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Abstract

This study investigates the undergraduate perceptions over EFL speaking classes in six dimensions: general perceptions of speaking classes, anxiety, engagement and motivation, instructional strategies or methods, peer and teacher interactions, and assessment. This study employed a mixed-methods approach. The data were gathered from a 30-item Likert-scale survey questionnaire that was distributed to 40 undergraduate students of English Education Department, Faculty of teacher Training, Universitas pancasakti Tegal in the odd semester of the academic year 2024/2025. Using descriptive statistics and qualitative analysis, the findings indicate that students generally have positive views over the speaking classes attended, particularly valuing the instructional strategies like role plays and group discussions. However, anxiety stemming from fear of judgment and low self-confidence becomes a persistent challenge. In the dimension of engagement and motivation, the level was moderate, the activities linked to real-world situations and goal setting as a crucial part for maintaining interest. The study also highlights the importance of various instructional strategies to cope with varied learner needs, such as integrating technology-based tools like self-recorded videos and topic-specific vlogs. Moreover, peer and teacher interactions contributed a significant role to alleviate anxiety and to encourage communication, while the assessment approaches like peer and collaborative assessments were appreciated for self-reflecting and critical thinking. In general, this study emphasizes the needs of creative and innovative instructional strategies, a supportive and inclusive learning environment, and purposeful assessment to improve students' speaking skills in EFL context of higher education. Future studies are recommended to evaluate the long-term effects of these strategies over various cultural settings.

Keywords: *Undergraduate students; EFL speaking classes; perceptions; dimensions*

INTRODUCTION

Speaking is a crucial skill in the context of English as a Foreign Language (EFL) education in higher education. The ability to communicate fluently in English is significantly important for academic and professional achievements in the global era. In Indonesian higher education context, there is a growing emphasis on speaking skills due to the rising demand for English proficiency among graduates, Effective communication is a vital skill that higher education seeks to cultivate, especially in English, which serves as the global language of academia and international business (Burhanuddin et al., 2023). For EFL learners, being proficient in speaking is essential for engaging in academic discussions, delivering research presentations, and contributing to global dialogues. According to Grieve et al. (2021), public speaking and participating in classroom discussions can be frustrating for many students, but overcoming these challenges greatly improves their confidence and ability to navigate real-world scenarios. Talks, presentations, and debates are just a few of the classroom activities used by higher education institutions to help students become better speakers. These exercises not only assist students get ready for professional roles, but they also foster critical thinking and collaboration. However, teachers must effectively address kids' social and psychological challenges for these programs to be effective.

Research emphasizes how psychological factors like anxiety, fear of being judged, and a lack of confidence greatly affect how students feel about speaking lessons. Burhanuddin et al. (2023) found that students' growth is often hampered by worry, which often interferes with their involvement in speaking activities. Grieve et al. (2021) pointed out that oral presentations and public speaking anxiety are common problems among college students, frequently leading to avoidance strategies and decreased participation.For educators to overcome these psychological obstacles, a friendly and nonjudgmental learning atmosphere must be established. Group conversations and peer assessments are two examples of activities that might reduce anxiety by presenting mistakes as a normal aspect of learning.

Managing linguistic, cultural, and pedagogical complications is a challenge when teaching speaking skills in higher education. The lack of access to real practice settings is a significant problem. Nurlaela & Mangendre (2023) claim that because traditional classroom settings do not expose students to enough real-world circumstances, they often struggle with utilizing English in everyday conversation situations. Innovative teaching techniques that bridge this gap include topic-specific vlogs and self-recorded video projects. According to Koesoemah (2019), self-recorded video assignments give students the chance to practice speaking in a controlled yet authentic way. Similarly, Prasodjo (2023) highlighted how beneficial Topic-Based Vlogs (TBV) are for improving students' speaking abilities. These methods encourage student involvement through innovative and customized learning experiences in addition to enhancing language proficiency.

Teaching speaking with technology has fundamentally altered the way language is taught. Digital resources are used to create more engaging and adaptable learning environments. For instance, an e-module that is culturally integrated and provides contextualized speaking exercises was created with consideration for the cultural environment and educational requirements of Indonesian university students. Additionally, particularly during the COVID-19 pandemic, video conferencing and online learning platforms have enabled more speaking chances.To guarantee the efficacy of spoken training, Islah et al. (2022) pointed out that online learning presented difficulties, such as decreased interaction and technological barriers, which needed to be addressed.

Cultural factors significantly influence students' perceptions and experiences in EFL speaking classes. Munirah et al. (2023) highlighted the value of incorporating cultural elements into speaking activities to make them more relatable and engaging for learners. Likewise, Burhanuddin et al. (2023) pointed out that culturally sensitive methods help alleviate psychological obstacles and boost students' confidence in speaking. Incorporating culturally appropriate and locally relevant activities not only makes learning more interesting, but it also prepares students for successful cross-cultural communication. In order to establish a dynamic and inclusive learning environment, educators should strive to incorporate both local and global viewpoints. The focus on student-centered methods for teaching speaking skills is a recurrent theme in the literature. Nurlaela and Mangendre (2023) found that students' speaking abilities improve considerably when they actively engage in the learning process. This involves allowing students to select topics, engage in collaborative projects, and reflect on their progress. By tailoring teaching methods to students' needs and preferences, educators can foster a more engaging and impactful learning experience. This also requires regularly gathering feedback from students to pinpoint areas for improvement and ensure that speaking activities remain relevant and effective.

