learning and teaching process, contrasting to the conventional method as students can have more flexibility in their learning process in terms of location, time and money management, and connect with their instructors via online active interaction. In a way, the pre-university students only learn English for the sake of learning the subject to pass their grades, hence, the demotivation among these pre-university students. This leads to the students putting more of their efforts towards

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other subjects and only a handful of them have truly tried to learn English in their class as they do not see the significance of learning language. These students must adapt to the everchanging situations of learning a language from high school to pre-university or college, or on a more familiar note, transitioning from one level of education to another as a part of the university adjustment process.

To add, speaking is regarded as one of the most essential tertiary-level talents that students must master. Speaking proficiency involves the communicative capacity to speak and transmit information using words in a variety of acceptable circumstances. In other words, speech is a crucial skill that deserves greater recognition in both the first and second languages since, unlike the other three skills, it reflects the views and personalities of the individuals. Dalem (2017) found that speaking ability is the most important talent in the second language learning sector and is vital for many ESL learners to obtain. Some English second language learners (ESLL) are adamant that oral proficiency is the key to their second language learning success. According to Tuan and Mai (2015), the primary goal of English language instruction is to enable students to speak English fluently and effectively. However, oral communication in a fluent and accurate manner is not a simple challenge for second language learners, particularly those with little or no foundation in the language. Most students suffer while communicating or speaking in English in front of others.

Additionally, speaking is one of the essential tertiary-level talents students must master. Speaking proficiency involves the communicative capacity to speak and transmit information using words in numerous acceptable circumstances. In other words, speech is a crucial skill that deserves greater recognition in both the first and second languages since, unlike the other three skills, it reflects the views and personalities of the individuals. Dalem (2017) found that speaking ability is the most important talent in the second language learning sector and is vital for many English as a Second Language (ESL) learners to obtain. Some English Second Language Learners (ESLL) are adamant that oral proficiency is the key to their second language learning success. According to Tuan and Mai (2015), the primary goal of English language instruction is to enable students to speak English fluently and effectively. However, fluent and accurate oral communication is not a simple challenge for second language learners, particularly those with little or no foundation in the language. Most students suffer while communicating or speaking in English in front of others.

Ur (2013) acknowledged that numerous factors contribute to speech difficulties. He remarked that students are anxious about making mistakes, fearful of criticism, and occasionally shy. He added that students cannot communicate and express themselves well. As a result, they are typically quiet. This statement is comparable to the fact that, for instance, students lack motivation to develop their English-speaking skills because they do not feel the need to do well in class. Speaking demands specific attention and concentration, particularly in ESL lessons. Speaking is regarded as a difficult skill to acquire or learn. It is a widespread issue that prevents students from speaking eloquently and causes them to perform poorly in this oral skill. Speaking difficulty is typically attributable to psychological issues such as shyness, lack of desire, and low self-esteem (Suliman, 2020). Fear of public speaking, lack of self-confidence and body language qualities, unwillingness to communicate, being laughed at, fear of speaking evaluation, and limited linguistic knowledge are identified as the most significant challenges students face, according to Abdullah et al. (2019). Kumar (2018) found in his research that pupils who are less worried when speaking English have a higher degree of academic accomplishment than those who are very anxious. Since these pre-university students have minimal or no mastery of the language, they cannot force themselves to concentrate on improving their skills. As a result, they lack confidence in their ability to succeed, which poses issues for them when they pursue higher education.

Students may find them frustrating or distracting as they reach the pre-university level when they must adapt and struggle with the obstacles of communicating or talking to talk. When students discover that English is no longer required at this grade level, they feel there is no reason to score. The English Language course is not a top priority for students' time and attention. When pursuing multiple goals concurrently, a person's motivation and capacity to pursue some goals can influence their motivation and ability to pursue others. This fact is certainly true for college students, who frequently struggle to balance academic (e.g., success in their classes, completion of dual and triple majors), pre-professional (e.g., attending conferences or job fairs), social (e.g., making friends, finding a romantic partner, having fun), and physical (e.g., maintaining a healthy lifestyle) objectives (e.g., getting adequate sleep, exercising). Therefore, educators should consider how to design their courses to maintain student interest.

