Analysis of students' difficulties in speaking skills in studying English

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Article Info

Abstract

The aim of this study is to examine the challenges that students have when studying English as a Foreign Language in order to improve their speaking abilities. Speaking is an essential part of language proficiency, but many students struggle with a variety of issues that make it difficult for them to speak clearly. This study used an integrative literature review method and to collect data using previous studies. The results show that during speaking practices, students most commonly struggle with pronunciation, vocabulary constraints, anxiousness, and lack of confidence. Their challenges are also significantly heightened by a lack of practice chance and fear of making mistakes. The study also highlights outside variables as impediments to speaking ability improvement, such as insufficient classroom engagement and little exposure to native speakers. In light of these findings, the study recommends that teachers use more engaging and encouraging teaching strategies, such as role-plays, group discussions, and pronunciation exercises, to improve their students' speaking skills. Additionally, fostering an environment that is supportive and upbeat might help students feel less anxious and more confident. For educators and curriculum developers, improving students' English-speaking skills is essential to help them succeed in global communication.

INTRODUCTION

In this modern era, communication is key to receive or deliver messages to other people. It makes it easier for people to work together, which promotes productive communication and understanding (Mailani et al., 2022). There are many languages that we can use when we want to talk to other people, one of which is English. English is a universal language that is spoken by the majority of people worldwide (Maji et al., 2022). The most widely spoken language in the world is English (Ratnasari, 2020). English has become international language to communicate at the other people for international level. Through international language, people will easily communicate when they are from different countries.

As we know that English learning in Indonesia itself has been given since elementary school it means that English is a second language. Although English is not the primary language in Indonesia, students can still learn it, and the majority of schools require it (Ratnasari, 2020). So, it is very beneficial if we can use English. Across all educational levels, English was strongly promoted (Nor et al., 2019). Unfortunately, this meant that students who disliked English would have to deal with obstacles or even problems that did not always go smoothly and negatively affected their academic performance (Tambunsaribu & Galingging, 2021).

However, speaking is still one of the hardest skills for students to acquire when learning English as a foreign language (EFL). Numerous studies have demonstrated that speaking difficulties affect students at all educational levels, including elementary, secondary, and university (Aswad & Sardi, 2023; Metz, 2021; Ong et al., 2022). Speaking is frequently seen to be the most difficult of the four fundamental language skills—listening, speaking, reading, and writing. Pronunciation, intonation, grammar, and vocabulary are all components of communicative competence, which is necessary for speaking skill (Nurwahyuni, 2020). Furthermore, in practical settings, it is frequently the most obvious sign of linguistic competency. Many students feel unprepared or nervous when asked to speak spontaneously, even though they may do well on written tests or grammar exercises. This discrepancy between passive knowledge and active use highlights the necessity of looking into the things that prevent students from speaking clearly and effectively. This intricacy frequently contributes to serious difficulties for EFL learners, impeding their overall language development and communicative proficiency. But even after being exposed to English instruction in schools and colleges for a long time, many EFL students still struggle to speak the language confidently and fluently. This is due to the possibility that becoming proficient in English is one of the qualifications for some employment openings in Indonesia (Wahyuningsih et al., 2021).

The issue that frequently comes up is that many students struggle to communicate in English because of various problems (Leky et al., 2024). Many students still have difficulty speaking English clearly and confidently, even after years of formal education. That speaking English presents a number of challenges, including linguistic, cultural, and communication issues (Sari et al., 2023). Students' progress and confidence in using English for real-life communication may be hampered by these complex issues, which include linguistic, psychological, cultural, and environmental aspects.

The most prevalent issues are lack of vocabulary and lack of English' speaking skills (Hadijah et al., 2020; Pratolo et al., 2025). Students sometimes struggle linguistically with low vocabulary, poor grammatical knowledge, and trouble pronouncing words correctly. During interactions, these problems might cause hesitancy, confused speech, and misunderstandings. In addition, these issues are frequently made worse by students' lack of exposure to real-world language use and inadequate classroom practice opportunities, which hinders their ability to assimilate and employ their language skills in natural speaking contexts.

