An Investigation on the Speaking Constraints and Strategies Used by College Students Studying English as EFL Learners

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Abstract. Learning English is essential nowadays because of the widespread use of the language all over the world. In Indonesia, students have the opportunity to learn English language from elementary school, all the way to university. However, this does not imply that Indonesian students studying English at universities are proficient in the language, particularly when it comes to speaking English, when they often face an overwhelming number of challenges, both linguistically and psychologically. This study aimed to analyze the challenges that students experience while speaking English and to discuss the students' actions to address the difficulty. A mixed-method research was employed by collecting qualitative and quantitative data. The research's instruments were observation, questionnaires, and interviews. This study's participants include 45 second-semester English literature students at a state university in Malang, Indonesia. The findings of the study revealed that several students had psychological difficulties while speaking English, such as anxiousness, low confidence, worries about making errors, and being mocked. It was also noted that they have uncertainty about word order in English, a lack of grasp of grammar, and difficulty selecting appropriate vocabulary. Inadequate practice in speaking was considered one of the difficulties encountered by students. The students used Rebecca Oxford's Strategies Inventory for Language Learning (SILL) learning strategies to overcome issues in speaking English.

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1. Introduction

Learning English is essential in this day (Al-Jarf, 2022; Nhac, 2021). English is a worldwide language that is used most often by a variety of nations. Considering the number of individuals who speak it inside international organizations, English has the potential to become a language spoken all over the world (Hidayati, 2017). The study of English is found in Indonesian educational institutions ranging from basic schools to universities. This is being done because the government of Indonesia has the goal of elevating the quality of the younger generation so that they can better compete globally. Since learning English is beneficial to the growth of the next generation of Indonesians, it needs to be a mandatory subject in schools (Mappiasse & Sihes, 2014).

Whilst English is taught initially in elementary school, this does not guarantee that students who continue their education at a university level will understand the language, particularly when it comes to conversing in English. When speaking English, one must consider a great deal of information, including vocabulary, grammar, pronunciation, fluidity, and understanding (Sha'Ar & Boonsuk, 2021). Students may have trouble expressing their thoughts owing to the lack of vocabulary they possess or due to their inability to speak and comprehend English fluently, if even one of the elements is not mastered. Students need to be capable of speak English fairly well to have conversations and communicate with one another since speaking is an interactive activity that creates meaning via the production, reception, and processing of information (Sayuri, 2016).

According to the findings of various research, students who have difficulty speaking in English are anxious about the possibility of making errors and worry about being criticized (Ali & Anwar, 2021; Amoah & Yeboah, 2021; Chien et al., 2020; Gregersen & Horwitz, 2002; Liau & Teoh, 2021).

Students do not always feel comfortable speaking up in front of the class, even when they have something to say. When it comes to speaking English, they feel embarrassed by the attention of other students (Leong et al., 2017). In addition, students could be afraid of being criticized if they mispronounce words or use improper language. It is indisputable that students in a language lesson might feel nervousness and fear due to the environment of the classroom (Littlewood, 1981). Another issue that arises while speaking English is that students have difficulty responding to the questions posed by their instructors since they do not fully comprehend the material being presented in class. When students are asked by their instructors to explain things in a foreign language, it is difficult for them to respond since they have a limited vocabulary of the topic to talk about in that language (Uchihara & Clenton, 2020; Uzer, 2017). Before the start of class, it would be beneficial for the instructor to provide students with an overview of the material that will be discussed so that students understand the vocabulary that is often used in the particular topic.

Other studies discovered that students' reasons for having difficulty speaking English included not only a lack of awareness of pronunciation, grammatical structure, vocab, fluidity, and understanding, but also personal issues including nervousness to speak, insufficient self-assurance, insufficient speaking exercise, less time efficiency, and lack of speaking resources, and interaction issues (Abrar et al., 2018; Daud et al., 2019; Derakhshan et al., 2016). When it comes to speaking English, students often experience several negative emotions, including fear of causing errors, difficulties with the correct use of tenses, anxiousness, and a feeling that they have nothing to say (Sayuri, 2016).

