Postgraduate students' difficulties and strategies on speaking

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ABSTRACT

In both first and second language acquisition environments, speaking is one of the four macro skills that must be cultivated as a way of effective communication. This study was aimed to explore the postgraduate students' perception of speaking skills and to examine the most dominant problems faced by the postgraduate students in speaking. As a result of this issue, a qualitative research design was developed as an action study in a regular course. Therefore, the subjects of this research were 10 postgraduate students in the first semester at the State Islamic University of North Sumatera. The data were collected by a questionnaire which applied in Google form. The researcher shared the Google form link with the students via WhatsApp message. In analyzing data, the researcher analyzed the data based on each question and answer of the respondent. The researcher analyzed the data one by one to get the point of the research. After that, the whole data are discussed using the theory and continued by concluding. The result shows that it was found that the post-graduate students faced many problems in speaking in the target language, such, pronunciation, grammar, vocabulary, fluency, and speaking. There were also other problems such as lack of confidence and did not have any brave to speak in the second language.

I. INTRODUCTION

According to Shokouhi & Rezaei (2015), the study of learners' usage and acquisition of linguistic patterns in a second language is known as interlanguage pragmatics. The application of interlanguage pragmatics ideas and techniques explicitly in the language classroom is a recent introduction in the realm of language teaching/learning. Over the last few decades, our understanding of how languages are learned and so should be taught has shifted dramatically. Sharif, Yarmohammadi, Sadighi & Bagheri (2017), said that communicative language teaching, among several techniques, has become the most frequently accepted method for language instruction, with the primary goal of improving language learners' communicative competence.

Lestari (2017) argued that the view of the second language (L2) learning has shifted significantly, according to the communicative competency models introduced by Canale & Swain (1980) and Bachman (1990). According to these approaches, L2 learning is now regarded as the acquisition of those forms in a contextualized situation to serve certain social ends, rather than just mastering grammatical forms. As a result, because of its importance in enhancing learners' language competency, the capacity to convey and interpret meaning in social interactions has become a focal point in L2 instruction.

Furthermore, Sayuri (2016) stated the goals of education are to prepare students not only to understand the world around them and to do the types of work that will be required in the future, but also to prepare them to live in harmony with others, to understand other people's reactions by looking at them from their point of view, to promote the spirit of empathy, and to contribute to the students' complete development of mind and body, intelligence, sensitivity, aesthetic, appreciation, and spirituality. Listening, speaking, reading, and writing are the four essential skills for learning English. All of them are connected to each other. Someone who masters four English abilities will be able to communicate both actively and passively in English.

What Pragmatics is

Diverse viewpoints on the definition of pragmatics have emerged as a result of various studies on the topic. According to Verschueren (1999), Pragmatics is described as the study of language use, or, to put it another way, the study of linguistic phenomena from the perspective of their useful features and processes. Yule (1996) stated that pragmatics is the study of how a speaker (or writer) communicates meaning and how a listener (or reader) interprets it. As a result, it is more concerned with determining what individuals mean by their utterances than with determining what the words or phrases in those utterances might signify on their own.

Furthermore, Fasold and Linton (2006) said pragmatics focuses on how people use language in certain situations, and it seeks to explain how elements outside of language influence both literal and nonliteral meanings that people communicate with words. When someone says anything, he or she is not referring to the literal meaning of the words. That is, the meaning of the (speaker) differs from the meaning of the (semantic) meaning.

Since pragmatics is directly tied to human contact, learning pragmatics is vital in everyday communication. Pragmatics examines not just what people say, but also how they say it and how others perceive their words in social situations. Sometimes it's difficult for the listener or addressee to understand what the speaker is saying about who, when, and where. This circumstance can lead to a conversational misunderstanding. In pragmatics, we look at how we can tell who the main speaker is in both spoken and written form.

The advantage of studying language through pragmatics is that people can convey each other's meaning, but the major downside is that objectively examining people's concepts is difficult (Yule, 1996). This pragmatics is intriguing because it is concerned with how people make linguistic sense of one another, but it may be a disappointing field of study because it requires us to make sense of others and what they are thinking.

Significance of Speaking

English, as an international language, plays a vital part in many sectors of life, including education in Indonesia. It is considered to be one of the most advantageous disciplines for students. According to an Indonesian education department decision, English is now officially designated as one of the topics that must be passed to graduate. According to Bailey (2003) speaking is an interactive activity in which speakers produce, receive, and analyze information to construct meaning. One of the most important skills is speaking. People can communicate their mental purpose to others through speaking. Speaking, according to Brown in Ann (1999) is an interactive process of meaning construction that involves both producing and receiving information.

