

Exploring Challenges in Speaking English as A Foreign Language

St Humaera Rusli^{*1}, Novalia Tanasy², Ana Rosida³

^{1,2} Universitas Muslim Maros Sulawesi Selatan, Indonesia

³ Universitas Fajar Sulawesi Selatan, Indonesia

*Correspondence: ✉ novalia@umma.ac.id

Abstract

This research aims to find and describe the various obstacles and the most dominant hindering factors experienced by students that inhibit their ability to speak English in class. This researcher was conducted at SMA Swasta Islam Terpadu Darul Istiqamah in the 2023-2024 academic year. The sample for this research comprised 11th-grade in the second semester. This research uses mixed methods, utilizing questionnaires and interviews as instruments for data collection. This research explores two main hindering factors: affective factors and linguistic factors. The results indicate that the highest barriers preventing students from speaking in English class are affective factors, such as fear of making mistakes, shyness, and lack of motivation. Meanwhile, in terms of linguistic factors, the only notable obstacle is a lack of fluency. These findings suggest that affective factors are the most dominant barriers affecting students' ability to speak in English class

Article History

Received: 17-Aug-2024

Revised : 30-Aug-2024

Accepted: 31-Aug-2024

Keywords:

Speaking barriers,
affective factors,
linguistic factors.



© 2024 St Humaera Rusli, Novalia Tanasy, Ana Rosida

This work is licensed under a [Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

INTRODUCTION

Communication was essential for human survival, and language served as a powerful tool for conveying messages, thoughts, emotions, and goals. It facilitates cooperation among individuals, enabling effective interaction and understanding between people (Mailani et al. 2022). However, communication fails if the listener is unable to comprehend the speaker's speech or the speech's meaning (Pathan and Marayi 2016). Anything that inhibited the process of receiving and comprehending messages used by other people to send information, ideas, and thoughts was a communication barrier, especially when people could not communicate in the same language or did not have the same level of language skills (Rani 2016).

When someone spoke at an incorrect level or utilized slang or jargon used by one or more people when they were interacting, communication could become difficult. Therefore, concise information and clear messages were necessary for effective communication (Pal, Halder, and Guha 2016). Language has to be understood by listeners as well as the speaker to be effective (Pathan and Marayi 2016).

English was heavily pushed at all educational levels (Binti Talib, Binti Ahmad, and Binti Sakarji 2019). This is because certain job openings in Indonesia might have stipulated the necessity of possessing proficiency in the English language as one of the requirements (Wahyuningsih, Kusuma, and Listyanti 2021). People also believe that being able to speak English well would help them in the workplace and increase their sense of self (Kurniawati 2015).

Unfortunately, for students who did not like English, this meant challenges or even difficulties which did not always go well and had a bad impact on reducing student academic achievement (Tambunsaribu and Galingging 2021). Learning difficulties refer to a situation experienced by students where they encounter various challenges that hinder their ability to achieve desired learning outcomes Moreover (Utami 2020). This condition prevents the students from engaging in English effectively.

Furthermore, most blame the lack of vocabulary mastery as the factor that challenges the students to speak English (Tanasy and Ali 2019). However, their lack of grammar and listening comprehension led to the reluctant and unmotivated to learn it (Rani, et al., 2013). The other factor that challenges students in speaking are anxiety, lack of confidence, and physical alterations which prefer them to remain silent (Binti Talib, Binti Ahmad, and Binti Sakarji 2019). Moreover, students with less proficient English might have chosen to stay away from group activities and engage in exclusionary behavior (Novarida Manurung, 2020). Meanwhile, (Ali, Yoenanto, and Nurdibyanandaru 2020) looked that one issue brought on by the challenges in speaking was a lack of socialization, which may have negative consequences. Thus, due to the capability of students regarding their English-speaking skills and capacities, he utilized the terms "ashamed," "nervous," "not confident," and "afraid". As a result, it was essential to comprehend the perspectives and experiences of students who were learning English to pinpoint the challenges and difficulties they experienced in the classroom (Binti Talib, Binti Ahmad, and Binti Sakarji 2019).

Indonesia, English was typically taught as a foreign language, which differed from teaching it as a second language. A foreign language refers to a language that was not commonly used for communication in the country where it was taught (Syahputra 2014). On the other hand, a second language was not the primary language of a country but was widely used alongside other languages. In the Indonesian context, English was taught as a foreign language in schools, aiming to develop basic communication skills and proficiency in the four language skills: listening, reading, writing, and speaking, within certain limitations. This approach was typically followed to equip students with a foundation in the English language (Wijaya 2015).

Students encountered challenges in acquiring English speaking skills across various educational institutions, including at the college level. Several obstacles impeded the instruction of English-speaking skills in schools, including students' insufficient command of vocabulary, inaccurate

understanding of grammatical structures, and incorrect pronunciation, coupled with a lack of regular practice (Rahayu and Jufri 2013). Moreover, students' hesitancy to engage in English practice during classes stemmed from the apprehension of making errors, which frequently led to teasing from their peers (Mardian and Amri 2013). In addition, (Putri and Sya 2023) explained that challenges in English learning arose from two categories of factors: internal and external. Internal factors encompassed attitudes toward learning, motivation, concentration, and study habits. On the other hand, external factors pertained to the learning process, propelled by the internal motivation of students. Mastering English involved acquiring proficiency in four essential skills: listening, speaking, reading, and writing. Each of these aspects held equal significance in the process of learning English.