Speaking instruction in higher education, especially in English as a Foreign Language (EFL) contexts, presents a number of difficulties. These difficulties stem from situational, psychological, and pedagogical elements that prevent both educators and students from attaining the greatest outcomes. Managing studentss' anxiousness is a significant challenge while teaching speaking. This anxiety frequently stems from a lack of confidence in one's language abilities, a fear of making mistakes, or peer judgment. For example, Taly & Paramasivam (2020) found that international postgraduate students in Malaysia frequently feel anxious in academic speaking situations due to unfamiliarity with academic norms and the challenge of performing in a non-native language. Similarly, Yoskapela et al. (2022) reported that students' fear of being negatively evaluated exacerbates this anxiety, leading to avoidance behaviors and reduced participation in speaking tasks. The shift to online learning during the COVID-19 pandemic added new complications to teaching speaking. Ariani & Tawali (2021) pointed out that online speaking classes often faced limited real-time interaction, poor internet connectivity, and low student engagement. Speaking as a skill usually calls for dynamic engagement and instant feedback, which are hard to duplicate in asynchronous or poorly designed online environments. Alhaider,(2023) also noted that speaking classes on virtual platforms presented difficulties for Saudi Arabian higher education instructors and students. Without the advantages of face-to-face instruction, there were less chances for group projects and unplanned dialogue. The teaching and learning process was further disturbed by technical issues such as platform limitations and audio delays.A lack of practical and contextualized speaking lessons is another issue. Fitria (2023) found that Teachers of English for Specific Purposes (ESP) at Indonesian universities frequently find it difficult to create speaking exercises that complement their students' academic or career goals. Students may become demotivated as a result of this mismatch since they are unable to relate the lectures to their future jobs. Similarly, Nithideechaiwarachok et al. (2022) observed first-year college students frequently struggle to close the communication gap between their present language proficiency and the needs of real-world situations. The varied demands of students are not met by generic speaking instruction, which leaves them ill-prepared for real-world situations in the workplace or in the classroom. Despite the extensive research on speaking anxiety, many educators lack practical strategies to address it. Taly & Paramasivam (2020) highlighted that cultural standards in academic speech, like formal presenting styles or group debates, can be challenging for overseas students to adjust to. Effective speaking teaching is further hampered by a lack of time and resources. Essential resources for immersive speaking practice, like language labs, audiovisual aids, and opportunities to engage with native speakers, are lacking at many colleges. Furthermore, individualized attention and active involvement are frequently hindered by high class numbers.Fitria (2023) noted that because of these limitations, Indonesian lecturers find it difficult to provide individualized speaking instruction.

Regarding the backround as previously described, this study intends to investigate the undergradutae students' perceptions when attending speaking classes in the dimensions of general perceptions of speaking classes, engagement and motivation, instructional strategies, peer and teacher interaction, and assessment. To find out the gaps and novelty of this study, 7 (seven) previous studies were investigated. According to Amira et al. (2018), students suffer a great deal of anxiety when giving presentations in class, and female students often report higher levels than male students. Similarly, Anggraeny et al. (2020) pointed out that language barriers and fear of receiving unfavorable feedback are two main causes of anxiety in speaking lessons, which frequently prevent students from participating fully and feeling confident. The other important factor is motivation. Although oral presentations might cause anxiety, Gürbüz & Cabaroğlu (2021) highlighted that they can motivate students by providing chances for them to showcase their abilities and get helpful criticism. When classroom activities are viewed as engaging and

pertinent to their needs, pupils are more likely to participate, according to Nguyen & Nguyen (2020). Li (2015) demonstrated how cutting-edge teaching strategies, like project-based learning combined with mind maps, can successfully reduce anxiety and boost speaking confidence. Task-based learning has also been well welcomed; according to Tuyen & Phuong (2022), students considered these exercises useful and helpful for improving their interaction and fluency abilities. The shift to online education presented additional difficulties. According to Kusumaningtyas and Mukti (2023), students' levels of participation in online speaking lessons were influenced by their sense of social presence. Some students felt lonely and had less interaction with others, while others appreciated the flexibility of online learning environments.

There are 6 (six) dimensions or aspects of EFL speaking classes that are examined in this study, including general perceptions, anxiety, motivation and engagement, instructional tactics, peer and teacher interaction, and assessment. This study aims to close important gaps found in previous studies. Few studies take a comprehensive approach that considers several interrelated characteristics, whereas previous research frequently concentrates on discrete elements like motivation, speaking fear, or instructional strategies. Furthermore, a large portion of the material now in publication is contextually limited, focusing on particular institutional or cultural contexts, which restricts the findings' capacity to be applied broadly. The understudied effects of hybrid learning, which blends online and in-person modalities, on student participation and engagement in speaking classes represent another significant gap. Furthermore, not enough research has been done on how teacher leadership and peer collaboration affect students' experiences. This study provides a thorough grasp of the potential and difficulties in EFL speaking lessons by filling up these gaps. It is new because it examines many situations, evaluates the impact of hybrid learning, and emphasizes the interaction between the roles of teachers and peers. The results give teachers practical advice that will help them create techniques that work and create safe learning settings that improve students' speaking abilities and overall classroom experiences.

