

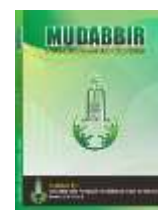


JURNAL MUDABBIR

(Journal Research and Education Studies)

Volume 5 Nomor 2 Tahun 2025

<http://jurnal.permapendis-sumut.org/index.php/mudabbir>



ISSN: 2774-8391

An Analysis of The Students' Speaking Mastery Through The Speech Extracurricular Activity at MTs Nu Malintang Jae

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ABSTRACT

Limited public speaking Mastery among students highlight the need for structured guidance and continuous practice. To address this issue, MTs. NU Malintang Jae implemented a speech extracurricular activity as a platform to enhance students' speaking Mastery. This study aimed to analyze students' speaking skills and identify the challenges they faced during the activity. A qualitative field study method was used, involving 25 eighth-grade students. Data were collected through interviews, observations, and documentation. The analysis involved data reduction, data presentation, and conclusion drawing. The findings showed that 52% of students had a "very good" level of speaking Mastery, 28% were at a "good" level, and 20% were at a "fair" level. Challenges were observed in fluency, pronunciation, grammar, vocabulary, and audience engagement. Specific difficulties were related to psychological factors (8 students), linguistic factors (12 students), environmental factors (1 student), and public speaking skill factors (4 students). These were mainly associated with lack of confidence and speaking-related anxiety. It is recommended that speech extracurricular activities provide more targeted support and practice opportunities to help students overcome these challenges and improve their speaking performance.

Kata Kunci: *Speaking Mastery, Challenges, Speech Extracurricular Activity, MTs. NU Malintang Jae.*

INTRODUCTION

One of the most essential components of language proficiency is speaking Mastery, as it allows learners to express thoughts, feelings, and information clearly and effectively. In educational settings, speaking plays a vital role not only in academic achievement but also in students' future career opportunities and personal growth. However, among the four language skills, speaking is often considered the most difficult to master. This challenge is particularly evident among junior high school students in non-native English-speaking environments, who commonly struggle with fluency, vocabulary, pronunciation, and organizing ideas during oral communication. At MTs. NU Malintang Jae, students are known to experience these speaking difficulties despite having access to structured English learning. To address the issue, the school has introduced an English speech extracurricular activity as part of the Wednesday morning ceremony. This extracurricular activity provides a platform for students especially eighth-graders to practice public speaking regularly and build their confidence in using English.

Several studies have highlighted the importance of oral practice in influencing speaking Mastery. For example, Richards (2008) emphasized that speaking is crucial for real-life communication but remains difficult to teach effectively. Leong and Ahmadi (2017) also noted that frequent practice and meaningful exposure are key factors in developing communicative competence. Similarly, Siregar (2022) argued that speaking is a naturally performed language skill but is often hindered by limited English exposure and practice opportunities in formal classrooms. While these studies support the significance of speaking activities, they often focus on general classroom practices rather than structured extracurricular programs.

Despite the avail Mastery of research on speaking instruction, studies specifically examining the role of extracurricular speech activities in developing speaking Mastery are still limited. This presents a gap between current research and practical implementation. Preliminary observations conducted on September 16th, 2024, at MTs. NU Malintang Jae indicated that students continue to face various challenges during speech performances in speaking Mastery, such as anxiety, lack of vocabulary mastery, unclear pronunciation, poor audience engagement, and unstructured content delivery. These problems suggest that while the extracurricular activity provides a valuable platform, its effectiveness in influencing students' speaking Mastery remains unclear and underexplored in the academic literature.

Based on this gap, the present research seeks to answer the following question: How are the students' speaking Mastery through the speech extracurricular activity at MTs. NU Malintang Jae? and What challenges do students face while practicing speaking Mastery through the speech extracurricular activity at MTs. NU Malintang Jae?. This study aims to explore and analyze the students' performance, identify recurring obstacles, and evaluate the contribution of extracurricular speech activities to their

overall speaking development. The novelty of this research lies in its focus on a school-based extracurricular speech extracurricular activity as a strategy to influencing speaking Mastery, a topic that has received limited attention in previous empirical studies.

METHODOLOGY

The research method employed in this study is qualitative Descriptive Research. According to Kang (2021) and Hidayati (2019), qualitative descriptive research is a method used to analyzing students' speaking development through extracurricular speech activities. This research was conducted at MTs. NU Malintang Jae, a junior high school where English speech activities are held regularly as part of its extracurricular activity. The study took place during the even semester of the 2025 academic year, from April to June. This school was selected based on preliminary observations of students' speaking challenges, despite the presence of structured speech extracurricular activity aimed at influencing their English-speaking Mastery.

