



The Correlation Between Oral Presentation Practice and EFL Students' Speaking Ability at Islamic State University Raden Mas Said Surakarta

**Elisa Dwi Yurianti*, Farah Khoirunnisa, Indah Dwi Rahmawati,
Wanda Nayla Rahma, Sujito**

UIN Raden Mas Said Surakarta, Indonesia

Email: elisadwiurianti25@gmail.com*,

farahkhoirunnisa0512@gmail.com,

indahdwirahmawati2006@gmail.com, wandanayla5@gmail.com,

sujito.team@gmail.com

Keywords	Abstract
Oral Presentation Practice; Speaking Ability; EFL Students; English Education Department (PBI); UIN Raden Mas Said Surakarta.	Speaking ability is one of the fundamental skills for effective communication specifically for EFL (English as a Foreign Language) learners. This study investigated the correlation between oral presentation practice and EFL students' speaking ability at UIN Raden Mas Said Surakarta. The study aimed to determine whether oral presentation practice is associated with students' speaking ability in an EFL context. A quantitative correlational design was employed using a survey method. The participants were students of the English Education Department (PBI) at Islamic State University Raden Mas Said Surakarta. Data were collected through a questionnaire measuring students' oral presentation practice and a speaking test assessing their speaking ability. The data were analyzed using Pearson Product-Moment Correlation. The findings showed that there is a high positive correlation between oral presentation practice and students' speaking ability. The results indicate that students who frequently engage in oral presentation practice tend to have better speaking ability. Therefore, oral presentation practice can support the development of students' speaking skills in the EFL classroom.

INTRODUCTION

Speaking ability is one of the fundamental skills for effective communication specifically for EFL (English as a Foreign Language)

learners (Cenderato & Handayani, 2025). EFL students are those who study English as a foreign language and generally do not use English as their primary language in daily life (Anggriyani et al., 2026; Ban et al., 2023; Nisha, 2024; Pikhart et al., 2024; Yulianti et al., 2025). For English Language students, this speaking ability is crucial for academic success and as preparation for a future career as an English teacher (Akther, 2022; Fadhil et al., 2025; Islam et al., 2022; Pham et al., 2022; Taufik, 2024). A teacher, particularly an English teacher, must possess the ability to communicate effectively, accurately, confidently, and engagingly in both educational settings and the broader community (Putra & Kayen, 2025). Therefore, the development of speaking skills is one of the key aspects of English language learning in university (Elbes & Oktaviani, 2022; Husnaini, 2022; Islam et al., 2022; Jia et al., 2022; Rahimi & Fathi, 2024; Tayyab et al., 2023)

However, in the learning process, many students still have limited opportunities to practice using English. This situation makes it difficult for EFL students to develop their speaking skills, and it is also a challenge for them in improving these speaking skills. Previous research indicates that difficulties in speaking ability are caused by factors such as nerves, lack of self-confidence, and stage fright, as well as a lack of adaptability and fear of public speaking (Andriani et al., 2019). Thus, a method is needed to help improve their English language skills. One of the learning activities believed to improve students' speaking skills is oral presentation practice. Oral presentations provide students with the opportunity to share ideas, explain material, and speak in English in front of an audience. Through this activity, students can practice their speaking skills, enhance their vocabulary mastery, and build confidence in using English.

English Language Education students are expected to use English effectively, particularly in academic activities such as class presentations. However, in reality, not all students possess good speaking skills, which is attributed to a lack of confidence, inadequate practice speaking in English, and limited vocabulary (Putra & Kayen, 2025). This indicates a gap between expectations and reality, raising questions for researchers regarding the extent to which oral presentation practice is related to the speaking skills of EFL students. This study examines the correlation between oral presentation practice and speaking skills among fourth-

semester English Education students at UIN Raden Mas Said Surakarta, who serve as the research subjects (Riadil, 2020; Lee & Liu, 2022).