Students' speaking experiences are significantly shaped by psychological aspects as well. Students often struggle with speaking English because they believe they are not proficient in the language and lack confidence when speaking (Candraloka & Rosdiana, 2019). Student's difficulties like nervousness, low self-esteem, and fear of making mistakes, which might make

them reluctant to participate in speaking practices. These affective hurdles might be increased by peer pressure, the school setting, and the perceived importance of speaking a foreign language. Students might consequently completely refrain from speaking, losing out on important chances to improve their abilities. Lack of opportunities for real-world discussions, speaking anxiety, and poor teaching methods are the main challenges they face (Tika et al., 2021).

Contextual and cultural aspects are also important to consider. Contextual elements such as the learning environment and the use of the mother tongue affect students' English- speaking abilities, according to Mustafari et al. (2022). Since teachers and lecturers should be concerned with their students' comprehension during the classroom communication and learning process, it is deemed urgent (Morrison et al., 2021; Yang et al., 2024). Students desire to participate in oral communication can also be influenced by teacher-student relationships, attitudes towards mistakes, and cultural conventions surrounding speaking up in class. Additionally, in language learning environments, it is crucial to stress the value of cooperation and teacher-student interaction (Alharbi, 2021).

Considering the intricacy and importance of these issues, educators, curriculum developers, and legislators must carefully examine the particular barriers that EFL students encounter when speaking English. There are difficulties associated with learning English as a Foreign Language (Hasibuan & Pratolo, 2024). Pronunciation, grammar, vocabulary, fluency, and understanding are the five components of speaking. The elements of difficulties speaking English also include these five speaking components (Hughes & Hughes, 2020). Through determining the underlying causes and trends of these challenges, interested parties can develop supportive learning environment, foster confidence, and facilitating meaningful communication. In the end, knowing students' speaking difficulties better is essential to enabling them to develop into proficient and self-assured English speakers who are prepared to handle the demands of a globalized society. The importance of teamwork and teacher-student interaction in language learning environments must also be emphasized (Alharbi, 2021). By determining the underlying causes of the speaking difficulties faced by EFL students—whether they be linguistic, psychological, or environmental—teachers can create focused strategies to help students get past their speaking obstacles and create a more productive and interesting EFL learning environment.

METHODS

This study used an integrative literature review approach as its method. This approach allows researchers to analyze, compare, and synthesize the results of several previous studies to gain a more comprehensive understanding of the difficulties faced by students in English speaking skills in the context of learning English as a Foreign Language (EFL). The ability to review and synthesize a broad range of literature to inform practice, policy, and future research is what makes the integrative review unique (Berryman, 2020). According to Snyder (2019), in order to produce new information and conceptual models, an integrative review critically examines existing literature, combining findings from both theoretical and empirical studies.

An integrative literature review methodology is used in this study to investigate the several obstacles that EFL students encounter when trying to improve their speaking abilities. A critical synthesis of the results from several investigations released between 2020 and 2025 is made possible by this method. The study intends to discover common linguistic, psychological, and environmental elements that impair speaking ability by combining distinct views from many educational contexts. It also proposes specific teaching tactics based on current research.

Data collection by thoroughly reading each study from (1). "Analysis of English Learning Difficulty of Students in Elementary School" authored by Ni Made Dita Sintadewi, Ni Putu Juni Artini, and Irwan Febryan. (2). "Students' Difficulties in Speaking English: A Case Study in SMKN 3 Sorong" authored by Ester Maji, Udi Samanhudi, Maryanti E. Mokoagouw. (3). "A Study on the Difficulties in English Speaking for EFL Students" authored by Eva Meidi Kulsum, Acep Yaspi Jamjami, Aip Syaepul Uyun, Ayang Winda Sri Widianingsih.

Table 1. The key aspects of the three studies

Study	Date	Purpose	Setting	Design	Participants
First Study	2020	Study focuses on identifying the types	Fifth-grade students at SD Negeri 4	Descriptive qualitative	22 students and 1 English

		of learning difficulties students encounter in English, the internal and external factors contributing to those difficulties, and the efforts made by teachers and schools to address them.	Pendem, located in the Negara District of Jembrana Regency.		teacher
Second Study	2022	To investigates difficulties faced by students in speaking English among vocational high school students	Twelfth-grade students in the Construction Technical and Property (CTP) department at SMK Negeri 3 Sorong, West Papua.	Qualitative case study	35 students and 1 English teacher
Third Study	2025	To determine the challenges that EFL students faced when speaking English in junior high school students	Eighth-grade students at a junior high school in Bandung	Qualitative descriptive with a mixed-methods	26 participants

The data were analyzed qualitatively using a comparative technique. This involved reviewing and extracting key findings from the selected previous studies, followed by systematically comparing the results to identify recurring patterns and key differences. It helps identify core themes across different research contexts. The comparison allowed the researcher to categorize students' speaking difficulties into thematic groups such as linguistic, psychological, and environmental factors. This comparative approach enabled a deeper understanding of how various contexts influence students' challenges in English speaking, as reported across different studies.

