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Facultad de Lenguas

**Difficulties Developing Speaking Skills in
Target Language I At LEI BUAP**

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DEDICATION

I would like to dedicate this thesis to my parents, Obdulia Gaspariano Mena, and Alejandro Tlalpa Romero, who gave the little they had to ensure I would have the opportunity of an education. Especially to my mom, who has always been there for me, supporting me in everything.

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ABSTRACT

The speaking ability is considered the crucial skill every foreign language learner should master, but for most learners, speaking is not an easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantic rules. The present research has the purpose to identify the principal challenges in developing speaking skills faced by students in Target Language 1. Since speaking well in English is crucial for learners, it is of particular interest to know what the possible reasons for challenges students are presented in communicating according to the students' perspectives. According to the information collected, it was explained what the communicative challenges students are faced when they speak in public and how these difficulties affect students in communicating efficiently. Besides, this project has the purpose to be used to raise awareness among students and teachers of students' needs to successfully develop speaking skills, then look for possible solutions. This research was carried out in the Benemerita Universidad Autonoma de Puebla at LEI BUAP, following a qualitative approach and case study method. The participants were students of Target Language 1. The cross-sectional design was used in this study looking at the data from the students at one specific point in time. The process of collecting data was an interview as an instrument, applying a semi-structured interview. The results indicate that students present difficulties in developing speaking due to some factors such as lack of vocabulary, lack of confidence, fear of mistakes, shyness, and lack of motivation.

CHAPTER 1: INTRODUCTION

1.1 Introduction

In the current globalization era, communication is crucial in achieving success in all fields. Communication is a skill that involves a systematic and continuous process of speaking, listening, and understanding. We use language as a tool for communication, and good communication is only possible by using language. Thus, there is a need for a language to communicate with others who live all around the world. “English is admitted as one of the international or global languages to unify one and people in another country because it is used worldwide in all different fields such as politics, diplomacy, international trade and industry, commerce, science and technology, and popular culture.” (Crystal, 2003 as cited in Santri E.P Djahimo et al. 2021, p.48). Besides, it serves the purpose of communicating with people who live in different regions, states, countries, and continents of the world. Despite Chinese is the most spoken language in the world, the actual situation is that wherever you go, the standard and second language is English.

Communication skills play an essential role in this modern world, and one needs to master these skills to be successful in every field. Speaking is, therefore, the most essential skill among the four linguistic abilities for good communication in this globalized world. Speaking is crucial for second language learning because we use this skill to interact, change information and clarify essential ideas. For young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learned. Nowadays, despite speaking skills are seen as the most critical skill to be acquired, it has been ignored in schools and universities. Furthermore, the primary motivation for many learners to take language classes is to become fluent speakers of a foreign language. However, many language learners consider communication skills the most challenging skill to master.

Speaking skill is a crucial aspect of learning a second language, and the function of performing a conversation measures a student's success. Besides, “Students in second/foreign language education programs are considered successful if they can communicate effectively in that language.” (Richards & Rodgers, 2014; Riggenbach & Lazaraton, 1991, as cited in Alireza Jamshidnejad, 2020, p. 1). One of the English skills that every foreign language learner should master is the ability to speak, but according to Hendra Heriansyah (2012), “For most foreign language learners, speaking in the target language is not an easy thing to undertake because learning to

speak a foreign language requires more than knowing its grammatical and semantic rules.” (p.37) Thus, speaking in the target language is a challenging task. No matter how much they know about English, they still need help with many speaking difficulties at advanced levels.

Burnkart (1998, as cited in Hendra Heriansyah 2012) explains that language learners must have three areas of comprehension related to speaking, first mechanics of language elements (pronunciation, grammar, vocabulary) emphasizing the use of primary sources in a convenient order with correct pronunciation, second language features that deal with the management of speech as a transaction and relation (e.g., knowing how to change information and giving the clarity of important message), third the sociocultural norms (such as turn taking, rate of speech, length of pauses between speakers, relative roles of participants, among others.) English Language learners also have to understand how native speakers use the language in the structured interpersonal exchange environment so they can use the language in different social interactions. According to Hendra Heriansyah (2012), “This involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.” (p.38). Therefore, Speaking is considered the most complex skill.

Some students of the target language one usually need help communicating their ideas when they speak in English, which could be because of a lack of vocabulary, nervousness, or even motivation. Therefore, it is vital to improve speaking skills since the first target language to acquire it efficiently. However, first of all, it is necessary to know and understand the challenges students present when speaking in class. Thus, this research pretends to identify, analyze and understand the Difficulties of Developing Speaking Skills in the Target Language I at LEI BUAP.

1.2 Justification

Speaking is the most critical skill to acquire in a second language, and it is necessary to communicate efficiently. However, Speaking is the main problem English learners face; they present problems communicating their ideas. Since speaking well in English is crucial for English language teaching undergraduates, there is a particular interest in knowing why students struggle to develop this skill. The present investigation arises from the necessity to investigate the difficulties in developing speaking skills to analyze and understand the main reasons for challenges students present in communicating according to the students' perspectives.

This research aims to understand students' challenges in communicating efficiently in public. Besides, it aims to provide the information professors, and students should know to find better solutions to this problem. Thus

students will not present problems at advanced levels. The data collected through this project pretends to raise awareness of the students' necessity for successfully developing speaking skills. Further, providing information for teachers to create and design material to help students improve their grammar, enrich their vocabulary and motivate the speaking practice. In doing so, English language students will achieve a great level of oral competence, then when they profess as teachers, they will be able to help their students as well.

1.3 GENERAL OBJECTIVE

Explain students' challenges developing speaking skills in Target Language 1 at LEI BUAP.

1.3.1 SPECIFIC OBJECTIVES

- Identify the difficulties that students present in oral competence.
- Analyze the possible communicative challenges students face when they speak in public.
- Understand the difficulties students have in communicating efficiently in a foreign language.

1.4 RESEARCH QUESTIONS

- What are the main difficulties students present in oral competence?
- How do students face communicative challenges when they speak in public?
- How do difficulties affect students in communicating efficiently?

1.5 PREMISE

The students of target language one show difficulties in oral competence because there needs to be more motivation and encouragement to speak in public at LEI BUAP.

1.6 METHODOLOGY

This study will be carried out following a qualitative approach. The main objective is to explain the communicative difficulties of developing speaking skills. According to Starman (2013) "Qualitative research is characterized by an interpretative paradigm, which emphasizes subjective experiences and the meanings they have for an individual." (p. 30) Then, it emphasizes the participant's perspective about the situation or process.

This research is carried out in the Benemerita Universidad Autonoma de Puebla Faculty of Languages. The participants of the study will be the students of Target Language 1. Accordingly, the research is based on a case study which, according to Crowe et al. (2011), “The case study approach is particularly useful to employ when there is a need to obtain an in-depth appreciation of an issue, event, or phenomenon of interest in its natural, real-life context.” (p.1)

The design of this research is cross-sectional. According to Crowe et al. (2011), “In the cross-sectional research design, data on the variables of interest are collected more or less simultaneously” (p.58) This study selects the entire population or a subset of it in which they collect data from these individuals, and they help to answer research questions of interest. The information that is collected represents what is happening at a single point.

1.7 LIMITATIONS

This study determines the Communicative Difficulties of Developing Speaking Skills faced by students of Target Language 1 at LEI BUAP. There are more than ten groups. However, only one of the groups will be used in this work. At LEI BUAP, five levels of Target Language are taught. However, this study is carried out only for the first one because it is essential to determine and understand students' challenges since level 1, thus bringing information for possible solutions. This research will use a qualitative approach because it pretends to gain a deep understanding of students' difficulties' experiences, thoughts, and opinions when they perform with oral competence. It pretends to dive deeper into the problem.

The four skills are essential for learning a foreign language, but this study will focus on Speaking due to its importance for undergraduate students. Besides, it is considered the foremost challenge by students and employed as the first criterion for assessing the effectiveness of foreign language education programs. This project may be more beneficial for English teachers and university learners preparing to be English teachers because it is essential to be conscious of students' challenges in speaking performance, looking for and implementing possible solutions in teaching strategies.

1.8 IMPLICATIONS

Among the four critical language skills, speaking is crucial to acquiring a foreign language. This is the primary skill the students will be judged upon most in real-life situations. This research presents helpful information about

the different kinds of challenges students deal with when they speak in public. As a result, it can help teachers be aware that students may have low ability because they are uncomfortable and have problems developing their speaking skills. Thus, the techniques for teaching English might be modified at LEI BUAP or in any class of a second language.

Besides, this research could help students learn the importance of communicative skills and be aware of their difficulties in developing a high level of speaking so they can work on it and practice their speaking ability outside of class, which improves their communicative competence. Besides, this research might be helpful for any audience interested in English as a Second Language, teaching, and learning.

1.9 RESEARCH ORGANIZATION

Five chapters structure this research. The first chapter explains the importance of speaking skills to introduce the principal aim of this research. In addition, the general objective, specific objectives, research questions, premise, and methodology are presented to explain the purpose of this work. Finally, it is presented the principal terms used in this project.

The second chapter is related to the theory that supports this work. This section presents information about the importance and definition of the speaking skill to give a general overview of the problems in developing this skill. Thus, the elements of Speaking, pronunciation, grammar, vocabulary, fluency, and comprehension, are mentioned in this research—besides elements associated with factors in teaching Speaking, among them, the teacher and students. Finally, this section presents the theory that supports the difficulties in developing speaking skills. Therefore, communicative factors are presented, such as anxiety, lack of confidence, fear of mistakes, shyness, and lack of motivation.

The third chapter presents the methodology followed by this research. First, the setting and the participants are described. Then, the essential aspects followed, such as the approach, method, design, technique, and instrument, are explained. The piloted instrument, the changes made, and the final one are the main points in this chapter. Finally, the procedures for applying the instrument and the data analysis are described.

