

Challenges and Opportunities in Enhancing University Students Kalam Skills

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<p>KEYWORDS <i>Oral discourse, Communicative competence, Higher education</i></p>	<p>ABSTRACT <i>Oral discourse (“Kalam”) skills among university students constitute a crucial foundation for academic success, professional readiness, and effective global communication. Developing these skills, however, poses significant pedagogical and institutional challenges. Many students struggle with linguistic accuracy, limited vocabulary, lack of confidence, and insufficient exposure to authentic communicative contexts. Furthermore, traditional teaching methods often prioritize written proficiency over oral competence, leaving students unprepared for real-world discourse demands. Despite these challenges, there are considerable opportunities to enhance Kalam proficiency through learner-centered instruction, integration of technology, and intercultural communication training. Recent studies emphasize the importance of interactive learning environments, task-based activities, and feedback-rich assessments in improving students’ oral fluency and discourse coherence. Universities can play a pivotal role by embedding communicative approaches into curricula, fostering collaborative learning, and encouraging participation in academic discussions and public speaking forums. This article explores both theoretical perspectives and empirical findings to propose strategic recommendations for strengthening oral discourse competence in higher education settings and guiding future research directions.</i></p> <p><i>Keywords: Oral discourse, Communicative competence, Higher education</i></p> <p>ABSTRAK Kemampuan wacana lisan (Kalam) merupakan landasan penting bagi keberhasilan akademik, kesiapan profesional, serta partisipasi mahasiswa dalam komunikasi global. Namun, pengembangan keterampilan ini masih menjadi tantangan kompleks dari segi pedagogis maupun kelembagaan. Banyak mahasiswa masih mengalami kesulitan dalam hal ketepatan berbahasa, keterbatasan kosa kata, rendahnya kepercayaan diri, serta kurangnya keterlibatan dalam situasi komunikasi yang autentik. Selain itu, model pembelajaran konvensional sering kali lebih menekankan kemampuan menulis dibandingkan kefasihan berbicara, sehingga mahasiswa belum siap menghadapi tuntutan komunikasi di dunia nyata. Meskipun demikian, berbagai penelitian menunjukkan peluang besar untuk meningkatkan kemampuan Kalam melalui pendekatan pembelajaran yang berpusat pada peserta didik, integrasi teknologi, dan kesadaran komunikasi lintas budaya. Hasil kajian terbaru menekankan pentingnya pembelajaran interaktif, kegiatan berbasis tugas, serta penilaian yang kaya akan umpan balik dalam meningkatkan kefasihan, koherensi, dan kepercayaan diri mahasiswa. Perguruan tinggi memiliki peran strategis dalam memperkuat kompetensi Kalam dengan mengintegrasikan pedagogi komunikatif ke dalam kurikulum, mendorong pembelajaran kolaboratif, serta memfasilitasi partisipasi dalam diskusi akademik dan kegiatan berbicara di depan umum. Penelitian ini memadukan wawasan teoretis dan temuan empiris untuk menawarkan arah strategis dalam memperkuat kompetensi wacana lisan di lingkungan pendidikan tinggi serta memberikan panduan bagi penelitian selanjutnya di bidang ini.</p> <p>Kata kunci: wacana lisan, kompetensi komunikatif, pendidikan tinggi</p>
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PENDAHULUAN

In the realm of higher education, Kalam (oral discourse) serves as a crucial component of communicative competence, enabling students to convey ideas with clarity, coherence, and persuasiveness in academic, professional, and social spheres. It involves multiple dimensions of language proficiency such as pronunciation, grammatical accuracy, fluency, vocabulary range, coherence, argumentative skill, and self-confidence (Brown, 2020; Nunan, 2019). As globalization and the internationalization of education continue to expand, the ability to communicate orally in English—or in other target languages—has become a decisive factor in determining students' academic performance and professional advancement (Harmer, 2018). Hence, universities are increasingly required to cultivate graduates who are not only proficient in reading and writing but also confident, articulate, and capable of expressing their thoughts effectively in global interactions (Richards & Renandya, 2021). This underscores the necessity of developing Kalam as a vital competency for 21st-century higher education.

