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English speaking's barriers of foreign learners

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ABSTRACT

The ability to speak English in the era of Fourth Industrial Revolution is necessary for learners. However Gaining the ability of speaking English is still challenging for a lot of learners who live in English as Foreign Language countries. Most of learners find it difficult to speak English due to some barriers. The objective of this study is to explore English speaking's barriers which face by foreign learners. The method used in this study is literature research method. To collect the data the writer used some references from articles, book, e book, and all the data related to this study. Based on the result and discussion, the writer concluded that the way of students gaining their speaking skill through learning, the exposure to English, the differences in grammar and phonology, anxiety, and motivation are some of barriers that foreign learners face in speaking English.



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Introduction

Many people consider that speaking in a new language is more difficult from reading, writing, and listening. Bailey at all (2005) stated that there are two reasons why speaking is measured as the harder skill than others. First speaking is not like reading or writing, it takes place in real time. In other words, the person we are speaking to is listening and waiting to has his or her own turn to speak right then. We usually speak in a spontaneous way, without preparation and typically involve immediate feedback from someone we are talking to. Second when we speak, we are unable to edit and revise what we would like to say and the opportunities for editing output are limited. In short we don't have a lot of time to prepare, craft, and revise our spoken communication.

Speaking does not simply refer to conveying words using mouth. Harmer (2001) argued that the capability to speak fluently requires not only knowledge of language features, but also the ability to comprehend information and language on the spot. There are four elements of language features which are necessary for learners to produce spoken language. The first connected speech. Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech sound are modified, omitted, added or weakened through contractions and stress patterning. Second, expressive device which is changing the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and nonverbal means how they are feeling. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Third, lexis and grammar which use a number of common lexical phrases, especially in the performance of certain language function. Fourth, negotiation language, we use negotiatory language to seek clarification and to show the structure of what we are saying. The other ability to speak fluently are the ability to process

information and language on the spot that mean the speaker need to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meanings that are intended. The speaker also needs to be able to process the information they tell us the moment we get it. Furthermore, when we speak to someone we also may involve many linguistic elements. Those are text, utterance, clause, phrase, word, morpheme, phoneme, and distinctive feature, Bailey at all (2005).

Learning to speak English in English as Foreign Language (EFL) country has been challenging. Most of foreign learners are still struggling to improve their speaking skill, which is where they are necessary to learn English in the situations that English is not as the primary tools of communication in their daily interactions. That is why it is important for teachers to identify those challenges and barriers faced by foreign learners in developing English speaking skill to find solutions for those problems in order to help them enhance their speaking skill. From the explanation above the writer attempt to conduct this research Therefore this research provides a literature review on English Speaking's Barriers for Foreign Learners.

Method

This study is descriptive qualitative research which use literature research method. According to Lin (2009) literature research methodology is to read through, analyze and sort literatures in order to identify the essential attribute of materials. in collecting the data, the writer used various written sources such as articles, journals and documents that are relevant to this study. The technique used to analyze the data is content analysis.

Results and Discussion

Learning not Acquisition

The way students obtain a language is also important in developing language skill. There are two ways of gaining a target language which are distinguished by Krashen (2015). He claims that "acquisition" and "learning" are the two methods for gaining proficiency in a target language. While learning is described as consciously being aware of a target language, acquisition is characterized as a subconscious process that is identical to the process utilized in first language acquisition in all significant ways. While language acquisition is happening, language learners are not always aware of the outcomes; they are not overly concerned with following grammar rules or checking their work. Living in a culture where a target language is used frequently helps people acquire it. They pick up languages rapidly, effortlessly, and without any formal instruction. In contrast, language learners is still struggling when they are learning the language. To illustrate, in Indonesia where learners only learn English in school, the majority of English instruction consists of explaining the language's grammatical principles and correcting mistakes. Student sometimes need a lot of time to speak English as they are considering whether the grammar, vocabulary, and structure correct or not. So that correctness becomes really essential in learning English to EFL learners. For that reason during learning process students should not only focus on learn English but also on how can they acquire language or speak English unconsciously or in natural way.

