

## **University Students' Perspective on English Speaking Challenges: A Descriptive Study**

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### **Abstract**

*Speaking English can be something very challenging, including for students. This research aims to reveal the challenges experienced by students regarding English speaking activities. This research involved three participants from Abdul Chalim University. This research uses descriptive qualitative research methods and research data is collected through interviews and observation. The results of this research show that there are three main challenges in speaking English for students. The first is Lack of English-Speaking Environment. The second is Uncertainty in Pronunciation and Grammar. The third is Lack of Confidence. This research holds significance in understanding the challenges of English speaking among university students and contributes to the development of more effective educational solutions. However, this research has limitations in the number and variety of research participants. Therefore, it is recommended for future research to conduct similar research by increasing the number and variety of research participants.*

**Keywords:** *English, Speaking Challenge, Students' Perspective*

### **INTRODUCTION**

Proficiency in English holds unparalleled significance in today's interconnected world. It transcends being merely a language tool, functioning as a gateway to expansive opportunities (Han, 2023; Lu & Murao, 2023). The mastery of English not only facilitates global communication but also significantly enhances career prospects, grants access to vast resources, nurtures cross-cultural understanding, and plays a pivotal role in personal, academic, and professional development. English stands at the forefront as the language of instruction in international discourse and trade, and fluency empowers individuals to adeptly navigate diverse situations. Whether confidently participating in meetings, negotiations, or presentations, or forging connections and relationships across borders, English proficiency is instrumental. This proficiency, therefore, unlocks doors to a myriad of career possibilities in multinational corporations, global organizations, and various industries where a command of English is often a fundamental requirement. Ultimately, it augments the likelihood of career advancement and success by enabling individuals to thrive in an interconnected and globalized professional landscape.

English proficiency extends beyond the professional realm, serving as a crucial tool for delving into a vast reservoir of knowledge, literature, and academic resources predominantly available in English. This proficiency empowers individuals to explore a diverse array of subjects, spanning from science and

technology to the arts and humanities (Banerjee et al., 2021; De Lira e Silva, 2019). Moreover, conversational English proficiency plays a pivotal role in navigating the digital landscape, offering access to an abundance of online resources, social media platforms, entertainment, and digital content. This, in turn, fosters a more enriched and interconnected digital experience. Beyond its utility in global communication, proficiency in English significantly contributes to building mutual understanding and respect among diverse cultures and communities. It acts as a catalyst for breaking down barriers, promoting inclusivity, and fostering unity in an increasingly multicultural world. In essence, adept English language skills transcend linguistic boundaries, enabling individuals to connect, collaborate, and flourish in a continually evolving global landscape. Proficient English communication is not only the cornerstone for professional success but also a key driver for personal enrichment, cultural exchange, and the cultivation of a more connected and harmonious global community, where effective communication in English serves as the foundation for progress, prosperity, and mutual understanding.

The student body's diversity on campus, encompassing a broad spectrum of cultural backgrounds, ethnicities, languages, beliefs, and life experiences, plays a pivotal role in cultivating a vibrant academic community. This diversity contributes significantly to creating an enriching environment that embraces plurality, fosters mutual understanding, promotes inclusivity, and forms a melting pot of ideas, perspectives, and values. Students from various walks of life converge, engaging in cross-cultural interactions, interdisciplinary collaborations, and multifaceted dialogues. These interactions not only expand their global horizons and cross-cultural competencies but also stimulate critical thinking, empathy, and tolerance. Diversity becomes an asset, encouraging a mosaic of perspectives that transcends geographical boundaries, allowing mutual learning, challenging prejudices, and nurturing a profound appreciation for cultural diversity (Budiarsyah, 2023; Tripathy & Raha, 2023; Ziegler & Unger, 2023). This dynamic environment shapes individuals who possess not only academic proficiency but also the social skills and cultural fluency vital for success in an interconnected world.

The diverse student body enhances the intellectual vitality of the campus, influencing academic discussions, extracurricular activities, community engagement initiatives, and social gatherings. The environment values and respects individual uniqueness, fostering a sense of belonging, acceptance, and unity among students, faculty, and staff. A plurality of perspectives acts as a catalyst for innovation, creativity, and a more comprehensive understanding of complex global issues. Students from different cultures, languages, and backgrounds coexist harmoniously, forming bonds and networks that surpass cultural boundaries. This supportive and nurturing environment encourages personal growth, self-discovery, and the exchange of ideas. By embracing cultural differences as opportunities for learning, students navigate the complexities of a diverse world, developing critical skills in communication, collaboration, and empathy for success in an interconnected and multicultural society (Abu, 2023; Azubuike et al., 2023).