The fourth chapter consists of the results obtained with the instrument. This section exposes ten important aspects considered necessary to develop speaking skills. These aspects are divided into two categories, communicative factors and components of speaking. Fragments of each participant's responses show the information obtained in

each reagent. Finally, the conclusions were argued and exposed according to the responses and following the theoretical framework.

Finally, the fifth chapter and the last one conclude this research. The general conclusions of the findings are presented. In addition, the research questions are answered in this section with the theoretical framework support. Finally, the context, implications, limitations presented during the process, and directions for further research are presented.

1.10 KEY TERMS

Communication: "Communication is essentially a discipline concerned with the exchange and flow of information and ideas from one person to another." (Munsaka, 2014, p.3)

Communicative competence: The ability to communicate the broad sense, that is by using language we speak and non-language or signs in semiotics. The ability to communicate from such perspective is the competence of any people of any background in society across cultures, regions and nations. (Djahimo, S., et al., 2021, p.9)

Speaking: Burns & Joyce, 1997 defined speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, the participants, and the speaking purposes. (as cited in Fattah Torky, 2006, p.30).

Challenges: Baporikar (2020) defines "Something that by its nature or character serves as a call to make a special effort, a demand to explain, justify, or difficulty in an undertaking that is stimulating to one engaged in it." (para.5)

Language learning: "Language learning is a conscious process and is the product of either a formal learning situation or a self-study program." (Kramina, 2000, as cited in Jelena, 2010, p.4)

Technique: "Implementing a procedure necessitates certain practices and behaviors that operate in teaching a language according to a particular method. These practices and behaviors are the techniques that every procedure relies on." (Rhalmi, 2018, Simplification of the Model section)

CHAPTER II: THEORETICAL FRAMEWORK

This section presents the theory that supports the research project, it is presented the importance and definition of speaking skill to give a general overview of the problems in developing this skill. All the information related to speaking, pronunciation, grammar, vocabulary, fluency, and comprehension, are mentioned in this chapter, besides features associated with factors in teaching Speaking, among them, the teacher and students. Therefore, this section presents the theory that supports the difficulties in developing speaking skills. Finally, the communicative factors are presented, such as anxiety, lack of confidence, fear of mistakes, shyness, and lack of motivation.

2.1 Definition of Speaking

Speaking is considered the most critical ability among the four essential competencies. According to experts, there are many definitions of Speaking. Burns & Joyce (as cited in Fattah Torky, 2006, p. 30) defined it as:

“An interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, the participants, and the speaking purposes. Speaking is building and sharing meaning through verbal and nonverbal symbols in different contexts.”

In addition, Harmer (2001) defined it as "The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language 'on a spot.'" (as cited in Dueñas et al., 2015, p.38)

Speaking is a fundamental skill in the language-learning process, but it takes work to learn or teach. The ability to speak is one of the four language skills. Speaking ability can be understood as expressing their minds and sharing ideas in a language. However, in speaking, students are confronted with several problems, one of which concerns language. Most students need help with Speaking, even though they have several Vocabulary and write them well. Students are afraid to make mistakes.

2.1.1 Communicative Competence

The communicative competence is considered one of the theories that emphasize factor the communicative approach. It means, it is related to learner's ability to use the language to communicate successfully. "The communicative approach is based on the idea that to learn a second language successfully, you have to communicate real meaning." (Azimova, 2019, p. 474) Therefore, Brown (1994) stated that "the Communicative Approach is a well-thought-out and vital approach to language teaching and learning because its main focus is communication; it enhances learners' communicative competence while using the target language" (as cited in Abrejo et al. 2019, p. 43). Following this, the main objective of the approach is to present a topic in a context as natural as possible thereby students engage in real communication, and as a result, students' natural strategies for language acquisition will be active and used, and this will allow them to learn to use the language.

Savignon (1984) pointed out: "Communicative approach focuses on various syllabus and teaching materials. It focuses on the implementation of functional syllabus as well as notional-functional syllabus. Moreover, the other major aspects of communicative language teaching have also included learner-centered approach, group/pair activities, role play, and games." (as cited in Abrejo et al. 2019, p. 45). In addition, Berns (1990) set that "Communicative approach is essential in terms of its value and strength to language teaching and it has diversity in various contexts. Therefore, it is used by many English language teachers all around the globe." (as cited in Abrejo et al. 2019, p. 46). This approach underscores the idea that students must communicate efficiently in different areas.

According to Tedick and Walker (1994), "The teaching of a second or foreign language is highly decontextualized, and it is no more related to learners' real-life context" (cited in Abrejo et al., 2019, p. 46). Furthermore, "Learning the language does not always guarantee the learner will be able to use the language fluently" (Richards, 2006, as cited in Toro et al., 2018, p. 111). Then, teachers should develop strategies to involve students in communicative activities as well as encourage students to take the initiative to participate and dare to express their ideas, regardless of whether they use the language correctly, but at least they have to try to improve it through constant practice.

2.1.2 Speaking Skill Development

Developing speaking skills is of crucial importance in EFL programs. Nunan (1999) and Burkart & Sheppard (2004) argue that "Success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language." (as cited in Fattah Torky, 2006, p. 14). Besides, according to Dueñas Macías et al. (2015), "Many language learners regard speaking abilities as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language." (p. 38) By considering speaking to be the most important skill they can acquire, students assess their progress in terms of their oral communication achievements.

Communicating in a foreign language clearly and efficiently contributes to the student's academic success and subsequent success at each stage of life. Therefore, teaching Speaking is an essential part of learning a second language. Following this, "If the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be." (Nunan, 1999 & Celce-Murcia, 2001 as cited in Shiamaa 2006, p. 14), It is therefore essential that language teachers pay close attention to teaching speech, providing a rich environment where meaningful communication takes place.

2.2 The Components of Speaking

2.2.1 Pronunciation

Dalton & Seidlhofer (1994) defined pronunciation as "The action of producing sounds of speech to communicate a message" (as cited in Tlazalo Tejeda & Basurto Santos, 2014, p.153). Furthermore, Ilham et al. (2019) set that:

“Pronunciation is the way for students’ to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language (p.36).”

Pronunciation is how students can produce the utterance words clearly as they speak. It means that students can communicate positively if they have good pronunciation and intonation, even if their Vocabulary and grammar are limited. For this reason, having a good pronunciation of FL is essential in oral communication.

The focus on pronunciation is a crucial aspect of EFL programs to avoid misunderstandings among the listener or be challenging to understand. "It is important to recognize that foreign language students must aim at developing a good pronunciation, but this does not mean that they have to sound exactly like a native speaker." (Tlazalo Tejada & Basurto Santos, 2014, p.153) Instead, the important thing is that students must be understood in the target language. Proper pronunciation could convey messages by interacting with others in English.

2.2.2 Grammar

Grammar is an essential element in any language-learning process. Students must arrange a correct sentence in conversation. Nunan (2013) stated that grammar is commonly defined as "A set of rules for specifying acceptable word order. In English, word order is fundamentally important to meaning." (p.178). Besides, according to Córdoba Cubillo, & Solís Hernández (2015), "The grammar of a language is what happens to words when they become plural or negative, or what order is used when we make questions or join two clauses to make one sentence." (p. 108) Therefore, grammar belongs to elements to generate good sentences. The usefulness of grammar also lies in learning the language correctly, orally and in writing.

Grammar not only allows to make proper sentences but also helps to develop effective speaking skills. "Correct grammar usage naturally plays an important role in any public speaking forum. Sentence construction in oral presentation tends to have a looser structure than in most forms of writing, but certainly not at the expense of grammatical rules." (Brown & Brown, 2014, p. 74) Therefore, grammar is a rule that is needed for students to speak more clearly and effectively. For a person with an unconscious knowledge of grammar, it may be sufficient for the easy use of language. However, the person who wishes to communicate artistically with well-defined structures must go for a greater depth of understanding and proficiency in the study of grammar.

2.2.3 Vocabulary

Vocabulary is a crucial element in the speaking development of EFL learners. According to Mofareh (2015), "Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication." (p.22). Furthermore, Rivers and Nunan (1991) argue that "The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication." (cited in Mofareh, 2015, p. 22) Therefore, with a sufficient vocabulary, people can communicate effectively and express ideas orally and in writing.

The importance of Vocabulary is demonstrated daily in and out the school. To understand the language, it is essential that the student masters the Vocabulary. Besides, it is necessary to master it to express own ideas and also to understand those of others. Limited Vocabulary is also a barrier that precludes learners from learning a language. Macis & Schmitt (2017) argue that "In EFL learning without having adequate vocabulary knowledge, learners may not show the desired results in the language learning process and its competence." (as cited in Khan et al., 2018, p. 408). Without grammar, little can be conveyed; without Vocabulary, it is impossible to convey. Then, with sufficient knowledge of Vocabulary, English learners will be able to communicate.

2.2.4 Fluency

Fluency in Speaking is the principal aim of most language learners. Richards (2006) defined "Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence." (p. 14). Besides, according to Zhang (2009), "speaking fluency skills were considered as delivering messages in normal speed without awkward words, exchanging the ideas clearly and understandable way, and the using of simple words that aims to make listeners understand" (cited in Lestari, 2018, p.12) In other words, the speaker can clearly and concisely read, understand, and respond in a language while relating the meaning and the context.

Speaking fluently belongs to the purpose of learning a foreign language. It is considered the main point of the communicative process of teaching and learning a language. According to Lestari (2018), "Students who study English as a foreign language always put high priority on speaking because they are expected to be able to communicate with the other people in the real situation and condition orally." (p.11) Therefore, they must master fluency in Speaking, as this is the primary purpose of the oral lesson. They should be able to communicate spontaneously, quickly, smoothly, accurately, lucidly, efficiently, and comprehensively with few pauses.

2.2.5 Comprehension

Comprehension plays a significant role in learning because it is easier to learn a subject if people understand it. Ilham et al. (2019) state that " It means how far students' ability to respond the oral communication. Students should be able to understand whatever the speakers say." (p.36) Comprehension of spoken language relies on perceiving and processing speech sections or formulating representations of the meaning of words, sentences, or phrases. Difficulties in any of these areas can generate comprehension problems.