Furthermore, three language elements played a crucial role in supporting these four skills, namely pronunciation, vocabulary, and grammar, which consistently posed challenges in English language learning. Pronunciation played a highly significant role in vocabulary as it distinguished sounds that formed words. The more vocabulary students knew the easier it was to learn English. Vocabulary (lexicon) in language learning, including English, was a crucial aspect of mastering (Sudrajat and Herlina 2015). Grammar (language structure) was a set of rules that organized language elements into a structured language. Mastering language structure made learning easier for students, especially in combining words into sentences.

Barriers to effective speaking English could lead to unclear messages at any stage of the communication process. Under Norrish, as cited in (Polishchuk 2017), several reasons created barriers, such as lack of motivation, interference from the first language, literal translation from the first language to the target language, excessive application of grammar rules, errors due to material, lack of proficiency in the target language, and interlanguage errors. This was often caused by inappropriate curriculum and teaching methods, unsupportive environments, lack of motivation, and other factors. Additionally, Richards as cited in (Fitriani and Apriliawati 2015) claimed that speaking barriers include a lack of vocabulary, poor grammar, and poor pronunciation. Thus, the aspects were explained clearly, as follows: (a) Linguistic Factor - problems that made the speaking ability of students become poor. The challenges faced by students in speaking English were due to their limited knowledge of the components of speaking skills, such as vocabulary, grammar, pronunciation, fluency, and comprehension (Fitriati 2016), and (b) Affective Factor - encompasses emotions and motivation referred to as psychological problems. Several barriers related to affective factors according to Thornbury as cited in (Ismiati 2021) are fear of making mistakes, shyness, anxiety, lack of motivation, and teacher-classmate assessment. Any interruptions from linguistic and affective factors hit the students' focus and interfere with conveying ideas.

Several studies about challenges in learning English have been carried out before, such as (Kurniawati 2015), Dea Aries (Fitriani and Apriliawati 2015;

Mohammed 2018; Sunarwan, Madkur, and Putra 2022), therefore this research was deliberately carried out to find the barriers in speaking-English, as well as the causes. For this purpose, we provide critical research questions particularly: (1) what are the barriers faced by English language learners when speaking English, and (2) the causes of the barriers faced by learners when speaking English.

RESEARCH METHODOLOGY

Design

This research applied a mixed method of quantitative and qualitative to explore the barriers to learning English as a foreign language faced by students in English language acquisition. Mixed methods were a research approach, popular in the social, behavioral, and health sciences, in which researchers collected, analyzed data, and incorporated multiple methods to adequately address research problems to address research questions (Creswell 2013) and Bryman in (Dawadi, Shrestha, and Giri 2021).

Population

This research was conducted at MA Darul Istiqamah, a boarding Islamic school for Girls, totaling 34 students. The data was collected through a questionnaire and semi-structured interview to find out the speaking barriers. Thus, students who met the criteria became subjects to be interviewed to obtain more in-depth information regarding the barriers, namely 6 students.

Data

Data analysis methodologies used in this research used the Miles and Huberman model which split into two categories: quantitative data analysis and qualitative data analysis, in light of the mixed method research design. The quantitative data was gathered from data frequency analysis by using SPSS version 29, and Miles and Huberman to evaluate and interpret the information gleaned from the interviews. Hence, three simultaneous actions were involved in analyzing data including reduction, data display, and conclusion drafting (verification).

RESULT AND DISCUSSION

Result

The barriers faced by English language learners when speaking English

After distributing the questionnaire, the result data can be seen in the following table and description:

- a. Affective Factors
 - 1) Fear of Making Mistakes

Tabel 3.1. Distribution of Respondents Based on Fear of Making Mistakes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.9	2.9	2.9
	D	3	8.8	8.8	11.8
	N	12	35.3	35.3	47.1
	A	11	32.4	32.4	79.4
	SA	7	20.6	20.6	100.0
	Total	34	100.0	100.0	

The table showed that the majority (32.4% agreed and 20.6% strongly agreed) total of 53% of students feel afraid of speaking in English class. Apart from that, only a few students chose to disagree, namely 2.9% strongly disagreed and 8.8% disagreed. Meanwhile, 35% of students feel neutral.

2) Lack of Motivation

Table 3.2. Distribution of Respondents based on Lack of Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	11.8	11.8	11.8
	D	10	29.4	29.4	41.2
	N	6	17.6	17.6	58.8
	A	10	29.4	29.4	88.2
	SA	4	11.8	11.8	100.0
	Total	34	100.0	100.0	

Table 3.2 shows that some students strongly agree with the data (11.8% strongly agree and 29.4% agree) total of 41.2% of students felt that a lack of motivation prevented them from speaking in English class. while most students do not feel a lack of motivation hinders them from speaking English in class with the percentage of data (11.8% strongly disagree and 29.4% disagree). So, the total is the same, namely 41.2%. Meanwhile, 17.6% felt neutral about this statement.