The researcher selected this data because, without undertaking new primary research, the integrative literature review data from previous studies offers a comprehensive, evidence- based foundation for understanding the present state of knowledge regarding students' English learning issues. These studies provide a range of viewpoints from various educational contexts (elementary, vocational, and general EFL learners); the researcher used them to gain a thorough grasp of the challenges associated with speaking English at different learner levels. Recent (released in 2020, 2022, and 2025), guaranteeing that the information reflects issues and trends that are now occurring. Pertinent, since they immediately tackle the main problem: students' challenges with English speech. It assists the researcher in locating gaps in study findings from various years and contexts, various demographics or contexts where these challenges appear, and well-established theories and frameworks used in numerous studies.

Together, the three studies provide light on the various obstacles that Indonesian students at various educational levels encounter when learning and using English, highlighting both internal and external variables that impede English proficiency. Thoroughly address various educational phases, learner issues, and influencing factors, making them appropriate sources to support, contrast, or lend credence to this study on speaking and learning difficulties in English.

FINDINGS AND DISCUSSION
Findings
First Study
The majority of Grade V students at SD Negeri 4 Pendem struggle to understand English classes and exhibit low enthusiasm and attention, according to a study by Sintadewi et al. (2020). There is a

disconnect between teaching methods and student needs, as evidenced by the fact that only six students expressed comprehension and sixteen acknowledged challenges. Progress is further hampered by a severe shortage of instructional aids and resources, as "sixteen students stated that teachers never use media during lessons." Passive learning patterns and lack of motivation are significant internal barriers.

From the first study "Analysis of English Learning Difficulty of Students in Elementary School". Researchers conducted interview with students to observe their learning challenges. The findings of this interview showed that: (1). Ten students were satisfied with English classes, whereas twelve students disliked them. (2). In order to avoid missing the teacher's offered material, every student arrived before to the start of the lecture. (3). Not all of the Grade V SD Negeri 4 Pendem students completed their own homework; twelve students created their own tasks, seven students received assistance from others, and three students collaborated with friends in groups. (4). Up to ten students indicated that they learnt English occasionally, five stated that they learnt the language exclusively during class, and seven stated that they learnt the language for 20 to 30 minutes. (5). Six students said that English lessons are easy to understand, whereas 16 students said that they have trouble understanding them. (6). Ten students were unclear when the teacher taught in English, whereas a total of twelve students comprehended when the teacher explained laskam. (7). Six out of sixteen students comprehended the subject when it was presented by the teacher, while sixteen students did not. (9.) Every student expressed satisfaction with the school's infrastructure and facilities. (10). Six students stated that teachers occasionally use media during the learning process, whereas sixteen students stated that teachers never use it.

According to the findings of the questionnaire on internal factors, one of the internal factors contributing to the challenges of learning English in class V SD Negeri 4 Pendem is the way English lessons are presented. This is because students still lack motivation to follow the English learning process and show little interest in learning the language. Students continue to struggle with learning English, according to the questionnaire's results. According to the results of the questionnaire on external factors, students struggle to learn English lessons because the teacher's method of implementing English instruction is inappropriate for them, the teacher hardly ever uses teaching aids during class, and other factors are still deficient.

The previously mentioned description's findings help to clarify that there are numerous reasons why students may struggle academically. These factors are divided into two categories by the author: internal and external factors. Interests, skills, and motivation are examples of internal elements that originate inside the students themselves. On the other hand, external factors are those that originate from the environment or from sources other than the student. Students struggle with their studies. It is known that not all of the students at SD Negeri 4 Pendem complete their own homework or assignments; twelve students create their own assignments, seven students receive help from older siblings, and three students complete group projects with friends. If student comprehension of the English content is then examined, it can be found that six of them comprehend when the teacher presents the subject, whereas sixteen do not. It is clear that nearly all of the students receiving instruction do not comprehend the subject matter.