It is necessary to employ suitable instructional strategies to aid students in recognising the significance of English in comparison to other courses. Plus, an engaging strategy is essential to increase their drive and confidence. When addressing this issue, we must establish a platform to gather their interest in speaking and boost their desire to

learn more. Students must be driven to acquire and confidently apply new abilities. Therefore, it is the responsibility of educators to aid children in this transition since this will lessen their difficulties in adjusting to their new surroundings.

## LITERATURE REVIEW

The purpose of this study is to observe the use of technologies to facilitate students in learning and adapting English speaking skills. It is important to note every aspect that contributes to this study, as every relation will give a clear clarification of the reasons behind the objective of this study and help produce a good platform for online learning purposes.

### *Challenges among ESL Pre-University Students in Speaking Skills*

Rao (2019) mentioned in his study that the worldwide community of diverse languages and cultures accepts English as a universal language since the English language has nearly identical characteristics around the world. This remark implies that English is the most universal language, or, to use a more common term, a global language capable of being accepted in any other country despite cultural and linguistic differences. Given the widespread use of the language globally, it is unsurprising that students should be able to acquire, comprehend and master the language regardless of their academic performance. In countries where English is labelled as a foreign language, or EFL (English as a Foreign Language), most learners find it difficult to learn or master the language for a list of reasons. A study conducted by Kovalenko (2021) on a group of Ukrainian students revealed that not all students have the same motivation or purpose for learning English, as some of them view English as merely a course or subject that must be passed and do not recognise its significance as a means of communication with which they can adapt to new technological and scientific advancements. In other words, the students view these English classes as a way of obtaining a passing mark and assume that the material they are required to acquire in order to pass will not be applicable to their actual lives. It would be difficult for professors to instruct these unmotivated students, whose perspective on learning the language is limited to academic-related matters.

In research by Pratolo et al. (2019), they discovered elements that contribute to the obstacles of speaking skills encountered by EFL Indonesian students, based on their research question ‘What are the challenges in speaking English?’ posed to the students. The students then responded to the question, and based on their responses, they were divided into several topics such as language boundaries (relates to the vocabulary usage, pronunciation, grammar, fluency of the student, and how their mother tongue affects their speaking skill), psychological factors (anxiety in speaking), patron factors (peers and unstable class participation), topics given (low knowledge depth and uninteresting topic), and means of speaking practise (through media or peers). According to the research, these factors are experienced by these students, and the instructors should be able to encourage and facilitate them, promoting the classroom to be more encouraging for the students to speak in classrooms and making the learners feel at ease to support fluent communication and reduce stress. It is recommended that students gain experience with various teaching methods and techniques to improve their ability or skill to speak English in the classroom. This will provide more opportunities to practise the targeted language and improve their English-speaking ability.

Tuan and Mai (2015) noted a limited number of events and factors causing pupils to struggle with speaking and skill development. They determined that inhibition, or self-consciousness, is one of the primary causes affecting their inability to improve their speaking skills. It is believed that pupils are embarrassed by the mockery they receive for their blunders and have bad attitudes regarding criticism. In addition to being unable to recall what they wished to communicate, the pupils lacked the motivation to express themselves because of their inability to recall (Leong & Ahmadi, 2017). In support of this assertion, students may have trouble expressing their opinions and thoughts due to a lack of knowledge about a certain issue, resulting in a lack of enthusiasm to speak in class.

According to Tuan and Mai (2015), the third issue is the low participation of students in class. They opined that the number of students in a speaking class is the cause of low-class participation since certain students may dominate the discourse or topic while others have few opportunities to speak up or do not engage at all. The fourth point is that learners are more comfortable and inclined to use their mother tongue because it is easier for them to convey their true thoughts and context without worrying about using inappropriate sentence structure or grammar. This is compatible with the first and second reasons (inhibition and difficulty conveying meaning, respectively). This can be observed when the lecturer assigns a topic for the students to discuss; they may not have sufficient knowledge of the issue, so they will attempt to express what they know using their native language.

