

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Description

1. Speaking Obstacle

a. Definition of Obstacle

According to Collins Dictionary, an Obstacle is something such as a rule, law, or policy that poses difficulty or impossibility in the occurrence or achievement of something.¹ So, it can be understood as an obstacle or hindrance that presents challenges or renders it impractical or unattainable to accomplish or realize something. It can take the form of a regulation, decree, or guideline that imposes constraints or restrictions, impeding the progress or success of a particular endeavour.

According to Rani, obstacles in language learning can arise when individuals do not share the same language or do not have the same proficiency in a particular language or the same language.² Occasionally, these Obstacles arise due to the utilization of inappropriate language levels that are not comprehensible to one or more of the communicators. This is in line with what Hinkel said that speaking is a very hard thing to do.³ Burnkart adds that the reason why EFL learners find learning English speaking difficult is that language learners must be knowledgeable in three areas, namely the mechanics of language elements, the functions of language that deal

¹ Collins, "Definition of Obstacle", (<https://www.collinsdictionary.com/dictionary/english/Obstacle>, accessed July 24, 2023, 21.03 p.m.).

²Usha Rani, "Communication Obstacles," *Journal Of English Language And Literature (JOELL)* 3, no. 2 (2016): 76.

³Hendra Heriansyah, "Speaking Problems Faced by The English Department Students of Syiah Kuala University," *Lingua Didaktika* 6, no. 1 (2012): 38.

with speaking performance in the form of transaction and interaction, and sociocultural norms.⁴

It can be concluded that Obstacle speaking is the inability of individuals when communicate which can be caused by the individual's obstruction in understanding the rules of a language.

b. Obstacle Factors in Speaking English

Speaking is a fundamental aspect of language as a means of communication. Students who attend a school where a specific foreign language, such as English, is used as the medium of instruction tend to excel in terms of their speaking abilities. Conversely, students who attend a school that does not utilize English as the language of instruction often struggle to communicate with each other in English. This situation is primarily influenced by the school environment and the teaching materials employed.

Obstacles in speaking English are more common for students in non-English majors. This is due to their lack of familiarity with using English in their classroom activities. Moreover, students also face psychological factors when learning English speaking skills.⁵

The Obstacles in speaking English arise from the numerous differences between English and their native language. Similarly, according to Burnkart, students who are learning English as a foreign language often perceive speaking as a difficult task. This is because speaking in a foreign language requires more than just knowledge of grammar and semantics.⁶

English foreign language students believe that despite their knowledge of the English language, they still encounter difficulties when speaking. The students

⁴Heriansyah, "Speaking Problems Faced by The English Department Students of Syiah Kuala University," 37.

⁵Nina Novitasari, "The English Speaking Obstacles Possessed by Students of The Islamic Banking Study Program FEBI IAIN Bengkulu" (Thesis, IAIN Bengkulu, 2020), 16.

⁶Hendra Herdiansyah, "Speaking Problems by The English Department Students of Syiah Kuala University," *Lingua Didaktika* 6, no.1 (2012): 37

have expressed that the development of speaking skills in the English language is largely neglected in the classroom. Typically, teachers use the English language more frequently than the students during classroom interactions. However, even when the teacher uses English, it rarely serves as a means for students to acquire knowledge and explore ideas. Consequently, EFL students, particularly, do not consider speaking English to be crucial for their mastery of the language due to the classroom environment.⁷ According to Rababa'h, there are various reasons why speaking becomes an Obstacle for students of EFL. These reasons can be attributed to themselves, teaching strategies, the curriculum, and the environment. For instance, students may struggle with a limited vocabulary, which hinders their ability to communicate effectively. However, despite these challenges, students persevere in their efforts to learn and practice speaking English.⁸

According to Noprival, there are states that five major themes concerning students' problems in speaking English. These themes include insufficient vocabulary knowledge, grammar as a hindrance, fear of negative responses from others, low self-esteem when speaking in English, and feeling anxious about speaking in English.⁹

When individuals desire to acquire English speaking skills as a foreign language, they will encounter various Obstacles. Students often encounter difficulties in learning English speaking, including issues with clustering, redundancy, reduced forms, performance variability, colloquial language usage, rate

⁷Samira Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners," *International Journal on Studies in English Language and Literature (IJSELL)* 2, no. 6 (2014): 22.

