

ABSTRACT

Bais, Seni Halimatul. (2025). Exploring Linguistic Barriers Faced By EFL Learners in Speaking Classes at Desa Inggris Jatinangor

Speaking is one of the most important abilities in English language acquisition, but many EFL learners still struggle to express themselves fluently. This problem is especially acute in immersion settings like Desa Inggris Jatinangor, where English is supposed to be utilised daily, but students continue to struggle. As a result, the purpose of this research is to investigate the specific language barriers encountered by EFL learners, their origins, and the impact they have on students' speaking performance. A qualitative case study design was employed, with data collected through interviews with six students, classroom observations, and documentation. The studies identified four major linguistic barriers: inadequate vocabulary, grammatical problems, pronunciation difficulties, and a lack of fluency. These often resulted in hesitant speech, filler words, and inappropriate sentence constructions. Furthermore, affective characteristics such as low confidence, fear of making mistakes, and anxiety were discovered to exacerbate these language issues. The study suggests that hurdles exist due to both internal (translation patterns and emotional impediments) and external (limited exposure and uneven immersion practice). The findings suggest that supportive teaching practices that target both emotional and linguistic aspects are essential. This study has practical implications for teachers, institutions, and future academics seeking to develop more effective immersion-based programs that enhance learners' speaking skills.

Keywords: Linguistic Barriers, EFL Learners, Speaking Skills, Immersion Learning, Desa Inggris Jatinangor