REVIEW OF RELATED LITERATURE

Underlying theories

This current study is grounded in two central theories: the Affective Filter Hypothesis and Vygotsky's Sociocultural Theory. Introduced by Krashen (1982), the Affective Filter Hypothesis emphasizes the influence of emotional factors like anxiety, motivation, and confidence on acquiring a second language. Students may find it difficult to acquire the target language even when they are exposed to a lot of understandable input, according to this hypothesis, which contends that emotional elements and the environment have a significant influence on second language acquisition. Linguistic information must first be emotionally filtered before it can be processed as language for linguistic "intake" to take place. One important affective aspect affecting language acquisition, according to Krashen, is motivation. Students' learning goals' clarity has a direct impact on how well they learn. People with a defined goal make progress more quickly, whilst those without one have less of an influence. Another element is personality; children who are outgoing, self-assured, and flexible in new settings typically advance academically more quickly.Lastly, the learner's emotional state, particularly anxiety and relaxation, plays a critical role. Individuals with high levels of emotional reactivity or anxiety tend to absorb less input (Luo, 2024). Complementary to this, Vygotsky's Sociocultural Theory highlights the role of social interaction and the Zone of Proximal Development (ZPD) in learning. Collaborative activities, peer feedback, and teacher-provided scaffolding in speaking classes help students surpass their individual capabilities. This theory demonstrates how interaction and

guided support enhance both competence and confidence in learners. Together, these theories provide a holistic framework addressing the emotional and social dynamics of speaking instruction, offering insights into improving students' perceptions of their experiences in EFL speaking classes.

Speaking Anxiety

Since speaking anxiety has a significant impact on students' capacity to participate in and complete oral communication tasks, it has been a popular topic of study in second and foreign language education. The causes, symptoms, and coping mechanisms of speaking anxiety have been the subject of several studies. This review clarifies the intricacies of this problem and its effects on language instruction by combining findings from five significant studies.

Damayanti & Listyani (2020) explore the three primary reasons of speaking anxiety among students enrolled in academic speaking courses: low language ability, lack of preparation, and fear of being judged negatively. The psychological difficulties kids have when speaking in front of classmates and teachers are brought to light by their research. A lot of students say they are more afraid of making mistakes, which makes them less confident and deters them from participating. This supports the more general theory that speaking anxiety is a performance-related problem in language acquisition. Duong & Trang (2023) also observe the speaking anxiety of freshman EFL learners, focusing on its underlying causes and strategies to cope with it. Their study supports earlier research by pointing to peer comparison, pressure to perform academically, and self-perceived inadequacy as key factors. They also emphasize useful strategies that students employ to reduce anxiety, such as practicing self-regulation, collaborating with peers, and asking teachers for feedback. These results suggest that while speaking anxiety is common, it can be lessened with thoughtfully designed therapies.Moreover, Kayaoğlu & Sağlamel (2013) delve into learners' perspectives on speaking anxiety, offering valuable insights into its subjective nature. According to their research, anxiety levels are greatly influenced by individual factors like personality traits and past experiences. For example, because they feel uncomfortable in social settings, introverted pupils are more likely to have elevated anxiety. The study emphasizes how important it is to create a welcoming environment in the classroom in order to respect individual diversity and encourage pupils to feel included. Pratama (2018) adopts a pragmatic perspective to explore how students tackle speaking anxiety in public speaking classes. According to the research, students who are well-prepared exhibit higher levels of confidence, highlighting the value of preparation and regular practice in reducing fear. Techniques like relaxation and visualization are also known to be successful in reducing the physical signs of anxiety, such as sweating excessively and a racing heartbeat. Pratama's study emphasizes how important it is to give pupils focused coping mechanisms in order to greatly improve their speaking skills. (Saharani, 2023) highlights the dynamic interplay between speaking anxiety and self-efficacy in performance-based learning environments. According to her research, pupils who have a higher sense of self-efficacy are better at handling anxiety because they see obstacles as chances for personal development rather than dangers. The study highlights how important it is to promote self-efficacy through constructive criticism and positive reinforcement.

In conclusion, speaking anxiety in language classrooms is a complicated problem influenced by social, psychological, and educational factors. All of these studies emphasize how crucial it is for teachers to take a holistic strategy that tackles the underlying causes of anxiety while giving pupils useful coping skills. Teachers can help students overcome speaking anxiety and enhance their fluency and confidence in oral communication by creating a supportive learning environment and including anxiety-reduction techniques into their lesson plans.

Engagement and Motivation

In speaking lessons, students' interest and engagement are essential for successful learning because they promote participation and language development. Students can express themselves confidently and without fear of making mistakes in a classroom environment that is supportive and engaging. Diverse teaching strategies, such as role-plays, conversations, and games, increase student involvement by making learning fun and providing real-world speaking opportunities that build self-assurance. To keep people interested, both extrinsic and intrinsic motivation are essential. While extrinsic motivations like grades or reward help reluctant learners to participate, speaking objectives that are accessible and meaningful can foster intrinsic motivation, which is driven by curiosity and personal development. But obstacles like nervousness and lack of confidence can prevent participation. Providing constructive criticism, encouraging comments, and a safe space for students to take chances are all necessary to overcome these obstacles. Ultimately, a well-rounded strategy for motivation and engagement is essential to assisting kids in developing their self-assurance and communication skills.

