

CHAPTER I

INTRODUCTION

This chapter provides an overview of this study, including the background of the study, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background

Speaking fluency is a crucial skill that should be considered in English language instruction, especially for EFL (English as a Foreign Language) learners. (Blake, 2016). This ability is not only necessary for academic needs but also for social and professional needs. In the context of communication, it is generally possible for someone to express their ideas, be receptive, and engage in quiet interaction. Therefore, speaking skills need special attention in the English learning process.

However, in practice, not all learners can speak English fluently and confidently. The researcher observed that many EFL students still experience difficulties in communicating orally. These difficulties are often caused by linguistic barriers that appear during the learning process. These barriers include limited vocabulary, a lack of understanding of grammar, and errors in pronunciation. In addition, a lack of exposure to English outside the classroom and minimal speaking practice also make the situation worse. (Musabal & Abdalgane, 2023).

Linguistic problems such as this have been studied by various researchers. For example, Wahyuningsih & Afandi (2020) Stated that students often face obstacles in terms of vocabulary, grammar, and proper pronunciation. This is made worse by a lack of self-confidence, fear of making mistakes, and a curriculum that has not been optimal in providing space for structured speaking practice. These factors cause students to be hesitant to participate in speaking activities in class, which in turn hinders the development of their speaking skills.

To overcome these barriers, one approach that is considered effective is immersion-based learning, where students are placed in an environment that supports the intensive use of English. Desa Inggris Jatinangor is one place that implements this approach. There, students are encouraged to speak English in a variety of everyday situations. This kind of learning environment is considered capable of creating a low-anxiety atmosphere and providing meaningful language input, as described in Krashen (1982).

The majority of participants in the English Village are from different parts of Indonesia, including Jakarta, Manado, West Java, and Central Java. Despite having varying educational backgrounds from high school graduates to university graduates, they all aim to become more fluent in English. The researcher discovered that even though this location is regarded as a somewhat successful language learning facility, many students continue to encounter linguistic obstacles when taking speaking sessions.

This phenomenon is interesting to investigate further, because although the learning environment is very supportive, in fact, linguistic barriers still exist. Based on these observations, the author feels it is important to examine more deeply the types of linguistic barriers experienced by students in Desa Inggris Jatinangor, as well as the factors that cause them.

Previous research has explored challenges in speaking ability; however, most of it has been conducted in formal learning environments or on non-English speaking student populations. N. Ullah et al. (2023) Conducted research on high school students in Afghanistan, meanwhile. Siti Ulin Nikmah (2019) Examined non-English speaking students at UIN Walisongo. The other study by Usi Pratinka (2024) Identified psychological limitations such as fear and lack of self-confidence. In contrast to previous studies, this research will focus on the linguistic difficulties encountered during immersive learning, which has received less attention so far.

Therefore, this study aims to examine the linguistic barriers faced by EFL learners in speaking classes at Desa Inggris Jatinangor and identify the factors that cause them. It is hoped that the results of this study can contribute

to the development of more effective teaching methods in the context of immersion-based learning.

B. Research Question

The following questions are divided into the research concern:

- a) What are the specific linguistic barriers encountered by EFL learners in speaking classes at Desa Ingggris Jatinangor?
- b) What are the causes of linguistic barriers faced by EFL learners at Desa Ingggris Jatinangor?
- c) How do these linguistic barriers affect the EFL learners' participation and performance in speaking activities?

C. Research Purposes

From the research question above, this study aimed to obtain the following purposes:

- a) To identify the specific linguistic barriers that EFL learners face in speaking classes at Desa Ingggris Jatinangor.
- b) To find out the causes of linguistic barriers faced by EFL learners at Desa Ingggris Jatinangor.
- c) To investigate the impact of these linguistic barriers on EFL learners' participation and speaking performance.

D. Research Significance

This research has two significances, there are:

1. Theoretical Significance

The finding of this study helps English teachers at Desa Ingggris Jatinangor to identify the linguistic barriers faced by EFL students in speaking classes.

2. Practical Significance

a. For Teachers

This study functions as a resource for English teachers who want to understand the common linguistic issues encountered by EFL students in the speaking classroom.

b. For Researchers

This study can be used as a resource for future researchers who want to explore linguistic challenges in EFL speaking classes and can serve as a model for similar research in different contexts.

c. For Educational Institutions

The findings from this study can be a reference for educational institutions, especially language learning centers such as Desa Inggri Jatinangor, in designing more effective curricula and teaching methodologies.

E. Conceptual Framework

Speaking is one of the most productive components of language acquisition that all students should master, especially those learning English as a foreign language (EFL). According to Brown (2007) Speaking ability is judged not just by the number of words spoken, but also by the capacity to articulate thoughts and concepts clearly and effectively throughout communication. Blake, (2016) Confirms this by arguing that speaking is the process of producing meaning that the interlocutor can understand, rather than simply pronouncing words. Thus, one of the most important features for EFL learners is the ability to communicate smoothly and confidently in English.

However, many EFL students encounter a variety of linguistic challenges that impede their speaking ability. Wahyuningsih & Afandi (2020) found many key problems that frequently occur, including insufficient vocabulary, grammatical faults, pronunciation difficulties, and a lack of exposure to English outside of the classroom. These barriers not only make it harder to transmit messages, but they can also cause anxiety, humiliation, and

self-doubt. These situations can impede the development of students' speaking skills and impair their willingness to learn.

