Investigating EFL Students' Strategies to Overcome Barriers in Improving Speaking Skills through English Club

THESIS

Submitted by

NISRINA FIRDA OKTARI
NIM. 190203091

Student of the *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2023 M/1445 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

NISRINA FIRDA OKTARI
NIM. 190203091

Students of *Faculty Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Prof. Safrul Muluk S.Ag., MA., M.Ed., Ph.D
Date: Dec / 07 / 2023

Co-Supervisor,

Fera Busfina Zalha, M.A
Date: Dec / 05 / 2023

جامعة الرانري
AR-RANIRY

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor Degree of Education in English Language Teaching
on :

Wednesday, 19 December 2023
6 Jumadil Akhir 1445

In Darussalam, Banda Aceh

Board of Examiner

Chairperson	Secretary
Prof. Safrul Muluk, MA., M.Ed., Ph.D	Fera Busfina Zalha, M.A
Member	**Member**
Rahmi, S.Pd.I., M.TESOL., Ph.D	Faisal, S.Pd.I., M.A., Ph.D

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama	: Nisrina Firda Oktari
NIM	: 190203091
Tempat/tanggal lahir	: Sigli, 19 September 2001
Alamat	: Cot Mesjid, Kec. Lueng Bata, Kota Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Investigating EFL Students' Strategies to Overcome Barriers in Improving Speaking Skills through English Club

adalah benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat penyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 7 Desember 2023

Saya yang membuat surat pernyataan,

Nisrina Firda Oktari

جامعة الرانري
AR-RANIRY

ACKNOWLEDGMENT

First of all, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to me during my study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

I extend my profound appreciation and heartfelt thanks to my dear parents, Mr. Jamaluddin, AMG, and Mrs. Ariyana, S.P., for their immense kindness, unwavering love, and continual support, encompassing both financial and moral assistance. I am equally grateful to my sole sibling, Nabil Dwi Juliansyah, whose invisible but invaluable support has played a significant role in my journey.

Moreover, I extend my heartfelt thanks to my supervisors, Prof. Safrul Muluk S.Ag., MA., M.Ed., Ph.D., and Fera Busfina Zalha, M.A. Their generous of time and invaluable guidance played a pivotal role in steering me through the entire research process. I also express my appreciation to the lecturers and staff of the English Education Department for their unwavering support. Additionally, I would like to express gratitude to all the students who actively participated in this study.

Even though my name is the sole one featured on the thesis cover, its creation owes much to the invaluable contributions of numerous individuals. I am exceptionally fortunate to be surrounded by friends who consistently support and uplift me. I extend my heartfelt gratitude to Fina, Silvi, Putri, Rahmi, Mifta and Adit

steadfast friendships throughout both challenging and joyous times, providing unwavering attention and companionship.

Lastly, I hope that this thesis provides the reader with valuable and practical information. I welcome and deeply appreciate any criticisms and suggestions, as they contribute to the enhancement of the work, and I am open to receiving and considering all feedback.

Banda Aceh, December 3rd 2023

Nisrina Firda Oktari

ABSTRACT

Name : Nisrina Firda Oktari

NIM : 190203091

Faculty : Fakultas Tarbiyah dan Keguruan

Major : Department of English Language Education

Thesis title : Investigating EFL Students' Strategies for Overcoming Barriers in Improving Speaking Skills through English Club

Main Supervisor : Prof. Safrul Muluk S.Ag., MA., M.Ed., Ph.D

Co-Supervisor : Fera Busfina Zalha, M.A

Keyword : Strategy, Speaking Barriers, Speaking Skill, English Club

جامعة الرانري

AR-RANIRY

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY ..... **ii**
ACKNOWLEDGMENT ..... **iii**
ABSTRACT ..... **vi**
TABLE OF CONTENT ..... **vii**
LIST OF APPENDICES ..... **viii**

CHAPTER I INTRODUCTION……..**1**
A. Background of Study 1
B. Research Question 5
C. Research Aim..... 5
D. Significance of the Research 6
E. Research Terminologies 6

CHAPTER II LITERATURE REVIEW……**9**
A. EFL Students' Speaking 9
B. Speaking Barriers..... 11
C. English Speaking Strategies……...
D. English Clubs..... 18

CHAPTER III RESEARCH METHODOLOGY……**27**
A. Research Design 27
B. Research Participant 27
C. Data Collection Technique 28
D. Data Analysis Procedure..... 28

CHAPTER IV FINDINGS AND DISCUSSION……**30**
A. Research Finding 30
B. Discussion..... 46

CHAPTER V CONCLUSION AND SUGGESTION……**53**
A. Conclusions..... 53
B. Suggestions 54

REFERENCES **56**

LIST OF APPENDICES

APPENDIX A	Appointment Letter of Supervisor
APPENDIX B	Recommendation Letter from the Fakultas Tarbiyah dan Keguruan to Conduct Field Research
APPENDIX C	Confirmation Letter from English Education Department
APPENDIX D	Instrument used in data collection (List of Interview Questions)

جامعة الرانري
AR-RANIRY

CHAPTER I

INTRODUCTION

A. Background of Study

Language is essential in human life because it is one of the necessities of social life and allows individuals to express their needs. English nowadays holds an important position as one of the most widely spoken languages in the world and one of the generally innate of human communication. In Indonesia, students have been formally taught English since they were in elementary school, causing it a requisite subject in the country. Furthermore, the teaching of English subject in Indonesia curriculum includes four skills: speaking, writing, listening, and reading.

Speaking is a productive skill since it involves the production of words or sentences orally, allowing one to express ideas, thoughts, and opinions about the world (Harina, 2020). It means that speaking has an important role in human existence since it enables people to communicate verbally and vocally. It can also be argued that speaking is essential in human's daily lives; without it, someone is risky of having difficulty understanding what others are saying. Therefore, speaking should be taught and practiced in schools. However, in the application of speaking learning, many students encounter barriers in using English as their main language for oral communication.

Floriasti (2013, in Prabowo, 2020) states that there are two major reasons why students have barriers to learning English speaking skills in the classroom;

جامعة الرانري
AR-RANIRY

external and internal. According to her, the external factors that cause speaking barriers include the design of the curriculum, lack of native English speakers in the classroom, and lack of practice space in classrooms. In line with that, Jufri (2018) also states that most schools in Indonesia give limited chances to practice speaking English. In terms of internal factors, the study by Floriasti (2013) discovered that students feel anxiety when asked to present in front of the class and additional internal factors are a lack of confidence and concern about making errors. Those internal barriers hinder the students in performing good skills of speaking. To cope with speaking difficulties, there are many ways that can be done, one of which is by joining an English club.

According to Hanim (2018), English club is a place for a group of people who meet regularly to work on their English skills together in a casual setting. It is an extracurricular activity available inside or outside the formal educational institution that aims to improve the members' English language proficiency. The activity and the environment provided by English club is believed to contribute improving EFL students' English ability, including in speaking. Wardatun (2020) proposes that English clubs offer a fun and relaxed environment where members can practice various techniques of speaking English, engaging students' interest in learning English, and also making friends and expanding relationships. In addition to that, English clubs can foster a sense of motivation and self-confidence among members, as they provide a supportive space for individuals to overcome their fear of making mistakes and actively participate in English conversations. Beside the advantages, there are also some disadvantages proposed by researchers

regarding the role of English clubs in English learning. Sugara (2018), in her study, found three disadvantages of English club. Specifically, he mentions that most of the time, members of English clubs do not pay attention when their friend speak. Furthermore, they also are not enthusiastic about the materials/topics assigned by the teachers, and too bored to speak up. The aforementioned disadvantages of the English Club have an influence on the barriers that students face when attempting to improve their speaking through English club. In order to further explore the phenomenon, this study investigates the barriers students perceive in improving their speaking through English club.

Several studies have been conducted by other researchers related to barriers in the speaking learning. One of the studies was conducted by Harina (2020). The purpose of her study is to find out students' barriers in speaking fluency that still occur after passed three semesters in Speaking Class and to propose suggestions on how barriers and difficulties of speaking English in the classroom can be minimized, or eliminated. The study showed that students' main barrier was individual barriers; nervous, lack of vocabulary, feel unable to speak precisely, grammar, error, underestimated in presenting information in order, lack of confidence. Another study was conducted by Hasbi (2022). This study aims to determine barriers to learning speaking online and determine the most dominant barriers. The study used a questionnaire as an instrument. The result of the study found 21 problems that became barriers in learning speaking online and the most dominant barriers found were learners' psychological features.

In addition, previous studies regarding the phenomenon of English clubs and speaking have also been done by some researchers. One of the studies was conducted by Hijrah (2021), aiming at finding out students' perceptions of the English meeting clubs to support their speaking skills at Universitas Muhammadiyah Makassar. The study gained the data by conducting interviews and it was found that majority of the students had positive perceptions about joining an English club. The students believe that the English club could support them to speak English fluently and be one of the options for those who need to learn and practice more about how to speak English well.

Based on the previous studies mentioned by Harina (2020) and Hasbi (2022), it can be concluded that there are various barriers and difficulties faced by students in developing their speaking skills in English through formal setting. These barriers can include individual factors such as nervousness, lack of vocabulary, difficulties in speaking precisely, grammar errors, underestimating their self, and lack of confidence. Moreover, research has also been conducted by Hijrah (2021) on the effectiveness of English clubs in improving students' speaking skills The findings suggest that joining English clubs can have a positive impact on students' perceptions and their ability to speak English fluently.