Speaking, according to Cameron (2001), is the active use of language to express meanings so that others can understand them. It implies that communication is extremely vital in our lives. As a result, communication in the learning speaking manner should be precise. Speaking is a vital part of everyday life because it allows us to communicate with others, express our opinions, convey our purpose and message, express sentiments in any emotional condition, and so on. Similarly, Thornbury (2005) claimed that speaking is the process of putting words together. We take speaking for granted because it is such an integral part of our daily lives. The average person creates tens of thousands of words per day, with some individuals producing much more.

Baleghizadeh & Shahri (2014) stated that speaking is often overlooked and undervalued in comparison to other literacy skills. In the minds of pupils, however, speaking bears more weight than the other abilities since it appears to be the yardstick by which proficiency is assessed, at least by the layperson. Furthermore, Rodríguez-González & Castañeda (2016) said that the significance of speaking in language learning cannot be overstated. Teachers and students in language classes usually place high importance on the development of speaking skills. This is evident in the classroom, where significant time and space is devoted to this sought ability in lesson planning, curriculum design, and course lists.

Speaking in EFL Classroom

Learning to speak entails learning how to communicate with others by using language to convey ideas, thoughts, and even feelings. The purpose of learning speaking skills is to be able to communicate effectively. Students should be able to communicate effectively using their existing level of proficiency. Bailey (2003) argued for students in FL contexts, learning speaking abilities is extremely difficult because they have so few opportunities to use the target language outside of the classroom. Meanwhile, Febriyanti (2011) pointed out that in EFL classes, students frequently continue to speak in their home tongue while taking English classes. Some students combine English words with Bahasa or traditional language in their conversation since they do not always know the English words for the topics they will discuss.

Applegate in Nazara (2011) emphasized that communication can only be effective when the learner is attuned to the social and cultural components of language usage and how these differ between his first and second language in connection to language training. The characteristics of conversation listed above, as well as the methods for generating authentic discussion, should be used to direct speaking classes. To put it another way, to succeed in speaking lessons, you'll need to apply the right strategy, engaging exercises, appropriate equipment, and strong motivation.

Problems in Speaking

Based on Boonkit (2010) for effective English speaking performance, a variety of aspects connected to speaking skills must be considered. The importance of pronunciation, vocabulary, and collocations in the development of fluency for EFL speakers is highlighted. Students' fluency when speaking improves significantly when they are exposed to a range of circumstances and are given frequent speaking exercises. Furthermore, Maxom (2009) stated that to communicate in a foreign language so that others may understand you, you must pay close attention to the language's finer points. A speaker must choose the most relevant words and use proper grammar to transmit information clearly and exactly, as well as order his or her speech so that the listener understands it. Speaking actions are so demanding that they necessitate cautious and ample support of many kinds, not merely for comprehension but also production. When speaking English, people should focus on the aspects of language, which include pronunciation, vocabulary, and fluency.

Many students, on the other hand, find it difficult to speak English in a conversation or in front of an audience. As a result, they are uninterested in taking part in the teaching and learning process. Some pieces of evidence suggest that students have little motivation to participate in speaking classes; when the professor asks them to give a speech, they appear unwilling and insecure. When the students were interviewed, some of them claimed that they lacked the courage to speak in front of a large group of people because they were afraid of being judged harshly by their peers if they made mistakes. When they are forced to converse with their peers, they believe that their pals are superior to them. It instructs them to be calm in class while not actively participating.

Based on Cameron (2001) when speaking English, people should focus on the elements of the language, which include pronunciation, vocabulary, grammar, fluency, and pronunciation. The manner a language is spoken is referred to as pronunciation. The capacity to make easily understandable articulation is referred to as pronunciation. The study of what forms or structures are conceivable in a language is also part of grammar. Following that, vocabulary refers to the entire number of words in a language. Those are the terms that are utilized in conversation. The suitable diction employed in communication is referred to as vocabulary. At a regular velocity of speech, comprehension is pretty complete. Oral communication necessitates a subject's ability to both respond to and initiate speech. Last but not least Fluency is the capacity to process language quickly and accurately, as well as the quality or condition of a person's ability to speak a language fluently. When speaking, fluency refers to the ease with which sounds, syllables, words, and sentences are connected altogether.