Second Study

Vocabulary and pronunciation were found to be the primary linguistic obstacles to speaking English by Maji et al. (2022). Along with issues pronouncing words because they differed from Indonesian, a common worry was that "they lacked the appropriate vocabulary to express their ideas". Students' speaking confidence and engagement are further restricted by psychological issues like shyness, fear of making mistakes, and preference for the mother tongue.

From second study titled "Students' Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong)". Following the interviews, the information was gathered and translated into English. The data was categorized by cause and difficulty. The data was then examined in light of the student's speech issues and the reasons behind them. And here's the data that the researchers found out:

Table 1. The difficulties facing by twelfth-grade students

*Respondents	V	P	G	A	S	FoMM	MT	SC	M
#R1	√	√	-	-	-	-	-	-	-

	V	P	G	A	S	FoMM	MT	SC	M
#R2	√	-	-	-	-	-	-	-	-
#R3	√	-	-	-	-	-	√	-	-
#R4	-	√	-	-	-	-	-	-	-
#R5	√	√	-	-	-	-	-	-	-
#R6	√	-	√	√	√	√	√	-	-
#R7	√	√	√	√	√	√	√	-	-
#R8	√	-	-	-	-	-	-	√	√
#R9	√	√	-	√	-	-	√	-	√

*Data belongs to (Maji et al., 2022).

V	=	Vocabulary Mastery
P	=	Pronunciation
G	=	Grammar
A	=	Anxiety
S	=	Shyness
FoMM	=	Fear of Making Mistake
MT	=	Mother Tongues use
SC	=	Self Confidence
M	=	Motivation to Learn Speaking Skills

Interviews and classroom observations provided the research's data sources. Nine (9) students were selected to participate in the interview process. These responders are categorized as follows and come from three distinct categories. High-level English learners are R1, R2, and R3; middle-level learners are R3, R4, and R5; and low-level learners are R6, R7, and R9. According to the data gathered, the two main categories of speaking challenges faced by 12th- grade students were those based on linguistic and non-linguistic (psychological) reasons. Lack of vocabulary, pronunciation, and language structure/grammar are among the linguistic variables. The non-linguistic elements include motivation, self-confidence, mother-tongue use, shyness, anxiety, and fear of making a mistake.

According to data gathered from the interviews, students' linguistic problems faced when speaking are a lack of vocabulary, poor pronunciation, and ignorance of grammar. Eight responders (88.8%) acknowledged that they struggle with vocabulary. They struggled to communicate in English since they lacked the appropriate vocabulary to express their ideas. Five respondents (55.5%) claimed that the pronunciation of English words makes speaking the language challenging. Because English words are pronounced differently than they are written, the respondents acknowledged that pronouncing words correctly can be challenging. This isn't the situation in the respondents' native Indonesian language, where the words are pronounced just as they are in writing. Two respondents (22.2%) claimed that they struggle to speak English because they are unsure about how to properly organize English words into grammatically correct phrases. They acknowledged that there are certain differences between Indonesian and English grammar.

Conversely, psychological issues typically do not pose significant barriers to speaking engagement. One element, though, has a quite high percentage. It is in the maternal tongue. In English-speaking classes, 44.4% of respondents acknowledged that they prefer to communicate in their mother tongue. The primary cause of this is a lack of vocabulary. The percentages of the other components are not appreciably large. According to data in the Table 1, 22.2% of respondents are shy, 22.2% feel nervous when speaking, and 22.2% are afraid of making a mistake. 22.2% percent of respondents lack motivation to speak English, while 11% of respondents are insecure when speaking.

The research-based study, "Students' Challenges with Speaking English: A Case Study in SMKN 3 Sorong," seeks to determine two things: (i) the primary challenges that students face when speaking English. (ii) The reasons why students have trouble speaking English. The results indicate that speaking English presents two primary challenges: (i) linguistic challenges, such as (a) poor pronunciation, (b) a lack of grammar knowledge, and (c) a lack of vocabulary, and (ii) psychological challenges, such as (a) shyness, (b) anxiety, (c) mother tongue use, (d) motivation, (e) fear of making mistake, and (f) self-confidence. According to the study, there are two main causes of the challenges: (i) differences between L1 and L2 and a lack of practice.

