

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and provides a comprehensive discussion that answers the research questions. The first section identifies the barriers that university students face in expressing their ideas in English, such as psychological and linguistic challenges. The second section explores the strategies used by university students to overcome these barriers. The findings were analyzed using interactive analysis techniques to ensure alignment with the research objectives. The results and discussion are presented systematically as follows:

A. Findings

1. Barriers in speaking English

The data indicates that psychological barriers such as anxiety, nervousness, lack of confidence, and fear of making mistakes were prevalent among participants, contributing to a lack of confidence in speaking English. These barriers were often exacerbated by situations involving public speaking or interaction with unfamiliar audiences. Linguistic barriers, including limited vocabulary, grammar issues, and pronunciation difficulties, were also identified as significant obstacles that hindered students' ability to express themselves clearly and confidently.

The topics and categories identified during the data collection and analysis process are explained below:

Findings from Interview; The researcher transcribed the interviews, writing down the participants' responses word-for-word to ensure accuracy. However, there might have been grammatical errors in their original answers. To keep the main meaning, the researcher edited the responses as needed while preserving the original intent, which helped in identifying themes and categories.

The interviews revealed several barriers students face when trying to speak in English, such as feeling anxious and afraid of making mistakes, as well as limitations in vocabulary and grammar. Strategies students used to overcome these challenges included practicing speaking with peers, participating in speaking exercises, and using various language-learning tools. Each interview provided unique insights, contributing to a better understanding of the challenges and coping strategies related to speaking English. The researcher make initials like student 1 (S1), student 2 (S2), student 3 (S3), student 4 (S4), student 5 (S5). The findings of this study were explained based on the focus of each research question. The first question focused on identifying the barriers that students faced in expressing their ideas in speaking English. Based on the interview results, several barriers were found that were relevant to the context of this study.

a. Barriers in expressing ideas in English

Expressing ideas in English presents significant barriers for many students, particularly in terms of vocabulary, grammar, and pronunciation. Participants like (S1) and (S2) highlighted that limited vocabulary and grammar knowledge often lead to fear of making mistakes while speaking. This fear is further compounded by nervousness, especially during public speaking or when addressing lecturers. Spontaneous situations, such as being asked questions in English by lecturers, heighten their anxiety and hesitation.

“Some of the challenges I face when trying to express ideas in English include limited vocabulary, a lack of understanding of English vocabulary, and concerns about mistakes in word usage, grammar, and pronunciation.” (S1)

Statements from the participant (S1) indicated that difficulties in speaking English were mainly due to limited vocabulary and lack of understanding of the meaning or proper use of words in the correct context. In addition, (S1) expressed his concerns about making mistakes in grammar, pronunciation, and word usage, reflecting psychological barriers such as fear and lack of confidence when speaking.

“I have difficulties in the use of vocabulary and grammar, such as the use of tenses and sentence structure. Sometimes, criticism from others also affects my confidence.” (S2)

The statement from participant (S2) highlights challenges in mastering vocabulary and grammar, particularly in understanding tenses and constructing sentences correctly. These linguistic barriers make it difficult for her to communicate effectively. Additionally, she mentioned that criticism from others impacts her confidence, indicating a psychological barrier where fear of judgment or negative feedback undermines her ability to speak English comfortably.

For instance, (S3) shared that limited vocabulary hampers her ability to express ideas smoothly, causing delays in communication. Similarly, (S4) identified public speaking as one of the biggest challenges due to the fear of judgment from peers or lecturers. (S5) emphasized that fear of making errors, particularly in grammar and pronunciation, often leads to self-doubt, especially in formal or sudden speaking situations.

“My main challenges are vocabulary and grammar limitations. Sometimes, I find it difficult to find words that match the desired meaning.” (S3)

The statement from participant (S3) emphasized the challenges related to limited vocabulary and grammar. She struggled to find the right words to get her point across, indicating linguistic barriers in vocabulary acquisition and the ability to choose words appropriate to

the context. These challenges may hinder her ability to express ideas clearly in English.

“The challenge of conveying ideas in English, especially when speaking in front of a large audience, is my biggest challenge. Other than that, grammar issues are also an obstacle.” (S4)

The statement from the participant (S4) revealed that his main challenge was speaking English in front of a lot of people, which indicates a psychological barrier, such as nervousness or fear of public speaking. In addition, he also faced difficulties with grammar, indicating a linguistic barrier which further affected his ability to communicate effectively in English.