### *English Speaking Skills*

Speaking is one of the most essential talents to cultivate and improve for effective communication. Speech abilities are regarded as one of the most challenging areas of language acquisition due to their ties to other forms of communication, such as grammar, paralinguistic features, sociolinguistic competencies, and discourse (Dincer & Yesilyurt, 2017). Many language learners find it challenging to convey their thoughts in a foreign language adequately, thus, it is also challenging for them to express themselves in the spoken language effectively. According to Ariyanti (2016), most of the time in language learning classrooms, students avoid speaking in the target language due to their fear of making mistakes, discomfort with their teachers, fear of being laughed at and ridiculed by their peers, lack of self-esteem and confidence, feeling that they are far from being as good as a native speaker, and their negative self-perceptions of language proficiency and negative attitude of their teachers. They frequently lack sufficient vocabulary and practice, making it difficult to speak English fluently (Syafiq et al., 2021).

Motivation can both influence and be influenced by the components of language learning in relation to learning and practising English. According to Merisuo-Storm (2007), an integrative and welcoming attitude toward the individuals whose language is being acquired sensitises learners to the audio-lingual components of language and makes them more attentive to pronunciation and accent. If learners have a hostile attitude toward the language, they will not make significant progress in acquiring the different features of the language (Leong & Ahmadi, 2017). These findings support that communicative competence alone is insufficient for learners to improve their speaking abilities. Without a good attitude toward speaking, learners will not be able to achieve the goal of speaking, and without the proper motivation, they will not be able to speak successfully either.

In the framework of this paper, we will concentrate mostly on high school students. As soon as they enter the pre-university level, pre-university students have a lot on their plate. Pre-university students are required to take three to five subjects per semester, and these subjects have a significantly larger weighting in terms of marking, and the subject matter is much more in-depth and advanced than what they studied in high school. Cheng and James (2010) found that pre-university travel and experience impact individual career decisions and the development of human capital in society substantially. As a result, these students tend to disregard elective subjects such as English, Religious Studies, General Studies, and Extracurricular Activities in favour of the core topics they feel would help them choose a vocation or a specific degree in college. Students do not see that these elective classes will assist them in choosing a vocation and merely work to pass them to earn a passing grade for pre-university. In a parallel study of language anxiety among English language learners in higher education, many interviewees reported being quite anxious when speaking English and having tremendous difficulties doing so (Noor Hashimah Abdul Aziz, 2007). The respondents also said that their use of English is restricted to specific instances, such as when they must present or produce written works in English, but that they prefer to utilise Bahasa Malaysia in other contexts. In other words, people are more assured while communicating in their native tongue.

### *Motivation in Learning Speaking Skills*

Azlan et al. (2019) concur that the ability to communicate fluently and accurately is becoming one important language element in Malaysia. However, they also note that low self-confidence, inadequate practice, and less exposure to the language contribute to the inability to speak eloquently. Noels et al. (2000) concurred that the relevance of motivation in human action has been acknowledged for decades in social psychology and education. Therefore, teachers must take action to stimulate and encourage students to acquire the language and assist in pupils' development and learning process. Motivation is one of the most important components in the learning process, and it would be very difficult for instructors and students to learn without motivation. According to Ong et al. (2018), to learn something, one must have a high degree of motivation to achieve something, and in the case of language acquisition, the absence of a high level of motivation in learning could impair the language learning process. Consequently, the success of learning depends on the level of student motivation.

This phenomenon was observed among the participants in this study since many of them did not utilise English in their daily lives. Thus, they lacked any connection to the language and any motivation to learn it. Another study conducted by Takad Ahmed Chowdhury et al. (2021) stated students enrolled in English language classes at the tertiary level in Bangladesh lack intrinsic motivation. As a result, this affects the language-learning process, as this will undoubtedly have a negative effect on the learners' ability to attain their language-learning goals, as a most researchers attribute learners' lack of language proficiency to their lack of motivation to learn. Mas Dahrul Ihsan's (2016) research revealed that for students to be motivated to learn, they require both ample learning opportunities and consistent encouragement and support for their learning efforts. It is essential that the instructor contribute to an effective learning environment by organising and controlling the classroom.