Third Study

Fluency is hampered by EFL students' severe worry over vocabulary restrictions, pronunciation problems, and grammar correctness, according to research by Kulsum et al. (2025). Despite certain positive motivating elements, their willingness to communicate is further limited by low confidence, shyness, and fear of criticism. Interconnected linguistic deficiencies, inadequate instructional support, and psychological factors influencing student engagement and performance are the main causes of learning and speaking difficulties in English.

The researchers "A Study on the difficulties in English Speaking for EFL Students" used a questionnaire modified from Suari (2021) are displayed in the table below. Based on the questionnaire results, (SA) for strongly agree, (A) for agree, (D) for disagree, and (SD) for strongly disagree.

Table 1. Grammar

*Statement	SA	A	D	SD
I'm afraid that the grammar that I use is wrong when speaking English	38.5%	42.3%	19.2%	0%
I still speak English even though I haven't mastered grammar	11.5%	65.4%	19.2%	3.8%
I don't understand tenses or grammar so it's difficult for me to speak English	23.1%	34.6%	38.5%	3.8%

*Data belongs to (Kulsum et al., 2025).

Based on the data in the above table, the first statement indicates that the most common response is "agree", which has a percentage of 42.3%, followed by "strongly agree" with 38.5%, "disagree" with 19.2%, and "strongly disagree" with 0%. The large number of replies in the "agree" category suggests that most students are terrified of using incorrect grammar when speaking English. Furthermore, 38.5% of students said they strongly agreed with this statement, indicating that the majority of students are extremely afraid of using proper English grammar.

The most common response to the second statement was "agree", which received 65.4% of the vote; "strongly agreed" received 11.5%; "disagree" received 19.2%; and "strongly disagreed" received 3.8%. Despite their incomplete command of grammar, the majority of students still speak English or feel at ease while speaking it, as seen by the large percentage of students who agree and strongly agree. This demonstrates a positive approach towards English usage, with students emphasizing communication over perfect grammar.

According to the statistics for the third statement, the most common response is "disagree", which accounts for 38.5% of the total; "strongly agree", which accounts for 23.1%; "agree", which accounts for 34.6%; and "strongly disagree", which accounts for 3.8%. Respondents that disagree with this assertion make up the largest percentage of responses. Respondents that disagree with this assertion make up the largest percentage of responses. This suggests that a sizable percentage of the students believe speaking English is not always an issue despite their ignorance of syntax or tenses. Furthermore, this statement is strongly disagreed with by 3.8% of students, indicating that some students do not consider their grammatical difficulties to be a significant obstacle to speaking English. Nonetheless, a sizable portion of students do concur with the assertion. In particular, 34.6% of students agree and 23.1% strongly agree, meaning that 57.7% of students find it difficult to speak English when they don't understand grammar or tenses. This demonstrates that more than half of the students have serious concerns about their grammatical comprehension and how it affects their capacity to speak English with confidence.

Table 2. Fluency

*Statement	SA	A	D	SD
I have difficulty speaking English because of my regional accent	15.4%	53.8%	15.4%	15.4%

*Data belongs to (Kulsum et al., 2025).

According to the above table's results, the most common response is "agree", which has a 53.8% percentage, followed by "strongly agree", "disagree", and "strongly disagree", which have 15.4% percentages. With 53.8% of students expressing this viewpoint, the agree group has the highest percentage of replies. This indicates that over 50% of students believe speaking English is challenging because of their regional accent. This suggests that students are quite concerned about how their accents affect their fluency and general capacity for successful English communication.

Table 3. Pronunciation

*Statement	SA	A	D	SD
I never speak English inside or outside the classroom because of difficulties in pronunciation.	11.5%	26.9%	38.5%	23.1%

*Data belongs to (Kulsum et al., 2025).

According to the results of the above table, the statement indicates that the most common response is "disagree" (38.5%), followed by "agree" (26.9%), "strongly disagree" (23.1%), and "strongly agree" (11.5%). The disagree group has the largest percentage of replies. This suggests that a sizable percentage of students do not believe that their inability to pronounce words correctly totally stops them from using English in or outside of the classroom. Nonetheless, a sizable portion of the student body supported the assertion. With 26.9% of respondents saying they agree and 11.5% saying they strongly agree, 38.4% of students believe that their ability to speak English both inside and outside of the classroom is greatly hampered by pronunciation issues. This indicates that some students are quite concerned about how they pronounce words and how that affects their ability to communicate in English.