⁸Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners," 24.

⁹Noprival, "Students Voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia," *Jurnal Ilmiah Universitas Batanghari Jambi* 16, no. 1 (2016): 78.

of speech, stress rhythm, and intonation, as well as interaction.¹⁰

From the explanation above, it shows that students can not avoid that speaking English is not easy. Some psychological factors of Obstacles that students face in learning English are fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation.¹¹

1) Afraid of mistake

As mentioned earlier, practicing English speaking skills requires more practice than theory. This means that students need to be more active in this particular skill compared to others. However, it is inevitable that students may still be hesitant to speak up due to fear of making mistakes. When they attempt to speak, they are afraid of making errors. According to Aftat, students' fear typically stems from negative corrections and evaluations from friends, as well as criticism from teachers. As a result, this fear hinders their ability to learn and improve their English speaking skills.

The main reason for the fear of making mistakes is that students are scared of appearing foolish in front of others and are worried about how they will be perceived. Furthermore, He and Chen explain that students are afraid of making mistakes because they fear that if they make errors when speaking English, their friends will laugh at them and receive negative feedback from their peers. The fear of making mistakes when speaking English is a common issue. Middleton argues that most EFL students are hesitant to attempt and speak in a foreign language they are learning.

¹⁰Kristi Nuraini, "The Obstacles of Teaching Speaking English for EFL Students," *Journal of English Language, Literature, and Teaching* 1, no. 1 (2016): 8.

¹¹Mohammed Dalem, "Difficulties of speaking that are encountered by English Language Students at AL Margeb University," *Premise Journal* 6, no.2 (2017): 21

Similarly, he adds that students are reluctant to appear foolish in front of their classmates.

2) Shyness

Shyness is an emotional trait found in people. For certain students, shyness becomes a hindrance when attempting to speak English. This indicates that shyness is the root cause of problems for these students. According to Baldwin, shyness can be seen as a phobia that prevents students from speaking up. It causes their minds to go blank or makes them forget what they want to say. This issue is specifically related to their ability to speak English.

There are several factors why students feel shy when speaking English, and one of them is their introverted nature. According to Bowen and Robby, students who are shy tend to be very quiet. Additionally, another factor that causes students to be shy in speaking English is feeling intimidated by their friends. Saurik also supports this idea, stating that many students are afraid of making mistakes and being laughed at by their friends while speaking English.

3) Anxiety

Anxiety is the nervousness experienced by students when they find themselves in certain situations, such as learning to speak English. It is characterized by feelings of tension, apprehension, and nervousness, that arise when learning to speak a foreign language. Horwitz suggests that anxiety specifically related to speaking a particular language can have an impact on a student's performance. This can affect the overall quality of their spoken language and create the perception of reduced fluency, even if they possess a higher level of proficiency.¹² Nascent argues that among other

¹²Januariza Yasti and Suswati Hendriani, "Students' Anxiety in Learning Speaking," *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)* (2016) 469.

affective variables, anxiety stands out as a crucial impediment to effective language learning. In simpler terms, anxiety negatively affects students' language learning. Therefore, it is important to take note of this factor and consider it further.

According to Horwitz and Cope in Zhao Na, it is stated that there are three factors that cause students' anxiety. The first factor is a fear of communication, meaning that students are afraid to use the target language (TL) and as a result, their ability to speak English is diminished. This low ability often leads to feelings of anxiety among many students. The second factor is test anxiety, which is the fear of being tested. The last factor involves the evaluation of other students. As previously mentioned, the evaluation of peers often causes anxiety among students themselves.

