

The Student's Barriers in Speaking English at STIKes Darmais Padangsidimpuan

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Abstract. Based on the concept presented in the introduction, it can be concluded that there are many difficulties students encounter when learning the English language, especially as a foreign language because the language is used in any condition and certain people which is not in daily activities. Therefore, I interest to dig deeper into that obstacle experienced by students on language skills, especially on speaking skill, which is about the student's barriers in speaking English. This research, an exploratory sequential mixed method research (MMR) design was selected in order to broadly explore students' barriers in speaking English. The observations showed that students' main barrier was individual barriers; nervous, lack of vocabulary, feel unable to speak precisely, grammar error, underestimated in presenting information in order, lack of confidence. The students confirmed that individual barrier was the main barriers they face, and then language barrier, environment also interpersonal barriers followed. Since they did not feel able to speak English in a natural way, and thinking about how to pronounce correctly a word or how to use the correct grammar structures, they said that it was difficult to grow the confident.

Keywords: Student's, Barriers, Speaking

I. INTRODUCTION

Language is the ways of people communicate to other people. There are many languages in the world one of that is English. English is important to people master. It is including for Indonesian; all of Indonesia people should master in English. Communication can be conceived if someone mastered four skill language; listening, speaking, reading, and writing. It occurs as well for the learning process of English, which divides listening and reading as receptive skill, and writing and speaking as productive skill (Harina, 2019).

However, there are three elements of language that play an important role to support these four skills, which are pronunciation, vocabulary, and grammar. The best way of mastering English is emphasizing on learning process, such as doing exercises, discusses, and debates. Then, the students will be actively involved in presenting their opinions or ideas freely according to the real condition. Yet, learning process is not always running smoothly, there are often obstacles that hinder the fluency of language skills. These barriers can lead to a lack of maximum student learning outcomes. It can happen to anyone including the students that take English and non-English language courses. Students from non-English backgrounds learn differently depending on the types and number of languages they speak and literate in, whereas students who have learned English course, they learn predominantly through texts (Friedrich, 2006).

Based on the concept presented in the introduction, it can be concluded that there are many difficulties students encounter when learning the English language, especially as a foreign language because the language is used in any condition and certain people which is not in daily activities. Therefore, I interest to dig deeper into that obstacle experienced by students on language skills, especially on speaking skill, which is about the student's barriers inspeaking English.

II. METHODS

This research, an exploratory sequential mixed method research (MMR) design was selected in order to broadly explore students' barriers in speaking English. In an effort to precisely define mixed-methods research, Johnson, Onwuegbuzie, and Turner (2007) review various definitions for the term. Based on their review, they define mixed-methods research as:

The type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.

Qualitative method gives valuable results to study on students' feelings and it has been very famous method used in previous studies on perception. Creswell (2013) stated that qualitative research involves the studies, which used and collect a variety of empirical materials such as case study, personal experience, introspective, life story, interview, observational,

historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals live. Meanwhile, Aliaga and Gunderson (2002) describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid mathematical methods; in particular statics.

1.1. *Technique of Collecting Data*

According to Harrel and Bradly (2009), interviews done by discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. This interview aims to get the more information toward the student's problem in speaking English fluently by asking questions to one by one of them and getting more specific information by using survey question to ensure the bias answer in interview section. This method reveals more comprehensive description about students' barriers in speaking English fluently. Each participant takes 15-20 minutes to be interviewed. In addition, the writer will record the interview process to help in analyzing and understanding the meaning of each sentence from the participants.

1.2. *Technique of Analyzing Data*

There are five steps of data analysis, first, listening to the recording and transcribe the interview, read the transcripts several time to make sure with what is being said and then coding entails reading the transcript until certain themes become apparent. After coding the writer writes a summary of the coded data. The last step is writing a memo, it is important because the writer has short term memory. Then, the data of survey questions was analyzed and reported on the basis of quantitative data. All of these steps are believed to lead her to be able to comprehensively wrap the data up and accurately convey the information of the data.

