
A study on learners' challenges and problems in english speaking skill

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Abstract:

English language learners are taught the four language skills speaking, listening, reading, and writing. The hardest skill for students to acquire is speaking since they are not exposed to enough English (environmental factor), they don't practice speaking English often enough in their daily lives (they could communicate in their mother tongue instead of English), and they are too shy or lazy to learn the language.

In the first semester of 2023, the researcher gave a questionnaire to all male and female students enrolled in King Faisal University's Applied College in English 101 and 102 to find out about the most common problems they have speaking English. The twenty-question questionnaire covers a range of topics, including the respondent's linguistic, teacher, and psychological issues.

Keywords:

Speaking skills, EFL learners, psychological problems, linguistic problems.

Speaking skill:

Students will acquire the ability to speak fluently and confidently throughout school, which will help them in all aspects of their lives. Speaking skills are defined as those that facilitate effective communication. They help us communicate verbally and in a way that the other person can understand. Students will learn to speak in both English and other languages in elementary and high school. Both ESL and EAL students must improve their English-speaking ability. Speaking is one of the most important parts of learning a language since it is how we communicate most of the time.

Speaking involves interaction with the listener, who offers information as needed and reacts to what is stated. Therefore, to have effective communication, it is essential to develop speaking and listening skills. The four elements of speaking skills are vocabulary, grammar, pronunciation, and fluency. Speaking is one of the most important skills we learn since it allows us to communicate with others and express our feelings. We use both formal and informal speaking skills throughout our lives in a variety of contexts. Speaking talents can be separated, it needs informal communication to build emotional bonds with friends and family. However, in social settings, workplaces, and meetings, professional speaking is expected. Formal language is crucial because it facilitates courteous discourse and improves our ability to leave a positive impression on others. Speaking is thought to be the most crucial aspect of language learning for ESL students. To be honest, a lot of language learners rely on their level of language ability to make them feel accomplished. Gaining proficiency in a foreign language will help you understand the languages and cultures of English-speaking nations more deeply, as interaction is the most efficient way to learn a language. Nevertheless, it might not be too difficult to locate a speaker.

EFL learners:

When English is not widely spoken or utilized in daily life, it is taught as a foreign language. English is believed to function as an EFL in several Middle Eastern nations as well as Greece, Taiwan, Russia, and others. EFL is taught in Saudi Arabia schools as a subject. Teaching English as a foreign language (EFL) can be difficult for several reasons, according to Sulistiyo (2016). Firstly, EFL teachers usually have large classes with more than fifty students; secondly, not all students who take English classes are motivated; and thirdly, the English language curriculum prioritizes reading skills, English grammar, and vocabulary over speaking skill. (Sawir, 2005).

In Saudi Arabia, teaching English is a required subject for primary, secondary, and university education. The Saudi government has already worked hard to raise the level of English proficiency among students. The author's experience as an English teacher suggests that there could be a variety of causes for the issues, including speaking. Speaking is one of the hardest language abilities for beginners. Speaking

a foreign language is difficult, particularly for EFL learners. They occasionally hesitate, pause, and utilize fillers, especially when speaking spontaneously. Several issues keep students from speaking in public in English well. According to Brown (2007), people typically experience shyness and lack confidence when it comes to speaking in front of an audience or finding solutions to their issues.

Psychological problems:

Problems faced by the students were fear of making mistakes with followed by speaking anxiety, lack of confidence, shyness, and lack of motivation.

English language learners (EFLs) enrolled in King Faisal University's Applied College studying English courses may face challenges due to their limited ability to speak English fluently. The purpose of this study is to ascertain the English speaking skill difficulties that King Faisal University's Applied College students encounter.

Linguistic problems:

Difficulties that may be encountered when trying to communicate with someone who speaks a different language. These problems can arise from differences in grammar, vocabulary, or pronunciation. They can also be caused by cultural differences, such as different customs or beliefs. Linguistic problems can lead to miscommunication, misunderstanding, and even conflict.

1. Introduction:

Person's ability to speak is innate. By learning languages, people can communicate, learn from others, and build relationships (Riadil, 2020). Language is essential for people to live and establish relationships with those around them.