Students' speaking performance in the classroom is influenced by several factors in addition to these language difficulties. One of the main issues that frequently arises is that students rarely have the time or chance to practice speaking English in everyday interactions, which makes it difficult for them to put their knowledge into practice. (Usi Pratinka, 2024). The sensation of failure or dread of being incorrect, which results in a loss of knowledge and confidence in English, makes this lack of opportunity even worse. Students tend to avoid actively utilizing English, which hinders the learning process.

Another factor that makes this problem worse is the absence of opportunity for direct practice at school. Speaking lessons typically concentrate more on theoretical concepts and material repetition, with relatively little actual interaction in the language setting. As a result, pupils are not used to speaking organically and spontaneously, which hinders the development of their speaking abilities. Therefore, to lower linguistic barriers, language learning institutes like Desa Inggris Jatinangor must offer a learning atmosphere that is rich in interaction and intensive speaking practice.

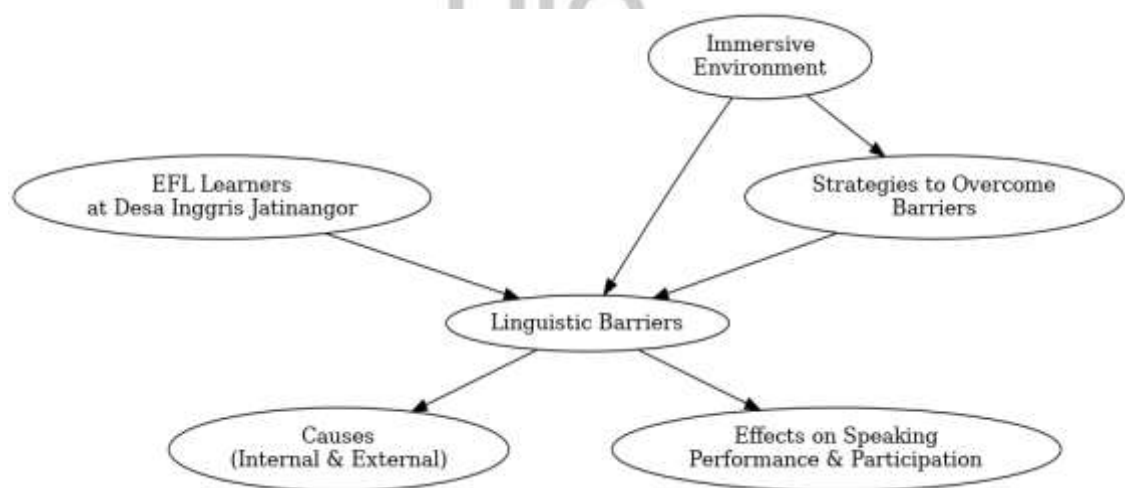


Figure 1. 1 Conceptual Framework

This study aims to explore deeply into the experiences of students in Desa Inggris Jatinangor speaking lessons by identifying the barriers and factors

that influence EFL students' speaking ability. It is believed that this investigation will lead to acceptable solutions for overcoming language barriers while also creating a learning environment that promotes the effective and confident advancement of English-speaking abilities.

F. Previous Study

There are several previous studies related to the current research topic. Previous studies provide other information and insights to support this study. The first study was conducted by Usi Pratinka (2024) A study on psychological barriers in speaking English as a foreign language. This study attempted to examine psychological elements, such as anxiety, lack of confidence, and fear of making mistakes, that prevent EFL learners from participating well in speaking activities. The data implied that psychological barriers have a significant impact on learners' motivation to communicate and overall performance in speaking tasks. Unlike these studies that focused on psychological barriers, my study investigated linguistic barriers in speaking English, such as vocabulary constraints, pronunciation difficulties, and grammatical errors. By shifting the focus from psychological to linguistic challenges, my study offers a new perspective on the difficulties faced by EFL learners in speaking sessions at Desa Inggis Jatinangor.

Second, a study by Ullah et al. (2023) explored the language barriers faced by EFL learners in developing their English speaking skills in secondary schools in Laghman, Afghanistan. Using a descriptive survey methodology, the study collected data from 150 students through individual questionnaires. The study findings revealed that linguistic barriers were mainly caused by a lack of vocabulary, mispronunciation, and inadequate grammar skills. These problems were exacerbated by the lack of emphasis on speaking practice and learning methodologies. Furthermore, psychological variables such as fear of making mistakes and low self-confidence hindered students' ability to communicate effectively. The study emphasized the need to use modern teaching approaches

to eliminate these barriers and improve English speaking skills at the secondary school level.

The third study was conducted by Nikmah (2019), analyzing the linguistic problems experienced by non-English major students when speaking English. The purpose of this study was to examine the problems experienced by learners who are not majoring in English but are forced to improve their speaking skills as a result of globalization. The findings showed that these students had limited vocabulary, poor pronunciation, and difficulty forming cohesive sentences. Furthermore, this study emphasized the importance of extrinsic factors, such as large class sizes and limited exposure to English, in limiting their speaking ability. Unlike this study, which focused on non-English major students at Walisongo English Club, my study investigated the linguistic difficulties faced by EFL learners in Jatinangor English Village, which is an immersive learning environment. By shifting the focus to the immersive learning context, my study investigated how various language barriers manifest and how learners overcome them in an environment intended to improve English speaking ability.

This research has gaps with previous studies from several journals. Previous research has focused on the psychological barriers or linguistic barriers faced by non-English students in academic contexts. Meanwhile, this research focuses more on the linguistic difficulties faced by EFL learners in immersive learning environments. Furthermore, although previous research was conducted in university settings or English clubs with limited exposure to English, this research was conducted in Jatinangor English Village, where students use English intensively in daily interactions in the classroom.