1.3. *Technique Of Establishing Trustworthiness*

While others have more recently presented expansive and flexible markers of quality in qualitative research (Tracy, 2010), we have chosen to use the original, widely accepted, and easily recognized criteria introduced by Lincoln and Guba to demonstrate trustworthiness in our study. We argue these trustworthiness criteria are pragmatic choices for researchers concerned about the acceptability and usefulness of their research for a variety of stakeholders. These trustworthiness criteria will be briefly defined and then interwoven throughout a description of how we attempted to conduct a trustworthy thematic analysis.

III. RESULTS AND DISCUSSION

3.1. Results

The purpose of this research is to find out the students' barriers in speaking fluency that still occur after get through Basic Speaking Class, Intermediate Speaking Class, and English Presentation Skill Class. Also, to propose suggestions on how barriers of speaking English in the classroom can be minimized, or eliminated. All the data were collected from interview.

3.1.1. *Students' barriers in Speaking English*

I conducted the interviews by focusing in communication barriers based on McFarland (2008) and Kapur (2018) theory and the obstacles that often occur to students. This research will discuss about individual barrier, language barrier, interpersonal barrier and environment barriers.

a) *Individual Barrier*

Individual or psychological barrier is an individuals' perceptual and personal discomfort. People have different styles of communication. People also have personal feelings, desires, fears, hopes, likes, dislikes, attitudes, views and opinions. The meaning assign to a message depends upon the emotional or psychological status of both the parties involved in the process of communication. As what I has observed, some students have more than one barrier to their speaking English fluently. They stated that:

"My barriers is... am... apa yaaa.. not have like.. I'm not sure to answer but.. I don't really have the barriers but I assumed that with the barriers is lack of vocabulary and.. we don't really have punctuation or something like a.. I don't know.. maybe just that hmmm (Student 1)"

From the interview above, I saw the student having pretty good self confidence. She answered the other questions quite well. It was just that the student had difficulty to answer the questions about the obstacles of speaking English fluently. Because she felt there were no obstacles to herself, but according to her, lack of vocabulary was the reason for the barriers of speaking English.

b) *Language Barrier*

The results of this study represented that the students' difficulties centered on the academic speaking such as grammar, fluency, and pronunciation. At the same case about language barrier, the result of my research is out of 9 students thought that choosing proper words in oral English learning is very difficult and their proficiency is good enough to present individual assignment and speaking task in front of the classroom.

c) *Interpersonal Barrier*

Interpersonal barrier is a form of communication obstacles that takes place between two individuals and is thus a one-on-one conversation. Here, the two individuals involved will swept their roles as sender and receiver which communicate in unclear manner each other. The interviewee said that:

"Lack of vocabulary, yes, that's the biggest problem. Exactly, because eee.. primarily learning grammar, pronunciation? I think, we as Acehnese.. Acehnese people we know.. we know although bad pronunciation and

also ee.. we will understand if we know the content what she said. But if the vocabulary is the big ee... is a big problem, we have to solve it together. Because we don't know what she/he gonna say and we don't know how to help because we also don't know what they wanna say (Student 7)"

Based on that answer, lack of vocabulary can caused barriers in speaking and giving information in order which broke a clear conversation between two people or more.

d) *Environmental Barrier*

Environmental barriers to communication are any part of the environment or surroundings that can prevent communication or getting in touch with another person or something else. There is a huge number of environmental barrier communications. Time, place, space, climate and noise are the generally accepted barriers to communication. These factors are powerful enough to block or alter the communication of a message completely. One of ten interviewees said that:

"I think, its environment. Because I live in Aceh, Indonesia and really difficult to speaking English in my city (Student 6)"

Based on the statement above, I concluded that environment also took place in barriers in speaking fluently. In addition, it was known that the informant had barrier speaking English in her city. So that made the informant barrier to speak English with the surrounding environment.

3.2. Discussion

Based on the data analysis, it was found that there were four major themes related to learners' barriers in speaking English fluently by the learners who got great score in speaking class. The findings above showed that the learners faced barriers in each categories; individual barrier, language barrier, organizational barrier, and interpersonal barrier. The barriers that dominant are individual barrier, such as nervous, lack of vocabulary, inability to speak precisely, grammar-error, feeling having problems in presenting information in order. The highest obstacle for the participant is feeling nervous or anxiety. Anxiety is a common debilitating feeling which affects students in a variety of ways.

