

**THE ENGLISH SPEAKING BARRIERS POSSESSED BY STUDENTS OF
THE ISLAMIC BANKING STUDY PROGRAM FEBI IAIN BENGKULU**

(A Case Study Qualitative for Students of Islamic Banking Study Program
Faculty of Islamic Economic and Business (FEBI) State Islamic Institute of
Bengkulu (IAIN) in Academic Year 2019/2020)

THESIS

Submitted as a Requirements for the Degree of *Sarjana Pendidikan* (S.Pd) In
English Education Study Program Tarbiyah and Tadris Faculty of IAIN Bengkulu



By

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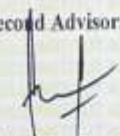
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MOTTO

وَقُلِّبْ بِنُزُوعِنَا

Artinya : "Dan katakanlah (olehmu muhammad),"ya tuhanmu, tambahkan kepadaku ilmu pengetahuan."

(QS. Thoha ayat 114)

"In order to succeed, we must first believe that we can."

Supaya sukses, pertama-tama kita harus percaya bahwa kita bisa melakukannya.

(Nikos Kazantzakis)

The best people are the people that have useful to another.

Be kind person so that you can get the happiness.

(Nina Novitasari)

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. For my beloved parent, Mr.Yung Adrin, and Mrs. Awariah, love and respect are always for them. Thank you very much for your support, prayer, and patience to make my education success.
2. My beloved brother, Rinaldo Anggara Saputra. Thank you for your prayer, suport and love that you shared for me.
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9. My almamater IAIN Bengkulu.



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I hereby sincerely state that the thesis entitled "English Speaking Barriers Possessed by Students of the Islamic Banking Study program FEBI IAIN Bengkulu (A Case Study Qualitative for students of Islamic banking study program faculty of Islamic economic and business (FEBI) State Islamic Institute of Bengkulu (IAIN) Bengkulu in Academic Year 2019/2020)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2020



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Second, *Shalawat* and *Salam* always dedicated to our lovely Prophet Muhammad SAW, the last prophet who had guided us from the darkness to the lightness.


The researcher realizes that this research will never be complete without support, cooperation, help and encouragement from a lot of people.

1. Prof. Dr. H. Sirrajudin, M.Ag, M.H, the rector of IAIN Bengkulu
2. Dr. Zubaedi, M.Ag, M.Pd as the Dean of Tarbiyah and Tadris faculty
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Finally this research is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from the reader for the improvement of the research.

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The researcher


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ABSTRACT

Nina Novitasari. (2020).The English Speaking Barriers Possessed by Students of the Islamic Banking Study Program FEBI IAIN Bengkulu.(A Case Study Qualitative for students of Islamic banking study program faculty of Islamic economic and business (FEBI) State Islamic Institute of Bengkulu (IAIN) in Academic Year 2019/2020). Thesis.English Education Study Program, Tarbiyah and Tadris Faculty, State of Institute Islamic Bengkulu.

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This research is a case study qualitative, looking at the English speaking barriers possessed by the students of the Islamic banking study program FEBI IAIN Bengkulu in academic year 2019/2020. The purpose of this research is to know what is the real problems that faced by the students in learning English speaking. The researcher using case study qualitative method as the design and the researcher using observation checklist and interview to collected the data. The English speaking barriers happened because of some reasons and the reasons are the students afraid of making mistakes because there are the other students bad correction, the students feeling shyness because they are passive people, the students feeling anxious because of the test from the lecturer, the students do not confidence because they have lack of vocabulary, and the students have lack of mativation because of the English is boring course. To sum up, English speaking barriers possessed by the students of the Islamic banking study problems happens because of some factors that make them lazy to learn about English speaking skill.

Keywords: *English speaking barriers, students of the Islamic banking study program FEBI IAIN Bengkulu.*

ABSTRAK

Nina Novitasari (2020). Hambatan yang di hadapi oleh mahasiswa program studi Perbankan syariah FEBI IAIN Bengkulu dalam berbahasa Inggris. (Studi Kasus Kualitatif Untuk Mahasiswa Study Program Perbankan Syariah Fakultas Ekonomi dan Bisnis Islam (FEBI) Institut Agama Islam Negeri Bengkulu (IAIN) Tahun Ajaran 2019/2020. Skripsi, Fakultas Tarbiyah dan tadaris, Institut Agama Islam Negeri Bengkulu

Pembimbing 1: Riswanto, P.hD Pembimbing 2: Feny Martina, M.Pd

Penelitian ini adalah studi kasus kualitatif, penelitian ini tentang hambatan berbahasa Inggris yang dimiliki oleh mahasiswa program studi perbankan Islam FEBI IAIN Bengkulu tahun ajaran 2019/2020. Tujuan dari penelitian ini adalah untuk mengetahui apa masalah sebenarnya yang dihadapi oleh siswa dalam belajar berbicara bahasa Inggris. Peneliti menggunakan studi kasus kualitatif sebagai desain penelitian dan untuk mengumpulkan data peneliti menggunakan ceklis observasi dan juga wawancara. Hambatan berbahasa Inggris terjadi karena beberapa alasan yaitu siswa takut membuat kesalahan karena ada koreksi buruk siswa lain, siswa merasa malu karena mereka orang yang pasif, siswa merasa cemas karena ujian dari dosen, para siswa tidak percaya diri karena mereka kurang memiliki kosa kata, dan siswa memiliki motivasi yang kurang karena bahasa Inggris adalah mata pelajaran yang membosankan. Singkatnya, hambatan berbahasa Inggris yang dimiliki oleh siswa dari masalah studi perbankan Islam terjadi karena beberapa faktor yang membuat mereka malas untuk belajar tentang keterampilan berbahasa Inggris.

Kata kunci: *Hambatan yang Dihadapi Mahasiswa, Mahasiswa Program Studi Perbankan Syariah FEBI IAIN Bengkulu.*

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CHAPTER I

INTRODUCTION

A. Background of the Study

In this modern world the things that so important for people is language. Language is the ways of people communicate to other people. There are many languages in the world one of that is English. English is important to people master. It is including for Indonesian; all of Indonesia people should master in English. According to Soegeng, English is one of the important subjects that should master by people. Through mastering English language, we can talk to people in world community and increasing science and technology, through literature handiest available in English.¹

English language is learned by people based on they are purpose. It is about English for general or English for specific. According to Mackay and Mountford, ESP is typically used refer to the coaching of a utilitarian reason. Therefore, the English language is learning for use in actual conditions and according to their own understanding or profession. As introduced by Hutchinson and Waters, English will become the international language of technology and trade it creates a brand new generation of learners.² That is the reasons of all people should understand about English. In English, there are four basic skills. The skills are speaking, listening, writing, and reading.

¹Sayuri, *English speaking problem of EFL learners of Mulawarman University*, Indonesian journal of EFL and Linguistic. 2016, P. 48.

²Rimah Rahmania et al, *The Speaking difficulties Encountered by Non-Engsih students in Language classroom*, Journal of Engsih Language teaching and Linguistics. 2018, P. 22.

From the four skills, the researcher will focus on speaking skill. Speaking skill is the skill that scopes about vocabulary, grammar, and listening. Through speaking skill, we can understand what someone says. According to Richard, the inexperienced person of English speaking skill is a choice for a few of English beginners. Language learners sometimes examine their achievement in language learning getting to know based on how well they have been progressing in their speaking skill.³ Speaking skill is important for the people in the world, it is because of through speaking skill we can communicate, convey the opinion, convey the information, and make a relationship with each other. Speaking English is not easy due to the fact of the speaker should master numerous important factors, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking is an interactive procedure of constructing which means that it includes producing, receiving, and processing information. English learners (beginners) should have the capability of English talking a good way to communicate with others.

According to Thornberry, the primary troubles faced by the students are two areas, knowledge factors and skills factor. They can cause of the speaker loses of confidence.⁴ Both of the factors are the usual factors faced by studentstolearn English speaking.

Based on the data above, the researcher analyzed about speaking skill.

It is a big problem for the students in learning English. This cause of speaking

³Jack C. Richard, *Teaching Listening and Speaking from Theory to practice*, (Cambridge University, 2008), P. 19.