4) Lack of Confidence

Sometimes students feel unsure of themselves when they think that their friends do not understand what they are saying or when they can not understand what their friends are saying. In such situations, they prefer to remain silent, which indicates a lack of confidence in their ability to communicate.¹³

One of the obstacles that students face in speaking English is their lack of confidence. Sometimes, students may not feel confident when they try to talk in English. This lack of confidence usually occurs when they realize that their conversational partners cannot understand them or vice versa. As a result, they choose to remain silent and lack the confidence to attempt to speak English. Tsui in Nunan, argues that students who lack confidence in themselves and their English skills suffer in the process of communication apprehension. This problem demonstrates the

¹³Yasti and Hendriani, "Students' Anxiety in Learning Speaking.", 469.

significance of building confidence for students in learning to speak English.

Confidence is a crucial basis for students to develop their English speaking skills. This is because when they are confident, they can solve any challenges that come their way. He and Chen suggest that the primary reason for students' lack of confidence is their limited ability to speak English. Consequently, a lot of students feel like they are not good at English and think that they can not talk or write well in the language.

5) Lack of Motivation

In terms of the matter of motivation in learning, it is crucial to acknowledge the significance of motivation as it can impact students' hesitance in speaking English. Therefore, motivation plays a vital role in assessing learners' readiness to engage in communication.

Students struggle with speaking English due to their lack of motivation. Motivation plays a significant role in students' ability to master English speaking. Consequently, low motivation discourages students from making an effort to speak English. Various factors contribute to this lack of motivation, including feelings of boredom, uninspiring lectures, a perceived lack of relevance in the course material, and a lack of awareness regarding the learning objectives. Zua asserts that motivation is an internal force that amplifies students' interest in their studies.¹⁴ Numerous studies have proven that students with strong motivation can persevere in their learning journey and achieve higher scores compared to those with weaker motivation. Therefore, it is crucial for teachers to prioritize the development of students' motivation to learn.

¹⁴Yasti and Hendriani, "Students' Anxiety in Learning Speaking," 469.

2. English Speaking Strategies

a. Definition of Strategy

In defining Language learning strategies, Wahyuni provides several definitions from researchers that still cannot be defined exactly. Language learning strategies are defined in slightly different ways by researchers (e.g., Brown; Cohen; Green and Oxford; Griffiths; O'Malley and Chamot; Oxford; Rubin; Stern; Wenden and Rubin), leading to debates over whether the learning strategies are physical or mental, conscious or unconscious, and triggered by problems or goals.¹⁵

O'Malley defines language learning processes broadly. According to him, strategy is a series of actions or processes employed by a learner to facilitate the acquisition, storage, retrieval, or use of knowledge.¹⁶ According to Griffiths, learning strategies are activities actively chosen by learners for the goal of organising their own language acquisition.¹⁷ According to Nunan, learning strategies are the mental processes utilized by learners to acquire and utilize the target language.¹⁸

However, in order to offer a more exact description for this study, the researcher used Oxford's definition in Prabawa. Oxford learning strategies are thing that students do to help themselves learn better. There are six different group of learning strategies. Memory strategies help students remember things they learn. Cognitive strategies help students when they do not know something. Cognitive strategies help students manage their own learning. Affective strategies are

¹⁵Sri Wahyuni, "L2 Speaking Strategies Employed by Indonesian EFL Tertiary Students Across Proficiency and Gender" (Thesis, University of Canberra Australia, 2013), 4.

¹⁶J. Michael O'Malley, et al, "Learning Strategies Used by Beginning and Intermediate ESL Students," *Language Learning* 35, no. 1 (1985): 23.

¹⁷Carol Griffiths, *Lessons from good language learners* (Cambridge: Cambridge University Press, 2008), 87.