From this, we may conclude that there are two aspects contributing students having difficulties with their speech. First, there is the issue of language. The students' lack of proficiency in grammatical structures, vocabularies, and pronunciations causes them to have trouble communicating orally. Those are issues that lay within the category of linguistics issues (Fitriani et al., 2015; Zainurrahman & Sangaji, 2019). Second, psychological issues interrupt individuals' ability to maintain their emotional and physical wellness. These psychological issues may manifest in a variety of ways, including anxiousness and inadequacy of self-confidence. This idea of self-confidence refers to a sense of self-assuredness in one's own judgment, skill, strength, which may occasionally be displayed in an extreme manner (Fitriani et al., 2015; Zainurrahman & Sangaji, 2019).

In a study which used university students as participants, students who majored in English at Syiah Kuala University found that the most common challenge they faced was a limitation of vocabulary mastery, which led to a fear of making errors, which caused them to choose not to speak English (Heriansyah, 2012). As a result of these issues, students chose not to participate in class discussions.

Students studying English as a second language at Al Quds Open University highlighted several problems, including feelings of nervousness, anxiousness, and lack of self-confidence as some of the challenges they faced when speaking English (Al-Nakhalah, 2016). Most college students cited their fear of being misunderstood by others unfavorably as the primary reason for their hesitancy to talk English as a foreign language (Wang & Roopchund, 2015).

An investigation of the English proficiency of 148 EFL upper-level students and juniors in Taiwan was carried out using a Likert-type scale with five levels. The findings indicated that psychological issues (such as anxiousness, worry of making errors, and inadequacy of self-confidence) were the main cause of obstacles in English speaking; accompanied by linguistic issues (such as a poor vocabulary); and environmental issues (such as a lack of language instruction for English communication). The results also indicated that linguistic issues were the third most common cause of English-speaking challenges (Shen & Chiu, 2019). Similarly, those difficulties are experienced by university students majoring in English language (Al-Nakhalah, 2016; Heriansyah, 2012; Zainurrahman & Sangaji, 2019).

In this sense, this study's primary objectives were to 1) investigate the challenges that EFL students in an English Education Department at an Islamic state university in Indonesia had with speaking English and 2) describe the efforts that these students made to overcome their difficulties with speaking English.

2. Literature Review
2.1 The Necessity of Speaking Skill
Since people are trained to talk before they learn to read the written form and then begin writing, one may conclude that humans engage with language more verbally than through written expression. Speaking is one of the activities that individuals employ most often in their day-to-day lives. Researchers in the field of language acquisition have presented several definitions of what it means to speak. The Oxford Online Dictionary defines speaking as conveying information or expressing one's thoughts via words. The construction of meaning in speaking is an interactive process that includes production, reception, and information processing (Brown & Lee, 2015).

Rahmawati (2017) stated that complex and varied cognitive abilities are required for speakers to make sounds and as a meaningful group of words and gestures that listeners may comprehend, whether directly or implicitly. Speaking is the most important and necessary of the four linguistic abilities (which are reading, listening, writing, and speaking). It is the ability that is most directly related to one's ability to communicate effectively (Alzamil, 2021). Students who wish to become fluent in English should put in the effort to develop their speaking skills so that they can engage in conversation effectively with other students who are also learning English or even with native speakers. Speaking has a significant impact on the relationships between individuals. Thus, the capacity to communicate in English is a vital skill that students need to acquire to measure their competence when learning the language.

2.2 Difficulties in Speaking for EFL Learners
2.2.1 Linguistic Difficulties in Acquiring Speaking Abilities
Several prior research concluded that students learning English as a foreign language often struggle with speaking the language due to issues such as linguistic difficulties. The field of linguistics includes the study of vocabulary, grammatical structures, and pronunciation (Sha'Ar & Boonsuk, 2021). When it comes to learning a new language, one of the aspects that individuals should focus on is broadening their vocabulary because having a wider vocabulary makes it much simpler to become fluent in a language. The process of acquiring a new language is hindered when there is a lack of vocabulary to choose from. This is because learning any new language is fundamentally related to knowing its vocabulary (Khan et al., 2018). A limitation of vocabulary knowledge is a significant barrier to the effective communication of students learning English as a foreign language (Ghalebi et al., 2021).

The second component is grammar, which refers to the rules that organize a language. This is because grammar is recognized for its ability to build sentence constructions. A phrase is correct if it follows the proper structural format.