⁴Sayuri, *English sepaking prolem of EFL learners of Mulawarman University*, Indonesia journal of EFL and Linguistics. 2016, P. 49.

is not just about pronunciation, but you should be speak fluently and accurately. According to Bruno N.A. et al, there are many students said that they spent the time learning about English, but they are cannot speaking English fluently and understandably.⁵

There are some reasons that made speaking English become difficult. English speaking overcomes barriers for students, such as feeling nervous, being afraid of making mistakes, and have less vocabulary. All of those difficulties, which may be encounter by the students for the Islamic banking study program FEBI IAIN Bengkulu, also affect their speaking skill. However, we cannot avoid that the students of Islamic Banking need English, especially speaking skill for their major. It is because English can help them in their job for the future. English can develop the sectors of their business. This related to Davies, the argument that an effect on earnings is more likely to occur in the sectors that depend on English for conducting business, which would include multi-national companies, exporters, and importers who have linked to global markets, and service sector businesses.⁶ In the case of the latter, communication is a core part of business, and value is produced through language-related activity, including advertising, marketing, promoting, receiving guests and clients, and servicing.

Speaking skill for students from non-English majors is like a challenge. It is because they learn English in general and there is no specific subject when they are learning English. So that, this make them difficult to focus only on

⁵Mohamed Dalem, *Difficulties of speaking that are encountered by English Language Students at AL MARGEB UNIVERSITY*, Al Margeb University. 2017, P.20.

⁶Philip Powell Davies, *The Social and Economic Case for Developing English Skills*. Cairo symposium.

speaking skill. In speaking skill, we are not only speaking however, we have to speaking clearly and fluently. Therefore, the topic that you convey can accept by the listener clearly. Mastering English-speaking skill is to barriers for students from non-English major. It is because in speaking skill we need to memorize a lot of vocabulary, we need to pronounce well, and we have to be confident.

According to the explanation above, this study was designed to observe **The English speaking barriers possessed by students of the Islamic Banking study program FEBI IAIN Bengkulu.**

B. Identification of the Problem

Based on the explanation in the background above, there are many problems that possessed by students in IAIN Bengkulu in English speaking skills. It is especially for students of the Islamic banking study program, they still confused about speaking English skill. According to some experts above there are some factors that made the students barriers in English speaking skill such as feeling nervous, being afraid of making mistakes, and have less vocabulary. So that, in this research the researcher want to investigates about that.

C. Limitation of the Problem

Speaking is English skills with practice. We cannot understand when we do not try to practice to speaking. This is making the students afraid. In this case, the researcher takes students of Islamic for banking study program FEBI IAIN Bengkulu as the sample. Based on the problem in the background above, this research limited only for students of Islamic banking study

program FEBI IAIN Bengkulu in the sixth semester in academic year 2019/2020.

D. Research Questions

Based on the problem above the research problem of the study are formulated in the following questions.

1. What barrier are faced by students of the Islamic banking in speaking English?
2. What are the causes of the English speaking barriers that the students' possess?

E. Research Objectives

According to the background and research questions, the goals of this study are:

1. To identify the barriers possessed by students of the Islamic banking study program in speaking English.
2. To observe the way that students use in learning English speaking to overcome the problems encountered in speaking English.

F. Significant of the Study

This research has the result expected to give the important information for some elements and the elements are for students of Islamic banking study program, English lecturers of Islamic banking study program, and for the next researchers who will take the same type.

a. For Students of Islamic Banking Study Program

This research has some impacts for the students are:

1. This study can make the students of Islamic banking study program realize that they real problems in speaking English skill.
2. This study can be a problem solving for the students of the Islamic banking study program.
3. This study is to inform the students that English speaking is not difficult and do not afraid to learn English speaking skill.

b. English Lecturers of Islamic Banking Study Program.

1. The result of this research expected could give contribute to the students of the Islamic banking study program and can give them motivated.

c. For the Next Researchers

1. Can stimulate the researcher to research, speaking difficulties in another subject so that, there are many benefits and various about this research.
2. This research expects could give much information and contributes to the research so there are many choices for the next researcher.

G. Definition of the Key Terms

The definition of the key term is to avoid misunderstanding for the readers. To make it quite clear there are some key terms such as English speaking skill and the barriers possessed of English speaking.

a. English Speaking Skill

English speaking skill is one of skill that exists in English skill. This skill demands the students more active. This skill can stimulate students confidently. Speaking skill, not only we speak without meaning, but also when we speak the listener can understand the point. This relate

to Tarigancited in Musaddat, state that speaking is a tool to communicate ideas that are arranged and developed in accordance with the listener's need.⁷

Speaking skill, not only we speak but also we have to use our body language to make the listener more understand the point. In addition, speaking skill has non-linguistic elements such as gestures and body language or posture, facial expression, and so on, may accompany speech to convey messages directly. In line with Hinkelcited in Nazara, stated that speaking is the most complex and difficult skill to master.⁸

b. The Barriers Possessed of English Speaking

There are some reasons that make why English speaking is difficult for students of Economic and Business faculty:

1. The students have no ideas about what they want to say.
2. They are feeling shy and uncomfortable as well as not assured if they are making some mistakes.
3. The students do not confident to speak up in front of the class because there are their friends.
4. The students have less vocabulary, and they think badly in pronunciation.

⁷Hendra Herainsyah, *Speaking problems faced by the English Department Students of Syaiah Kuala University*, Syaiah Kuala University. 2012. P. 37.

⁸Hendra Herainsyah, *Speaking problems faced by the English Department Students of Syaiah Kuala University*, Syaiah Kuala University. 2012. P. 38

CHAPTER II

LITERATURE REVIEW

A. The Definition of Speaking

Speaking in a second or foreign language has been viewed as the most demanding of the four skills. Thus, the demand of speaking fluently is high rather than other language skills, although the others cannot be underestimated. English speaking skill requires the speaker to use the authentic language where it means that the students need to use the language in any occasions or when communicate with the other students in academic context. When students speak, they are constructing ideas in words, show their perceptions, their feelings, and their intentions, so that the interlocutors grasp the meaning of what the speakers mean. Here, the process looks very complicated since the speakers do not merely produce words without any meaning, but they do intentionally to represent their purpose. Language is a very essential instrument that enables speakers to state their existence and others, ask something, express agreement and refusal. For this factor, oral language or speaking is regarded principle.

Speaking is one of four language skills in English which require the speakers to be productive to produce oral words and phrase into a sentence which finally can make people to speak up. Therefore, speaking and writing is call as productive skill. For the evidence, many of EFL students in university level do not well trained to practice the ability of speaking.⁹

⁹Hossain Mohammed Iqram, *Teaching Productive Skills to the Students: A Secondary Level Scenario*, BRAC University. 2015. P. 3.

Speaking is the ability to produce word, to express, to deliver thought, idea and feeling. In learning foreign language, speaking is one of basic skills besides listening, reading, and writing. It is not an instant skill to be acquired. It is need a long process.¹⁰

The functions of speaking are classified into three; talk as interaction, talk as transaction and talk as performance. Talk as interaction it means about conversations used in daily activities in social interaction; When people meet, they exchange greetings, engage in small talk, recount the experiences, and soon. While talk as transaction is about the situation focusing on the meaning delivered or the message for instance, like teachers teach students, etc. On the contrary, talk as performance refers to public talk which transmits information to an audience, such as classroom presentations, public announcements, and speeches. From those definitions above, speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore is the tool of communication, it is necessary for people to have a good speaking.

One of the most crucial skills to be developed and enhanced as means of effective communication is speaking skill. Speaking skill is measured as the most difficult part of language learning. Many language learners find the difficulties to express themselves in spoken language. They are usually facing problems to use the foreign language to express their thoughts

¹⁰Leong Lai-Mei & Ahmadi Seyedeh Masoumeh, *An Analysis of Factors Influencing Learners' English Speaking Skill*, International Journal of Research in English Education. 2017.P. 35.

efficiently. Sometimes, they stop talking because they face psychological difficulties or cannot find the suitable words or expression to be expressed.¹¹

¹¹Hosni Samira Al, *Speaking Difficulties Encountered by Young EFL Learners*, (International Journal on Studies in English Language and Literature). 2014. P. 23.

Speaking is one of the kind skills in English. This skill needs more practice to make it better. Speaking mean to produce some words representing ideas. It is a process of building and sharing meaning with verbal communication. Most people agree that speaking is important for people to communicate. As an essential skill, there are a lot and various perceptions about speaking definitions from many experts. According to Haidara, speaking is one of the productive skills that enable us to convey or to express something in a spoken language.¹²

Speaking is the combination between ideas, feelings, and informations that we want convey to the listener. However, when we speak, we are not only sounding our voice, but there is a point can catch by the listener. A good speaker should be clear and informative to make the listener understand. It is relate with Eckard & Kearny, defined that speaking as a way process involving a true communication of ideas, informations, or feeling. Speaking is one of the language skills in English, which very important to be learned when someone wants to master English. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

Speaking English is difficult because there are many things that we should pay attention to speaking English. Therefore, there are many students lazy to try speaking English because of some reason. It includes a non-English major of students in EFL. According to Taiqin, which confirm that ninety-five percent of students stated that they had difficulty speaking

¹²Yousouf Haidara, *Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia*, *Univeral Journal of Education research*. 2016. P. 1502.

because they were fearful of making errors in class, they had no concept what to mention, they had been no longer confident and comfortable if they made mistakes, and they were no longer fascinated by the topics which might be given with the aid of the lecturers.¹³ Taiqin, adding that when the students are afraid of making trouble and losing their self-respect, and we have to solve this problem by doing something called Survival English Oral Communication (S.E.O.C.). This means functionally commonplace communication without consideration of accuracy. In other words, as long as students can get their ideas throughout, they have finished the communicative process and have survived.¹⁴ It is to making the students be more confident to speaking English. this especially for students non-English in this context student for Islamic banking FEBI IAIN Bengkulu.