Thornbury (2005) said because the speaker lacks confidence, the primary issues that learners-speakers encounter are two: knowledge factors and skills factors. Learners don't yet understand features of the language that facilitate production, such as communication methods, due to knowledge factors. The learners' knowledge is not sufficiently automated to assure fluency due to skill factors. As a result, English speakers should have linguistic knowledge as well; first, genre knowledge, which is concerned with the aim of communicating, whether transactional or interpersonal. Second, discourse knowledge, which is concerned with how particular utterances are organized and connected. Finally, pragmatic knowledge refers to the relationship between language and the circumstances in which it is employed, as well as the purpose for which it is utilized. Last but not least, English speakers should be grammatically correct, have a large vocabulary, and have good pronunciation.

To completely comprehend that issue, attitudes of such skill, as well as perceptions of the role of English department courses, must be identified. As a result, the current study intends to explore the postgraduate students' perception of speaking skills and to examine the most dominant problems faced by the postgraduate students in speaking, as held by the majority of postgraduate students in the first semester at State Islamic University of North Sumatera.

II. METHODOLOGY

This research is a descriptive qualitative analysis in which the researcher gathers detailed information and facts about the concerns mentioned above. The researcher was able to use qualitative analysis to examine the students' typical speaking problems, as well as the likely causes of those problems and the kind of speaking exercises that they would want to see included in speaking classes.

The researcher recruited 10 first-semester postgraduate students from the English department at the State Islamic University of North Sumatera as the research subjects. They were chosen to fill out a set of questionnaires because they share comparable traits, such as being in the same grade and ranging in age from 22 to 32 years. They may face difficulties in acquiring English skills, particularly speaking skills, as EFL students.

The questionnaire was partly half open-questionnaire and open-questionnaire, with the subject of the question requiring respondents to select an answer and write their own response in an essay. The questionnaire consisted of 10 questions related to this research topic. The postgraduate students from the English department at the State Islamic University of North Sumatera answered some questions by Google form which was related to the language acquisition at boarding school. The data was gathered from 17th – 23rd December 2021.

There were some ways of collecting the data to complete this study:

a. The researcher made some questionnaires related to the topic.

b. The questionnaire was applied in Google Form.

c. The researcher shared the link of Google form to the subject of research via Whatsapp application.

d. After the subject of the research answered the questionnaire, the researcher made an analysis based on the theory.

e. The researcher concluded the result of this research.

The Google form questionnaire contains ten questions. The data was examined by the researcher based on each respondent's question and answer. The data was also evaluated by the researchers using the aforesaid idea. The researcher then concluded and summarized the findings.

III. RESULTS AND DISCUSSION

The perception of postgraduate students at the State Islamic University of North Sumatera was the focus of this research. As part of the data collection process, researchers used Google forms to do data searches, which were then given to ten students enrolled in the university's first semester. They completed the Google form questionnaire for this research, which consists of 10 questions, two of which are multiple-choice and eight of which are essay-based and require a long/short response. Here is a table of results from the questionnaire that has been given.

Speaking is an interactive process in which speakers produce, receive, and process information to create meaning. This research was aimed to explore the postgraduate students' perception of speaking skills and to examine the most dominant problems faced by the postgraduate students in speaking. This study focused on postgraduate students in their first semester. The students must complete a questionnaire created by the researcher on a Google form. Every student, according to the researcher, has difficulty speaking a second language. All of the postgraduate students at the State Islamic University of North Sumatera expressed a strong desire to speak a new language. This could be since the postgraduate students are from the university's English education department. All of the students stated that speaking a second language is something they want to do. More than half of the research's ten participants indicated they had trouble speaking a second language, with only one participant claiming to have no problem speaking a second language. Pronunciation, grammar, vocabulary, fluency, and comprehension are five general aspects that become an issue for

someone speaking in a second language, according to the theory presented in this research literature review.