The novelty of this research lies in its specific focus on the correlation between oral presentation practice frequency and speaking ability among EFL students in an Indonesian Islamic university context. While previous studies have examined various aspects of oral presentations and speaking skills separately, this study directly investigates the quantitative relationship between the two variables. Additionally, this study employs a comprehensive approach by measuring oral presentation practice through a 20-item questionnaire covering frequency, preparation, confidence, and fluency, and assessing speaking ability through a five-aspect speaking test (pronunciation, fluency, grammar, vocabulary, and comprehension). The specific context of PBI Islamic State University Raden Mas Said Surakarta provides a unique contribution to the literature on EFL speaking development in Indonesian higher education.

This study employs a quantitative correlation method to analyze the correlation between the independent variable (Oral Presentation Practice) and the dependent variable (Speaking Ability). The data for this study were collected through questionnaires and speaking tests techniques for English Education students at Islamic State University Raden Mas Said Surakarta. The data were collected using statistical techniques to determine the level of correlation between the independent and dependent variables.

This research aims to determine whether there is a correlation between oral presentation practice and the speaking skills of students in the English Language Education program at Islamic State University Raden Mas Said Surakarta, in addition to measuring the level of correlation between oral presentation practice and speaking skills. The results of this study contribute to improving the quality of English-speaking instruction through more effective oral presentation activities.

METHOD

This research was a quantitative study that employs a correlational research design. According to Creswell and Creswell (2018), correlational research aims to investigate the extent of relationships among variables,

while Fraenkel et al. (2019) state that this design is appropriate for identifying patterns of association between variables in educational research. This study aims to determine the extent of the relationship between the independent variable (X: Oral Presentation Practice) and the dependent variable (Y: EFL Students' Speaking Ability) at the English Education Department of Islamic State University Raden Mas Said Surakarta. The relationship between both variables is analyzed to determine whether oral presentation practice contributes to the improvement of students' speaking ability.

Location Research Subject

- a. Location: PBI UIN Raden Mas Said Surakarta.
- b. Subject: Fourth-semester students of the English Education Department (PBI) at UIN Raden Mas Said Surakarta.
- c. Research Variables:
 - Independent Variable (X): Oral Presentation Practice (measured through the students' performance, frequency of presentation activities, and presentation practice in the classroom).
 - Dependent Variable (Y): EFL Students' Speaking Ability (assessed through speaking tests covering pronunciation, fluency, vocabulary, grammar, and comprehension).

Data Collection Instruments

- a. Questionnaire: Questionnaire is one of the most commonly used instruments to collect data regarding students' perceptions, experiences, and practices. Harizahayu et al. (2025) stated that a questionnaire can be used to measure aspects related to public speaking skills and students' experiences in speaking activities. It used to collect data on the oral presentation practices of English Education students at Islamic State University Raden Mas Said Surakarta. The questions in this questionnaire were related to the frequency of oral presentations in English, preparation prior to presenting, students' confidence during presentations, and fluency during presentations.
- b. Speaking Test: used to measure students' speaking skill. in this test, students are required to describe *Their Daily Activities* in English.

According to Fauzan et al. (2024), speaking ability can be assessed through several components, 5 aspects:

1. Fluency
2. Comprehension
3. Grammar
4. Vocabulary
5. Pronunciation

Therefore, these five aspects were used as the criteria for assessing students' speaking performance in this study.

Data Analysis Techniques

The data analysis in this study aims to determine whether there is a significant correlation between oral presentation practice and the speaking skills of English Education students at Islamic State University Raden Mas Said Surakarta. The analysis technique used is Pearson's correlation.

1. Questionnaire scoring

A questionnaire was used to measure students' oral presentation practices. This questionnaire consists of several statements related to the frequency of presentations, preparation, self-confidence, and fluency during oral presentations, which are:

Tabel 1. Questionnaire Instrument of Oral Presentation Practice dan Speaking Ability

No.	Questions
1	I often give oral presentations.
2	I actively participate during oral presentations in class.
3	I prepare my material thoroughly before giving an English presentation.
4	I practice speaking English before giving a presentation.
5	I feel that oral presentations are an important part of the process of learning to speak.
6	I feel more confident speaking English when giving a presentation.
7	Oral presentations help me reduce my nervousness when speaking English.
8	I can convey my ideas more clearly through oral presentations.
9	I feel comfortable speaking in front of the class in English.
10	Oral presentations help me improve my communication skills in English.
11	I can speak English fairly fluently.
12	I can pronounce English words clearly.