¹⁸David Nunan, *Language teaching methodology: A textbook for teachers* (Sidney: Macquarie University, 1991), 168.

about how students feel when they are learning. And social strategies involve students working together with others¹⁹

From the several definitions above, it can be concluded that strategies are particular acts, behaviours, stages, or procedures that students frequently utilize on purpose to improve their progress in improving foreign language abilities. These strategies can help with internalization, storage, retrieval, and use of the new language.

b. Component of Speaking

According to Vanderkevent, there are three components in speaking: the speakers, the listeners, and the utterances.²⁰

- 1) The speakers are the ones who produce the sound and use it as a tool to express their opinions or feelings to the listeners. Without speakers, these opinions or feelings would not be stated.
- 2) The listeners, on the other hand, receive or understand the speaker's opinions or feelings. Without listeners, speakers would have to express their opinions through writing.
- 3) The utterances are the words or sentences spoken by the speakers to state their opinions. Without utterances, both speakers and listeners would have to rely on sign language.

According to Harris, there are five components of speaking skills: comprehension, grammar, vocabulary, pronunciation, and fluency.²¹ Students need to be able to form correct sentences in conversation. This aligns with Heaton's explanation that students should be able to manipulate sentence structure and understand appropriate grammatical

¹⁹Wawa Puja Prabawa, "Speaking Strategies Used by Indonesian Tertiary Students," *ENGLISH REVIEW: Journal of English Education* 4, no. 2 (2016): 233.

²⁰Azlina Kurniati, "A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru," n.d.

²¹Azlina Kurniati, "A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru," n.d.

forms. Grammar is also important for developing proficiency in both oral and written language. Vocabulary refers to the appropriate words used in communication. Without a sufficient vocabulary, individuals cannot effectively communicate their ideas orally or in writing. Limited vocabulary also hinders language learning. Grammar alone cannot convey much, and without vocabulary, nothing can be conveyed. Therefore, based on this explanation, the researcher suggests that having a broad vocabulary is essential. For oral communication, it is necessary for individuals to be able to respond to and initiate speech. The researcher concluded that English learners must master vocabulary in order to speak and write English properly. Pronunciation refers to the way students produce clear language when speaking, including the elements and principles that determine how sounds vary in a language. Fluency is the ability to read, speak, or write easily and expressively, with minimal pauses or hesitation. The ability to speak fluently and accurately is a goal for many language learners.

c. The Importance of Speaking

Due to the significance of speaking abilities in this global language, it is essential for Usmonov, students, and the general public to acquire these foreign language skills in order to excel in oral and written communication. This proficiency in English communication is particularly important for academic and professional activities in various business sectors (Hoa and Amalyah). With the rapid advancement of technology, it is imperative to proactively respond to the global flow of information as a valuable asset to meet market demands. English, being the universal language, serves not only as an academic requirement for linguistic skills but also as a

means of international communication (Hu, McKay, and Jenkins).²²

Confident individuals typically have to speak tens of thousands of words per day, but certain professions such as auctioneers, politicians, and negotiators exceed that amount. The act of speaking is so crucial and demanding that people often overlook the importance of speaking effectively and engagingly, resulting in difficulties when trying to acquire these skills. Furthermore, these skills also encompass elements of linguistic competence and maturity. As a result, speakers must strive to improve their speaking abilities.²³

Due to the significance of oral proficiency in this global language, it is crucial for Usmonov, students, and the general public to acquire foreign language skills to excel in both spoken and written communication. This will enable them to effectively utilize English as a means of communication, particularly in their academic and professional pursuits.²⁴

d. English Speaking Strategies Can be Used by Learners

There are various learning strategies that students may use to help them in language learning. Oxford in Prabawa distinguishes two types of learning strategies.²⁵

- 1) Direct strategies which include:
 - a) Memory strategies, including

²²Sudarmo Sudarmo, "The Importance of Speaking in English as a Foreign Language between Skillful and Thoughtful Competencies: Studying Sociolinguistics Perspectives," *Linguistics and Culture Review* 5, no. S1 (July 10, 2021): 113–24, <https://doi.org/10.21744/lingcure.v5nS1.1321>.