According to one analyst, language is widely used in communication even if speakers of different first or second languages do not speak the same language (Harmer, 2007). It shows that learning languages is essential for human survival. Communication ability is very important for human life. It is a way of communicating with another person and exchanging ideas, thoughts, and feelings through language. Communication can occur through language (Riadil, 2020).

In the age of globalization, it is important to learn languages to increase the ability to communicate with others. English is the most spoken language in the world. People need to have exceptional interpersonal skills because they can easily speak English with different people from all over the world (Riadil, 2020). English as a first language is learned as a foreign language by all students in Saudi Arabia (Riadil, 2019).

Unfortunately, despite studying English for more than ten years in structured secondary schools, high schools, and universities, Saudi students still have difficulties practicing their English skills regularly in real life, despite getting good grades in English at their universities reports. However, they still have difficulty speaking English fluently (Musthafa, 2001). Most English as a foreign language (EFL) teachers complain that too few of their students actively participate in speaking exercises in their classrooms (Abadi, 2015).

Today, many students at King Faisal University are still shy about speaking English on campus. Some only speak English on special occasions. Sometimes they speak English with their teachers. Some students also speak English with some of their friends at university.

Speaking is one of the most important skills that students need to acquire to communicate effectively in different situations. Since speaking is the main way people communicate with each other, Celce-Murcia (2007) suggests that being able to speak is equivalent to knowing the target language. Speech factors that contribute to speech problems, but are not limited to, intonation, rhythmic changes, descending form, speech rate, descending clusters, intonation, rhythm, and stress.

In addition to being expected to speak fluently and use appropriate grammar and vocabulary, students are also expected to learn frequently used language. According to Hinkel (2011),

communication problems occur when the student encounters a word that he is not familiar with, sometimes does not know how to use this word, or is afraid to say what he means. Insecurity and loss of confidence are common problems reported by students.

Students sometimes have difficulty speaking a foreign language fluently because mastering a language like English requires more than knowing grammar rules; It also requires you to know how to use the language in a particular context. Fiorina, Apriliaswati, and Wardah (2015) state that lack of language knowledge is an important factor that prevents students from developing and improving their communication skills. There are many reasons why students may have difficulty communicating in terms of syntax, vocabulary, and pronunciation.

Based on the mentioned context, this study aims to analyze speaking skill problems among students studying English as a foreign language, especially among students at King Faisal University in Saudi Arabia. This research is expected to provide reliable results that can help identify the problem and suggest possible solutions.

2. Statement of the problem:

The most common speaking skill issues experienced by King Faisal University students are not well understood. The students must meet academic expectations while also working to improve their English language skills.

3. Objectives of the study:

This study investigated the difficulties with English speaking skills that King Faisal University students sometimes have. Additionally, the study seeks to shed additional light on the variables influencing students' English speaking.

4. Research questions:

1. What are the main problems encountered by King Faisal University students in English speaking skills?
2. Are there any statistically significant differences between male and female students in their English-speaking skills?
3. How can we help students to improve their English-speaking skills?

5. Significance of the study:

The findings revealed the problems of King Faisal University students' English-speaking ability. This information can be used as a textbook for students on how to improve their speaking level using the best methods and strategies. Research to identify effective speaking teaching methods can also help teachers better understand the speaking skills challenges their students face.

6. Review of related literature:

Students' Difficulties in English Speaking Lessons at the Eleventh Grade at State Senior High School 04 Muko-Muko was the subject of a study done in (2023) by Leoni, F.Z, Kasmaini, Lubis, A. A. 31 students completed the surveys, and 10 students participated in the interview portion of the study. Two conclusions were drawn from this investigation. First, the results indicated that the eleventh-grade students at State Senior High School 04 Muko-Muko had five psychological issues during the English-speaking lesson: nervousness, shyness, fear of making mistakes, lack of confidence, and lack of desire. Second, based on the five psychological challenges, several elements contribute, such as students' inadequate vocabulary and pronunciation proficiency, teachers' poor instruction, peers' unfavorable reactions, and a lack of awareness or motivation to learn English.