No.	Questions
13	I can speak English without too many pauses.
14	I feel my pronunciation is improving.
15	I can express my opinions in English easily.
16	I have a sufficient English vocabulary to speak in class.
17	I can use grammar quite well when speaking.
18	I am able to choose appropriate vocabulary when speaking English.
19	I can understand and respond to English conversations well.
20	I feel that my English-speaking skills have improved.

This study uses a Likert scale with five response options:

Tabel 2. Likert Scale for Questionnaire Assessment

Response	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

To measure students' perceptions and practices regarding oral presentation, a five-point Likert scale was employed. Likert-type scales are widely used in educational research because they allow researchers to quantify attitudes, perceptions, and self-reported behaviours through ordered response categories (Warmbrod, 2014).

In this study, the scale ranged from "Strongly Disagree" to "Strongly Agree," enabling respondents to express varying levels of agreement toward each statement related to oral presentation practice. The total score of each student is calculated by summing up the total score of each item. The higher the score obtained, the higher the level of oral presentation practice of the student.

2. Scoring of Speaking Ability

Students' English-speaking skills are assessed through a speaking test. Students are asked to describe "their daily activities" in English.

Speaking performance is generally assessed through several key components. Brown (2004) states that speaking assessment commonly includes pronunciation, fluency, grammar, vocabulary, and comprehension, since these aspects represent the major

dimensions of oral language proficiency. Therefore, this study adopted these five aspects as the criteria for evaluating students' speaking ability during the speaking test.

Tabel 3. Aspects and Criteria for Speaking Ability Assessment

Aspect	Description
Pronunciation	Pronunciation Accuracy and clarity in pronouncing English words
Fluency	Speaking fluently without too many pauses
Grammar	Accuracy in the use of grammatical structures
Vocabulary	Accuracy and variety in vocabulary use
Comprehension	Accuracy and variety in vocabulary use
Aspect	Description
Pronunciation	Pronunciation Accuracy and clarity in pronouncing English words
Fluency	Speaking fluently without too many pauses
Grammar	Accuracy in the use of grammatical structures
Vocabulary	Accuracy and variety in vocabulary use
Comprehension	Accuracy and variety in vocabulary use

Each aspect is assessed using a scale **1-5**:

Tabel 4. Categories of Speaking Ability Assessment Score (Speaking Ability)

Skor	Category
5	Very Good
4	Good
3	Enough
2	Bad
1	Very Bad

3. Pearson Product Moment Correlation Analysis

Pearson Product-Moment Correlation is commonly used to examine the strength and direction of the relationship between two continuous variables. According to Creswell and Creswell (2018), correlational research aims to determine the extent to which two or more variables are related without manipulating them. This statistical

technique enables researchers to identify whether changes in one variable are associated with changes in another variable. Therefore, Pearson Product-Moment Correlation was considered appropriate for this study because both oral presentation practice scores and speaking ability scores were measured numerically and analyzed to determine the degree of their relationship.

This study employed Pearson Product-Moment Correlation because both variables were measured in numerical form and the objective of the study was to identify the relationship between oral presentation practice and students' speaking ability. According to Sugiyono (2017), Pearson Product-Moment Correlation is appropriate for measuring the degree of correlation between two interval or ratio variables.

The data were analyzed using Pearson Product-Moment Correlation to determine the correlation between oral presentation practice and students' speaking ability.

The formula is:

$$r = \frac{\sum(X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum(X - \bar{X})^2 \sum(Y - \bar{Y})^2}}$$

Where:

- **r** = Correlation coefficient
- **X** = Oral Presentation Practice score
- **Y** = Speaking Ability score
- **$\bar{X}$** = Mean score of X
- **$\bar{Y}$** = Mean score of Y

The interpretation of the correlation coefficient is as follows (Sugiyono, 2017):

Tabel 5. Interpretation of the Pearson Product Moment Correlation Coefficient

Correlation Interval	Level of Correlation
0.00 – 0.20	Very Weak
0.21 – 0.40	Weak
0.41 – 0.60	Moderate
0.61 – 0.80	Strong
0.81 – 1.00	Very Strong

