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An Analysis of Students' Difficulties in Speaking Practice

Novria Grahmayanuri[1], Marwah[2], Linda Efrina Nasution[3], Lucy Khawardy[4], Efira Anidyani Batubara[5], Sri Wahyuni[6], Muhammad Yamin[7]

[1,5,6,7]STAI Al-Hikmah Medan
Jl. Mesjid No. 1, Medan, Suamtera Utara

[2] STAI Tapanuli Padangsidimpuan
Jl. Kenanga, No. 44, Padangsidimpuan, Sumatera Utara

[3] STKIP Palas
Jl. Al-Muhajirin, No. 1, Padang Lawas Sumatera Utara

[4] Universitas Sains Cut Nyak Dhien
Jl. Ahmad Yani, No. 8-9, Gp. Jawa, Langsa, Aceh

Corresponding author: Novria Grahmayanuri, email: 16novri@gmail.com

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ABSTRACT

This study investigates the difficulties encountered by second-semester Islamic Education (PAI) students at STAI Al-Hikmah Medan in practicing English speaking. Using a qualitative descriptive approach, data were gathered through semi-structured interviews with five participants. The analysis identified five central themes: (1) limited vocabulary and grammar mastery, (2) speaking anxiety and fear of making mistakes, (3) lack of opportunities for authentic practice, (4) peer pressure combined with an unsupportive classroom environment, and (5) absence of contextual and real-life speaking applications. Findings indicate that students' challenges extend beyond linguistic competence, encompassing psychological readiness and the cultural relevance of the speaking materials provided in class. This study offers a new perspective by focusing on students within a religious higher education context, where English learning often intersects with faith-based values. The results underline the necessity of integrating culturally relevant and meaningful content, particularly Islamic themes, to increase student engagement and confidence. Recommendations include enhancing the frequency of structured speaking practice, incorporating Islamic-oriented speaking tasks, and fostering psychologically safe and supportive classroom spaces. These measures are expected to reduce anxiety, strengthen communicative competence, and improve students' overall speaking performance in English as a foreign language.

Keywords: ***speaking difficulties, Islamic education students, practice, language.***

INTRODUCTION

English speaking skill plays a vital role in communication, especially in today's globalized academic and professional settings (Richards, 2008; Nunan, 2003). However, many students, particularly in English as a Foreign Language (EFL) contexts, still encounter various difficulties in speaking practice. These challenges hinder their fluency, confidence, and overall performance in mastering the language (Brown & Lee, 2015). One common problem faced by students is lack of vocabulary and limited grammatical knowledge, which often leads to hesitation and anxiety during speaking activities (Nation & Newton, 2009; Zhang, 2009). For instance, a student may struggle to express opinions in a class discussion due to insufficient lexical resources or fear of making mistakes. Moreover, psychological factors such as shyness, fear of negative evaluation, and low self-confidence frequently appear among learners, especially in traditional classroom environments where speaking activities are dominated by a few confident individuals (Horwitz, Horwitz, & Cope, 1986; Liu & Jackson, 2008).

One common and persistent issue faced by EFL (English as a Foreign Language) students is the lack of vocabulary and limited grammatical knowledge, which significantly hampers their ability to express themselves fluently and confidently during speaking activities (Nation & Newton, 2009; Zhang, 2009). These linguistic limitations often result in hesitation, anxiety, and withdrawal from classroom interaction (Brown & Lee, 2015). Observational data and preliminary interviews with students (e.g., classroom recordings, teacher reports, and student reflective journals) show that learners frequently switch to their first language (L1) mid-sentence or avoid participation altogether. For instance, one of student in PAI stated, "I mau say sesuatu, but I tidak tau mau say nya in English" (I want to say something, but I don't know how to say it in English). This code-switching illustrates a cognitive gap: the student has an idea but lacks the lexical and syntactic tools to express it in English (Cook, 2001). Another student, when asked to participate in a group discussion, declined by saying they were afraid their classmates would "laugh at my English," indicating fear of negative evaluation—a key component of foreign language anxiety (Horwitz, Horwitz, & Cope, 1986; Liu & Jackson, 2008).

These challenges are not isolated cases. Data from classroom observations, student self-reports, and teacher feedback consistently highlight that speaking tasks are dominated by a minority of more confident students, while others remain silent or disengaged (Yashima, 2002; Peng, 2012). This imbalance not only affects the learners' speaking fluency but also limits their opportunities for oral language development (Richards, 2008). Despite the introduction of communicative methods and digital tools, many of these efforts lack contextual customization and fail to address students' affective barriers and linguistic needs in tandem (Littlewood, 2004; Lee,

2020). Therefore, there is a clear research gap in understanding how speaking tasks can be designed to simultaneously build linguistic competence and reduce anxiety in EFL learners, particularly in environments where language exposure outside the classroom is minimal.