Students will have the ability to better organize their thoughts and communications with the assistance of grammar (Kusumawardani & Mardiyani, 2018). In addition, the grammar of each language is distinct from that of the others; hence, it is only feasible to talk successfully in a native speaker's language if that language's grammar is used. The last factor to consider is a language's pronunciation, which may be defined as the format in which a word is spoken. Whenever students pronounce a word, they need to give thought to its intonation, emphasis, rhythm, and accent, since listeners are likely to be confused if they get the pronunciation incorrectly. Kusumawardani (2018) added that speaker of a foreign language must have sufficient vocabulary knowledge and the ability to apply it correctly to communicate fluently and accurately.

2.2.2 Psychological Difficulties in Acquiring Speaking Abilities
In addition to language issues, psychological issues also contribute to the difficulties that students have with speaking English. Worrying about making an error is one of the major reasons why students are hesitant to speak English in class. This may occur due to their fear of being rebuked by the instructor or embarrassed by their peers. In addition, it is preferable to inform students who making errors when learning English is not a negative thing (Zainurrahman & Sangaji, 2019). The second one is shyness, which occurs when in the presence of another individual. A person may have feelings of unease, worry, discomfort, and inhibition when they are ashamed. Students often experience feelings of humiliation because of being forced to communicate in English. One of the most widespread fears that students have is that of public speaking, and the accompanying sense of embarrassment causes them to either become speechless or forget what they were about to say (Zainurrahman & Sangaji, 2019).

The next psychological difficulty is anxiousness; students who are anxious will have difficulty speaking English, as seen by an absence of clear articulation. Anxiety can have a negative impact on the quality of an individual's spoken language, giving the impression that they are less fluent in the target language than they actually are (Al-Nakhalah, 2016). Because of this, it is the responsibility of instructors to cultivate learning environments that place students in situations that are conducive to comfortable learning activities.

The last issue is insufficient self-confidence. Students often experience a lack of self-confidence once they recognize that their interlocutor has a greater vocabulary than they do, to the point where they are unable to comprehend other speakers. Students have a decreased sense of self-assurance since they are unable to correctly pronounce words or make use of the right grammar (Fitriani et al., 2015). Therefore, students are under the assumption that their English is poor and do not want to communicate in English.

2.2.4 Influence of Environment Factors for Acquiring Speaking Abilities
In addition to linguistic issues and psychological issues, the learning atmosphere can also be a factor in why students have challenges speaking in English. This can be caused by factors such as uncertain English conversation, a learning atmosphere with less assistance, inadequate exercise and material, and low-class participation (Shen & Chiu, 2019). Supportive learning environments,

characterized by sufficient material and psychological support are able to boost learners' language attainment (Lin, 2013). Learners should be free from any physical and psychological threats, such as physical punishment and verbal bullying, to avoid their language production degradation (Chitsamatanga & Rembe, 2020).

Cabaltica and Arcala (2021) stated that students' frequency of language production should be increased through various exercises in a conducive learning environment. Moreover, all the efforts to create conducive English learning environment will not impact positively on students' language production without their active engagement and practice (Ginting, 2021).

2.3 Strategy to Acquire Speaking Abilities

Students always have their own strategies of their choice in the process of learning a foreign language so that they may become proficient in that language. There are a few different approaches to solving English-speaking problems. The approach to learning a language is subdivided into two primary categories, and within each of those primary categories are various sub-categories. These are the direct approach and indirect approach (Saputra & Subekti, 2017):

1. The direct approach includes memory strategies, cognitive strategies, and compensatory strategies. A memory strategy is meant to assist students in storing new knowledge in their memories and retrieving it when it is required of them (Saputra & Subekti, 2017). Students are given assistance in memorizing new words and grammar via the use of this memory strategy. Students may find it helpful to memorize words via the use of phonetic spelling. In addition to that, students may make use of organized reviews as a strategy for learning English grammar as part of this memory strategy.

   Cognitive strategies are strategies that modify or change language in a variety of different ways. Students' cognitive strategies may be implemented via consistent practice, which will ultimately result in students developing their skills and experience. For instance, if students wish to enhance their English-speaking skills, they must practice saying phrases and sentences in English repeatedly to increase their ability to retain these words and utilize them in real-world situations when they interact with native speakers. Students adopt cognitive strategies when they have a lot of expertise in overcoming issue patterns, which comes from having a lot of practice addressing those issue patterns.

