A STUDY OF STUDENTS' PROBLEMS AND SOLUTIONS IN LEARNING SPEAKING AT CLASS VIII BAHASA OF MTS PERGURUAN MU'ALLIMAT JOMBANG

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ABSTRACT

Nowadays Indonesia lives in a world that is nearly using English in many aspects of life. With English we can easily interact with foreign, get job easily, and many more. In contrast, speaking English is the problem for the students. The present study aims at investigating some English-speaking problems encountered by the students at class 8 Bahasa of MTs Perguruan Muallimat Cukir Jombang and offering some solutions for English speaking problems itself. This study used a descriptive qualitative approach and the data were taken from semi-structured interviews, observation and Questionnaire. Students in class VIII Bahasa of MTs Perguruan Mu'allimat Jombang were chosen as the respondent of this research. There are 29 students who have been requested to complete a questionnaire and have been chosen as interviewers to express their opinions about the problems and challenges they encounter while they were learning speaking.The results of the analysis reveal that the problems encountered by the students in at class 8 Bahasa of MTs Perguruan Muallimat Cukir Jombang in speaking English cover the lack of motivation to speak English outside the class and English input in everyday life, lack of pronunciation, lack of vocabulary enrichment and lack of confidence. There have been some solutions offered to overcome students' problem in speaking English. Firstly, a well-designed speaking curriculum is essential. Second, educators should create curricula for English-speaking students that use social media and technology and encourage them to learn about and experience different cultures. In order to give students additional opportunities to speak English both within and outside of the classroom, lecturers should thirdly support the English-speaking curriculum in collaboration with the English-speaking community. The study also provides presents suggestions for future research

Keywords: *Problem, solution, speaking*

INTRODUCTION

Speaking English at school is one of the most important requirements for pupils in Indonesia. It will be crucial for day-to-day activities, such as utilizing English to introduce Indonesia to foreigners, etc. Speaking English well is also necessary for debating competitions, as it allows for the use of foreign language conversations as a

tool for business. Thus, all of the school's pupils should become fluent in English by developing this habit. The goal of include English in the secondary school curriculum is to enable pupils to speak the language fluently and to build their confidence in it. In order for teachers to address the issue of students' difficulty speaking English on a daily basis, students are interested in learning about these issues. At the school, speaking English is the problem for the students. According to Maulana et al. (2016), in addition to other issues such a deficiency in vocabulary and bad pronunciation, students' difficulties speaking English are attributed to their lack of confidence and fear of making mistakes or inaccuracies.

When trying to urge their pupils to communicate in class, teachers may run into several speaking issues. These include inhibition, being silent, inconsistent or limited engagement, and using one's mother tongue. When students are expected to communicate in English, they may find it challenging for several reasons. It's likely that the instructor at the school is unaware of the issues that might lead to pupils having trouble speaking English. The English language instructor should handle every student's speaking issue. Since speaking English fluently helps students prepare for their future, it is important that we, as teachers, identify the problems that pupils are having with this skill.

The research was conducted by the researcher in MTs. Perguruan Mu'allimat Cukir, Jombang. This school is unique as the majority of students chose it for the excellent program options it offers, both in the area of English study and the actual Islamic boarding home. This school participated in a lot of competitions and took home several awards. This provides a great chance for many exceptional students to pursue their interest in the field of academia.

LITERATURE REVIEW

Definition of Speaking

Speaking is a crucial tool for communication. It is practically always in use. Humans have a natural drive to interpret their environment since we are social animals. In social interactions, we require the ability to communicate our ideas, beliefs, and feelings in order to get acceptance. Speaking, according to Cameron (2012), involves thoughts and emotions in addition to sound produced by the speech organs. Speaking

may be categorized as productive language usage as it is the active use of language to convey meaning so that others can understand it.

Speaking comprehension is the capacity to control speech in order to direct thoughts, feelings, and ideas; in other words, speaking comprehension is the ability to pronounce words in a way that communicates ideas and feelings. Speaking is the ability to communicate ideas or messages orally while conveying information. Speaking, according to Cameron (2012) in his book, is the active use of language to communicate meaning so that others can understand them. Speaking and listening are referred to as "productive" and "receptive" uses of language, respectively.