A study titled "Speaking Skills in the 21st Century: Students' Perceptions and Challenges in English Language Teaching" was carried out in 2023 by Leonita, N. N. S. N. A., Apriyanti, N. P. R., Krismayani, N. W., Joni, D. A. A. W., and Budiarta, I. K. The purpose of this study is to examine how students view speaking abilities in the twenty-first century and the difficulties they face. Twenty-six students were selected at random from three courses in Universitas Mahasaraswati Denpasar's Speaking for Informal Interaction of the English Language Education Study Program. The researchers employed semi-structured interviews and open-ended questionnaires, and they conducted their analysis using a qualitative research methodology. The instruments were augmented by documents and recordings. The results of this study were arrived at by transcription, classification, interpretation, and conclusion of the gathered data. The results show how students view the necessity of English textbooks to assist their communicative competencies as well as some obstacles that stand in the way of their capacity to become proficient speakers. Among the difficulties the students encounter includes

deficiencies in vocabulary, grammar, pronunciation, self-assurance, knowledge, fear of making mistakes, low motivation, and fear of criticism, shyness, and anxiousness. It is advised that instructors create a textbook that considers the requirements and difficulties of their students based on their perspectives and issues. To gain the confidence to speak in front of an audience, students require a course book.

An investigation on the "Saudi EFL Learners' Speaking Skills: Status, Challenges, and Solutions" was carried out in 2022 by Al-Hassani, A.M. and Al-salmi, A.F. This study at Bisha University concentrated on female Saudi students learning English as a foreign language (EFL). Due to their delayed exposure to English, the learners face difficulties. The primary obstacles noted are insufficient practice time, low motivation, and mistake-averseness dread. More practice opportunities, the creation of a syllabus, and encouragement to use English both inside and outside of the classroom are among the recommendations.

A study on "Challenges Faced by Bachelor Level Students While Speaking English" was carried out by Chand, G.B. (2021). To gather information for this empirical qualitative study, the researcher used semi-structured interviews and a questionnaire with 15 university undergraduate students. The gathered information was thematized and examined in terms of two overarching categories: causes and difficulties, each of which included four subcategories. The study focused on the following areas: teacher and instruction, course content, excessive use of home tongue, inadequate schooling, and classroom culture as incidental causes of speaking insufficiency; personal, social, environmental, and linguistic concerns for speaking difficulties. The study recommended altering teaching strategies, rewriting courses, fostering a positive learning atmosphere, enhancing learner autonomy, and regularly holding speaking exercises.

A study on "EFL Students in Speaking Skills: Identifying English Education Students' Perceptions of Psychological Problems in Speaking" was carried out by Ikrar R. (2020). The qualitative approach of analysis was applied in this investigation. The questionnaire is a tool used by the author to gather data. According to the questionnaire, linguistic problems are the most common problems faced by students studying English education at the University of Tidar's Department of English. According to the study's findings, most students struggle to communicate when discussing psychological, linguistic, or teacher-related issues. In summary, the students' significant reduction in grammar, deficiency in vocabulary, and poor pronunciation are the linguistic difficulties.

A study on "Students' Difficulties in Speaking English at the Tenth Grade of Sekolah Menengah Kejuruan" was carried out in 2019 by Catur, A. The study's primary goals are to identify the speaking challenges that students face and to outline the methods that teachers employ to help them. 36 students from SMK N 2 Purworejo's tenth grade participated in the study. A questionnaire, interviews, and documentation were the research instruments employed in this study. The author examined the data to identify categories for students' speaking abilities, students' speaking challenges, and teachers' approaches. The study's findings indicate that students' speaking proficiency has a mean score of 64.8. It fits into a sufficient group. Both linguistic and non-linguistic issues were present in the kids' speaking challenges. Lack of vocabulary, pronunciation, and grammatical understanding are among the linguistic issues; inhibition, being silent, uneven participation, mother tongue interference, nervousness, shyness, low self-confidence, and lack of desire are among the nonlinguistic issues. The teacher uses techniques including role-playing, brainstorming, drilling, and motivating the class to tackle the difficulties.