In order to explore the correlation between the two mentioned phenomena, which are how English clubs effectively assist students in improving their speaking skills and the actual presence of barriers that arise during the process of improving speaking. Therefore, this study aims to investigate the barriers experienced by EFL students when improving their English-speaking skills

through their involvement in English clubs and their strategies in overcoming those barriers. This study is essential since the English club is one of the methods for students to improve their speaking skills, therefore it matters to comprehend the barriers and how to overcome them in order to accelerate their process in improving speaking skill through English club; therefore, the English Department of Ar-Raniry State Islamic University has to consider the significance of the English club and improve the English language association's performance at UIN Ar-Raniry to encourage it to be more active in order for students can improve their English speaking ability through the English Club in campus.

B. Research Question

Based on the previous background, the writer formulated the research questions as follows:

1. What types of barriers did EFL students experienced in improving speaking through English club?
2. How do EFL students' strategies to solve those barriers?

C. Research Aim

Related to the research questions above, the objectives of the study are as follows:

1. To identify EFL students' experienced barriers in improving speaking through English Club.
2. To find out how EFL students' strategies to solve their barriers in improving speaking through English Club.

D. Significance of the Research

This study is expected to provide a significant contribution both theoretically and practically. Theoretically, the findings of this study can be used as a reference for evaluating the English Club's extracurricular activities, particularly since the Club's objective is to improve speaking ability. Practically, this study aims to help students in a way to improve their speaking ability and solve the barriers that are perceived, provide feedback for English Club to improve their strategies in order to obtain a significant impact on the improvement of students' speaking abilities, and provide an outline for other researchers who are interested in conducting methodology research, especially with regard to English Clubs and speaking barriers.

E. Research Terminologies

This study focuses on the students' experienced barriers in improving speaking skill through English club and how they deal with the barriers. In order to avoid the concept of this study being too broad, three research variables has been chosen which can be explained as below.

a. Speaking Skill

Speaking was defined by Prabowo (2020) as an interactive process of constructing meaning that involves production, receiving, and processing of information. Speaking is a form of oral communication that allows people to express their ideas, feelings, and thoughts with one another. Speaking skill is defined as the ability for effective

جامعة الرانري
AR-RANIRY

communication, which gives people the ability to convey information verbally and in a manner that is understandable to listeners.

b. Speaking Barriers

The term barrier refers to something in the environment that imposes restrictions, it can arise from the environment or from cognitive interpretation (Prakoso, 2021). Hence, in this study, speaking barriers are language obstacles that someone experiences when communicating in a foreign language caused by variety factors. Rababa'h (2005) noted that numerous factors influence to EFL learners' barriers with the English language. Some of these factors are connected with the learners, the instructional strategies, the curriculum, and the surrounding environment.

c. English Club

According to Brown (2006, as cited in Jufri 2018), English Club is a program in which students can improve their English ability in a friendly and supportive environment. English clubs exist both within and outside educational institutions. According to Wandi (2017), these clubs serve as extracurricular activities designed to train and familiarize individuals with the use of English in daily activities. This emphasis on practical learning aims to enhance oral language development for all participants.

جامعة الرانري
AR-RANIRY

CHAPTER II

LITERATURE REVIEW

A. EFL Students' Speaking Skill

Widdowson (1985) sheds light on the nuances of speaking, defining it as an oral communicative process where the speaker conveys a message, and the listener, in turn, receives it, enabling meaningful interaction. This capacity for communication empowers speakers to express a wide array of information through various channels, including face-to-face conversations, telephone exchanges, video conferencing, public speaking engagements, and digital platforms (Smith, 2020). Consequently, the prominence of speaking interactions not only underscores its significance in fostering personal connections but also emphasizes its indispensable role in creating shared understanding among individuals. The dynamic nature of spoken communication, as described by Widdowson, underscores its versatility and centrality in facilitating effective human connections.

In the sphere of language learning, English holds a growing importance for Indonesian learners, particularly those classified as English as a Foreign Language (EFL) students, assumes a burgeoning significance in diverse settings, especially within the Asian Economic Society (AES). In this context, English emerges as a vital communication tool, facilitating global business activities and extending its influence to realms such as business, industry, science, and career development (Alonso, 2011). This growing role underscores the language's

instrumental value in navigating the complexities of the contemporary professional landscape. As language skills continue to be integral in fostering international collaborations and cross-cultural interactions, English proficiency becomes a key asset for individuals seeking success in a globalized world. Moreover, the ability to effectively communicate in English opens doors to enhanced career opportunities and contributes to one's competitiveness in the global job market.

Moreover, mastering speaking is deemed more critical than other language skills in the process of learning English as a foreign language. As highlighted by Ramadhan (2017), the intrinsic value of speaking lies in its ability to empower learners, enabling them to proficiently communicate information and actively participate in meaningful interactions. This assertion gains further support from Samhudi's (2015) insights, emphasizing that speaking not only acts as a means to assess language proficiency but also acts as a cornerstone in nurturing effective communication dynamics between the speaker and the interlocutor. In essence, the mastery of speaking skills is an indispensable aspect of language acquisition, fostering a comprehensive and interactive language learning experience.

Additionally, Nazara's findings in 2011 underscore the significance of mastering English speaking skills for EFL learners. English's widespread use in international communication, with 85% of international organizations adopting it as their working language, opens up opportunities for improved job prospects, especially in multinational companies. Moreover, speaking ability is prioritized

by language learners as a key measure of language proficiency, often considered more important than reading or writing skills. Ultimately, speaking is viewed as the most essential skill to be mastered in foreign language learning, enabling learners to effectively communicate and interact with others (Nazara, 2011).

B. Speaking Barriers

Speaking appeared as a skill that requires the most practice. The reason for this is that someone cannot acquire communication skills through theoretical study alone. However, teachers cannot avoid many of the barriers encountered by students, particularly non-English majors. It is more difficult for students with non-English majors to speak English because they are not regularly exposed to it during class activities.

In a study conducted by Al Hosni (2014), English foreign language students assert that even when they possess sufficient language knowledge, they still encounter numerous barriers while speaking it. In addition, according to the students, English language development through speaking is primarily avoided in the classroom. Most of the time, teachers speak English in the classroom more often than students do. Even when the teacher uses the English language, students seldom use it as a means for acquiring knowledge and exploring ideas. This suggests that students, especially EFL students, perceive mastering verbal English as unnecessary, and this perception arises from the instructional environment.

According to Jisda (2014), there are many barriers to learning English speaking. First, some students found they struggled to speak English fluently and had trouble correctly pronouncing certain English words. It occurred as a result of their lack of ability to communicate effectively. Second, students feared being criticized by their peers and the instructor. Third, they were unable to effectively use grammar when communicating. The last was that there was no opportunity for students to practice their speaking skills in the classroom.

Following Richard (2008) and Thornbury (2005), Ismiati (2021) states that there exist two primary challenges categorized as impediments that influence students' proficiency in spoken English: linguistic and psychological factors.

1) Linguistic Factors

The linguistic factor encompasses all difficulties a language student encounters with the target language itself. According to Richard (2008, as referenced in Ismiati, 2021), students encounter difficulties in spoken English primarily due to linguistic challenges, specifically characterized by a limited vocabuary for conversation and deficiencies in both pronunciation and grammar.

a. Vocabulary

Ismiati (2021) asserts that successful communication relies on the utilization of suitable language and terms, commonly known as vocabulary. Building a rich and varied vocabulary not only enhances one's capacity for effective expressions but also fosters a deeper understanding of language nuances. It is supported by Sudirman (2019)

جامعة الرانري
AR-RANIRY

highlighting that when individuals lack a sufficient vocabulary, they may encounter difficulties in effectively expressing their ideas, whether in spoken or written form. This situation is likely to be experienced by students who struggle with a limited vocabulary in their spoken communication, leading to challenges in conveying their thoughts effectively.

b. Pronunciation

In order to ensure clear communication and prevent misunderstandings, it is essential to emphasize the importance of correct pronunciation as a means to enhance speaking skills. Nonetheless, adult learners and college students may encounter more significant challenges compared to younger learners when striving to achieve native-like pronunciation due to the pervasive influence of their cultural backgrounds (Harmer, 2002). This means that achieving precise pronunciation contributes to clear communication and enhances overall speaking proficiency. It is worth noting that cultural influences on pronunciation can be particularly pronounced among adult learners and college students, making it a complex aspect of language acquisition for these groups.

c. Grammar

Grammar serves as a crucial component for students to construct accurate sentences during conversations or speeches (Heaton, 1978). It entails a student's capacity to manipulate sentence structures and

differentiate between suitable grammatical forms. Moreover, grammar plays a pivotal role in mastering a language both in spoken and written contexts, ensuring correctness and expertise in language use.