   Students often use something called a compensation strategy to address the knowledge gaps that they have. It indicates that the students' minimal understanding has no impact on their ability to comprehend or produce new language. Students have the option of using gestures or pantomime to convey the meaning of words from the target language with which they are not familiar. For instance, if the student does not recognize the target language for 'open the door' then he or she might utilize body language to convey the message to the person who is being requested for assistance.

2. Conversely, the indirect approach includes metacognitive, emotional, and social strategies. A strategy that is utilized to regulate the learning process of

students, such as planning and monitoring students' progress towards communicative proficiency, is called metacognitive (Saputra & Subekti, 2017). The purpose of this strategy is to provide students with directed objectives in their goal of learning new things. For students who want to become more fluent in English, for instance, the first step is the formulation of a timetable for the performance of speaking exercises in English. The next phase is to evaluate the students' speaking skills and determine how much the students' speaking skills have improved since the previous step.

The term "affective strategies" refers to pedagogical approaches that may be used to assist students in better managing or to develop their feelings. It is crucial for a student to maintain control of their emotions since this can impact the student's ability to learn in a way that is both beneficial and enjoyable. This is especially important for students who are learning a new language, which can cause a great deal of anxiety while they are doing so. The nervousness that these students are feeling may be overcome by using emotional strategies, such as taking a few slow, deep breaths before communicating. When students are learning a new language, affective strategies may also inspire them to think positively about their mistakes, even if they are extremely embarrassing. Even if learning a new language might be challenging for them, they will still have a positive attitude about it. They will feel as if they are doing what is natural to them even if they make errors since they are still struggling to learn.

In addition, the social strategy is a method that involves other people in the process of language acquisition by the students. Interacting with others, particularly native speakers of the target language, is the social strategy that has the best chance of improving students' skills to talk in the target language. In this approach, it is proposed that students understand how their speech is; how to comprehend grammatical concepts; how to ask any questions; and how to analyze the feedback delivered by native speakers.

3. Methodology
3.1 Research Design
Regarding the aims of the research, a mixed method was applied in this research by combining a qualitative and quantitative approach. Qualitative research might be used to answer a research problem in which the researchers do not need the variables but must study them (Creswell, 2013). The quantitative research focuses on scrutinizing the issue from the lens of numerical data (Aliaga & Gunderson, 2002). This study was categorized as descriptive research since the emphasis of this study was on the challenges that students have while speaking English and the strategies that students take to overcome those challenges. The study that takes a descriptive approach analyzes a phenomenon in its existing form, as it is at the moment. This kind of research belongs to the primary studies category.

3.2 Participants of the Study
The participants in this research were 45 students in the second semester of the academic year 2021 in the English Literature course at Universitas Islam Negeri Maulana Malik Ibrahim Malang, East Java, Indonesia. These students were

enrolled in two speaking classes (class A and B) where they were learning a topic focused on formal conversations. The reasons to choose these participants were based on the principle of accessibility to manage the research in the selected classrooms and the participants willingness to join the research. It was quite difficult to invite participants from different cohorts in the same department or others since the researchers did not have full classroom access and they were not sure of their ability to speak in English language. Therefore, this research suggests further investigations in a similar research focus.

The researchers did a short observation and interview to gather qualitative data as the preliminary study to determine this topic, at which time several issues were identified as being suitable for this study. This led to the selection of this topic.

3.3. Research Instruments and Data Gathering

The researchers in this study employed observation, questionnaires, and interviews as instruments in data gathering procedures. Using a Google form, the researchers distributed a questionnaire form that was rated on a Likert scale and was designed to collect quantitative information regarding students' challenges with speaking English.

In addition, the researchers conducted interviews of around 15–20 minutes through WhatsApp calls regarding the pandemic situation. Based on the results obtained from the questionnaire, the interview was conducted with five students who responded from six to eight questions regarding their English-speaking difficulties and the strategies that the students applied to overcome them. This instrument was used to get a more in-depth understanding of the students' strategies for overcoming challenges in speaking English (Creswell, 2012).