A study on "Students' Problems in Daily English-Speaking Activity (the Eleventh Grade Science Students of SMAN10 Makassar)" was carried out by Nursyams, A.A. (2018). Data for this study were gathered using a qualitative research design. A questionnaire was the tool used to get the data. There were ten questions on psychological issues and ten questions on language issues in the questionnaire. Based on the research's findings, it was determined that many students struggle with self-confidence when it comes to their psychological issues with speaking English. The students are afraid of speaking English incorrectly. Another issue for students who wish to use English in everyday situations is a lack of enthusiasm. Thus, for students to speak English, the teacher must constantly inspire them. In students' language problems of speaking English, many students have problems in their pronunciation. Vocabulary is also a problem for students speaking English. The students are too lazy to practice and too late to open their dictionaries.

7. Difficulty of english-speaking skill:

Speaking English is not easy for students because they have to work hard if they want to speak well and understand speech well. Therefore, they need to learn more about the word and its pronunciation. According to Chens, this is a difficult skill for many English learners to master, and it is also difficult to communicate verbally in English. Juhana said there are several psychological issues students face when speaking in class: fear of making mistakes, shame, anxiety, lack of confidence, and lack of power.

7.1. Shyness:

Shyness is an emotional problem that many students have difficulty expressing in English class. This shows that shyness can cause problems in students' learning processes in the classroom, especially in speaking lessons. Speaking English in front of people is one of the most common phobias among students, and when they are shy, their minds go blank, or they forget what to say. And some shy students are very quiet by nature.

7.2. Lack of trust:

Lack of trust occurs when the other person does not begin to understand the conversation. In these situations, students prefer to remain silent and not continue speaking. Little English is the main reason why students feel insecure. Many students think that they do not speak English better than others. Self-confidence is a direct factor in students' ability to speak English. Some students are afraid of making mistakes when speaking in front of their classmates. Students with poor communication skills or lack of self-confidence are especially afraid of being ridiculed by their classmates.

7.3. Lack of energy:

Motivation is one of the most important factors in success or failure in speaking well. Motivation is a type of internal drive that pushes a person to do something to achieve something. Students with high achievement motivation are more likely to achieve and receive good grades than students with low motivation.

Motivation is an important consideration when making decisions. To prepare students for discussion. Lack of motivation affected students' English language skills. When asked about motivation, Babu says that students are afraid to speak English in class due to a lack of motivation to learn. The reason for this problem, she says, is that teachers do not encourage their students to communicate in English.

7.4. Fear of mistakes:

Husnu, as many theorists point out, one of the main reasons why students are afraid of speaking English in the classroom is the fear of making mistakes. Ur said one of the reasons why students often worry when trying to speak a foreign language is the fear of making mistakes. As for the fear of making mistakes, this fear is related to the problem of accuracy and negative evaluation. This is also largely due to students' fear of being ridiculed by other students and criticized by teachers.

7.5. Fear:

Anxiety is the stress, anxiety, and tension that comes with learning a foreign language. So, stress affects students in language learning. Therefore, attention should be paid to the slope coefficient. This can affect the tone of voice and make students appear younger than they are.

Learning English as a second or foreign language creates challenges for students. According to Penny Ur, the four types of speech problems are:

7.5.1. Forbidden:

Blockers are students who are worried about making mistakes, fear of being criticized, or losing their dignity. They are ashamed to attract attention with their attractive speeches. While learning English, students are not willing to read, listen, and write the language, so students are anxious when speaking in class and the listeners do not trust themselves.

7.5.2. You don't say anything:

Asking to meet students is when they talk to their class. Since many students do not know vocabulary and grammar, they need to be able to encourage themselves to speak to improve their skills. Grammar problem also becomes a factor affecting students' speech. Students who have problems with grammar also have problems speaking English. Shatz and Wilkinson noted that some of the most common grammatical problems encountered by English language learners were the incorrect use of prepositions, articles, past tenses, and third tenses.

7.5.3. Little or no equal participation:

One participant can speak at the same time if they agree: and in a large group, this means everyone will have less time to speak. For Some dominant students, this problem gets worse, while others say little or not at all.