Speaking seems to be the most crucial of the four skills (listening, speaking, reading, and writing), according to Ur (2012). Speaking is the one that people who are familiar with are referred to as "speakers," as if speaking encompassed all other forms of knowledge, and speaking is what many, if not most, foreign language learners are primarily interested in learning. Similar to Penny, (H. D. Brown & others, 2007) suggests that speaking may be a person's innate predisposition to view linguistic skill as a primary criterion. Think about the question we ask each other all the time, "Do you speak Japanese?" Naturally, we don't intend to minimize understanding when we say so, but speaking comes to mind when we think of learning a foreign language.

Problem in Speaking

The problems in speaking can be seen from two aspects. There are psychological aspect and language aspect.

Psychological Problems

Psychological problem are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance. According to (Juhana, 2012), there are some psychological factors that faced by the students when they speaking in the class:

1. Fear of Mistake

Many theorists suggest that fear mistakes become one of the main factors of students' doubt to speak in English in the classroom. As (Aftat, 2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or blame by the

teacher. Thus, the student's low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to assure their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

2. Shyness

Shyness is an emotional thing that many students feel from at some time when they are due to speak in English class. Shyness is the one of current problem in student's speaking performance. Shyness also a problem in speaking learning class, so be aware on this aspect is also important in order to help the students do their speaking performance in the classroom, (Gebhard, 2006). According to Baldwin (2010) in Juhana (2012), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

3. Anxiety

Anxiety is a feeling of nervous, apprehension and nervousness with the situation of learning a foreign language, (Horwitz in Juhana, 2012). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. According to Horwitz in Juhana (2012) anxiety about speaking a definite language can affect students' performance. It can influence the quality of oral language production and make individuals perform less fluent than they really are. By the explanation above, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

4. Lack of Confidence

Lack of confidence usually appears when students realized that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. As Tsui in Nunan (2013) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

5. Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. As

(Zua, 2008) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learner process it will increase their study interest. So, the students should to have the motivation so that their speaking performance will be successful.

Language Problem

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. A number of reports show that Indonesian learners commonly have not attained a good level of oral English proficiency. As (Mukminatien, 1999) found that student of English department have a great number of errors when speaking. The errors include pronunciation (tenses, preposition, and sentence construction), vocabulary (incorrect word choice), fluency (frequent repair), and interactive communication (difficulties in getting the meaning).

As the explanation above, the researcher takes the theory from Ur (2012) that be classified into four parts that include Psychological problem and language problem. This theory will be simpler to analyze the student's speaking difficulty. According to (Ur, 2012), the student's speaking difficulty are : inhibition, lack of topical knowledge low or uneven participation, and mother tongue use.

RESEARCH METHOD

In this research the researcher will use descriptive research. In descriptive research a researcher is exploring and describing with the purpose to explain and predict a phenomena based on the data acquired in the field. Descriptive research is only trying to draw clearly and sequentially towards the questions of research which has been determined before researcher come to the field (Sukardi as cited in Ummah, 2010).

The researcher concludes that descriptive research is designed to give information and clear illustration about social situation with the objective of descriptive research. In this case the point of descriptive research is to collect and accumulate the basic data in descriptive way or it intents to make description about problem of English teaching and learning.

Sample and Data Collection

According to Arikunto (2010), subject is the whole of the research needed data. The subjects of this study are thirty-nine and all of them are female students in class

VIII BAHASA MTs Perguruan Mu'allimat Jombang. To know the result of the research, the researcher must collect the data which relevant with the problem of research. The data is the most important instruments in the research which contains of field phenomenon. The researcher needs steps in taking data to get the data in qualitative research as follows :

1. Preliminary study

   Preliminary study is the initial stage in conducting research. At this stage, the researcher made observations and collected data related to the speaking problems of class VIII BAHASA students at Perguruan Mu'allimat, Jombang.

2. Indentification the problem

   a. Finding the problems

      1) What are the students' problems in learning speaking at class VIII BAHASA of MTs Perguruan Mu'allimat Jombang?