The researchers conducted an analysis of the data obtained from the questionnaire and the interview, which included data reduction, data presentation, and a generating conclusion (Miles & Huberman, 1994). To be more specific, the quantitative data obtained from the questionnaire was analyzed statistically using SPSS 24 version and the qualitative data gathered through interview and observation were scrutinized thematically. The qualitative data were used to confirm the quantitative data obtained. The themes which were similar were grouped into the issues raised in the research questions. By sorting and grouping the data, the categories were identified (Ezzy, 2002). Finally, the data were simplified and organized into specific concepts and themes and they were accordingly interpreted.

4. Results and Discussion

The purpose of the study was to determine the approaches and challenges faced by EFL students when speaking English in the classroom. During the process of observation, the researchers discovered that certain students experienced struggles in expressing their thoughts in English. Thus, they switched to using the Indonesian language when they did not have the word in English. In addition, some students restated the statements they intend to express because they do not understand the systematic structure of the words, which caused them to restate

the words. For instance, when students intended to say "I didn't necessarily agree with you" but instead say "I do not agree with you", they make a grammatical error.

In addition to this, it was also noted that certain of the students merely remained silent while in class and did not participate actively in speaking classroom discussions. As a result of this observation, it may imply that certain students struggle from a limitation in their vocabulary, lack of grammar comprehension, worry about making errors, or lack of confidence when it comes to speaking English. Furthermore, the findings of the study revealed three challenges that the participants usually encountered while speaking in English language. These are linguistic difficulty, psychological difficulty, and environmental factor.

4.1 Difficulties in Speaking for EFL Learners
4.1.1 Linguistic Difficulties in Acquiring Speaking Abilities
The findings of the study showed a wide range of answers in relation to linguistic difficulty. The respondents gave the following information through questionnaire responses and interviews, as shown in Table 1.

Table 1: Linguistic difficulties

Linguistic Difficulty Aspects	SD (%)	D (%)	N (%)	A (%)	SA (%)
Students have inadequate variety of vocabularies	2.2%	17.8%	37.8%	42.2%	0%
Students have inadequate sentence structure and order.	4.4%	8.9%	33.3%	40%	13.3%
Students have inadequate grammatical structure	2.2%	11.1%	40%	33.3%	13.3%
Students have inadequate pronunciation acquisition	4.4%	11.1%	51.1%	28.9%	4.4%

The findings of the questionnaire made it very clear that inadequacy of vocabulary is the primary factor contributing to the issue. It was shown that 19 respondents, or 42.2%, out of 45 participants, answered that they agreed. There were 17 respondents (37.8 %) who selected neutral, eight respondents (17.8%) selected disagree, and 2.2 % said strongly disagree. As a result, it may imply that students' limited vocabularies hamper their ability to communicate effectively in English, which addresses one of the challenges associated with it.
Students suffer from a lack of vocabulary since they are unable to identify the place of the vocabulary, namely whether that is a verb, a noun, or an adjective. If an EFL student's vocabulary knowledge is weak, they may have difficulties speaking English; they may pause before speaking English; or they may even choose not to start talking English. This is what will happen if their vocabulary knowledge is lacking. Students of English as a Foreign Language who have a large vocabulary but are unable to comprehend the meaning of the words might also have difficulties while choosing appropriate vocabulary. For this reason, it is necessary for students to comprehend the meaning of the words they add to their verbal repertoire.

Learners are expected to have a comprehensive understanding of all levels of meaning, from the most surface-level to the most profound and complex, as well as to grasp not only the content but also the structure of words as well as how to appropriately apply them in any given setting (Dewi & Jimmi, 2018).

The second statement denotes a lack of adequate sentence structure. According to the findings, six respondents (13.3% of the total) said that they strongly agree, and 18 respondents (40%) answered that they agree. The number of students who selected neutral in response to this statement was 15 participants (33.3%). The other four participants (or 8.9%) went with the disagreement option, while the remaining two respondents (or 4.4% of the total) said that they strongly disagreed. As a result, the study concluded that inadequate sentence structure in English might be an indication of students' difficulties in communicating in English (Zainurrahman & Sangaji, 2019).