²³Eli Hinkel, "Current Perspectives on Teaching the Four Skills," *TESOL Quarterly* 40, no. 1 (2006): 109–31, <https://doi.org/10.2307/40264513>.

²⁴Teuku Zuhri, "Exploring Factors Affecting Students' Reluctance in Speaking" (UIN Ar-Rainy, 2023).

²⁵Wawa Puja Prabawa, "Speaking Strategies Used by Indonesian Tertiary Students," *ENGLISH REVIEW: Journal of English Education* 4, no. 2 (2016): 233.

1. Create mental linkages (Place new words in a context)
 2. Applying images and sounds (sound expression)
 3. Reviewing well (structured review)
 4. Employing action (using Mechanical Techniques to retrieve mis memory Strategies)
- b) cognitive strategies, including:
- (1) Practicing (repetition, formally practising with sounds and writing systems, recognizing and using formulas and patterns, recombining, practising naturalistically)
 - (2) Receiving and sending messages (Using resources for receiving and sending messages)
 - (3) Analyzing and reasoning (Reasoning deductively, translating, transferring)
- c) compensating strategies, including:
- (1) Switching to the mother tongue (using the mother tongue for an expression without translating it)
 - (2) Getting help (asking someone for help in a conversation by hesitating or explicitly asking for the missing expression)
 - (3) Using mime or gesture
 - (4) Avoiding communication partially or totally
 - (5) Selecting the topic
 - (6) Adjusting or approximating the message
 - (7) Coining words
 - (8) Using a circumlocution or synonym
- 2) Indirect strategies which are characterized as:
- a) Metacognitive strategies, including:
- (1) Centering the learning (overviewing and linking already known material, attention involves directed attention and selected attention, delaying speech production to focus listening)

- (2) Arranging and planning the learning (Finding out about language learning, Organizing, Setting goals and objectives, Identifying the purpose of a language task, Planning for a language task, Seeking practice opportunity)
- (3) Evaluating the learning (self-monitoring, self-evaluating)
- b) Emotional strategies, including:
 - (1) Reduce anxiety
 - (2) Encourage yourself
 - (3) Measure your emotional temperature
 - (4) Reward yourself for doing well
 - (5) Use deep breathing or positive self-talk
- c) Social strategies, Including:
 - (1) Ask questions to get verification
 - (2) Ask for clarification
 - (3) Asking for help in doing a language task
 - (4) Collaborate with others, and speak with a partner who speaks the mother tongue
 - (5) Empathize with others, explore cultural and social norms

Furthermore, Nakatani (2006) divides speaking methods into eight categories, which are as follows:²⁶

- 1) Strategy category 1: *Social affective strategies*
 This strategy is related to the emotional components of learners in social environments. These learners attempt to control their own fear and enjoy the act of oral communication in order to speak effectively.
- 2) Strategy category 2: Fluency-oriented strategies
 This strategy is seen when learners focus on characteristics like rhythm, intonation, pronunciation, and speaking clarity in order to enhance listeners' attention.

²⁶Yasuo Nakatani, "Developing an Oral Communication Strategy Inventory," *The Modern Language Journal* 90, no. 2 (2006): 155-156.

3) Strategy category 3: Negotiation for meaning while speaking

This strategy is related to the learners' attempts to bargain with their interlocutors. To retain and sustain their interaction and avoid breakdowns when communicating, they both amended the message by offering examples and repeated the speech to find out what they actually intended to express.

4) Strategy category 4: Accuracy-oriented strategy

It is related to the desire to speak English correctly. Learners focus on the form of their speech and aim for grammatical precision; as a result, they correct what they say by recognizing their own mistakes.