To address these problems, some educators have introduced communicative language teaching (CLT) approaches and technology-integrated speaking tasks, such as voice recording apps, online discussions, and collaborative video presentations (Littlewood, 2004; Lee, 2020; Sun & Yang, 2015). These solutions aim to create a more engaging and less intimidating environment for learners. Despite these innovations, a gap remains in understanding how specific digital speaking activities impact students' willingness to communicate and reduce speaking anxiety in diverse EFL settings (Peng, 2012; Yashima, 2002). Therefore, further empirical research is needed to explore the effectiveness of such strategies in enhancing speaking performance while addressing psychological and linguistic barriers.

Several studies have attempted to identify and address the challenges faced by EFL learners in developing their speaking skills. For instance, Al-Nafisah (2021) investigated Saudi EFL students and found that anxiety, lack of speaking practice, and limited exposure to authentic English conversations significantly hindered their oral performance. These findings highlight how both internal and external factors particularly limited real-life language use—affect learners' ability to speak fluently and confidently.

In a similar vein, Putra and Hidayati (2022) studied Indonesian university students and reported that the classroom environment and peer pressure were major contributors to learners' reluctance to speak English. Many students felt discouraged by the dominance of a few confident peers and expressed fear of being negatively judged by classmates, which led to withdrawal from speaking tasks and a reduced willingness to participate. To overcome these barriers, some researchers have explored the integration of technology in speaking activities. Pham and Nguyen (2023) analyzed the use of asynchronous online speaking platforms and discovered that such tools helped students feel more confident and improved their speaking fluency. The ability to prepare and record their responses at their own pace reduced psychological pressure and allowed for more focused practice, especially for those who experience anxiety in real-time speaking situations.

Collectively, these studies emphasize that English speaking skill development is influenced not only by linguistic competence but also by psychological, social, and pedagogical factors. Therefore, effective speaking instruction must holistically address learners' emotional and social needs, while providing supportive and flexible learning environments that encourage active verbal engagement.

Despite these findings, the state of the art shows a growing interest in integrating affective factors

and technological interventions to enhance speaking skills. Recent trends emphasize the importance of student-centered learning environments, peer support, and digital tools that provide personalized and non-threatening speaking opportunities. However, there remains a gap in understanding how these interventions affect different learner profiles, particularly in rural or resource-limited settings. Therefore, this study aims to explore the specific difficulties students face in speaking practice, while examining potential solutions that align with recent pedagogical innovations.

RESEARCH METHOD

This study employs a **qualitative descriptive design** to explore the speaking difficulties experienced by second-semester students in the Islamic Education Department (PAI) at STAI Al-Hikmah Medan during the 2024/2025 academic year. A qualitative descriptive approach is appropriate for investigating phenomena in natural settings and producing rich, straightforward descriptions of participants' experiences in their own words (Sandelowski, 2000; Merriam & Tisdell, 2016). The purpose of this design is to provide an **in-depth understanding** of the specific challenges faced by students and the underlying **linguistic, psychological, and contextual factors** contributing to those difficulties in speaking practice (Creswell & Poth, 2018).

Research Setting and Participants

The research was conducted at STAI Al-Hikmah Medan, a private higher education institution located in North Sumatra, Indonesia, offering Islamic-based programs including the PAI (Islamic Education) program. The participants of this study were **second-semester students** enrolled in the PAI program, who had taken at least one English speaking course.

A purposive sampling technique was used to select the participants. This non-probability sampling method is widely used in qualitative research to intentionally select participants who are most informative for understanding the research problem (Palinkas et al., 2015; Etikan, Musa, & Alkassim, 2016). A total of 10 students (5 males and 5 females) **were selected based on their willingness** to participate and their representativeness in terms of academic performance and classroom participation, in order o ensure diversity of perspectives and relevant experiences.

Data Collection Techniques

The data were collected through the following instruments:

- **Semi-structured interviews**: Students were asked about their personal experiences, difficulties, and feelings related to speaking English in class. The interviews allowed for flexibility in exploring individual perspectives (Dörnyei, 2007; Merriam & Tisdell, 2016)..

- **Observation**: Classroom speaking activities were observed to identify students' speaking behavior, interaction patterns, and response to different tasks (Creswell & Poth, 2018; Cohen, Manion, & Morrison, 2018).
- **Documentation**: Course syllabi, lesson plans, and students' speaking task results were reviewed to triangulate the data (Patton, 2015).

All interviews and observations were conducted in Bahasa Indonesia to ensure clarity and comfort for the participants, and later translated into English for analysis.