The students' difficulty may be attributed to an inadequate structure of their sentences. According to the findings of this research, the usage of word order in the EFL students' original languages, Indonesian and English, is rather different. When using different tenses in Indonesian, such as now, yesterday, and tomorrow, the verb does not modify its form in any way. In contrast to English, the meaning of the verb might shift depending on the context of the sentence. It is also possible that students have trouble speaking English since they do not completely grasp how to utilize tenses, which might lead them to have trouble organizing their sentences properly.

Regarding the statement of inadequate grammatical structure, the findings indicated that 13% of the respondents (six people) claimed to highly agree, whereas 33% of the respondents (15 people) agreed. While 18 respondents (40 %) chose the neutral option, the remaining participants declared disagreement (11.1%), and just one participant (2.2%) chose the strongly disagree option. As a result, it was determined that this statement proved that most of students confessed to agreeing that inadequate grammar is the source of their English-speaking difficulty.

When students are learning English, one of the elements that must be taken into consideration is grammar, as is common knowledge, because having a good knowledge of grammar enables students to construct accurate sentences, whether they are speaking or writing. Grammar is not an easy subject for students to master since there are many different rules. Whenever they are speaking, many people who are learning English find that the rules of grammar are quite difficult to understand (Sayuri, 2016).

The last statement, which was regarding the inadequate acquisition of pronunciation, revealed that one respondent (2.2 %) really agreed, and 11 respondents (24.4 %) answered that they agreed with the statement. In addition to this, among the respondents who selected neutral, there were as many as 20 respondents (44.4%); 12 respondents, or 26.7% of the total, said that they disagreed with the statement, while one respondent, or 2.2% of the total, stated that they

strongly disagreed. The data thus suggested that many students selected neutral in the inadequacy of pronunciation as their primary speaking issue. The ability to correctly pronounce words is an essential component of good speaking skills. The way a word is pronounced has a substantial impact on how well it is understood by others, both while the speaker is saying it and after they have finished speaking (Yudar et al., 2020).

4.1.2 Psychological Difficulties in Acquiring Speaking Abilities
Besides the linguistic difficulties faced by students, there is psychological difficulties that also hamper students in performing their speaking skill.

Table 2: Psychological difficulties

Psychological Difficulty Aspects	SD (%)	D (%)	N (%)	A (%)	SA (%)
Students worry of making errors	11.1%	13.3%	31.1%	28.9%	15.6%
Students feel intimidated	17.8%	17.8%	22.2%	35.6%	6.7%
Students feel anxious	6.7%	6.7%	22.2%	37.8%	26.7%
Students have lack of self-confidence	6.7%	4.4%	26.7%	37.8%	24.4%

As shown in Table 2, in response to the question "worry of making errors", seven respondents (15.6%) selected the strongly agree option, 13 respondents (28.9%) selected the agree on option, and 14 respondents (31.1%) selected the neutral option. Meanwhile, there were six respondents who opted to disagree with the statement (13.3% of the total), and five people (11.1% of the total) declared they strongly disagreed. In accordance with the above statement, the study concluded that EFL students said that one of the challenges associated with speaking English was the worry of making errors, which is first obstacle students confront. Students who make errors when speaking English experience embarrassment and lack the confidence to continue speaking the language since they worry about being labelled as unintelligent by their peers (Wahyuningsih & Afandi, 2020). Worrying about seeming stupid in front of others is the fundamental cause of students' worry about making errors.

Moreover, based on the statement about the sense of being intimidated while speaking English, 16 respondents (35.6% of the total) agreed, and three respondents (6.7%) selected strongly agree. Regarding the neutral choice, there were 10 respondents (22.2 %), eight respondents (17.8%) indicated disagreement, and the same number of respondents (17.8%) selected disagreement with the researchers' remark.

It may be concluded that students are of the same opinion that one of the reasons they have difficulty speaking English is because they feel intimidated. However, intimidation is also one of the difficulties students confront while speaking English in class. This issue contributes to the worry of making errors while speaking English (Hamouda, 2013). Furthermore, students are afraid of making

errors. Students are concerned that their classmates would ridicule them and give them poor reviews if they spoke English incorrectly.