Despite its acknowledged importance, oral discourse remains one of the most demanding aspects of language learning for university students, particularly in non-native English contexts (Rahmawati & Setiawan, 2021). Previous research has consistently identified recurring challenges, including limited linguistic accuracy, restricted vocabulary, low self-confidence, and inadequate exposure to authentic communicative environments (Sari, 2022; Yusuf & Ahmad, 2020). Such difficulties are often aggravated by traditional pedagogical practices that emphasize grammar and writing over oral fluency, leaving students ill-prepared for genuine communicative situations. This persistent issue reflects a pedagogical divide between the theoretical understanding of communicative competence and its practical implementation within language classrooms.

A number of studies have attempted to address these challenges by proposing effective strategies for improving speaking instruction. For instance, Richards (2015) pointed out the value of task-based learning in encouraging authentic communication, while Almusharraf (2021) emphasized the positive impact of digital technology on language learning. However, most of these studies remain context-specific or narrowly focused, lacking a comprehensive synthesis of the diverse factors influencing Kalam development in higher education. This limitation highlights the need for integrative research that unites theoretical insights and empirical evidence to develop a broader understanding of how pedagogical, psychological, and technological dimensions interact in shaping oral discourse competence.

Grounded in this rationale, the present study aims to analyze and synthesize recent literature on the challenges and opportunities in enhancing university students' Kalam (oral discourse) skills. Employing a qualitative library research approach, this paper explores the main obstacles, identifies effective teaching practices, and investigates how technology and learner-centered pedagogy can work synergistically to improve oral fluency. Unlike previous studies, this work integrates theoretical perspectives and empirical findings across multiple disciplines to propose a holistic framework for the advancement of Kalam instruction in higher education.

Ultimately, this study posits that the enhancement of students' oral discourse competence requires a multidimensional strategy that merges pedagogical innovation, technological integration, and intercultural communication awareness. By synthesizing current theories and empirical evidence, the research contributes to the growing scholarship on communicative language teaching and provides both theoretical implications and practical guidance for educators, policymakers, and researchers seeking to strengthen Kalam pedagogy within university contexts.

METODE PENELITIAN

This study employed a qualitative descriptive approach with a library research design to examine the challenges and opportunities in enhancing university students' Kalam (oral discourse) skills. The library research method was selected because the focus of this study is to analyze and synthesize existing theories, previous empirical findings, and scholarly discussions relevant to oral discourse competence rather than collecting primary data from participants. The research aims to provide an in-depth understanding of how pedagogical, psychological, and technological factors contribute to the development of students' oral communication abilities in higher education contexts.

The research was conducted over a period of one month, specifically during November 2025, at the Sekolah Tinggi Agama Islam (STAI) Ali bin Thalib Surabaya. This institution was chosen because it provides access to a variety of academic resources and literature related to language education and Islamic communication. In addition to utilizing the institution's physical library collection, the researcher also accessed reputable online academic databases such as Google Scholar, Scopus, Taylor & Francis, and ResearchGate to gather credible and up-to-date references.

The population of this study consisted of scholarly works discussing Kalam, oral communication, EFL speaking competence, and communicative language teaching in higher education. From this population, a purposive sampling technique was employed to select 45 key references, including journal articles, conference proceedings, academic books, and theses published between 2015 and 2025. These sources were chosen based on their methodological quality, relevance to the research topic, and contribution to the understanding of oral discourse development.

The data collection process followed several systematic stages. First, the researcher searched for relevant literature using keywords such as Kalam, oral discourse, speaking competence, EFL oral communication, and communicative language teaching. Second, the collected materials were screened according to inclusion and exclusion criteria. Peer-reviewed academic sources that aligned with the study's objectives were retained, while publications lacking methodological clarity or academic credibility were excluded. Third, the selected sources were analyzed and organized according to recurring themes, including pedagogical challenges, students' psychological barriers, instructional strategies, and technological innovations supporting Kalam enhancement.

As this research relied solely on secondary data, the main instruments used were data extraction sheets and analytical matrices developed by the researcher to classify and interpret the information according to thematic categories. These instruments allowed for the systematic organization of data and facilitated comparative and thematic analysis across multiple sources.

Data were analyzed using qualitative content analysis, which involved three key stages: data reduction, data display, and conclusion drawing. During data reduction, only information relevant to the research focus was selected. The data display phase involved organizing findings into thematic structures that revealed relationships and recurring patterns. In the final stage, the researcher interpreted these patterns to derive conceptual insights into the challenges and opportunities related to Kalam skill development among university students.