Data Analysis

The data were analyzed using Miles and Huberman's interactive model which includes three main stages (Miles and Huberman's 2014):

- **Data reduction** – summarizing, coding, and organizing the raw data.
- **Data display** – presenting the data in the form of tables and narrative descriptions.
- **Conclusion drawing and verification** – identifying patterns, themes, and drawing conclusions based on the findings.

To ensure **trustworthiness** of the data, several strategies were employed. **Triangulation of data sources and methods** was used to cross-verify findings from interviews, observations, and documentation (Creswell & Poth, 2018; Patton, 2015). **Member checking** was conducted by returning findings to participants for confirmation and clarification, while **peer debriefing** allowed colleagues to review and critique the analysis process, enhancing credibility and reducing researcher bias (Lincoln & Guba, 1985; Merriam & Tisdell, 2016).

RESULTS AND DISCUSSION

The qualitative analysis from interviews and classroom observations revealed five key categories of difficulties experienced by second-semester PAI students at STAI Al-Hikmah Medan during English speaking practices. These are explained below along with examples and supporting references.

1. Limited Vocabulary and Grammar Mastery

Student 1 struggles with limited vocabulary and grammar mastery, as evidenced in the interview where they said:

> *"I mau say sesuatu, but I tidak tau mau say nya in English."* ("I want to say something, but I don't know how to say it in English.")

This indicates that Student X faces difficulties in expressing ideas in English due to a lack of vocabulary. The absence of the right words inhibits fluency and can cause students to feel frustrated.

Other Student Examples:

- **Student 2** mentioned:
  "I know what I want to say, but the grammar is hard. Sometimes I just stop because I am afraid it's wrong."
  This demonstrates how grammar issues disrupt the flow of speech.
- **Student 3** expressed:
  "I have the words in my head, but I cannot find the correct sentence structure."
  This points to challenges with constructing grammatically correct sentences.
- **Student 4** stated:
  "When I speak, I mix Indonesian and English because I don't know the exact words in English."
  This reflects a gap in vocabulary, leading to code-switching during speech.
- **Student 5** shared:
  "I often forget how to use the tenses correctly, so I avoid speaking altogether."
  This shows that a lack of grammatical understanding stops Student B from engaging in speaking activities.

2. Speaking Anxiety and Fear of Mistakes

Student C exhibits speaking anxiety, which is evident from their comment in the interview:
"I feel nervous, and my voice shakes when I have to speak in front of the class."

This reflects a common issue among students, where fear of making mistakes or being judged can paralyze their ability to participate in speaking tasks.

Other Student Examples:

- **Student 6** shared:
  "I get so nervous that I forget what I wanted to say, and I feel embarrassed if I make a mistake."
  This highlight how anxiety affects memory and the willingness to speak.
- **Student 7** expressed:
  "I fear being laughed at by my classmates if I make an error, so I stay quiet."
  This shows how peer judgment can amplify anxiety and silence students.
- **Student 8** stated:
  "I always feel that my English is not good enough, so I avoid speaking unless I have no choice."
  This demonstrates how a lack of confidence prevents students from participating.
- **Student 9** mentioned:

"Speaking in front of the class makes my heart race, and I can't think properly."

This illustrates how physiological reactions to anxiety interfere with speaking abilities.

3. Lack of Speaking Practice Opportunities

Student 1 expressed dissatisfaction with the lack of speaking practice:

"We don't speak much in class. Most of the time, it's reading and writing activities."

This suggests that the limited opportunities for speaking contribute to the difficulty in improving speaking fluency.

Other Student Examples:

- **Student 2** noted:

  "We only speak during presentations, and even then, it's only for a few minutes."

  This shows how speaking opportunities are restricted, limiting their practice.
- **Student 3** shared:

  "I want to practice more in small groups, but we usually focus on writing."

  This indicates that students desire more interactive speaking tasks.
- **Student 4** explained:

  "If you're not one of the active students, you rarely get a chance to speak."

  This highlights the unequal distribution of speaking opportunities in class.
- **Student 5** mentioned:

  "I wish the teacher would assign more speaking tasks, like role-plays or debates."

  This suggests that students want more engaging speaking activities to improve their skills.

4. Peer Pressure and Classroom Environment

Student 6 noted that peer pressure affects their speaking performance:

"I feel anxious when I compare myself to my classmates who speak much better English."

This reveals how the competitive classroom environment may discourage students from participating.

Other Student Examples:

- **Student 7** shared:

  "When others make fun of mistakes, I don't want to speak at all."

  This highlights the negative effect of peer ridicule on confidence.
- **Student 8** explained:

  "I feel overshadowed when my classmates speak fluently and I can't keep up."

  This illustrates the pressure of comparing oneself to more confident peers.
- **Student 9** mentioned:

"The class feels too tense, and I don't feel comfortable speaking out loud."