Moreover, because anxious or alienated students are unlikely to develop motivation to learn, it is crucial that learning takes place in a supportive and relaxed environment. Therefore, pre-university students should be highly motivated to acquire speaking skills in the classroom, as this is one of the most crucial aspects of education, and that an effective learning environment will help increase their interest in education. Motivation is a vital and crucial aspect of education, especially while learning the English language. According to Dornyei (2001), instructors and students interpret the motivation for language learning and play a crucial role in describing failure and skill in language learning environments.

Regarding the topic of motivation, we must identify the forms of motivation possessed by the students to have a comprehensive understanding of their requirements and motivational sources. According to Deci and Ryan (2000), there are two types of motivation: intrinsic and extrinsic. Intrinsic motivation is described as a person's enthusiasm and desire to engage in an activity because they find it compelling. Becirovic (2017) cited as an illustration of intrinsic motivation in English language acquisition a student who has a positive attitude toward the melody, rhythm, and tone of a cultural text written in a foreign language, thus the English language itself. Extrinsic motivation is the inclination to engage in a given action for the outcome after the activity is completed. Although each reason is distinct, these two motivations complement one another. Both intrinsic and extrinsic motivation are important when learning a language, particularly English as both inspire students to improve and participate in class. Each form of student motivation towards the English language learning and speaking process is equally significant to teaching and learning the language. Moreover, being motivated in English class might improve students' academic performance, which may be the reason for their motivation in the first place, regardless of the sort of motivation they possess.

Students who lack enthusiasm to learn English are frequently trapped in an endless cycle of unfavourable judgments. The stigma of speaking English unfluently spreads in the minds of language learners, decreasing their motivation and affecting their classroom performance since they do not wish to engage and feel ashamed in front of their classmates. These negative perceptions indicate that motivation and English language are highly correlated; therefore, instructors are advised to help students by creating a stress-free environment accompanied by numerous activities to enhance their classroom performance, such as adopting and enhancing their communicative skills (Dincer & Yesilyurt, 2017).

## METHODOLOGY

In this paper, the research design used and adopted is quantitative research planning to describe what needs to be done in this research to meet the mentioned objectives of the research, which is to identify the challenges that pre-university students encountered when utilizing their English learning speaking skill. The context, objectives, and methodology of each procedure, including sampling, data collection methods, procedures, and data analysis, are described. It attempted to offer documentation of each phase of data collecting and analysis order to draw conclusions regarding the research topics and report objectives.

To fulfil the accomplishment in finding out the challenges that the pre-university students face, the research attempted to answer the research questions below:

Identifying issues, challenges, and needs of pre-university students in English learning speaking skills

- i. To determine the perspectives of pre-university students on the significance of their motivation level to acquire English-speaking skills
- ii. To determine the challenges that the pre-university students face when learning English-speaking skills.

### *Rationale for Selecting Pre-University Students*

The reason in selecting samples from a single pre-university is the convenience for the researcher to collect data there. The college location at northern Malaysia is deemed advantageous for data collection. In addition, all students at this college are required to take English Language for two years as an elective topic.

The purpose of selecting students from the pre-university college is to ensure the homogeneity of the sample population. The researchers sample persons or locations based on their membership in a subgroup with distinguishing traits (Creswell & Guetterman, 2019; Ishtiaq, 2019). Consequently, the chosen students are from the same educational background, as they are all SPM graduates currently enrolled in a matriculation institution and taking the same subjects as part of their curriculum.

### *Sampling*

The study's sample consists of pre-university students from one of Malaysia's pre-university colleges. There are 101 participants in the survey. The students are in the second semester of a two-semester curriculum and are all the same age. These students were to take English Language for both semesters. They were scheduled to take the MUET during their first semester.

Purposive sampling is used to select samples because the researcher already has some background knowledge of the participants. According to Foley (2018), this sampling method requires researchers to have prior knowledge of the purpose of their studies to select and approach eligible participants. Foley (2018) also highlighted that purposive sampling enables researchers to extract abundant information from obtained data. Therefore, the researcher's prior knowledge will aid in gathering the necessary data for the investigation.

The primary criterion for sample selection is to meet the study objectives, which are to evaluate the perspective and motivation of pre-university students in learning English Language Speaking Skills. We also wish to determine their perspective on the significance of speaking skills.