Comprehension is the component of speaking that people need to avoid misunderstanding information between the speakers and listeners. Moreover, its functionality allows listeners to capture information from the speakers easily. However, "Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher." (Megah, 2016, p. 47)

2.3 Teaching speaking

According to Koran (2015) "Teaching speaking is also crucial because it can also help improve other language skills; it can help learners build vocabulary, improve grammar, listening and writing as well." (404). Teaching Speaking is to facilitate our students' understanding of speaking processes and scaffold their development of speaking competence in a systematic and theoretically- principled manner. Rather than lead students to memorization, teachers should provide a rich environment in which meaningful communication takes place. Teaching Speaking is an activity that aims to make students, as learners of a second or foreign language, speak so that they can speak fluently and have confidence in the presence of individuals or other students.

Bin Tahir (2011) stated that "The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life." (p.17) Therefore, language teachers must pay great attention to teaching speaking. Teaching Speaking should be more than putting students in pairs and teams and allowing them to communicate with each other in the target language. Conducting an oral practice activity is only an aspect of training to engage students in speaking. Teachers should make their classes enjoyable by using various methods, techniques, instruments, and materials to stimulate the students to learn English.

Teaching Speaking is to teach our learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns, and the rhythm of the second language or foreign language, select appropriate words and sentences according to the right social setting audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments and use the language quickly and confidently with few unnatural pauses, which is called as fluency.

2.3.2 Factors in Teaching Speaking

2.3.2.1 The teacher

Language learning is a process highly dependent on how the teacher teaches. In the classroom, teachers play a vital role in the students' lives. Therefore, the teacher must be more than a teacher. Teachers must be facilitators. Wicaksono (2016) suggests that "Teachers who teach speaking should use many tactics in training for this course. It is not just about delivering the material to students in a positive way; it is also about strategies to encourage students to be communicative in the process of forming and learning language." (p. 126) In addition, "Another important function of teachers is to provide opportunities for learners by encouraging them to use English not only in the classroom but also in their daily interaction with their classmates, with English teachers or just English speaking people, if possible." (Koran, 2015, p. 406)

Teachers can do a lot in the classroom to solve speech problems. According to Marium (2014), "Teachers should create a comfortable and flexible atmosphere using both theoretical and practical experience, as it is very important to provide learners such environments where learners have the opportunities to use English at ease." (p. 163). This can help students develop self-esteem and self-confidence. Teachers can also engage students in occupations such as role plays or debates. They could encourage students to talk while keeping in mind the fundamentals such as the student's age, properties, learning styles, and social and cultural environments, as these types of occupations stimulate students with positive motivation and, in addition, provide a comfortable setting for Speaking.

2.3.2.3 The students

It is necessary to underline that the students and the society in which they live are essential for the learning process. Therefore, previous student knowledge refers to the components significantly impacting the teaching and learning process, especially after the teacher shows the material. In addition, students should understand that mastery of a second language can be achieved from different possibilities using various strategies. The critical element is that the students discover the method and techniques that help them improve their oral competence.

According to Nur Laela (2017), the student's roles in teaching Speaking are:

Student as Subject Learning, (2) The learner is a member of a group and learns by interacting with others, (3) The learner is the planner of his or her own learning program, (4) The learner is a tutor for others learners, (5) The learner is monitor and evaluator of his or her own progress, and (6) The learners learn from the teacher, from the other students and other teaching sources. (p. 9)

According to Richard and Rogers (1985: 22) there are five aspects, there are:

(1) The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom, (2) The learner is monitor and evaluator of his or her own progress, (3) The learner is a member of a group and learns by interacting with others, (4) The learner is a tutor of others learners, (5) The learners learn from the teacher, from the other students and other teaching sources. (Nur Laela, 2017, p. 9)

2.4 Communicative Factors that Affect Speaking Skills

2.4.1 Anxiety

Anxiety is one of the most critical obstacles students must overcome in developing Speaking. Oflaz (2019) defines anxiety as "A state of uneasiness or irrational fear in the human being as a reflection of the fear of any danger." (p.1000). According to Arifin (2017), anxiety is "A general term of fear when students have to deliver a presentation before a group of people and other terms to refer it: anxiousness, nervousness, stage fright, etc." (as cited in Reyes & Prado, 2021, p. 33) This means that if students experience anxiety when they are exposed to activities that involve talking, some of them will not perform properly because they feel much tension that leads to episodes of anxiety.

Speaking anxiety is considered one factor affecting the ability to speak. Horwitz & Cope (1986) specify English language anxiety as "Specific anxiety affecting English learning performance." (as cited in Reyes & Prado, 2021, p. 33). Moreover can be a complicated psychological negative feeling, attitude, and belief of human beings that may appear in learners based on different issues when they learn or use a language. Consequently, once students try to speak in English and are anxious, their mind is blocked by anxiety, and they usually forget everything. Furthermore, it can affect the quality of spoken language production and make learners seem less fluent than they are.

Anxiety is an important topic that should be addressed to improve the development of skills in the target language in the classroom environment. In order to overcome anxiety, Koichi Sato (2003), in his research about improving students' speaking skills, suggests that "Teachers should be more careful about anxiety which can be intense in students, and find techniques that allow students to participate more in oral activities." (Cited in Juhana, 2012, p. 102). In addition, teachers should provide motivational feedback and create a comfortable environment to increase students' confidence and thus lower their anxiety when they speak.

2.4.2 Lack of confidence

The self-confidence of the EFL student is fundamental to starting and maintaining a conversation since speaking in a foreign language requires a high level of self-confidence that only some have. As a result, the problem among students is that they need to be more confident to trust themselves to speak English with hesitation every time they try. Gençtan (1984) and Ozbey (2004) define self-confidence as an "individual's recognition of his own abilities, loving himself, and being aware of his own emotions." (cited in Reyes & Prado, 2021, p. 36). Self-confidence brings learners the motivation and energy to be optimistic about their learning.

“It is commonly understood that students' Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers.” (Juhana, 2012, p. 102) Therefore, they prefer to remain silent while others talk, which shows that the students need more confidence to communicate. According to Ansari and Oskrochi (2004), "Self-confidence is related to selection, motivation, perseverance, vulnerability, and patterns of subjective expectations, ambition, and ambitious influence of one's self." (Cited in Tridinanti, 2018, p. 18) Therefore, self-confidence could help to achieve positive and successful results.

Kubo (2009) adds that "To build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation and to converse freely." (cited in Juhana, 2012, p. 102). In this way, students will experience a better sense of competence in speaking English. Accordingly, teachers should create a comfortable environment in the classroom to encourage students to speak English. In addition, encouraging and inspiring students, demonstrating that they will be competent and able to communicate well in English, plays a vital role in learning the target language.

2.4.3 Fear of mistake

Speaking skill requires classroom practice to develop fluency. Unfortunately, students constantly fear making mistakes in front of their classmates and teachers. According to Kurtus (2001), "The primary reason for Fear of making mistakes is that students are afraid of looking foolish in front of other people, and they are concerned about how others will see them" (cited in Juhana, 2012, p. 101). Students generally feel that other students judge their speaking ability or that the teacher will criticize them. So they want to speak and avoid making

mistakes in front of them. As a result, Hieu (2011) argues that "students commonly stop participating in the speaking activity" (cited in Juhana, 2012, p. 101).

Moreover, Tanveer (2017) claims that "Learners feel afraid of committing mistakes and are intimidating because in the classroom they always find people who blame them for any mistakes and they feel frustrated of making mistakes in front of teachers because they think that it could affect the end of course scores." (Cited in Reyes y Prado, 2021, p. 31) The Fear of negative evaluation leads to speaking anxiety which causes students to be scared when they speak in the classroom. When students are afraid of speaking, they find it challenging to develop the essential fluency to improve their ability to speak in English.

"It is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes." (Januariza & Hendriani, 2016, p. 470) Therefore, teachers play an essential role in helping students to overcome the Fear of mistakes. The teacher could create a supportive learning atmosphere and a harmonious environment that minimizes student nervousness, where all students want to develop their language skills. This way, students are expected to feel comfortable with their teacher and be sure that the teacher will help them if they make a mistake.

2.4.4 Shyness

At some time, many students have experienced Shyness when they are asked to speak in English class. Heitz (2019) defined Shyness as "A feeling of Fear or discomfort caused by other people, especially in new situations or among strangers. It is an unpleasant feeling of self-consciousness, a fear of what some people believe others are thinking." (cited in Reyes y Prado, 2021, p. 35) Besides, Buss (1980) defined shyness as "An inhibition of expected social behavior followed by feelings of tension and awkwardness." (cited in Kohzadi et al., 2014, p. 51)

Shyness can be a source of inconvenience in students' learning activities in the classroom, particularly in speaking practice. Some learners are shy because of their nature, and they tend to be very quiet. As a result, "The students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher." (Januariza & Hendriani, 2016, p. 470). In addition, students may be afraid and think their friends will laugh at them because of their low ability to speak English.

"Shyness is a problem that many EFL learners have to deal with when it comes to speaking in the classroom with someone or in public, and it results in a low mark in the speaking class because the professor assumes the student does not have the proper skills to do it." (Reyes y Prado, 2021, p. 35) However, in the main, Shyness plays a fundamental role in the oral performance developed by the students, and paying attention to this problem is essential in helping students to show their best in their speaking performance in the classroom.

2.4.5 Lack of Motivation

Motivation is the most widely used general concept to describe the success or failure of any complex task. It is simple to note that success in tasks is simply due to someone being motivated. Salvin (2001) defines, "Motivation as an internal process that activates, guides and maintains behavior over time". (as cited in Rehman et al., 2014, p. 254). Moreover, Aouatef (2015) claimed that "Motivation is a kind of impulses that moves people to achieve certain expected goals, these urges and motives may come from the love and the enjoyment of what we are doing." (p. 7) In learning a second language, ensuring that a student with the right motivation will succeed is easy. Then motivation is one of the most critical factors that play a fundamental role in the classroom.