This rich diversity enriches the educational experience, providing students with a global perspective that prepares them for a world characterized by globalization, cultural integration, and rapid technological advancement. It instills the ability to thrive in a diverse workplace, address global challenges, and contribute positively to society by valuing diversity, promoting inclusiveness, and

fostering understanding and cooperation among individuals from different cultural backgrounds. Ultimately, it shapes a campus environment that values diversity as a cornerstone of its identity, promotes unity amid differences, and prepares students to become global citizens who appreciate, respect, and celebrate the diversity of human experience and identity.

The daily use of English as the primary mode of communication on campus presents a multifaceted platform for students, professors, and administrative staff. This platform facilitates a wide array of academic discussions, collaborative projects, extracurricular activities, administrative matters, and social interactions, extending beyond the classroom and encompassing the entire campus. This constant engagement cultivates a rich tapestry of language exchange and cultural fusion. Beyond supporting language proficiency, it nurtures an inclusive and globally-minded community, promoting cross-cultural understanding, enhancing interpersonal relationships, and fostering a vibrant learning ecosystem. In this environment, individuals are empowered to express ideas, share experiences, and embrace diversity through a shared language. This, in turn, strengthens communicative competence, broadens perspectives, and equips individuals with indispensable skills crucial for thriving in an interconnected world fueled by global collaboration, innovation, and cultural fluency. The immersion of English into the fabric of everyday campus life enables seamless integration, creating an atmosphere where students from diverse language backgrounds converge, interact, and collaborate. Language barriers are transcended, allowing meaningful relationships to be forged, ideas to be exchanged, and active participation in academic, social, and extracurricular activities to take place.

Ultimately, the cultivation of a dynamic community that embraces language diversity while utilizing English as a shared tool for effective communication and knowledge dissemination spans a broad spectrum of disciplines. In these disciplines, English fluency is not merely a means of conveying thoughts and ideas; it catalyzes academic excellence. Proficiency in English enables students to seamlessly access a wealth of academic resources, literature, and global perspectives, thereby enriching their educational experience and equipping them to navigate a competitive and interconnected global landscape. This underscores the significance of employing English as the primary medium of daily communication on campus, extending its role beyond academic activities to co-curricular and social spheres. English proficiency becomes pivotal in clubs, organizations, events, and informal interactions, acting as a cornerstone for building friendships, networking, and fostering a sense of belonging and community. This, in turn, cultivates a sense of belonging in a diverse and inclusive campus community that thrives on effective cross-cultural communication and mutual respect for various linguistic backgrounds. It highlights the crucial role of daily English communication opportunities in shaping a comprehensive educational experience that transcends linguistic boundaries, preparing individuals for success in a global society. By creating a stimulating environment that encourages the exchange of ideas, interdisciplinary collaboration, and exploration of new perspectives, daily English communication facilitates the dissemination of knowledge, innovation, and creative thinking. This fosters an environment conducive to academic growth, personal development, and intercultural understanding, enhancing each individual's educational journey within the campus.

Research on English speaking proficiency of students regarding their challenges has been conducted by several researchers. There have been 5 previous studies on this matter. The initial study is titled *Students' Perspectives and Challenges in English Speech Program* (Jannah et al., 2020). The study's conclusions showed that an English speech program was crucial for improving pupils' speaking abilities (65%). Additionally, the program benefited the kids (51%). Additionally, it was shown that 69% of the students reported that the program mostly pushed them to select an audience-appropriate topic and to use proper language (59%). In the prior study, however, the research was located in a different place. Consequently, more research on that is required.