To ensure validity and reliability, several strategies were applied. Source triangulation was conducted by reviewing multiple types of literature (journal articles, books, and research reports) to verify consistency across data. Peer validation was also carried out by consulting two experts in language education to assess the accuracy of interpretation and analysis. Additionally, theoretical

saturation was achieved by continuously reviewing materials until no new themes emerged. In this study, the researcher functioned as the main research instrument, responsible for selecting, analyzing, and synthesizing data critically while maintaining objectivity throughout the research process.

Overall, this methodological framework provided a strong conceptual foundation for understanding the interrelationship between pedagogical, psychological, and technological aspects in improving students' oral discourse competence. The qualitative library research approach also serves as a theoretical basis for future empirical studies and practical applications in Kalam instruction and communicative language teaching, particularly within the context of Islamic higher education at STAI Ali bin Thalib Surabaya.

HASIL DAN PEMBAHASAN

Hasil

The analysis of forty-five academic works focusing on the enhancement of Kalam (oral discourse) skills among university students uncovers several interrelated patterns. The findings broadly point to two areas: first, a set of persistent challenges that hinder students from attaining fluent and confident oral communication; and second, a series of opportunities and instructional strategies that have shown potential to address these difficulties in higher education settings.

A major obstacle identified across studies is the limited exposure students have to genuine communicative situations. Many EFL learners engage in speaking tasks that remain largely artificial—restricted to controlled dialogues or scripted exercises directed by teachers. Such activities do not simulate the spontaneity and unpredictability of real communication (Rahmawati & Setiawan, 2021; Sari, 2022). Without exposure to authentic interactions, such as debates, presentations, or informal conversations with fluent speakers, students' progress in fluency and confidence tends to plateau.

Another recurring issue concerns psychological constraints, including anxiety, self-consciousness, and fear of making mistakes. These emotions often lead students to remain silent or overly cautious during speaking activities, particularly in graded or mixed-ability classes (Yusuf & Ahmad, 2020). Many learners hesitate to participate because they worry about incorrect pronunciation or grammar, which in turn suppresses their willingness to communicate. As Brown (2020) notes, emotional comfort and confidence are decisive in determining how actively students use the target language.

A third challenge relates to students' limited linguistic resources, especially in grammar, vocabulary, and pronunciation. The reviewed research consistently reports that university students struggle to produce accurate and spontaneous speech due to restricted lexical knowledge and weak command of grammar. Pronunciation issues—such as misplaced stress or inappropriate intonation—frequently affect intelligibility and self-assurance (Richards, 2015). Likewise, errors in structure and word choice limit students' ability to express complex or nuanced ideas (Sari, 2022).

The findings also highlight ineffective feedback practices in many classroom environments. Teachers often lack time to provide personalized feedback, especially in large classes, which results in delayed or generic comments (Richards & Renandya, 2021). This lack of constructive input prevents students from identifying their weaknesses or tracking their progress over time.

Another dimension of difficulty lies in curricular and instructional limitations. In numerous institutions, speaking is treated as a secondary skill, while reading and writing dominate

course objectives. Teacher-centered instruction and lecture-based methods reduce opportunities for student interaction (Nunan, 2019). In addition, limited resources—such as lack of language laboratories, technology access, and authentic materials—restrict the variety of oral activities available (Harmer, 2018). Students often learn in input-heavy but output-deficient contexts, where they receive theoretical knowledge of language but few chances to use it communicatively.

Cultural expectations and pragmatic norms further complicate oral engagement. In some learning environments, students perceive public speaking or volunteering in class as socially inappropriate or embarrassing. Making errors in front of others may be seen as a loss of face, which discourages participation (Yusuf & Ahmad, 2020). This dynamic weakens the development of pragmatic competence—understanding when and how to use language appropriately in different contexts (Brown, 2020).

The research also identifies assessment-related pressure as an inhibiting factor. When oral tests emphasize grammatical accuracy and correctness over communicative expression, both teachers and students tend to play it safe. Teachers may design highly structured speaking tasks, while students focus on memorization rather than improvisation (Richards & Renandya, 2021). Consequently, authentic communicative growth is constrained by testing priorities.