Table 1. The Result of Questionnaire

No	Category	Finding	1	2	3	4	5	6	7	8	9	10	Total
1	Students' interest in speaking a second language	Yes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
		No											-
2	Feeling difficult in speaking a second language	Yes		✓	✓	✓	✓	✓	✓	✓	✓	✓	9
		No	✓										1
3	Pronunciation as problem in speaking	Yes			✓	✓	✓	✓		✓	✓	✓	7
		No	✓	✓					✓				3
4	Vocabulary as problem in speaking	Yes		✓				✓		✓	✓		4
		No			✓	✓	✓					✓	4
		Not sure	✓						✓				2
5	Grammar as a problem in speaking	Yes		✓	✓	✓	✓	✓	✓	✓			7
		No	✓								✓	✓	3
6	Fluency as a problem in speaking	Yes	✓		✓		✓	✓		✓			5
		No		✓		✓			✓		✓	✓	5
7	Comprehend as problem in speaking	Yes		✓			✓	✓					3
		No	✓		✓	✓			✓	✓	✓	✓	7
8	The biggest problem in speaking	Pronunciation			✓							✓	2
		Vocabulary						✓		✓	✓		3
		Grammar		✓		✓	✓		✓				4
		Fluency	✓										1
		Comprehend											-
9	Another problem in speaking	Nothing					✓	✓		✓			3
		Confidence	✓		✓	✓					✓	✓	5
		Afraid		✓									1
		Comprehend							✓				1
10	Efforts in improving speaking	Speak in the target language	✓										1
		Read books		✓									1
		Listen to music			✓								1
		Keep practicing				✓	✓				✓	✓	4
		Memorizing						✓					1
		Take course							✓				1
		Special schedule								✓			1

To make it clear, the researcher explained it one by one based on the question number as follow:

1. Are you interested in speaking a second language? (*Apakah anda tertarik untuk berbicara dalam bahasa kedua?*)

The figure 1 clearly described the interest of postgraduate students in speaking in a second language.

Figure 1. Students' Interest in Speaking the Second Language
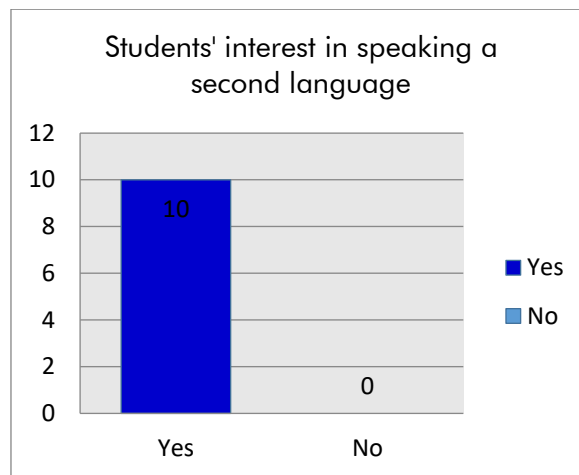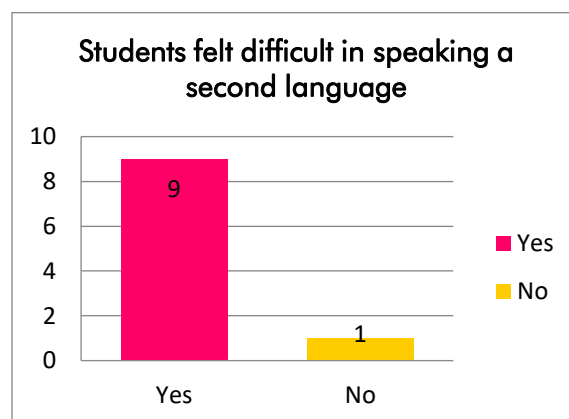

Based on the chart above, it can be seen that all of the participants are interested in speaking a second language. Question 1 was answered with a resounding "Yes" by all postgraduate students.

2. Do you have difficulty speaking a second language? (*Apakah Anda mengalami kesulitan ketika berbicara dengan bahasa kedua?*)

The second question will be explained by the Figure 2.

Figure 2. Students Felt Difficulty in Speaking the Second Language

From the chart above, it can be seen that almost all of the postgraduate students agreed that they felt difficulty in speaking a second language. Of the tenth students, 9 students answered "Yes" and the other one answered "No" in question number 2.

3. Is pronunciation one of the factors that make it difficult for you to speak a second language? Give a reason! *(Apakah pronunciation merupakan salah satu faktor Anda sulit dalam berbicara bahasa kedua? Berikan alasan!)*

Pronunciation is one of the factors that make it difficult for students in speaking a second language. To describe it, the researcher made a table.