Table 4. Vocabulary

*Statement	SA	A	D	SD
I don't have much vocabulary in English.	19.2%	50%	23.1%	3.8%

*Data belongs to (Kulsum et al., 2025).

According to the above table's results, the statement indicates that the most common response is "agree", which has a percentage of 50%, followed by "disagree", which has a proportion of 23.1%, "strongly agree", which has a percentage of 19.2%, and "strongly disagree", which has a percentage of 3.8%. This demonstrates that half of the students believe their English vocabulary is inadequate, which may impair their capacity for confident and successful communication. Furthermore, 19.2% of students strongly agree with the statement; when added together, this percentage of 69.2% indicates that the majority of students believe their vocabulary is limited.

Table 5. Lack of Confidence

*Statement	SA	A	D	SD
I'm not confident when I have to speak English in front of the class.	26.9%	57.7%	11.5%	3.8%
I'm very confident when speaking in English in front of the class.	7.7%	34.6%	50%	7.7%

*Data belongs to (Kulsum et al., 2025).

According to the above table, the first statement's highest response is "agree", which has a percentage of 57.7%; "strongly agree", which has a proportion of 26.9%; "disagree", which has a percentage of 11.5%; and "strongly disagree", which has a percentage of 3.8%. More than half of the students, report feeling unconfident when speaking in front of the class in English, as evidenced by the biggest percentage of comments falling into the agree group. This implies that many students experience severe nervousness when speaking in front of an audience in English.

The second statement demonstrates that the most common response is "disagree", which has a 50% proportion, followed by "agree", which has a 34.6% percentage, and "strongly agree" and "strongly disagree", which have a 7.7% percentage. The category of disagreeing with this statement

received the largest percentage of replies. This demonstrates that half of the students are not particularly comfortable speaking English in front of the class, which suggests that many students are uneasy and insecure in this circumstance.

Table 6. Anxiety

*Statement	SA	A	D	SD
I'm afraid of being scolded by the teacher when I speak English incorrectly	23.1%	61.5%	15.4%	0%
I'm afraid of being laughed at when I speak English	26.9%	42.3%	26.9%	3.8%

*Data belongs to (Kulsum et al., 2025).

According to the results in the above table, the biggest percentage of respondents in the first statement that is displayed are those who agree (61.5%), strongly agree (23.1%), disagree (15.4%), and strongly disagree (0%). The majority of comments express agreement with this assertion. This implies that a sizable majority of students are afraid of receiving criticism from the teacher for using incorrect English. Their uneasiness and hesitancy to participate in speaking activities are probably exacerbated by this worry, since they may be too worried about receiving harsh criticism or judgement.

In the second sentence, the most common response is "agree", which receives 42.3% of the vote; "strongly agree and disagree", which receives 26%; and "strongly disagree", which receives 3.8%. With 42.3% of students expressing this viewpoint, the agree group has the highest percentage of replies. This suggests that a sizable percentage of students are afraid of being made fun of when they use English, which could increase their anxiety and make them hesitant to take part in speaking exercises. The fear most likely originates from worries that classmates will judge or make fun of you for your faults or accent.

Table 7. Shyness

*Statement	SA	A	D	SD
I'm embarrassed when I have to speak English	15.4%	53.8%	30.8%	0%

*Data belongs to (Kulsum et al., 2025).

According to the above table's results, the statement indicates that the most common response is "agree", which receives a percentage of 53.8%; "disagree", which receives a rate of 30.8%; "strongly agree", which receives a percentage of 15.4%; and "strongly disagree", which receives a percentage of 0%. With 53.8% of students expressing this viewpoint, the agree group has the highest percentage of replies. This suggests that over 50% of students experience embarrassment when required to speak in English, which may have a substantial effect on their willingness to engage in speaking exercises and improve their language proficiency. Fears of making mistakes, receiving negative feedback, or not being understood are probably the root causes of this shame.

Table 8. Lack of Motivation

*Statement	SA	A	D	SD
My environment makes me enthusiastic about speaking English	34.6%	46.2%	19.2%	0%
My environment does not make me enthusiastic about speaking English	7.7%	15.4%	46.2%	30.8%
I lack motivation to learn English especially to speak English	23.1%	38.5%	30.8%	7.7%

*Data belongs to (Kulsum et al., 2025).

