

Investigating The Students' Awareness Of Speaking Skills In Efl Classroom

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Abstract.

Self-awareness is a crucial aspect for students that can boost their learning motivation and contribute to success. The purposes of this research are to find out the types of self-awareness of speaking ability the students use in the EFL classroom and to identify strategies implemented to solve the students' awareness problems of speaking skills in the classroom. This study is descriptive qualitative research. The participants were nine students from one of the state Universities in Yogyakarta. The data collection instruments were an observation sheet and interview guidelines. Furthermore, the researcher used thematic analysis to analyze the data. Triangulation was also used to assess the credibility of the data. The results showed that students continue to embrace advice even when it is met with adverse feedback or comments. A subset of students believes that embracing recommendations from their peers will facilitate their future development. By cultivating precise self-awareness, students can enhance their ability to identify errors and effectively use available technologies to enhance their pronunciation and vocabulary. Thus, in the future, when they desire to engage in oral communication, they will undergo enhancement. Furthermore, certain students dared to stand up and present themselves before the entire class while frequently experiencing feelings of anxiety and fatigue. However, certain individuals require further training to enhance their confidence and fluency in addressing the class. Minor behaviors enhance students' self-assurance, influencing their emotional state and averting a deterioration in confidence. Classroom speaking presents many problems for students. Even when they have problems with speaking skills, students try to use ways to improve. Students use YouTube and learning apps to view more native-language videos and improve their speaking skills. These help with speaking pronunciation.

Keywords: *Speaking, awareness and Classroom.*

I. INTRODUCTION

Nowadays, many students need to know the importance of speaking English. Many different things have been found to make it hard for EFL trainees to speak English. These variables are associated with instructional practices, curriculum, environment, and learners (Dewi & Ervayuni, 2021). English is spoken worldwide, so it has become a global language. It is extensively utilized in educational research, the Internet, international relations, commerce, social media, travel and tourism, software, communication, entertainment, banking, and other fields (Amoah & Yeboah, 2021). Meanwhile, self-awareness is crucial for students, boosting their learning motivation and contributing to success. When students become self-conscious, they know their talents, shortcomings, and personality types. Furthermore, understanding oneself requires being conscious of one's thoughts and monitoring them as an observer, devoid of emotion or attachment (Susanti, 2018). When students realize the importance of speaking, they can unconsciously recognize various potentials in themselves, both strengths and weaknesses, and their personalities to accelerate success. Awareness is categorized into several types: social awareness, cultural awareness, self-awareness, health awareness, and leadership awareness. One manifestation of self-awareness is recognizing and understanding one's learning style (Rechal, 2019). In addition, Zeman (2001) states that the concept of split consciousness can be categorized into four distinct categories.

The first category is wakefulness, which refers to being conscious and engaged in interactions with the environment. The second category pertains to experimentation, which denotes a state of readiness in response to occurrences in the surrounding environment. The third category relates to the mental state, including conviction, expectation, and intention. The fourth category relates to self-awareness, including self-recognition, self-knowledge, ownership of one's thinking, and individual self-perception. Self-awareness denotes an individual's capacity to recognize and understand their emotions, subsequently employing this

insight to make independent judgments. Speaking skills are among the most essential English abilities. Speaking skills are necessary for conveying distinct messages from those that can be written (Wahyuningsih & Afandi, 2020). Voice potentials, facial language, signals, pitch, articulation, stress, rhythm, and halting can all reveal this. According to (Nurdin, 2021), speaking skill is the delivery of language through the lips. In such situations, the students produce sounds with numerous body parts, including the airways, vocal tract, vocal cords, tongue, teeth, and lips. Listening to and evaluating a student's oral communication skills is one method to evaluate their progress in a language. The ability to express oneself orally is meant here. Besides that, speaking skills are actions in which someone communicates with others. It has become an integral part of our everyday lives. When someone speaks, communicate with them and utilize words to express their ideas, feelings, and thoughts.