Table 2. Pronunciation as the Problem in Speaking

Number of Students	Answer
S1	*Tidak terlalu. Karna saya merasa pronunciation tidak terlalu sulit*
S2	*Tidak*
S3	*Ya. Karena saya merasa kurang percaya diri ketika lagi pronunciation dan salah satu nya juga takut pada kesalahan grammar ketika berbicara*
S4	*Yaa karena tidak terbiasa jadi tetap saja kaku*
S5	*Yaaa, karena tidak terbiasa berbicara bahasa inggris sehingga saya sulit untuk pronounce like a native*
S6	*Iya, karena pronounciation sangat mempengaruhi kemampuan berbicara*
S7	*Tidak terlalu*
S8	*Ya, karena dalam bahasa Inggris banyak kata yg pengucapannya mirip. Namun maknanya berbeda*
S9	*Iya karna pronunciation saya kurang mahir*
S10	*Ya. Karena logat bawaan suku*

Based on the table above, most of the students felt that pronunciation is one of the factors that make them difficult in speaking the second language. There are 70% of the students say yes which means that pronunciation is a speaking inhibiting factor, and there are 30% of the students say no which means that pronunciation is a speaking inhibiting factor.

4. Is vocabulary one of the factors that make it difficult for you to speak a second language? Give a reason! *(Apakah vocabulary merupakan salah satu factor Anda sulit dalam berbicara bahasa kedua? Berikan alasan!)*

Sometimes lack of knowledge in vocabulary can be one of the problems in speaking. The following is an explanation table for the vocabulary factor.

Four students believed that one of the barriers to speaking is a lack of vocabulary. Four students disagreed that vocabulary is one of the reasons that prevent people from speaking. Two students were unsure whether vocab can be a barrier to speaking.

Table 3. Vocabulary as the Problem in Speaking

Number of Students	Answer
S1	*Terkadang. Karena terkadang kita kekurangan kata kata ketika ingin menyampaikan sesuatu*
S2	*Ya*
S3	*Tidak*
S4	*Tidak, skrg sudah muddah untuk mencari kossa kata*
S5	*Menurut saya tidak, karena dijaman skrg kita dapat meneukan kata dengan mudah*
S6	*Iya, karena kurangnya vocabulary kita merasa kesulitan untuk mempelajari bahasa kedua*
S7	*Yang terkadang ada bbrpa vocab yang tidak tau*
S8	*Ya. Karena referensi belajar bahasa kedua adalah native. Namuj jika kita sering berinteraksi dengan native akan membantu dalam berbicara bahasa kedua*
S9	*Iya karna vocab saya masih sedikit*
S10	*Tidak*

5. Is grammar one of the factors that make it difficult for you to speak a second language? Give a reason! *(Apakah grammar merupakan salah satu factor Anda sulit dalam berbicara bahasa kedua? Berikan alasan!)*

Grammar is one of the factors that make it difficult for students to speak a second language. The table below described the students' reasons for it.

Table 4. Grammar as the Problem in Speaking

Number of Students	Answer
S1	*Tidak. Karena menurut saya, grammar tidak terlalu menjadi hal yang terlalu diperhatikan dalam speaking*
S2	*Ya*
S3	*Ya. Terkadang ketika ingin berbicara, saya selalu memikirkan grammar. Sehingga hal tersebut membuat saya tidak percaya diri untuk speak up.*
S4	*Yaps, karena sebekum berbicara selalu memikirkan grammar terlebih dahulu jadinya bicaranya suka lama mikir*
S5	*Iya, grammar merupakan hal yg penting karena jika tidak menggunakan yg tepat bisa salah paham*
S6	*Ya , karena dalam mempelajari bahasa kedua kita harus menguasai dan memahami tata bahasa, jika kita tidak paham mengenai grammar , maka secara otomatis kita akan kesulitan mempelajari bahasa kedua*
S7	*Ya*
S8	*Ya, namun tidak menjadi prioritas. Karena yg paling penting adalah konteks dan pemahaman dari si pendengar*
S9	*Tidak*
S10	*Tidak*

According to the responses of the students, 70% of them believed that grammar was a barrier to communication. Grammar does not impede communication, according to the remaining

30%. The students also gave some reasons for it, which will be described in the discussion section.

6. Is fluency one of the factors that make it difficult for you to speak a second language? Give a reason! *(Apakah fluency merupakan salah satu faktor Anda sulit dalam berbicara bahasa kedua? Berikan alasan!)*

One of the factors in speaking is fluency. Some students claimed that their inability to communicate fluently in a foreign language impeded speaking. The outcomes of the students' responses to this question are shown in the table 5.