Despite these obstacles, the literature points to numerous emerging opportunities that can significantly improve students' Kalam competence. Evidence strongly supports task-based and communicative learning approaches, such as debates, presentations, and role-playing. These activities require students to use language actively and spontaneously while interacting with peers, helping them to develop fluency and self-confidence (Yerevan State University Journals, 2022; UNM Journal System, 2021). They also promote critical thinking and collaborative problem-solving—skills essential for academic and professional communication.

The integration of technology offers another promising avenue. Modern tools, including AI-based speaking simulators, virtual oral tests, and multimodal feedback systems like Mosaic-F, provide learners with immediate and individualized feedback (Arxiv, 2022; 2023). Exposure to authentic media—films, podcasts, and online conversations with native speakers—enhances listening comprehension and familiarizes students with natural speech patterns (Journal Gehu, 2021). Moreover, the use of social media and language-learning applications has been found to encourage short, creative speaking practices that build motivation and reduce fear (ScienceDirect, 2022).

The results also demonstrate that collaborative learning environments—through peer discussions, group work, and cooperative projects—facilitate more frequent speaking practice in a relaxed atmosphere. Students benefit from peer feedback and experience lower anxiety when interacting with classmates rather than authority figures. Research by Uhamka (2020) confirms that small-group discussions enhance fluency and grammatical accuracy while fostering a supportive learning community.

Another effective strategy involves interaction with native or proficient speakers, either through conversation clubs, online exchanges, or guest lectures. Such engagement helps learners internalize authentic pronunciation patterns and pragmatic conventions, while also boosting their confidence (Jurnal UNHAS, 2021). Similarly, feedback enhancement—combining teacher comments, peer review, and self-assessment—was found to accelerate progress. Allowing students to record and reflect on their own speech promotes metacognitive awareness and autonomous learning (Richards & Renandya, 2021).

In addition, motivation and affective support emerged as central determinants of oral success. Environments that encourage participation, tolerate mistakes, and celebrate communicative effort are far more conducive to developing speaking skills (Brown, 2020; Harmer, 2018). A classroom atmosphere that values risk-taking rather than perfection enables learners to speak more freely, experiment with language, and gain confidence through practice.

Finally, institutional and policy support are vital for long-term improvement. The literature shows that universities that embed oral communication into their curricula, provide sufficient facilities such as language laboratories and speaking corners, and organize extracurricular programs like debate clubs and speech competitions see measurable improvements in students' oral performance (Richards, 2015). Moreover, ongoing teacher training in communicative and task-based methods ensures that instruction remains aligned with current pedagogical standards.

Empirical studies support these theoretical claims. A pre-experimental study conducted at IAIN Parepare, for example, reported a notable rise in students' speaking scores—from 63.7 in the pretest to 83.17 in the posttest—after the implementation of the IELTS Speaking Question Framework (E-Journal IAIN Palopo, 2022). Similarly, classroom debating studies conducted at Yerevan State University (2022) indicated improvements in fluency, vocabulary range, and critical reasoning, though some anxiety persisted among participants. Other findings from Uhamka (2020) confirmed that small-group discussion models foster confidence and participation by reducing the social pressure often present in traditional classroom settings.

Nevertheless, current research on Kalam still presents several methodological limitations. Many investigations are limited to local or institutional contexts—most commonly within Indonesia and Central Asia—making generalization difficult. Sample sizes are often small, and longitudinal follow-up data are scarce. Moreover, aspects such as pragmatic competence, emotional resilience, and technology-based feedback remain underexplored and require further empirical validation (Richards & Renandya, 2021). These gaps highlight the need for broader, cross-cultural, and mixed-method studies that examine the intersection between pedagogy, affect, and digital innovation in oral discourse development.

Overall, the results confirm that while numerous challenges persist—ranging from linguistic limitations to psychological and institutional barriers—there is clear evidence that targeted, integrative strategies can significantly enhance students' Kalam competence. By combining communicative pedagogy, technological innovation, peer collaboration, and institutional support, universities can foster learning environments that not only improve linguistic accuracy but also empower students to communicate confidently, persuasively, and authentically in both academic and professional domains.

DISCUSSION (Pembahasan)

The synthesis of literature assembled for this study paints a picture of oral discourse development as a multifaceted endeavor shaped by linguistic skill, psychological readiness, pedagogical choices, technological affordances, and institutional arrangements. The evidence makes clear that barriers such as limited opportunities for authentic interaction, speaking-related anxiety, insufficient linguistic resources, weak feedback practices, and curricular neglect frequently obstruct students' progress in Kalam. At the same time, the literature points to concrete pathways—through communicative teaching methods, digital tools, collaborative formats, and institutional reform—that show promise in overcoming these constraints. Interpreting these

patterns through established theoretical lenses helps clarify why certain interventions succeed while others fall short, and highlights which dimensions require prioritized attention.