Anxiety is the next psychological factor to be considered. From a total of 45 participants, there were a total of 12 respondents (26.7 %) who claimed to strongly support that idea. The next most popular response was "agree," which was selected by 17 respondents (37.8%). While 10 respondents, or 22.2% of the total, selected "neutral," three respondents each selected "strongly disagree", "disagree", and "neutral", respectively (6.7%). Therefore, it is possible to conclude that the participants provided support for the findings of the researchers' argument that they struggled to speak English when they were anxious.

Most students mentioned anxiety as their primary issue in this investigation, according to the researchers' findings. This anxiety may be caused by a lack of practice in speaking English and the worry of receiving a negative reaction if students speak inappropriate English or have insufficient experience speaking English in front of others (Leong et al., 2017). Moreover, according to several prior research, anxiety has a detrimental effect on the oral performance of students. Anxiety affects the language competence of English speakers.

The last statement in this section relates to the inadequacy of self-confidence. A total of 11 respondents (24.4%) selected strongly agree; 17 respondents (37.8%) selected agree in response to this statement; 12 participants (26.6%) identified as neutral; two respondents (4.4%) as disagreeing, and the remaining three respondents (6.7%) as strongly disagreeing. According to the previously mentioned statistics, an inadequacy of self-confidence includes students' difficulties speaking English.

The last issue students confront is an inadequacy of confidence while speaking English. If students conduct interactions with their peers, it may be because they are conscious of their inadequate English abilities. Because of their limited English proficiency, students will believe they will not comprehend what is being stated and will feel humiliated. When students discover that their interaction partners do not understand them or even other speakers, they often lose confidence. They prefer to remain mute while others speak, indicating that they lack the courage to communicate (Caron & Mitchell, 2022).

4.1.3 Influence of Environment Factors for Acquiring Speaking Abilities
In addition to linguistic issues and psychological issues, the learning atmosphere can also be a factor in why students have challenges speaking in English (Shen & Chiu, 2019).

According to the information presented in Table 3, the statement about inadequate practice revealed that six respondents (13.3 %) indicated highly agreed, and 18 respondents (40.0 %) claimed to agree with the statement. Students who selected neutral as their response to this statement made up 15 of the total respondents (33.3%). The other four individuals (or 8.9 %) said that they

disagreed, while a further two people (4.4% of the total) said that they strongly disagreed.

Table 3: Environment factors

Environment Factors	SD (%)	D (%)	N (%)	A (%)	SA (%)
Inadequacy of English practice	4.4%	8.9%	33.3%	40%	13.3%
Inadequacy of support	0%	17.8%	46.7%	35.6%	0%
Limited English language use	2.2%	26.7%	44.4%	24.4%	2.2%

These results may imply that it may be difficult for students to organize their schedules, there may not be adequate facilities available, or the students may be too anxious to practice speaking English since they are surrounded by people who do not speak English. All these factors may contribute to a lack of practice for students. Shen and Chiu (2019) provided evidence that supports the hypothesis that the fewer opportunities people must speak English, the higher their level of anxiety. As a result, the study concluded that inadequate practice in English might be an indicator of students' difficulties in speaking English.

Many of the responses to the questionnaire statement on "inadequacy of support" were impartial. The results showed that out of 45 respondents, 21 students (46.7% of the total) claimed to be neutral. None of the respondents chose strongly disagreeing, rather 17.8 % of them said they agreed with the statement. Despite this, 16 of the respondents (or 35.6%) responded that they agreed. The results of the survey showed that none of the respondents either agreed or strongly disagreed with the statement. As a result, one might reach the conclusion that one of the factors why students have difficulties speaking English is not a lack of adequate support.

The last question considered the limited use of the English language, and the results indicated that one participant (2.2 %) strongly agreed, while 11 individuals (24.4% of the total) answered that they agreed with the statement. In addition to this, among the respondents who selected neutral, there were as many as 20 respondents (44.4%). 12 respondents, or 26.7% of the total, said that they disagreed with the statement, while one respondent, or 2.2% of the total, stated that they strongly disagreed. The findings are not significantly different from those of the earlier statement. It was determined that most students identified their speaking difficulty as being neutral in limited English language use. This finding was supported by Suchona and Shorna's (2019) study.