2) Psychological Factors

Psychological factors in speaking refer to the mental and emotional aspects that can significantly impact a person's ability to communicate effectively in a language. As Thronburry (2005, cited in Ismiati, 2021) points out, there are various barriers associated with psychological factors, including low self-confidence, anxiety, teachers and students' judgment and lack of motivation.

a. Low self-confidence

According to Elliot (1998, as cited in Ismiati 2021), self-confidence is related to having a strong belief in someone's own judgment, potential, capability, or power in a way that often indicates an excess of self-assuredness. This implies that an individual's level of self-confidence is directly related to their belief in their capabilities. Conversely, when they lack confidence in their capabilities, their self-confidence diminishes.

Furthermore, He and Chen (2010) assert that the primary factor affecting students' confidence is their limited proficiency in spoken English. They elaborate that a substantial number of students perceive their English proficiency as poor and experience a lack of confidence in their ability to speak the language effectively. Additionally, students'

diminished self-assurance can also be attributed to the insufficient levels of encouragement they receive.

b. Anxiety

Horwitz (2010) discovered that foreign language anxiety predominantly impacts the skill of speaking. This is due to the perception that communicating in a foreign language poses a threat to individuals' self-concept, self-identity, and ego, which have been established in their first language as attributes of reason and intelligence. The inability to align one's self-presentation with their self-image can initiate a cycle of negative self-assessment, as language and one's self-concept are intricately interconnected.

Thornbury (2002) emphasizes that the key factors contributing to speaking anxiety in language learners are rooted in an inadequate command of vocabulary and grammar, compounded by the fear of making mistakes. This highlights the critical importance of language learners developing a strong foundation in vocabulary and grammar, while also addressing the psychological aspect of managing the fear of errors to enhance their speaking proficiency. In accordance with the findings of Habiburrahim et al. (2020), the root causes of speaking anxiety are diverse and encompass several primary factors, encompassing:

1) Low self-confidence: Students with limited self-assurance may experience anxiety when required to speak in front of others or in a foreign language.
2) Lack of competency: Students who perceive themselves as lacking proficiency or skills in speaking may encounter anxiety when faced with speaking tasks.
3) Fear of making mistakes: The apprehension of making errors or facing negative judgments from peers or teachers contributes to speaking anxiety.
4) Spontaneous speaking and performance: Students may feel anxious when asked to speak or perform without ample time to prepare, resulting in feelings of uncertainty and pressure.
5) Negative self-perception: Students who undervalue their abilities and engage in self-comparisons may experience anxiety about their performance and fear receiving unfavorable evaluations.

c. Teacher and Students judgment

In Ismiati's (2021) study, instances concerning the judgment by teachers and peers become evident in the context of presentation activities where students assume the role of presenters to deliver their ideas in English, thus drawing the attention of their peers. Within this scenario, the judgments made by both teachers and classmates are viewed as potential impediments. This is due to the fact that teacher feedback or

interruptions during presentations, at times, disrupt the students' flow of thought, resulting in disorganized ideas and a diminished capacity to articulate their thoughts effectively. Furthermore, the reactions of fellow students to the presenter's performance can also wield influence, with students sometimes perceiving their peers' reactions as laughter or negative assessments of their English language speaking abilities, thereby affecting their self-assurance in English communication. This aligns with the findings emphasized by MacIntyre and Gregersen (2012), indicating that how students interpret their peers' reactions, such as laughter or disapproval, can have a substantial impact on their self-confidence and their willingness to engage in verbal communication.

d. Lack of Motivation

Motivation plays a central role in the dynamics of learning. It is intricately tied to the fundamental aspect of how our minds work, and both teachers and researchers widely agree that it has a big impact on whether learning goes well or not, ultimately deciding if it succeeds or fails (Dörnyei, 2001). This recognition is particularly important when considering the issue of students' challenges to speak English in the classroom. In accordance with Babu (2010), a lack of motivation often underlies students' hesitance to engage in English communication. This situation is rooted in the fact that teachers may not adequately motivate students to actively participate in English communication activities, further emphasizing the critical role of motivation in educational settings.

In brief, these intertwined linguistic and psychological factors underscore the complexity of language acquisition and the importance of addressing both aspects for improved speaking proficiency. Therefore, understanding both barriers in speaking is crucial for educators and learners alike as it enables targeted efforts to address these specific challenges, thereby facilitating more effective language acquisition and communication skills development.

C. English Speaking Strategies

In the process of foreign language acquisition, students consistently employ various strategies to master the language. These strategies encompass two primary categories, each consisting of several sub-categories (Saputra & Subekti, 2017, as cited in Oxford, 1990).

1. Direct Strategy

The direct strategy encompasses memory strategies, cognitive strategies, and compensation strategies (Saputra & Subekti, 2017, as cited in Oxford & Crookall, 1989). Memory strategies aim to assist students in storing and recalling new information, including vocabulary and grammar. Phonetic spelling and structured reviews are tools within this strategy that aid in memorizing words and English grammar. Cognitive strategies involve manipulating and transforming language through continuous practice, enhancing students' skills and experience. For instance, practicing and repeating words or sentences in English contribute to students' proficiency, especially in real-life interactions with native speakers.

Compensation strategies are employed to bridge knowledge gaps, allowing students to express the meaning of unfamiliar target language words through gestures or pantomime.

2. Indirect Strategy

The indirect strategy includes metacognitive, affective, and social strategies (Saputra & Subekti, 2017, as cited in Oxford & Crookall, 1989). Metacognitive strategies are used to control the learning process, involving planning and evaluating progress toward communicative competence. This may include creating schedules for English speaking practice and evaluating improvements in speaking ability. Affective strategies help manage emotions, crucial for learners dealing with anxiety during the language learning process. Deep breathing and fostering positive thinking when facing difficulties are examples of affective strategies. Social strategies involve engaging with others in the language learning process, particularly with native speakers. This includes interacting to understand speech patterns, grammar, asking questions, and evaluating feedback.

Additionally, the research conducted by Zhou and Fang (2021) identified effective speaking strategies for EFL students aiming to enhance their communication skills, which include:

1. Memory-speaking strategies: Techniques utilized for remembering and recalling vocabulary and knowledge crucial for fluent oral English.

2. Cognitive-speaking strategies: Active language processing methods involving the organization of thoughts and problem-solving techniques during communication.

3. Compensation-speaking strategies: Approaches helping students overcome speaking limitations through methods like circumlocution or guessing words from context.

4. Metacognitive-speaking strategies: Strategies enabling students to plan, monitor, and evaluate their own speaking, fostering more effective and self-regulated communication.

5. Affective-speaking strategies: Approaches addressing emotions and motivation during speaking, including anxiety reduction and confidence building.

6. Social-speaking strategies: Strategies facilitating interaction and meaning negotiation with others, particularly vital for language learners.

D. English Clubs

1) Definition of English Club

English club is a language program that aims to increase students' performance in mastering English skills. Malu and Smedley (2016) state that the English club is a cohort of students who wanted to improve their speaking, listening, reading, and writing in English. In a similar context, Smith (2020) defines English clubs as structured gatherings within academic institutions or community-based groups, where members engage in a variety of language-

focused activities to enhancing their language skills and cultural awareness. These definitions underscore the multifaceted structured of English clubs, whether within educational institutions or informal community settings with a more relaxed atmosphere, function as dynamic platforms for collective language skill enhancement.

According to Bihaqi (2016), an English club is a real place where English language instruction is more useful. It pursues that the English club is a place where students can practice, enhance, and develop their motivation to speak in public. Students could converse, learn new words, and inform their friends of what they know. Speaking club may also be a venue for students to discuss difficulties they have when practice speaking and look for solutions.

English club differs from general English teaching and learning in the classroom in that the activities that can be carried out should be able to help the students learn English while having fun (Amelia et.al, 2017). Therefore, the English club tutor must create a comfortable environment for students to practice their English in real-world situations. Building upon this distinction, Galanes and Adams (2013) elaborate on the various advantages of English club membership.

1) English club members are more inclined to value friendship and brotherhood.
2) Students receive moral and emotional encouragement in support of their perceptions.
3) It motivates students to speak up.

جامعة الرانري
AR-RANIRY

4) English club members will have better access to the information that is out there.
5) Be given the same chance to speak.
6) Compared to regular classes, students learn English in more enjoyable and appropriate ways.
7) The students will learn new vocabulary, information, and knowledge when the interlocutor speaks.

Based on the provided explanation, it can be inferred that English club is a place where people who are learning English as a second language can have fun while improving their language skills. Within this context, members of the English club have the opportunity to exchange information regarding their language proficiency. Additionally, they are afforded supplementary time beyond formal classes to engage in English practice, thereby facilitating their overall language advancement.

2) The Principle of the English Club

Ewens (2014) presents several principles that can be applied to achieve the goals of establishing an English club.

1) A good English club should be participant-centered. Some techniques for achieving this include providing participants with opportunities to express themselves creatively in English, such as through drama, poetry, or storytelling. Alternatively, give them the chance to explore visual communication through the arts or engage in dance, followed by English-language post-performance discussions.

2) A good English club serves a significant social function. It provides an opportunity for members to meet new people and make acquaintances, both for facilitators and participants. Efforts should be made to plan the schedule to allow students to stay and engage in discussions afterward.
3) A good English club promotes equality for all. Students also benefit from freedom from homework, exams, and strict learning objectives. Facilitators should be mindful of maintaining this sense of freedom.
4) A good English club has a strong community presence. In addition to inviting members of the community to speak with English Club participants, facilitators may plan visits to nearby points of interest.
5) A good English club is enjoyable. The facilitator should be able to make English engaging and interesting, regardless of the subject or the activities.