According to the results in the above table, the first statement indicates that the majority of respondents (46.2%) agree, and the majority (34.6%) strongly agree. The response disagrees with 19.2% of the percentage and strongly disagrees with 0% of the percentage. The largest proportion of

the students that responded, 46.2%, said they agreed with the statement. This indicates that over 50% of the students believe their surroundings positively impact their desire to communicate in English. This demonstrates that a large number of children are inspired to practice and advance their English-speaking abilities by the positive and encouraging atmosphere that surrounds them, whether at home, at school, or in their social circles.

The biggest percentage of respondents in the second statement are those who disagree (46.2%), strongly disagree (30.8%), agree (15.4%), and strongly agree (7.7%). With 46.2% of students responding in the disagree category, this is the category with the largest percentage of responses. This suggests that, in contrast to the statement given, almost half of the students believe that their surroundings do in fact inspire them to speak English. This implies that a large number of students perceive their environment to be inspiring and supportive of practicing their English-speaking abilities.

With a percentage of 38.5%, the greatest response in the third statement is "agree", followed by "disagree" (30.8%), "strongly agree" (23.1%), and "strongly disagree" (7.7%). The category of agreeing with the statement had the largest percentage of replies. This indicates that the majority of students are less inclined to study and use English. This lack of motivation may be a significant barrier to language learning and may affect their ability to participate in activities that need them to speak English.

Discussion

Based on findings explained above, it can be concluded that the factors that cause students to experience difficulties in speaking in English include linguistic factors, psychological factors, and environmental and social factors. The following is an explanation of each factor:

Psychological factors greatly influence students' capacity to communicate successfully in English. Mulyani (2021) categorize psychological barriers in an EFL speaking class as low motivation, anxiety, fear of making mistakes, and lack of confidence. These elements, which are frequently internal and connected to the students' emotional and mental states, can have a significant impact on their speaking confidence and performance. Arfandisyah (2025) also identifies low confidence, worry, anxiousness, and fear of making mistakes as major psychological obstacles that lower students' readiness to communicate. Based on the previous studies above, psychological factors can be categorized as follow: (a). Lack of Confidence: Due to a lack of confidence in their language abilities, many students are hesitant to talk in English. They worry about not being understood, making mistakes, or receiving negative feedback from their peers. Their progress may be severely hampered by this fear, which may keep them from practicing. (b). Nervousness and Anxiety: Speaking a foreign language can make you nervous, especially when you're in front of other people. This is often referred to as speaking nervousness in a foreign language. Under pressure, anxious students may struggle to think properly, remember words, or form sentences correctly. (c). Low Motivation: Some students lack the desire to get better at speaking English. This could be the result of a lack of enthusiasm for the language, confused personal objectives, or a poor comprehension of the advantages of competent English speaking. (d). Negative Self-Perception: A student's willingness to take part in speaking activities is impacted when they internalize the idea that they are not good language learners. They may believe, "I'm not good at languages," and this attitude impedes their ability to advance. (e). Shyness and Introversion: Speaking exercises may be more challenging for students who are naturally shy or introverted. Their chances for oral practice may be limited because they would rather write or listen than talk.

The term "linguistic factors" describes the particular difficulties pertaining to the vocabulary, syntax, and pronunciation of the English language. These are technical elements that may be challenging for students. According to Arfandisyah (2025), that grammatical errors, poor pronunciation, and a small vocabulary are the main language hurdles preventing undergraduates from speaking clearly and fluently. Nababan and Hadiwijaya (2024), discovered that the most common speaking challenges among English majors were inadequate grammar understanding, poor pronunciation, and a lack of vocabulary. Based on the previous studies above, linguistic factors can be categorized like: (a). Limited Vocabulary: One of the most frequent causes of student speech difficulties is a lack of sufficient vocabulary to convey their ideas. Their capacity to communicate thoughts effectively and smoothly is hampered by a limited vocabulary. (b). Grammar Challenges: The grammatical structures of many other languages are very different from English grammar, which can be complicated. Students frequently struggle with subject-verb agreement, sentence

structure, tenses, and prepositions, which can cause hesitancy and inaccuracy in their speech. (c). Problems with Accent and Pronunciation: One of the biggest obstacles is pronunciation. There are numerous sounds in English that are absent from other languages, and mispronouncing words can cause confusion. Students may also be deterred from speaking because they feel self-conscious about their accents. (d). Mother Tongue Interference: When learning English, students frequently include patterns from their mother tongue. Errors in word order, pronunciation, or emotion may result from this. For instance, students may translate words straight from their mother tongue, producing English that is wrong or strange. (e). Lack Listening Comprehension: Listening and speaking are intertwined. It will be challenging for students to react correctly if they are unable to comprehend spoken English. Their inability to listen well prevents them from having meaningful conversations.