“In class, I often feel afraid of making mistakes and fear of being judged, especially in terms of vocabulary and grammar. Lack of confidence also occurs when I am nervous.” (S5)

A statement from a participant (S5) highlighted psychological barriers as a major challenge in speaking English. She often felt afraid of making mistakes and being judged by others, especially in terms of vocabulary and grammar. This fear is compounded by a lack of self-confidence, which is more pronounced when she feels nervous, making it more difficult for her to express herself in class.

b. Confidence levels in English communication

Confidence plays a crucial role in students' ability to communicate effectively in English. Many participants reported feeling less confident in formal settings, such as presentations or discussions involving lecturers and senior peers. (S1) mentioned that while speaking among friends boost his confidence, the presence of lecturers or more knowledgeable peers makes him hesitant due to fear of being corrected or judged.

“In situations such as presenting to a lecturer, confidence often wanes. When lecturers are present, there is added pressure due to their greater understanding of English. The worry of being reprimanded if you make a mistake can lead to embarrassment in front of your peers, so this is one factor that inhibits confidence when speaking in English.” (S1)

A statement from participant (S1) revealed that his main challenge in speaking English came in situations such as presentations in front of lecturers, where his confidence was reduced. The lecturer's presence created additional pressure due to their higher English proficiency, which increased his fear of making mistakes. The fear of being reprimanded and the potential embarrassment in front of his peers further hampered his confidence, highlighting the psychological and social barriers in his ability to speak English effectively.

(S2) noted that her confidence improves when she is well-prepared or has rehearsed her topic, whereas sudden tasks can decrease her confidence. (S3), (S4) and (S5) similarly emphasized the importance of preparation and familiarity with the topic to feel more assured when speaking. Over time, participants observed slight improvements in their confidence, especially through repeated practice and supportive environments.

“Confidence usually depends on how well prepared you are. When one has prepared well or regularly, confidence levels tend to increase.” (S2)

The statement from participant (S2) shows that confidence in speaking English is closely related to preparation. She believes that when she has good preparation or practices regularly, her confidence will increase. This suggests that preparation plays an important role in overcoming psychological barriers, as feeling prepared helps to reduce anxiety and increase confidence when speaking.

“When interacting with friends, confidence is greatly affected by preparation. If there is a lack of preparation or mental inadequacy, as well as a lack of preparation in designing topics, it can cause anxiety and nervousness.” (S3)

The statement from participant (S3) shows that confidence during interactions with friends depends on preparation. A lack of

preparation or mental readiness, along with not planning topics well, can lead to anxiety and nervousness, affecting her ability to speak confidently.

“Confidence tends to be higher when interacting with close friends. However, when confidence is low, it is often due to fear of being judged negatively by others and lack of preparation.” (S4)

The statement from participant (S4) highlights that confidence is generally higher when interacting with close friends. However, when confidence is low, it is often caused by the fear of being judged negatively by others and a lack of preparation.

“If preparation has not been done, for example during a presentation, confidence in delivering the material to be presented tends to decrease. Therefore, to speak in English, it is important to prepare in advance.” (S5)

The statement from participant (S5) emphasizes that a lack of preparation, such as before a presentation, leads to decreased confidence in delivering the material. She suggests that proper preparation is crucial for speaking English effectively and maintaining confidence.

c. The Impact of Peer Pressure and Fear of Judgment from students/lecturer

Peer pressure and fear of being judged significantly influence students' willingness to speak English. While (S1) feels confident speaking among close friends, he admits to being cautious and hesitant when interacting with new acquaintances or unfamiliar audiences. The fear of making mistakes and receiving criticism often creates a sense of insecurity, as shared by (S3) and (S4).

“I don't feel pressured when speaking with close friends, but when speaking in front of strangers, I feel afraid of being judged. In front of close friends, I'm more confident, but in front of people I'm not too familiar with, I feel anxious about judgment.” (S1)

The statement from participant (S1) shows that he feels confident talking to his close friends, but experiences anxiety and fear of being judged when speaking in front of strangers.

“When interacting with friends who are more advanced, I feel pressured and often worry about making mistakes.” (S3)

“I am often afraid of making mistakes when speaking in English, especially in front of many people who may be more fluent.” (S4)

(S2) noted that her learning environment, where peers support and provide constructive feedback, minimizes pressure. However,

speaking in front of unfamiliar audiences or in formal settings still triggers apprehension. (S5) also pointed out that fear of being laughed at due to errors in pronunciation or grammar can negatively impact confidence, especially in group settings.