3) Shyness

Table 3.3 Distribution of Respondents Based on Shyness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	11.8	11.8	11.8
	D	4	11.8	11.8	23.5
	N	11	32.4	32.4	55.9
	A	9	26.5	26.5	82.4
	SA	6	17.6	17.6	100.0
	Total	34	100.0	100.0	

Table 3.3 above shows that (17.6% strongly agreed and 26.5% agreed) a total of 44.1% felt that they were shy enough to prevent students from speaking in English class. Meanwhile, the data shows that 11.8% disagree and 11.8% strongly disagree, so a total of 23.6% of students feel that shyness does not prevent them from speaking in English class. and then 32.4% felt neutral about this statement.

4) Lack of Self-Confident

Table 3.4. Distribution of Respondents Based on Lack of Confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	11.8	11.8	11.8
	D	6	17.6	17.6	29.4
	N	14	41.2	41.2	70.6
	A	7	20.6	20.6	91.2
	SA	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

Data 3.4 shows that 8.8% strongly agree and 20.6% agree, so a total of 29.4% feel that a lack of self-confidence hindered students from speaking in English class. Meanwhile, 11.8 strongly disagreed, and 17.6%, for a total of 29.4%, felt that a lack of self-confidence did not hinder students from speaking in English class. and there were 41.2% who felt neutral about this statement.

5) Anxiety

Table 3.5 Distribution of Respondents Based on Anxiety

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	11.8	11.8	11.8
	D	10	29.4	29.4	41.2
	N	9	26.5	26.5	67.6
	A	8	23.5	23.5	91.2
	SA	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

Data 3.5 above shows that 11.8% strongly disagree and 29.4% disagree, so a total of 41.2% feel that anxiety does not prevent them from speaking in English class. Whereas, 23.5% agreed and 8.8% strongly agreed, making a total of 32.3% of students felt that anxiety prevented them from speaking English in class. Then, 26.5% of students felt neutral with this statement.

6) Teacher and Classmate Assessment

Table 3.6. Distribution of Respondents Based on Teacher and Classmate Assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	8.8	8.8	8.8
	D	9	26.5	26.5	35.3
	N	12	35.3	35.3	70.6
	A	8	23.5	23.5	94.1
	SA	2	5.9	8.8	100.0
	Total	34	100.0	100.0	

Table 3.6 above explains that (5.9% strongly agreed and 23.5% agreed) that a total of 29.4% felt that teacher and classmate assessments hinder students from speaking in English class. then, data stating that teacher or classmate assessments do not hinder students from speaking English in class (8.8% strongly disagree and 26.5%), for a total of 35.3%. and there were 35.3% of students who felt neutral about this statement. As the outcome, the affective factor that has a high presentation is that students are afraid of making mistakes when speaking English in class,

with a percentage of 53%. Then, followed by 44.1% of students feeling embarrassed to speak in front of the class. Furthermore, students felt a lack of motivation when speaking in front of the class, with a percentage of 41.2%. Then, 32.3% of students felt anxious about speaking in front of the class. Finally, students feel they are not confident in speaking, with a percentage of 29.4%, and 29.4% of students feel that teacher and classmate assessments hindered students from speaking in front of the class.

b. Linguistic Factors

1) Comprehension

Table 3.7. Distribution of Respondents based on Lack of Understanding English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	14.7	14.7	14.7
	D	9	26.5	26.5	41.2
	N	9	26.5	26.5	67.6
	A	6	17.6	17.6	85.3
	SA	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

Table 3.7 above shows that 14.7% strongly agreed and 17.6% agreed, so a total of 32.3% of students felt that a lack of understanding of English would have an impact on students' speaking abilities. Meanwhile, as many as 14.7% strongly disagree and 26.5% disagree, so a total of 41.2% of students feel that the lack of understanding in learning English does not affect students' speaking abilities. Meanwhile, 26.5% felt neutral about this statement.

2) Lack of Vocabulary

Table 3.8. Distribution of Respondents based on Lack of Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5.9	5.9	5.9
	D	11	32.4	32.4	38.2
	N	12	35.3	35.3	73.5
	A	7	29.6	29.6	94.1
	SA	2	5.9	5.9	100.0

	Total	34	100.0	100.0	
--	-------	----	-------	-------	--

Table 3.8 above shows that as many as 5.9% strongly agree and 20.6% disagree, so a total of 26.5% stated that a lack of vocabulary mastery hinders students from speaking in class. Meanwhile, as many as 5.9% strongly disagreed and 32.4% disagreed, so a total of 38.3% stated that they did not feel that the lack of vocabulary hindered students from speaking in English class. While 35.3% said they were neutral with this statement.