### *Data Collection Methods*

The data collection method used in this paper for the students' needs analysis process was conducted using quantitative method. Participants were briefed before answering the questionnaire on the perception of speaking skill and level of motivation when learning the skill, particularly in English. Questionnaire was selected as the instrument because questionnaires allow researchers to precisely arrange and create the data collecting plan, and respondents can complete the surveys at their convenience and pace (Jha, 2017)

### *Pilot Test*

Pilot research was done to acquire preliminary data on the topic from students. This pilot study involved the participation of 35 high school students. This was performed to validate the questionnaire for the needs analysis. The data from the pilot test were evaluated to determine the reliability coefficients and the findings. Findings. The Cronbach's alpha reliability coefficients and conclusions are calculated using the Statistical Package for the Social Sciences (SPSS) software. The instrument's internal consistency estimate is generated. Improvements were made to the questionnaires after pilot test. The minor changes are typographical and have no bearing on the original goods. According to the Cronbach's alpha scores for each Likert scale item, the questionnaire items were internally consistent.

There were thirty required response questions. There were five possible solutions (strongly agree, agree, neutral, disagree, and strongly disagree). The fundamental advantage of using Likert Scale questions is that they follow a standard way of data collecting, which makes them easy to comprehend. Moreover, because Likert Scale inquiries use a scale, respondents are not required to take an either-or stance. They can, if they wish, remain neutral.

## **FINDINGS**

The goal of this research is to view the challenges and needs of pre-university students when acquiring English language speaking skills. A survey was conducted to determine their perceptions of learning to speak in class and questioning their level of motivation when learning it.

The findings were then divided into two sections: The perceptions of pre-university students' learning speaking skill, and their attitude towards the skill itself. This part describes the process and the important findings from the analysis phase, to answer the following research question: How do we identify the difficulties and requirements of pre-university students in developing their speaking skills?

The researchers have classified the questionnaire results into certain categories:

1. Perception on English Language Speaking Skill

101 pre-university students from a single matriculation center participated in the needs analysis and completed the questionnaires. The findings encompass their perceptions of the English Language Skill learning process, their positive perceptions of the skill, and their degree of motivation to learn the skill.

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

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

Table 1.1

*Reliability statistics*

Cronbach's alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.648	.638	30

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

Table 1.2

*Descriptive statistics of the English Language Speaking Perception (ELSP) items*

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
1. I think learning speaking is fun	101	2.00	1.00	3.00	1.7030	.95441	.911
6. I think learning speaking is boring	101	3.00	2.00	5.00	4.2673	.73336	.538
15. I am excited when my speaking class starts	101	4.00	1.00	5.00	2.3069	.83358	.695
18. In my opinion, the speaking materials are difficult to understand	101	3.00	2.00	5.00	3.6040	.86115	.742
19. I find it difficult to speak English grammatically correct during the activities	101	3.00	1.00	4.00	2.3069	.82149	.675
20. Speaking with excellent pronunciation is important	101	3.00	1.00	4.00	1.8020	.80025	.640
21. If I speak in English, I find it difficult to get the meaning of a new vocabulary	101	4.00	1.00	5.00	2.7228	.86161	.742
26. I like my speaking class because my lecturer is very good	101	2.00	1.00	3.00	1.3168	.54646	.299
30. I must be better in speaking English as I can have opportunity to get some money from my speaking abilities	101	3.00	1.00	4.00	1.7228	.69453	.482
Valid N (listwise)	101						

Regarding the analysis of the English Language Speaking Perception (ELSP), Table 1.2 illustrates the mean speaking ability perception. Students in their pre-university levels view English Speaking as a vital and fun skill to master. Pre-university students concurred that speaking competence was a necessary skill for all students to acquire, a fun subject/skill to master, and that gaining the skill was not a tedious lesson (mean=1.7030, standard deviation=.95441) Even in their speaking class, they were enthusiastic (mean= 2.3069, standard deviation=.83358),

and they did not find the course materials difficult to understand (mean= 3.0604, standard deviation=.86115). However, these students reported that it was challenging to speak grammatically perfect English during speaking activities (mean = 2.3069, standard deviation =.82149) and that correct and excellent pronunciation is equally crucial (mean = 1.8020, standard deviation =.80025).