“So far, I don't feel any pressure from the environment because we are learning together, giving each other constructive feedback.” (S2)

“I often feel worried if there are mistakes in pronunciation or grammar, especially if others laugh or judge.” (S5)

d. Influence of Native Language Background on English Speaking Skills

Participants acknowledged that their native language background impacts their English fluency, particularly in pronunciation, intonation, and structure. For instance, (S1) and (S2) noted that their native languages, such as Banjar or Indonesian, influence their accents and occasionally make English pronunciation challenging.

“Perhaps it is more the accent that affects the transition from native language to English.” (S1)

“Because Banjar and Indonesian are often used so English pronunciation is less fluent because it is not used in everyday language.” (S2)

Many participants, like (S3), (S4) and (S5), shared that they often translate their thoughts from their native language to English, which slows down their ability to speak fluently. Additionally, grammatical differences between languages sometimes lead to structural inaccuracies in English sentences. Despite these challenges, participants recognize the need for continuous practice to adapt their speaking habits.

“Sometimes there is a context that really translates in the brain, there is also a constant direct, because there are some English that know.”
(S4)

“There are accents that affect communication, and when speaking to fellow speakers of the same language, we tend to understand each other better. Although not always accurate, the language used can still be understood.” (S5)

The statement from participant (S5) shows that accents can affect communication, but when speaking with others who share the same language, mutual understanding is generally better. Although the language used is not always precise, it can still be understood.

e. Factors Affecting English Speaking Skills

Factors such as cultural expectations and the environment significantly affected students' ability to speak English. (S1) pointed out that pronunciation challenges, combined with the pressure of speaking

in formal settings like presentations, make it harder to communicate effectively. Similarly, (S2) mentioned that cultural habits, where English is not commonly used, limit her opportunities to practice, although supportive academic settings help mitigate these challenges.

“I feel that the main obstacles are vocabulary, grammar, and pronunciation. But the most common problem is pronunciation, because I'm not used to speaking in English. For vocabulary and grammar, it might be manageable. But for pronunciation, a difference in pronunciation can make the meaning different, so it's quite difficult.”

(S1)

The statement from participant (S1) highlighted that his main barriers in speaking English were vocabulary, grammar and pronunciation. However, he felt pronunciation was the most challenging as he was not used to speaking in English. While vocabulary and grammar may be manageable, pronunciation is very difficult as even small differences can change the meaning of what he wants to say.

(S3) highlighted environmental distractions, such as noisy settings or being closely observed, as factors that increase anxiety. Meanwhile, (S4) emphasized the difficulty of speaking in front of native speakers or during formal situations, where the pressure to perform well is higher. (S5) added that unfamiliar or formal settings often lead to nervousness and mistakes, making it challenging to communicate confidently in English.

“Like a loud atmosphere, that can also be nervous, and if there are people watching us all the time.” (S3)

“Obviously from my own background/culture, and feeling nervous, for example in front of native speakers, even for example in front of the teacher, we sometimes feel insecure, even though he says it's okay, it's okay.” (S4)

The statement from participant (S4) revealed that his nervousness and lack of confidence came from his own cultural background, especially when speaking in front of native speakers or teachers. Despite being reassured, he still felt insecure, which shows the psychological barriers related to fear of judgment and lack of confidence in such situations.

“The is because of other people, especially for example speaking in front of many people, it makes us anxious.” (S5)

After identifying the barriers that students face in speaking English, this study also explored the strategies that students use to overcome these barriers, as described in the second research question. Based on the interview results, it was found that students used a variety of approaches.

2. Strategies to Overcome Barriers

The strategies used by students varied but generally included a combination of practice techniques, positive thinking, and self-reflection. Key strategies included: Practicing in front of a mirror and rehearsing scripts to improve fluency and confidence. Interacting with peers and using informal practice settings to reduce anxiety and build speaking skills. Recording speaking sessions for self-evaluation to identify areas of improvement. Using learning tools, such as language apps and social media, to expand vocabulary and improve grammar. Remaining positive and viewing mistakes as part of the learning process to reduce fear of judgment.

a. Strategies to Build Confidence and Overcome Barriers in English Speaking Skills

Various strategies are used by students to build confidence in speaking English. Some of them are practicing in front of a mirror, speaking at home with family members, and attending public speaking seminars or courses. For example, (S1) emphasized the importance of practicing in front of a mirror and interacting with peers outside, such as through games involving strangers. (S2) and (S3) also highlighted the importance of speed reading practice and recording oneself to evaluate pronunciation.