      2) What are the solutions of the students' problems at class VIII BAHASA of MTs Perguruan Mu'allimat Jombang?

   b. Looking for a suitable theory

3. Determine the instrument

   A research instrument must be reliable (consistent) and valid (measure what it intends to measure) and contribute to the scientific integrity of a research.

   a. Instrument

      1) Interview

      2) Quesionnaire

      3) Observation

   b. Validation the instrument

      1) Expert I

      2) Expert II

4. Collecting the data

5. Analysis the data

   Data analysis is a method of putting facts and figures to solve the research problem

6. Report the data

Data reporting is the process of collecting and submitting data which gives rise to accurate analysis of the facts on the ground.

Analyzing of Data

The questionnaire, interviews, and observations were then used to examine some of the students' difficulties speaking English and to consider the study's implications for the creation of speaking curricula. Triangulation approaches, comprising method and data triangulation as data validation, were employed in this investigation. In order to do method triangulation, we have double-checked the study's findings obtained using a variety of techniques, such as focus groups, semi-structured interviews, and classroom observation. We also looked more closely at the information provided by the participants about the speaking issues that the students were having and how it would affect the English department's curriculum development.

FINDINGS AND DISCUSSION

The research was conducted in order to identify more about the problems that faced by students of class VIII Bahasa of MTs Perguruan Mu'allimat Jombang in learning speaking and the solution of the problem. Students in class VIII Bahasa of MTs Perguruan Mu'allimat Jombang were chosen as the respondent of this research. There are 29 students who have been requested to complete a questionnaire and have been chosen as interviewers to express their opinions about the problems and challenges they encounter while they were learning speaking. The results of the questionnaire and interview were presented and discussed.

Interview

Here are the interview's questions that found out the problems encountered by students of class VIII Bahasa of MTs Perguruan Mu'allimat Jombang in speaking English:

Do you find it difficult finding partners to speak English?

First, Ilma, one of students from class VIII Bahasa of MTs Perguruan Mu'allimat Jombang, demonstrates her inadequate English input with the following clarification, she told us that she had a terrible time finding English-speaking partners.,

She only uses English in speaking class. When she communicates with people in her area and at her home, she speaks Javanese. Besides, she speaks Indonesian at school, whereas many of her friends also speak the same language as her. They come from many fields, such as Program Qur'an (PQ), MIPA (Science), Bahasa (Language) and so forth. She was unable to obtain additional English words and sounds because of this.

Furthermore, Fahdina, the other student in class VIII BAHASA of MTs Perguruan Mu'allimat Jombang argues that their inability to get feedback in English could impede their ability to speak the language fluently.

"I have trouble finding friends who can communicate in English. Actually, not everyone in my neighbourhood is concerned about English language learners. They don't know how to speak English. I only speak English at school because of this, especially when I'm speaking with friends and the English subject teacher is in speaking class as well"

The other four students also find it difficult to practice English in their daily life, since they also encountered non-English-speaking environments and it is hard for them to find partner to speak English.

English input may have a greater impact on students' speaking, listening, reading, and writing abilities in the language. (Liontas & Siegel, 201VIII). Indeed, linguistic input consists of the utterances, vocabulary, sentences, and other constituents of a given human language. (Troike, 2006). In light of this, some students in class VIII Bahasa of MTs Perguruan Mu'allimat Jombang contribute less to English-language engagement, particularly in settings where English is the primary language. Their lack of exposure to English outside of the classroom may hinder their progress, particularly when it comes to speaking, as they seldom ever hear other people using the language. Furthermore, social experience plays a critical role in helping students become more proficient speakers of English. Moreover, based on social and cultural variables, the sources of L1 input and communication may differ. (Troike, 2006).

Lack motivation to speak English outside the class was regarded as the main obstacle for most student that their mother language is not English, as it may lead the students experienced the other obstacle in speaking English. In the current study, lack motivation to speak English outside the class was also encountered by some students in

class VIII Bahasa of MTs Perguruan Mu'allimat Jombang. In actuality, a few of them hardly ever talk in English outside of the classroom and only use it when in class.