3) The Activities in English Club

Kathleen (2016) outlines several activities commonly found in English clubs, which encompass a range of engaging and interactive endeavors:

a. Skits: Skits involve scripted conversations enacted by two or more participants and may be either humorous or serious in nature. In some regions, skits are referred to as "drama."
b. Role Plays: Similar to skits, role plays allow multiple members to participate, but unlike skits, they do not rely on predetermined scripts.

جامعة الرانري
AR-RANIRY

Each role play is distinctive as it hinges on the individual interpretation of the assigned roles by the participants.

c. Debate: In a structured format, debates enable club members to present opposing perspectives on contentious issues. These discussions provide opportunities for exchanging information and sharing personal experiences, challenging participants to reconsider viewpoints without imposing any obligation to adopt or change their opinions.

d. Social Change Activities: Considered a pivotal activity within community-based English clubs, social change initiatives are of paramount importance. Such activities begin with club members engaging in discussions about critical issues prevalent in their communities, with the aim of driving positive transformations and fostering impactful changes.

4) Disadvantages of Joining the English Club

Disadvantages associated with joining English clubs have been outlined by Sulistyani (2020) and categorized as follows:

1) While certain members actively participate and contribute to discussions in the speaking club, there are others who exhibit a lack of attentiveness towards the speakers.
2) Students may not consistently display enthusiasm for the materials or topics assigned by the teacher during club activities.

جامعة الرانري
AR-RANIRY

3) A portion of students may experience feelings of boredom and laziness, leading them to refrain from actively engaging and speaking up during club sessions.

Rachmania's research (2022) complements these concerns by categorizing the disadvantages of English clubs into broader themes:

1) Lack of Coherence and Organization: English clubs often suffer from a lack of coherence in activities, which can lead to organizational issues within the club.
2) Attendance Self-Evaluation: There is a recurring issue with self-evaluation concerning attendance at English club sessions, making it challenging to monitor and improve participation.
3) Absence of Qualified Instructors: Some English clubs, such as the one at the University of Parakou, face the absence of qualified instructors, affecting the quality of language learning.
4) Limited Access to Materials: Students may encounter difficulties due to limited access to essential materials necessary for effective language practice.
5) Challenges in Training Club Leaders: Problems with training club leaders can hinder the long-term sustainability of English clubs.

In brief, these collective findings emphasize the multifaceted challenges encountered within English club settings. Both shed light on the intricacies of member engagement and motivation and also delve into the structural and organizational hurdles faced by these clubs. These findings highlight the

importance of attentive consideration and proactive steps in addressing these issues. It is imperative to improve the quality of language learning experiences and guarantee the enduring efficacy of English clubs in nurturing language proficiency and communication skills among students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The qualitative method was employed as the research design in this study. According to Radhiah (2017), qualitative research is a technique for examining and comprehending the meaning that individuals or groups ascribe to social or human circumstances. In qualitative research, analysis and descriptive methods are usually employed to describe the findings. The goal of qualitative research is to better understand and address a problem from a broad perspective, and it helps in the investigation of students' speaking abilities (Creswell, 2012). This study is categorized as descriptive qualitative since the focus of this study is to examine and comprehend the meaning that students ascribe to their environment. Specifically, this study focuses on investigating students' experienced barriers in improving speaking skills through English club and how they deal with the barriers.

B. Research Participants

This study employed the purposive sampling technique in selecting the participants, and five English club members from the seventh semester of Ar-Raniry Islamic State University were chosen. In terms of the sample criteria, this study selected the participants based on the following characteristic: The seventh semester students of Ar-Raniry Islamic State University who had actively participated in the English Club for at least one year.

جامعة الرانري
AR-RANIRY

C. Data Collection Technique

Data collection technique explains the way a researcher uses to gather the data related to the focus of the research. In this study, the writer used interview as the research instrument. The interview provides the researcher an opportunity to listen to the views or experiences of the respondents and ask investigative questions to explore more ideas (Harding, 2013).

In addition, the study conducted a semi-structured interview to collect the students' responses. Semi-structured interview is a technique of gathering data in which the interviewer prepares an interview guide before conducting an interview, but it is not required to adhere to it with regard to the precise wording of questions or the order of questions (Braun & Clarke, 2013). The interview used questions that were developed in alignment with the theoretical framework stablished in the literature review. This framework encompasses linguistic factors, as proposed by Richard (2008), and psychological factors, as posited by Thornbury (2005). Additionally, it addresses the disadvantages associated with English club participation, as theorized by Sulistyani (2020) and Rachmania (2022).

D. Data Analysis Procedure

After the interview was done, the data from the interview were analyzed using Miles and Huberman's flow model (1992). There are three stages required in the analysis, including data reduction, data display, and drawing conclusions.

The first stage to be done is data reduction, which describes the process of selecting, concentrating, and summarizing the raw data from an interview, an

observation, a document, or other qualitative data (Miles et al., 2014). The writer focused on reducing the amount of information that needed to be included in the interview transcript. In this study, the writer selected information that was gathered at the time of the research regarding students' experienced barriers in improving speaking skills through English club and how they deal with the barriers. The information then categorized and briefly chosen.

The second stage is data display. At this stage, the writer created a structured description of the data to enable conclusions to be drawn and actions to be taken. In this study, the narrative text format was frequently used for data presentation. The purpose of narrative text is to describe previously classified data about students' experienced barriers in improving speaking through English before conclusions are presented.

The last stage is drawing and verifying conclusions. After displaying the data, the writer drew conclusions and then confirmed those by searching for the meaning or symptom related to the object of the study. At this point, the writer drew conclusions from the previously concluded data and compared them to the notes and observations made during the analysis.

جامعة الرانري
AR-RANIRY

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and its detail discussion. The finding explains the study's results gained from interview analysis. Furthermore, the discussion section highlights the correlation between this study's findings with the existing theories of this study's framework.

A. Research Findings

The purpose of the research finding is to address and clarify the answers to the research problems outlined in the first chapter. Following the research questions, this section is divided into two topics which include the types of barriers that EFL students experienced in improving speaking skills through English club and the strategies they employ to overcome the barriers.

The findings were gained from analyzing the data which were collected from interviews. The interviews were conducted in three days, starting on November 7th and ending on November 9th, 2023. The participants were five students who are from 2020 batch or in their seventh semester at the Department of English Language Education of Ar-Raniry State Islamic University. In presenting this study's results, the participants are identified as Student-1, Student-2, Student-3, Student-4, and Student-5. Each student spent approximately 15-20 minutes responding to the research instrument.

جامعة الرانري
AR-RANIRY

1. The Barriers Experienced by EFL Students in Improving Speaking Skill through English Club

This section describes the barriers students encounter in improving their speaking skills through English clubs. The results are divided into three themes which are linguistic, psychological, and the other one which I classified as environment factor.

1.1. Linguistic Factors

After the data from the interview were analyzed, it was found that the participants of this study encountered three linguistics barriers in their attempt to improve their English speaking through joining English club including vocabulary, pronunciation and grammar.

a. Vocabulary

From the interview, it was found that vocabulary is experienced as one of the barriers participant face in improving speaking through English club. As mentioned by Student-1:

> "……sometimes, I also feel limited by the number of vocabulary I know. So, when I'm speaking and don't know the right word to use, I feel like I don't know what to say, and it's like a blank moment I mean nothing to say" (Student-1)

The interview response mentioned above confirmed that Student-1 faced barriers due to a limited vocabulary. This limitation not only obstructed the expression of thoughts but also led to moments of hesitation and a feeling of blankness, where finding the right words became a struggle. Furthermore,

Student-3 also voiced a similar barrier, emphasizing the impact of limited vocabulary on improving speaking skills through the English club.

b. Pronunciation

Pronunciation appeared as a significant linguistic factor affecting the improvement of speaking abilities within the English club. Student-2 provided insights into the barriers faced when attempting to pronounce words correctly, as she stated:

> "For me, one of the linguistic challenges is pronunciation. I can't pronounce words like a native speaker. There are times when I speak in front of my friends, and there are some words that I can't say correctly, and sometimes, I don't even know how to pronounce the word, maybe this is influenced by our mother tongue because our main language is Indonesian" (Student-2)

Student-2's interview affirmed that her linguistic barriers primarily revolved around pronunciation. She acknowledged struggling to pronounce words like native speakers, attributing this difficulty to the influence of her mother tongue, Indonesian. Moreover, Student-1 shared similar barrier with distinct causes:

> "The biggest challenge in terms of linguistics for me is pronunciation. This is because there are many words where the stress changes and the words themselves change when the tense changes. For example, 'read' becomes 'red' in the past tense." (Student-1)

Based on the aforementioned interview, student-1 recognized that English pronunciation posed a noteworthy barrier due to the variability in stress patterns and word transformations linked to tense changes. In addition to the two students mentioned above, Student 4 also experienced a linguistic barrier related to pronunciation.

c. Grammar

The last linguistic factor affecting the enhancement of speaking skills within the English club found in this study was grammar. Three out of five participants suggested that grammar was one of the linguistic barriers hindering them from being active in speaking. As voiced by Student-3:

> "The specific language problems I face are grammar and vocabulary. I get confused about using the correct tenses when speaking, and that makes it hard for me to express my opinion because I'm afraid of making mistakes…." (Student-3)

Student-3's response above highlighted that one of the linguistic barriers she faced was grammar. She articulated facing difficulties with correct tense usage during speech, which hindered her smooth expression of opinions and created a fear of making mistakes. This barrier was also experienced by Student-4 and Student-5. One of them stated:

> “I find grammar to be my biggest challenge when improving my English-speaking skills. While some say that grammar isn't crucial for speaking, I believe it's important because it provides more details, especially regarding timing and tenses. My grammar can be inconsistent, and I often catch myself making mistakes, like saying "They using this tool" instead of "They are using this tool." I tend to correct myself by repeating it to correct my grammar.” (Student-5)

The interview answers above identified grammar as the sole and most challenging barrier to improving English speaking skills for Student-5. Despite arguments that grammar may not be crucial in spoken language, she emphasized the importance of grammar for conveying precise details, especially concerning timing and tenses.