"My strategy would be practicing by speaking in front of a mirror, like rehearsing before a presentation, and engaging more with friends outside of class, such as interacting with people from different countries in online games." (S1)

"I often practice speed reading, like using fast reading challenges on Tik-Tok, and sometimes practice in front of a mirror or record myself as well." (S2)

A statement from participant (S2) showed that she actively practiced her English skills to boost her confidence. She takes part in speed reading challenges, such as those on Tik-Tok, and practices speaking by recording herself or practicing in front of a mirror. These activities helped her build fluency and overcome barriers in speaking.

To overcome nervousness, students like (S3) prefer not to look directly into the listener's eyes, while (S4) chooses to encourage himself and not think too much about fear. Meanwhile, (S5) relies on techniques to calm herself down before speaking.

"I deal with it by staying calm first. Then, I usually don't look at people's faces and focus on something else, like a wall, to help me feel less nervous." (S3)

"The way I handle it is by forcing myself to do it, even though I don't really have any specific strategy to overcome nervousness." (S4)

b. Approaches to Expanding Vocabulary and Grammar

To enhance their vocabulary and grammar, students rely on various sources, including music, videos, learning apps like Duolingo, and platforms such as YouTube and Tik-Tok. (S1) pointed out the importance of apps like Duolingo for vocabulary enrichment, while (S2) relies on Google Translate and Grammarly. (S3) and (S5) often note down new words and incorporate them into daily conversations. (S4) uses songs as learning media and occasionally talks in English with friends on WhatsApp.

"Make sure to start with the basics, like music, videos, games, and also using apps like Duolingo, which can help with vocabulary. Especially now, with advancements like AI, these tools are even more helpful." (S1)

A statement from participant (S1) indicated that starting with basic tools such as music, videos, games and apps like Duolingo can help improve vocabulary. He emphasized that technological advances, such as AI, make these tools even more useful for language learning.

"I often use Google Translate, grammar checkers, Quillbot, Grammarly, Tik-Tok, YouTube, Instagram, and other learning resources." (S2)

"I learn from movies or songs. When I come across new words, I translate and write them down in a notebook. I note the meaning of new words and try to remember it." (S3)

"I learn from social media, especially since it's not only Indonesians who use social media. Sometimes, I find new slangs from social media." (S5)

"Every day I listen to songs. I think I learn a lot from songs too. For me, every day I listen to songs that I've never heard before, and from WhatsApp chats I often use English." (S4)

The use of social media also often helps students learn new slang and vocabulary. While some students admit that they rarely speak English outside of class, others try to integrate new words into conversations with friends and family.

c. Overcoming Fear of Judgement and Peer Pressure from

To face the fear of judgement and peer pressure, students use positive attitudes and preparation techniques. For instance, (S1) prepares by practicing a script before a presentation and rehearses pronunciation in front of a mirror. (S2) opts to remain positive and views mistakes as part of the learning process. (S3) and (S4) prioritize positive thinking and accept corrections as a way to grow. Meanwhile, (S5) reminds herself that everyone makes mistakes and it is essential not to overthink them.

"The way I do it is, for example, to practice my English the night before a presentation, focusing on dialogues, vocabulary, and pronunciation. I also make a script and practice in front of a mirror or with a friend."
(S1)

A statement from participant (S1) explained his strategy for preparing to speak English. He practiced the night before the presentation focusing on dialog, vocabulary, and pronunciation. In addition, he created a script and practiced in front of a mirror or with a friend to build confidence and improve his speaking ability.

"Stay positive and treat it as part of the learning process. If we let fear take over, it will continue to hold us back, and in the end, there will be no progress or improvement." (S2)

A statement from a participant (S2) emphasized the importance of staying positive and seeing challenges as part of the learning process. She believes that if fear is allowed to control us, it will hinder progress and prevent improvement in speaking English.

"I usually just stay focused, keep in mind what our goal is, and try to think positively." (S3)

"Maybe, for example, when I often feel judged, I usually just don't pay much attention to it." (S4)

"I reassure myself that it's okay to make mistakes because everyone makes mistakes." (S5)

Most students feel more comfortable practicing with friends than with family, and some enjoy constructive feedback given in a kind manner.

d. Adjusting Speaking Strategies in Different Environments

In formal environments, such as in class, students tend to use more polite and structured English, as mentioned by (S1). (S2) and (S4) added that in a more relaxed environment, such as among friends, they feel freer to speak English without the need to be too formal. (S3) said that she feels more comfortable speaking in front of family, where she does not feel judged. Meanwhile, (S5) found it easier to speak in a relaxed atmosphere because there was no pressure.