Effective language acquisition, especially in speaking sessions, depends heavily on motivation and engagement. According to research, creating engaging and encouraging environments is crucial for boosting students' self-esteem and promoting active engagement. For example, Agnes & Marlina (2021) highlight that motivational factors in informal interaction classes greatly influence students' willingness to engage, with real-life contexts enhancing their speaking skills. Similarly, Basri & Rahayu (2022) stress the importance of diverse learning styles in maintaining motivation, noting that flexible teaching strategies like role-playing and collaborative discussions cater to varied learner needs. All of these studies point to the necessity of contextual relevance and the teacher's capacity to accommodate individual preferences for students to participate meaningfully in speaking lessons. Furthermore, Dewi & Wilany (2023) identify a strong link between learner autonomy and motivation, suggesting that students who take an active role in their learning tend to perform better in speaking activities.

Additionally advantageous to modern language instruction are blended learning and technology, which have become important motivators. Citra Prasiska Puspita Tohamba et al. (2022) observe that integrating blended learning—combining traditional classroom approaches with digital tools—improves students' speaking skills by making learning more adaptable and engaging. Martina et al. (2021) similarly note that innovative methods combining online and face-to-face interactions kept students motivated during the "new normal" era. Horverak et al. (2022) examine structured approaches to improving speaking abilities, showing that regular feedback and organized activities enhance motivation among second-language learners. Additionally, Rozi (2022) points out a strong connection between motivation and speaking proficiency in international program students, noting that intrinsic motivators, like personal achievement goals, often lead to greater success compared to extrinsic factors. These results collectively highlight how crucial it is to incorporate learner autonomy, contemporary teaching methods, and intrinsic and extrinsic motivators in order to promote motivation and engagement in EFL speaking sessions. Teachers can build dynamic, relevant speaking environments and individualized tactics that accommodate individual variances by using these findings.

Instructional Strategies

Speaking instruction techniques in EFL contexts have developed to address a number of issues, especially those arising from the varied requirements and environments of students. Amelia (2021) discusses how teaching methods were adapted during the COVID-19 pandemic, with online platforms prompting innovative techniques such as interactive discussions, virtual

role-plays, and multimedia resources to sustain student engagement and participation. Despite reducing boredom, these tactics also had drawbacks such as decreased student engagement and technological constraints. Likewise, Dimastoro & Anggani Linggar Bharati (2022) explored the effectiveness of role-play and task-based strategies, demonstrating that these approaches successfully accommodated different learning styles. Students can practice real-life communication situations through role-playing, which boosts their confidence and fluency. Task-based learning emphasizes real-world language use, fostering communication and problem-solving skills. Both studies stress that in order to achieve the best outcomes, teaching strategies must be customized to fit the unique preferences and learning styles of each student. Additionally, Rosita Sari & Arifin (2020) promote problem-based learning, where students engage in descriptive speaking tasks through inquiry and critical thinking, fostering both linguistic competence and analytical skills.

Employing social, affective, and collaborative techniques has also proven highly effective in improving speaking abilities. Shofwani et al. (2019) highlight the value of social and affective strategies for students with varying confidence levels. Creating a collaborative and supportive environment helps reduce speaking anxiety, a common obstacle in EFL learning. Similarly, Widodo & Mugiyo (2021) examined the jigsaw learning method, a group-based strategy where tasks are divided among members, requiring effective communication to complete activities. This method enhances teamwork, critical thinking, and fluency. Sukirlan et al. (2023) underscore the role of second-language communication strategies in fostering learner autonomy, enabling students to manage conversations despite linguistic gaps. This aligns with Indra Sudrajat (2022), who observed that interactive storytelling and gamified activities are particularly effective for teaching young learners, as they combine enjoyment with language practice. Finally, the research as a whole shows that effective speaking tactics should accommodate learner variability, promote engagement, and foster confidence and independence in using the target language, whether through the use of digital tools, collaborative frameworks, or strategic instruction.

Peer and Teacher Interaction

In English as a Foreign Language (EFL) speaking programs, interactions between students and teachers are essential for improving students' speaking skills and communication readiness. Chen et al. (2023) highlight the benefits of peer interactions through innovative methods like progressive question prompt-based peer tutoring in virtual reality (VR) settings. Their research indicates that VR-facilitated interactions boost learners' active participation and oral proficiency, fostering a collaborative environment for mutual feedback. Similarly, Sa'adah (2019) emphasizes the role of oral corrective feedback from teachers in motivating students to engage actively in speaking activities. According to the study, students' willingness to communicate (WTC) is greatly increased by individualized teaching techniques like explicit correction and recasts, particularly when feedback is given in a positive and non-threatening way. However, Tâm (2022) examines the diverse factors impacting college students' WTC in speaking classes, focusing on the relationship between teacher-student rapport and peer dynamics. The results highlight how encouraging peer relationships and helpful criticism from teachers work together to foster a communication-friendly atmosphere. Peer and teacher interactions work together to overcome psychological obstacles like anxiety and poor self-esteem while fostering a collaborative and welcoming learning environment. All of these research show that combining instructor guidance with peer support improves students' communication abilities and willingness to engage in speaking activities. Teachers can create an atmosphere that promotes active student engagement and the development of critical speaking abilities in EFL contexts by employing cutting-edge resources and compassionate teaching strategies.