7.5.4. Language use-language:

Today's student factor is the number of students who can use their native language comfortably. They prefer to use their native language because it is familiar to them from an early age and makes it easier to communicate with their peers. Harmer suggests that the reason why students use their native language is when they are discussing unfamiliar topics and therefore students use their native language. Moreover, students feel more comfortable using their native language. They feel like they don't know a foreign language, which doesn't give them motivation. They are very familiar with foreign languages.

8. Methodology:

8.1 Participants:

The participants were all male and female English 101 and 102 students enrolled in the Applied College at King Faisal University in the first semester of 2023/2024 to learn about their most frequent English speaking skill issues. They were 130 female students and 70 male students.

9. Methods of data collection:

9.1 Questionnaire:

The questionnaire is 20 questions long and asks several questions about the respondent's speaking problems, psychological problems, linguistic problems, and instructor-related problems. This survey was created by the researcher.

9.2 Reliability test:

Reliability Statistics

	Cronbach's Alpha	Number of Items
Psychological Problems	0.854	7
Instructor related problems	0.624	5
Linguistic problems	0.766	3
All	0.846	15

Participants Total Number

	Frequency	Percent
Male	70	35
Female	130	65
Total	200	100

Descriptive analysis of the study data and discussion of results The researcher adopted the five-way Likert scale in the questionnaire to give more flexibility to the individuals in the choice, as the value ranged between (1-5) shown in table (1).

Table. 1: Five-point Likert scale to measure agreement

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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1	2	3	4	5
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Source: By Researcher

Likert scale was processed according to the following equation (Sekaran & Bougie, 2016).

$$\text{category length} = \frac{\text{Maximum Substitute} - \text{Minimum Substitute}}{\text{number of level}} = \frac{5 - 1}{3} = \frac{4}{3} = 1.33$$

Category length + less weight = 1.33+1 = 2.33, The first degree of agreement (1-2.33) becomes the lower level, to move to the second category 1.33+2.33 = 3.66, then the second degree of agreement (2.34-3.66) becomes the intermediate level, For the transition to the third category 1.33+ 3.66 = 5 then the third degree of agreement (3.67-5) becomes the high level.

Based on the treatment, the relative approval was determined according to the table (3-6) of the averages of the agreement levels.

Table. 2: Likert scale processing

The degree of agreement	Average
weak	1 - 2.33
Medium	2.34 - 3.66
High	3.67 - 5

Source: By Researcher

Table. 3: mean and standard deviation for questions

No.	Statement	Mean	Std. Deviation	rank	Importance
1	I'm afraid of making mistakes when speaking in front of the class.	2.735	1.577	2	medium
2	My friends can speak effectively. I find that thing discouraging me.	1.675	1.017	7	weak
3	I have poor self-confidence, which prevents me from speaking clearly in class.	1.870	1.149	6	weak
4	My shyness keeps me from talking.	2.205	1.471	4	weak

5	I am really too anxious. That's what keeps me from speaking clearly.	2.280	1.411	3	weak
6	It's hard for me to find speaking practice chances outside of the classroom.	2.820	1.594	1	medium
7	I doubt that I will employ my English-speaking abilities in my home nation.	1.960	1.291	5	medium
	Psychological	2.221	1.004		weak
8	In my speaking lessons, there is a lack of cooperation between my classmates and the teacher.	1.965	1.301	4	weak
9	My lecturer doesn't have a good command of my English-speaking skills.	2.050	1.314	3	weak
10	In the classroom, my lecturer speaks in our native tongue far too often.	2.060	1.355	2	weak
11	In my class, there aren't enough effective facilities to support my speaking.	2.350	1.476	1	medium
12	Our classes are overcrowded.	2.050	1.381	3	weak
	Problems Instructor related problems	2.095	0.864		weak
13	I don't have enough vocabulary knowledge.	2.910	1.563	1	medium
14	My pronunciation needs work, which makes it tough for me to communicate.	2.240	1.300	3	weak
15	I'm not very knowledgeable about grammar, thus my speech is not as accurate.	2.730	1.472	2	medium
	Linguistic problems	2.627	1.196		

According to Table (3), the means for the variable “Psychological “was calculated to be 2.22. This indicates a weak level of agreement among the respondents regarding this variable. Upon examining the individual item responses, it is evident that Paragraph 6, which states “It’s hard for me to find speaking practice chances outside of the classroom.” received the medium average rating of 2.82. On the other hand, Paragraph 2, which states “My friends can speak effectively. I find that thing discouraging Me.” obtained a slightly lower average rating of 1.67.