“If I'm in a formal environment, I definitely use formal, polite, and clear English so that it's easy to understand. But if I'm with friends or hanging out, I don't need to be too formal. It feels more free and relaxed to use English than in a formal environment.” (S1)

The statement from participant (S1) highlights that in formal situations, he uses polite and clear English to ensure understanding. However, when with friends or in a casual environment, he feels more relaxed and free to use a less formal style of English, reflecting the difference in tone and expectations between formal and informal situations.

“If I’m in a private room or with supportive friends, it feels really comfortable, because no one is judging me.” (S2)

“I feel more comfortable with friends.” (S4)

“If I’m nervous in class, I feel more comfortable in front of my family.” (S3)

“If I feel more comfortable with the people closest to me, because I don’t feel judged, so I feel more comfortable.” (S5)

Preparation for speaking in formal settings is more intensive, such as preparing scripts and materials, whereas in informal settings, they feel more at ease speaking without elaborate preparation.

e. The Role of Self-Reflection in Improving Speaking Skills

Self-reflection was considered important by the students in improving their English speaking skills. (S1) recognized the importance of evaluating oneself after speaking to identify mistakes and correct them, for example by using Google Translate. (S2) saw self-reflection as helping them measure their progress. (S3) and (S4) also often assess their performance after a presentation and believe it is important to keep practicing. (S5) shared that she often records videos of herself speaking in English to evaluate her progress.

“Yes, definitely after I speak English, it feels like something is missing or wrong. So I often evaluate again, like checking on Google Translate, so that I can improve and be better in the future.” (S1)

The statement from participant (S1) reveals that after speaking English, he often feels that something is missing or wrong. To improve, he evaluates his performance by checking his work on tools like Google Translate, aiming to correct mistakes and enhance his skills for future use.

“It's very important, so we know where our skills are.” (S2)

“I think it is very important in improving our speaking skills.” (S3)

“Very important, for example after a presentation, like why didn't I just do this.” (S4)

“I sometimes like to make videos of me speaking English, sometimes I see if there is progress or not.” (S5)

Some students admit that they set goals such as speaking fluently to monitor their speaking skill development.

In this research the main barriers students faced in speaking English were limited vocabulary, grammar, pronunciation, and fear of making mistakes, especially in formal situations. These factors are compounded by anxiety and environmental pressures, such as fear of judgment from lecturers or friends. To overcome these barriers, the students used strategies such as practicing in front

of a mirror, recording themselves for evaluation, and preparing materials before speaking. They also try to improve their vocabulary through media such as music and videos and rely on self-reflection to correct shortcomings.

By coding the interview data in this way, the researcher can identify emerging patterns and themes, allowing for initial conclusions to be drawn on how these barriers are interconnected and how they influence the strategies students use to overcome challenges in speaking English.

Based on the interview data, the following table summarizes the barriers faced by students, the strategies they use to overcome them, and how they express their experiences:

Table 4.1 Summarizes the barriers faced by students

Participant	Psychological Barrier	Linguistic Barriers	Strategy Used
S1	Anxiety, lack of confidence, fear of judgment	Limited vocabulary, grammar issues, pronunciation difficulties	Practicing in front of a mirror, interacting with peers, rehearsing scripts
S2	Nervousness, fear of making mistakes	Grammar issues, vocabulary limitations	Speed reading, using learning apps, positive thinking
S3	Nervousness, self-doubt	Limited vocabulary, language transfer	Writing new words, practicing pronunciation, staying calm
S4	Fear of judgment, lack of confidence	Grammar issues, vocabulary limitations	Preparing scripts, positive thinking, informal practice

S5	Anxiety, fear of mistakes	Pronunciation issues, limited vocabulary	Calming techniques, practicing with friends, recording speaking sessions
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After analyzing the interview responses, the researcher classified the challenges and strategies into meaningful categories. This coding process involved highlighting key themes relating to psychological barriers, such as anxiety and nervousness, and linguistic barriers such as limited vocabulary and grammar difficulties. The coding also helped identify the strategies participants used to overcome these barriers, ranging from practice methods to positive self-reinforcement techniques.

The data display in the table above shows how each participant experiences these challenges differently and applies unique strategies to improve their English speaking skills. This structured format allows for easier comparison and identification of patterns in the participants' responses.

B. Discussion

Based on the findings from this study, some major barriers in English speaking among university students were identified, mainly psychological and linguistic barriers. These results are in line with the theoretical framework reviewed in this study, which highlights psychological and linguistic barriers as the main barriers in foreign language learning.