From the result of data analysis provided above, it can be seen that this research found diverse linguistic barriers faced by the students interviewed. One of the main difficulties faced by Student-1 is to the areas of pronunciation and vocabulary. The language barriers experienced by Student-2 mostly revolve on pronunciation. In contrast, student-3 has concerns over grammar and vocabulary. The fourth student highlights the barriers associated with pronunciation and grammar. Moreover, student-5 identifies grammar as her predominant. In brief, three students had difficulties pertaining to pronunciation, two students' encountered barriers with vocabulary, and three students struggled with grammar. The aforementioned linguistic obstacles highlight the intricate nature of acquiring language skills and emphasize the need for specific strategies to overcome linguistic barriers effectively.

1.2. Psychological Factors

Following an analysis of the interview data, it was found that research participants encountered four psychological barriers in improving their speaking skill through participation in the English club. These are outlined in further detail below.

a. Lack of self-confidence

In exploring the psychological factors hindering the improvement of speaking skills within the English club, one of the factors was the lack of self-confidence reported by participants. As Student-5 mentioned:

> "There were times when I lacked confidence during English club meetings, especially when we had guests with strong public speaking skills like Language Ambassadors. I felt insecure and a bit nervous." (Student-5)

جامعة الرانري
AR-RANIRY

Based on the response provided above, Student-5 felt a lack of confidence as her psychological barrier in improving speaking skills. This related to her insecurity during the English club session caused by her interlocutor, whose abilities she experienced to be far superior to hers. Furthermore, Student-3 also experienced similar barriers with different causes, as voiced:

> "I've experienced a lack of self-confidence. This is because I naturally have low self-confidence, and perhaps it's also due to my not-so-great English skills." (Student-3)

The interview above indicated that Student-3 grappled with an internal lack of self-confidence, rooted in her naturally low confidence. Moreover, Student-3 lacked faith in her English language proficiency. This stood in contrast to the lack of self-confidence expressed by Student-5 earlier, where confidence was influenced by the external factor in the meet-up. Additionally, the comprehensive result from the interviews on psychological factors revealed that each participant experienced a lack of confidence.

b. Anxiety

Another psychological factor affecting the enhancement of speaking skills within the English club was anxiety. Student-1 described how this anxiety appeared, as stated in his interview below.

> "….This anxiety typically happens when I engage in complex or unfamiliar topics, as my major is in Education, but sometimes we discuss political issues in English. I'm afraid of not knowing what to say because of my limited knowledge in that area, and at times, I lack the vocabulary due to the infrequent nature of the subject. So, my anxiety can be quite theme-dependent." (Student-1)

Based on the answer above, student-1 experienced anxiety as a psychological factor when he was not familiar with the topic to be discussed. This anxiety stemmed from a concern about not knowing what to say, which was also related to his linguistic barrier, specifically the limited vocabulary. In this context, the interplay between both psychological and linguistic factors contributed to his speaking barriers. From the interview results, aside from student-1, who elaborated on the response above, Student-3, Student-4, and Student-5 also experienced anxiety, with one of them stating:

> "I sometimes feel anxiety too. When I speak, I'm afraid of being wrong, having incorrect opinions, or mispronouncing words" (student-4)

The above statement revealed anxiety related to the fear of making mistakes, expressing incorrect opinions, or mispronouncing words while speaking. This highlighted the emotional complexity participants faced as they strived to enhance their speaking skills in the supportive yet challenging environment of the English club.

c. Peer Judgment

From the interview, Peer judgment was also found as one of the psychological factors that stand out as having a significant impact on the improvement of speaking abilities through English club. This is expressed by Student-2 and Student-4 with a response from one of them below.

> "Sometimes I feel peer judgment when I make mistakes while speaking, and it distracts me during speaking…" (Student-2)

جامعة الرانري
AR-RANIRY

The interview answer above indicated that Student-2 faced peer judgment as a psychological barrier in improving speaking through English clubs. The student expressed experiencing peer judgment when making mistakes during speaking, which became a distracting factor for her. This highlighted the impact of social perceptions and the fear of judgment on the student's ability to effectively communicate in English.

d. Lack of Motivation

Motivation, or the lack thereof, proved to be a pivotal psychological factor influencing the trajectory of speaking skills development. As articulated by Student 1, who experienced a lack of motivation within the English club influenced by his interest in the discussed topics during meet-ups. It is mentioned in the following interview response:

> "I sometimes feel unmotivated. In Koplo, there are various topics and terms that I don't know, and some discussions don't really interest me because they are unfamiliar. Nevertheless, I do participate with a lower level of enthusiasm due to the fact that my motivation to join depends on the topic being discussed" (Student-1)

Additionally, Student 4 also felt a lack of motivation, as stated.

> "I have felt unmotivated to join the English club at times because of my shy personality when it- comes to sharing opinions in front of an audience" (Student-4)

Student-4's responses revealed that she suffered from a lack of motivation as a result of her shy personality, particularly while expressing opinions in front of audiences at an English club meet-up. This indicated how personal traits such as

shyness might affect someone's ability to participate and interact with language-related activities.

In summary, this study revealed diverse psychological factors impacting the improvement of speaking skills within the English club specifically a lack of confidence, particularly when facing individuals with strong public speaking skills, anxiety related to unfamiliar or complex topics. Moreover, peer judgment, showcasing the influence of social perceptions on effective communication. Lastly, a lack of motivation is linked to a shy personality, showcasing how personal traits can hinder active participation in English club activities. These insights affirm the relevance of psychological factors in understanding and addressing speaking barriers among EFL students.

1.3. Environmental Barriers

From the interview results, students revealed that besides linguistic and psychological factors, there were other barriers they experienced in enhancing their speaking skills through the English Club categorized as Environmental. Details regarding these environmental barriers will be explained as follows.

a. Lack of Peers Feedback

The interview results indicated that students experienced a lack of feedback from peers as a hindrance to their improvement in speaking skills through the English club, as expressed by Student-1:

> "Another barrier I thought is the lack of feedback from peers. They often think that as long as you've said something, it's good enough. But I believe we need feedback after speaking because in the English club, we just

> express our opinions the same as they did, without knowing if we've made mistakes.” (Student-1)

Based on the interview above, the student emphasized the importance of receiving feedback after speaking in the English club. He was concerned that without feedback, it would be challenging to identify and correct mistakes, as everyone tended to express opinions without knowing if errors were made. This insight underscored the significance of constructive feedback for effective improvement in speaking skills within the English club setting. This aligned with the response given by Student-4:

> “The barriers that significantly affect my speaking improvement are lack of confidence and anxiety. Apart from what I mentioned earlier, I believe it's important to receive review from friends in the form of critiques and suggestions for improving our speaking. Without these reviews, our speaking might remain the same without any changes.” (Student-4)

The interview response above aligned with Student-1’s answer about the importance of getting a review or feedback such as critiques and suggestions from friends to enhance their speaking skills. Both students shared the perception that the lack of feedback hinders significant improvement in their speaking abilities.

b. Peers’ Lack of English Proficiency

Peers’ lack of English proficiency was identified as a barrier that students felt hindered progress in improving speaking skills in the English club, as mentioned in the interview by Student-5:

جامعة الرانري
AR-RANIRY

> “For another barrier, for example, during meetings, we often have a preparation theme for future topics. Sometimes, there are members who don't fully understand the topic, so in those situations, we should be speaking entirely in English. But instead, we switch to Indonesian briefly to repeat what was said because some members don't understand, making sure everything is clear in the Indonesian language. This is done to avoid any misunderstandings.” (Student-5)

Based on the interview answer above, Student-5 highlighted another barrier related to potential peers' misunderstandings related to their lack of proficiency during English club meetings. She described situations where some members may not fully comprehend the topic being discussed in English. To address this, they temporarily switched to Indonesian to ensure clarity by repeating the information. This practice aimed to prevent any confusion and misunderstandings among the club members. However, this became a barrier that hindered the improvement of speaking skills because the topic actually should be explained entirely in English.

In brief, this study indicated that besides linguistic and psychological factors, students identified additional barriers in improving their speaking skills through the English Club. One significant barrier highlighted by students is the lack of feedback from peers, as emphasized by Student-1 and Student-4. They emphasize the importance of feedback from friends to facilitate meaningful improvement in speaking abilities within the English Club environment. Another barrier, as identified by Student-5, is related to lack of peer English proficiency within club meetings. These barriers are associated with the environment in which students engage within the English Club context.