B. Speaking Competence

Speaking is required by people to interact with them. In the speaking activity, many things that should be paid attention, not only relate to what is speaking, what the language is used, but also who is our interlocutor. In addition, a good speaker should pay attention to what the topic is spoken by him, what the language that he/she uses in order to be understood easily by his listener, and to whom he/she speaks. Hence, speaking is a tool to communicate ideas that are arranged and develop in accordance with listeners need.

¹³Hendra Heriansyah, *Speaking problem faced by the English Department students of Syiah Kuala University*, Syiah Kuala University, 2012. P. 38.

¹⁴Hendra Heriansyah, *Speaking problem faced by the English Department students of Syiah Kuala University*..... P. 38.

According to Akhyak and Indramawan, speaking competence mean conversation ability or conversation skill. Therefore, it can be says that speaking competence is the ability to use a language in daily activities in the form of conversation to express feeling and ideas using the target language. However, the people have to speaking fluently, grammatically correct and understandable for the listener.¹⁵

Speaking competence means conversation ability or conversation skill. It performs mutual interdependent, interactive nature of conversation. It is an awareness activity as well as feedback activity so that a series of tasks is developed to sharpen the students' awareness on the activity and assess their own progress performance. When those awareness and feedback activities done gradually, automatic conversation becomes accustomed; speaking ability, in this case, conversation skill, needs gradual practice-controlled, awareness, and finally fluency conversation.

To achieve the main goal of speaking competence, according to Nazara, the learners have to know about the mechanical element of language, namely grammar, vocabulary and pronunciation, and the relation with speaking itself. The speaker should use the right words in the correct sequence and appropriate pronunciation.¹⁶

a. Grammar

Grammar is the set of language rules that you use, most of the time waste to make phrases and sentences that the meaning According to

¹⁵Akhyak and Indrawan, *Improving the Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia)*, International Journal of Language and Literature. 2013. P. 18-19.

¹⁶Situjuh Nazara, *Students Perception on EFL Speaking Skill Development*, Christian University of Indonesia, 2011. P. 31.

Saaristo, grammar guide how language should spoken or written correctly. Grammar is an important part in learning. Before someone speaks, he or she has to think about some factors and components of what he or she is going to speak. In speaking, we produce many words. These words need to be united together to form phrases, clauses or sentence that is correct and meaningful.¹⁷ Someone cannot communicate in English asa foreign language without knowing the grammatical rules and structures.

b. Vocabulary

In English speaking skill, the foundation for the students to speak is vocabulary. We are cannot say anything when we do not have vocabulary. This relatedto Alqahtani, he stated that vocabulary is the total number of words that needed to communicate ideas and express the speakers meaning. In speaking, the choice of vocabulary determines the meaning of delivering the message. Communication does not occur if there are no words. Vocabulary is central of English language teaching because, without sufficient vocabulary, students will not understand or cannot express their ideas.¹⁸Mastering vocabulary is important for students who learn English as a foreign language.This because everybody who learns English, or a certain language should know the words. Mastering vocabulary can support them in speaking.

¹⁷Peeka Saaristo,*Grammar is the heart of language: grammar and its role in language learning among Finnish university students*, Dubling: Research pulishing. 2015. P.281.

¹⁸Morafaeh Alqahtani, *The important of vocabulary in language learning and how to be taught*, International journal of teaching and education. 2015. P.25.

The people cannot conduct communication effectively or express their ideas both oral and written form if have a lack of vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication.

c. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It relates with the phonological process that refers to the component of a grammar made up of the elements and principles that establish how sounds vary and pattern in a language.

Pronunciation is another part of English speaking. Everyone that speaks English should be using good pronunciation. At least, the listeners understand what we say. In English foreign language, we have to demand our pronunciation when we speak so that, the listener does not ambiguity. In line with Gilakjani, pronunciation is a set of habits of producing sound, pronunciation refers to the production of sounds that we use to make meaning.

Different pronunciation means different meaning even the letters are the same. Students who can speak English with good pronunciation are more understandable than others. Because when we speak clearly and with good pronunciation, the listener will catch our meaning easily. For some students, learning pronunciation is quite difficult.

C. Speaking for ESP

According to Kusnadi and Bharati, students learn about the language through the communication process. Communication has so important for

them to learn better than compare to a grammar-based approach. Therefore, learning English through communication or speaking is easier for them to understand than through grammar. Therefore, we know how important learning Englishspeaking skill.

Mastering English is necessary for all of the students. It is because speaking English skill is the bridge for students to communicate with other people from another country. English-speaking skills also the bridges for them to get the best work in the future. However, speaking English skills is not easy, especially for students from a foreign language. English speaking skills is a specific purpose for them. English for unique purposes is proposed to deliver development for the students' English knowledge particularly English for occupation. English speaking skills for ESP content, have different materials with English speaking general. It is because in English speaking skills for ESP they learn about it based on students needed. For example, when the learners are the students of Economic and Business Faculty, the course should relate to their program.

On content-oriented input is the activity of training the EFL students in the classroom to be able orally to send their speech in front of the class. This based on the topics taught previously as a series of teaching from listening material available in the ESP handbook used in the class related to the materials for computer engineering students. It means the handbook of the students should relate to their study program. According to Hutchinson and Alan, The goals of a particular model are to provide a coherent framework for the integration of the various aspects of learning, meanwhile at the same time

allowing enough room for creativity and variety to develop. There are specific models that consist of elements for ESP; input, content focus, language focus, and tasks.

D. English Language Learning Speaking Barriers

The afraid feeling about delivered speech including students as well as adults from many diverse backgrounds. The inability to deliver oral presentations effectively may appear from a communication related to anxiety known as oral communication apprehension. The basic components of oral communication apprehension are learned helplessness and learned negative expectations, both of them may contribute to increase in anxiety and loss of self-confidence, whether the kind of communication is speaking face-to-face.

Speaking skill is the skill that needs to practice anymore. It is because we cannot learn about speaking skills only in theory. However, we cannot avoid the many barriers faced by the students, especially students in non-English majors. Speaking English is being more barriers for students in non-English majors. It is because they are not accustomed to speaking English in their class activity. Besides that, there are psychological factors faced by the students, when they are learning about English speaking skills. According to Haidara, in every situation the psychology of the human has a significant role. It is included with learning about English speaking skill using psychology.

English speaking become barriers because there are many differences with the mother tongue that they use. This same line with Burnkart, students that learn English as EFL assume that speaking is difficult things. It is

because speaking in a foreign language needs more than knowing about grammatical and semantics rules.¹⁹

According to Al Hosni, English foreign language students think that no matter how much they know about the English language, and they are still facing many speaking difficulties. The students have indicated that speaking English language development has largely avoided in the classroom. Most of the time, speaking the English language in the classroom is used more by the teachers than by students. However, speaking the English language even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. It means that the students, especially for EFL students think that English speaking is not important for them to master. It is because of the classroom situation. According to Rababa'h, speaking being barriers for students of EFL it is because of some reasons. The reasons are relate to themselves, teaching strategies, the curriculum, and the environment. For example, students have a lack of vocabulary. Therefore, they are cannot communicate. Nevertheless, the students still learn speaking English or try to practice speaking English. According to Noprival, there are revealed that five major themes were concerned students' problems in speaking English, including inadequate vocabulary knowledge, grammar as a stumbling block, fear of the negative response from others, low self-esteem to speak in English, and feeling anxious to speak in English.²⁰

¹⁹Hendra Herdiansyah, *speaking problems by the English department students of Syiah Kuala University*, Syiah Kuala University. 2012. P.37

²⁰Noprival, *students voice: EFL speaking problems on English day program at one senior high school in Indonesia*, JurnalIlmiahUniversitas Batanghari Jambi. 2016.P.78.