As stated by Ajayi (2016), qualitative research typically involves multiple data sources. In this study, the primary data were collected through observation and interviews with students who actively participated in the speech extracurricular activity. These instruments enabled the researcher to capture students' speaking performance, behaviors, and personal reflections on the challenges they encountered. Secondary data were obtained through documentation, including school archives, internal records, and literature related to the implementation of speech activities at MTs. NU Malintang Jae.

Data collection was carried out using three main techniques: observation, interview, and documentation. Observations were conducted with the help of checklists and audiovisual tools to systematically assess students' speaking performance, focusing on indicators such as fluency, pronunciation, grammar, vocabulary, and audience engagement. Semi-structured interviews were then held with selected eighth-grade students to gain further insights into their preparation, progress, and perceived challenges.

To assess students' speaking performance, a scoring rubric adapted from Harris (2007) was used, evaluating five key components: fluency, pronunciation, vocabulary, grammar, and audience engagement. Each component was scored on a scale of 10 to 25. The results were then classified using an arithmetic scale ranging from very poor to excellent. The percentage of students at each performance level was calculated using the following formula:

$$P = \frac{F}{N} \times 100\%,$$

where P is the percentage, F is the frequency of students in a specific category, and N is the total number of participants.

An interview was conducted to get data challenges of the students. Members of the same population as the survey's responder group are given draft survey questions. To gauge the participant's understanding of each question and the way they came up with their solution, the interviewer leads a thorough conversation with them (Scott, 2021).

In this study, the researcher conducted interviews using some questions there are:

1. How do you prepare yourself when you have to deliver a speech in front of the class?
2. In your opinion, is there any difference in your speaking Mastery after using speeches to influence your speaking skills?
3. Describe the challenges you faced refers to fluency, pronunciation, vocabulary, grammar and audience engagement!

Interviewed can be done face to face by identifying phenomena systematically through intentional observations socializing with psychological symptoms.

RESULT AND DISCUSSION

This part presented the results of the data analysis related to the research titled "An Analysis of Students' Speaking Mastery through the Speech Extracurricular Activity at MTs. NU Malintang Jae." The purpose of this study was to analyze and evaluate the speaking abilities of eighth-grade students, particularly in speaking Mastery through the speech extracurricular activity. The analysis was based on data collected from the designated students whose speaking performance was evaluated through the speech extracurricular activity.

Based on observations, interviews, and document reviews related to speech extracurricular activities and students' performance, the researcher identified the students speaking Mastery through the speech extracurricular activities during the observation. In the interviews, the researcher analyzed the challenges that students faced in speaking English at MTs. NU Malintang Jae. In the documentation process, the researcher collected photos and videos as evidence that the research had been carried out. The subject of this study primarily focused on eighth-grade students. The researcher described the students knowledge in speaking, specifically in the context of the speech extracurricular activity, based on their performance in front of an audience. The students performances were evaluated across five indicators such as fluency, grammar, pronunciation, vocabulary, and audience engagement. The scores assigned by the rater were presented as follows:

**1. Data Presentation observation of Students in Speaking Mastery through the
Speech extracurricular activity at MTs. NU Malintang Jae:**

Table 1. Data Presentation observation of Students

No	Name	Fluency	Grammar	Pronunciation	Vocabullary	Audience Engagement	Individual Score	Notes
1	ABA	15	15	15	15	25	85	Very Good
2	AH	15	10	20	15	25	85	Very Good
3	AT	20	10	15	15	25	85	Very Good
4	AP	20	15	20	15	15	85	Very Good
5	AR	15	10	15	20	25	85	Very Good
6	AS	15	15	15	15	25	85	Very Good
7	HS	15	10	20	15	25	85	Very Good
8	HH	20	10	15	15	25	85	Very Good
9	HS	20	15	20	10	20	85	Very Good
10	FZ	15	15	20	15	20	85	Very Good
11	LAH	15	10	15	20	25	85	Very Good
12	LE	15	15	15	15	25	85	Very Good
13	MR	20	10	15	15	25	85	Very Good
14	MA	20	10	20	10	15	75	Good
15	NS	10	20	10	20	15	75	Good
16	MS	20	10	15	15	15	75	Good
17	NLNH	10	15	15	25	10	75	Good
18	ZP	20	10	20	15	10	75	Good
19	RA	20	15	20	10	10	75	Good
20	RM	20	10	15	20	10	75	Good
21	RS	10	10	10	10	10	50	Fair
22	RH	10	10	10	10	10	50	Fair
23	IA	10	10	10	10	10	50	Fair
24	SK	10	10	10	10	10	50	Fair
25	YRA	10	10	10	10	10	50	Fair
Totals							1880	
Avarage							75,2%	