Speaking Assessment

Assessing speaking can be done in various approaches such as teacher assessment, peer-assessment, collaborative assessment, etc. Collaborative assessment, in particular, helps students enhance their critical thingking and recognize their potentials. It highlights the importance of peer interaction, feedback, and shared responsibility in enhancing undergraduate students' communication skills (Taufiqulloh et al., 2024). Speaking assessment in higher education is essential for fostering students' communication skills. Hidayah et al. (2021) highlight its importance for professional success, advocating for evaluation frameworks that address fluency, coherence, and pragmatic appropriateness through inclusive and dynamic methods. In the "new normal," While recognizing issues like technological inequalities, they investigate digital tools like online presentations and video submissions as creative solutions. They emphasize teacher training and fair assessment criteria. Similarly, Nurkhofifah et al. (2023) underscore the value of authentic tasks, clear rubrics, and student engagement, recommending peer and self-assessment to enhance reflection and autonomy. All of these studies advocate for technology-driven, real-world evaluations that are accessible and equip students to handle communication difficulties in the real world.

In English as a Foreign Language (EFL) situations, speaking evaluation has changed to emphasize learner-centered methods, multidimensional notions, and cutting-edge technologies. Alshalan (2024) underscores the significance of reconstructed complexity, accuracy, and fluency (CAF) measures, offering a holistic evaluation by integrating linguistic, cognitive, and interactive components of speaking. Similarly, Chou (2021) emphasizes blending linguistic proficiency with strategic use, advocating for assessments that foster strategic competence and mirror real-world communication. Technological innovations such as e-portfolios, highlighted by Khodi et al. (2022), improve assessment reliability and validity by enabling learners to track their progress over time while enhancing autonomy. Qarani (2023) examines classroom-based assessment practices, noting that resource constraints often result in informal methods, though structured criteria remain crucial. Safari & Koosha (2016) focus on portfolio-based assessments, which promote self-reflection and active learner involvement, offering a comprehensive perspective on speaking performance.When taken as a whole, these studies highlight the shift to dynamic, learner-centric assessment techniques that use technology and take cultural and contextual factors into account. Educators and policymakers must work together to address persistent issues like technical barriers, scarce resources, and the need for professional development. In order to guarantee successful and significant speaking evaluations in a variety of EFL contexts, future research should concentrate on scalable and egalitarian methods.

METHODOLOGY

This study employs a mixed methods approach since it presents both statistics measurement and descriptive analysis intended to investigate the undergraduate students' perceptions when attending speaking classes. The speaking course objective is to enhance students' ability to comprehend and respond appropriately in everyday situations, academic settings, and professional contexts. It was conducted at the English Education Department, Faculty of Teacher Training and Education, Universitas Pancasakti Tegal in the odd semester of the academic year 2024/2025. There were about 40 students involved in this study as the participants .

The instrument of this study is a survey questionnaire of students' perceptions in attending speaking classes which consists of 30 items regarding students' perceptions of EFL speaking instructions over six dimensions: general perceptions of speaking classes, anxiety, engagement and motivation, instructional strategies, peer and teacher interaction, and assessment with 5

items each. Each item is served with 5 types of reponses to understand about the perceptions using *Likert Scale* (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree).

To measuere the construct or content validity of the questionnaire, *perform factor analysis* in SPSS was employed. 30 questionnaire items with loadings between 0.6-0.9 are valid. For criterion validity, as t-value of the correlation coefficient lies into three categories: small (0.10 to 0.29), medium (0.30 to 0.49) and high (0.50 to 1.00). The results showed that 30 statements were valid and applicable with the validity level of .32 to 1. Cronbach's alpha was also used for measuring the reliability. The reliability coefficient commonly ranges between 0 and 1. When it is closer to 1, it means that the items have greater internal consistency. And it was found that the questionnaire was reliable as it showed high reliability level of .95.

Lastly, the data analysis was done to investigate how students felt about speaking class, anxiety, motivation and engagement, instructional strategies, peer and teacher relationships, and evaluation. In order to identify new trends and derive the study's conclusions, the data were sorted and examined according to response patterns.

RESULTS

Using SPSS, descriptive statistics measurement was conducted to help summarize the central tendency, dispertion, and the frequency of responses for each item or dimension. It also understand how responses are distributed across Likert scale options for each statement. The results are fugred out below.

