

## Challenges in Speaking Skill Faced by EFL Learner in Lombok Timur

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### ABSTRACT

The aim of this study is to know the challenges that faced by EFL learner. To achieve this objective, descriptive research was implemented. Furthermore, the subject in this researcher was 24 EFL learners in Lombok Timur. Technique of data collection were questionnaire and interview. As a result of students' responses, there are three challenges faced by EFL learners in Lombok Timur. They are lack of vocabulary (58,3%), lack of confidence (20,8%) and no partners to speak English with (20,8%).

**Keywords:** *EFL Learner, Challenges, Speaking Skill.*

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## INTRODUCTION

English is most language that spoken all over the world. (Karakaya & Karakaya, 2020) asserts that "English is spoken by approximately 1.5 billion people worldwide, making it one of the most spoken languages globally". People use it to communicate with others in various world because it is an international language. English as a communication tool, many countries learn about it. Indonesia is one of countries that learn English because it is foreign language and they called EFL learners.

EFL learners must be mastered four skills of English, those skills are writing, reading, listening, and speaking. Among those skills speaking is the basic skill because it uses to interact with other people. Speaking is an essential skill for communication. According to (Tram, 2020) "English speaking skill refers to an individual's ability to communicate fluently, clearly, effectively, and confidently in the English language." It means that EFL learners need to communicate as mentioned earlier. (Rao, 2019) states that "speaking is considered one of the most important language abilities, and it is crucial in language learning". It shows that EFL learners should take big attention for this skill. They must be able to communicate effectively both in and out of the classroom. (Chand, 2021) said that "EFL learners must focus on their speaking skills to become proficient in English". Mastering speaking skills is highly emphasized for EFL learners. (Amoah & Yeboah, 2021) assumed that "Mastering

speaking skills is the single very important part of learning English and their success is measured on the basis of the ability to involve in conversation in English". Speaking proficiency is one of the goals of EFL learners.

The fact that, many of EFL learners enable to speak English proficiency. They face various challenges to speak English because speaking is not easy skill for non-native speaker. They have to struggle to influent in speaking skill. Refer to (Salamonson et al., 2019) "Non-native speakers should be patient with themselves and continue to work on their speaking skills to become more fluent and confident communicators". By the process of learning this skill, EFL learners get many problems on it. (Sha'ar & Boonsuk, 2021) argued that "Other EFL learners around the world, learn and use English as a foreign language and inevitably encounter some challenging factors". Barely study has been conducted regarding the difficulty for EFL learners to speak in English. More specifically, this study want to know the challenges in speaking skill faced by EFL learners.

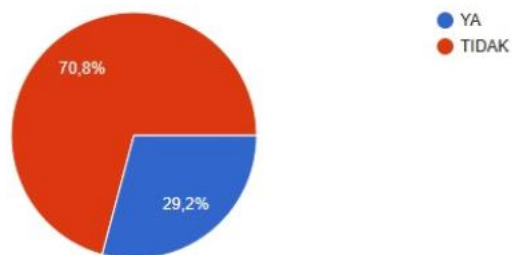
## **METHOD**

The researcher decided to use a Descriptive qualitative approach since it aims to describe EFL learner challenges in speaking. According to Nardi (2018), descriptive research studies aim to describe behavior and gather public perspectives, attitudes, and opinions on significant issues in education. The participants of the study were 20 EFL learners from Lombok Timur who took English as a General Class. The objective of the study is to find the students' challenges in speaking skills. To answer the research question "What are the difficulties faced by EFL learners' in speaking skills", the researcher collected the data from EFL learners through a questionnaire. First, the students were asked to fill out a questionnaire to identify which aspect of speaking is the most difficult for them. Next, to confirm their perception, the students' speaking score is analyzed. The scores were obtained from the students' performance in having a conversation with the researcher. The conversation was assessed using the scoring rubric for speaking by Shipley & McAfee (2019) and analyzed to determine which aspect had the biggest challenges that EFL learners faced.

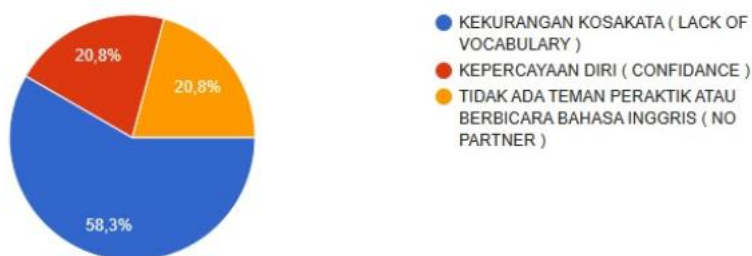
## **FINDING AND DISCUSSION**

Based on the examination of the research data, this section gives the conclusions and related discussion. The chart below displays the results of the survey.

**Table 1: table percentage of students' answer of questionnaire on Google Form**



The results of the questionnaire about Challenges in Speaking Skill Faces by EFL Learners is based on their own experiences have previously experienced on learning English Speaking skill. Based on findings, it is indicated that EFL learners in Lombok Timur mostly cannot speak English fluently which is 70% of them cannot speak English.



**Figure 2: Table of students' answer of questionnaire on Google Form**

According to the participants' responses to the questionnaire, 58,3% of the students believe that a lack of vocabulary is the most challenging aspect of speaking, followed by 20,8% of the students who report having confidence issues and 20,8% of the students who don't have a partner with whom to practice. As the questionnaire result, analysis of the students' performance also shows that most students have the lowest score in vocabulary.

The following are the main difficulties faced by EFL learners in speaking, as evidenced by both survey data and student performance:

1. Lack of Vocabulary

The students' initial obstacle to gaining speaking skills is this problem. (Abrar et al., 2018) state that lack of vocabulary is the condition when the students cannot build the sentence because of limitation words. Learning vocabulary is a crucial component of

learning English. The students who lack language would feel less confident when they desire to communicate with others and will have an impact on themselves.

2. Lack of confidence

This psychological factor is a student feeling that occurs when the students realize that their speaking partners do not get their points when speaking in English (Al Nakhalah, 2016). It is because they thought their English is inadequate, the students lack confidence and remain silent.

3. No friends to practice English Speaking with

Intense practice is required for bilingualism in the English language.

If someone don't have friends who speaks English as a second language, they may not have the time to study in a structured manner, which might negatively impacts their proficiency in the language. One of the negative impacts was feel anxiety. This anxiety makes EFL learners difficult when communicating with others that will affect their ability in interacting using English. (Bashori et al., 2022) state that Learning languages is difficult and is negatively impacted by speaking English with anxiety.

## CONCLUSION

Based on the study's findings, the speaking skills of EFL learners in Lombok Timur encounter three challenges. The students' primary language and the language they are learning, English, differ from one another, which leads to the first challenge, which is a lack of vocabulary. The second problem is that they lack vocabulary confidence, which prevents them from scoring points with their speaking partners. The final issue is that they have no people to practice with, which could have a negative impact on their ability to converse in English.

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