Procedure

This study was conducted in several stages:

a. Identifying the research subjects

The subjects of this study were fourth-semester English Education students at Islamic State University Raden Mas Said Surakarta, because they had completed three speaking courses and had enough experience to give oral presentations in class. Thus, it was believed that they could provide relevant data regarding the correlation between oral presentation and speaking ability.

b. Developing the Research Instruments

The instruments used by the researcher consisted of a speaking test and a questionnaire.

c. Conducting the speaking test

Students were asked to describe *Their Daily Activities* in English. The researcher evaluated their performance based on five aspects: fluency, comprehension, grammar, vocabulary, and pronunciation.

d. Distributing the Questionnaire

The researcher distributed a questionnaire to the students containing questions about the frequency of preparation, self-confidence, and fluency in oral presentation practice.

e. Collecting and Analyzing Data

Data from the speaking test and questionnaire were collected and then analyzed using correlation statistical techniques to determine the level of the relationship between oral presentation practice and students' speaking ability.

f. Making Conclusions from the Results

g. The researcher was made conclusions regarding the presence or absence of a correlation between oral presentation practice and the speaking ability of EFL students at the PBI UIN Raden Mas Said Surakarta.

RESULTS AND DISCUSSION

A. Questionnaire Results

The questionnaire was distributed to 20 students of the English Education Department at UIN Raden Mas Said Surakarta. The questionnaire consisted of 20 items related to oral presentation

practice and speaking ability. The responses were measured using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

Based on the questionnaire results, most respondents selected Agree and Strongly Agree for statements regarding participation in oral presentations, preparation before presentations, confidence in speaking English, and the contribution of oral presentations to improving their speaking skills. This indicates that the respondents generally had positive perceptions of oral presentation practice.

In general, the mean score for oral presentation practice was classified as high, indicating that students frequently participate in oral presentation activities and consider them beneficial for developing their speaking skills.

B. Descriptive Statistics

The descriptive statistics of both variables are presented below.

Tabel 6. Descriptive Statistics of Variables Oral Presentation Practice dan Speaking Ability

Variable	N	Minimum	Maximum	Mean
Oral Presentation (X)	20	74	96	84.45
Speaking Ability (Y)	20	75	93	84.05

The table indicates that both variables have relatively high mean scores. The mean score of oral presentation practice was 84.45, while the mean score of speaking ability was 84.05. This result suggests that the respondents generally had a high level of oral presentation practice and speaking ability.

Pearson Product Moment Correlation Analysis

To determine the correlation between oral presentation practice and students' speaking ability, Pearson Product Moment Correlation was employed. The formula used in this study is:

$$r = \frac{\sum(X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum(X_i - \bar{X})^2 \sum(Y_i - \bar{Y})^2}}$$

Where:

r = correlation coefficient

X = Oral Presentation Practice score

Y = Speaking Ability score

$\bar{X}$ = mean score of X

$\bar{Y}$ = mean score of Y

From the previous calculations, it was found that:

Mean score of X = 84.45

Mean score of Y = 84.05

Table 7. presents the detailed calculation of Pearson Product Moment Correlation.

No.	X	Y	$X - \bar{X}$	$Y - \bar{Y}$	$(X - \bar{X})^2$	$(Y - \bar{Y})^2$	$(X - \bar{X})(Y - \bar{Y})$
1.	91	89	6.55	4.95	42.90	24.50	32.42
2.	80	80	-4.45	-4.05	19.80	16.40	18.02
3.	94	91	9.55	6.95	91.20	48.30	66.37
4.	75	76	-9.45	-8.05	89.30	64.80	76.07
5.	95	92	10.55	7.95	111.30	63.20	83.87
6.	78	78	-6.45	-6.05	41.60	36.60	39.02
7.	92	90	7.55	5.95	57.00	35.40	44.92
8.	79	79	-5.45	-5.05	29.70	25.50	27.52
9.	81	82	-3.45	-2.05	11.90	4.20	7.07
10.	74	75	-10.45	-9.05	109.20	81.90	94.57
11.	96	93	11.55	8.95	133.40	80.10	103.37
12.	83	84	-1.45	-0.05	2.10	0.00	0.07
13.	85	86	0.55	1.95	0.30	3.80	1.07
14.	93	92	8.55	7.95	73.10	63.20	67.97
15.	86	85	1.55	0.95	2.40	0.90	1.47
16.	84	83	-0.45	-1.05	0.20	1.10	0.47
17.	82	81	-2.45	-3.05	6.00	9.30	7.47
18.	77	78	-7.45	-6.05	55.50	36.60	45.07
19.	76	77	-8.45	-7.05	71.40	49.70	59.57
20.	88	87	3.55	2.95	12.60	8.70	10.47