Table 1: Descriptive Statistics of the *general perceptions of speaking classes* dimension

Item	N	Minimum	Maximum	Mean	Std Deviation
I improve my communication skill through speaking classes	40	1	4	2.00	.751
Attending speaking classes is very enjoyable.	40	1	3	1.90	.545
Speaking classes enhance my confidence to communicate in everyday life	40	1	3	1.83	.636
The topics in speaking classes are interesting	40	1	3	2.03	.530
Overall, the quality of the speaking classes is good.	40	1	3	1.90	.379

The respondents' perceptions of their speaking classes are displayed in Table 1. With moderate agreement on the majority of the topics, the results generally show a favorable opinion of the classes. With a mean score of 2.00 (on a scale of 1 to 4) and a standard deviation of 0.751, the statement, "I improve my communication skills through speaking classes," indicated moderate agreement with some response variability. On a scale of 1 to 3, the statement, "Attending speaking classes is very enjoyable," also obtained a mean score of 1.90 and a standard deviation of 0.545, indicating that respondents' opinions about the classes are generally consistent and that they find them enjoyable.A mean score of 1.83 and a standard deviation of 0.636 were found for the item, "Speaking classes enhance my confidence to communicate in everyday life," suggesting moderate agreement with somewhat more variable responses. Surprisingly, the statement, "The topics in speaking classes are interesting," had the lowest standard deviation (0.530) and the highest mean score (2.03) on a scale of 1 to 3, indicating substantial agreement on the topics' engaging character with little variation. Lastly, with the lowest standard deviation of 0.379 and a mean score of 1.90, the statement, "Overall, the quality of the speaking classes is good," demonstrated moderate

agreement and very consistent opinions about the classes' quality. In summary, most responders think the speaking sessions are beneficial, emphasizing the interesting subjects in particular. However, more work may be done in areas like boosting confidence in everyday communication. Responses are consistent, reflecting common viewpoints and offering a solid foundation for program improvement.

Table 2: Descriptive Statistics of the *anxiety* dimension

Item	N	Minimum	Maximum	Mean	Std Deviation
Speaking English in front of my classmates makes me nervous	40	1	3	2.05	.552
I feel worried of making mistakes when speaking in classes.	40	1	3	2.17	.549
I feel anxious when I have to answer questions in English spontaneously.	40	1	3	1.93	.526
Speaking during classes makes me feel uncomfortable	40	1	4	2.13	.563
I hesitate to take part in class discussions	40	1	4	2.00	.716

Participants in speaking classes report a moderate level of anxiety, according to Table 2's statistical analysis of the anxiety dimension, which also shows significant trends across settings. The statement "Speaking English in front of my classmates makes me nervous" has a standard deviation of 0.552 and an average score of 2.05 on a scale of 1 to 3. This implies that the majority of participants concur with the statement and that there is not much difference in their answers. Similarly, the mean score of 2.17 and standard deviation of 0.549 for the item "I feel worried about making mistakes when speaking in classes" are marginally higher. This suggests that participants' concerns about making mistakes are widespread, as evidenced by their consistent answers. With a standard deviation of 0.526 and a mean score of 1.93, the statement "I feel anxious when I have to answer questions in English spontaneously" achieved the lowest score. This finding implies that although participants experience some anxiety in this setting, it is somewhat less severe than in other circumstances. With an average score of 2.13 (on a scale of 1 to 4) and a standard deviation of 0.563, the statement "Speaking during classes makes me feel uncomfortable" indicates moderate discomfort with some variation in participants' answers. Last but not least, the item "I hesitate to take part in class discussions" had the biggest standard deviation (0.716) and a mean score of 2.00. This result indicates that while participants frequently experience hesitation, there are notable differences in the level of hesitation. Overall, these results show that participants experience fear in a variety of ways, with intensity and consistency varying according to the speaking activity's particular context.

Table 3: Descriptive Statistics of the *engagement and motivation* dimension

Item	N	Minimum	Maximum	Mean	Std Deviation
I am actively engaged in classroom discussions.	40	2	4	2.60	.591
Speaking English outside of class makes me well motivated	40	1	4	2.00	.784

I keep engaged and interested in the speaking activities in class.	40	1	4	2.13	.563
I set personal goals to improve my speaking skills in English.	40	1	4	2.00	.716
I feel enjoyable learning speaking and look forward to speaking class activities.	40	1	3	2.13	.648

The engagement and motivation component, which is derived from table 3, emphasizes how involved, interested, and enthusiastic participants are in speaking activities. With a mean score of 2.60 (on a scale of 2–4) and a standard deviation of 0.591, "I am actively engaged in classroom discussions" stands out among the measured items. With comparatively little variation in responses, this result suggests that participants generally view themselves as actively participating in class discussions. "Speaking English outside of class makes me well motivated" has a standard deviation of 0.784 and a mean score of 2.00 on a scale of 1 to 4. This indicates that participants are moderately motivated, but the greater variability points to variations in their motivation levels when speaking English outside of the classroom. With a mean score of 2.13 and a standard deviation of 0.563, the item "I keep engaged and interested in the speaking activities in class" indicates a moderate degree of participation in class activities and somewhat consistent responses. Similar to this, the statement "I set personal goals to improve my speaking skills in English" had a higher standard deviation of 0.716 but a mean score of 2.00, suggesting that while some participants are dedicated to setting personal goals, others are not. With a mean score of 2.13 and a standard deviation of 0.648, the item "I enjoy learning to speak and look forward to speaking class activities" is the last one. This suggests that, although their excitement fluctuates a little more than in other areas, participants generally find speaking activities enjoyable and look forward to them. All things considered, the evidence indicates modest levels of drive and involvement, with differing degrees of consistency among speaking activities.