In teaching, speaking means informing, entertaining, reporting, and persuading someone. In general, the goal of speaking in English practice is for students to be able to communicate orally in English. (Torky, 2006) Speaking is critical in EFL/ESL programs and part of the language education curriculum, making it an essential object of evaluation. In the context of speaking skills, language awareness is essential. This includes understanding sentence structure, word choice, and speaking style appropriate to the situation and audience. Language awareness helps a person to communicate their message clearly and effectively. People with good self-awareness can monitor their body expressions, tone of voice, and body language while speaking skills. The importance of awareness in education suggests that fostering a global cultural consciousness among second language (L2) students might facilitate the connection between linguistic proficiency and effective intercultural communication. Additionally, Al-Jarf (2022) Cultural elements in English-as-a-foreign-language (EFL) instruction, emphasize the development of students' ability to understand and relate to different cultures and enhance their intercultural empathy. Having awareness, interest, and a positive attitude toward enhancing speaking prompts the advancement of compatibility between the demands and assumptions of students (Wissame & Rim, 2021). There are some previous studies in this research. The first from (Karmia, 2018) with the title students' The Influence of Emotional Intelligence in Speaking Ability. This study saw a noticeable improvement in students' speaking abilities due to increased self-awareness.

Based on the evidence on self-awareness, it is evident that emotional intelligence, notably self-awareness, significantly impacts students' ability to speak in public. Sure, students struggle with expressing themselves verbally due to their inability to manage their emotions and feelings during conversations. Furthermore, when the students communicate verbally, they are apprehensive about potential errors. Additionally, they lack awareness of their abilities and limitations. The second by (Dewi et al., 2021). Self-Awareness and Speaking Skill of Vocational Students of Sinar Metta Batam. This study focuses on whether there is a significant correlation between the two variables, self-awareness and students' speaking skills at Vocational High School Sinar Metta Batam. The research was held at Vocational High School Sinar Metta Batam, with a population of 16 students in the tenth grade. As the population is less than 100, the sampling technique used was census or total sampling, which took all the population into the samples. This research found a correlation between students' self-awareness and speaking skills at Vocational High School Sinar Metta Batam. Then, r_{xy} was compared with r_{table} ($0.27 < 0.497$), concluding that there was no significant correlation between the two variables. This means that H_a was rejected, and H_o was accepted. The last from Nurdin, J, 2020 with the title students Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa (Nurdin, J, 2020). This study seeks to determine how the speaking class at Zawiyah English Club can increase students' awareness of their speaking ability. This study employed phenomenology and qualitative methodology to conduct its research.

To analyze how the speaking class at Zawiyah English Club can improve the students' awareness of their speaking ability, members of this community hold a monastic class program every Thursday. During group activities, they continue to attempt to use English, and everyone in the environment encourages one another. They have confidence in their ability to speak English and consistently improve each other's skills. While there is a significant amount of study on speaking skills in EFL (English as a Foreign Language) situations, the majority of studies primarily concentrate on utilizing technology or a specific technique to

enhance students' speaking abilities. Nevertheless, there is a dearth of comprehensive studies on students' consciousness of their oral communication abilities, particularly in English as a Foreign Language (EFL) classrooms. Prior research primarily examines the correlation between self-awareness and speaking abilities and the potential for speaking skills classes to enhance students' knowledge of their speaking capabilities. Nonetheless, a limited number of research have successfully identified the three fundamental elements of consciousness: emotional self-awareness, accurate self-awareness, and self-confidence. This is in line with the aim of this research, which is to find out the types of self-awareness of speaking ability the students use in the EFL classroom and identify strategies implemented to solve the students' awareness problems of speaking skills.