According to the result of the analysis in the table above, it was found that the total score ranged from 0 to 100, and from the results, it was found a total of 13 students, which represented around 52% of students in level very good Mastery, 7 students, which represented around 28% of students in level good Mastery, and 5 students, which represented around 20% of students in level fair Mastery to speak, a total aspect was used. However, from the observation analyzed, the researcher found that the students' speaking Mastery in expressing ideas and opinions, the overall students achieved 75.2% as the average score for their speaking Mastery, which meant the quality of the students was in level good classification. This research was conducted on 10th May 2025, and the researcher did direct observation through the speech performed in extracurricular activity.

Therefore, even though the students could not reach an excellent point, they could use their eye contact to establish rapport with each other. As the Learning speaking English Mastery team explained, making good eye contact provided them with one of the most powerful methods of connecting with their audience. Speaking is a practical language Mastery that enables oral communication between speakers and listeners for the development of long-term relationships as well as for the transfer and sharing of knowledge (Astuti, 2022).

This indicated that the speech extracurricular activity made a positive contribution to influencing students' speaking Mastery, particularly in terms of knowledge mastery related to speech extracurricular activity. Thus, it could be concluded that extracurricular activity generally succeeded in achieving its learning objectives, but it still required strengthened strategies to influence the overall equity of students' Mastery levels. The eighth-grade students at MTs. NU Malintang Jae, were classified as being at a level of good Mastery.

2. The Challenges Students faced while Speaking English through the Speech Extracurricular Activity at MTs. NU Malintang Jae.

This section discussed the responses of all of the students about their challenges in speaking Mastery. This study wanted to learn more about the challenges students had in speaking English. The researcher asked about the reasons behind the students' challenges in speaking English. Interviewing was one of the researcher's other methods of data collection. To understand the challenges of the speech extracurricular activity, the researcher interviewed 25 students.

In brief, the researcher identified the results into four categories: the result of psychological factors, linguistic factors, environmental factors, and public speaking skill factors. The first one was psychological factors, where 8 of students existed in these factors. Mostly, 12 of the students faced challenges of linguistic factors. And then 1 student was in environmental factors and this was lower than the other factors. The last 4 students were in the public speaking skill factors. The researcher concluded that students' challenges in linguistic factors were more prominent than the other factors.

These were each student's responses starting from four categories of challenges found from the results of interviews from the researcher and students at MTs. NU Malintang Jae:

1. Psychological Factors

According to NLNH, one of the 8 students who were interviewed said:

"When I spoke English, I often stopped in the middle of a sentence miss, because I got nervous. I was afraid I would speak too slowly or people wouldn't understand me. I was afraid of being wrong in the mentioned words because in English different sounds meant different meanings."

In this case, the concern of the students was that saying the word wrong would give the wrong meaning, which made them hesitant to speak and even became one of the obstacles for them to overcome this challenge. They couldn't do more practice speaking or listening to English words correctly, so they lacked confidence and had anxiety that made them lose in speaking Mastery.

From the researcher's analysis, when they performed, their anxiety and lack of self-confidence were shown by the trembling in their voices, their feet never stopped moving, and their nervous and shaking behavior when speaking English in front of others, because they were afraid of saying the wrong sentences or sentences with different meanings. Of course, the students were afraid of making mistakes.

And also according to IA, as among of 8 students said:

"When I spoke in English, I was afraid to make mistakes miss. I was shy with my friends if I made a mistake. I was just nervous in front of my friends, so I had challenges in speaking English."

The students were just afraid of being judged by their friends. They lacked confidence if they had not mastered the concept of speaking. This condition happened because there was a competition between students that reduced the level of confidence in students who were not fluent in English and were afraid to compete with friends who were far more fluent. They were worried that what they said was not according to the draft and not in the correct order. It could be classified in more detail. Students felt that the abilities they had were very low compared to their other friends. Then the researcher concluded that the challenge of speaking English in the 8 of the students' interviews was psychological factors.

According to Nijat et al. (2019), when someone has low motivation and self-confidence or high anxiety, their affective filter increases. This filter blocks the optimal input of language information into the learner's system. This showed that psychological factors like anxiety, shyness, lack of confidence, and fear of making mistakes could hinder middle school students' speaking Mastery. Students with high anxiety tended to struggle in speaking because their focus was distracted by fear of negative judgment from peers. Additionally, research by Bakhtiar and Suwandi (2022) found that anxiety can interfere with students' Mastery to recall information and speak in English. High anxiety may

cause students to lose their train of thought or the words they want to say, thus disrupting their fluency in speaking.