The second research is entitled *Examining Students' Challenges in Oracy in Academic Context Classes* (Wulandari et al., 2021). The results highlight the primary challenges that students encountered when it came to speaking, such as low self-esteem, anxiety over making mistakes, a poorly designed curriculum, disruptive audience behavior, a deficiency of vocabulary, a lack of grammatical accuracy, poor pronunciation, challenging and uninteresting subjects, the need for immediate or direct feedback, and difficulties organizing group projects. The students also mentioned that, as listeners, they had trouble understanding speakers because of their lack of prior knowledge, unfamiliar vocabulary, nervousness, poor pronunciation, fast or lengthy presentations, accents, poor sound clarity, seat placement, cold surroundings, lack of focus, and uninterested speakers. The prior study, however, did not address the perspectives of English-speaking challenges. Consequently, more research on that is required.

The third research is entitled *EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department* (Ratnasari, 2020). The purpose of this study was to address the research issues regarding to the difficulties of students encountered when learning how to speak and the methods they used to get beyond those difficulties. Nevertheless, the viewpoints of English-speaking challenges were not covered in the previous study. Thus, further investigation on that is needed. The prior study, however, did not address the perspectives of English-speaking challenges. Consequently, more research on that is required.

The fourth research is entitled *An Analysis of Student's Difficulties in English Speaking, a Descriptive Study* (Hifdil Islam & Ferdiyanto, 2023). The results revealed that students encountered difficulty in engaging in English conversation due to a lack of confidence and courage, coupled with fear of making errors. Additionally, they expressed a need for an immersive environment and appropriate vocabulary. Consequently, motivating students to engage in English speaking necessitates the implementation of an efficient instructional approach.

The fifth research is entitled *Exploring challenges and strategies in English speaking among Indonesian university students: A case study of AKM university* (Anggrisia & Robah, 2023). The results indicated that students faced both linguistic and psychological hurdles when communicating in English. Linguistic obstacles encompassed difficulties with tense usage, limited grasp of grammar rules, and challenges in selecting suitable vocabulary. Psychological barriers included feelings of nervousness, low confidence levels, fear of making errors, and concerns about being ridiculed. Additionally, a lack of sufficient practice emerged as an environmental factor exacerbating speaking challenges.

Based on previous research, there is still a research gap, namely that no one has conducted research on students' opinions regarding the challenges of speaking English. Therefore, this research aims to fill this research gap. This research leads to research questions about the challenges faced by students regarding their ability to speak English. This research holds profound significance in the context of higher education development, particularly in English language learning. By understanding students' perspectives on English speaking challenges, this study can provide valuable insights for educators and education policymakers. The information gleaned from this research can assist universities in devising more effective and relevant teaching strategies, as well as offering better support to students in overcoming communication barriers in English. Furthermore, a better understanding of the challenges faced by students in speaking English can aid educational institutions in adapting curricula and training programs to enhance their English-speaking skills, thereby enabling them to compete more effectively in an increasingly interconnected global environment.

## **METHOD**

Utilizing a qualitative research method characterized by a descriptive design, this study adopts an approach that incorporates various qualitative research techniques, including observation and interviews. The flexibility inherent in qualitative research methods enables the customization of data collection strategies to align seamlessly with the unique requirements of the study (Colorafi & Evans, 2016; Lambert & Lambert, 2013). By employing these diverse techniques, the research seeks to delve into the nuanced responses of Abdul Chalim University students concerning the specific challenges encountered in English speaking. This methodology allows for a comprehensive exploration of student opinions, providing a holistic understanding of the multifaceted aspects related to the difficulties of students may face in expressing themselves in English. The qualitative nature of the research not only allows for in-depth insights but also ensures that the data collection strategies are finely tuned to capture the rich and diverse experiences of the participants. Overall, this approach is chosen to yield nuanced and contextually rich findings, offering valuable insights into the intricacies of English language challenges faced by students at Abdul Chalim University.

## **Respondents**

The research sample for this study comprised three students selected from KH Abdul Chalim University, chosen specifically due to their potential to offer comprehensive and elucidative insights into the research topic. The decision to select 11 participants for the research, yet only utilize data from 3 individuals, was made based on methodological rigor and the need to ensure data quality. By employing a selective approach, the research aimed to focus on participants who provided the most comprehensive and insightful responses, thereby enhancing the depth and richness of the findings. This methodological choice aligns with established research practices, as it allows for a more thorough analysis of the selected participants' experiences and perspectives. Additionally, by prioritizing data from a subset of participants, the research aimed to maintain a balance between data saturation and resource efficiency, optimizing the research process while still