II. METHODS

The approach used in this research is a qualitative descriptive. Qualitative research examines the characteristics and attributes of relationships, activities, situations, and materials. The primary objective is to comprehend the context and elucidate the deliberate nature of the student's speaking skills (Ary, 2010). In qualitative research, the qualitative inquirer analyzes data through quotes from documents, field notes, interviews, or excerpts from videotapes, audiotapes, or electronic communications. These findings are then presented to convey the study's results (ibid). The data obtained consist of the participants' experiences and viewpoints. Qualitative research aims to familiarize oneself with and understand social life by understanding societal perceptions and experiences about a specific topic. In this study, the researcher focused on Yogyakarta State University students, investigating their awareness of speaking skills in EFL classrooms. This research is conducted at Universitas Negeri Yogyakarta (UNY), majoring in English education study program. Meanwhile, the participants of this study are class D. In this class, students need to understand the essence of the speaking course. For example, they do not use English when the course is in progress or during the question-and-answer session. Another factor is that most of the students in this class come from Java. Therefore, they communicate more often using Javanese. That is why the researcher chose this class.

The researcher uses purposive sampling to identify this research's subjects and better understand the examined phenomena. Purposive sampling procedures guarantee the inclusion of particular case types in the final sample of the research project (Campbell et al., 2020). In this sampling technique, the researcher selected samples based on research needs. Thus, the researcher chose the sample for the criteria to get the data. The researcher selected students with low engagement in speaking activities and demonstrated inadequate proficiency in pronunciation and grammar. In this research, the researcher employs observation and interviews to collect data regarding students' speaking awareness in EFL classrooms. In addition, specific instruments are required to acquire the data. In this study, the researcher used two instruments: an observation sheet and an interview guideline. The researcher analyzes the data post-collection. The researcher utilized a thematic analysis framework derived from Ritchie and Spencer's model (1994) to structure the data. The researcher utilized a generic theme analysis methodology, as Ritchie and Spencer (1994) outlined, to systematically organize the data. The stages include familiarization, coding, transcription, data arrangement, and thematic analysis. The researcher transcribes the audio or video recording of the interview data. After transcribing the interview findings, the researcher classified the data into units. Engaging with audio or video recordings and reviewing the transcriptions to achieve proficiency with the data is referred to as familiarization.

III. FINDINGS AND DISCUSSION

Findings

In this section, the researcher explains how speaking awareness of English students, especially in controlling emotional and accurate self-awareness, finds types of self-awareness of speaking ability the students use in the EFL classroom. Apart from that, it is also explained in this section. Besides the explanation regarding speaking awareness, the section will also describe the strategies the students apply will also be elaborated to overcome their problems in learning to speak.

1. The types of self-awareness of speaking ability the students use in the EFL classroom

The student's speaking awareness in this study refers to the concrete student's action. The classroom speaking practice students include the behaviour, actions, and emotional conditions during the learning process.

1. Emotional self-awareness

Goleman's (1998) first kind of awareness is emotional self-awareness. Students who demonstrate awareness in learning are observed when they consistently comment on lessons, class activities, and teaching approaches. Class discussions are a method employed to do this. Based on the observation and interview results, the researcher concluded that the students exhibit adept emotional regulation in the classroom. Student awareness of emotional matters can help students recognize and manage their emotions. This can be proven by the higher the level of student awareness, the easier it is for them to control their emotional reactions. Students always try to be calm when processing input or opinions from their classmates. This process helps students become calmer and think more positively. Students' ability to manage their emotions will allow them to improve their oral communication skills by involving their peers. When students are aware of the importance of managing emotional awareness in the learning process, they can develop their abilities through criticism and suggestions involving their feelings. In implementing emotional self-awareness, students can control their emotions to create a learning environment that improves mood and regulates emotions to be more orderly. These results are supported through observation and interviews:

"The lecturer inquired about the student's well-being, prompting them to openly share their current emotional states." (O/AW/EA/1/C)

"Engaging in idea exchange among students fosters the development of emotional regulation skills when they communicate with their conversation partners." (O/AW/EA/1/C)

"Students require a stimulus to provide their responses. Furthermore, they rectify one another's pronunciation and grammar during their chats." (O/AW/EA/2/C)

"I am happy, And I also feel normal when given input or criticism." (I/P.1/AW.ES/1)

