ABSTRACT

Rahmani, Fauziah Nur. 2025. EFL STUDENTS INDIVIDUAL ONLINE STRATEGIES FOR DEVELOPING THEIR PUBLIC SPEAKING SKILL: A CASE STUDY OF THE SECOND SEMESTER EFL STUDENTS IN A UNIVERSITY CONTEXT. Research paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

Speaking is a fundamental skill in language learning, and the ability to articulate clearly and fluently in a non-native language highlights the diverse challenges English as a Foreign Language (EFL) students face. Given the range of strategies available to enhance speaking proficiency, students must identify approaches that align with their individual needs and learning styles. This study aims to investigate the difficulties second-semester EFL students encounter when learning public speaking and the individual online strategies they use to overcome these difficulties.

This study employed a qualitative case study design, conducting an in-depth investigation into the experiences of students. Data were collected through questionnaires and interviews with purposivepurposively three selected second-semester EFL students from the English Education Department at UIN Sunan Gunung Djati, Bandung.

The findings reveal that second-semester students commonly encounter linguistic challenges (e.g., limited vocabulary, grammatical errors, and pronunciation difficulties), psychological barriers (e.g., performance anxiety, fear of negative evaluation, and low self-confidence), and contextual issues (e.g., limited real-life practice opportunities, unsupportive environments, or unhelpful feedback) when learning public speaking. To overcome these challenges, students employ various individual online strategies, primarily involving the utilization of technology (e.g., YouTube, Duolingo, and other video-based platforms) and self-directed practice. While online tools often boost motivation and confidence in informal settings due to their accessibility, the study found that students' engagement with more advanced features, such as speech recognition or structured feedback tools, remains limited due to persistent psychological barriers and occasional technical issues. Consequently, many prioritize academic assignments over consistent independent online practice, affecting the overall effectiveness of these strategies in fully addressing their linguistic and emotional obstacles.

In conclusion, while second-semester EFL students face a range of challenges in developing their public speaking skills—particularly linguistic, psychological, and contextual—they adapt by purposefully utilizing diverse online media. This suggests that online tools, when used intentionally, can significantly aid learners in managing and addressing the difficulties they encounter in public speaking, though enhanced guidance and structured integration are crucial for maximizing their potential.

Keyword: EFL, Online Strategies, Public speaking skills