2. EFL Students' Strategies to Solve Their Barriers that are experienced in Improving Speaking Skills through English Club.

This section presents a variety of strategies that students conveyed during interviews. These strategies offer insights into how students overcome the barriers in improving their speaking skill through English club regardless of linguistic factor, psychological factor and environment factor. The strategies will be detailed below.

2.1. Expanding Knowledge and Re-learning

From the interviews regarding students' strategies to overcome barriers in improving speaking skills through the English club, one of the strategy fell into the category of expanding knowledge and continuous learning. This particular strategy is emphasized based on the insights obtained from Student-1 and Student-2 interviews.

> "…. Moreover I expand my knowledge through reading because of my previous lack of knowledge. However, I sometimes struggle with the discipline of reading…" (Student-1)

As per Student-1's response to the interview, expanding and enhancing knowledge is one of the recognized strategies for overcoming barriers. This strategy includes an effort to broaden knowledge through reading because the student acknowledges occasional barriers in maintaining consistent reading discipline.

Moreover, student-2 mentioned:

> "……I learn from YouTube and TikTok by watching videos of native speakers. Sometimes, after coming back from an English club meet-up, I get curious about my mistakes, so I learn again from YouTube or TikTok" (Student-2)

جامعة الرانري
AR-RANIRY

Student-2 highlighted the significance of utilizing online resources, such as YouTube and TikTok for learning. The student emphasized a strategy to self-improvement by reviewing mistakes made during English club meet-ups, demonstrating a continuous learning process. This underscores the value of digital platforms in supporting language development and the learner's commitment to refining their speaking skills through self-analysis and supplementary online materials.

2.2. Ensuring thorough preparation.

This study indicated that thorough preparation was one of the strategies to overcome barriers in the English club, as mentioned by Student-5 in the interview.

> "….I write down the points I want to convey beforehand and think about the tenses I should use. When I start speaking, I'm more cautious, speaking slowly to ensure my language is grammatically correct and matches the tenses." (Student-5)

From the interview answer above, student-5 employed a thorough preparation strategy to overcome barriers in the English club. The student meticulously planned and organized their thoughts in advance, considering the appropriate tenses for effective communication. This strategy involved a deliberate and cautious speaking style, emphasizing grammatical accuracy and tense alignment during the actual conversation. The preparation showcased the student's commitment to addressing linguistic barriers and enhancing their English speaking skills within the club setting.

2.3. Maintaining Calmness and Relaxation while Speaking

One of the strategies used by students in overcoming barriers in improving speaking through the English club was by practicing self-control to stay calm and relaxed during speaking, as mentioned by Student-5 in her interview.

> "…to cope it, I try to stay calm, take a breath, apologize, and then speak more slowly. Another way is to relax before speaking and have a drink to calm my nerves." (Student-5)

The aforementioned interview response by Student-5 underscored the significance of maintaining composure during speaking barriers. It highlighted the value of remaining calm by taking intentional breaths, and apologizing to the audience when confronted with barriers in speaking. Furthermore, adopting a relaxed state before speaking and having a drink to calming were recognized as practical strategies, especially to alleviate nervousness.

2.4. Note-taking Habits

Another strategy to overcome barriers in improving speaking through the English club pointed to taking notes habit. This strategy was clarified by insights from the interview, one of which came from Student-3, who asserted:

> "….I note down words I don't know and look up their meanings in my phone notes or books." (Student-3)

The above interview response emphasized a note-taking strategy to address barriers in the English club, particularly related to language barriers. As mentioned by Student-3, this strategy involved the act of recording unfamiliar words in phone notes or books during speaking sessions and later searching for their meanings.

2.5. Engaging self-evaluation

Self-evaluation was found to be a strategy to overcome barriers in the English club, especially when the student faced peer judgment, as stated by student-2.

> “I consider my friends' judgment as a piece of new knowledge. Sometimes I also write notes on what they say and use it as an evaluation for myself” (Student-2)

The interview response above highlighted that Student-2 utilized peer judgment as a form of self-evaluation within the English club. Rather than viewing judgment negatively, the student saw it as an opportunity to gain new knowledge. Additionally, the practice of taking notes on friends' feedback served as a valuable self-assessment tool, contributing to continuous learning and improvement in English speaking skills. This strategy underscored the importance of leveraging peer judgment as a constructive element in the language learning process.

2.6. Looking Support from Peers (English club members)

Motivation from peers was also found as a strategy to overcome barriers, especially to boost motivation when a student's motivation declines. Therefore, gaining support from peers became essential, as indicated in the interview answer from student-4

> “….To regain motivation, I seek motivation from close friends because I believe friends have an influence in boosting my motivation." (Student-4)

The strategy highlighted by Student-4 to overcome barriers in the English club involved seeking support from close friends. This strategy was grounded in the belief that friends played a significant role in positively influencing and boosting

Student-4's motivation, providing a valuable source of support and encouragement to keep joining to improve speaking skill in the English club.

B. Discussion

From the data collected through interviews, this study discovered various barriers experienced by EFL students, which were categorized into linguistic factors, psychological factors, and environmental factors. The findings in this study align with some previous studies, yet there are also new discoveries uncovered in this study.

The results of this study indicated that a limited vocabulary in English club meet-up can hinder students in speaking as it makes them feel blank and at a loss for words. This finding aligns with Sudirman's (2019) theory, which states that insufficient vocabulary may pose barriers for individuals in expressing their ideas effectively, be it in spoken or written form. Furthermore, from data collection, it was also found that the limitation of vocabulary also plays a role in diminishing students' self-confidence. This finding supports the theory proposed by Dewi and Jimmi (2018), asserting that self-confidence and vocabulary mastery are positively correlated with speaking skill. According to their findings, students with high self-esteem and a strong command of vocabulary are more likely to possess effective communication skills, particularly in speaking engagements. The interconnected nature of self-confidence and vocabulary proficiency emphasizes the importance of addressing both aspects to enhance overall speaking proficiency.

Pronunciation was the second linguistic barrier this study found. According to student, pronunciation barriers related to inability to pronounce words like a native speaker, attributing this difficulty to the influence of student's mother tongue, Indonesian. As per Brown (1994), barriers in pronunciation stem from variations in

phonological aspects between one's native language (L1) and their second language/foreign language (L2). This underscores the intricate nature of pronunciation barriers and their implications for language learners.

The last linguistic barriers identified in this research was grammar. Grammar serves as a crucial component for students to construct accurate sentences during conversations or speeches (Heaton, 1978). The interviews conducted in this study revealed that some students perceive grammar as a significant barrier in their speaking proficiency. Contrary to the argument that grammar might not be crucial in spoken language, these students firmly assert the importance of grammar in ensuring the precision of details, especially concerning timing and tenses. This highlights the students' awareness of the role that grammatical accuracy plays in effective communication, aligning with Heaton's (1978) theory. It is noteworthy that students, despite the potential tolerance for grammar errors in spoken language, express a reluctance to convey such errors in their speech, emphasizing a desire for linguistic precision even in informal verbal exchanges. This insight deepens understanding of how students prioritize grammatical accuracy in spoken language, shedding light on the complexities of linguistic proficiency within the context of an English club.

The second set of barriers identified in this study pertained to psychological factors. As defined by Thornbury (2005, cited in Ismiati, 2021), psychological factors extend beyond linguistic barriers and encompass issues such as low self-confidence, anxiety, peer judgment, and a lack of motivation, collectively classified as psychological barriers. Lack of self-confidence was a pervasive issue among participants, impacting their interactions and instigating uncertainties about their

abilities. Utari et al. (2022) underlines the significant role of self-confidence, where high confidence correlates with a perception of proficiency, while its absence leads to uncertainty and insecurity during speaking. Moreover, another psychological barriers found was anxiety which primarily rooted in the fear of making mistakes and a perceived limitation in knowledge. This finding aligns with Madill (2015), highlighting that fear of errors creates anxiety, particularly when students worry about appearing less advanced than their peers. Limited knowledge exacerbates anxiety, revealing the intricate emotional challenges faced by students striving to improve speaking skills in the English club.

Another psychological barriers found in this research was peer's judgment, the students pointed out that when errors occur and they encounter judgment from their peers, it became a considerable distraction to their speaking progress. In line with Ismiati (2021), states that the judgment likely causes students' ideas to become confused, hindering their ability to express themselves effectively. And the last one, motivation was recognized as a pivotal psychological factor intertwined with students' interests in English club topics. Gökçe's (2013) perspective aligns with the research findings, emphasizing the importance of understanding student motivation for active participation. The English club's informal and self-driven nature amplifies the significance of motivation, as individual drive becomes crucial for fostering skill development and participation in language-related activities.

The third barrier is an additional one classified as environmental barriers. In this research, two environmental barriers were identified: a lack of feedback and a lack of peers' proficiency. Due to the lack of feedback, students encountered

difficulties recognizing and correcting errors, as participants shared their opinions without being aware of mistakes. This highlights the crucial role of feedback in fostering enhancements in speaking skills within the English club. In line with Wiggins (2012), who asserts that feedback, when received and applied, leads to enhanced performance and learning, this emphasizes the importance of incorporating constructive peer feedback mechanisms in the English club for more effective improvement in speaking skills. Another environmental barrier indicated in this research was the lack of proficiency among peers. The students emphasized this barrier, citing instances where some members may not fully comprehend the topics discussed in English during the club meetings. To navigate this, students temporarily switch to Indonesian to ensure clarity by repeating information, intending to prevent confusion and misunderstandings. However, this practice becomes a barrier to the enhancement of speaking skills, as the intended norm is to discuss topics entirely in English.