ensuring the validity and reliability of the results. The method employed for participant selection was an unstructured interview, a deliberate choice influenced by the unique circumstances, particularly the limited availability of participants in English classes. The unstructured interview format allows for a more flexible and open-ended conversation, enabling participants to freely express their thoughts and experiences regarding the challenges associated with speaking English (Bihu, 2020; Chauhan, 2022). The rationale for utilizing this method is rooted in its capacity to elicit rich, detailed responses, especially in a context where the number of participants in English classes may be constrained. By opting for an unstructured interview approach, the research aims to capture the authentic perspectives of the participants, ensuring a nuanced understanding of their experiences and insights into the challenges they face when communicating in English within the university setting.

### **Instruments**

The data for this research were systematically gathered through a combination of interviews and observations. Specifically, the chosen interview format was unstructured, allowing for a more flexible and open-ended dialogue between the interviewer and interviewee. This approach was deliberately selected to foster a free-flowing exchange of information without restricting the conversation to predefined topics. The decision to employ unstructured interviews was rooted in the belief that this method would yield comprehensive and insightful data, as participants could openly share their experiences and perspectives on the challenges associated with speaking English.

Complementing the interview data, observations were conducted to provide an additional layer of understanding. The observational aspect aimed to capture a direct and unfiltered portrayal of the behavior of students enrolled in the English language study program during non-college courses. This methodological choice adds depth to the research by offering a real-time depiction of how students engage with English language-related activities outside the formal classroom setting.

The synergy between unstructured interviews and observations enhances the robustness of the collected data, providing a more holistic view of the challenges faced by students in the English language study program. This methodological approach aligns with the research objective, which is to unravel a comprehensive understanding of the hurdles encountered by students when communicating in English within the university context. By employing a combination of unstructured interviews and observations, the study seeks to capture the richness and intricacies of the participants' experiences, thereby contributing valuable insights to the academic discourse on language learning challenges.

### **Procedures**

Initiating a qualitative research endeavor involves a systematic progression, starting with the identification of research questions or objectives that serve as the foundation for the subsequent investigative process. These questions act as guiding beacons, delineating the scope and purpose of the research to be addressed through interviews. Following this, the researcher undertakes a meticulous participant selection process, aiming to enlist individuals who possess the potential to offer insightful and pertinent information aligned with the research objectives. The

determination of the sample size and the intricacies of the recruitment process are contingent upon the nature of the research questions and the available resources at the researcher's disposal. Once the participants are identified, the researcher diligently formulates a comprehensive set of interview questions. These questions are meticulously crafted to elicit the desired information, ensuring that the interviewees provide meaningful insights into the research objectives. Additionally, the researcher contemplates the structure and order of the questions, contemplating how to best facilitate a productive and insightful dialogue during the interview sessions.

With the groundwork laid, the researcher proceeds to execute the interviews, engaging with participants to extract valuable perspectives and experiences. Post-interview, the subsequent imperative involves a rigorous analysis of the amassed data. This analytical phase entails identifying recurring patterns and overarching themes within the dataset, providing a systematic means of addressing the research questions. The researcher navigates through the qualitative data, discerning connections and divergences, thereby constructing a coherent narrative that contributes to the overarching goals of the research. In essence, this methodical approach from question formulation to participant selection, structured interviewing, and meticulous data analysis ensures a robust and comprehensive exploration of the research objectives, offering nuanced insights that contribute meaningfully to the academic discourse.

### **Data analysis**

The analytical process in this research unfolded through a methodical progression comprising four distinct stages: data collection, data reduction, data presentation, and concluding. These stages were meticulously executed to extract precise and comprehensive insights into the observed phenomena (Miles et al., 2014). Given the inherent variability in the collected data, not all information met the criteria for inclusion in this study. Hence, a judicious process of data reduction ensued, involving the meticulous selection and categorization of data pertinent to the research objectives. Following the refinement of the dataset, the subsequent step involved presenting the data in a streamlined and systematic manner. This presentation aimed to enhance the clarity and organization of the information, ensuring a more methodical approach that would elevate the overall comprehension of the material. The objective was to imbue the presentation with a sense of order, facilitating an improved understanding of the research findings.