3) Fluency

Table 3.9. Distribution of Respondents based on Fluency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.9	2.9	2.9
	D	4	11.8	11.8	14.7
	N	12	35.3	35.3	50.0
	A	9	26.5	26.5	76.5
	SA	8	23.5	23.5	100.0
	Total	34	100.0	100.0	

Table 3.9 above shows that as many as 23.5% strongly agree and 26.5% agree, so a total of 50% of students feel that not being fluent will hinder them from speaking in class. while 2.1% strongly disagreed and 11.8% disagreed, so a total of 13.9% of students did not find it difficult to be fluent in speaking English. Apart from that, 35.3% of students felt neutral about this statement.

4) Poor of Grammar

Table 3.10. Distribution of Respondents Based on Poor Grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5.9	5.9	5.9
	D	5	14.7	14.7	20.6
	N	16	47.1	47.1	67.6
	A	8	23.5	23.5	91.2
	SA	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

Table 3.10 above shows that 8.8% strongly agree and 23.5% agree, so a total of 32.5% of students feel that the lack of grammar hinders them from speaking in English class. then, 5.9% strongly disagreed, 14.7%, so a total of 20.6% felt that grammar did not influence students in speaking English in class. Apart from that, 47.1% of students felt neutral about this statement.

5) Pronunciation

Table 3.11. Distribution of Respondents Based on Incorrect Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5.9	5.9	5.9
	D	5	14.7	14.7	20.6
	N	15	44.1	44.1	64.7
	A	9	26.5	26.5	91.2
	SA	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

Table 11 above shows that 8.8% strongly agree and 26.5% agree, so a total of 35.3 students feel that inaccurate pronunciation prevents them from speaking in English class. Meanwhile, 5.9% strongly disagreed and 14.7% disagreed, so a total of 20.6% felt that they did not feel less accurate in speaking English. The outcome based on the presentation of data regarding the linguistic factors mentioned above reveals that 50% of students are not fluent in speaking English. Apart from that, 35.3% of students felt that their pronunciation was less accurate when speaking English. Then 32.5% of students felt they lacked grammar mastery. Furthermore, 32.3% felt that a lack of knowledge of English had an impact on students' speaking abilities. And finally, 26.5% of students felt that they lacked vocabulary mastery, which prevented them from speaking English.

The causes of the barriers faced by learners when speaking English

After distributing the questionnaire, 6 students were selected as the participants for interviews. This recording data provided support for discoveries related to linguistic factors and affective factors. The findings can be seen as follows:

a. Fear of Making Mistakes

Some students were afraid of making mistakes when speaking English. Consequently, they chose not to interact to avoid making mistakes.

This was in line with students' opinions of their fear of committing mistakes, as expressed by JA that:

R (Researcher): "So you find it difficult to speak English in class?"

JA: "Yes."

R: "Okay, why is that?"

JA: "Because I lack self-confidence and am always afraid of making mistakes. Because I am afraid my friends will laugh at me, I'm afraid my pronunciation will be wrong."

Almost the same opinion was also expressed by SRS that:

R: "Besides grammar, are there any other factors that make it difficult to speak in front of the class?"

SRS: "Fear of making mistakes, shyness."

SRS: "Usually, we are given a story, 2-3 paragraphs, and then asked to read it and summarize it. Or we are asked like that, it is like I know the answer, but I am afraid of being wrong, so I do not answer."

This also aligns with WU's opinion that:

R: "Okay next, besides the lack of vocabulary, what other factors hinder you from speaking in English class?"

WU: "Grammar, and lack of confidence, fear of making mistakes."

R: "Okay, can you give an example of being afraid of making mistakes to speak English in class?"

WU: "For example, if the teacher asks a question, I feel hesitant because I am afraid of making mistakes, afraid of being scolded. Or during class presentations, I am afraid to speak because I am afraid of being scolded by my classmates."

Based on the data above, JA was afraid of making mistakes when speaking in English class because she was afraid that her pronunciation would be wrong so that her friends would laugh at her. Then, based on SRS's opinion, they prefer not to answer because they are afraid that the answer will be wrong, so this hinders speaking in English class. In line with this opinion, WU felt hesitant to answer the teacher's questions because they were wrong or reprimanded.

b. Lack of Confidence

The main cause of students' lack of self-confidence was their low ability to learn to speak English. In this case, many students thought that their English was poor and they could not speak English well. This feeling certainly prevented students from speaking English. In line with the data above, JA opined that:

R: "Why do you lack confidence when speaking in front of the class?"

JA: "Because I do not know many vocabularies."

Then JA also thought that:

R: "What do you feel when you have to speak in front of the class?"

JA: "Um, nervous"

Almost the same opinion was also expressed by NS:

R: "Okay, we said it was difficult, why is that?"

NS: "Because maybe the lack of vocabulary, and also the lack of practice in using English. And maybe the people around also use Indonesian more Often. It is less frequent."

RW also felt a lack of self-confidence:

R: "Try to give an example of what assignments the teacher gives that make you feel less confident about speaking in front of the class?"

RW: "Public speaking assignment."

R: "Okay, what's that like?"

RW: "Make a speech."

R: "When giving a speech, what do we feel?"