The frequent of difficulties in speaking from what I see during the teaching-learning and learning took place were (1) students have no ideas about what to say, so they choose to keep silent (2) they are feeling shy and uncomfortable as well as not confident if they make mistakes (3) the students are afraid of making errors in class because their friends will have laughed and (4) the students are not used to talking in class since their pronunciation and vocabulary are poor and confined.

When people want to learn about English speaking skills as a foreign language, they will be finding some kinds of barriers. This is the same line with Nuraini, statement that there are many failures faced by the students when they learn English speaking such as clustering, redundancy, reduced forms, performance variable, Colloquial language, Rate of delivery, Stress rhythm and Intonation, Interaction.²¹ From the explanation before, now we as a teacher talk more and the students just silent. They are cannot avoid that English speaking is not easy. Moreover, some kinds being barriers of the students in learning English students such as shyness, lack of confidence, lack of motivation, and others. It is the same line with Salem, He stated that there some psychological factors that hinder students from practice speaking English skill and they are fearful of mistakes, shyness, anxiety, lack of confidence, and lack of motivation.²²

²¹Kristi Nuraini. *The barriers of teaching speaking English for EFL Students*“, journal of English Language , Literature, and teaching, 2016. P. 8.

²²Mohammed Dalem, *Difficulties of speaking that are encountered by English Language Students at AL Margeb University*. Al Margeb University Libya. 2017. P. 21-26.

a. Afraid of make mistake

As the explanation above, speaking English skill needs more practice than theory. Therefore, it makes the students should more active than other skills. However, we cannot avoid that the students still afraid to try to speak up because of mistakes. When they are trying to speak, they are afraid to make a mistake. According to Aftat in Dalem, said that the fear faced by the students is usually about their friends negative correction and evaluation and the critics from the teacher. This is making them afraid to learn to speak English skill.²³

This fear islinked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students“ fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

Actually, there are two primary reasons that make students afraid of making mistakes in speaking English. It is about foolish in front of other people and they are too concerned about the response of other people about them. This is the same line with Chen, state that the students feeling afraid of the idea of making mistakes are they are

²³Mohammed Dalem, *Difficulties of speaking that are encountered by English Langaage Students at AL Margeb University*. Al Margeb University Libya. 2017. P. 21.

worried that their friends will laugh and giving negative responses and evaluation when they are trying to speaking English.²⁴

b. Shyness

Shyness is emotional of the people. For some students, shyness is the suffer them to try to speak English. This is showing that shyness is the source of problems for the students. The statement from Baldwin, the phobia for the students speaks up is shyness. It makes their mind going to be blank or they are going to forget about what they want to say. It is included in speaking English skill.

There are some causes that make the students shy in speaking English skills, and one of them is they are introverted people. According to Bowen and Robby, the students being a shy person, it is because they are very quiet. Moreover, there another cause that makes the students shy in speaking English skill is like intimidation from their friends. It is the same line with Saurik, who stated that most of the students felling shyness in speaking English because they think that they are will make some mistake and their friends will be laughing with their mistakes.

c. Anxiety

Anxiety is the nervousness that falls by the students when they are in some situations such as learning English speaking. Nascent, argues that among other affective variables, anxiety sticks out as one of the essential blocking factors for effective language mastering. In other words, anxiety affects students in learning the language. Consequently,

²⁴Januariza Yasti, *Students' Anxiety in Learning Speaking*, Proceedings of the Fourth International Seminar on English Language and Teaching. P. 469.

take the note of this reason of getting to know to need additionally consider.²⁵

According to Horwitz and Cope that cite Zhao Na, said that there three factors for the students in anxiety. First, scare in communication, this means the students scared in communication by using the target language (TL).²⁶ So that, the ability of the students in speaking English lower. Second, is about anxiety test, the students feel afraid with tested in speaking skill. Three, it is related to the students' evaluation. Evaluation is the things that so scared of the students so that they are feeling anxiety and the teacher evaluation can be the anxiety of the students. Based on the explanation above, we can conclude that the teacher can be factors of the students' anxiety in learning English speaking.

d. Lack of confident

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.

The barrier faced by the students in speaking English is they have a lack of confidence. Students always feel that they are cannot speak English well. However, as commonly we can understand that the students' lack of confidence usually happens when they realize that their conversational

²⁵Mohammed Dalem, *Difficulties of speaking that are encountered by English Language Students at AL Margeb University*. Al Margeb University Libya. 2017. P. 23.

²⁶Januariza Yasti, *Students' Anxiety in Learning Speaking*, Proceedings of the Fourth International Seminar on English Language and Teaching. P. 469.

partners cannot understand them or vice versa. Therefore, they choose to be quiet and they are being a lack confidence to try speaking English. The same line with Tsui cited Nunan, argue that the students who lack confidence about themselves and their English skill being suffered in communication apprehension process. This is problem showed to us that the building of confidence is so important for the students in learning speaking English skill.

Confidence is an important foundation for students in speaking English skill. It is because when they confident all the things that there in front of them can they are solved. According to He and Chen, state that the most important reason for the students' lack of confidence is they have low skill in speaking English. Based on this case, many students think that their English ability is bad and they are thinking that they are cannot speak English anymore.

e. Lack of motivation

Motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

Students find it difficult to speak English because they have low motivation. There many things that can influence the students in mastering English speaking and one of them is motivation. Motivation is one of the big factors for students to succeed in learning English as a foreign language. Therefore, if these students have low motivation, it can make the students will not try to speak English. There are causes of lack of

motivation such as boredom, uninspired lectures, lack of perceived material relevance, and lack of knowledge about the objectives of the learning process. According to Zua, motivation is inner energy. He said that whatever motivation students have, it would increase their interest in learning. This has been agreed that students who have good motivation to succeed can survive the learning process and can get high scores more than students who have low motivation. This give us evidence that students with high motivation can get better results than students with low motivation this included in learning speak English. The students have too high motivation and are fluent in English.²⁷

E. Previous Study

Before the researcher doesthis research there are many researchers do the research about English speaking barriers for students from non-English. First,Sayuri (2016) when her research has a title *English speaking problems for EFL learners of Mulawarman University*. The findings from her study is about speaking is not easy, because speaking is an interactive process of contractive meaning that concern with producing, receiving, and receiptinginformation. Therefore, in her research she finds some problems faced by the students that related tovocabulary, pronunciation, fluency, and grammar. And also he find another barrier from the students when they are learning about English speaking skills and they are about confidence, shyness to speak, being afraid of making mistakes, feeling nervous, and having nothing to say. Moreover, the next barrier is about the students reading habits

²⁷Mohammed Dalem, *Difficulties of speaking that are encountered by English Langaage Students at AL Margeb University*. Al Margeb University Libya. 2017. P. 25.

and confusing on applying grammar rules when they are want try to practice English speaking skill.²⁸

Second, Dina and Ghadeer (2013) that they are research entitled *an investigation of the difficulties faced by EFL Undergraduates in speaking skills*. The finding of their research is about the failures encountered by the students when they are learning about English speaking skills. The result of their study showed that the students low in speaking proficiency level among EFL undergraduates along with insignificant instruction of the speaking skill course in their university. In addition, more highlighted barriers by this research and they are communication in L1, large classes, and lack of time.²⁹

Third, Hassan (2016), the title of her research is about *speaking skills problem encountered by Iranian EFL freshmen and seniors from their own and their English instruction perspectives*. The finding from her research is about some socially related and instructor related problems, lack of teaching facilities, and the curriculum of the education system of the country were among the major problems creating reasons for the freshmen and seniors speaking skills. And the results of his also about they were no significant differences between the freshmen and the seniors' perception except about they are afraid of making mistakes when they are want to try speaking English skills.³⁰

²⁸Sayuri, *English speaking problems EFL Learners of Mulaawarman University*. Indonesian Journal of EFL and Linguistics. 2016. Vol.1 (1).

²⁹Dina A. Al Jamal & Ghadeer A. Al Jamal. *An investigation of the difficulties faced by EFL Undergraduates in speaking skills*. Canadian center of Science and Education. 2014. Vol.7 (1).

³⁰Hassan Soodmad Afshar, *Speaking skills problems encountered by Iranian EFL freshmen and seniors from their own and their English instructors presepectives*. Electronic journal foreign language teaching. 2016. Vol. 13. (1).