Total:

$$\sum (X - \bar{X})^2 = 960.00$$

$$\sum (Y - \bar{Y})^2 = 653.80$$

$$\sum (X - \bar{X})(Y - \bar{Y}) = 786.87$$

$$r = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum (X - \bar{X})^2 \sum (Y - \bar{Y})^2}}$$

$$r = \frac{786.87}{\sqrt{(960.00)(653.80)}}$$

$$r = \frac{786.87}{\sqrt{627648}}$$

$$r = \frac{786.87}{792.24}$$

$$r = 0.993$$

Interpretation of Correlation Coefficient

According to Sugiyono (2017), the interpretation of correlation coefficient is presented below.

Table 8. Interpretation of Correlation Coefficient

Correlation Interval	Level of Correlation
0.00 – 0.20	Very Weak
0.21 – 0.40	Weak
0.41 – 0.60	Moderate
0.61 – 0.80	Strong
0.81 – 1.00	Very Strong

Based on the calculation, the correlation coefficient is 0.993. This value falls within the interval of 0.81–1.00, indicating that the correlation between oral presentation practice and students' speaking ability is categorized as very strong.

This finding indicates that students who have higher levels of oral presentation practice tend to have better speaking ability.

Interpretation of Findings

The findings reveal that oral presentation practice has a positive relationship with students' speaking ability. Students who frequently participate in oral presentations tend to possess better pronunciation, fluency, grammar, vocabulary, and comprehension.

Oral presentation activities provide students with opportunities to practice speaking English actively, organize ideas, develop confidence, and improve communication skills. Consequently, students with higher levels of oral presentation practice demonstrate higher speaking ability.

Thus, the findings of this study indicate that oral presentation practice contributes positively to the development of EFL students' speaking ability among fourth-semester students of the English Education Department at Islamic State University Raden Mas Said Surakarta.

CONCLUSION

Based on the findings of this study, it can be concluded that oral presentation practice is positively associated with the speaking ability of EFL students at the English Education Department of Islamic State University Raden Mas Said Surakarta. Students who regularly participate in oral presentation activities tend to demonstrate higher levels of speaking proficiency, greater self-confidence, and improved ability to communicate their ideas in English while experiencing reduced speaking anxiety. Furthermore, the relatively high mean scores obtained for both oral presentation practice and speaking ability indicate that the participants generally had positive experiences with presentation-based learning and exhibited satisfactory speaking competence. Oral presentation activities also provide authentic opportunities for learners to develop key aspects of speaking performance, including language accuracy, vocabulary, pronunciation, fluency, and public speaking skills. Therefore, incorporating oral presentations into English language instruction may serve as an effective pedagogical strategy for enhancing students' oral proficiency. Future research is encouraged to involve larger and more diverse samples across different educational contexts to provide more comprehensive evidence regarding the role of oral presentation practice in promoting EFL students' speaking ability.