In the final stage, conclusions were drawn based on the synthesized and organized data. The culmination of the research journey involved leveraging the presented data to derive meaningful insights, which were then translated into conclusive statements. This process ensured that the conclusions reached were not only grounded in the empirical evidence but were also effectively communicated in a manner that resonated with the research objectives. By adhering to these four systematic stages of data analysis, the research strived to attain a level of precision, coherence, and representativeness that contributes substantively to the academic discourse on the phenomena under investigation.

## **RESULTS AND DISCUSSION**

### **Lack of English-Speaking Environment**

Students often face challenges due to the lack of opportunities to communicate in English in their surroundings. In a campus or residential environment where English is not the primary language used, students may struggle to find peers or practical opportunities to speak English regularly. This can hinder the development of their speaking skills.

RP1: *“Ya, itu sebuah perjuangan. Kebanyakan orang di sini berbicara dalam bahasa ibu kami, jadi menemukan seseorang untuk berlatih bahasa Inggris tidaklah mudah”*

E: *“Yeah, it's a struggle. Most people here speak our native language, so finding someone to practice English with is not easy”*

The participant's response during the interview reflects the inherent difficulty they face in their linguistic environment. They express the struggle of seeking English language practice within a community where the predominant mode of communication is their native language. This linguistic barrier hinders the participant's ability to find suitable partners for English practice, as most individuals in their surroundings naturally communicate in their mother tongue. The participant's acknowledgment of the challenge underscores the importance of language dynamics in shaping opportunities for language learning and practice. This insight provides valuable context for understanding the participant's language learning journey and the contextual factors that influence their ability to engage in English conversations within their community.

RP2: *“Saya juga memperhatikannya. Bahasa Inggris bukanlah bahasa utama di komunitas kami, dan hal ini menjadikan peningkatan keterampilan berbicara saya merupakan tantangan”*

E: *“I've noticed that too. English isn't the go-to language in our community, and that makes it challenging to improve my speaking skills”*

The participant's response in the interview highlights a shared observation regarding the limited prevalence of English within their community. By acknowledging that English isn't the default language in their social milieu, the participant articulates a common challenge faced by individuals aspiring to enhance their speaking skills. The participant implies that the scarcity of English as the primary language in their community poses a considerable obstacle to their efforts in developing proficient speaking abilities. This insight provides valuable context for understanding the participant's struggle and indicates the need for tailored language learning strategies to overcome the specific linguistic challenges posed by the community's predominant language. The participant's awareness of the linguistic landscape sheds light on the nuanced dynamics influencing their language-learning journey within the context of their immediate social environment.

RP3: *“Sangat. Saya berharap ada lebih banyak kegiatan atau kelompok berbahasa Inggris di kampus. Hal ini akan membuat perbedaan besar dalam mengatasi hambatan bahasa ini”*

E: *“Absolutely. I wish there were more English-speaking activities or groups on campus. It would make a big difference in overcoming this language barrier”*

In this response during the interview, the participant expresses a clear desire for increased English-speaking opportunities on campus. Their sentiment underscores the recognition that an environment with more English-focused activities or groups could significantly impact their efforts to overcome the existing language barrier. The participant implies that a dearth of English-speaking initiatives within the campus community contributes to the challenges they face in improving their language skills. By advocating for more English-centric activities, the participant suggests that a supportive and immersive language environment is crucial for effective language learning. This observation not only highlights a perceived gap in the linguistic resources available on campus but also reflects the participant's proactive approach and willingness to engage in activities that facilitate language development. The participant's expression of this wish provides valuable insights into the specific needs and preferences of individuals navigating language barriers in an academic setting.

### **Uncertainty in Pronunciation and Grammar**

Students often feel unsure about pronunciation and grammar when speaking English. The fear of making mistakes or being judged by others can be a significant psychological barrier. Some students may become overly focused on perfection, leading to reluctance to speak out of fear of making errors.