The lack of motivation to speak English outside the class is also reported by the teacher of English subject in class Bahasa MTs Perguruan Muallimat Cukir Jombang "I acknowledge that the majority of students reside in rural areas where English is not commonly spoken". In this sense, the students lack social experience interacting with others in English. As a result, students hardly ever receive input or feedback in English outside of the classroom, particularly during speaking classes. Additionally, instructors have not created an English-speaking zone in the class, so students merely converse in English in the same departments with their mates.

Regretfully, some students and teachers speak Indonesian when speaking with academics in the office as well. This demonstrates that the English environment and atmosphere have not developed at school. The reduced English-speaking atmosphere at school has contributed to certain things. These address the students' lack of awareness. These include the lack of understanding among students and instructors of the need to establish an English-speaking zone at school, the insecurity of speaking the language, and the lack of drive based on an individual's personality.

Do you have difficulties in pronouncing English words which has different sound with how it is written?

First, Ilma, one of student in class Bahasa MTs Perguruan Muallimat Cukir Jombang informed the researcher about her difficulties in pronunciation:

"I have terrible pronunciation in English words. In fact, English words have different sounds. When speaking fast, I often pronounce inaccuracies English sounds. For example: I have problems in pronouncing some certain vowels and consonants such as I am not too clear of saying sound of 'ae' and 'a", 't' and 'th'".

Additionally, they report articulation problems, particularly lost final consonant clusters. These mistakes could not, however, result in incomprehensibility. Remarkably, the majority of students admit that they are perplexed by terms that sound different in British and American languages. It has been reported by Shofa, one of the students in class Bahasa MTs Perguruan Muallimat Cukir Jombang:

"I'm not quite sure how to pronounce things in both British and American accents. I become inconsistent in my employment of certain pronunciation patterns as a result. I speak English in a British and American manner".

Most of students in class VIII Bahasa MTs Perguruan Muallimat Cukir Jombang admitted thay they haven't been able to match the native speaker's tone and accent in any way. In light of this, these can be considered as a crucial component of their English language development (Levis et al., 2016). There is a statement from Anjani that elaborates on the pronunciation issue, she said:

"I think I have weaknesses in expresses English sentences using good intonation. In addition, I find it difficult to pronounce English words with the appropriate emphasis. As a result, I struggle to produce coherent English sentences. Additionally, listeners will find it unusual."

Tajrin, Lidia and Fahdina also feel the same when it comes to pronounce the English word correctly, in their opinion, it is caused by rarely practicing English in daily life. According to the description given above, making proper utterances is mostly dependent on intonation and pronunciation. According to the observation and interview, it is clear that students are not proficient in the three aspects of pronunciation (fluency, intelligibility, and comprehensibility) (Levis et al., 2016; Saito & Plonsky, 2019).

Have you ever felt lacking of vocabulary while speaking English?

Anjani, a student of class VIII Bahasa MTs Perguruan Muallimat Cukir Jombang student, reported lacking sufficient vocabulary. Indeed, she needs to pause and consider her words before using English. The passages that follow demonstrate this:

"One issue I have with speaking English is that I need to pause and ponder before I can communicate some English vocabulary words. In fact, I don't use English very much outside of the classroom. More time is required to expand English vocabulary. This might make me less proficient at speaking".

In the current survey, the majority of class VIII Bahasa MTs Perguruan Muallimat Cukir Jombang students agrees with Anjani that they also struggle to select the right vocabulary. It has been reported by Lidia the student from class VIII Bahasa MTs Perguruan Muallimat Cukir Jombang.

"I believe that when I speak English, I have trouble using the right vocabulary. I don't have enough time to consider the precise English vocabulary I use, such as idioms,

phrases, and other expressions. Furthermore, I don't think of those terms when I try to communicate in English. As a result, I find it difficult to communicate what I want to.

The interviewed students, Tajrin, Fahdina, Ilma and Shofa said that one of the biggest barriers to spoken communication was a lack of vocabulary. It could be caused by lack of English input in their everyday life.