Fourth, Ming-yuehShen (2019), the title of the research is about *EFL Learners English speaking difficulties and strategy use*. This research also examines about the students of EFL speaking English skills barriers when the result from the research about that are some factors faced by the students and they are about a). Psychology problems in this case means about nervousness, afraid making mistakes, and lack of confidence and the primary problem of English speaking barriers followed by linguistic problems such as lack of learning context for English conversation. b). A majority of successful learners tended to use various speaking strategies to improve their English speaking skills and particularly focus on linguistics by repeat about pronunciation, and good intonation.³¹

Last, Deastika (2013), his research has the title about, *The difficulties encountered by non-English department students in speaking English. (A case study at a college of Nursing in Bandung.)*. The result from his study about that the barriers encountered by the students divided into two parts are linguistics and psychology aspects. However, the primary problem encountered by the students is vocabulary and nervousness.³²

The similarities from all of the previous studies with my research is the research talked about the difficulties taht faced by the EFL students or students from non-English major in learn about English speaking skill.

³¹Ming- Yueh Shen, *EFL Learners English speaking difficulties and Strategy use*, Education and linguistics research. 2019. Vol. 5. (2).

³²Deastika Bayuning Sudjasmara, *The difficulties encountered by non- English department students in speaking English. A case study at a college Nursing in Bandung*. Universitas Pendidikan Indonesia. 2013.

However, the differences between my research with the previous studies when the previous study using questionnaire to collect the data but in my research using observation checklist and interview to collect the data.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was used a case study and this research was used the qualitative method. According to Creswell cited by Satori and Komariah, qualitative research is a process of inquiry about understanding based on separate methodological traditions, clearly examining that exploring a social or human problem.³³ Qualitative research is the data collect by word or picture form and usually rather use number. According to Sugiyono, qualitative research is the research method used to examine natural object conditions, (as opposed to experiments) where the researcher is a key instrument, data collection techniques are performed triangulated (combined), data analysis is indicative, and qualitative research results emphasize the meaning rather than generalization. In this research, the researcher will focus on students of the Islamic banking study program (FEBI IAIN Bengkulu) with barriers possessed in English speaking skills. In this research, the researcher would like to see the English speaking barriers possessed by students from some aspects. This related to Yin's statement that qualitative research is a method studying people lives, which means about their real conditions, respondents about people's perspectives, and points of view in research. It includes contextual people wherever they live and giving insight

³³Djam'an Satori and Aan Komaria, *Metodologi Penelitian kualitatif*, (Bandung, ALFABETA, 2016), P.24.

into concepts or helping solve problems, take many sources, not just from one source. so that, the data becomes more valid.³⁴

Based on the explanation above, this concluded that the researcher was taken a qualitative method for the research design. This is research was be done with students of the Islamic banking study program the sixth semester FEBI IAIN Bengkulu in the academic year 2019/2020 to see about their English speaking barriers possessed.

B. Subject of the Research

The subject of this research is in IAIN Bengkulu appropriately in Students of Islamic banking in sixth semester FEBI IAIN Bengkulu. For the respondents, the researcher, was taken random students Islamic banking study program in the fourth semester. The reason why the researcher chooses this faculty to be the respondent is that they are will be dealing with many people. It is because after they graduate they are will be a banker.

C. Data Collection and Instrument

In this research, the researcher has collected the data by used an observation checklist and an interview. The researcher also used documentation as secondary data.

a. Observation Checklist

The researcher was collected the data by used observation checklist. The procedure from this observation is giving (√) checklist symbol in the observation sheet form. This is a procedure doing to know about the students in English speaking barriers in the classroom.

³⁴Robert K. Yin. *Qualitative Research from Start to Finish*, London: The Guildford Press, 2011, P. 7-8.

f. Interview

To get clear information the researcher have used interviews as an instrument. The interview is the technique to collect the data to get the information that takes from the data sources to face through conversations or questions and answers. In the interview, there are two types of interviews are open interview and close interview. A deep interview is like Interviewing give the researcher a means to gain a deeper understanding of how participants interpret situations or phenomena than can be obtained through observation checklist alone. Therefore, it is mean that deep interview is about the researcher take the deep information from the participant and this procedure cannot researcher take from observation. Then, an open interview is about the question designed to get a lot of information and a wide answer. This situation makes the interviewee can control the interview.

In this research, the researcher will be using a close interview. It is because the researcher wants to get clear data from the participant. The point is the researcher wants to ask about students' English-speaking barriers more accurately.

b. Documentation

Documentation was taken by the researcher and was got the data from all of the procedures to verified the data. In this research, the documentation was taken by the researcher from an observation checklist, interview, syllabus, RPS and photograph. The photograph is about the activity of the researcher doing the research. Documentation data is to

support the valid data from the primary instrument. The procedure of this instrument is the researcher taken the pictures in interview with the teacher section, screenshot chats with the students in interview section and students opinion about English speaking barriers in observation checklist sheets.

D. The Technique of Data Verification

It is important to make sure the validity of data in qualitative research. In this research, the researcher will use triangulation to check the validity of the data. According to Cresswel, Triangulation of data will collect through multiple sources. It means that the researcher will use multiple sources of data, multiple observers, and multiple methods for the verification process in order that there is a consistent similarity of the data that will collected. In a real application, the researcher will used methodology triangulation to check the validity of the data. The researcher will use a different method to get some data. It means that to get the validity of the data in this research, the research will not only conduct interviews but also do an observation checklist and documentation. Therefore, by using this method, the researcher will be able to compare the result of each method. From those three different methods, the data collected by the researcher must be the same.

E. Data Analysis

To analyze the data the researcher was applied the data analysis from Miles and Huberman. Which is in their book there are several proposed stage from there and the data analysis are: (1). Data reduction, (2). Data display and (3). Drawing and verification.³⁵



4.1: Figure of data analysis

a. Data Reduction

Data reduction is the process of the researcher of editing, focusing, abstracting, and summarizing the data. Data reduction is the process of a researcher in analyzing data that is so complicated. Where through data reduction the results of reports compiled based on data from the researcher can reduce or summarize, the main data, and will be a focus on important data. The result data that summarizes and sorts by units of concepts, themes, and certain categories will provide a sharper picture of the observations also make it easier for researchers to find data back in addition to previous data obtained if needed again.

³⁵Miles and Huberman, *Qualitative data analysis: An expanded sourcebook, second edition*. USA. SAGE publication, 1994. P. 10.

b. Data Display

In present, the data in qualitative research can display in various forms such as tables, graphs, and so on. More than that, the presentation of data in qualitative research does in the form of a brief description, charts, and relationships between categories, flowchart, and others. In addition, the usual using to display the data in qualitative research is about narrative texts. Therefore, in this study, the researcher will use an essay narrative to display the data. This form should mastered by the researcher. Therefore, the researcher can take the appropriate conclusion from the data.

c. Drawing and Verification

Reduction and display the data is the way to take drawing. An early conclusion is still temporary and can change if there is no evidence to collect the next data. However, if the early conclusion that has valid data and the consistent when the researcher backs to the field to collect the data it means the conclusion is credible or valid. It means drawing conclusions in qualitative research can answer the early research problem and maybe it is cannot. It is because we have to explain before that the research problem in qualitative research is still temporary and it will develop after the researcher in the field or do the research.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presented the result of the research and its detail discussion. The result explains the detail process of data analysis that produces research findings. On the other hand, discussion discusses about the process of all parts of the research. The detail description of result and discussion is as the following description:

A. Result of the Research

The result of the research focused on the English speaking barriers possessed by the students of the Islamic banking study program in FEBI faculty IAIN Bengkulu. Several factors affect students in English speaking class. The detail explanation can see from the following explanation:

a. Afraid of making mistakes

The first causes of the students in English barriers is about the students afraid of making mistakes and after the researcher was did the research, the research found that the reasons of the students afraid of making mistakes based on observation checklist, interview the lecturer and interview the students are:

Based on the result of the observation checklist the researcher found that the students say that afraid of making mistakes is one of the reasons for the students' barriers in English speaking skill. In the first factor, from the observation checklist sheet, 76% of students say that English speaking

becomes a barrier because of the wrong ways correction and evaluation from their friends. In the second factor, the English speaking becomes barriers because of lecture correction. From the observation checklist sheet, there are 88% of students give in yes option that lecture correction makes them become barriers in English speaking skill. Then, there are 52% said that there is no appreciation from their friends and lecture also make they are afraid to speak English and the last thing that makes the students afraid of making mistakes in English speaking is about the students' mindset. The students think that they to foolish when they try to speak English in front of the class. The students who agree with this statement there are 84% of students. It means that afraid of making mistakes is true making the students barriers in English speaking skill.³⁶ (See appendix 5:1, 2, 3, 4, 5).

It means that based on observation checkhlist given the researcher evidence that the students really afraid of making mistakes by the factors that the researcher was did the research. Then for the next evidence let see on intrview result from the lecturer and the students of the Islamic banking study program that was the researcher did.