4.2 Strategies Used to Overcome Speaking Difficulties
Oxford (2003) established a Strategies Inventory for Language Learning (SILL) which summarizes the numerous sorts of language learning techniques used by learners to assist them in acquiring a new language. These include memory, cognition, compensatory, metacognitive, emotional, and social language acquisition mechanisms (Hardan, 2013). Based on the findings of this research's interviews, the researchers discovered that five of the six SILL techniques were

used by the participants to overcome English speaking difficulties. The students' transcribed responses revealed their applications of the strategies. The students did not apply compensatory strategy as it was not mentioned by students either explicitly or implicitly during the interview.

The finding shows that students' speaking difficulty is caused by a limitation of vocabulary by learning new words. Students may learn new vocabulary through reading papers and books in English and enjoying movies in English. If they do not understand the definition of a word, they may look it up and remember it. Furthermore, students add the acquired word to their vocabulary notes so that they may study it later. This method may assist students in overcoming speaking difficulties caused by a limitation of vocabulary.

Furthermore, the memory method involves the students' approach to learning new words. Memory methods are often employed to memorize words. Revisiting vocabulary or grammatical content on vocabulary or grammatical notes is a kind of memory strategy. This strategy assists learners in storing and retrieving new knowledge by grouping, forming associations in the mind, implementing visual and sound, reviewing, or using action (Shi, 2017).

Additionally, the student's technique for overcoming the inadequacy of grammar is by accessing the grammar notebook that was studied earlier. If there are a few students who do not comprehend the subject that they have studied, the students will watch videos on YouTube or find information about grammar. The next issue is poor pronunciation. Participants in this study overcame this challenge by trying to imitate and repeating English phrases that they saw in movies or on social media portals such as YouTube, Instagram, or TikTok, which provide content on how to pronounce English words properly. In other words, they watched English words or phrases and then imitated and repeated what they saw.

One example of a cognitive approach that students used in this research were the creation of a grammar or word notebook. One of several sets of cognitive methods that are beneficial for English learners to develop a framework for outputs and inputs includes students who are producing this notebook. Another method that assists in the development of all four abilities is the creation of a structure for outputs and inputs. Note-taking, summarizing, and highlighting are the three methods that are included in these groupings (Chilmy et al., 2020). Students will be able to examine the material, which will assist them in overcoming obstacles in communicating in English.

Besides, one of the students' techniques for overcoming the worry of making errors, the inadequacy of confidence, and pressure while speaking English is to practice expressing English with peers and be optimistic. Additionally, students' challenge in addressing speaking difficulties caused by anxiousness is to relax by taking a deep breath and gently exhaling. Another method is to attempt to believe everything will be acceptable, even when mistakes are made. Students may overcome their anxiousness in this manner.

If it is considered a cognitive strategy for students to "practice" speaking English with their friends, then the action of students engaging with their friends is social strategy. Learners are encouraged to interact with native speakers of the language they are attempting to master via the use of social methods. The students in this research used the emotional technique of trying to persuade themselves that they should have greater confidence (Chilmy et al., 2020; Dewi & Jimmi, 2018; Shi, 2017).

5. Conclusion

The result of the research leads to the following conclusion: psychological issues are difficulties that a considerable percentage of the students in this research face while speaking English. To be more specific, these psychological issues include inadequacy of confidence in speaking English with a more intelligent person, a worry of making errors when speaking English, and a worry of being mocked when speaking English imprecisely.

When speaking English, students in this research had linguistic challenges, such as difficulty, with word order in English, a lack of grasp of grammar, and uncertainty regarding the use of appropriate vocabulary. Inadequate practice also becomes one of the speaking problems that students confront in the environment issue aspect. The results show that those challenges still exist and are interconnected to each other in the EFL learning context at an English education department in university, supported by some previous studies (Ghalebi et al., 2021; Sha'Ar & Boonsuk, 2021; Zainurrahman & Sangaji, 2019).

In addition, the strategies that students use to overcome difficulties in speaking English make use of a variety of learning strategies developed by Rebecca Oxford. These strategies include memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies.

When it comes to this research, the researchers discovered that one of the strategic resources that students utilized to deal with difficulties in speaking English was the utilization of social media platforms as learning media to improve their English-speaking abilities to a higher level. These social media platforms included YouTube, Instagram, and TikTok, amongst other applications.

Given the current study's limitations, which covered a small number of participants, further research is needed to comply with more participants by occupying various data collection techniques and different research approaches.

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