From the foregoing arguments, it can be inferred that nearly all undergraduate students in class VIII Bahasa MTs Perguruan Muallimat Cukir Jombang concur that vocabulary problems are the primary cause of their inability to express themselves clearly in English. Moreover, they think that their vocabulary issue might make it more difficult for them to speak English fluently. This result is consistent with a prior study that found morphology and vocabulary to be important factors in word acquisition for students. Furthermore, vocabulary knowledge has been shown to be critical in enhancing students' accomplishment, comprehension, and metalinguistic skills (Qureshi, 201VIII; Wood et al., 201VIII).

As a result, they practically promote in the interview how important it is to have a deeper understanding of English vocabulary. In addition to the difficulty students have in expressing their English vocabulary, some English teachers have expressed similar concerns about the main difficulty in conveying precise vocabulary.

"The main problem of speaking English encountered by the students in MTs Perguruan Muallimat Cukir Jombang is the difficulties of expressing the appropriate vocabularies," said Cholidah, the teacher of the English subject. Outside of the classroom, they hardly ever utilize English. In addition, individuals ought to pause while speaking in English to reflect. Furthermore, they employ a technique known as "code mixing," when they communicate in both Javanese and Indonesian.

Drawing from the aforementioned considerations, one may surmise that the primary issue in speaking classes, as seen by both students and teachers, may stem from a failure to accurately teach English vocabulary. As a result, the students' English speaking is typically more passive.

Have you ever felt lack of confidence while speaking English?

The following answer is from Fahdina, a student from class VIII Bahasa MTs Perguruan Muallimat Cukir Jombang, highlight the lack of confidence among the students:

"I have not found the class particularly contributing me developing my English-speaking proficiency. I also get less opportunities to communicate in English. I am nervous when I speak to people in English because of this. The English Students Association's function has not operated well. To get students motivated to learn English, there must be some engaging exercises."

Anjani, Ilma, Shofa, Tajrin , and Lidia said that they have ever felt lack of confidence as well especially when they are speaking English in front of their friends. It is because they're shy and afraid to make a mistake. The caused assumption is the frequency of practicing speaking English is very low.

The remarks above have shown to us that students' limited opportunities for speaking English outside of the classroom and their decreased confidence when required to execute English communication are the results of the absence of engaging activities related to English organization. Furthermore, there is a low frequency of student participation in extracurricular English language activities and programs including public speaking, competitions, workshops, and seminars. As such, students who are not exposed to English may never gain confidence in their ability to speak English.

Questionnaire

No	Questions	∑ Respond		% Respond	
		Yes	**No**	**Yes**	**No**
1	Do you feel embarrassed to speak English in front of the class?	26	3	90	10
2	Do you feel embarrassed to speak English with your friends?	14	15	48	52
3	Have you ever felt nervous speaking English with your teacher or friends?	26	3	90	10
4	Have you ever felt unconfident speaking English in front of the class?	27	2	93	7
5	Have you ever felt a lack of motivation from your teacher or friends when speaking English?	10	19	44	66
6	Have you ever experienced difficulty in pronunciation when speaking English?	28	1	97	3
7	Do you have difficulty speaking English when the teacher gives a new topic?	20	9	69	31

No	Questions	∑ Respond		% Respond	
		Yes	**No**	**Yes**	**No**
8	Have you ever experienced not being fluent when speaking English with your teacher or friends?	29	0	100	0
9	Have you ever experienced grammatical difficulties when speaking English with your teacher or friends?	27	2	93	7
10	Have you ever experienced a lack of vocabulary when speaking English with your teacher or friends?	25	4	86	14

From Table 1 above, the focus is on the answers of 'yes' which means agree and 'no' which means disagree. In statement 1, we can see that most students (90%) feel embarrassed to speak English in front of class. In statement 2, most students (52%) feel embarrassed to speak English with your friends. In statement 3, the majority of students (90%) have ever felt nervous speaking English with your teacher or friends. In statement 4, most students (93%) have ever felt unconfident speaking English in front of the class. In statement 5, most students (66%) realize that factually they have never felt a lack of motivation from your teacher or friends when speaking English but still, in statement 6, most students (97%) agree that they have ever experienced difficulty in pronunciation when speaking English. In statement 7, some students (64%) agree with the statement that they have have difficulty in speaking English when the teacher gives a new topic, so that in statement 8, all of students (100%) realize that they have experienced not being fluent when speaking English with your teacher or friends. In statement 9, most students (93%) agree that they make more grammatical mistakes when when speaking English with your teacher or friends. In statement 10, most students (86%) agree that ever experienced a lack of vocabulary when speaking English with your teacher or friends. The detail of questionnaire can be seen in appendix 1. In conclusion, students agree that they still encounter various aspect of problems in speaking English. However, they still do not have clear solutions to hinder all the problems which lead students ended up joking around with other friends.