Motivation is seen as one of the critical factors influencing students' achievements and behaviour. Besides, student's motivation in Foreign Language Learning could be affected by many factors, such as age, culture, personal interests, or even the environment, and so on. Bourezanne (as cited citó in Reyes & Prado, 2021, p. 32) argues that "The Lack of motivation may happen because of many factors such as the bad relationship with the teacher, the unorganized classroom, the uninteresting activity or topic, the learner's state like tiredness, illness, hungry, and even the time especially in the afternoon, etc." Thus, these components can reduce student motivation and, even more, prevent student collaboration in the classroom.

The Lack of motivation affects their performance in speaking. According to Jannah & Fitriati (2016) (as cited in Reyes & Prado, 2021, p. 33), "Some of the students do not show great intrigue, enthusiasm, do not concentrate on the speaking lesson, and do not enjoy during speaking learning process toward the different problem and most of them did not satisfy with the speaking learning result." Then, it is crucial for teacher to maintain students motivated and keep their attention using motivaational resources. Considering all of this, motivation generates effective second-language communicators by planting the seeds of self-confidence.

CHAPTER III: METHODOLOGY

This chapter details the research methodology for this study. First, the information about the purpose, setting, and the participants used will be detailed here. This research used a case study; then, the description of the design, the technique, the instrument, the data collection about the participants' experiences, and the analysis of results are explained.

3.1 Setting

The research was conducted in the Benemerita Universidad Autonoma de Puebla Faculty of Languages. This university offers two undergraduate programs: the first in English Language Teaching and the second in French Language Teaching. For this research, the participants were from English Language Teaching, specifically of the subject target language 1. The faculty's objective is the necessary training of professionals in the linguistic, communicative, socio-cultural, technological, and labor skills required to promote intercultural communication in different languages to face the challenges of the globalized world.

3.2 Participants

The participants of this research were students from Target Language 1 of section 001. Two teachers from target language 1 were contacted, however, there were problems in applying with the other section. On the other hand, the teacher in charge from section 001 was completely willing. Therefore, this group was selected. Due to the pandemic, the group was working with half of the students, therefore, on the day of the instrument application there were 7 students, and all agreed to participate. To know and understand the problems that students are facing in speaking skills from the beginning of their major, if some suggestions are proposed to address these challenges from the target language 1, they will perform better in activities involving speaking in the target language.

3.3 Methodology

This study was conducted using a qualitative approach; the main objective is to explain the communicative difficulties of developing speaking skills. According to Starman (2013) "Qualitative research is characterized by an interpretative paradigm, which emphasizes subjective experiences and the meanings they have for an individual." (p. 30)

The research is based on a case study method which, according to Crowe et al. (2011), “The case study approach is particularly useful to employ when there is a need to obtain an in-depth appreciation of an issue, event or phenomenon of interest, in its natural real-life context.” (p. 1). That is why it was designed to employ this methodology; the aim is to know and understand challenges students face when developing speaking skills.

The design of this research is cross-sectional. According to Bell et al. (2019) “The cross-sectional research design comprises the collection of data in the form of observations on a series of variables at a single point in time.” This research aims to understand students' challenges in communicating efficiently in public. Moreover, this research pretends to gain a deep understanding of the experiences, thoughts, and opinions of students' difficulties when they perform with oral competence. It pretends to dive deeper into the problem.

This study focused on experiences, thus collecting data using an interview technique, applying a semi-structured interview. According to Young Ok Jong & Chae Kwan Jung (2015) "In a semi-structured interview, interviewers have a general idea of where the interviewee should go and what should come out." (p. 31) Besides, "The semi-structured interview approach allows depth to be achieved by providing the opportunity on the part of the interviewer to expand on the interviewee's responses." (Young Ok Jong & Chae Kwan Jung, 2015, p.31)

The instrument was initially written in English. However, it was applied in Spanish to give students the confidence to talk about their experiences and explain the most possible. Suppose the interview had been applied in English. In that case, students might not express their opinions and experiences as they wanted because they are in the Target Language 1 and might be dealing with speaking problems, or they could not be confident enough.

3.4 Instrument

For this research, a semi-structured interview was designed. It consisted of ten questions; the first five were to gain students' experiences and feelings when speaking in front of an audience, and the other five were to get their opinions on the importance of speaking components. The original instrument can be seen in Appendix I. The instrument was initially written in English, but it was decided to apply it in Spanish (Appendix 2) to give students the confidence to tell and explain as much as possible their experiences. Suppose the interview had been written and applied in English. However, in that case, students may need to be more confident to express their opinions and experiences as they want because they are in the first Target Language.

The instrument was designed following the variable chart. However, it was revised by the assessor, and he suggested some changes because it was not clear; then, six of the questions were rewritten (See Appendix 3). The instrument could already be applied in this way. Nevertheless, it was decided to make other changes. Therefore, it was rewritten a second time. Once it was revised and accepted by the thesis assessor, the final instrument was obtained (See Appendix 4)

3.5 Procedures

In order to apply the instrument, it was necessary to search in the list of subjects for the current semester in which teachers were working with the first Target Language. Then it was asked classmates of the faculty if they knew the email or number of any of the teachers from Target Language 1. As a result, two contacts of two teachers were obtained, both were written to ask if it would be possible to apply the instrument in their group, and both teachers accepted. However, there were problems with the schedules of one teacher, and with the other, there was no problem. Therefore, the date and time were agreed upon for the application of the instrument.

Due to the current situation of the classes in the Faculty of Languages, only seven students were interviewed. Students were explained what the interview procedure would be. In addition, they were given informed consent (See Appendix 5) in which the purpose of the interview is explained; they read it and signed it, thus agreeing to participate in the study. The interview lasted approximately 3 minutes per person, and each person was asked permission to record their answers.

3.6 Data Analysis

Once the instrument was applied, all the information collected was transcribed to an Excel chart. (See Appendix 6) The table consists of eight rows and eleven columns; in the row are the participants, in the columns are the questions, and each cell contains the students' answers. In order to maintain the anonymity of each student, a number was assigned to each participant, so each row shows us the number of each participant.

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CHAPTER IV: FINDINGS

This chapter presents all the information gathered in the interview application as an instrument related to difficulties developing speaking skills in the target language 1. The information is divided into two sections. The first section presents the communicative factors students present when they speak: anxiety, lack of confidence, fear of mistake, shyness, and lack of motivation. The second section presents the components of speaking. It involves pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 4.1 Variable chart

Variables	Indicators	Operational definition
Communicative Factors	1. Anxiety	Students experience anxiety when exposed to activities involving talking, so they do not perform correctly.
	2. Lack of confidence	Students cannot trust themselves to speak English without hesitation whenever they try.
	3. Fear of mistake	Students are afraid of looking foolish in front of others and are concerned about how others will see them.-
	4. Shyness	Students feel shyness because they present fear or discomfort caused by people they do not know.
	5. Lack of motivation	The lack of motivation affects students' performance in speaking due to bad relationships with the teacher, the unorganized classroom, uninteresting activities, or topics, and so on.
	6. Pronunciation	Students need proper pronunciation to communicate clearly by interacting with others in English.

The Components of Speaking	7. Grammar	Students should learn grammar to generate good sentences. However, people who wish to communicate artistically with well-defined structures must go for a greater understanding and proficiency in the study of grammar.
	8. Vocabulary	Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.
	9. Fluency	Students with speaking fluency deliver messages at average speed without awkward words, exchanging ideas clearly and in an understandable way.
	10. Comprehension	Comprehension is the component of speaking that students need to avoid misunderstanding information between the speakers and listeners.

Table 4.1.1 Benchmarks responses

Bold	Indicates spoken emphatically
—	Noticeable pause in the speech
(unintelligible)	Utterances that could not be understood
<u>underlined</u>	Hesitation

4.1 Communicative Factors

Speaking is considered the most important of the four skills because people who know a language are referred to as speakers of that language. However, after many years of studying English, not all language learners can

communicate fluently and accurately because they present some difficulties. According to Hoang & Ngoc (2015) "The teachers need to know the factors that affect their students' speaking performance so that they can deal with these factors to help the students improve their speaking performance." (p. 8)

The first five questions of the interview were obtained from the communicative factors. Each question was analyzed, explaining the most relevant aspects of each response. At the end of each response, the results were discussed.

4.1.1 Anxiety

A question was developed for this category, directed to know what students feel and experience when they are exposed to activities that involve speaking in front of an audience seeking information to be used in the literature review. The question had the purpose of knowing the students' experiences about the feeling affecting their speaking. The answers are written as they were expressed.

QIP1: "... Me siento insegura y nerviosa..."

QIP2: "Muy nerviosa, si, incómoda ... a veces no me puedo expresar muy bien, me cuesta mucho trabajo hablar en frente de todos..."

QIP3: "Bien, segura"

QIP4: "Un poco nerviosa"

QIP5: "Me pongo nerviosa y mas que nada que nada porque no conozco"

QIP6: "Hmm nerviosa, me siento muy nerviosa"

QIP7: "Ahh, me siento muy ansioso debido al estrés que conlleva hablar en público"

Based on the answers, it was concluded that most students feel nervous when exposed to activities involving speaking in front of an audience. According to Arifin (2017), "anxiety is a general term of fear when students have to deliver a presentation before a group of people and other terms to refer it: anxiousness, nervousness, stage fright, etc." (as cited in Reyes & Prado, 2021, p. 33) Therefore, another term to refer to anxiety is nervousness, and this is a negative feeling student present when speaking in public. Furthermore, Horwitz & Cope (1986) specify "English language anxiety as specific anxiety affecting English learning performance." (as cited in Reyes

& Prado, 2021, p. 33). Consequently, based on the information, it is concluded that when speaking in public, students present a type of anxiety, specifically nervousness, which affects the quality of their speech performance and makes learners seem less fluent than they are.