Table 5. Fluency as the Problem in Speaking

Number of Students	Answer
S1	*Iya. Karena terkadang kita ragu untuk mengucapkan kalimat.*
S2	*Tidak*
S3	*Ya*
S4	*Saya rasa bukan*
S5	*Iyaaaa akibat kurangnya berlatihh*
S6	*Ya, karena fluency sangat mempengaruhi kemampuan untuk mempelajari bahasa kedua .*
S7	*Tidak*
S8	*Ya, jika kita ingin mahir bahasa kedua maka kita harus menjadi mahir*
S9	*Tidak*
S10	*Tidak. Karena hanya perlu praktik setiap hari dengan orang yang ada dilingkungan kita*

Students' replies are evenly distributed between yes and no in terms of fluency. Fluency interferes with speaking, according to 50% of postgraduate students. And 50% of postgraduate students felt fluency was not a barrier to speaking in a second language.

7. Is comprehend one of the factors that make it difficult for you to speak a second language? Give a reason! *(Apakah comprehend merupakan salah satu factor Anda sulit dalam berbicara bahasa kedua? Berikan alasan!)*

When speaking a foreign language, comprehension is an important factor to consider. To respond to what the interlocutor is saying in a foreign language, we must first grasp what he is saying. In the table below, students' perspectives on this will be shared.

According to the responses of postgraduate students, 70% of students believe they can grasp what the speaker is saying when speaking in a second language. And 30% of students claimed that comprehension was a barrier to speaking.

Table 6. Comprehend as the Problem in Speaking

Number of Students	Answer
S1	*Tidak. Karena lebih sulit untuk menjawab daripada comprehending something.*
S2	*Ya*
S3	*Tidak*
S4	*tidak, karena saya lebih muddah memahami apa yg dikatakan orrang daripada harus mengutarakan*
S5	*tidak karena saya lebih mudah memahami apa yg org lain ucapkan daripada harus saya utarakan*
S6	*Ya , karena menurut saya, jika kurangnya comprehend, kita akan sulit untuk memulai pembelajaran bahasa kedua.*
S7	*Ya*
S8	*Tidak*
S9	*Tidak*
S10	*Tidak*

8. Which of the following 5 factors is your main difficulty in speaking a second language: pronunciation, vocabulary, grammar, fluency, and comprehending? Give the reason *(Manakah diantara ke-5 factor berikut yang menjadi kesulitan utama Anda dalam berbicara bahasa kedua: pronunciation, vocabulary, grammar, fluency dan comprehend? Berikan alasannya)*

There are 5 factors that can make a problem in speaking, they are pronunciation, vocabulary, grammar, fluency, and comprehension. Everyone must believe that some aspects of the five items are more problematic than others. The answers and reasoning for postgraduate students will be shown in the table 7.

Table 7. the Most Dominant Problem in Speaking

Number of Students	Answer
S1	*Menurut saya fluency. Karena ketika seseorang berbicara, kesulitan yang selalu mereka hadapi adalah kelancaran ketika berbicara. Terkadang kita sudah mencerna kalimat di pikiran. Tetapi kita bingung cara menyampaikannya.*
S2	*Grammar*
S3	*Pronunciation karena kurang percaya diri jadi tidak berani untuk speak up*
S4	*Grammar, perlu banyak waktu untuk menysuun kalimat sebelum diutatakan*
S5	*grammsar karna setiap even kita harus menentukan grammarnya*
S6	*Vocabulary, karena menurut saya, jika kurangnya vocabulary, kita akan sulit untuk memulai pembelajaran bahasa kedua*
S7	*Grammar*
S8	*Vocabulary. Karena jika kita ingin berbicara banyak hal kita harus menguasi banyak kosa kata yang tidak diketahui*
S9	*Vocabulary*
S10	*Pronunciation*

The grammatical factor is by far the most important answer. Grammar is the most troublesome aspect in second language speaking, according to 40% of postgraduate students. Then, among the five characteristics listed above, 30 percent of postgraduate students choose vocabulary, 20 percent choose pronunciation, ten percent choose fluency, and none of the students chose comprehension as the key constraining element in speaking.