The means for the variable "Problems Instructor related problems" was calculated to be 2.09. This indicates a weak level of agreement among the respondents regarding this variable. Upon examining the individual item responses, it is evident that Paragraph 11, which states "In my class, there aren't enough effective facilities to support my speaking." received the medium average rating of 2.35. On the other hand, Paragraph 8, which states in my speaking lessons, there is a lack of cooperation between my classmates and the teacher." obtained a slightly lower average rating of 1.96.

The means for the variable "Linguistic problems" was calculated to be 2.62. This indicates a weak level of agreement among the respondents regarding this variable. Upon examining the individual item responses, it is evident that Paragraph 13, which states "I don't have enough vocabulary knowledge." received the medium average rating of 2.9. On the other hand, Paragraph 14, which states "My pronunciation needs work, which makes it tough for me to communicate," obtained a slightly lower average rating of 2.24.

Table. 4: percent and frequency for questions

No.	Questions	strongly agree	disagree	agree	strongly agree
Psychological Problems					
1	I'm afraid of making mistakes when speaking in front of the class.	64(32)	50(25)	47(23.5)	39(19.5)
2	My friends can speak effectively. I find that thing discouraging me.	114(57)	64(32)	17(8.5)	5(2.5)
3	I have poor self-confidence, which prevents me from speaking clearly in class.	103(51.5)	60(30)	34(17)	3(1.5)
4	My shyness keeps me from talking.	92(46)	55(27.5)	26(13)	27(13.5)
5	I am really too anxious. That's what keeps me from speaking clearly.	83(41.5)	56(28)	44(22)	17(8.5)

6	It's hard for me to find speaking practice chances outside of the classroom.	62(31)	46(32)	50(25)	42(21)
7	I doubt that I will employ my English-speaking abilities in my home nation.	98(49)	66(33)	18(9)	18(9)
Instructor related problems					
8	In my speaking lessons, there is a lack of cooperation between my classmates and the teacher.	107(53.5)	48(24)	35(17.5)	10(5)
9	My lecturer doesn't have a good command of my English-speaking skills.	98(49)	53(26.5)	39(19.5)	10(5)
10	In the classroom, my lecturer speaks in our native tongue far too often.	98(49)	55(27.5)	31(15.5)	16(8)
11	In my class, there aren't enough effective facilities to support my speaking.	76(38)	66(33)	28(14)	30(15)
12	Our classes are overcrowded.	98(49)	59(29.5)	21(10.5)	22(11)
Linguistic problems					
13	I don't have enough vocabulary knowledge.	60(30)	37(18.5)	67(33.5)	36(18)
14	My pronunciation needs work, which makes it tough for me to communicate.	72(36)	74(37)	42(21)	12(6)
15	I'm not very knowledgeable about grammar, thus my speech is not as accurate.	62(31)	44(22)	74(37)	20(10)

Table. 5: Test Analysis of English-speaking skills (N=42)

Questions		strongly agree		disagree		agree		strongly disagree		χ^2	p-value
		n	%	n	%	n	%	n	%		
Psychological Problems											
1. I'm afraid of making mistakes when speaking in front of the class.	Male	39	55.71	10	14.29	13	18.57	8	11.43	28.58	0.00
	Female	25	19.23	40	30.77	34	26.15	31	23.85		
2. My friends can speak effectively. I find that thing discouraging me.	Male	57	81.43	11	15.71	2	2.86	0	0.00	26.92	0.00
	Female	57	43.85	53	40.77	15	11.54	5	3.85		
3. I have poor self-confidence, which prevents me from speaking clearly in class.	Male	45	64.29	11	15.71	14	20.00	0	0.00	12.93	0.005
	Female	58	44.62	49	37.69	20	15.38	3	2.31		
4. My shyness keeps me from talking.	Male	39	55.71	11	15.71	2	2.86	18	25.71	28.07	0.00
	Female	53	40.77	44	33.85	24	18.46	9	6.92		
5. I am really too anxious. That's what keeps me from speaking clearly.	Male	39	55.71	14	20.00	11	15.71	6	8.57	9.63	0.022
	Female	44	33.85	42	32.31	33	25.38	11	8.46		
6. It's hard for me to find speaking practice chances outside of the classroom.	Male	28	40.00	13	18.57	10	14.29	19	27.14	10.61	0.014
	Female	34	26.15	33	25.38	40	30.77	23	17.69		
7. I doubt that I will employ my English-speaking abilities in my home nation.	Male	34	48.57	17	24.29	5	7.14	14	20.00	17.37	0.001
	Female	64	49.23	49	37.69	13	10.00	4	3.08		
Instructor related problems											