4.1.2 Lack of confidence

For this category, one question was developed to determine students' performance when they experience a lack of confidence. According to the students' experiences, the question was intended to know how they believe the lack of motivation affects their speaking performance. Therefore, the answers are written as they were expressed.

Q2P1: "Bajo"

Q2P2: "Pues es muy bajo"

Q2P3: "Hmm, bajo...bajo"

Q2P4: "Hmm ___ es muy breve"

Q2P5: "Hmm tartamudeo mucho"

Q2P6: "Baja por la falta de experiencia"

Q2P7: "Ah por lo general ... por lo general soy muy precipitado en el aspecto y tiendo a equivocarme"

Based on the student's answers, everyone has experienced a lack of confidence, and in this case, the majority agreed that this problem leads to low-performance speaking. On the other hand, they also have stuttering problems or tend to make mistakes. Therefore, if students did not present this problem and were more confident, their performance would be better evaluated. This finding confirms what Ansari and Oskrochi (2004) say, "Self-confidence is related to selection, motivation, perseverance, vulnerability, and patterns of subjective expectations, ambition, and ambitious influence of one's self." (as cited in Tridinanty, 2018, p. 18). Therefore, self-confidence could help to achieve positive and successful results. Therefore, encouraging and inspiring students by demonstrating that they can speak effectively in English plays a vital role in learning the target language.

4.1.3 Fear of mistake

For this category, a question was created to determine why students believe that the fear of making mistakes in class unconsciously happens. The answers are written as they were expressed.

Q3P1: “Ahhh, no se, tal vez porque no cuento con la suficiente seguridad”

Q3P2: “Porque tal vez no tenemos la seguridad de expresar ... lo que entendemos o dar entender lo que queremos decir”

Q3P3: “Hmm, puede ser por nervios ___ inseguridad”

Q3P4: “Ahhh porque ___ nos da miedo tal vez”

Q3P5: “Porque no conoces bien cómo se pronuncia la palabra o como... o porque no conoces también”

Q3P6: “Igual por la falta de experiencia y ___ no tener práctica en ello”

Q3P7: “Por lo mismo que requiero de una respuesta rápida, inmediata, lo cual me conlleva un poco de tiempo”

Based on the results, most students present insecurity and fear when speaking, mainly because they do not know how to pronounce some words. Besides, a student talked about the lack of practice, and this is due to the fear they feel when participating. This finding confirms what Tanveer (2017, cited in Reyes y Prado, 2021, p. 31) claimed, "learners feel afraid of committing mistakes and are intimidating because in the classroom they always find people who blame them for any mistakes and they feel frustrated of making mistakes in front of teachers because they think that it could affect the end of course scores." In addition, these issues provoke what Hieu (2011) argued that "Students commonly stop participating in the speaking activity." (as cited in Juhana, 2012, p. 101) Therefore, According to the students' responses, they have the opportunity to speak in the classroom. However, they do not feel comfortable enough to perform without fear and insecurity. Therefore, it is essential to promote an excellent environment to make students feel comfortable.

4.1.4 Shyness

Question number four was developed to know, according to their perception, why students believe they experience a kind of shyness when they are exposed to speaking in class in order to explain the reasons that affect their performance. Again, the answers are written as they were expressed.

Q4P1: “Ah, porque tal vez de pequeña no tuve la suficiente confianza para expresarme”

Q4P2: “Porque pues bueno no siempre he participado así hablando enfrente de todos y hablar así en frente de todos pues si me cuesta porque no es algo que haga muy, muy constantemente”

Q4P3: “Por pena”

Q4P4: “Porque no estoy segura”

Q4P5: “Por lo mismo que no conozco bien la palabra o como se pronuncia o a lo mejor también porque no conozco bien a mi salón y todavía no tengo la confianza”

Q4P6: “Porque no lo, no este ___ no tuve la suficiente ___ enseñanza para hablar”

Q4P7: “Ah porque siento que cuando hablo en clase debo tener siempre la razón o tener un respuesta a lo que es el tema y no equivocarme”

Based on the answers, most students think they present a kind of shyness because they are not confident enough to speak in speaking activities. Besides, they agree that the lack of experience in speaking in class is the cause of shyness that causes problems in their performance. These findings confirm what Reyes y Prado (2021) say about shyness, it is a problem that many EFL learners face when speaking in the classroom with someone or in public, and it results in a low grade in the speaking class because the teacher assumes the student does not have the right skills to do it. In conclusion, based on the information, if the students are not confident, they tend to be shy, and shyness plays a fundamental role in oral performance; hence, paying attention to this problem could help students to show the best of themselves in their oral performance in the classroom.

4.1.5 Lack of motivation

The last question of this section aimed to know students' perceptions about how lack of motivation affects their performance in speaking activities. To analyze how this situation can affect each student, the results were written as the participants expressed them.

Q5P1 “Afecta en que no puedo desempeñarme bien”

Q5P2: “En no poder desarrollar bien ___ el habla”

Q5P3: “Hmm ___ pierdo el interes”

Q5P4: “Hmm pues aprendo más lento tal vez”

Q5P5: “*Hmm* pues mal porque me quedo con la mala pronunciación y no ___ y la debo de practicar o algo”

Q5P6: “*Mucho*”

Q5P7: “*Ahh* si afecta bastante porque hay veces en las que los temas no te interesan y realmente eso desmotiva *bastante*”

Based on the student's answers, they agree that a lack of motivation affects their speaking and learning performance. Besides, they lose interest in class topics and need help improving their skills. This finding confirms what Jannah & Fitriati (2016) (as cited in Reyes & Prado, 2021, p. 33) say about that "Some of the students do not show great intrigue, enthusiasm, do not concentrate on the speaking lesson, and do not enjoy during speaking learning process toward the different problem and most of them did not satisfy with the speaking learning result." Besides, Belegdair (2015) claimed that motivation is a kind of impetus that moves people to achieve goals. Therefore, according to the information, it is shown that motivation is essential and is considered one of the key factors influencing student performance because if students are motivated, they show a greater interest in participating in classroom activities. Thus, they practice and improve their skills.

Usually, the speaking skill is worked in a very artificial way, where the students speak very robotic, and they get bored and lose interest. However, it is easy to ensure that students with the right motivation will succeed in learning a second language. Therefore, teachers should create enjoyable speaking activities in which the language is used more naturally so that students are interested in participating.

4.2 The Components of Speaking

It is common for all ESL students to want to speak a second language efficiently. To do this, we need to know what skills are required to become a good speaker. "In the process of improving the ability of speaking, there are aspects and qualifications that are required. Due to complete the requirement, there are some components of speaking ability should be mastered." (Riska, 2020, p.11). That according to Harris (1974), "There are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency." (as cited in Riska, 2020, p.11)

The last five questions of the interview were obtained from the components of the speaking section. Each question was analyzed, explaining the most relevant aspects of each response. At the end of each response, the results were discussed.

4.2.1 Pronunciation

A question was developed for this category, directed to know the student's perceptions about the importance of accurate pronunciation in English as a Second Language. The answers are written as the participants expressed them.

Q6P1: “Hmm ___ para poder entender mejor o expresarme mejor ”

Q6P2: “Porque, para poder, para que otras personas nos puedan entender perfectamente el idioma”

Q6P3: “Para darla a entender”

Q6P4: “Para expresarse hmm correctamente y de manera clara”

Q6P5: “Hmm para poder saber expresarte”

Q6P6: “Porque te ayuda a tenerte más confianza y poder así desempeñar tu habla”

*Q6P7: “Porque me he, bueno yo ya me he encontrado muchas palabras que suenan muy similar, **exageradamente** similares y siento que si no aprendo a distinguirlas puedo equivocarme **muy gravemente**”*

Based on the answers, students agree that accurate pronunciation in English as Second Language is important to express themselves clearly and to make the language understood. Besides, one of them thinks it is essential to distinguish similar words to avoid making mistakes. This finding confirms what Moh, et al. (2019) discuss; pronunciation is how to produce more precise language when speaking. In addition, Tlazalo Tejeda & Basurto Santos (2014) argued that “It is important to recognize that foreign language students must aim at developing a good pronunciation, but this does not mean that they have to sound exactly like a native speaker.” (p. 153) Therefore, as pronunciation is considered a crucial aspect of EFL, the important thing is not that students sound like natives. However, they must be understood in the target language to avoid misunderstandings among the listener or being challenging to understand.

4.2.2 Grammar

Question number seven was developed to know, according to their perception, how important it is to master grammar to communicate complex ideas when they speak. The answers are written as they were expressed.

Q7P1: “Muy importante”

*Q7P2: “Pues es **muy importante**, es algo muy esencial en el idioma”*

*Q7P3: “Para ___ hmm ___ para dar a entender lo que quiero decir ___ **o expresar**.”*

Q7P4: “Muy importante”

*Q7P5: “Es **esencial** para poder igual comunicarse con los demás”*

Q7P6: “Es muy importante para poder, este, sentirte agusto por tu desempeño”

*Q7P7: “Ah, creo que es cincuenta porciento importante pero que no podemos darle, pero le damos **demasiada importancia ya que es más fácil de aprender que el listening o el speaking**”*

Based on the answers, most students agree that mastering grammar to communicate complex ideas is essential to express and convey what they want. Besides, they think it is essential to communicate with others. This finding confirms what Nunan (2013) stated, grammar is commonly defined as a set of rules for specifying proper word order. In English, word order is fundamentally essential to meaning. Besides, Córdoba & Solís (2015) claimed that “The grammar of a language is what happens to words when they become plural or negative, or what order is used when we make questions or join two clauses to make one sentence.” (p. 108) Therefore, grammar is an important rule that is needed for students to generate correct sentences and thus speak more clearly and effectively. In addition, the usefulness of grammar helps correct oral and written language performance.

4.2.3 Vocabulary

For this category, a question was created. This question aimed to know the student's points of view about how it affects not having an extensive vocabulary in speaking skills to analyze each perception. The answers are written as they were expressed.