2. Accurate self-awareness

Goleman's (1998) second kind of awareness is accurate self-awareness. Students use accurate self-awareness when they actively strive to understand and acknowledge the viewpoints, emotions, and contributions of others. They persist in honing their active listening skills, equitably distributing tasks, and providing mutual assistance. For accurate self-awareness, students must be sensitive to mistakes made in class learning so that they can reflect on themselves. This awareness also helps students become more sensitive to the weaknesses and strengths of their other classmates. This happens when students' sensitivity increases, proving they often engage in self-reflection. Based on the interview analysis results, students collaborate to improve development by utilizing each other's strengths in a mutually beneficial way. For example, when one student cannot answer a question in a discussion, a student who understands the material better will help them. Generally, they show respect and support while maintaining a balance between being sensitive and fostering personal growth.

"With self-reflection, students can develop more profound and accurate self-awareness. Besides that, the researcher sees that students are not yet open to their weaknesses." (O/AW/AA/1/C)

"If the questions given are too complex, the student helps to remember the answers to the questions given. students' understanding in introspecting themselves." (O/AW/AA/2/C)

"To find out what was correct in the pronunciation." (I/P.1/AW.AA/5)

"Finding out what mistakes I made and learning more." (I/P.3/AW.AA/5)

3. Self Confidence

Goleman (1998) suggests that self-confidence is the third kind of awareness. Students strive to alleviate their anxiety and cultivate self-assurance in their capabilities. This phenomenon is observed during the procedure when the lecturer grants permission to students to present themselves before the entire class. Notwithstanding their limited proficiency in pronunciation and grammar, they use the chance to project themselves with assurance. Based on the observation and interview, the researcher found data on how students show self-confidence in class by being able to speak by stating what is true based on what they have

known and learned. Students must continue to develop and improve their self-confidence. This can help students' speaking awareness because they can express their feelings and learn in class. For example, when students are going to do a presentation in front of the class, they study the material that will be presented so that the material can be conveyed well. The students who present it have a sense of pride. This can increase self-confidence. Self-confidence indicates that students must be able to articulate accurate statements, be certain of their intended message, and exhibit no fear in expressing themselves. The interview data underscores the need to assertively articulate and justify one's viewpoints. Students can enhance their viewpoints and verify accuracy by providing justifications for their selections and actively participating in conversations. This approach facilitates uninhibited self-expression and fosters the development of analytical thinking skills. In educational settings, the capacity to articulate and defend one's opinions is essential. This skill enables individuals to enhance their ideas and ensure that the most precise and appropriate responses align with their thought processes.

"Students answer questions spontaneously, showing that they are confident in their answers. Even though they still stutter about what is being said, sometimes they forget what they want to say, which refers to vocabulary." (O/AW/SC/1/C)

"Students who answered tried to show their confidence by answering questions correctly. However, when giving answers or opinions, students often make mistakes in pronunciation." (O/AW/SC/2/C)

"I try to understand the material by repeatedly reading about the concept of the material. Moreover, pray first so that I can handle my nervousness." (I/P.5/AW.SC/7)

"I usually instill the principle of thinking big, which means when I think "I can do it, I can do it" (I/P.8/AW.SC/7)

2. The students' strategies for solving problems in Speaking skills

Based on interviews, students must apply strategies to be better at speaking in the future. From interviews, data were collected. The general finding from the interview results below is that each participant explored their answers about the problem-solving strategies in Speaking skills. The first student tries to develop his speaking skills by watching more native-language videos. This also helps her to be more motivated and realize that fluency in speaking is very important in communicating with people abroad. This is the following interview results:

"The strategy that I will use is to watch more videos in English and practice speaking a lot, either in front of a mirror or with an app directly connected to foreigners. (I/P.1/SRG/22)

Identical to the first, the second student overcomes the problems best using technology. He will practice more by using technology such as YouTube and learning applications that are useful for improving pronunciation skills in speaking. Another way the student increases awareness of speaking is by joining groups that focus on developing speaking skills. The subsequent data corroborate this:

"Continue practicing until my pronunciation is good. I practice and utilize existing technology. Using language learning applications with pronunciation features and other references to correct pronunciation techniques. I will also join a discussion group" (I/P.2/SRG/22)

Meanwhile, different with the first and second students who use technology to overcome challenges. The third student in overcoming challenges is being more sensitive to the situation and often finding mistakes in speaking skills by asking friends. After that, more learning both independently and in groups. Based on the analysis interview below:

"If I try to be sincere with the current choice. Moreover, I often ask smarter friends. I learned to find mistakes. I also try to learn independently, such as practicing in front of a mirror to be more confident." (I/P.3/SRG/22)

According to the data provided, the fourth student believed it is necessary to implant this understanding in mind to address the lack of knowledge of the value of English in speaking skills. Using English as a means of communication might enhance one's public speaking abilities. Developing proficiency in public speaking can enhance one's self-assurance. These techniques enhance their consciousness and comprehension of spoken English in many situations. The subsequent data corroborate this:

“The strategy I apply is to increase communication using English because speaking English can hone public speaking skills and increase self-confidence. The way to do this is by practicing speaking with friends, both online and offline. You can also watch movies and podcasts without subtitles.” (I/P.4/SRG/22)

Based on the analysis interview, the fifth student increased awareness by studying the material discussed in the next meeting. He also applies reflection when making mistakes. The media used by students are YouTube and the Oxford Dictionary.

“I learn about the material that will be discussed, using YouTube and the Oxford Dictionary to pronounce it. And I usually look for the material on YouTube and try to understand it by watching YouTube.” (I/P.5/SRG/22).

Based on the result of the interview. The sixth student used strategies by doing more practice exercises with friends so that the vocabulary he knows will increase in the future. Moreover, it increases self-confidence with breathing exercises that reduce anxiety and increase focus. He also emphasized the importance of mastering the material before making a presentation. This is the following interview results:

“The strategy I use is to speak more in English with friends. In addition, I have also increased my vocabulary. I also increase my self-confidence with breathing exercises, which can help relieve anxiety and train my focus when speaking.” (I/P.6/SRG/22).

Based on the seventh student's result, the student will practice monologues, reflect after class, and watch English movies to learn pronunciation. This will increase their awareness of speaking. The subsequent data corroborate this:

“More practice with a monologue in front of the mirror. I often do reflection to find out how far our pronunciation is. Then, I watched English movies without subtitles. you can also listen to music/songs too.” (I/P.7/SRG/22).

In line with the interview transcript, the eighth student looked for the simplest way to improve speaking awareness to realize that speaking is the core of communication. Because speaking is critical, students must emphasize that pronunciation must be improved constantly.

“I usually improve my pronunciation. I also realize that speaking is the core of communication, and I can increase awareness that “speaking” is crucial.” (I/P.8/SRG/22).

Based on the ninth student's results, it was discovered that the students employed diverse ways to enhance their English language proficiency. This student was engaging in activities such as listening to chats and vlogs on social media platforms, viewing movies, listening to songs in English, and, most importantly, communicating with other friends and occasionally employing Indonesian. Nevertheless, this informant endeavored to enhance his consciousness through these methods. Based on the analysis interview below:

“My strategy is to listen to English conversations/vlogs. In addition, I also enjoy watching movies and listening to Western songs in English. I also indirectly learn to speak English. I have interacted with foreigners on social media (YouTube and TikTok) using English several times. I sometimes speak English with friends daily, even though the language is often mixed with Indonesian. I also often listen to pronunciations” (I/P.9/SRG/22).

Based on the explanations above, students use strategies to learn to speak English. The students employed a variety of strategies to improve their English. Speaking skills, highlighting the importance of practice, technology, and self-awareness. These approaches include watching native-language videos, using learning applications, practicing with friends, joining speaking groups, and engaging in self-reflection. Additionally, some students emphasize the value of understanding the significance of English in communication, which boosts their confidence and proficiency. These methods enhance their awareness and understanding of spoken English, contributing to their overall language proficiency.