2. Linguistic Factors

According to ABA, one of the 12 students who were interviewed said:

"I had challenges when I spoke English miss. I did not know more vocabulary, I couldn't find the right word, I rarely memorized vocabulary, so it made it difficult for me to speak English."

In this case, the concern of the students was that they did not know more vocabulary and rarely memorized vocabulary, which made them hesitant to speak and even became one of the obstacles for them to overcome these challenges. They couldn't do more practice in speaking English. Students only had a little vocabulary and had challenges memorizing English words one by one, making them lose communication using English with their friends.

From the researcher's analysis, when they performed, they always looked upwards as if looking for the conveyed word by word to be said next. They even looked silent that is, they paused to remember what they had memorized when preparing to give a speech in English when appearing in front of their audience. They looked very challenged to remember the vocabulary they had memorized and looked stressed being in front because their minds were constantly remembering the vocabulary from their English speech. Mastery of vocabulary in English was very important. Because without having a lot of vocabulary, it was very challenging for them to speak English.

And also according to AH, as among of 12 students said:

"I felt unworthy of being in front of people to speak miss, because the words of grammar in my speech were hesitant due to the lack of vocabulary that I knew."

The students had to know one way to be able to have a lot of vocabulary that was to memorize it every day. They pointed out that a limited vocabulary and a lack of understanding of grammatical rules could severely restrict a student's Mastery to express ideas verbally, even when the student was ready to speak. At a minimum, beginners had to have a target to memorize vocabulary every day. The vocabulary spoken should have been according to the speaker. Students rarely tried to characterize speaking because their environment was less supportive. It could even be said that for a week or so, they could only hear or even learn English at the time of study. It was not possible to speak when they did not have a good partner.

And then, according to MR, as among of 12 students said:

"On the other miss, when I spoke, I was also not feeling sure that the placement of the words was right. I felt that my pronunciation was not correct, and also my fluency was stuttering, so that it caused a misunderstanding."

And then, most of the students had problems in terms of pronunciation and fluency. Students only needed to often listen to the pronunciation of English vocabulary. They could use songs to increase pronunciation accuracy. The 12 of the students had challenges in vocabulary, grammar, pronunciation, and fluency. The students still had worries when speaking, and the words they uttered were misplaced, giving rise to incompatible meanings. On the other hand, students said they found it challenging when speaking and had to put the right words. In this case, what they meant was the preparation of sentences it could be categorized as a challenge in terms of linguistic factors.

These findings align with research conducted by Dewi and Sari (2022), who emphasized that linguistic barriers are one of the primary reasons behind students' low speaking performance. They pointed out that a limited vocabulary and a lack of understanding of grammatical rules could severely restrict a student's Mastery to express ideas verbally. Moreover, linguistic development was closely linked to a student's cognitive Mastery to organize thoughts and construct sentences that were logical and easy to follow.

3. Environmental Factors

According to YRA as the student said:

"I rarely heard or spoke English outside of class miss. My friends also never used English, so I didn't have the opportunity to practice. Sometimes I wanted to try miss, but I felt awkward because no one supported it."

In this case, the concern of the student was that he said he did not have friends or an environment interested in trying to use English, and did not have the support or opportunity to practice it. So, that made him not try to speak English and even became one of the obstacles for him to overcome this challenge. The student could have tried to practice speaking in English.

And then, YRA also said:

"Honestly miss, I didn't get to use English outside of class. None of my friends spoke it, and people around me usually just used our local language. So I didn't have much chance to practice. Sometimes I wanted to try speaking English miss, but it felt awkward, like people might judge me or think I was trying too hard. It was hard to improve when the environment didn't support it."

The student had environmental challenges that were quite difficult, and there was no opportunity to practice, which made him lose communication using English with his friends. From the researcher's analysis, when he performed, he was used to being quiet, his focus was lost, he was too careful, rigid, and he felt sweaty. He had challenges in practicing speaking when preparing to give a speech in English in front of his audience. He seemed to be in a hurry to finish the extracurricular speech and even wanted to choose

to stand up in front of his friends as a punishment for his unpreparedness to speak English.

The existence of obstacles and environmental factors from an environment that did not want to try using English had a very bad influence on students in communicating using English with their friends. The student felt they did not have a speaking partner with whom they could practice, which hindered the development of their speaking Mastery. A non-supportive surrounding environment made the student reluctant to try speaking because they were afraid of being judged or ignored. This indicated that even when students had the motivation to learn, without an encouraging and conducive environment, their Mastery to speak English could not grow optimally.