RW: "Nervous."

Based on the data interview above, JA and NS said that "I do not know much vocabulary". This is in line with Chen's as cited in Sri Wuli Fitrianti (2016) opinion that students felt less confident and were unable to speak English because they thought that they did not have good language skills and had limited knowledge. And also JA said that she was nervous when speaking in front of the class. This showed NS felt uncomfortable when speaking in front of the class. Furthermore, RW felt less confident when giving a public speech and felt nervous.

c. Lack of Vocabulary

Linguistic problems are issues that impair students' speaking abilities. Vocabulary problems occur when a person lacks the vocabulary to speak and does not know how to combine vocabulary into proper sentences. Students know what they want to say in everyday language, but when they have to switch to English, they struggle to combine and use the appropriate vocabulary. Khan as cited in Fitriani, et al., (2015) stated that the number of students learning English as a second language has increased, but they have struggled to use words and expressions to speak. In line with this opinion, MK stated:

R: "If I may ask, what factors cause you to have difficulty speaking in class?"

MK: "Lack of vocabulary."

R: "Okay, lack of vocabulary. Why does a lack of vocabulary hinder you from speaking in front of the class?"

MK: "Because, um, afraid of being commented on."

The same thing also happened to respondent NS who expressed her opinion about lack of confidence which revealed that:

NS: "I think learning English in class is difficult."

R: "Okay, you said it was difficult, why is that?"

NS: "Maybe because there is a lack of, um, what is it called, vocabulary, um also a lack of practice using English."

R: "So, do you find it difficult to choose words?"

NS: "Yes, I usually find it difficult because it's a bit hard to differentiate."

This also aligns with SRS's opinion that :

R: "Okay, difficult. If I may ask, what factors caused it?"

SRS: "Because of the lack of vocabulary. Yes, vocabulary. Most vocabulary."

Additionally, WU mentioned that:

R: "Can you mention the factors that cause you to have difficulty speaking in English class?"

WU: "The factors are a lack of vocabulary or many words that I do not understand the meaning of."

Based on the data above, 4 of the 6 interviewed felt that they lacked vocabulary. This lack of vocabulary prevents students from speaking in front of the class or makes it difficult for them to express their opinions.

d. Poor of Grammar

Grammar was a study of involved and formatting sentences. If students did not know grammar rules, they would never communicate using English effectively. According to Celce-Murcia as cited in Sri Wuli Fitrianti (2016), it became difficult because students did not learn the structures one by one. Even though students seem to have mastered certain structures. It was not uncommon to find regression when learning new structures. These mistakes might appear when students speak because they have not mastered grammar. Based on this explanation, some students experience difficulties in mastering grammar as follows:

JA stated that:

R: "What do you mean by being afraid of being interrupted by friends?"

JA: "Umm, it's like being judged."

R: "Judged how?"

JA: "For example, the pronunciation is wrong or the sentence structure is incorrect."

In line with that, Student NS stated that:

NS: "Yes, I usually find it difficult because it's hard to differentiate between past tense or present tense, things like that."

Then RW also stated that:

R: "Okay, you also said that grammar is difficult. Why do you say that?"

RW: "It's difficult because it's hard to construct sentences. Because in that sentence, there is a subject, verb, and object which makes it difficult to construct the sentence."

Not only that, WU also felt that he had difficulty in grammar. She added:

R: "Why do you say grammar is difficult?"

WU: "Because grammar must first determine the subject and object, then determine the verbs. I don't understand."

Based on the interview excerpt above, most students felt that they difficult to speak in English class due to a lack of knowledge about grammar, which results in students not knowing or arranging words such as subject, verb, or object. Additionally, students also struggle to determine whether to use present or past verbs.

e. Poor of Pronunciation

A new language learner needs to understand the sound characteristics of the new language he is learning because correct pronunciation is very necessary for speaking skills. However, some students found it difficult to pronounce English as stated by JA:

R: "Apart from being afraid of making mistakes, what other factors make you afraid of speaking in front of the class?"

JA: "Because I'm afraid my friends are being laughed at friend, I'm afraid my pronunciation will be wrong."

R: "Okay. Then thirdly, the third factor is fear of being laughed at by friends. What do you mean by that, when are you afraid of being interrupted by friends?"

JA: "Oh, it's like being judged like that."

R: "Judged how?"

JA: "For example, the pronunciation is wrong or the sentence structure is incorrect."

This also aligns with MK's opinion that:

MK: For example, in the English lesson we were told to read in English. but it's hard to pronounce the words.

The same thing also happened to respondent NS who expressed her opinion about Speaking skills which revealed that:

R: "Can you mention a situation? For example, feelingless fluent speaking English?"

NS: "Feeling less fluent is common, like when speaking, the pronunciation might be wrong. English often has many similar-sounding words, so it is common to mispronounce them. Like meaning to say one thing, but people understanding it differently."