Table 4: Descriptive Statistics of the *Instructional strategies* dimension

Item	N	Minimum	Maximum	Mean	Std Deviation
My English fluency is improved due to the instructional strategies of speaking class	40	1	3	2.05	.552
Various class activities such as role plays and group discussions are effective for learning	40	1	5	2.05	.714
The materials of the speaking classes support my learning process	40	1	3	1.93	.526
The teacher applies a variety of techniques to make learning speaking interesting.	40	1	4	2.00	.641
The flow of lessons in speaking classes matches my learning needs	40	1	4	2.05	.597

The descriptive statistics for instructional strategies, which are shown in table 4, offer important insights into how participants see teaching approaches and how they affect speaking skill development. A mean score of 2.05 (on a scale of 1 to 3) and a standard deviation of 0.552 indicate that participants moderately agreed that the instructional tactics utilized in their speaking class enhanced their English fluency. Similarly, with the same mean score of 2.05 but a higher

standard deviation of 0.714, class activities including role plays and group discussions were deemed beneficial for learning. This indicates that although the majority of participants found these activities helpful, their perspectives vary more. With the lowest mean score of 1.93 out of all the items, the speaking class materials were only marginally regarded as aiding in the learning process. With a standard deviation of 0.526, the responses were the most constant, nonetheless. Regarding instruction strategies, participants somewhat agreed that teachers used a range of approaches to engage students. With a mean score of 2.00 and a standard deviation of 0.641, this item showed some variation in participant answers. Finally, with a mean score of 2.05 and a standard deviation of 0.597, participants felt that the speaking classes' lesson flow somewhat matched their learning goals. This indicates that responses about how the lectures are structured are often consistent. Although their opinions differed depending on particular elements like class activities and instructional materials, participants generally thought that instructional tactics were moderately effective.

Table 5: Descriptive Statistics of the *peer and teacher evaluation* dimension

Item	N	Minimum	Maximum	Mean	Std Deviation
My English fluency is improved due to the instructional strategies of speaking class	40	1	3	2.10	.591
Various class activities such as role plays and group discussions are effective for learning	40	1	3	2.05	.552
The materials of the speaking classes support my learning process	40	1	2	1.75	.439
The teacher applies a variety of techniques to make learning speaking interesting.	40	1	5	2.05	.714
The flow of lessons in speaking classes matches my learning needs	40	1	3	2.10	.591

The descriptive statistics for teacher and peer evaluation are shown in Table 5 and offer important insights into how participants see feedback and teaching methods in speaking lessons. With a mean score of 2.10 (on a scale of 1–3) and a standard deviation of 0.591, participants largely agreed that the teaching tactics utilized in speaking sessions improved their English fluency. This indicates a moderate level of agreement with dependable answers. Similarly, with a mean score of 2.05 and a somewhat lower standard deviation of 0.552, which indicates little diversity in participants' opinions, activities like role plays and group discussions were viewed as beneficial for learning. The speaking class materials, on the other hand, had the lowest mean score (1.75 with a standard deviation of 0.439). The limited range of replies and reduced degree of agreement indicate that participants felt the materials did not enhance their learning process as much. Although the range of instructional strategies used by teachers received a mean score of 2.05, the questions' largest standard deviation of 0.714 suggested that participants' judgments were more diverse. Finally, with a standard deviation of 0.591 and a mean score of 2.10, the statement about how the lectures flowed in accordance with the participants' learning needs tied for the highest score. Regarding the appropriateness of the instructional framework, this indicates a moderate level of agreement and consistent responses. Even though participants thought that class activities and instructional strategies were generally effective, the results show that there may be room for improvement, especially in improving the caliber of the materials and addressing the variation in teaching methods to better support learning outcomes.

Table 6: Descriptive Statistics of the *assessment* dimension

Item	N	Minimum	Maximum	Mean	Std Deviation
My English fluency is improved due to the instructional strategies of speaking class	40	1	3	2.17	.549
Various class activities such as role plays and group discussions are effective for learning	40	1	3	2.10	.591
The materials of the speaking classes support my learning process	40	1	3	2.10	.441
The teacher applies a variety of techniques to make learning speaking interesting.	40	1	4	2.02	.800
The flow of lessons in speaking classes matches my learning needs	40	1	3	1.93	.526

The statistical analysis for the assessment dimension, which shows participants' opinions on evaluation procedures and teaching methods in speaking lessons, is shown in Table 6. Important insights into their perceptions and experiences are revealed by the data. With a mean score of 2.17 (on a scale of 1–3) and a standard deviation of 0.549, the item "My English fluency is improved due to the instructional strategies of speaking class" indicated moderate agreement among participants and consistent responses overall. Comparably, the statement "Various class activities such as role plays and group discussions are effective for learning" received a mean score of 2.10 and a standard deviation of 0.591, indicating that participants generally agreed that these activities were beneficial, albeit with somewhat different perspectives. Furthermore, with a mean score of 2.10 and the lowest standard deviation of 0.441, the statement "The materials of the speaking classes support my learning process" also demonstrated a high and constant agreement regarding the efficacy of the learning materials. However, with a mean of 2.02 and the largest standard deviation of 0.800, the item "The teacher applies a variety of techniques to make learning speaking interesting" indicated moderate agreement with more diversity in participant responses. Finally, with a mean score of 1.93 and a standard deviation of 0.526, the statement "The flow of lessons in speaking classes matches my learning needs" had the lowest score. This finding implies that, in comparison to the other factors assessed, participants were less satisfied with how well the lesson flow met their learning needs.