9. Apart from the factors mentioned above, what is the main cause of your difficulty in speaking a second language? Give the reason *(Selain dari faktor yang disebutkan diatas, apakah yang menjadi penyebab utama kesulitan anda dalam berbicara bahasa kedua?)*

The researcher identifies five major issues that obstruct postgraduate students' ability to talk in a second language. Apart from that, someone's ability to communicate may be hampered by other circumstances. The following are students' responses to various issues that can make learning a second language difficult.

Table 8. the Other Problem in Speaking

Number of Students	Answer
S1	*Percaya diri*
S2	*Takut*
S3	*Tidak percaya diri*
S4	*Saya rasa tidak ada*
S5	*Tidak ada*
S6	*Tidak ada*
S7	*Comprehend*
S8	*Tidak ada*
S9	*Saya merasa kurang percaya diri ketika harus berbicara dalam bahasa inggris dengan orang lain*
S10	*Saya kurang percaya diri*

10. What efforts do you make to be able to speak in a second language? *(Apa upaya yang anda lakukan agar bisa speaking dalam bahasa kedua?)*

Everyone has a different approach to speaking a second language. The following describes postgraduate students' efforts to be able to communicate in English.

Table 9. Students' Effort in Speaking the Second Language

Number of Students	Answer
S1	*Lebih sering berbicara dengan menggunakan bahasa kedua. Dan menumbuhkan self confidence*
S2	*Membaca buku dengan mengeluarkan suara*
S3	*Biasanya saya banyak mendengar kan musik dalam bentuk bahasa kedua yg saya minati lalu terkadang saya juga menambah vocabulary dan saya praktek kan in my daily life*
S4	*Tetap berlatih*
S5	*Keep practicing because practice makes perfect*
S6	*Memperbanyak hafalan vocabulary, berlatih dan belajar dengan tekun*
S7	*Les bahasa inggris*
S8	*Membuat jadwal khusus untuk meningkatkan kemampuan speaking*
S9	*Ability*
S10	*Berlatih dan praktik setiap hari*

Postgraduate students can improve their English language skills in a variety of methods. Some students continue to practice to enhance their skills and gain self-confidence.

The first topic of discussion is pronunciation. Pronunciation is crucial in both correctly pronouncing a word and ensuring that the interlocutor understands the speaker's intentions. Pronunciation is a problem for some students when speaking a second language. This is since some students are not used to speaking in English and are unsure whether their pronunciation is correct. Furthermore, various terms in English that sound practically the same, which can lead to misunderstandings by the interlocutor when speaking. Pronunciation issues can also be caused by dialect or language accent. If a person talks too loudly in his native tongue, he may find it difficult to communicate in a second language since his native tongue's pronunciation has swept him away. Furthermore, some postgraduate students do not consider pronunciation to be a barrier to speaking because they believe their pronunciation is already certified.

Learners' ability to communicate in English is greatly hampered by their limited vocabulary. It is difficult to speak and convey information to others without the use of words. Words serve as a conduit for communication. They can make as many utterances as they desire with words. Due to a lack of vocabulary, students may find it challenging to make and shape an utterance. When it comes to words, their meaning and how they are pronounced are inextricably linked. Both are quite important in communication. Someone who does not understand the meaning of words will have difficulty determining the major point of an utterance. As a result, students who have misplaced a term and are unable to recall its meaning utilize their language to make their remarks acceptable. According to research undertaken by various postgraduate students, one of the challenges in speaking was a lack of vocabulary knowledge. Some of them claimed that learning vocabulary in a foreign language is simple because foreign words can now be found almost wherever. It can also improve vocabulary knowledge so that speaking is not hindered by a lack of words.

The next step is grammar, which is crucial in determining if a sentence is arranged correctly or incorrectly in a second language, particularly English. Some English learners find grammatical rules to be extremely perplexing when speaking. They occasionally have difficulties structuring sentences, which is also related to the correct usage of grammatical patterns in such phrases. While other students stated that when they want to begin speaking, they always consider the grammar of the sentence to be uttered, which can lead to a lack of confidence and develop a speaking difficulty. However, it is not a priority because the most crucial factor is the listener's context and comprehension. On the other hand, some claim that grammar isn't something that needs to be paid special attention to when speaking. This is because good and proper grammar is not required when conversing with another individual.