Based on the interview excerpt above, some students found it difficult to speak in English class due to poor pronunciation. Because incorrect pronunciation made JA students afraid of being judged or commented on by their classmates. Then, Mk's students felt that when given a speaking assignment in English class, It was hard to pronounce English words. Finally, NS felt afraid to speak in English class because of poor pronunciation and worries that friends might misunderstand what NS was saying.

Based on the results of the interview above, it can be seen that students find it difficult to speak in English class due to several factors. On affective factors, namely fear of making mistakes and lack of confidence, And the linguistic factors that make it difficult for students to speak in English class, namely lack of vocabulary, poor grammar, and poor pronunciation.

Discussion

In general, various factors challenge students at SMA IT Darul Istiqamah from speaking English, both due to linguistic factors and affective factors. The results show that the affective factor, namely fear of making mistakes was an obstacle that most students chose because it prevented students from speaking in English class. This is in line with research conducted by (Fitriati 2016), which stated that most students were afraid of making mistakes because they were afraid of not being able to convey the message clearly and being ridiculed by their friends. Similarly, (Haidara 2016) found that one of the psychological problems of students in speaking English is making mistakes because they think people might laugh at them when they mispronounce words, which makes students choose not to interact to avoid making mistakes. Then according to the interviews, students at SMA IT Darul Istiqamah explained that they were afraid of making mistakes when speaking in English class, such as mispronouncing or making grammar mistakes, so their classmates laughed and chose to remain silent to avoid making mistakes.

Apart from that, lack of confidence was the second barrier that prevented students from speaking English in class. This was supported in interviews that students expressed having low self-confidence in speaking English due to their lack of English language proficiency and ability to speak publicly in front of the class or their lack of knowledge about English. This causes students to feel nervous when speaking in English class. The same thing was expressed by Thornbury (2005) who stated that the main cause of students' lack of self-confidence is their low ability to learn to speak English. Furthermore, (Ali, Yoenanto, and Nurdibyanandaru 2020) stated that students felt hampered in achieving their speaking skills because they were not confident, nervous, and afraid.

Occupying the third position was that the lack of vocabulary challenged students to speak in English class. In line with research conducted by (Rahayu and Jufri 2013) that lack of vocabulary mastery was an obstacle for students in improving their speaking skills. Apart from that, according to interviews, students stated that their lack of vocabulary skills hindered them from speaking in English class. Not only that, the lack of vocabulary also made it difficult for students to understand what the teacher or friends were saying when speaking in front of the class. It was very important for students to master a lot of vocabulary to communicate effectively.

Furthermore, the fourth challenge that prevented students from speaking in English class is poor grammar. According to (Rahayu and Jufri 2013), the lack of accurate grammatical structures hindered the teaching of students' language skills. If students did not know the rules of grammar, they would never be able to communicate using English effectively. Based on the results of the interview, students found it difficult to speak English because it was difficult to construct sentences and their verbs. In line with Celce-Murcia's research as cited in (Fitriani and Apriliawati 2015), grammar becomes difficult because students do not learn the structures one by one. Even learners seemed to have mastered a certain structure; It was not uncommon to find setbacks that occurred along with the introduction of new forms in the learner's language.

Then the fifth obstacle was the lack of precise mention pronunciation students from speaking in English class. Apart from that, student interviews, showed that students were afraid of making mistakes in pronunciation which would result in other students not understanding what was being said and would also laugh at them. In line with research, (Haidara 2016) explained that one of the psychological problems students have in speaking English is making mistakes because they think people might laugh at them when they mispronounce words because of this.

The sixth obstacle was lack of fluency which prevented students from speaking in English class. (Manurung 2020), claimed that less proficient language users might choose to avoid group activities and engage in exclusionary behavior. In this context, students who were less proficient in speaking English preferred to avoid group activities or situations where they had to communicate with other students. Because students felt insecure or afraid of being misunderstood. This behavior was their way of avoiding the discomfort associated with their language limitations.

Shyness was the seventh obstacle that prevented students from speaking in English class. According to Baldwin as cited in (Fitriati 2016) explained that speaking in front of people was one of the most common phobias that students felt shy causing their minds to go blank or forget what to say. Based on interviews, students felt embarrassed to speak in English class because they felt embarrassed and nervous and were afraid of saying the wrong word.

Then, occupying the eighth position was the lack of motivation preventing students from speaking in English class. In line with research (Rani 2016) claimed that lacking an urgent need for the language, learners become reluctant and unmotivated to learn it. Anxiety was the ninth obstacle that prevented students from speaking in English class. Based on research (Binti Talib, Binti Ahmad, and Binti Sakarji 2019) the physical reaction among students while studying in English class was that they experienced anxiety and lack of confidence. In addition, anxiety stood out as one of the main inhibiting factors for effective language learning (Nescente as cited in (Fitriani and Apriliawati 2015). In other words, anxiety affects students in learning English.

As in the questionnaire, students felt that their anxiety was high, which prevented students from speaking English.

Furthermore, this study reports that the tenth barrier, namely lack of knowledge of English, hindered students from speaking in English class. According to Ricards as cited in (Fitriani and Apriliaswati 2015), misunderstandings occurred when students lack knowledge in discussions. Apart from that, according to student questionnaires, the average student felt that their lack of knowledge caused them to have difficulty making questions or suggestions in English class.