8. In my speaking lessons, there is a lack of cooperation between my classmates and the teacher.	Male	48	68.57	9	12.86	9	12.86	4	5.71	11.58	0.009
	Female	59	45.38	39	30.00	26	20.00	6	4.62		
9. My lecturer doesn't have a good command of my English-speaking skills.	Male	39	55.71	19	27.14	9	12.86	3	4.29	3.55	0.314
	Female	59	45.38	34	26.15	30	23.08	7	5.38		
10. In the classroom, my lecturer speaks in our native tongue far too often.	Male	27	38.57	14	20.00	20	28.57	9	12.86	19.64	0.00
	Female	71	54.62	41	31.54	11	8.46	7	5.38		
11. In my class, there aren't enough effective facilities to support my speaking.	Male	28	40.00	16	22.86	9	12.86	17	24.29	9.76	0.021
	Female	48	36.92	50	38.46	19	14.62	13	10.00		
12. Our classes are overcrowded.	Male	38	54.29	13	18.57	8	11.43	11	15.71	7.23	0.065
	Female	60	46.15	46	35.38	13	10.00	11	8.46		
Linguistic problems											
13. I don't have enough vocabulary knowledge.	Male	27	38.57	8	11.43	25	35.71	10	14.29	6.53	0.088
	Female	33	25.38	29	22.31	42	32.31	26	20.00		
14. My pronunciation needs work, which makes it tough for me to communicate.	Male	28	40.00	27	38.57	15	21.43	0	0.00	7.02	0.071
	Female	44	33.85	47	36.15	27	20.77	12	9.23		
15. I'm not very knowledgeable about grammar, thus my speech is not as accurate.	Male	26	37.14	14	20.00	27	38.57	3	4.29	5.09	0.165
	Female	36	27.69	30	23.08	47	36.15	17	13.08		

In Linguistic Problems Fear of Making Mistakes: Males have a higher fear of making mistakes than females do, with a significance difference $p = 0.00$. Effective Speaking of Friends: the effective speaking of friend is more discouraging to males than females $p = 0.00$. Self-Confidence: males have more cases of self-confidence issues affecting clear speech with significance $p = 0.005$. Shyness: Both male and females have shyness issues that hinder clear speech with a significance difference $p = 0.00$ favoring male. Anxiety: males have more cases of anxiety that hinder clear speech than females do with a significance difference $p = 0.022$. Speaking Practice: males have a hard time finding speaking practice outside classrooms than females, with a significant difference $p = 0.0141$. Doubt in Employing English Skills: males have more doubts in employing their English skills in their home nation with a significance difference $p = 0.001$.

10. Instructor related problems:

Lack of Cooperation: There is a significant difference between males and females regarding the perception of lack of cooperation in speaking lessons as evidenced by the Pearson chi-square result of 0.009. Lecturer’s Command: no significant difference between males and females concerning the lecturer’s command of speaking English skills as supported by the chi-square statistic of 0.314. Native Tongue Usage: There is a significant difference between males and females in the effect of lecturers speaking their native tongue as shown by the value of 0.00. Facilities Support: Males feel that there are not enough facilities to support speaking, with the significate value being 0.021. Class Overcrowding: As shown by the value of 0.065, there is no significant difference between males and females concerning their opinion that there are too many students in the class.