Q8P1: “No puedo ah expresarme mejor ”

Q8P2: “El no poder expresarme bien para, para dar ideas o así”

Q8P3: “Hmm no puedo expresar o decir lo que quiero decir”

Q8P4: “No entiendes **textos**”

Q8P5: “Pues a la hora de hablarlo pues no te podrías comunicar **bien** o expresar bien las palabras”

Q8P6: “Mucho porque no te permite **expresarte bien**”

Q8P7: “... Si no tienes un vocabulario extenso por lo general no puedes expresar **bien**, no te puedes expresar bien debido a que ... las palabras que conoces se quedan un poco cortas”

Based on the answers, students agree that having an extensive vocabulary helps their oral performance because it prevents them from expressing themselves well. That is, they cannot express what they want. Further, they add that it is easier to understand readings with an extensive vocabulary. This finding confirms what Alqahtani (2015) said; “Vocabulary knowledge is often viewed as a crucial tool for second language learners because the lack of vocabulary in a second language impedes successful communication.” (p. 22). Furthermore, Rivers and Nunan (1991) argued that “The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, it will be unable to use the structures and functions we may have learned for comprehensible communication.” (as cited in Alqahtani, 2015, p. 22). In conclusion, vocabulary is an essential part of the speaking development of EFL learners because to understand the language, it is crucial that the student master the vocabulary since, without sufficient vocabulary, students cannot communicate effectively or express their ideas both orally and in writing.

4.2.4 Fluency

A question was developed for this category, directed to know the student's points of view about why fluency is considered the main goal of learners. The answers are written as the participants expressed them.

Q9P1: “Porque así puedo expresarme y los demás pueden entenderme”

Q9P2: “Porque al hablar así más fluido las personas nos entienden más rápido”

Q9P3: “Para darlo entender __ y para saber lo que estoy **diciendo** ___ o lo que los los alumnos están diciendo.”

Q9P4: “Hmm para, como se podría decir, **para interactuar**”

Q9P5: “Para poder dominar bien el inglés o la lengua”

Q9P6: “Para que así tengan un buen desempeño en sus actividades o vida cotidiana”

Q9P7: “El habla es una herramienta así que si no la tenemos bien definida para lo que es pues es un poco caótica”

Based on the previous information, students agree that fluency is the main goal of learners because it helps them express themselves and interact with others. Furthermore, they mentioned that people can understand them faster if they speak fluently. Besides, if they are not fluent, they will present problems in communication. This finding confirms what Zhang, (2009) set “Speaking fluency skills were considered as delivering messages in normal speed without awkward words, exchanging the ideas clearly and understandable way, and the using of simple words that aims to make listeners understand.” (as cited in Lestari, 2018, p.12). Further, Lestari (2018) argues that “Students who study English as a foreign language always put high priority on this skills. They are expected to be able to communicate with the other people in the real situation and condition orally.” (p. 11). Therefore, fluency is the principal aim of most language learners because they would like to exchange ideas clearly and understandably. Besides, they can communicate spontaneously, accurately, efficiently, and comprehensively with few pauses.

4.2.5 Comprehension

The last interview question aimed to know, according to their experiences, how each student feels when they do not understand what the speaker is trying to tell them. Therefore, the answers are written as the participants expressed them.

Q10P1: “Mal e incomoda”

Q10P2: “Ay, pues me siento así como, muy rara ... trato de entender y si quiere que le dé una respuesta pues no logro entenderlo”

Q10P3: “Hmm, trato de entender y comprender lo que están diciendo, puede ser en imágenes, dibujos...”

Q10P4: “Me siento confundida”

Q10P5: “Me estreso”

Q10P6: “Hmm, mal por no poder, este, entender y saber sobre el tema”

*Q10P7: “Frustrado porque realmente yo siento que todo mi esfuerzo en lo que **he estudiado** hasta ahora no me ha servido mucho si no le estoy entendiendo”*

Based on the answers, students feel bad, uncomfortable, stressed, frustrated, confused, and weird. As can be seen, each student has different feelings when they do not understand what the speaker is trying to tell them. So then, comprehension has a significant role in learning because if students understand what the speaker is saying, they will feel comfortable and motivated. Besides, it is easier to learn a subject if we can understand it. This finding confirms what Cohen et al. (2005) stated: "Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks." (as cited in Wildawati, 2020, p.16). In conclusion, comprehension is an essential part of how we learn and retain information. Besides, it is the component of speaking that we need to avoid misunderstanding information between the speakers and listeners.

In this chapter, all the data collected from the instrument related to difficulties developing speaking skills in Target Language 1 were presented to analyze the students' answers and conclude each question. In the next chapter, the conclusions will be presented.

CHAPTER V: CONCLUSIONS

The following chapter concludes this research. It includes a brief version of the context of this investigation, and the conclusions of the previously shown findings are presented to answer the research questions submitted in Chapter 1. In addition, the implications of the study and the limitations faced during the research process were also presented. Besides, the research questions are answered in this section.

5.1 Context

This research concerned the communicative difficulties developing speaking skills in Target Language 1 at LEI in Benemerita Universidad Autonoma de Puebla (BUAP). English is admitted as one of the international or global languages to unify one and people in another country because it is used worldwide in all different fields such as politics, diplomacy, international trade and industry, commerce, science and technology, and popular culture. Therefore, speaking is considered an essential skill to acquire a second language, and it is necessary to communicate efficiently in this globalized world. However, many language learners consider communication skills the most challenging skill to master.

Students in second/foreign language education programs are considered successful if they can communicate effectively in that language. At LEI, there is a responsibility to acquire the language efficiently, especially the speaking skill, since students as future teachers must show an efficient domain of the language so that the students trust in the professionalism of the teacher and must be as transparent as possible in order not to create misunderstandings. In order to develop the four skills in English as a second language, the bachelor's degree in Teaching English offers the subject called 'Target Language,' which is awarded at five levels, one per semester. However, students of Target Language 1 usually face problems communicating their ideas when they speak in English, which could be because of a lack of vocabulary, nervousness, or even motivation.

It is essential to work on speaking skills since the Target Language to acquire the language efficiently and not present problems at advanced levels. However, first of all, knowing and understanding the challenges students present when they speak is necessary. Therefore, this research determines and explains the difficulties in developing speaking skills through the question: What are the difficulties in developing speaking skills in the

target language 1 at LEI BUAP? In order to answer the research, as this study focused on experiences, the process of collecting data used an interview technique, applying a semi-structured interview following a qualitative approach. It consisted of ten questions; the first five questions were to gain students' experiences of their feelings when speaking in front of an audience, and the other five questions were to get their opinions on the importance of speaking components. This research aimed to understand the challenges students present in communicating efficiently in public. The conclusions are going to be presented below.

5.2 Conclusions

Anxiety is a general term for fear, anxiousness, nervousness, and stage fright that students experience in a presentation to a group of people. This negative feeling students experience when speaking in public affects English learning performance. Of course, every student feels differently, and their performance is affected according to their feelings. However, they agree that this situation leads to lousy speaking performance. In conclusion, based on the information, it is concluded that students present a type of anxiety when speaking in public, specifically nervousness, which affects the quality of their speech performance and makes learners seem less fluent than they are. Therefore, teachers should create different activities where students know each other and develop enough security not to feel uncomfortable in front of the group.

Everyone agreed that they had experienced a lack of confidence and that this problem led to low-performance in speaking. They also have stuttering problems or tend to make mistakes. This information confirms what Ansari and Oskrochi (2004) say "Self-confidence is related to selection, motivation, perseverance, vulnerability, and patterns of subjective expectations, ambition, and ambitious influence of one's self." (Cited in Tridinanty, 2018, p. 18). If students did not present this problem and were more confident, their performance would be better evaluated. Therefore, self-confidence could help to achieve positive and successful results. Therefore, encouraging and inspiring students by demonstrating that they can speak effectively in English plays a vital role in learning the target language.

Most students present insecurity and fear when they speak, mainly because they do not know how to pronounce some words. This confirms what Tanveer (2017, cited in Reyes y Prado, 2021, p. 31) claimed, "Learners feel afraid of committing mistakes and are intimidated because in the classroom, they always find people who blame

them for any mistakes and they feel frustrated of making mistakes in front of teachers because they think that it could affect the end of course scores." In addition, students tend to stop participating in speaking activities. There is an agreement about students having the opportunity to speak in the classroom. However, they do not feel comfortable enough to perform without fear and insecurity. Therefore, it is essential as teachers to promote a good environment to make students feel comfortable.

Shyness is a problem that many learners have to deal with when they are exposed to speaking in the classroom with someone or in public, and this situation causes problems in their performance, as well. Consequently, it results in a low mark in the speaking class because the professor assumes the student does not have the proper skills to do it. Furthermore, most students present a kind of shyness because they do not have enough confidence to speak in speaking activities. In conclusion, when students are not confident enough, they tend to be shy, and shyness plays a fundamental role in oral performance; hence, paying attention to this problem could help students to show the best of themselves in their oral performance in the classroom.

Students agree that lack of motivation affects their speaking and learning performance. Besides, they lose interest in class topics and need help improving their skills. Then, the information confirms what Jannah & Fitriati (2016), (as cited in Reyes & Prado, 2021, p. 33) say that "Some of the students did not show great intrigue or enthusiasm, did not concentrate on the speaking lesson, and did not enjoy during speaking learning process toward the different problems, and most of them did not satisfy with the speaking learning result." Motivation is a kind of impulse that moves and helps people to achieve their goals. Therefore, motivation is significant and is considered one of the key factors influencing student performance because if students are motivated, they show a greater interest in participating in classroom activities. Thus, they practice and improve their skills.

Pronunciation is the way for students to produce more explicit language when they speak, and it is vital to recognize that foreign language students must aim at developing good pronunciation, but this does not mean that they have to sound exactly like a native speaker. However, students agree that accurate pronunciation in English as Second Language is important to express themselves clearly and to make the language understood. Besides, it is essential to learn to distinguish similar words to avoid making mistakes. Therefore, as pronunciation is considered a crucial aspect of EFL, the important thing is not that students sound like natives. However, they must be understood in the target language to avoid misunderstandings among the listener or be challenging to understand the messages.