The final barrier that prevented students from speaking in English class was research conducted by (Karim and Muhammad 2019) reported that psychological barriers, namely feeling shy towards classmates and fear of teacher criticism were the main negative factors that influence students' oral presentations. Apart from that, according to interviews, students stated that they were afraid of being judged by their friends when speaking in English class because they made mistakes or made mistakes in grammar. Not only that, in the questionnaire, several students felt that interruptions in teacher or classmate assessment affected students' performance when speaking in English class.

Apart from that, other findings from this study were slightly different from the three previous studies. Meanwhile, two other studies showed almost the same results, only the difference was that the first barrier was different. Where the results of previous research or the fourth preliminary study show that linguistic factors such as vocabulary, grammar, and pronunciation, then affective factors such as lack of self-confidence and fear of making mistakes are challenges for students to speak in English class. Meanwhile, other research in the second preliminary study showed that affective factors such as lack of confidence and anxiety. Then the linguistic factors, grammar, vocabulary, and pronunciation as factors inhibiting students from speaking in English class. Meanwhile, this research showed that affective factors such as fear of making mistakes were the most dominant challenge that prevented students from speaking English in class, and other affective factors, namely lack of self-confidence. Meanwhile, linguistic factors were the same as in the two previous studies, namely that vocabulary, grammar, and pronunciation factors were barriers for students to speak in English class.

CONCLUSION

After all the exploration data had been revealed previously, it was concluded that students experienced challenges in speaking English due to 2 factors, namely affective factors and linguistic factors. Apart from that, various kinds of challenges influenced students in speaking up front in English class, both affective factors and linguistic factors. These challenges were sorted based on the highest percentage of obstacles to the lowest, as follows (1) Fear of making mistakes, (2) Lack of confidence, (3) Lack of vocabulary, (4) Poor

grammar, (5) Poor pronunciation, (6) Lack of fluency, (7) Shyness, (8) Lack of motivation, (9) Anxiety, (10) Poor comprehension and (11) Teacher and classmate assessment. Meanwhile, based on the percentage of each main obstacle factor, it showed that between the two main obstacle factors, the affective factor was the most dominant main factor which had a greater influence on students speaking English compared to linguistic factors.

REFERENCES

- Ali, Shahzad, Nono Hery Yoenanto, and Duta Nurdibyanandaru. 2020. "Language Barrier Is the Cause of Stress among International Students of Universitas Airlangga." *PRASASTI: Journal of Linguistics* 5(2): 242-56. <https://jurnal.uns.ac.id/pjl/article/view/44355>
- Binti Talib, Nashrah, Nurbarirah Binti Ahmad, and Siti Rosnita Binti Sakarji. 2019. "Students' Problems in Learning English as a Second Language among MDAB Students at UITM Malacca." *International Journal* 2(7): 1-12. [Google Scholar](#)
- Creswell, John W. 2013. "Steps in Conducting a Scholarly Mixed Methods Study." <https://digitalcommons.unl.edu/dberspeakers/48/>
- Dawadi, Saraswati, Sagun Shrestha, and Ram A Giri. 2021. "Mixed-Methods Research: A Discussion on Its Types, Challenges, and Criticisms." *Journal of Practical Studies in Education* 2(2): 25-36. <https://doi.org/10.46809/jpse.v2i2.20>
- Fitriani, Dea Aries, and Rahayu Apriliawati. 2015. "A Study on Student's English Speaking Problems in Speaking Performance." *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)* 4(9). <https://dx.doi.org/10.26418/jppk.v4i9.11345>
- Fitriati, Sri Wuli. 2016. "Psychological Problems Faced by the Year Â€ELEVEN Students of MA NUHAD DEMAK in Speaking English." *English Education Journal* 6(1). <https://journal.unnes.ac.id/sju/eej/article/view/12797>
- Haidara, Youssouf. 2016. "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia." *Universal Journal of Educational Research* 4(7): 1501-5. <https://eric.ed.gov/?id=EJ1106229>
- Ismiati, Suci. 2021. "Study of Students' Perception in the Sevenrth Semester at Department of English Education of UIN Syarif Hidayatullah Jakarta in The Academic Year 2021/2022." <https://repository.uinjkt.ac.id/dspace/handle/123456789/59177>