The psychological barriers identified in the study, such as anxiety, lack of confidence, nervousness, and fear of making mistakes, are consistent with the findings from various studies in the literature. As noted by Ullah et al. (2023), fear of negative reactions, low confidence, and anxiety are some of the most common psychological challenges students face when speaking in English. These psychological issues were found to significantly impact the students' willingness and ability to communicate, mirroring the findings of Prasetyaningrum et al. (2023), who similarly identified lack of confidence and anxiety as major contributors to speaking difficulties. The students in this study expressed fear of making mistakes, particularly in public speaking situations, which caused them to avoid speaking altogether. This aligns with the theory presented by Sultana and Jamin (2021), who emphasized that fear and anxiety often hinder students' fluency and speaking confidence.

Furthermore, as Prasetyaningrum et al. (2023) and Ramli et al. (2024) pointed out, anxiety and fear of judgment lead to students remaining silent or refusing to participate in speaking tasks. The fear of making mistakes, highlighted by Ramli et al. (2024), was particularly evident among the participants in this study, with many students avoiding speaking in English for fear of being ridiculed or embarrassed. This finding reinforces the idea that fear of negative judgment significantly affects students' ability to engage in productive communication in English.

Linguistic barriers, including issues with vocabulary, pronunciation, and grammar, were also significant challenges identified in the study. These barriers are consistent with the literature on language learning, where limited vocabulary, pronunciation difficulties, and grammar errors are often cited as obstacles to effective communication. As noted by Wahyuningsih and Afandi (2020), vocabulary limitations are a common challenge that hinders students' ability to express their ideas clearly. This was echoed by participants in the study, who reported difficulties in finding appropriate words to convey their thoughts, which in turn diminished their speaking confidence.

Pronunciation challenges, as highlighted by Ullah et al. (2023) and Wahyuningsih & Afandi (2020), were also found to be significant barriers in the study. Many students reported struggling with the correct pronunciation of English words and longer phrases, which impeded their fluency and communication. This finding supports the theoretical assertion that pronunciation is a major linguistic barrier in English language learning.

Additionally, the lack of grammar mastery identified in the findings mirrors the research by Wahyuningsih & Afandi (2020), who pointed out that insufficient grammar knowledge leads to frequent errors and a lack of fluency in spoken English. Participants in this study, similar to those in the theoretical literature, expressed difficulty in forming grammatically correct sentences on the spot, which impacted their ability to communicate effectively.

The strategies employed by students to overcome these barriers included practice techniques, positive thinking, and self-reflection. These strategies reflect many of the approaches recommended in the literature to address speaking anxiety and language barriers. As Sultana and Jamin (2021) and Baker & Westrup (2023) suggest, regular practice, particularly in informal and supportive settings, is essential for overcoming anxiety and improving speaking skills. The participants in this study reported practicing in front of a mirror and recording their speaking sessions to self-evaluate and identify areas of improvement. These practices align with the strategy of consistent practice and preparation emphasized by Theriana (2023) and Fatubun et al. (2024), who advocate for repetitive practice and thorough preparation to boost confidence and reduce anxiety.

Another key strategy identified in the study was the use of language learning tools, such as apps and social media, to expand vocabulary and improve grammar. This is consistent with the recommendations of baker et al. (2024) and Baker & Westrup (2023), who emphasize the importance of integrating modern learning tools to enhance language skills outside the classroom.

Furthermore, participants in this study emphasized the importance of positive thinking and viewing mistakes as part of the learning process. This strategy reflects the suggestions of Baker & Westrup (2023), who highlight the significance of fostering a supportive learning environment where students feel safe to make mistakes and learn from them. By embracing mistakes as opportunities for growth,

students can reduce their fear of judgment and become more confident in their speaking abilities.

The study identified psychological and linguistic barriers as the main challenges university students face in speaking English. Psychological barriers such as anxiety, lack of confidence, nervousness, and fear of making mistakes were significant obstacles, with students expressing reluctance to speak, especially in public settings. Linguistic barriers, including issues with vocabulary, pronunciation, and grammar, also hindered communication. To overcome these challenges, students employed strategies like regular practice, positive thinking, and self-reflection. They practiced in front of mirrors, recorded their speaking sessions, and used language learning tools such as apps and social media to improve vocabulary and grammar. Additionally, students embraced mistakes as learning opportunities, fostering a positive mindset to build confidence in speaking.