According to Fan et al. (2021), for instance, found a significant connection between family environmental factors such as low parental education limited parent-child communication and delays in student speech development. The study emphasized that a lack of verbal stimulation at home increased the risk of language delays.

4. Public Speaking Skills Factors

According to AP, one of the 4 students who were interviewed said:

"I felt unsure and stiff when speaking in public miss. I often didn't know what to say, and sometimes miss, I forgot to convey all the contents of the speech that I had memorized, which made it hard for me to speak in public speaking performance."

In this case, the concern of the students was that they said they felt unsure and stiff when speaking in public, which made them hesitant to speak and even became one of the obstacles for them to overcome these challenges. Students could do more practice in public performance. Students became tense and stiff, which made them lose their Mastery to convey their speech effectively in public speaking skill performance.

And also, according to MS, as among 4 students said:

"When I spoke in front of others miss, sometimes I paused because I was unsure how to continue miss, which made it difficult for me to communicate smoothly."

From the researcher's analysis, when they performed, the researcher saw they felt unsure and stiff when speaking English in public because they were not good at speaking or standing confidently in front of the audience. Students had to master and strengthen their public speaking skills because they were essential. Without adequate preparation, it became very challenging for someone to speak effectively in front of an audience. One way to improve public speaking skills was through daily practice. For beginners, it was highly recommended to set a target to practice speaking each day, even if it was just in front of a mirror or a small group. Their way of speaking and the words they chose had to match their style and comfort. Students also often felt hesitant to express their ideas publicly because they were afraid of making mistakes or being judged by their peers.

They perceived their abilities as lower than those of others, which created fear and stiffness about speaking in public.

These findings are consistent with the research conducted by Dewi and Sari (2022), which emphasized that communication barriers are among the main causes of students' low public speaking performance. They pointed out that limited mastery of message structure and low self-confidence could significantly hinder a student's Mastery to express ideas verbally, even when they were mentally prepared to speak. Moreover, public speaking skill development was closely linked to a student's cognitive Mastery to organize thoughts and build a message that was logical, structured, and easy to follow. In this study, it was found that 4 students at MTs. NU Malintang Jae showed challenges in speaking that were closely related to weaknesses in public speaking Mastery.

Based on observations and in-depth interviews with 25 students, it was revealed that these students displayed signs of excessive lack of confidence and anxiety when using the English language with their friends. The challenges experienced included nervousness that disrupted their fluency such as trembling voices, loss of focus, stiffness, even sweating, and stress in remembering the vocabulary they had memorized. Moreover, these students lacked basic public speaking techniques, such as appropriate body language, effective eye contact, and proper pacing when speaking.

In conclusion, based on interviews, the researcher deduced that the students' challenges in speaking English were caused by a lack of confidence, anxiety, vocabulary, grammar, pronunciation, and fluency. So, 8 of them had challenges in psychological factors, 12 of them had challenges in linguistic factors, 1 of them in environmental factors, and the last 4 of them in public speaking skill factors. This classification was made using data from interviews based on the students' performance in speech extracurricular activity and information from all of the students.

CONCLUSION

Based on the analysis of students' speaking Mastery through the speech extracurricular activity at MTs. NU Malintang Jae, it can be concluded that extracurricular activity is very important for students learning to find out the students' speaking Mastery at the English level. The analysis also shows that students' challenges faced while practicing speaking Mastery are also important for identifying the challenges students faced while practicing speaking Mastery through the speech extracurricular activity. This analyzed of students' speaking Mastery through the speech extracurricular activity at MTs. NU Malintang Jae, it was concluded that the speech extracurricular activity played an important role in enhancing students' English speaking Mastery. The research findings and data analysis led to the following:

1. Students' Speaking Mastery

The research found 13 students, which represents around 52% of students in very good Mastery, 7 students, which represents around 28% of students in good Mastery, and 5 students, which represents around 20% of students in a fair Mastery to speak, a total aspect used. In percentage, the frequency of effectively expressing ideas and opinions aspect used an average score of 75,2% so, for their speaking Mastery which means the quality of the students is good classification.

2. Challenges students faced

The research found in psychological factors, where the 8 of students existed in these factors. Mostly, 12 of the students experienced challenges of linguistics factors. And then, 1 student is in environmental factors and this was lower than the other factors. The last, 4 students challenged the public speaking skill factors. The researcher concluded that students' challenges in linguistic factors were more prominent than the other factors.

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