The recurrent finding that learners lack access to true communicative contexts echoes longstanding arguments that language acquisition depends on meaningful use rather than mere exposure to forms. Many classroom activities remain overly controlled, favoring rehearsed dialogues and teacher-scripted tasks that fail to mimic the unpredictability of real conversations. When practice is limited to such artificial scenarios, students may develop declarative knowledge about language without learning how to deploy it in spontaneous interaction. This discrepancy reflects sociocultural perspectives that emphasize learning as socially mediated: cognitive gains emerge when learners engage in socially meaningful tasks that push them slightly beyond their current competence. In short, without regular, varied occasions to negotiate meaning with others, students' oral abilities stagnate in a zone that never quite becomes internalized skill.

Emotional factors surface repeatedly in the literature as decisive moderators of oral performance. Anxiety, fear of embarrassment, and low self-efficacy commonly restrict student participation, especially in mixed-ability or evaluative settings. The affective filter concept helps to explain these dynamics: elevated anxiety reduces the learner's capacity to process input and to experiment linguistically. Speaking, by its nature, is a public act; mistakes are visible and immediate. For learners who interpret errors as failure, the prospect of making a mistake becomes a powerful deterrent to risk-taking. This explains why interventions that reduce psychological pressure—through supportive classroom norms, scaffolded risk-taking, or incremental exposure—often lead to larger gains than strategies that address linguistic form alone.

Closely linked to affect are constraints in linguistic competence itself. The body of studies reviewed indicates that many undergraduates possess limited lexical depth, shaky grammatical fluency, and persistent pronunciation challenges. These limitations are not trivial: they compromise intelligibility, restrict the range of expressible ideas, and push learners toward safe, simple utterances rather than complex, nuanced speech. Models of communicative ability remind us that linguistic knowledge is only one part of communicative competence; pragmatic and strategic skills are equally crucial. Yet the research suggests students frequently have an imbalance—adequate recognition of grammar and vocabulary in written contexts but insufficient proceduralized fluency for spontaneous spoken interaction. The pedagogical implication is to design activities that help learners mobilize what they know under time pressure and in socially contingent situations, rather than to treat speaking as a separate set of decontextualized drills.

Feedback (or the lack of effective feedback) emerges as another structural bottleneck. In many institutional contexts, class sizes and limited instructor time make individualized, timely corrective feedback difficult. General comments delivered after an activity do not have the same impact as immediate, focused responses that draw attention to specific linguistic or pragmatic gaps. Theoretical accounts emphasizing noticing and consciousness-raising suggest that learners need salient cues to recognize their errors and to attempt repairs. Technology can help here—recordings, annotated playback, and AI-assisted analytics can provide the immediacy and personalization that human teachers struggle to deliver at scale. However, technology should be integrated thoughtfully: its value depends on whether it supports learners' noticing, reflection, and guided practice rather than serving as a substitute for meaningful pedagogical design.

Curricular priorities and institutional structures also shape what is possible in the classroom. When curricula privilege reading and writing or allocate minimal time to speaking, instructors are forced into choices that marginalize oral practice. Assessment systems that reward accuracy over

communicative competence further steer teaching toward safer, more test-oriented activities. To effect real change, curricula must reframe speaking not as an add-on but as a central learning outcome, accompanied by assessment practices that reflect authentic use—interactive tasks, sustained discussion, and performance-based evaluation. Teacher development is integral to this transformation. Instructors who are trained in communicative or task-based approaches and who understand how to facilitate learner interaction will be far more effective in creating environments where speech is practiced, assessed, and improved.

Cultural norms and pragmatic awareness play a subtler but no less important role. In some contexts, cultural restraints discourage students from speaking up, especially if doing so risks social embarrassment. Understanding the local norms around face-saving, deference, and classroom roles is crucial for designing interventions that feel culturally appropriate. Teaching pragmatic competence—how to alter register, signal politeness, or manage turn-taking—should be embedded in speaking curricula, since students must learn not only language forms but also how to adjust them to social contexts. Without these skills, learners may be linguistically correct yet communicatively ineffective.