Based on the interview of the lecture Islamic banking study program the students afraid of making mistakes because of some factors and the factor are:

³⁶Appendix 5

The students feel that English can make them insecure with their competence, especially in speaking English. Some factors that can make them feel that such as, the response from the other students, shyness, and pronunciation.

“The students sometimes want to try speaking English in front of the class; however there are some factors that make them afraid to do it. The students feel insecure about their skill, they afraid of their friends' response when they try to speak English is as if their friends want to say that they pretentious clever and it because they feel shyness and pronunciation.

These factors make the students afraid to speak English.”³⁷ (See appendix 6:1, 2, 3).

The next factor the students are afraid of their classmate's evaluation and correction. English is a foreign language to the students of the Islamic banking study program FEBI IAIN Bengkulu. Therefore, the mother tongue affects their pronunciation, when they try to speak English the accent from their mother tongue still hearing. This case can make their friends laughing even though is not wrong. The other factor is there some students to quite a person because it too difficult for them to speak English in front of the class.

³⁷Appendix 6

“The student afraid to speak English is because of mother tongue. For example, when they are trying to speak English but the accent from their mother tongue still hearing for their classmate and the reaction from the people around them is they are will be laughing. This case makes them afraid to try again.”³⁸ (See appendix 6: 1, 2, 3).

After the researcher doing the interview of the students through WhatsApp application or daring the researcher got the answer of afraid of making mistakes in students' English speaking barriers possessed by students of the Islamic banking study program. The students afraid to speak English are because they have lack vocabulary and them afraid of wrong pronunciation. Then, the students also afraid about the correction and evaluation from their lecturer and their classmates. The correction can make them feel afraid are the negative correction for the example the other students going to laughing when they are making mistakes and the students who make something wrong also get cynical gestures from their classmates. The other students also said that she afraid to speak English is not only because they are not fluently when they are

³⁸Ibid. Appendix 6

speaking but because they have a lack of vocabulary.³⁹(See appendix 7)

³⁹ Appendix 7.

b. Shyness

The second causes of the students in English barriers is about the students afraid of making mistakes and after the researcher was did the research, the research found that the reasons of the students afraid of making mistakes based on observation checklist, interview the lecturer and interview the students are:

Based on the observation checklist sheet the researcher found that the students' barriers in English speaking skill also because of them feeling shyness.

The first factor, the students are quiet people, so that for an English speaking course they are feeling shy. There are 76% of students giving this information to the researcher based on the observation checklist sheet. Second, the students will be feeling shyness with their classmates' responses, for example when they are practice English speaking in front of the class and they are making mistakes their friends will laugh it makes them feel shy about the next practice. There are 84% of students marked in the yes option in the observation checklist sheet. The other reason why the students feel barriers in English speaking is about the students get to blank about what they want to say. This can make them feel shyness, there are 88% of students felt that. However, quite students are not means they are introverted people. This proof in the

observation checklist sheet there is 40% of students choose yes in the option. The last factor that makes the students shy in speaking English is because of the response of the people around them. This means like the response from the other students and the response from the lecture there are 80% agree with this statement.⁴⁰ (See appendix 5: 6,7,8,9,10).

It means that based on observation checklist given the researcher evidence that the students feeling shyness in speaking English and being the factors that the researcher was did the research. Then for the next evidence let see on interview result from the lecturer and the students of the Islamic banking study program that was the researcher did.

Shyness in speaking English feels by the students because of some reason. The researcher was taken the data from an interview the lecture of Islamic banking FEBI IAIN Bengkulu and the reasons are.

The students' shyness in English speaking skills because of them is a passive person. They are choosing to silent then try to speak English in front of the class. This because they afraid of their friends responses. The response is like they classmate will laugh when the students who practice in front of the class do something wrong. This case makes the students' shyness to try speaking English again in the next time. This

⁴⁰Appendix 5

fact, give the evidence that how important effect from the students' classmate response. The students are required to speaking English in front of class spontaneously the students have many reasons to do it such as they will mix between English and Indonesia and they will make notes before etc.

“The students choose to be a passive person it because of their classmates' response when they are do something wrong in practice English speaking skill. For the example, when a student practice speaking English skill in front of the class but with accent their mother tongue automatically they friends will be laughing andthe students who were practice felt shy to speak English again.”⁴¹(See appendix 6: 4, 5)

Based on students interview results the researcher also found that the students felt barriers in English speaking because they are feeling shyness. Shyness can feel by the students because of some factors is as if the students have lack vocabulary, the students are passive person and they are introverted people. The students say that English is like a big problem for them because they have lack vocabulary. So that, the students become shy to speaking English because the first thing taht we should have to speaking English is vocabulary. The students also say that they are passive people so that for

⁴¹Appendix 6.

the English speaking course they choose to be quite people then they are trying to speak English and then their friends will be laughing when there something wrong. The bad reaction also being the reasons of the students to be shyness in speaking English. for the example of bad reaction is when the students who try to speak English in front of the class and then they are making mistakes or do something wrong the other students going to be laughing. An introvert person is also the factor of the students feel shy about speaking English in front of the class. They are choosing to silent even though they understand with the course or they have many vocabularies and have good pronunciation but because they are an introverted person the students just silent.

The researcher also found that when the lecture asks them to speak English spontaneously they feel shocked and afraid this because they are feeling shyness with their skill.

⁴²(See appendix 7)

c. Anxiety

The third causes of the students in English barriers is about the students anxiety mistakes and after the researcher was did the research, the research found that the reasons of the students anxiety based on observation checklist, interview the lecturer and interview the students are:

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Anxiety is also the reason for students' barriers in English speaking skill. Some aspects make the students feel anxiety in English speaking skill. Based on the observation checklist that were researcher taken from the students of Islamic banking study program there are five factors that make students feel anxiety in English speaking skill the factors are:

There are 88% of students said that the things that can make them feel anxiety in English speaking skill are because the students are afraid to communicate in English. Then about the test, the students feel anxiety when the lecture carries out the test. There are 96% of students choose yes in the observation checklist sheet. This given evidence that the test is one of the bigger factors of students' anxiety in English speaking. The next is about the other students' evaluation, the students feeling anxiety when their students start to do an evaluation. Is not only for what their friends say but also about their friends' fierce gesture. The students that agree with this statement there are 84% students. So that, how bigger the impact of the other students evaluation for the students who doing practice speaking English.

The students that feel bad reactions also being the reason for them to be anxious in English speaking skill are 92% of students. Therefore, the researcher can make the conclusion that the students need appreciation for that bad reaction when

they are trying to speak English in front of the class. The lecturer reaction also gives an impact on the students' anxiety in speaking English in the class. The students automatically feel anxiety when the lecturer gave a bad reaction for them for example fierce gestures. The students who feel this are 88%.

⁴³(See appendix 5: 11, 12, 13, 14, 15.)

Based on the observation checklist, those given the researcher evidence that the students really feeling anxiety in speaking English and being the factors that the researcher was did the research. Then for the next evidence let see on intrview result from the lecturer and the students of the Islamic banking study program that was the researcher did.

Based on the interview section with the lecturer who teaches in the Islamic banking study program for English language courses, students become anxious in English language skills usually they say ummm, hmmm, aaaa, eeee that occurs because of anxiety factors. This is because English is a foreign language for the students and it makes the students anxious. The students think about anything when they speaking English such as how about pronunciation, vocabulary, etc.

“The lecturer said that the students often use umm, hmmm, aaaa, eeee, this because the students are anxious about speaking English. English is a foreign language for

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them when they are speaking English their mother tongue accent still hearing.”⁴⁴(See appendix 6: 8)

The other thing that make the students being anxious about speaking English is when the students required them to speaking English in front of the class spontaneously. Some students excited when they are speaking English with the group. However, when the lecturer required them to speaking English one by one the students will be feeling anxious. Test also makes the students anxiety in English speaking skill, even though the lecturer had told them before.

“The students are feeling okay when the lecturer required them to speaking English with the group in front of the class. However, the students will complain when the teacher required them to speaking English alone in front of the class because this makes the students more anxious. The other factor that makes the students anxiety in speaking English is because of the test. The test can make the students anxious even though he lecturer had told about it before to the students and usually they are making notes. However, because the students know it test they still feel anxiety, because of that what is the text

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that they were written before going to blank when the test is started by the lecturer.”⁴⁵(See appendix 6: 9,10).