5) Strategy category 5: Message reduction and alteration strategy

It is indicated strategies that these learners employ to prevent a communication breakdown by decreasing an original message, simplifying their utterances, or utilizing comparable language that they can use comfortably.

6) Strategy category 6: Non-verbal strategy while speaking

This strategy is intimately related to the use of body language. When speaking English, these learners may employ eye contact to draw the attention of their audience. They employ gestures or facial expressions to provide indications and assist the listener in estimating what they want to convey in accordance with the communication aim.

7) Strategy category 7: *Message abandonment strategies*

It is associated with learner message abandonment in communication. When these EFL learners encounter difficulty carrying out their initial verbal strategy, they tend to abandon their communication attempt, leave the message incomplete, or seek assistance from others to continue the conversation.

8) Strategy category 8: Attempt to think in English strategy

This strategy allows learners to think in the other language as much as possible during real conversation. Learners had a proclivity to think in English and a negative attitude toward thinking in their native language and then generating an English sentence.

e. Motivations Towards Learning English

When it comes to language learning, there are numerous definitions of motivation. Light bown and Spada observed that studying motivation in second language learning is a complex task. This complexity can be understood by considering two factors: the communicative needs of students and their attitudes towards the community of the second language. Furthermore, motivation has been defined by Parsons, Hinson, and Brown as a crucial element or aspect of the learning process. Both learning and motivation hold equal significance in attaining a goal. Learning enables students to acquire fresh knowledge and skills, while motivation drives or stimulates them to persevere through the learning journey.²⁷

Intrinsic motivation is a type of motivation that originates from within the students themselves. The students derive pleasure from learning English and have a personal desire to achieve their goals. On the other hand, extrinsic motivation is a type of motivation that stems from external factors such as parents, friends, or society. Both types of motivation are crucial in creating a stimulating learning environment and have an impact on students' attitudes and accomplishments.²⁸

²⁷Huy Cuong Nguyen, "Motivation in Learning English Language: A Case Study at Vietnam National University, Hanoi," *European Journal of Educational Sciences* 6, no. 1 (2019): 49–65.

²⁸"STUDENTS' MOTIVATION IN LEARNING ENGLISH | Zuniarti | Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)," accessed August 9, 2023, <https://jurnal.untan.ac.id/index.php/jdpdb/article/view/17109>.

According to Schunk, motivation has the ability to influence our learning in terms of what, when, and how we learn. It was concluded that if students have motivation, whether it be intrinsic or extrinsic, they can independently determine what they need to learn, how much time they need to spend on it, and which techniques will assist them in understanding the subject more easily. Similarly, Zimmerman supports this notion by stating that students who are motivated to learn about a particular topic are likely to engage in activities that they believe will help them learn. These activities may include paying careful attention to instruction, mentally organizing and rehearsing the material to be learned, taking notes to aid in future studies, assessing their level of understanding, and seeking help when they encounter difficulties in understanding the material.²⁹

B. Previous Studies

In this study, the authors looked at other research that had already been done to see how it relates to their own study. They read a bunch of other studies to see what parts were the same and what parts were different. This help to know what they should focus on in their own research:

Table 2.1 Previous study

Number	Title	Author	Year	Similarity	Difference
1	An Analysis of Students' Barriers in Speaking English Fluently (A Case Study at Department of English Language Education of Ar-Raniry State Islamic University)	Tansa Harina	2019	Focused on student Obstacles in speaking	Used mix method research (MMR) Not discussed prominent obstacles in speaking
2	The English Speaking Barriers Possessed by	Nina Novitasari	2020	Discussed student Obstacles	Object: Students of the

²⁹ | Zuniarti |, Student' Motivation in Learning English, Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK).”