DISCUSSIONS

This study examines undergraduate students' perceptions of EFL speaking classes by examining their experiences in six important dimensions: general perspectives, anxiety, motivation and engagement, instructional tactics, interactions with teachers and peers, and assessment. Even though most students view these classes favorably, there are several obstacles that prevent the best possible learning results.

Regarding *general perceptions*, students find speaking classes moderately effective, appreciating interactive activities and engaging topics. This finding supports Grieve et al. (2021) who emphasize the significance of dynamic classrooms for enhancing participation and learning. Students find speaking classes relevant and enjoyable, as seen by the high scores given to statements like "I improve my communication skills through speaking classes" and "The topics

in speaking classes are interesting." Lower confidence-building scores, however, indicate the necessity of focused techniques to improve students' communication self-confidence.

Anxiety emerges as a major obstacle, with students worrying about making mistakes or speaking before peers. This aligns with Burhanuddin et al. (2023) who identified anxiety as a disruptor of engagement in speaking tasks, and echoes Kayaoğlu & Sağlamel (2013) regarding fear of negative judgment. Practices like mindfulness and reframing errors as learning opportunities (Pratama, 2018) could alleviate these concerns and foster more active participation.

The survey also identifies modest levels of motivation and involvement. Active engagement was demonstrated by the highest marks given to statements like "I am actively engaged in classroom discussions." However, motivation fluctuated, especially concerning using English beyond the classroom. Dewi & Wilany (2023)stress the importance of learner autonomy in sustaining motivation, suggesting that fostering student ownership of learning could improve outcomes. Incorporating real-world contexts, as Basri & Rahayu (2022) suggest, might further boost motivation.

Teaching strategies were moderately effective, with role-plays and group discussions receiving favorable feedback. These findings align with Dimastoro & Anggani Linggar Bharati (2022) who noted the effectiveness of these methods in building fluency and confidence. However, the varied perceptions of teaching materials and methods point to the need for more tailored and innovative approaches. Using tools like topic-specific vlogs and self-recorded videos (Koesoemah, 2019; Prasodjo, 2023) could connect classroom learning to real-world scenarios, enhancing engagement and skills.

Interactions with peers and teachers significantly impact students' speaking experiences. Positive teacher feedback and supportive peer relationships, highlighted by Sa'adah (2019) and Chen et al. (2023) help reduce anxiety and encourage willingness to communicate (WTC). According to the study, these encounters are helpful, but their efficacy varies, which emphasizes the necessity of systematic and regular feedback procedures. It is possible to enhance classroom dynamics and learning results by fostering a culture of cooperation and constructive criticism.

Speaking class assessment procedures were generally viewed favorably, with peer and collaborative evaluations receiving special recognition.These methods, as emphasized by Taufiqulloh et al. (2024) promote critical thinking and self-awareness. However, aligning assessment criteria with students' needs and providing detailed feedback remain challenges. Using digital tools for assessment, as recommended by Hidayah et al. (2021) can improve accessibility and provide immediate, inclusive feedback.

HOLISTIC IMPLICATIONS AND PEDAGOGICAL RECOMMENDATIONS

The results highlight how these aspects are interrelated and how they all affect students' impressions. For example, anxiety impairs motivation and engagement, while helpful interactions and efficient teaching techniques lessen these difficulties. Adopting a student-centered approach, as emphasized by Nurlaela & Mangendre (2023) can address these interdependencies. Tailored teaching methods, incorporating both global and local contexts, can create an inclusive and dynamic learning environment, as suggested by Munirah et al. (2023).Moreover, integrating technology into speaking classes can revolutionize language instruction. Tools like virtual reality (Chen et al., 2023) and blended learning platforms (Tohamba et al., 2022) offer innovative solutions to traditional challenges, fostering engagement and adaptability. However, addressing technological disparities and ensuring equitable access are necessary to maximize their potential benefits.

CONCLUSIONS

This study examines how undergraduate students view EFL speaking courses, highlighting both the advantages and disadvantages. Students appreciate how these classes encourage active engagement and are dynamic and captivating. However, difficulties like speech nervousness, erratic motivation, and different teaching philosophies frequently prevent students from actively participating and learning effectively. The results highlight how crucial it is to implement tailored teaching strategies that cater to each student's particular requirements while creating a welcoming and inclusive learning environment. Strategies including incorporating real-world situations into classes, making good use of technology, and promoting constructive relationships between teachers and students are advised in order to enhance learning results. Assessment techniques could also be improved to better meet the needs of students and give insightful feedback that improves their educational experience. By addressing these issues, EFL speaking sessions can become much more effective and give students the self-assurance and abilities they need to communicate effectively in both academic and professional contexts. Additionally, putting these ideas into practice can assist students in overcoming obstacles such as nervousness and erratic motivation, encouraging regular participation and a greater understanding of the subject matter. Future studies should look into these interventions' long-term impacts as well as how well they adapt to various institutional and cultural contexts. These kinds of studies may offer insightful information about how to improve teaching methods to better fit a variety of learning settings, guaranteeing that students everywhere can gain from better EFL instruction. Teachers may significantly contribute to students' development of critical communication skills and their future academic and professional pursuits by emphasizing individualized instruction and creating a positive learning environment in the classroom.

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