Based on students interview the researcher found that the students feeling anxiety to speaking English are because of some reasons such as they are overanxious, their lecturer required them to speak with spontaneously, the test, an evaluation from their friends, and the evaluation from the lecturer. The students overanxious when they are trying to speak English in front of the they usual say ummm, hmmm, aaaaa, eeee. This case because of they are going to blank about what they are want to saying. The students feeling anxiety when the lecturer required them to practice speaking English with spontaneously. This because the students do not have a lot of vocabulary and the students think about their friends comment. Test is the things that make the students feeling anxious in English speaking course. This because of the students should practice speaking English in front of class without text or without notes this make the students overanxious. After the students practice speaking English in front of the class the other students give their evaluation with spontaneous without instruction from their lecturer that can make the students anxiety. The are two comment from their friends such as support to do it again and laughing because the

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students do something wrong. The evaluation from the lecturer also make the students feeling anxious to speaking English, even though the evaluation is good things.

d. Lack of confident

Lack of confident also being the students barriers in speaking English. This based on the observation checklist, those given the evidence speaking English and being the factors that the researcher was did the research. Then for the next evidence let see on intrview result from the lecturer and the students of the Islamic banking study program that was the researcher did.

The fourth causes of the students in English barriers is about the students feeling lack of confident and after the researcher was did the research, the research found that the reasons of the students lack of confident based on observation checklist, interview the lecturer and interview the students are:

English speaking skill is the course with more practice than material so that, the students should active and have more confident when learn this course. However, the students still lack confidence in English speaking course and some factors that affect that. The first factor is about the students are suffer in English communication apprehension. This because the students do not have the confidence more to communicate in English as the researcher said before that the students have shyness and lack of confidence to do it. Based on the

observation checklist sheet there are 84% of students marked in yes for this option. The students also feeling do not confidence when they should practice speaking with their friends it means doing the conversation. However, the partner of speaking does not understand what they said it makes them awkward, and then they did not confident in speaking English again. For the evidence, there are 84% of students feel this case in English speaking course. The things that also make the students do not confident to try speaking English are usually the lecture using unfamiliar vocabulary. This thing makes the students insecure with their skill. They feel that they have a lack of vocabulary after them hearing the lecture speaking English with unfamiliar vocabulary. This based on the observation checklist sheet that marks by the students there are 88% of students choose yes for this statement. When the students should be speaking English in front of the class with their friends but there is a miss understanding between them usually they are feeling insecure with one of them. This time makes one of them being quieter or does not confidence to do speak English. The students who agree with this statement there are 88%. The students do not confidence in speaking English is because they have lack vocabulary. Vocabulary is the first thing that the students should have to learn English it includes English speaking. Vocabulary is the foundation of English speaking when the

students have a lack of vocabulary it makes them difficult to learn. This thing makes the students do not confident to learn English especially English speaking. There are 88% of students agree with the statement that when they have a lack of vocabulary they are going to do not confident in speaking English in front of the class.⁴⁶ (See appendix 5: 16, 17, 18, 19, 20).

Based on the lecturer interview, the students getting a lack of confidence in speaking English because of some factors. Vocabulary is the bigger problem of the students speaking English. The unfamiliar can makes the students feel do not confidence to try speaking English when the lecturer uses unfamiliar vocabulary even though the vocabulary are about their study program. The students also feel do not confidence in English speaking skill. The students also do not confident in speaking English when their friends better in practice speaking English. They think that there is their classmate who clever in the classroom to speak English so that, they are that quiet person does not confidence because of they are feeling insecure with the skill.

“Yes, I am using unfamiliar vocabulary it means vocabulary that relates to their study program. For example, vocabulary about how to open new ATM cards

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and etc. However, we cannot avoid that there are some students still confused about that and maybe it can make them do not confident.”⁴⁷(See appendix 6: 11)

“The things that also make the students do not confident in speaking English is about they are insecure with their skill. It means that when there are their friends better than them in speaking English it can make them insecure to try to practice English speaking. This because they think that their friend can do it very well so they better keep quiet.”⁴⁸ (See appendix 6: 12)

The other things that make the students lack confidence in speaking English are vocabulary and pronunciation. The students have lack vocabulary so they are confusing about what they want to say. The students are also insecure about their pronunciation. They are afraid when they are trying to speak English they do something wrong with pronunciation and their friends will laugh. Therefore, students choose to be passive students.

“Yes it is right, the students do not confidence with their pronunciation and the students also do not have a lot of vocabulary so they are confusing about what they want to say. These factors make them feel insecure and

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make them choose to be quite a person or passive students. The students think that there are still friends who are more able to do it.”⁴⁹(See appendix 6: 13)

Based on students interview the factors that make them do not confident to speaking English are:

The students can have lack of confident because of the lecturer use unfamiliar word or vocabulary. The students do not confidence because they are feeling confusing when they try to speaking English and use this vocabulary but with wrong way it can makes the other students laugh. The students also said that they do not confidence to speaking English if the other students have good English than their. This can make them insecure with their skill. This because the students who quite person afraid with the reaction from the students who better than them in speaking English. Therefore, to avoid the bad reaction the students being quite person and they do not have confidence to try it. The bigger problem of the students who do not confidence to speaking English is lack of vocabulary. The students who give their answer through interview section that she does not like English course it includes English speaking skill. So that, she going to be quite person in English speaking course, she does not have confidently to do it. She to afraid of

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the other students reaction when they are making mistakes is like the other students want to laughing.⁵⁰ (See appendix 7)

e. Lack of motivation

The last causes of the students in English barriers is about the students feeling lack of motivation and after the researcher was did the research, the research found that the reasons of the students feeling lack of motivation based on observation checklist, interview the lecturer and interview the students are:

Some students said that English is a boring subject so that, there is no motivation for them to learn English speaking skill. This statement has evidence based on the observation checklist sheet. There are 44% of students choose yes in the observation checklist option. The students give the argument that they are not motivated to learn English speaking because the lecture teaches with monotone ways. Therefore, make the students feel bored and want to finish the course with fast. There are 56% of students give this statement in the observation checklist sheet. The students also feel that the lecture does not inspire them when the lecture teaches them. So that, make the students are not motivated to learn English speaking with serious they just follow the ways of the lecture. The students who given this statement there 48%.

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Some students who said that the materials from the teacher do not relevant to their study program and there are 44% of students give this statement in the observation checklist sheet. The last things that make the students lack motivation in learning English-speaking skill are the students have a lack of background knowledge in English speaking skill. The students confused when the students learn about English speaking skill. This English is a foreign language for the students of the Islamic banking study program and they need a lot of background knowledge about it. There are 96% of students give checklists in the yes option in the observation checklist form.⁵¹ (See appendix 5: 21, 22, 23, 24, 25)

Based on the observation checkhlist, those gived the researcher evidence that the students really feeling lack of motivation in speaking English and being the factors that the researcher was did the research. Then for the next evidence let see on intrview result from the lecturer and the students of the Islamic banking study program that was the researcher did.

Lack of confidence occurs because of some factors and the factor that was researcher taken by the interview section with the lecture. The first factor faced by the students is because they have a lack of background knowledge before about English speaking skill so that they are confused and

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bored when the learning process takes place. Besides that, the students have a lack of motivation both from themselves or from the people around them. The students just come to the classroom take the attendance list and just quite. Even though we as their lecturer have done doing all things to make the student feel enjoy when doing the learning processes such as giving some jokes, telling stories and etc. However, the students still do not interest to spirit in learn speaking English. They are coming to the class then fill out the attendance list, sit down in their chair and there are some students who sleep in the classroom.

“Yes, the students feel bored when they are learning about English speaking skill. This because there is no motivation from themselves and from outside. The students in Islamic banking learn English courses include English speaking skill is about 5sks, this makes the students increasingly bored. Even though we as the lecturer have done doing everything to make them are enjoying the learning process but there are some students that still do not interest to follow learning process. Anything that the students can do when they are feeling bored such as sleeping in the classroom, make noise, and playing their phone, etc.”⁵² (See appendix 6: 14, 15).

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The researcher was finished the interview section to the students of the Islamic banking study program through whatsapp application. The researcher found the result of why the students are barrier in English speaking in this point the researcher want to explain about lack of motivation point. The students do not have motivation in learning English speaking because of the leacturer teach with monouton ways such as the students asked by the lecturer only memorize the material . So that, the students getting bored in learn speaking English skill. The students also have lack of background knowledge in English speaking skill. Background knowledge is needed in learning English especialy English speaking. The students will difficult to learn when the students have lack of background knowledge. Meanwhile, the students who was the researcher interview said that they have lack of background knowledge about English speaking skill. This make them do not have motivation to learn English speaking skill.⁵³ (See appendix 7).

f. Discussion of the result

In this research, the researcher found some factors that make the students barriers in English speaking skill. According to Mohammed Dalem, there are five factors that make the students being barriers in English speaking skill and the factors are afraid of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation.