REFERENCES

- Akther, F. (2022). English for personal and career development and its importance for better employment opportunities. *Journal of Languages, Linguistics and Literary Studies*, 2(3), 95–100.
- Andriani, I. F., Muljanto, S., & Hamzah, A. (2019). Students' perception on EFL speaking skills. *English Education and Applied Linguistics (EEAL) Journal*, 2(2), 132–139. <https://doi.org/10.31980/eealjournal.v2i2.1729>
- Anggriyani, D., Abidin, A., Rahman, F., & Sahib, H. (2026). Sociocultural influences on tertiary EFL students' oral proficiency: A case study from the English department at Mulawarman University. *Scientific Culture*, 12(2.1), 6590–6603.
- Ban, B., Pang, S., & Em, S. (2023). Debate: One of the key factors to improving students' English language speaking skills. *Journal of General Education and Humanities*, 2(2), 107–120.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Cenderato, C., & Handayani, E. R. P. (2025). EFL speaking achievement in undergraduate oral presentations: The roles of enjoyment and self-efficacy. *Jo-ELT (Journal of English Language Teaching)*, 12(2), 521–536. <https://doi.org/10.33394/jo-elt.v12i2.17855>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Elbes, E. K., & Oktaviani, L. (2022). Character building in English for daily conversation class materials for English education freshmen students. *Journal of English Language Teaching and Learning*, 3(1), 36–45.
- Fadhil, M. F., Septiana, E., Sawitri, O., Abdillah, R., Syahfutra, W., & Nurafrezah, N. (2025). The role of English proficiency in supporting academic achievement and career opportunities of university students. *Widya Accarya*, 16(1), 36–41.
- Fauzan, M. M., Fitrah, A. I., Korompot, C. A., & Sakkir, G. (2024). Exploring the level of speaking performance among EFL students. *Interference: Journal of Language, Literature, and Linguistics*, 5(2), 190–199. <https://doi.org/10.26858/interference.v5i2.67589>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.
- Harizahayu, H., Dwisastri, H. A., & Purba, F. (2025). The validity and reliability testing of public speaking skills questionnaire for IT students using SPSS. *Journal Computer and Technology*, 3(2), 81–86. <https://doi.org/10.69916/comtechno.v3i2.378>
- Husnaini, H. (2022). Development of self esteem-oriented micro teaching

- materials for IAIN Palopo English education students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 538–560.
- Islam, W., Ahmad, D. S., & Islam, M. D. (2022). Investigating the problems faced by the university EFL learners in speaking English language. *International Journal of TESOL & Education*, 2(2), 47–65.
- Jia, F., Sun, D., Ma, Q., & Looi, C.-K. (2022). Developing an AI-based learning system for L2 learners' authentic and ubiquitous learning in English language. *Sustainability*, 14(23), Article 15527.
- Lee, Y.-J. J., & Liu, Y.-T. (2022). Promoting oral presentation skills through drama-based tasks with an authentic audience: A longitudinal study. *The Asia-Pacific Education Researcher*, 31(3), 253–267. <https://doi.org/10.1007/s40299-021-00557-x>
- Nisha, P. R. (2024). Comparing grammar translation method and communicative language teaching in EFL context. *FOSTER: Journal of English Language Teaching*, 5(1), 40–48.
- Pham, M. T., Nguyen, D. N. Q., Nguyen, T. K. C., Nguyen, H. N. M., Hoang, T. A. T., & Pham, V. P. H. (2022). The reality of English presentation skills of English-majored students in Vietnam: A case study at Van Lang University. *International Journal of TESOL & Education*, 2(2), 27–46.
- Pikhart, M., Klimova, B., & Al-Obaydi, L. H. (2024). Exploring university students' preferences and satisfaction in utilizing digital tools for foreign language learning. *Frontiers in Education*, 9, Article 1412377.
- Putra, O. P., & Kayen, H. S. (2025). Enhancing university students' academic presentation skills through mnemonic-based strategies. *Pedagogy: Journal of English Language Teaching*, 13(1), 64–76. <https://doi.org/10.32332/nkaht604>
- Rahimi, M., & Fathi, J. (2024). Employing e-tandem language learning method to enhance speaking skills and willingness to communicate: The case of EFL learners. *Computer Assisted Language Learning*, 37(4), 924–960.
- Taufik, M. (2024). English language proficiency and career opportunities: Perceptions of Indonesian university graduates. *Language Value*, 17(1), 85–107.
- Tayyab, J., Imran, Z., & Arif, M. (2023). Review of factors affecting English speaking skills among foreign English learners. *Global Language Review*, 8(2), 487–498.
- Warmbrod, J. R. (2014). Reporting and interpreting scores derived from Likert-type scales. *Journal of Agricultural Education*, 55(5), 30–47. <https://doi.org/10.5032/jae.2014.05030>

Yulianti, L. D., Marhum, M., & Kamaruddin, A. (2025). Pronunciation problems of English segmental sounds encountered by EFL learners of English education study program. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 13(1).