The students also reported difficulty understanding the meaning of new vocabulary when speaking (mean = 2.7228, standard deviation= 0.8616).

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

Table 1.3

*Distribution of responses, mean and standard deviation of the Confidence Items*

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

The Confidence Items discussed by the pre-university students in the questionnaire are presented in Table 4.3. According to the findings, the pre-university students all agreed that they felt unsure of themselves when they spoke English in their speaking class (mean = 2.5347, standard deviation = 1.05418), and they did feel apprehensive about the concept of speaking English outside of the classroom (mean = 2.9010, standard deviation =1.17051).

The students were likewise concerned about the statement 'I feel worried when my friends speak better English than I do' (mean=1.9505, standard deviation =.96308). This was another issue that elicited their anxiety. On the



other hand, the students demonstrated that they were at ease and had self-assurance when interacting with their instructors (mean = 3.5347, standard deviation = .98554).

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

They would be proud of themselves as well if everyone could hear how well they could speak (mean = 2.1980, standard deviation = .82486). The students went on to say that they would feel comfortable speaking in English since their professors pushed them to improve their language skills (mean = 1.7921, standard deviation = .72549)

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

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
2. I always do the speaking assignment which is assigned by the lecturer and collect it on time	101	1.00	4.00	191.00	1.8911	.63089	.398
5. When the class is started, I don't pay attention to the lecturer's explanation	101	2.00	5.00	427.00	4.2277	.74674	.558
7. If my speaking score is bad, I don't improve myself to get better scores	101	1.00	5.00	445.00	4.4059	.75071	.564
8. I like to have conversations with my friend(s) to improve my speaking skills	101	1.00	4.00	204.00	2.0198	.78715	.620
9. I enjoy the activities in our speaking class compared to my other classes	101	1.00	4.00	214.00	2.1188	.80358	.646
10. I wish I could have many native English-speaking teachers so I can improve my speaking skills	101	1.00	4.00	215.00	2.1287	.86791	.753
11. I have always wanted to improve my ability to speak	101	1.00	3.00	135.00	1.3366	.51531	.266
13. I often do my speaking assignments although it is not required by my lecturer	101	1.00	4.00	275.00	2.7228	.70879	.502
14. I do initiate to do my speaking assignments if it is not instructed by my lecturer	101	1.00	4.00	278.00	2.7525	.71282	.508

22. I use my mother tongue to help me speak if I have difficulties talking to my lecturer and friend(s)	1.00	4.00	255.00	2.5248	.83179	.692
23. If I have difficulties doing my speaking assignment, I ask my lecturer to help me	1.00	5.00	226.00	2.2376	.69496	.483
25. I have a lot of progress in speaking English after following my speaking class	1.00	3.00	190.00	1.9000	.64354	.414
28. I don't need many native English-speaking teachers in my speaking class as I have my English lecturer	1.00	5.00	211.00	2.0891	.82582	.682
29. If my speaking score is bad, I will strive to be better	1.00	3.00	153.00	1.5149	.59353	.352
Valid N (listwise)	100					

The mean and standard deviation for the Personal Control Items is presented in Table 4.4. (PC). The students reported that they intended to complete the speaking assignment given to them by the lecturer and would hand it in on time (mean = 1.8911, standard deviation = .63089). Additionally, the students reported that they intended to pay attention in their speaking class (mean = 4.2277, standard deviation = .74677). The students who are not yet enrolled in universities are inspired to improve themselves when they say that "If my speaking score is bad, I will strive to be better" (mean = 1.5149, standard deviation = .59353).

These students chose the statement that they prefer to have conversations with their friends to enhance their speaking skills (mean = 2.0198, standard deviation = .78715) because they recognised how to control their learning of the skill and chose it as the answer to the question. In comparison to the other classes, the students reported having the most fun in the speaking classes (mean = 2.1188, standard deviation = .80358).