Discussion

Based on the findings, the students, as the study participants, realize that awareness in speaking is critical. Students have many problems with speaking skills. However, they apply strategies that can help overcome these problems.

1. The Relation of the Findings to the Previous Studies

In the discussion section here, the researcher tried to elaborate the findings based on the data found. Based on related studies, the level of student awareness in speaking varies. Karmia (2018), Nurdin (2020), and Dewi et al. (2021) have the same results regarding student awareness of speaking. Although their targets are different, student awareness of speaking is relatively high. In Kamia's study (2018), student awareness of speaking is relatively high. Because some of them are aware that self-awareness can influence and identify feelings, they argue that this awareness is the key to the weaknesses and strengths of students. Some of them think that increasing awareness of the importance of speaking can improve self-confidence. According to Nurdin (2020), students became more aware of speaking English after joining a club. Some students make significant progress when they join a club. Because their English skills improve, they become fluent and realize they must practice often. Furthermore, by joining a learning club, some students feel confident speaking. Based on Karmia (2018) and Nurdin (2020), most students have self-awareness, which is essential for improving their speaking skills. However, students have low scores in terms of speaking skills. This study concluded that having high awareness can help and support students in learning many aspects of speaking skills. Because the higher their awareness of the importance of speaking, the higher their self-confidence. Research by Karmia (2018), Nurdin (2020), and Dewi et al., (2021) is in line with what was found in this study.

Students are aware of the importance of improving their speaking skills. They are aware that by increasing their speaking skills, the level of awareness of speaking using English is fundamental. By increasing students' speaking skills, they become more confident in starting conversations and are more active in the learning process. High student awareness aligns with Fenigstein et al., (1975). Individuals with a heightened self-awareness exhibit certain traits, such as proficiency in meditation, adeptness in interpersonal communication, the ability to derive profound significance from the world, and the capacity to inspire others through their leadership style. Furthermore, self-confidence was a particularly prominent indicator of self-awareness, exhibiting a high or strong level compared to other indicators. Self-confidence was a prerequisite for students to speak, particularly when addressing the class (Silfa, 2016). Students who have problems speaking have strategies that can be applied in the learning process. The research results of Karmia (2018) and Nurdin (2020) show that students find their weaknesses and then reflect on them to improve their speaking skills. Students increase practice exercises to increase self-confidence. Meanwhile, in Dewi et al.'s (2021) research, students did not detail their applied strategies. However, they try to improve their speaking skills by actively participating in the learning process in the speaking class. Based on the strategies found by previous researchers, this study has included strategies that previous researchers have found. However, some strategies have not been implemented, such as students utilizing social media that is developing around them, such as YouTube, TikTok, and Instagram, to learn more about speaking skills.

Students must often practice monologues in front of the mirror to find out how good their pronunciation is. Learning strategies are tools employed by students to acquire knowledge. According to Rubin (1975), students can employ specific tactics to help them acquire the desired knowledge. Learning strategy refers to a particular approach or method used to solve a problem or complete a task. It is a deliberate design for regulating and manipulating information to achieve a specific goal (Brown, 2001).

2. The Relation of the Findings to the implication ELT theories

Speaking awareness helps students understand the importance of fluency and courage in communicating. Therefore, the application of CLT in the learning process is essential. CLT emphasizes the use of language in real contexts. This finding supports the application of CLT by encouraging activities such as group discussions and communication-based tasks that facilitate the use of language. In the learning process found in this study, CLT was applied when students wanted to make a presentation in front of the class. They explained the material learned and gave meaning to the material presented. CLT was also applied when students had discussions in class. When actively participating in class, students showed practical and relevant communication skills and the use of language in meaningful contexts. In line with the explanation above based on Wahyuni et al., (2021), CLT enables students to engage actively in exercises by including pictures or imagined events, enhancing realism. Students assume prominent roles in such events, cultivating