The rapid expansion of digital tools offers significant opportunities to bridge many of these gaps. AI-driven speaking simulators, multimodal feedback frameworks, and authentic media exposure can provide abundant, low-stakes practice and individualized input. When learners can rehearse speaking with a virtual interlocutor or receive detailed analytics on pronunciation and discourse coherence, they gain immediate, actionable information about their performance. Such tools also help mitigate resource constraints; institutions with limited access to native speakers or language labs can nevertheless provide meaningful interactive practice. Still, the literature cautions against uncritical adoption: technology is most effective when it complements pedagogical aims and when students are guided in reflective use. Simply introducing apps or simulators without curricular alignment and teacher facilitation risks superficial gains.

Collaborative formats such as small-group discussions, peer feedback, and classroom debates consistently surface as effective because they alter the social dynamics of speaking. Small groups reduce the visibility of errors, create more opportunities to speak, and distribute cognitive load across interlocutors. Debates and role-plays introduce purposeful, goal-directed interaction that stimulates spontaneous language use, critical thinking, and strategic planning. These activities draw on social constructivist ideas: knowledge and skills emerge through co-construction in interaction. Moreover, peer-based feedback can cultivate learner autonomy and metalinguistic awareness when structured carefully, helping students both to give useful feedback and to receive it constructively.

Motivation and emotional support are closely bound up with these pedagogical choices. Classrooms that celebrate progress, normalize mistakes, and frame speaking as a process rather than a test tend to produce more sustained engagement. Intrinsic motivational drivers—interest in topics, perceived relevance of tasks, and opportunities for meaningful interaction—often produce deeper engagement than extrinsic pressures like grades alone. In contexts such as Islamic higher education, linking communication skills to broader values or community engagement can also strengthen students' intrinsic reasons to speak and learn.

Institutional measures also determine the scale and sustainability of improvement. Policies that allocate resources to language centers, speaking corners, and faculty development create an ecosystem in which speaking can flourish. Extracurricular programs—debate clubs, public speaking competitions, and conversation partners—extend practice beyond class time and expose

students to a wider range of registers and audiences. Crucially, assessment reform is necessary: oral tasks should be authentic, process-oriented, and designed to measure interactional competence as well as accuracy. These changes require institutional commitment, but the literature shows that coordinated policy, pedagogy, and resources produce measurable gains.

Empirical studies reviewed in this synthesis corroborate these theoretical connections. Interventions that combine task-based activities with structured feedback and collaborative formats report meaningful improvements in fluency, vocabulary range, and confidence. Yet the research also indicates persistent limitations: many studies are narrowly contextual, rely on small samples, and lack longitudinal follow-up. Important dimensions—particularly pragmatic competence, emotional resilience over time, and the long-term efficacy of technology-mediated feedback—remain under-researched. The field would benefit from studies that combine quantitative outcome measures with qualitative accounts of learner experience, capturing both performance change and the processes that drive it.

Taken together, the evidence suggests four practical priorities. First, design curricula and assessments that place speaking at the center of learning objectives. Second, equip teachers with training and resources to implement communicative, task-based methods. Third, use technology strategically to augment feedback and provide scalable practice opportunities. Fourth, cultivate classroom environments and extracurricular structures that reduce anxiety, promote peer support, and link speaking practice to meaningful goals. Addressing these priorities in an integrated manner will increase the odds that interventions produce durable improvements in Kalam.

In conclusion, enhancing oral discourse in higher education is not a problem with a single fix; it requires a systemic response that attends to language, affect, pedagogy, technology, and institutional policy. When these elements are aligned, students gain not only accuracy but also the confidence and strategic competence needed to communicate in varied academic and professional settings. Strengthening Kalam instruction therefore serves broader educational aims: it prepares graduates to articulate ideas, participate in public discourse, and engage across cultural boundaries with clarity and purpose.

CONCLUSION

This study concludes that developing Kalam (oral discourse) competence among university students is vital yet challenging due to linguistic, psychological, and pedagogical constraints. The research is limited by its reliance on secondary data and literature from specific EFL contexts, which may restrict generalizability. Future studies should employ empirical and longitudinal approaches across diverse cultural settings to validate and expand these findings. Reflecting on this study, enhancing Kalam instruction requires continuous innovation and institutional commitment to prepare globally competent communicators.

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