Observation

From the observation, the researcher noticed that many of the pupils reacted negatively when they were asked to speak in English in front of the class. For example, when speaking in front of the class in English, the majority of the students were bashful,

frequently avoided making eye contact with friends or the teacher, spoke in a low voice, appeared serious and anxious when they had to recite their script in a short amount of time, hesitated a lot, repeated themselves, and paused frequently. Furthermore, it appeared like the majority of them were absorbed in their own worlds, putting a lot of effort into getting ready for their class address. Additionally, the majority of them made a significant number of grammatical mistakes.

The Solutions of The Students' Problems at Class VIII Bahasa of MTs Perguruan Mu'allimat Jombang

Environment might be really matters for students as their learning speaking support, in this case students can create it with technology if they have not got it in their daily life. There is some research that related to this study on the use of videos to encourage students to speak English, aside from the history of social media use in educational settings. For example, Sun and Yang's (2015) study found that students may use self-made video activities utilizing the YouTube and Facebook platforms to enhance their own language learning techniques and processes. Furthermore, research by Anida and Patmasari (2018) on students' video projects in their English-speaking classes shown how speaking English aloud on camera may help students understand their own shortcomings and errors and work to improve their speaking abilities.

Students' pronunciation can be repaired by adding time for practicing whether in listening or speaking. In this case, students are expected to change their social media consumption topic into English native speakers' vlog, or something that is delivered in English. In this case, playing video game in English language setting might also help students improving their English pronunciation.

Fostering the students to enrich the English vocabularies can be the solutions. In addition, pursuing them to speak English both in the class and outside the class can be one of the ways to improve their English-speaking proficiency. Drawing from the foregoing explanation, it may be concluded that students require additional opportunities to practice public speaking (Liontas & Siegel, 201VIII). The instructors' learning exercises are still insufficient to encourage students to speak up in class. Indeed, by leveraging the influence of English organizations), teachers are better equipped to create some amazing learning events outside of the classroom. Another educator has a similar view on students' lack of confidence when speaking English.

DISCUSSION

Based on students' opinions, this study attempts to investigate the students' problem in speaking English and offers the solutions that might help. It differs the previous study that most of the problems are solved by the students, and the previous researcher didn't use interview and questionnaire. The survey discovered that the problems encountered by students of class 8 Bahasa MTs PM Cukir Jombang in speaking English cover the lack of motivation to speak English outside the class and English input in everyday life, lack of correct pronunciation, lack of vocabulary enrichment and lack of confident.

Additionally, game-based and drill-based practice are part of the learning activities (Young & Wang, 2014). There are strategies that EFL students might employ to lessen their speaking nervousness. Lessening, deep inhalation, conception, and other techniques are part of regular desensitization, according to Tsai (2018). Second, creating specific speaking behaviour is the goal of strategy training, which entails learning and using techniques. Additionally, it frequently involves participating in class, which enables the students to learn speaking techniques including formulating ideas, presenting a speech, managing speaking difficulties, and more.

CONCLUSION

Speaking English proficiency issues among undergraduate students are discussed in this study, along with the consequences for developing speaking curricula. Based on observations, interviews with students and teachers, and questionnaire, it was determined that students' problems in speaking English is classified into lack of motivation to speak English outside the class, lack of English input in everyday life, lack of correct pronunciation, lack of vocabulary enrichment, and lack of confidence, those are all related to the way of students' speaking in English incorrectly. Furthermore, the study's findings have several solutions, such as the necessity of creating curricula that are appropriate for students, the significance of incorporating technology into curricula, the necessity of creating communities of English speakers to give students more opportunities to speak the language, and the necessity of improving networking

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