In this research, various strategies employed by students to overcome barriers in improving their speaking skills through participation in the English club were also identified. One notable strategy is the expansion of knowledge and continuous learning strategy, which underscores the importance of relearning and broadening knowledge through activities like reading and utilizing online resources such as YouTube and TikTok. These strategies demonstrate a strategy to self-improvement, involving the review of mistakes and the use of supplementary materials. This aligns with the broader category of direct strategies mentioned by Saputra & Subekti, 2017,

where students actively engage in memory strategies, such as reviewing vocabulary and grammar, to enhance their language proficiency.

Furthermore, the study recognized the thorough preparation strategy, aligning with Saputra & Subekti's (2017) cognitive strategies, which entail planning and organizing thoughts beforehand. This alignment is further substantiated by Sweller's (1994) cognitive load theory, highlighting the significance of pre-organizing information to help individuals optimize cognitive resources during speaking tasks, thereby fostering fluent and effective communication. This theory supports the notion that individuals who engage in thorough preparation are better prepared to manage the cognitive demands of speaking, leading to enhanced performance in English club activities.

Another strategy highlighted in this study involves maintaining composure and relaxation during speaking, encompassing the practice of self-control to remain calm, apologizing, and speaking more deliberately to overcome speaking barriers. This aligns with affective-speaking strategies proposed by Zhou and Fang (2021), emphasizing the management of emotions and motivation during speaking, including the reduction of anxiety and the cultivation of confidence. It underscores the significance of emotional regulation in enhancing the overall effectiveness of spoken communication, contributing to a more positive and confident language learning experience.

Moreover, adopting a habit of taking notes during speaking sessions also identified as one of the strategies in this study, where unfamiliar words are recorded and later investigated for their meanings, aligns with memory-speaking strategies

جامعة الرانري
AR-RANIRY

proposed by Zhou and Fang (2021), highlighting the significance of remembering and recalling vocabulary for achieving fluency in oral English. This indicates the interconnectedness of various language learning strategies, combining cognitive and memory approaches to enhance language proficiency.

Incorporating self-evaluation emerges as a notable strategy, particularly in the face of peer judgment. Rather than perceiving judgment in a negative light, students regard it as an opportunity to acquire new knowledge, utilizing notes based on friends' feedback for ongoing self-assessment and improvement. This aligns with Saputra & Subekti's (2017) metacognitive strategies, which encompass planning and evaluating progress toward communicative competence. The conscious reflection on one's own performance and the receptiveness to feedback contribute to a metacognitive approach, fostering more effective and self-regulated communication skills.

Lastly, looking for support from peers emphasizes the significance of seeking motivation from close friends to overcome declining motivation in the English club. This strategy recognizes the positive influence of peers in boosting motivation and providing valuable support for ongoing improvement in English speaking skills, reflects the positive influence of social strategies (Saputra & Subekti, 2017) in boosting motivation and providing valuable support for ongoing improvement in English speaking skills.

In this study, all barriers encompassing linguistic, psychological, and environmental factors are identified within the English club. This is understandable given the informal learning nature of the English club, which does not fully cover all

aspects necessary for speaking improvement. Barriers arising from their speaking, especially in linguistic factor might go unnoticed among peers who are not aware of each other's errors. Therefore, improvement may focus more on fluency. Despite relatively similar proficiency levels, psychological barriers still persist. Environmental barriers, not inherent to the English club setting but originating from members who don't provide feedback and their lack of English proficiency. Nevertheless, students exhibit proactive strategies to overcome these barriers, including expanding knowledge, thorough preparation, maintaining composure, note-taking habits, self-evaluation, and seeking peer support within the English club setting. These strategies reflect a comprehensive response to linguistic, psychological, and environmental challenges, showcasing the students' commitment to enhancing their speaking skills despite the inherent limitations of the English club's informal learning environment.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, this study has derived some conclusions and suggestions of the experienced barriers experienced by EFL students in improving speaking skill through English club and the strategies they employed to overcome the barriers.

A. Conclusions

Referring to the data presentation and discussion from the previous chapter, the conclusion was drawn as follows:

1. This study indicates the diverse barriers faced by EFL students in improving speaking skills within the English club. These barriers can be classified into three categories: linguistic barriers, psychological barriers, and environmental barriers. Linguistic barriers encompass limitations in vocabulary, pronunciation issues, and grammatical difficulties. Meanwhile, psychological barriers include issues related to a lack of self-confidence, anxiety, peer judgment, and a lack of motivation, all of which were identified as significant impediments. Furthermore, environmental barriers, specifically the absence of peer feedback and peers' lack of English proficiency, were acknowledged as influential factors shaping the language learning environment.
2. In addressing the aforementioned barriers, EFL students exhibited resilience and adaptability by employing strategic approaches. The

strategies uncovered in this research, including expanding knowledge and continuous learning, ensuring thorough preparation, maintaining calmness and relaxation while speaking, establishing take-notes habit, engaging self-evaluation, and seeking support from peers. These strategies reflect the students' commitment to continual improvement in their English speaking proficiency within the English club setting.

B. Suggestions

Based on the results of the data analysis, discussions, and conclusions above, this study suggest some suggestions which were hopefully beneficial for English club members and future researcher

1. For English Club Members

English club members are encouraged to actively apply the identified strategies to overcome linguistic, psychological, and environmental barriers in improving speaking skills. They should engage in continuous learning and expanding knowledge by leveraging diverse resources, such as reading materials, online platforms, and interactive discussions. It is advisable to give priority to thorough preparation before participating in English club activities to improve overall speaking proficiency. Moreover, they should focus on practicing calmness and relaxation while speaking, forming a habit of taking notes to address language barriers effectively, participating in self-evaluation for continuous improvement, and seeking support from peers to enhance motivation. These strategies, when consistently applied, can

significantly contribute to enhanced language skills and overall speaking proficiency.

2. For Future Researchers

This research offers valuable insights for researchers embarking on similar studies, offering support in delving deeply into the distinct linguistic, psychological, and environmental barriers faced by EFL students. To enhance the scope, future researchers could consider exploring additional strategies employed by students to overcome these barriers. This would not only enrich the existing knowledge but also provide a more holistic perspective on effective language learning approaches. Additionally, examining the long-term effects of these strategies on students' language proficiency and their sustained application over time could offer practical implications for language educators and policymakers.

جامعة الرانري
AR-RANIRY

REFERENCES

Amelia, F., Novitasari, N. F., & Firdaus, A. Y. (2017, October*).* Bridging the gaps in curriculum to students through english club. In *Proceedings International Seminar on Language, Education, and Culture* (pp. 56-61).

Babu, R. (2010). *Teaching spoken English for non-native students: Problems, solutions and techniques Online*): http://www.eltweekly. Com/elt-newsletter/2010/06/60-articleteaching-spoken-english-for-non-native-students-problems-solutions-and-techniques-by-aramesh-babu/. (March 15, 2011).

Baihaqi. (2016). *The influence of speaking club in improving students' speaking ability (Bachelor's thesis*). Ar-raniry state islamic university, Darussalam.

Bandura, A. (1991). Self-efficacy mechanism in physiological activation and health-promoting behavior. *Neurobiology of learning, emotion and affect*, *4*, 229-270. https:// https://doi.org/10.1037/0003-066X.37.2.122.

Braun, V., & Clarke, V. (2013). *Successful Qualitative Research: A Practical Guide For Beginners.* UK: Sage Publications, inc.

Brown, H. D (2000). *Principles of Language Learning and Teaching*. 4th Ed. New York: Pearson Education and Longman

Brown, H. D. & Abeywickrama, P. (2010). *Language Assessment: Principles And Classroom Practice*. 2nd Ed. New York: Pearson Education Inc.

Bustari, A., Samad, I. A., & Achmad, D. (2017). The use of podcasts in improving students' speaking skill. *JELE (Journal of English Language and Education)*, 3(2), 97-111

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4thed Boston; Pearson Education, Inc.

Dewi, N., & Jimmi, J. (2018). The correlation between vocabulary mastery and self-esteem on students' speaking skill. *Wanastra: Jurnal Bahasa Dan Sastra,* 10(1), 78-83. http://dx.doi.org/10.31294/w.v10i1.2998

Gökçe. D. D (2013). The reasons of lack of motivation from the students' and teachers' voices. *The Journal of Academic Social Sciences.* (*1*). 35-45. http://dx.doi.org/10.16992/ASOS.13

Dörnyei, Z. (2001). *Motivational Strategies in The Language Classroom.* Cambridge, UK: Cambridge University Press.

Ewens, T. (2014). *English Club*. British Council: BBC.