Regarding the question of whether it is necessary to have many lecturers who are native English speakers for them to be able to improve their speaking abilities, the majority of the students agreed with the statement that having lecturers who are native English speakers might help them improve their speaking ability (mean = 2.1287, standard deviation = .86791). On the other hand, in response to Question 28, the students indicated that they did not require many English-speaking lecturers in their class because they already had an English lecturer (mean = 2.0891, standard deviation = .82582).

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

The students reported that for them to comprehend well, they used their first language to help them to speak if they encountered any difficulties talking to the lecturers and friends (mean = 2.5248, standard deviation = .8379), and if they did encounter any difficulties in doing the speaking assignment, they would ask their lecturer to help them (mean = 2.2376, standard deviation = .69496). The students also reported that for them to comprehend well, they used their first language to help them to speak if they encountered any difficulties talking.

After attending their speaking lesson, the students also stated that they had made a significant amount of improvement in speaking English (mean = 1.9000, standard deviation = .64354) and that they would try to improve if their scoring was not good (mean = 1.5149, standard deviation = .59353).

## DISCUSSION

Based on the findings described, answering the research question mentioned in the paper, the researchers have categorized the results into 3 items:

### *Students' English Language Speaking Perception*

The findings revealed conflicting evaluations of the skill. Even though the students did not have a negative view of English Language Speaking, most pre-university students stated that certain prerequisites must be completed to speak English well. For example, the students agreed that to communicate effectively, they must possess excellent grammar and proper pronunciation. The students stated that they did not practice the language at home, worsening the issues. Therefore, it hindered their performance in the skill. The students believed that with sufficient preparation and instruction from their instructor, they can improve their speaking abilities. Therefore, for students to have a high degree of speaking drive, they must also understand grammar. These pre-university students also believed that if they mastered the skill, they would have the possibility to earn a living in the future. As mentioned by Dincer and Yesilyurt (2017), English language are taught as a second or foreign language in the outer circle countries, and there were limited opportunities for language learners to practice what they have studies in the classroom and is considered as an extremely difficult & effort-intensive process. However, motivation can fuel and influence the students to push, and study and practice their speaking skills.

### *Confidence*

The Confidence Items data revealed that these pre-university students lacked confidence and motivation when using the English Language, as they were apprehensive about speaking or presenting in their English class and using the language outside the classroom. When discussing having to present in front of superior classmates, the pupils felt intimidated. The pupils also claimed that speaking in front of their teachers are intimidating. According to the collected data, pre-university students were concerned about their oral communication skills. They lacked the confidence and resolve to speak English, particularly in public. The research found that they lacked self-assurance while speaking in front of their peers and that the prospect of doing so made them anxious. According to a study conducted by Nisa and Naryoso (2018), the primary factor that causes respondents to experience anxiety is a lack of self-confidence, while the presenting component during the day produces the least amount of worry. Nisa and Naryoso (2018) hypothesised that students hesitated to speak English outside the classroom. The data collected from this study validated this theory.

### *Personal Control*

Regarding their ability to govern their skill acquisition, the students responded favourably to the question concerning personal control. For instance, if their speaking scores were low, they took the initiative to improve their grades by conversing with their classmates. In this situation, it is safe to say that students still have a will to pass their English language by doing self-study methods. Students had little trouble making their efforts to enhance their English Language Speaking Skill knowledge, as they have their initiative and personal motivation to move forward as they realize the importance of English learning speaking skills. Aligning to Stipek and Weisz (1981), in the self-determination model, the subject's views of causality trump "objective reality." There are unquestionably numerous aspects that influence people's opinions of the causes of their conduct. Relating to personal control, the students are bound to have their self-determination fuelling their control in performing in their academic journey.

## CONCLUSION

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

It is believed that instructors play a crucial role in acquiring students' trust and interest in learning speaking skills. Utilising the online platform is one way to attract their attention. These students are innate digital users. Consequently, the online platform is very familiar to them. The instructors should take advantage of the students' familiarity with a topic and fully use it in the classroom.

It is anticipated that the results of this study will be used to learn more about the students' perspectives on learning speaking skills. With this information, instructors will be able to gain an understanding of students' perspectives, allowing them to devise solutions for addressing students' concerns regarding speaking abilities.

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