It was agreed that mastering grammar to communicate complex ideas is vital to express and convey what they mean. Besides, it is essential to be able to communicate with others. Furthermore, grammar is defined as a set of rules for specifying proper word order, and in English, word order is essential to meaning. Therefore, grammar is an important rule for students to generate correct sentences and thus speak more clearly and effectively. In addition, the usefulness of grammar helps correct oral and written language performance. Accordingly, teachers must pay attention to teaching grammar correctly, and students must give it enough importance to learn and pay more attention.

Students agreed that not having an extensive vocabulary affects their oral performance because it prevents them from expressing themselves well; they cannot express what they want. Further, with an extensive vocabulary, it is easier to understand readings. This information confirms what Alqahtani (2015) says about vocabulary; It is often considered a critical tool for second language students because limited vocabulary in a second language does not lead to successful communication. Therefore, good vocabulary acquisition is essential for successful second language use because, with an extensive vocabulary, students can use the structures and functions we may have learned for comprehensible communication. In conclusion, vocabulary is an essential part of the speaking development of EFL learners because to understand the language, it is crucial that the student master the vocabulary because without sufficient vocabulary, students cannot communicate effectively or express their ideas both orally and in writing.

It was agreed that fluency is the main goal of learners because it helps them express themselves and interact with others. Students also agreed that if they speak fluently, people can understand them faster; besides, if they are not fluent, they will present problems in communication. This confirms what Zhang, (2009) set “Speaking fluency skills were considered as delivering messages in normal speed without awkward words, exchanging the ideas clearly and understandable way, and the using of simple words that aims to make listeners understand.” (as cited in Lestari, 2018, p.12). Therefore, fluency is the principal aim of most language learners because they would like to exchange ideas clearly and understandably. Besides, they can communicate spontaneously, accurately, efficiently, and comprehensively with few pauses.

Regarding comprehension, students agreed they feel inadequate, uncomfortable, stressed, frustrated, confused, and weird. Even though students present different feelings when they do not understand what the speaker is trying to tell them, everyone thinks this situation affects them. So then, comprehension has a significant role in learning because if students understand what the speaker is saying, they will feel comfortable and motivated. Besides, it is

easier to learn a subject if we can understand it. In conclusion, comprehension is an essential part of how we learn and retain information. Besides, it is the component of speaking that we need to avoid misunderstanding information between the speakers and listeners.

5.3 Research questions

At the beginning of this study, three questions were proposed, which are answered below.

What are the main difficulties students present in oral competence?

In this research, five communicative difficulties were proposed as the factors affecting students in oral competence. These difficulties were anxiety, lack of confidence, fear of mistakes, shyness, and lack of motivation. They were considered because these factors are considered the most common difficulties that affect speaking development. Besides, according to the results obtained from the instrument, it can be deduced that when they present these problems, their speaking skill is affected negatively. Therefore, although each affect differently, these problems cause poor learning performance and do not allow an improvement in the ability to speak.

Anxiety is a feeling of tension, apprehension, and nervousness, and it is considered one of the main blocking factors for effective language learning. Lack of confidence in students causes apprehension of communication. Many students think their English is bad and feel they cannot speak English well. Therefore, they prefer to remain silent while others speak. Fear of mistake refers to students fearing looking silly in front of others and worrying about how others will see them. In addition, students are afraid of making mistakes, as they are worried about receiving negative evaluations. Shyness is an emotional thing that many students suffer. This causes problems in speaking activities in the classroom because shyness causes a lack of confidence in students, and they find it very intimidating to speak English in front of their classmates and teachers. Finally, motivation is inner energy, and it is considered that students with a solid motivation to succeed may persist in learning and obtain better scores than those who lack motivation; therefore, building students' motivation to learn is urgent for every teacher.

Motivation is one of the most crucial factors to consider for learning a second language proficiently. It is considered the main reason to start studying a second language and the driving force to persevere through the long and often laborious learning process. Therefore, teachers must provide adequate motivation; then, even those with limited talents can attain long-term goals, and working with an appropriate curriculum combined with excellent instruction will ensure student success. Furthermore, it is critical to emphasize the importance of generating a

comfortable atmosphere in the classroom. A good relationship between teachers and students may help students become more motivated and enhance their performance. Besides, one of the most crucial aspects affecting learners' motivation is the teacher's enthusiasm and commitment. As a result, when teachers think their job is valued, they will strive to achieve and encourage high student outcomes. Therefore, motivation plays an important role in the rate and success of foreign language learning, particularly in the classroom.

How do students face communicative challenges when they speak in public?

The communicative challenges presented were anxiety, lack of confidence, fear of mistakes, shyness, and lack of motivation, and based on the answers, each challenge is faced differently. According to the information gathered, anxiety is commonly presented as nervousness causing insecurity and discomfort when they speak in public. In the case of lack of confidence, it usually occurs when students realize people have not understood, as a result they would rather keep silent rather than keep trying, showing lack of confidence to communicate. Besides, when students experience this problem, the student's performance is low; tends to tend to be brief, stutter, and make mistakes. Fear of mistakes is presented mostly when they speak in public because they are afraid of being criticized, then when students speak and do not know how to pronounce some words, they fail their performance or stop participating in speaking activities. Shyness is an emotional thing that causes a lack of confidence to speak in speaking activities. When students start to talk in front of others and start to feel shyness, they blush, tend to stutter, their mind goes blank, and they forget what they want to say. Finally, a lack of motivation affects their speaking and learning performance. Besides, as motivation is an inner energy, when they are not motivated enough, they tend to lose interest in class topics and are not encouraged to improve their skills by themselves, rather they overuse their mother tongue instead of making an effort to practice speaking skill. English learners face different challenges when speaking differently. However, they agree that these problems lead to a lower speaking performance than it is.

How do difficulties affect students in communicating efficiently?

Speaking is the most crucial skill since oral communication involves speech, where learners are expected to interact verbally with other people. The difficulties that students face, such as anxiety, lack of confidence, fear of mistakes, shyness, and lack of motivation, affect their performance and skill development because it leads them to stop participating in a class for fear of being judged or for fear of getting low grades. Therefore, by not participating in class, the teacher does not correct possible mistakes or give feedback, so the students do not improve their skills. Then when students are exposed to actual situations where they have to interact with another

person, not just inside the classroom but outside, they will likely present the same challenges and will not be able to communicate efficiently.

In many social contexts, speaking ability requires much more than the other skills taught in English language classrooms. The only way to enhance speaking skills is by speaking more. As a result, it is the responsibility of teachers to create linguistically acceptable and cognitively challenging tasks that will provide students with the most opportunity to practice speaking in the classroom. However, it is also crucial to mention the importance of promoting speaking within and outside the classroom. English schools should create environments to practice outside the classroom, especially talking about the faculty of languages in BUAP; there is a great responsibility because students will be future teachers. Therefore, if there is constant contact with the language, there will be an improvement day by day.

5.4 Implications

Speaking is deemed to be a crucial skill in acquiring a foreign language, and it is necessary to communicate efficiently. However, speaking is the main problem English learners face; they present problems communicating their ideas. Speaking well in English is crucial for English language teaching undergraduates, which is the primary skill the students will be judged upon most in real-life situations. Therefore, it was a particular interest to know why students present difficulties in developing this skill.

This research presented helpful information about the different kinds of challenges students deal with when they speak in public. Furthermore, it presented information about how according to students, some difficulties affect their speaking development, such as anxiety, shyness, fear of mistakes, lack of confidence, and lack of motivation. Besides how students think pronunciation, grammar, vocabulary, fluency, and comprehension play a vital role in speaking skills, all the information presented can help teachers in awareness that students have the low ability because they are uncomfortable. They present many problems in developing their speaking skills. Thus, the techniques for teaching English might be modified at LEI BUAP or in any class of a second language.

This research can also help EFL learners to know the importance of communicative skills. Especially LEI undergraduate students as future teachers; this could help them be aware of their difficulties in developing a high level of speaking so they can work on it and make an effort to practice their speaking ability outside of class. This

improves their communicative competence and thus achieves an effective speaking level. Besides, this research might be helpful for any audience interested in English as a Second Language, teaching, and learning.

5.5 Limitations

This study was conducted to determine the Communicative Difficulties of Developing Speaking Skills faced by Target Language 1 students at LEI BUAP. There are many groups on this subject, and they are also divided into different sections. However, only one of the groups was used in this study, in this case, section 001. At LEI BUAP, five levels of Target Language are taught. However, this study was carried out only for the first one because it is crucial to determine and understand students' challenges since level 1, thus bringing information for looking for possible solutions and avoiding problems in advanced levels. This research used a qualitative approach, leaving aside the quantitative approach, because it was intended to dive deeper into the problem. Several common instruments are used in collecting data, such as questionnaires, interviews, and observations. However, in this study, a semi-structured interview was used to gain a deep understanding of students' difficulties' experiences, thoughts, and opinions when they perform with oral competence.

The four skills are essential for learning a foreign language. However, this study focused on Speaking due to its importance for undergraduate students. Besides, it is considered the foremost challenge by students and employed as the first criterion for assessing the effectiveness of foreign language education programs. This project may be more beneficial for English teachers and university learners preparing to be English teachers because it is essential to be conscious of students' challenges in speaking performance, looking for and implementing possible solutions in teaching strategies.

5.6 Directions for further research

This research was conducted only for Target Language 1 section 001. However, this problem is present at each level. Therefore, an investigation could gain more information, such as different experiences at each level or difficulties if it leads to all five levels of the target language and if all sections are used, not just one. Besides, it could be included in the afternoon shift. The more students participate, the more experienced and the more knowledge there is about the difficulties that students present. However, the participants could suggest different possible solutions to be considered.