Environmental and Social Factors, according to Putra et al (2023), barriers to speaking include sociocultural factors, peer pressure, family involvement, and environmental exposure in addition to subject and world knowledge and a lack of practice time. Nasywa (2024), who is researching oral presentations, identifies environmental factors as the preponderance of first-language usage and the scarcity of opportunities to speak English outside of the classroom. These outside variables have to do with the student's environment, the people they spend time with, and the resources they have on their own. Based on the previous studies above, environmental and social factors can be categorized as: (a). Lack of Exposure to English: Fluency development possibilities are reduced for students who do not have access to English outside of the classroom (for example, through media, conversations, or reading materials). Developing natural speaking abilities requires constant exposure. (b). Limited Practice Opportunities: Speaking is not given as much attention as reading and writing in many school settings. Students will find it difficult to get better at speaking if speaking exercises are not incorporated into class activities. (c). Peer Pressure and Fear of Judgement: Students may feel ashamed to use English in social situations, particularly if they are afraid of being made fun of or chastised. Silence and avoiding speaking assignments might result from this social pressure. (d). Lack of Supportive Environment: Students may refrain from speaking in an unsupportive learning setting where errors are judged or mocked. For students to feel comfortable practicing and making mistakes, a supportive and upbeat atmosphere is essential. (e). Cultural Influences: Students are taught to be passive learners and to be quiet in class in some cultures. Students may be discouraged from speaking during language instruction because of this cultural norm. (f). Teaching Strategies: Instructors who mostly use conventional, lecture-based strategies might not give students adequate chances to participate in interactive discussions. Speaking skills are better developed through communicative and student-centered approaches.

CONCLUSION

In conclusion, the examination of students' challenges with speaking during their English studies demonstrates a complex issue impacted by a number of both internal and external factors. Firstly, students frequently suffer from a lack of confidence and a fear of making mistakes, which severely limits their desire to practice speaking. Limited vocabulary and inadequate grammar skills sometimes cause this psychological barrier, making it challenging for learners to articulate their ideas precisely and concisely. Effective oral communication is further complicated by problems with pronunciation and the inability to establish natural intonation patterns.

Furthermore, a student's speaking skills are greatly influenced by their learning environment. Many students' practical application of speaking abilities is hindered by the lack of opportunity they have to have meaningful discussions in English outside of the classroom. This issue is additionally worsened by conventional teaching strategies that emphasis passive learning and rote learning over interactive and communicative methods. Students struggle to become fluent and spontaneous in their spoken English if they don't receive enough exposure and practice.

The significance of learner attitude and motivation is also highlighted in the analysis. Speaking activities are avoided by students who find speaking English to be a challenging or hard undertaking, which hinders their growth. On the other hand, people who receive encouragement and motivation from peers and teachers who are supportive of them improve more. Thus, creating a welcoming and encouraging learning environment is crucial to assisting students in overcoming their speaking challenges.

In order to overcome these challenges, teachers must put tactics in place that boost students' self-esteem, give them lots of opportunities to communicate, and use interactive teaching techniques. Role-playing, group discussions, and presentations are a few examples of activities that can make a

classroom more engaging and communicative. Furthermore, including multimedia materials and technology can provide students with a variety of chances to hear and practice real English speaking.

In conclusion, psychological, linguistic, and environmental factors are all involved in the complex and interwoven challenges that students encounter when trying to improve their English's speaking abilities. A thorough awareness of these difficulties enables teachers to better adapt their methods to the demands of their students, which eventually results in improved communicative competence and more successful language acquisition. To help students overcome their speaking challenges and succeed in learning English as a Foreign Language, it is essential to promote constant practice, boost confidence, and establish a positive learning atmosphere.

FUNDING STATEMENT

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