Exposure

English language exposure is one of essential keys for students to be academically successful. According to Al-Zoubi (2018) exposure to language can be defined as the contact that the learners have with the target language that they are attempting to learn. One of the teacher's most important responsibilities in the classroom is to give students enough exposure to use the target language in a range of situations and from diverse speakers. Further, Nurhidayati et.al (2016) any interaction with a language, whether oral or written, through books, songs, or other media can be regarded as exposure. As a result, a language learner may gain exposure to the target language outside of the classroom through casual interactions with media like the internet, newspapers, books, and other forms of the target language. In addition, Magno, et al. (2009), students can get exposure from varied sources which can be classified into four main categories: home (bilingualism), dormitory (friends), school (formal and informal), and all forms of media, both aural and printed. Rababah (2022) also stated that exposure to the target language is also important. The student will grasp the target language more quickly and easily the more exposure they receive to it. High exposure to the target language provides more opportunities for the learners to practice and be proficient to the target language. In contrast, In most English for foreign learners settings there is limited exposure to the language outside of the classroom, and often limited opportunity to use it. The students in Indonesia for example, only learn english through formal instruction in a classroom. There are only few opportunities for students to engage naturally in the target language outside of the classroom and thereby learn English. Therefore, various kinds of English activities outside classroom is necessary for students to expose learners to English language.

Differences in Grammar and Phonology

English is different from other languages even if it may have similarity to some languages. These differences could lead to various issues when learning a new language. Setiyadi (2020) said that The more different the target language is from the mother tongue, the more problems language learners may face in learning the target language. The differences between English and first language can be found in grammar and phonology. These factors may make it challenging for learners to comprehend the systems of the target language. Language learners whose mother tongue has no tenses tend to have more difficulties in learning a target language which has tenses. Differences in phonology can also lead to difficulties in creating sounds in the target language and in combining the sounds. In short, being able to recognize the problems and pay much attention is important for teachers to assist students in speaking English.

Anxiety

Several studies have investigated the issue of foreign language anxiety in speaking performance. Based on study conducted by Rumiyati and Septika (2018) showed that English as a foreign language students generally were anxious in speaking English. The factors of students' anxiety include three aspects such as communication apprehension, test anxiety, and fear of negative evaluation. Consequently, it affects students speaking performance. In addition, foreign language anxiety as the real of self-perception, feelings, and habits related to classroom language learning arising from the uniqueness of the language learning process. Other study conducted by Jaya et. al (2022) which revealed that anxiety is one of problem face by English students and it is categorized as affected-related problems. According to Chaplin (2006) anxiety is a mixed feeling of fear and concern about future feelings for no particular reason for the fear. Nevid, et al (2005) anxiety is has characteristics of physical dependent, tense feeling that is not fun, and feeling anticipated. Liu (2008) argued that one of the problems that cause students to perform unwell in speaking class is foreign language anxiety. Hence, teachers should find what type of strategy that can be applied in the classroom to reduce the students' anxiety in speaking English so that they can feel confidence and motivated to speak English.

Motivation

Motivation is one of the essential factors which influences to the successful of students in learning English including speaking. It is important for the teacher to pay more attention to this factor in order to create a good learning environment in the classroom that would enhance students to have more attempt to their English-language studies. The ability to respond to learning situations, seek out all opportunities to learn English, have analytical skills, make the most of opportunities to practice the language, be adaptable in learning situations, take a risk for their learning, and have self-esteem are all made possible by having strong motivation. (Menggo, S.,2016). According to Gardner (1985), there are four aspects of motivation; a goal, effortful behavior, a desire to achieve the goal and positive attitudes towards the activity. Motivation is a general concept that is frequently linked to other factors that affect the intensity and direction of behavior, such as interest, need, value, attitude, aspiration, and incentives. Ihsan (2016) differentiates the concepts of motivation in two categories. First motivation is something different and it is unable to be seen, but there is a psychological construct; behavior or effort, attitudes, interest and values or desire. Second, motivation is able to be seen as which contributes to success in learning a target language. Furthermore, (Walker, 2016) stated that both internal and environmental factors can boost motivation. The first type of motivation, known as extrinsic motivation, is the kind that is encouraged by rewards from outside sources or a measurable outcome. The second type of motivation, known as intrinsic motivation, comes from within and is encouraged by the satisfaction of completing a task successfully rather than by the promise of a material reward. Given these points, it's clearly that effective teacher not only needs to transfer knowledge to students but also should gain their motivation in learning speaking high academic achievements.

Conclusions

Based on the research finding and discussion the writer draw a conclusion that there are several barrier factors which effect foreign learners in gaining their ability to speak English. They are; the way of students gaining their speaking skill through learning, the exposure to English, the differences in grammar and phonology, anxiety, and motivation. In relation to this the writer proposes suggestions to teacher of English to pay more attention to this barriers and the further research to find any solutions is necessary.

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