a genuine fascination with the English language and prompting them to study it for pleasure. Furthermore, in Communicative Language Teaching (CLT), the emphasis is placed on authentic spoken communication in multiple languages rather than solely focusing on the grammatical structure of sentences. This distinguishes it from noncommunicative activities that solely concentrate on constructing sentences based on grammatical rules during the English learning process. (Anggraini, 2018). Furthermore, based on Canale Swain (1980) (CLT) can enhance the ability to communicate effectively, covering several aspects such as grammar, sociolinguistics, discourse Browne, and strategic skills.

The study seeks to utilize the Communicative Language Teaching (CLT) technique to enhance students' oral communication abilities. Students' speaking awareness is related to their pronunciation practice. In English language teaching, pronunciation practice helps students achieve fluency and accuracy in speaking English. This study applied pronunciation practice when students tried to be active in class. They will try to improve their pronunciation so that their friends can better understand what is being conveyed when they speak. When students ask lecturers questions, they should focus on pronunciation so that the lecturer can quickly understand the meaning of the questions they want to convey. However, when asking or interacting with their friends, they sometimes pay attention to pronunciation or do not. The significance of practicing pronunciation is elucidated in Manik (2015), where it is said that pronunciation pertains to how a language is pronounced, encompassing the articulation of sounds to convey meaning. This process entails both the ability to perceive sounds and the act of deliberate practice. In addition, proper pronunciation is crucial for facilitating efficient communication. Investigating how students engage in English pronunciation practice should not be overlooked (Aulia, 2020). In line with that, accurate pronunciation is crucial for various reasons, extending beyond the mere reduction of one's accent. These benefits include enhanced listening comprehension, smoother communication, and heightened fluency (Sturm, 2019).

IV. CONCLUSION

Based on the findings, students' awareness in EFL classrooms can be categorized into three components: emotional self-awareness, accurate self-awareness, and self-confidence. Lecturers need to consider students' awareness when learning to speak. Managing emotions plays an important role in student's ability to improve their oral speaking skills and foster a supportive learning environment. Self-awareness in speaking learning is very important. Increasing students' awareness of learning to speak can help them improve their speaking skills in class. The emotional self-awareness of students in this study showed that they were able to control their emotions well. It has been proven that when students receive advice or opinions that are not good, they still accept the advice. Some students even think that receiving advice from their friends makes them able to develop in the future. In improving students' speaking skills, students must be aware of their mistakes when learning occurs. Therefore, the students need to use reflection. Based on the interviews that have been conducted, all students think that reflection can increase awareness. Students become more sensitive to finding mistakes made and can utilize the technology provided to improve pronunciation and vocabulary. So that in the future, when they want to participate in speaking discussions, they will experience improvement. Self-reflection also helps students identify their friends' weaknesses and strengths so that they can help each other in group work or discussions. In self-development, there needs to be an increase in self-confidence.

Spontaneous things that students do in class can increase self-confidence. In an interview, some students dare to appear or come forward in front of the class even though they are often nervous. However, in reality, some students need more mature preparation to be more confident and able to speak in front of the class. Small actions build students' self-confidence, which affects their emotions and prevents a decline in their self-confidence. Even though students have problems learning to speak, they try to reduce the problems by implementing strategies to help them. The strategies implemented are students trying to develop their speaking skills by watching more native language videos using technology such as YouTube and learning applications. Those are useful for improving pronunciation skills in speaking. Another way students increase their speaking awareness is by joining groups that focus on developing speaking. Developing public speaking skills can increase one's confidence. Students also apply reflection when making mistakes, the

media used by students are YouTube and the Oxford Dictionary. Other students use strategies by doing more exercises with friends so that the vocabulary they know will increase in the future. In addition, increasing self-confidence with breathing exercises that reduce anxiety and increase focus. So that they can master the material before making a presentation, in addition, watching English films to learn pronunciation will increase their awareness of speaking.

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