Number	Title	Author	Year	Similarity	Difference
	Students of The Islamic Banking Study Program FEBI IAIN Bengkulu			in speaking using qualitative method	Islamic Banking Study Program FEBI IAIN Bengkulu Not using questioner Not discussed prominent obstacles in speaking
3	Exploring Students' Barriers Factors in Speaking English During Performing a Classroom Presentation	Suci Ismiati	2021	Discussed student Obstacles in speaking used qualitative method	Not discussed prominent obstacles in speaking

1. The research was conducted by Tansa Harina in 2019 “An Analysis of Students’ Barriers in Speaking English Fluently (A Case Study at Department of English Language Education of Ar-Raniry State Islamic University)”. This research used Mixed Method Research (MMR). The result showed that individual barrier is the main barriers faced by the students, and then language barrier, environment also interpersonal barriers are followed.³⁰ The result of the second research question is they practice by peer or in front of the mirror and some of them using audio-visual media (YouTube videos, movie, Instagram). Therefore, there should be best effort with more effective interpretation in order to decrease students’ barriers in speaking English Fluently. The difference is in the focus of the research which in the research conducted by Tansa Harina only

³⁰Tansa Harina, “An Analysis of Students’ Barriers in Speaking English Fluently (A Case Study at Department of English Language Education of Ar-Raniry State Islamic University)” (Thesis, UIN Ar-Raniry Banda Aceh, (2019).

focused on obstacle faced by students in speaking English, while the researcher not only focused on obstacle faced by students in speaking English but also focused on students' strategies in learning to speak English in order to be fluent.

2. The research was conducted by Nina Novitasari in 2020 "The English Speaking Barriers Possessed by Students of the Islamic Banking Study Program FEBI Iain Bengkulu". This research used case study qualitative method.³¹ The result showed that the English speaking barriers happened because some students have difficulty speaking English because they are afraid of making mistakes. They worry that others students will correct them in a mean way. Some students are shy and do not like to speak up. Others feel anxious because they have to take test in English. Some students do not feel confident because they do not enough words. And some students are not motivated to learn English because they find it boring. These are all reason why some students have trouble with English speaking. The difference is in the focus of the research where the research conducted by Nina Novitasari focused on students' barriers in speaking English fluently, while the researcher focused on the most prominent factors that cause students to experience difficulties in speaking English.
3. The research was conducted by Suci Ismiati in 2021 "Exploring Students' Barrier Factors in Speaking English During Performing a Classroom Presentation". This research used a descriptive qualitative method.³² The result of this research showed the highest to the lowest barriers obstructing the students in speaking English, namely time pressure, teacher & classmate's judgment, lack of motivation, lack of preparation, lack of practice, lack of confidence, and anxiety. Another result also shows that performance condition factor is the most dominant main

³¹Nina Novitasari, "The English Speaking Obstacles Possessed by Students of The Islamic Banking Study Program FEBI IAIN Bengkulu" (Thesis, IAIN Bengkulu, 2020)

³²Suci Ismiati, "Exploring Students' Barrier Factors in Speaking English During Performing a Classroom Presentation" (Thesis, UIN Syarif Hidayatullah Jakarta, 2021).

barrier factor that affects students' speaking English during performing a class presentation compared to psychological factor. The difference is in the focus of the research where the research conducted by Suci Ismiati only focused on the most dominant barrier factor that obstructs students in speaking English, while the researcher not only focused on the most dominant barrier factor that obstructs students in speaking English, but also focused on students' strategies in learning to speak English in order to be fluent.

C. Theoretical Framework

Speaking comprehension is a crucial skill in the process of learning English as it allows students to respond effectively to their teacher's instructions or when interacting with their peers. However, there may be Obstacles that hinder their understanding of spoken English during this learning journey. When faced with difficulties in understanding spoken English, students should promptly identify the Obstacles preventing their comprehension in order to find appropriate solutions. It is expected that students will strive to comprehend and find solutions to overcome any difficulties they encounter in speaking

Figure 2.2 Theoretical framework