RP1: *“Saya sering ragu untuk berbicara bahasa Inggris karena saya tidak percaya diri dengan pengucapan saya. Takut salah mengucapkan kata membuat saya berhati-hati”*

E: *“I often hesitate to speak English because I'm not confident about my pronunciation. Fear of mispronouncing words makes me cautious”*

In this interview response, the participant candidly reveals a significant barrier to their English language practice – a lack of confidence in their pronunciation. The participant articulates that the fear of mispronouncing words acts as a deterrent, causing them to hesitate when engaging in English conversations. This admission sheds light on the complex interplay between language learning and self-esteem, emphasizing the participant's awareness of the importance of pronunciation in effective communication. The fear of making pronunciation errors reflects the psychological aspect of language acquisition, where the participant's apprehension becomes a hindrance to their willingness to speak English openly. This insight provides valuable context for understanding the participant's emotional and psychological challenges in language learning,

highlighting the need for supportive environments that encourage experimentation and learning without fear of judgment. The participant's honesty about their hesitation underscores the multifaceted nature of language acquisition, extending beyond grammar and vocabulary to encompass emotional and psychological factors that influence an individual's language proficiency.

RP2: *“Pengucapan dan tata bahasa bisa jadi rumit. Saya khawatir membuat kesalahan, terutama ketika saya tidak yakin tentang cara mengucapkan kata-kata tertentu yang benar”*

E: *“Pronunciation and grammar can be tricky. I worry about making mistakes, especially when I'm not sure about the correct way to say certain words”*

In this interview response, the participant articulates concerns related to both pronunciation and grammar, acknowledging the inherent challenges in mastering these aspects of the English language. The participant expresses apprehension about making mistakes, particularly when unsure about the correct pronunciation of certain words. This insight provides valuable context into the participant's linguistic journey, highlighting the interconnected nature of pronunciation and grammar as key components of effective communication. The participant's worry about making mistakes underscores the psychological aspect of language learning, where fear of errors can impact one's confidence in engaging with the language. The admission also reflects a conscientious approach to language acquisition, as the participant recognizes the importance of accuracy in pronunciation and grammar for clear and effective communication. This nuanced understanding of the challenges faced by the participant contributes to a deeper comprehension of their language learning experience, emphasizing the need for supportive learning environments that encourage experimentation and address concerns related to making mistakes.

RP3: *“Ketidakpastian dalam pengucapan terkadang menghambat saya. Saya merasa lebih nyaman dengan bahasa Inggris tertulis, namun berbicara dengan lancar merupakan tantangan yang berbeda”*

RP3: *“The uncertainty in pronunciation sometimes holds me back. I feel more comfortable with written English, but speaking it fluently is a different challenge”*

In this interview response, the participant candidly communicates a common struggle faced by language learners—the uncertainty in pronunciation acting as a deterrent to spoken fluency. The participant acknowledges a higher comfort level with written English, highlighting a distinction between their proficiency in written and spoken aspects of the language. This admission sheds light on the nuanced nature of language acquisition, where different skills within the same language can present varying levels of difficulty. The participant's hesitancy to speak fluently reveals the psychological barriers that often accompany language learning, emphasizing the need for targeted strategies to boost oral

communication skills. The acknowledgment of feeling more at ease with written English suggests a potential avenue for building confidence—leveraging the participant's existing proficiency in written expression to bridge the gap towards spoken fluency. This insight enriches our understanding of the participant's language learning experience, emphasizing the multifaceted nature of proficiency development and the importance of tailored approaches to address specific linguistic challenges.

### **Lack of Confidence**

The results of the interviews conducted are that some students can speak English but these students are shy in doing so, there are even those who can speak but have little understanding of the vocabulary, and there are also students who are not yet proficient in speaking English, he said that if he was not able to speak English.

RP1: *“Sebenarnya saya bisa Bahasa Inggris, cuman saya malu untuk berbicara didepan orang lain”*

E: *“I can speak English, but I'm too shy to speak in front of others”*

In this interview response, the participant reveals a different dimension of their language learning journey by expressing a struggle with shyness when it comes to speaking English in front of others. While acknowledging the ability to speak English, the participant identifies a psychological barrier that inhibits them from engaging in spoken communication within a public or social setting. This admission highlights the interpersonal challenges that can accompany language acquisition, emphasizing the role of confidence and social dynamics in effective language use. The participant's shyness underscores the significance of addressing not only linguistic aspects of language learning but also the emotional and social components that impact an individual's willingness to actively participate in spoken language activities. This insight provides valuable context for understanding the participant's holistic language learning experience and suggests that interventions aimed at boosting confidence and creating supportive environments may play a crucial role in overcoming shyness and promoting effective oral communication skills.