- Karim, Hemn Adil, and Aso Ali Muhammad. 2019. "Factors Contribute to Speaking Performance Development: Kurdish EFL Summer Course Learners' Perspectives." *Journal of the University of Garmian* 6: 3. <http://dx.doi.org/10.24271/garmian.196355>
- Kurniawati, Dewi. 2015. "Studi Tentang Faktor-Faktor Penyebab Kesulitan Belajar Menyimak Bahasa Inggris Pada Mahasiswa Semester Iii Pbi Iain Raden Intan Lampung Tahun Pelajaran 2015/2016." *English Education: Jurnal Tadris Bahasa Inggris* 8(1): 157-78. <http://dx.doi.org/10.24042/ee-jtbi.v8i1.515>
- Mailani, Okarisma, Irna Nuraeni, Sarah Agnia Syakila, and Jundi Lazuardi. 2022. "Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia." *Kampret Journal* 1(2): 1-10. <https://doi.org/10.35335/kampret.v1i1.8>
- Manurung, Novarida. 2020. "Strategi Pembelajaran Guru Dalam Menangani Siswa Speech Delay." *Jurnal Guru Dikmen Dan Diksus* 3(1): 30-41. [Google Scholar](#)
- Mardian, Lindo, and Zul Amri. 2013. "Using Skit Strategy in Teaching Speaking at Senior High School." *Journal of English Language Teaching* 2(1): 177-85. <https://doi.org/10.24036/jelt.v2i1.2604>
- Mohammed, Mohammed H. 2018. "Challenges of Learning English as a Foreign Language (EFL) by Non-Native Learners." *International Journal of Social Science and Economic Research* 3(4): 1381-1400. <https://ijsser.org/more2018.php?id=97>
- Pal, Nilanjana, Santoshi Halder, and Abhijit Guha. 2016. "Study on Communication Barriers in the Classroom: A Teacher's Perspective." *Online Journal of Communication and Media Technologies* 6(1): 103-18. [Google Scholar](#)
- Pathan, Mustafa Mubarak, and Zamzam Emhemmed Marayi. 2016. "Teaching English as a Foreign Language in Libyan Schools: Issues and Challenges." *International journal of English and education* 5(2): 19-39. https://www.researchgate.net/publication/313240240_Teaching_English_as_a_Foreign_Language_in_Libyan_Schools_Issues_and_Challenges
- Polishchuk, Olexander Sergiyovych. 2017. "Communication Barriers Faced by English Language Learners at a University Level: Factors and Solutions." <http://dspace.pdpu.edu.ua/handle/123456789/6391>
- Putri, Arina, and Mega Febriani Sya. 2023. "Tantangan Berbicara Bahasa Inggris

Pada Siswa Sekolah Dasar.” *Karimah Tauhid* 2(2): 510-16.
<https://doi.org/10.30997/karimahtauhid.v2i2.7850>

Rahayu, Ayu, and Jufri Jufri. 2013. “Teaching Speaking to Junior High School Students Through Four Corners Game.” *Journal of English Language Teaching* 1(2): 490-97. <https://doi.org/10.24036/jelt.v1i2.1986>

Rani, K Usha. 2016. “Communication Barriers.” *Journal of English language and literature* 3(2): 74-76. [Google Scholar](#)

Sudrajat, Hana Nurwahidah, and Herlina Herlina. 2015. “Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode Permainan Bingo.” *JIV-Jurnal Ilmiah Visi* 10(2): 114-21. <http://dx.doi.org/10.21009/JIV.1002.6>

Sunarwan, Aisyah, Ahmad Madkur, and Bima Dimas Ade Putra. 2022. “An Exploration of Barriers in Learning to Speak English in Online Setting amidst COVID-19 Pandemic: A Case of Sophomore Students in an Indonesian Islamic University.” *Jurnal Visi Ilmu Pendidikan* 14(2): 155-63. <https://dx.doi.org/10.26418/jvip.v14i2.52829>

Syahputra, Idham. 2014. “Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Dalam Meningkatkan Kemampuan Berbahasa Siswa.” *Kutubkhanah* 17(1): 127-45. <http://dx.doi.org/10.24014/kutubkhanah.v17i1.813>

Tambunsaribu, Gunawan, and Yusniaty Galingging. 2021. “Masalah Yang Dihadapi Pelajar Bahasa Inggris Dalam Memahami Pelajaran Bahasa Inggris.” *Jurnal Dialektika* 8(1): 30-41. <http://ejournal.uki.ac.id/index.php/dia/index>

Tanasy, Novalia, and Nuraliah Ali. 2019. “Improving The Vocabulary Mastery Through Word-Connection Game.” *ETERNAL: English, Teaching, Learning, and Research Journal* 5(02): 318-35. [Google Scholar](#)

Utami, Fadila Nawang. 2020. “Peranan Guru Dalam Mengatasi Kesulitan Belajar Siswa SD.” *Edukatif: Jurnal Ilmu Pendidikan* 2(1): 93-101. [Google Scholar](#)

Wahyuningsih, Ristia, Hanifah Aulia Kusuma, and Heni Listyanti. 2021. “Analisis Persepsi Mahasiswa Non Bahasa Inggris Terhadap Kebutuhan Bahasa Inggris Di Dunia Kerja.” <https://oldjournal.iainsurakarta.ac.id/index.php/literasi/article/view/3718>

Wijaya, Iriany Kesuma. 2015. “Pembelajaran Bahasa Inggris Di Sekolah Dasar.”

St Humaera Rusli, Novalia Tanasy, Ana Rosida

Exploring Challenges ...

BAHTERA: Jurnal Pendidikan Bahasa dan Sastra 14(2): 120–28.

<https://core.ac.uk/download/pdf/293476045.pdf>