10.1. Linguistic problems:

Vocabulary Knowledge: The participants who experienced a lack of vocabulary knowledge were more likely to be male and female. There was no significant difference between them $p = 0.088$. Pronunciation: The result shows that there is no significant difference between genders in the need for the improvement of pronunciation $p < 0.071$. Grammar Knowledge: The result of the test is no significant difference in gender. In the knowledge of grammar affecting speech accuracy $p \leq 0.165$.

Table. 6: the difference between English speaking skills according to gender

	Gender	N	Mean	Std. Deviation	t	p-value
Psychological Problems	Male	70	2.06	1.13	-1.7	0.091
	Female	130	2.31	0.92		

Instructor related problems	Male	70	2.18	0.77	0.987	0.325
	Female	130	2.05	0.91		
Linguistic problems	Male	70	2.44	1.03	-1.643	0.102
	Female	130	2.73	1.27		
English skill	Male	70	2.17	0.74	-1.153	0.25
	Female	130	2.31	0.80		

This table presents a statistical analysis of the mean differences in psychological, instructor-related, linguistic, and English skill problems between male and female students. The sample data consists of 70 male students and 130 female students. The mean for male students is 2.06, while the standard deviation is 1.13. The t-statistic is -1.7 and it is significantly different from the overall mean at the 0.1-level (p-value = 0.091). The mean difference for female students is 2.31, with a standard deviation of 0.92 and a standard error of 0.08. The t-statistic is not significantly different from the overall mean (p-value = 0.325). Instructor-Related Problems The mean for male students is 2.18, with a standard deviation of 0.77. The t-statistic is 0.987 and it is not significantly different from the overall mean (p-value = 0.325). There is also not a significant difference between the mean of female students and the overall mean Instructor-Related problems. It is 2.05, with a standard deviation of 0.91, and a t-statistic of 0.987 (p-value = 0.325). Linguistic Problems The mean for male students is 2.44, while the standard deviation is 1.03 and the t-statistic is -1.643 and it is significantly different from the overall mean at the 0.1-level (p-value = 0.102). A mean for female students is 2.73, with a standard deviation of 1.27, and a t-statistic of -1.266 (p-value = 0.102). Finally, the mean for English skills is 2.17, with a standard deviation of 0.74, and a t-statistic of -1.153. It is significantly different from the overall mean at the 0.1-level (p-value = 0.25). In comparison, the mean for female students is 2.31, with a standard deviation of 0.8 and a t-statistic of -0.678 (p-value = 0.25). In general, the results imply that the means for male students' psychological, linguistic, and English skill problems are lower than those for female students, but the differences are not statistically significant and may be caused by chance. At the same time, the data indicates that there is no significant difference in instructor-related problems between these two categories of students; however, these findings may also be due to chance.

11. Conclusion:

As a university instructor, the researcher saw that Saudi EFL students needed adequate time to practice speaking English in a variety of real-world contexts both within and outside of the classroom. Saudi female and male students should be taught English speaking skills through a communicative language strategy. Saudi EFL students who have a positive attitude toward

learning English can benefit from using communicative authentic teaching resources to learn speaking skills. Therefore, to teach speaking skills in English at King Faisal University's Applied College, teachers need to switch from a teacher-centered to a learner-centered approach. English-speaking curriculum subjects and instructional resources should be engaging, communicative, real-world, and interactive. The solutions address the present issues that Saudi female and male EFL learners in King Faisal University's English Department and Applied College face when acquiring and teaching English-speaking skills.

12. Recommendations:

1. Adequate time should be allocated in the classroom for students to speak English fluently.
2. Students should take speaking English exams every week to improve their fluency.
3. English-speaking projects and activities should be a part of the curriculum.
4. To motivate their students to speak English, teachers must be creative in their approach to teaching the language. They also need to be aware of the topics that their students find engaging.
5. English speaking skills should be taught online via Zoom or Blackboard because some students find it difficult to communicate in English in class.
6. Universities ought to provide their classrooms with all the tools and resources necessary to motivate students to practice speaking English in class.
7. To help students learn more English, all subject courses in all departments of the Applied College should be taught in the language.
8. Websites and helpful technological resources should be made available to students by English language teachers so they can practice speaking the language.
9. University English language programs should receive more focus. Every year, students should celebrate English Language Day and other activities, which provide an opportunity for them to practice speaking the language.

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