Speaking skills are also hampered by a lack of fluency in a second language. Since fluency has a significant impact on one's ability to speak a second language. If we wish to be fluent in a second language, we must first become fluent in speaking the second language. Fluency, however, is not a scourge in speaking a second language, according to certain postgraduate

students, because fluency in speaking a person's second language may be polished, for example, by speaking and communicating in a second language with others nearby.

When you wish to communicate in a second language with someone, you must first comprehend the information or topic of the conversation. Because it is impossible to respond to someone's words if we do not grasp what they are saying. However, it is not a significant component while speaking a second language. Because most individuals nowadays can comprehend what others are saying yet find it difficult to respond. This can occur as a result of a lack of self-confidence and a fear of making mistakes. However, some students find it difficult to understand what is being said in English. When someone speaks in English, they find it difficult to understand since they don't always know what vocabulary they're using or what words they're saying.

Grammatical is the most prevalent issue factor faced by postgraduate students in second language speaking, out of the five hindering factors. This is because students take a long time to consider what grammar is appropriate to use during a discussion, and we may simply use a new grammatical arrangement at any time. Then there's vocabulary in the second order. Postgraduate students believe this since it will be difficult to begin speaking if one does not know the target language's vocabulary. The person will be preoccupied with finding the suitable words and phrases that he is familiar with. As a result, if you wish to communicate in a second language, you'll need to know a lot of vocabulary in the target language.

Then there's pronunciation, which comes in third place. This is since when someone does not fully comprehend the pronunciation of the second language is being spoken, they are hesitant to speak up. There is fluency in the following sequence. Because when someone speaks, one of the most difficult things they have to deal with is fluency. In certain cases, we have already digested the sentence in our heads. But we're stumped as to how to say it. However, none of the research participants identified comprehension as the key constraining issue in speaking as one of the five main problem factors in the second language speaking.

Apart from these five factors, self-confidence is a big obstacle for postgraduate students when it comes to communicating in a second language. The dread of speaking thus becomes an impediment to communication. Then there's pronunciation, which comes in third place. This is since when someone does not fully comprehend the pronunciation of the second language is being spoken, they are hesitant to speak up. There is fluency in the following sequence. Because when someone speaks, one of the most difficult things they have to deal with is fluency. In certain cases, we have already digested the sentence in our heads. But we're stumped as to how to say it. However, none of the research participants identified comprehension as the key constraining issue in speaking as one of the five main problem factors in the second language speaking. "Unlike reading, writing, and listening, speaking necessitates some degree of real-time audience exposure. Learners are sometimes hesitant to speak in a foreign language because they are afraid of making mistakes, terrified of being judged or losing face, or just timid of the attention that their speech generates. As a result, it can have an impact on the learners' confidence because they are always thinking about their blunders and feel unqualified to participate with others.

Everyone approaches speaking a second language differently. Postgraduate students can use a range of strategies to improve their English speaking skills. Some students believe that speaking in a second language more frequently can increase a person's ability to talk in that language. It can also be used to develop and train a person's sense of self-confidence. Someone who has gone through all of the necessary preparation and is ready to speak, but lacks the courage to speak in front of people will be afraid and will forget many of the things that he should say. As a result, confidence is a critical aspect in how English learners can achieve it. Actually, this issue arises as a result of a lack of practice. In speaking English, practice holds key rules.

Some students believe that speaking in a second language more frequently can increase a person's ability to talk in that language. It can also be used to develop and train a person's sense of self-assurance. Listening to music or seeing movies in a foreign language can help people enhance their vocabulary. If you've learned a new language, you should use it in everyday situations. Making a separate timetable for speaking a foreign language might also help you enhance your second language skills. As a result, someone will become accustomed to speaking in the target language. Finally, attending an English course will improve and develop one's language skills. If someone wishes to improve their ability to speak a foreign or second language, this can be done.

IV. CONCLUSION

After analyzing the research findings, the researcher concluded that students had issues with pronunciation, fluency, grammar, and vocabulary when speaking English. The students' speaking difficulties included a restricted vocabulary, trouble pronouncing English words, a lack of grammar, inability to communicate coherently, and difficulty understanding what the speaker said. Furthermore, students are hesitant to practice English speaking and instead rely on their mother tongue.

There are a variety of things that postgraduate students can do to improve their ability to speak a foreign or second language, one of which is to build self-confidence so that they feel comfortable speaking in another language with the interlocutor. In addition, students can watch a movie or listen to music in the target language. It is hoped that by developing such habits, people will improve their capacity to speak a second language.

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