This study also focused on speaking skills and their importance in language development. However, the four skills are vital, and many students deal not only with speaking difficulties but also with reading, grammar, and writing. Then, it is vital to make a study to know and understand in depth the problems presented in each skill. In addition, it could help add teachers as participants and know their perspectives about what they, as teachers, consider the challenges students show in developing each skill for acquiring the language. Besides, it could be interesting to know how they prepare their activities to work in each skill and which they think might be the possible solutions.

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APPENDIX I: ORIGINAL INSTRUMENT

1. Can you tell me what you feel when you are exposed to activities that involve talking?
2. Why do you believe you overthink when the teacher asks someone to participate in speaking activities?
3. Can you explain how you feel when you make a mistake in front of your teacher and classmates?
4. Can you tell me about the feeling you experience when you have to talk in front of people you don't know?
5. According to you, what happens when there is a bad relationship between teacher-student? How do you think your performance is affected?
6. What do you think happens when you're talking and the other person understands something else or doesn't fully understand what you mean?
7. According to your perspective, what could be a tool to generate good sentences in speaking? Why?
8. In your experience, what is the reason that leads to failing in communicating fluently? Why?
9. How do you think communication affects when one person talks too slow and the other at a normal speed?

10. How do you feel when you don't understand what the speaker is trying to tell you?

APPENDIX II: INSTRUMENT APPLIED

1. ¿Me puedes decir cómo te sientes cuando estás expuesto a actividades que involucran hablar frente a una audiencia?
2. ¿Cómo es tu desempeño en el speaking cuando no hay suficiente confianza?
3. ¿Por qué crees que el miedo a cometer errores en clase sucede inconscientemente?
4. ¿Por qué crees que experimentas un tipo de timidez cuando hablas en clase?
5. De acuerdo a tu experiencia, ¿cómo afecta la falta de motivación a tu desempeño en las actividades de speaking?
6. ¿Por qué crees que es esencial tener una pronunciación correcta en Inglés como segundo idioma?
7. ¿Qué tan importante es dominar la sintaxis para comunicar ideas complejas?
8. ¿Cómo crees que afecta no tener un vocabulario extenso?
9. ¿Por qué crees que la fluidez es considerada el principal objetivo de los estudiantes?
10. ¿Cómo te sientes cuando no comprendes lo que alguien está tratando de decirte?

APPENDIX III: INSTRUMENT MODIFIED

1. Can you tell me how you feel when you are exposed to activities that involve talking in front of an audience?
2. Why do you believe you think twice before speaking activities?
3. Can you explain how you feel when you make a mistake when speaking?
4. Why do you experience a kind of shyness when you speak in your class?
5. How is your performance affected when the relationship between the teacher and student presents some difficulties?
6. How do you react when you're talking and the other person understands something else or doesn't fully understand what you mean?
7. How important is it to master syntax to communicate complex ideas?
8. In your experience, what is the reason that leads to failing in communicating fluently? Why?

9. How do you think communication affects when one person talks too slowly and the other at a normal speed?
10. How do you feel when you don't understand what the speaker is trying to tell you?

APPENDIX IV: FINAL INSTRUMENT

1. Can you tell me how you feel when you are exposed to activities that involve talking in front of an audience?
2. How is your speaking performance when there is no confidence?
3. Why do you think the fear of making a mistake in class unconsciously happens?
4. Why do you experience a kind of shyness when you speak in your class?
5. According to your experience, how does lack of motivation affect your performance in speaking activities?
6. Why do you think it is essential to have accurate pronunciation in EFL?
7. How important is it to master syntax to communicate complex ideas?
8. How do you think it affects not having an extensive vocabulary?
9. Why do you think fluency is considered the main goal of learners?
10. How do you feel when you don't understand what the speaker is trying to tell you?

APPENDIX V: INFORMED CONSENT

Consentimiento Informado

Yo García Méndez Alonso de Jesús,

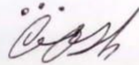
declaro que he sido informado e invitado a participar en una investigación denominada **"Difficulties Developing Speaking Skills in Target Language 1 at LEI BUAP."**, este es un proyecto de investigación que tiene como finalidad recabar información para el desarrollo de un proyecto de tesis, y que, además, cuenta con el respaldo de la Facultad de Lenguas

Entiendo que este estudio busca conocer las percepciones y experiencias de los alumnos sobre las dificultades en el desarrollo de speaking y consistirá en responder una entrevista semiestructurada con un total de 10 reactivos, la información obtenida será de manera confidencial y para propósitos exclusivamente académicos, por lo que la identidad y la información será de tipo anónima. Los nombres de los participantes serán asociados a un número de serie, esto significa que las respuestas podrán ser conocidas por otras personas y ser identificadas en la fase de publicación de resultados obviando la identidad de los participantes.

Estoy en conocimiento que los datos no me serán entregados y que no habrá retribución económica por la participación en este estudio, esta información podrá beneficiar de manera indirecta y por lo tanto tiene un beneficio para la sociedad dada la investigación que se está llevando a cabo.

Sí. Acepto voluntariamente participar en este estudio y he recibido una copia del presente documento.

Firma participante:



Fecha:

APPENDIX VI: EXCEL CHART

Participante	1. Hablar frente a una audiencia	2. Hablar sin suficiente confianza	3. Miedo a cometer errores	4. Timidez	5. Falta de motivación	6. Pronunciación correcta	7. Importancia de la sintaxis	8. Vocabulario extenso	9. Fluidez	10. Comprensión
91	Ah, me siento cómoda, en parte me siento insegura y nerviosa, ah también me siento feliz de alguna forma y ya.	Bajo	No se, tal vez porque no cuento con la suficiente seguridad	Ah, porque tal vez de pequeña no tuve la suficiente confianza para expresarme.	Afecta en que no puedo desempeñarme bien.	Hm, para poder entender mejor o expresarme mejor.	Muy importante	No puedo expresarme mejor	Porque así puedo expresarme y los demás pueden entenderme.	Mal e incomoda
92	Con miedo, incómoda... bueno es que no se, a veces no me expresaba muy bien, me cuesta trabajo hablar en frente de todos...	Pues es muy bajo	Porque tal vez no tenemos la seguridad de expresar lo que entendemos o dar entender lo que queremos decir	Porque pues bueno no siempre he participado así hablando enfrente de todos y hablar así en frente de todos pues sí me cuesta porque no es algo que haga muy constantemente	En no poder desarrollar bien el habla	Porque... para poder, para que otras personas nos puedan entender perfectamente el idioma	Pues es muy importante, es algo muy esencial en el idioma	El no poder expresarme bien para, para dar ideas o así	Porque así las personas nos entienden más rápido	Ay, pues me siento así como, muy rara porque no no... trato de entender y sí quiere que le de una respuesta pues no lo logro entenderlo
93	Bien, segura	Hmm, bajo...bajo	Hmm, puede ser por nervios, inseguridad	Por pena	Hmm... pierdo el interés	Para darla a entender	Para... hmm... para dar a entender lo que quiero decir o expresar.	No puedo expresar o decir lo que quiero decir	Para darlo entender... y para saber lo que estoy diciendo o lo que los alumnos están diciendo.	Hmm, trato de entender y comprender lo que están diciendo, puede ser en imágenes, dibujos y así
94	Un poco nerviosa	Hmm, es muy breve	Hmm porque... nos da miedo tal vez	Porque no estoy segura	Hmm pues aprendo más lento tal vez	Para expresarse hmm correctamente y de manera clara	Muy importante	No entiendo textos	Hmm para, como se podría decir... para interactuar	Me siento confundida
95	Me pongo nerviosa y mas que nada que nada porque no conozco	Hmm tartamudeo mucho	Porque no conoces bien como se pronuncia la palabra o como... eh porque no conoces también	Por lo mismo que no conozco bien la palabra o como se pronuncia o a lo mejor también porque no conozco bien a mi salón y todavía no tengo la confianza	Hmm pues mal porque me quedo con la mala pronunciación y... no... y la debo de practicar o algo	Hmm para poder saber expresarte	Es esencial para poder igual comunicarse con los demás	Pues a la hora de hablarlo pues no te podrías comunicar bien o expresar bien las palabras	Para poder dominar bien el inglés o la lengua	Me estreso
96	Hmm nerviosa, me siento muy nerviosa	Baja por la falta de experiencia	Igual por la falta de experiencia y... no tener práctica en ello	Porque no lo, no lo... este no tuve la suficiente enseñanza para hablar	Mucho	Porque te ayuda a tener más confianza y poder así desempeñar tu habla	Es muy importante para poder, este, sentirte agusto por tu desempeño	Mucho porque no te permite expresarte bien	Para que así tengan un buen desempeño en sus actividades o vida cotidiana	Hmm, mal por no poder, este, entender y saber sobre el tema
97	Aah, me siento muy ansioso debido al estrés que conyeba hablar en público	Ah por lo general, me... por lo general soy muy precipitado en el aspecto y tiendo a equivocarme	Por lo mismo que requiero de una respuesta rápida, inmediata, lo cual me conyeba un poco de tiempo	Ah porque siento que hablo en clase debo tener siempre la razón o tener un respuesta a lo que es el tema y no equivocarme	Hmm si afecta bastante porque hay veces en las que los temas no te interesan y realmente eso desmotiva bastante	Porque me he, bueno yo ya me he encontrado muchas palabras que suenan muy similares, exageradamente similares y siento que si no aprendo a distinguir las puedo equivocarme muy gravemente	Porque me he, bueno yo ya me he encontrado muchas palabras que suenan muy similares, exageradamente similares y siento que si no aprendo a distinguir las puedo equivocarme muy gravemente	Ah, creo que es cincuenta por ciento importante pero que no podemos darle, pero le damos demasiada importancia ya que es más fácil de aprender que el listening o el speaking	Ah por lo... si no tienes un vocabulario extenso por lo general no puedes expresar bien, no te puedes expresar bien debido a que tus palabras que conoces se quedan un poco cortas	Frustrado porque realmente yo siento que todo mi esfuerzo en lo que he estudiado hasta ahora no me ha servido mucho si no lo estoy entendiendo