RP2: *“Bisa banget, cuman pas bicara aku kurang banget dalam hal kosa kata, kalok aku mau belajar juga nanti keburu tua duluan haha”*

E: *“I can do it, it's just that when I talk, I'm lacking in vocabulary, if I want to learn too, I'll get old first haha”*

In this interview response, the participant acknowledges a particular challenge related to vocabulary when engaging in spoken English. Despite expressing confidence in their ability to communicate, the participant humorously notes a perceived deficiency in vocabulary, adding a lighthearted touch with the remark about potentially getting old if they were to focus extensively on learning more words. This response provides insight into the participant's self-awareness

regarding their language skills and a pragmatic perspective on the challenges of language learning.

The participant's acknowledgment of a vocabulary gap reflects a common concern among language learners and highlights the dynamic nature of language acquisition. The humor injected into the statement suggests a positive attitude towards the learning process, indicating that the participant understands the importance of embracing challenges with a light-hearted approach. This insight contributes to a nuanced understanding of the participant's learning journey, emphasizing the need for strategies that balance language improvement with the practicality of everyday communication. The participant's remark about potentially getting old humorously underscores the perceived time-consuming nature of language learning, showcasing a realistic yet positive outlook on the continual growth and development of language skills.

RP3: *“kalok soal ngomong Bahasa Inggris belum siap aku cuy, belum bisa bahasa Inggris aku”*

E: *“When it comes to speaking English, I'm not ready, because I can't speak English yet”*

In this interview response, the participant straightforwardly expresses a lack of readiness when it comes to speaking English, attributing it to their current inability to speak the language. The participant's statement reflects a clear awareness of their current language proficiency level and a perceived readiness gap in oral communication skills. The use of the phrase "I can't speak English yet" implies a recognition of the potential for future language development.

The response sheds light on the participant's hesitancy to engage in spoken English, likely rooted in a sense of unpreparedness. This admission may stem from a combination of factors, including a self-assessment of language proficiency and perhaps a perceived need for further learning before feeling confident in spoken communication. The participant's acknowledgment of their current limitations can guide researchers and educators in tailoring interventions that address specific barriers to oral language development, fostering a supportive environment for gradual language acquisition and building the participant's confidence over time. Understanding these nuanced aspects of language readiness contributes to a more comprehensive understanding of the participant's perspective and their journey in acquiring English proficiency.

The results of this research contribute significantly to addressing the gap in existing literature. While prior research has examined issues surrounding English speaking proficiency among university students, this study distinguishes itself by focusing on the direct perspectives of students regarding these challenges. Unlike previous studies, which predominantly analyzed the subject from the viewpoints of instructors or curriculum design, this research delves into the firsthand experiences and perceptions of students. By doing so, it offers deeper insights into the multifaceted factors that influence their English-speaking abilities within academic contexts. This research places emphasis on understanding the lived experiences of students, shedding light on nuances that might have been overlooked in prior analyses.

This research makes a substantial theoretical and practical contribution to the field. Theoretically, it enriches our comprehension of the hurdles encountered by university students in speaking English, rooted in their own perspectives. By uncovering layers of psychological and social complexity inherent in these challenges, the study adds depth to our understanding, surpassing previous research approaches. Moreover, the findings offer a valuable foundation for the development of more effective learning strategies and intervention programs. By addressing challenges identified through this research, educators and policymakers can tailor interventions to better support students in enhancing their English-speaking proficiency. Ultimately, by acknowledging and understanding students' perspectives and experiences, educational institutions can refine English language learning approaches to foster both academic success and the cultivation of robust communication skills among their students.

## **CONCLUSION**

It is evident from the findings that students at Kh Abdul Chalim University rarely use English due to several factors, first, is a lack of confidence, this study states that some students here do not speak English in daily activities due to shyness. Second, lack of speaking vocabulary, this study states that some students can speak English but do not know the vocabulary. Third, cannot speak English, in this study states that some students cannot speak English. The results of this study show that students of Abdul Chalim University have different perspectives on the challenges of speaking English. It is hoped that readers can learn more from this study regarding students' perspectives on English speaking challenges. Finally, it is suggested that further research be conducted to gain more knowledge, either by using different locations or a larger number of participants. To collect more detailed data on students' attitudes toward speaking English, further research can also use more thorough interview techniques.

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