Floriasti, T. W. (2013). Improving speaking skills through the use of integrated listening and speaking material for student teachers academic year *2012/2013.* Unpublished Thesis. Yogyakarta: Yogyakarta State University

Galanes, G. & Adams. K. (2013). *Effective Group Discussion: Theory and Practice.* New York: McGraw-Hill

AR-RANIRY

Habiburrahim, H., Risdaneva, R., Putri, G., Dahliana, S., & Muluk, S. (2020). The effects of anxiety toward acehnese students' english speaking ability. *The Qualitative Report, 25*(1), 255-264. https://dx.doi.org/10.46743/2160-3715/2020.3639

Hanim, I. (2018*).* The learners' perceptions of speaking english at lia pramuka english club. *Globish (An English-Indonesian Journal for English, Education, and Culture), 7*(1), 53-60.

Harina, T. (2020). *An Analysis of Students' Barriers in Speaking English Fluently (A Case Study at Department of English Language Education of Ar-Raniry State* Islamic University) (Doctoral dissertation, UIN Ar-Raniry).

Harmer, J. (2002). *The Practice of English Language Teaching with DVD* (4th Edition). pearson

Harris D, P. (1994) *Testing English as A Second Language.* New York: Mc. Graw-Hill.

He, S. X & Chen, J.Y. (2010). Psychological factors that hinder students from speaking in english class (a case study in a senior high school in south tangerang, banten, indonesia). *The Internet Journal of Education and Practice 3*(12)

Heaton, J. B. (1978). *The Components of Speaking Ability*. Retrieved November, 12, 2013.

Hijrah, H., & Umar, N. H. (2021). English Meeting Club: Students' Perception and Their Speaking Skill. *Journal of Development Research*, *5*(2), 174-178. https://doi.org/10.28926/jdr.v5i2.181

Hornby, A S. (1995*) Oxford Advanced Learner Dictionary*. New York: Oxford University Press.

Horwitz, E. K. (2010). Research timeline. Foreign and second language anxiety. *Language Teaching, 43*, pp. 154-167. https://doi.org/10.1017/S026144480999036X

Irwanto. (2002). *Psikologi Umum.* Jakarta:Prehalindo.

Ismiati, S. (2021). *Study of Students' Perception in the Sevenrth Semester at Department of English Education of UIN Syarif Hidayatullah Jakarta in The Academic Year 2021/2022* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).

Jufri, IA. (2018). *Improving students speaking fluency through English club at SMPN 3 pinrang*. Unpublished. Makassar: Unismuh Makassar.

Kondo, D. S., & Ying-Ling, Y. (2004). Strategies for coping with language anxiety: the case of students of English in Japan. *ELT Journal*, 258-264.,

Madill, T. R. M. (2015) Scared to speak: Underlying elucidations that cause communicative anxiety among South Korean tertiary EFL students. *Humanising Language Teaching, 17*(5)

Malu, K. F., & Smedley, B. (2016). Community-Based English Clubs: English Practice and Social Change outside the Classroom. In *English Teaching Forum* (Vol. 54, No. 3, pp. 10-23). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

Miles M., Huberman M., & Saldana J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd Ed.). Thousand Oaks, CA: Sage.

Mridha, M. M., & Muniruzzaman, S. M. (2020). Developing English Speaking Skills: Barriers Faced by the Bangladeshi EFL Learners. *Englisia: Journal of Language, Education, and Humanities*, *7*(2), 121-131. http://dx.doi.org/10.22373/ej.v7i2.6257

Mubasiroh, P. N. (2022). *Student Perception in Using WhatsApp Group in Learning Listening Skill in English Education Department of Universitas Ahmad Dahlan*. Yogyakarta: PENDIDIKAN BAHASA INGGRIS Universitas Ahmad Dahlan

Nazara, S. (2011). Students' perception on EFL speaking skill development. *Journal of English teaching*, *1*(1), 28-43. http://dx.doi.org/10.13140/RG.2.2.13145.98401

Prabowo, B. N. E. (2020). The Implementation of Englis Speaking Club in Junior Highschool to Enhance the Students' Speaking Ability. *RETAIN, 8*(1).

Prakoso, G. B. (2021). *Analisis Faktor Penghambat Niat & Perilaku Masyarakat Ikut Dalam Kegiatan Bank Sampah Di Kec. Depok & Kec. Ngaglik Kab. Sleman D.I.Y*. Yogyakarta: Universitas Ahmad Dahlan.

Rabab'ah, G. (2005). Communication problems facing Arab learners of English. *Journal of Language and Learning, 3*(1), ISSN 1740- 4983.

Rachmania, A., Anshori, H., Putri, M. K., & Nanda, O. C. (2022). English Club in University: Exploring Its Advantages and Disadvantages. *In Seminar Nasional Ilmu Pendidikan dan Multi Disiplin* (Vol. 5, No. 01).

Richard, J. C., & Renandya, W. A. (2002). Approaches to teaching. Methodology in language teaching: An anthology of current practice, 1-5.

Smith, J. (2020). *Enhancing Oral Communication: Strategies for Effective Discourse*. Academic Publishing.

Sudirman, A. M. (2019). *High School Students' Problems in Speaking*. September

Sulistyani, Z. (2020). Learners'perception and Motivation in Joining Speaking and Sharing Knowledge Programs At Eec (Easy English Club) Semarang.

Sweller, J. (1994). *Cognitive load theory, learning difficulty, and instructional design.* Learning and instruction, 4(4), 295-312.

جامعة الرانري
AR-RANIRY

Tarigan, H. G. (1987). *Berbicara Sebagai Suatu Ketrampilan Berbahasa.* Bandung: Angkasa

Tomlinson, B. (2011). *Materials Development in Language Teaching* . 2nd edition. Cambridge: Cambridge University Press

Utami, U. U. (2022). An Analysis of Lecturers' Strategies in Teaching Speaking to Students in English for Tourism Subject at Universitas Muhammadiyah Palembang.Yogyakarta: Universitas Ahmad Dahlan.

Utari, J., Ulfah, B., & Surayatika, D. (2022). The Correlation between Self Confidence and Speaking Ability of The Fourth Semester Students of Indo Global Mandiri University. ULIL ALBAB: Jurnal Ilmiah Multidisiplin, 1(12), 4255-4261. https://doi.org/10.56799/jim.v1i12.1098

Widdowson, H. G. (1985). *Teaching Language as a Communication*. London: Oxford University Press.

Wiggins, G. (2012). Seven keys to effective feedback. Feedback, 70(1), 10-16

جامعة الرانري
AR-RANIRY

APPENDICES

APPENDIX A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B-6653/UN.08/FTK/KP.07.6/10/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Prof. Dr. Safrul Muluk, M.Ed — Sebagai Pembimbing Pertama
2. Fera Busfina Zalha, M.A — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Nisrina Firda Oktari**
NIM	:	**190203091**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Investigating EFL Students' Strategies to Overcome Barriers in Improving Speaking Skills Through Englisg Club**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 13 Juni 2023
Dekan,

Safrul Muluk

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

APPENDIX B

Recommendation Letter from the Fakultas Tarbiyah dan Keguruan to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11754/Un.08/FTK.1/TL.00/11/2023
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NISRINA FIRDA OKTARI / 190203091**
Semester/Jurusan : IX/ Pendidikan Bahasa Inggris
Alamat sekarang : Lueng Bata, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***EFL Students' Perceived Barriers in Improving Speaking Skills through English Club***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 November 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 29 Desember 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C

Confirmation Letter from the English Education Department

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : https://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-904/Un.08/PBI/Kp.01.2/12/2023

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: **NISRINA FIRDA OKTARI**
NIM	: 190203091
Fak/Prodi	: Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan
Alamat	: Lueng Bata, Kota Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"EFL Students' Perceived Barriers in Improving Speaking Skills through English Club"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 01 Desember 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

APPENDIX D

Instrument used in Data Collection (List of Interview Questions)

Interviewee's data

Name :

Name of the English club :

Duration of membership :

Activities in the English club :

List of Question

The questions below are constructed based on the theoretical framework outlined in the literature review, which encompasses speaking barriers, including linguistic and psychological factors, as well as the disadvantages of the English club

1) Can you describe any specific linguistic challenges you've encountered while improving your speaking skills, such as pronunciation, grammar, or vocabulary?
2) How do you perceive the role of linguistic problems in hindering your progress in the English club?
3) Have you tried any strategies to overcome these linguistic barriers, and if so, could you provide examples?
4) Did you ever encounter a situation where you lacked self-confidence during your participation, and what strategies did you employ to address it?
5) Have you experienced anxiety or nervousness when speaking English in the English club? If so, can you share a specific example and how you managed or coped with it?

جامعة الرانري
AR-RANIRY

6) Did you ever find that the judgments of your peers affected your confidence and willingness to speak during English club sessions? How did you handle such situations?
7) Have you ever had trouble staying motivated to participate in English conversations within the English club? If yes, how did you get back your motivation?
8) Have you encountered situations within English club activities where you observed disarray or a lack of well-defined structure, including concerns like assessing attendance? How did these factors impact your capacity to enhance your speaking abilities?
9) Have there any experiences in English club sessions where you or other members encountered challenges such as lack of enthusiasm, boredom, inattentiveness during discussions or activities, or limited access to materials relevant to the topics being discussed? How did these challenges affect your speaking practice and overall experience in the club?
10) Is there any other barrier that you encountered while improving your speaking skills in the English club, apart from those already mentioned?

AR-RANIRY