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Afraid of making mistakes, the researcher found that the factor of the students being barriers to speaking English is because they are afraid of making mistakes. The factor of the students afraid of making mistakes based on data collection that the researcher did about their classmates' responses to them when they are trying to speak English in front of the class. The researcher also found that the students who afraid to speak English because they afraid when they are making mistakes their friends will laugh. Based on the data collection that was collected by the researcher the students being not brave to speak English because of the bad correction and evaluation from their friends. According to He and Chen cited from Mohammed Dalem, state that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistakes in speaking English.⁵⁴

To solve these problems the researcher suggests that the other students do not give bad reaction. The other students should be giving support or positive evaluation to their friends who practice English in front of the class. the lecturer also should build harmony with the students. This because the students were afraid to say they were foolish. According to Zua cited from Mohammed Dalem, she suggests that emotional bonds between students and teachers should be built. This way, the students are expected to feel comfortable with their teacher and believe that the teacher will help them if they make mistakes.

⁵⁴Mohammed Dalem, "*Difficulties of speaking that are encountered by English Language Students at AL Margeb University*. Al Margeb University Libya. 2017. P. 21-26.

After the researcher was did the data collection, shyness also being the factors of the students barriers in speaking English. Shyness also have some indicators that make the students barriers in speaking English. The researcher can conclude that the first thing that can make the students shyness to speak English is because they are passive students and they are introvert people. The students who passive and introvert people being quite person when learning English speaking process and when the students want to try speaking English they are going to blank about what they want to say. The others indicators that can make the students shyness to speak English is insecure feeling. The students being insecure when their classmates have good performance in English speaking they are thinking that it can makes them laughted with the other friends.

According to Saurik, identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

The students also anxiety when they want to speak English skill. This because of some factors that the resercher got from interview and observation checklist sheet. The factors that can make the students anxiety when they are speaking English is they are going to blank with about what they want to say and this because they are feeling overanxious. The students also feeling anxious the lecturer required them to speak English in front of the class spontaneously. This makes the students overanxious and the things that also

make the students feeling anxious about speaking English is about the test. The test can make the students overanxious because they want to get the result or value from the lecturer and the students anxious got bad evaluation or bad result form their test.

According to Horwitz and Cope with Mohammed Dalem, three main causes of students' anxiety are communication apprehension, test anxiety, and fear of negative evaluation. The communication apprehension refers to the students' low ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feelings among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluations. In this case, as mentioned above, very often that other students 'evaluation causes anxiety among students themselves.⁵⁵

The researcher also got the other factors that can make the students' barriers in speaking English and the factor is lack of confidence. The students have a lack of confidence because the students see that their lecturer used unfamiliar vocabulary. This makes the students do not confident because they think that their vocabulary is wrong. Then the researcher also found that the students did not confidence to speak English when their friends better than their skill. It makes the students do not confidence because the students afraid about their comparison skill with their friends that have good skills. The students also do not confident to speak English is because they do not have a lot of vocabulary. In English, the first thing that the students should have is

⁵⁵Mohammed Dalem, *"Difficulties of speaking that are encountered by English Langaue Students at AL Margeb University.* Al Margeb University Libya. 2017. P. 24.

vocabulary include English speaking when the students have many vocabularies they can speaking English easily. the students also do not confidence in speaking English is because their partner of speak have misunderstanding with them. It makes them think that their English or their vocabulary too bad.

According to Mohammed Dalem, It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack confidence to communicate.⁵⁶

Lack of motivation also being the factor of students' barriers in speaking English. The researcher has found that the students have a lack of motivation to learn English speaking skill is because they think that English is a boring course. This because the class situation made they felt bored to learn about English speaking skill. Finally, because of boredom, the students sleep in the classroom or the students make the class situation being noise.

The students also do not have the motivation to learn English speaking skills is because the students have a lack of background knowledge about English speaking. The students misunderstanding with the lecturer about the course because before that they do not understand about the concept of English speaking skill.

⁵⁶Mohammed Dalem, *“Difficulties of speaking that are encountered by English Language Students at AL Margeb University.* Al Margeb University Libya. 2017. P. 24.

According to Babu cited in Mohammed Dalem, lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English.⁵⁷

In this study to answer the research questions the researcher succeeded in collecting data using two qualitative research methods namely observation checklist and interview. The most important through this research, the researcher find some answers from research questions as below.

3. First, *What barriers do by students of the Islamic banking posses in speaking English?* Based on the result of the interview result the students become barriers to speaking English are because of afraid of making mistakes. This happens because the students afraid about the bad correction and evaluation and the students are passive people so that, they are barriers in speaking English. Shyness, the students become barriers to speaking English because of shyness factor and the factor of shyness are the bad reaction from their friends make the students being shyness. The bad reaction here means that when the students who doing practice English speaking in front of the class and they are making mistakes the other students will be laughing so that, the students feeling shyness to try speaking English again. Anxiety, the students getting anxious to speak English is because they are going to blank about what they want to say and the students also feeling anxious with test from the lecturer. Lack of confident, the students

⁵⁷Mohammed Dalem, *"Difficulties of speaking that are encountered by English Language Students at AL Margeb University"*. Al Margeb University Libya. 2017. P. 25.

getting do not confidence to speak English in front of the class when there are their friends are more clever than them in English speaking course. Lack of motivation, the researcher found from the interview that the students have lack motivation because they are feeling bored when they learn about the English speaking course.

4. Second, *What are the causes of the English speaking barriers that the students' posses?* Based on the interview results, the students of the Islamic banking study program barriers in speaking English because of the students afraid of making mistakes. It means that the students are passive people and the students are afraid about the correction and evaluation from their friends and the lecturer. The students feeling shyness, the factor that can make the students feeling shyness are the other students will be laughing when they are making mistakes in practice English speaking and the students are quite person so that, when the lecturer required them to speak English they are getting shy. Next because of the students feeling anxious, the students being anxious because of the test. it means that the test can make the students being anxiety in speaking English. lack of confidence also the factor of students' barriers to speaking English in front of the class. the things that can make the students do not confident to speak English are unfamiliar vocabulary from the lecturer, their friends have better performance in the English speaking course, lack of vocabulary, and wrong in pronunciation. The last is about lack of motivation, the students become barriers in speaking English because they do not

motivation to learn about it. The factor that makes them do not have motivation is when they are learning English speaking skill the way of lecturer teach to make them feel bored.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing the research, the conclusion is the students become barriers in speaking because of some factors are afraid of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation. (1) Afraid making mistakes can make the students barriers in speaking English, this because the factors that exist in afraid making mistakes the factors are the students afraid to speak English because the students afraid with the other students bad correction and the students think that they are foolish students so that they are too afraid to speaking English. (2) Shyness, this means that the students become shy to speak English because of the factor of the students are quiet people so that, when the lecturer required them to speaking English they become barriers to do it. The other factors is the students feeling shyness with the other students response when they are making something wrong for the example, when they are speaking then their pronunciation is wrong their friend will laugh to them. (3) Anxiety, the students become barriers to speaking English is because they are feeling anxious. The students anxious with the test, when the lecturer going to do the test the students feeling overanxious because the test of English speaking is the students should practice in front of the class and then they got the result, meanwhile, the students are the quiet people. (4) Lack of confidence, the students do not

confidence in speaking English because of the students do not have much vocabulary and the students feeling insecure with their competence in speaking English because of their friends have better competence than them. (5) Lack of motivation, English speaking is a foreign language for the student of the Islamic banking study program so that in learning process the students need more motivation. However, in fact the students feel bored when they are learning English speaking course. The other reason is the students do not have much the background knowledge about English speaking skill.

B. Suggestion

Based on the results of the data analysis, discussions, and conclusions above, the researcher would like to suggest some suggestions which were hopefully beneficial for English teacher/lecturer, students, and future research.

1. English teachers/lecturers

As a person who has a big role in teaching and learning process, teachers must be selective and innovative in using approaches. To make the students more interested with English speaking course the teacher should have good ways in teaching process so that the students do not feel bored.

2. English students

English speaking is a boring subject when we do not have good motivation to learn about it. This is because English is not our language it is a foreign language for us. However, it is so important for us especially for the students of the Islamic banking study program because you are

the bankers in the future so you need English speaking for you job later.

3. Future Research

In this research, the researcher aimed to know about the real barriers that possessed by the students of the Islamic banking study program. As the results, this research showed many barriers that possessed by the students of the Islamic banking study program. Therefore, based on the results, for the future research, the reseacher suggested to conduct this research in other field or levels of school or university, in order to know the other barriers that faced by the students.

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