Even though the students had passed Basic Speaking, Intermediate Speaking, and English Presentation Skill with excellent score, students remained get the difficulties in speaking English fluently. After asking about their barriers, the writer asked how they solve their difficulties. I will sorted from general to specific categorized answer based on their answer.

a) *Practice*

Practice is a cognitive strategy that involves a direct manipulation of learning techniques, such as practice. The terms of practice is consisted of two meanings, the first is practicing alone. Practicing alone is talking to self, speak in front of the mirror, and the second is by peers.

"I don't really know because.. but I guess... having a lot of practicing and learning more like.. me maybe. Yeah, I have a several friends, I have a few friends weather is the native speaker or am.. or in the English Teaching Department students. Yeah I really have few friends. Even though they're not English Teacher Department student, but they like to talk in English. Yeah.. yeah, it's cool. I can do it with them. Or maybe sometimes if I want to speak English and I have nobody, I can.. like.. talking to myself in front of the mirror or imagine that I have a friend and I have some topic to talk like TED Talk, you have.. you make some topic to talk yeah its good for improving you English Speaking skill. (Student 1)"

It is clearly confirmed by the informant that speaking comprises unpredictable matters. The natural conversation automatically flows out of the mouth of the speaker, not memorized or learnt like poems will improve speaking skill ability.

Loe (2007) stated that the learner should be able to understand and produce correctly complex texts and messages both orally and in writing in daily life situations, using linguistic and non-linguistic resources in order to get a satisfactory and fluent communication.

"I always tell to myself that.. "that's okay to say anything in English with or without the right grammar because all you have to do is speak. Grammar is important, but then I realize when I keep asking to myself "did I say it with the right grammar just now?", it will make me scared to speak. So now, I'm trying to always just speak, with or without the right grammar. (Student 3)"

b) *Audio-visual media*

However, in this research, I found Youtube as a dominant media and followed by movie. Youtube is considered by the researchers as an alternative strategy to enhance students' speaking skill.

Based on the interview, some of students preferred to use youtube and movie as media to solve their barriers which is proven below:

"Solving? hmm like I said before.. hahah I just read some caption on Instagram, watching video, movie because I think that's a good way to enrich vocabulary." (Student 6)"

Vocabulary always becomes the essential part of English as a foreign language. Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier.

The simplistic definition of the language barrier as a problem of "miscommunication" becomes replaced by a cycle of effects that explain not only how the miscommunication occurs but also how it can escalate. Misunderstandings are aggravated

by the need to avoid a loss of face; considered stupid or ill informed. In addition, the participant also had barriers in interpersonal barrier which is can be part of organizational barrier. As we know, environment also takes place in speaking fluently and should be clear. When two people or groups of people are involved in communicating with each other and if the second language is used that is unclear to all individuals, then their objectives will not be fulfilled and the process of communication will not be effective.

IV. CONCLUSIONS

The observations showed that students' main barrier was individual barriers; nervous, lack of vocabulary, feel unable to speak precisely, grammar error, underestimated in presenting information in order, lack of confidence. The students confirmed that individual barrier was the main barriers they face, and then language barrier, environment also interpersonal barriers followed. Since they did not feel able to speak English in a natural way, and thinking about how to pronounce correctly a word or how to use the correct grammar structures, they said that it was difficult to grow the confident. In addition, they are also afraid of making mistakes. Because most of them think that people may laugh at them if they mispronounced some words as in Indonesia is referred to --Takut salah; then they preferred not to interact in English until they knew for sure that they were not making any mistakes. However, even if practice cannot make you perfect, at least it can make you speak fluently. Another issue was that students thought that English is complicated and difficult, so they already put a barrier since they don't make any effort and they tell themselves that they do not have the ability to learn that language.

All that formerly mentioned are widely observable on English learners in Indonesia, and teachers should encourage students to overcome this barrier, since they understand that in any learning process making mistakes is unavoidable, and people always learn from their mistakes. In addition, some students, perception of the language can be negative and appears as a barrier too, for example many students expressed that speaking English outside the classroom is a style of people who just like to-show-off, since using English makes students feel uncomfortable while speaking or interacting with each other. To sum up, most of those English learners always complained about problems such as being anxious, being nervous, being worried of making mistake, feeling shy, and feeling frustrated while performing in English speaking.

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