

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In spoken language, speaking plays a vital role in conveying messages, exhibiting different characteristics compared to written language. This can be observed through vocal qualities, body language, gestures, pitch, articulation, stress, rhythm, and pauses (Wahyuningsih & Afandi, 2020). Speaking is the process of communicating with others through words. People around the world give information and let others know what the speaker is talking about by speaking. In addition, speaking skills have an important impact on communication. It helps convey spoken messages in communication (Ramli et al., 2024).

Harina (2019) pointed out language is the means by which individuals communicate with each other. English is one of the many languages spoken in the world. It is very important for everyone to learn English. This is also true for Indonesians: everyone in Indonesia should be fluent in English. If you are proficient in all four language skills-speaking, listening, reading, and writing-you can also expect to communicate. This is also true for the English learning process, where speaking and writing are classified as productive skills and listening and reading as receptive skills (Nasution et al., 2022).

Allah in the Qur'an often emphasizes the importance of communication and the ability to speak as one of the blessings given to humans. Speaking is one of the privileges of humans that distinguishes them from other creatures. By speaking, humans can convey their thoughts, ideas and feelings. This ability is also the main means in spreading knowledge, conveying religious teachings, and building social relationships. Allah explains in Surah Ar-Rahman 1-4:

الرَّحْمَنُ عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

Surah Ar-Rahman verses 1-4 show that Allah the Merciful has taught the Quran, created humans, and granted the ability to speak. This verse is relevant to the research on English speaking barriers, as it shows that speaking is a potential that Allah has given to humans. The obstacles faced reflect the challenges in optimizing the gift, while the strategies to overcome them are human efforts in developing the speaking potential that Allah has bestowed.

Speaking is one of the main skills in English language learning which is an indicator of successful communication. However, not all students can speak English fluently despite having studied in formal contexts. Barriers in speaking English can arise due to various factors, both internal such as psychological and linguistic, and external such as social and cultural factors. This study aims to analyze these barriers, as well as to understand when and how these barriers arise, and who is affected by this problem.

Previous research conducted by Nasution et al. (2022) entitled “The Student's Barriers in Speaking English at STIKes Darmas Padangsidimpuan” focused on the barriers faced by students in speaking English in an academic environment. This study highlights individual barriers such as anxiety, vocabulary deficiency, grammatical errors, and low self-confidence. In addition, the study also discusses external influencing factors, such as environmental and interpersonal factors that also affect students' speaking ability. The main focus of this study is on individual barriers, without delving deeper into broader external factors or coping strategies.

In contrast to these studies, this research, entitled “An Analysis of Barriers in English Speaking Skill of the University Students,” focused on the barriers that university students faced in speaking English more comprehensively. The research identified internal factors such as psychological for example anxiety or fear of speaking and linguistic also the vocabulary limitations and pronunciation errors aspects, as well as external factors involving social pressure and interaction with peers. In addition, the research also highlighted the strategies used by university students to overcome these barriers, as well as analyzed how they adapted and progressed in their speaking skill.

This research was conducted at UIN Antasari Banjarmasin, which is an educational institution where English is taught as a second or foreign language. This research aimed to provide a deeper insight into the barriers that students

faced in speaking English, as well as to find out when and how these barriers appeared during the learning process. In addition, this study also examined how internal and external factors interacted with each other in influencing students' speaking ability.

These barriers to English speaking arise during classroom learning. Students often experience anxiety or fear of being wrong, which inhibits them from speaking. Peer pressure and classroom dynamics also affect their comfort in using English. Additionally, linguistic challenges, such as limited vocabulary and pronunciation errors, play a significant role in preventing students from speaking fluently.

In more detail, these barriers arise for students learning English as a second or foreign language, especially in a university setting. These barriers are often felt by students during classroom learning, especially when interacting with lecturers and struggling to express their ideas in English. This research aims to identify when these barriers start to appear in the learning process, as well as how internal and external factors interact to affect students' speaking ability. In addition, this study also explores the strategies students use to overcome these barriers and how they strive to continuously improve their speaking ability.

Through this research, it was hoped that useful recommendations could be found for the teaching of English at the university level. This research provided a better understanding of the factors that influenced barriers to

speaking English and how teaching could be adapted to address these issues more effectively.

## **B. Definition of Key Terms**

1. **Barriers:** This term referred to the specific challenges faced by university students in the English Language Education department at UIN Antasari Banjarmasin when communicating verbally in English. In this research, barriers included psychological factors such as anxiety, fear of judgment, and linguistic issues like limited vocabulary or pronunciation difficulties.
2. **University students:** Refers to individuals who are enrolled in an institution of higher education, specifically the English Language Education department at UIN Antasari Banjarmasin, and are pursuing an undergraduate education. In this study, students refer to those who are enrolled in higher education institutions, particularly at the undergraduate level. This research focuses on examining their experiences, challenges and strategies related to the development of English language skills in academic and social contexts.
3. **English speaking skills:** This term encompasses the ability to effectively communicate in spoken English, including aspects like pronunciation, fluency, and vocabulary usage. In this research, the focus is on understanding the difficulties university students encounter in developing these skills.

**C. Research Questions**

1. What barriers do university students encounter in expressing their ideas in speaking English?
2. What strategies do students use to overcome these barriers?

**D. Objectives of Study**

1. To identify the barriers that university students face in expressing their ideas in speaking English.
2. To explore the strategies that university students use to overcome the barriers in expressing their ideas in speaking English.

**E. Significance of Study**

This research highlights the barriers that university students face in improving their English language skills and how these challenges shape their learning. The findings help teachers to adapt teaching methods and develop targeted language programs to overcome these barriers, improving students' proficiency and confidence in spoken English. For the students, the study provides practical insights to overcome their challenges, helping them to improve their communication skills and perform better in academic and social environments. For other researchers, this study offers a basis for further exploration of effective strategies and interventions in language learning.