This reflects how a high-stakes environment can suppress student participation.

- **Student 10** stated:

"Only the students with the highest scores are the ones speaking in front of the class."

This shows how the classroom hierarchy can create a barrier for other students to speak.

5. Lack of Contextual and Real-Life Application

Student R pointed out the lack of relevant topics in speaking activities:

"We mostly do role-plays about things like shopping, but I want to learn how to talk about Islam in English."

This indicates a gap between students' academic needs and the language materials being used in class.

Other Student Examples:

- **Student 1** stated:

"I want to learn English related to my studies in Islamic education, like explaining Islamic concepts in English."

This reflects a need for more subject-specific content in speaking tasks.

- **Student 2** shared:

"The English lessons are often about everyday situations, but I want to speak about things related to my religion."

This highlights the mismatch between students' academic interests and the course content.

- **Student 3** expressed:

"We practice dialogues about ordering food, but we rarely talk about topics I actually care about."

This shows that students seek more relevant, engaging speaking activities.

- **Student 4** mentioned:

"I want to be able to explain Islamic teachings in English, but we don't get enough practice on that."

This points to a desire for English skills that can be applied in their religious context.

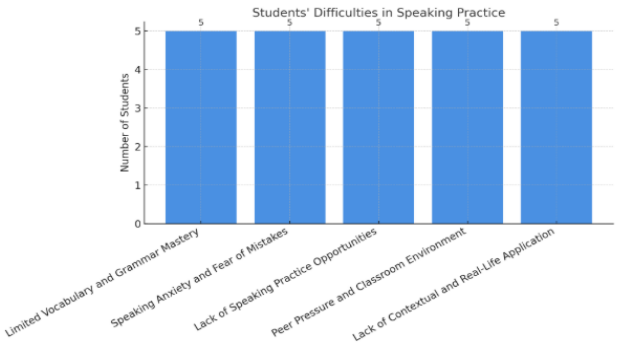


Figure 1. *Students' Difficulties in Speaking Practice*

The bar chart above visually represents the frequency of the most prominent difficulties experienced by second-semester students of the Islamic Education Department (PAI) at STAI Al-Hikmah Medan in practicing English speaking. Each category corresponds to the themes identified from the in-depth interview data.

As depicted, **all five categories are equally represented by five students each**, which indicates that these difficulties are not isolated or rare, but are widely shared among the learners. This also reveals a complex and multifaceted challenge in speaking proficiency, rather than a singular cause.

a. **Limited Vocabulary and Grammar Mastery**

   Many students are hindered by their inability to find appropriate words or form correct sentences, which significantly limits their confidence and fluency during speaking activities.

b. **Speaking Anxiety and Fear of Mistakes**

   Students frequently express fear of being judged or making errors, leading to nervousness and avoidance of speaking tasks, especially in front of their peers.

c. **Lack of Speaking Practice Opportunities**

   Speaking practice is minimal in classroom settings, and students often report that lessons are dominated by reading and writing, with only a few minutes allocated to speaking.

d. **Peer Pressure and Classroom Environment**

   The classroom environment, especially when dominated by high-achieving or fluent students, can be intimidating. This creates pressure and discourages less confident students from speaking.

e. **Lack of Contextual and Real-Life Application**

   Students feel disconnected from the speaking topics used in class. They express a strong desire to practice English in contexts that reflect their academic and religious identity, such as discussing Islamic teachings.

These challenges are deeply interconnected and call for targeted pedagogical strategies that address both linguistic and psychological barriers in a culturally responsive manner.

Table 1. *Thematic Coding Table*

Theme	Subtheme	Sample Code (Student Quote)
Limited Vocabulary & Grammar Mastery	Inability to find words	"I mau say sesuatu, but I tidak tau mau say nya in English." – Student 1
	Grammar errors cause anxiety	"I know what I want to say, but the grammar is hard." – Student 2

Theme	Subtheme	Sample Code (Student Quote)
Speaking Anxiety & Fear of Mistakes	Nervousness when speaking	"I feel nervous, and my voice shakes." – Student 6
	Fear of making mistakes	"I fear being laughed at by classmates." – Student 8
Lack of Practice Opportunities	Few classroom speaking tasks	"We don't speak much in class." – Student 1
	Speaking only during presentations	"Only during presentations, for a few minutes." – Student 2
Peer Pressure & Classroom Environment	Feeling overshadowed by peers	"I feel anxious when I compare myself to fluent classmates." – Student 6
	Negative peer response	"When others laugh at mistakes, I don't want to speak." – Student 7
Lack of Contextual Application	Irrelevance of topics to students' context	"I want to learn how to talk about Islam in English." – Student 8
	Preference for religious speaking topics	"I want to be able to explain Islamic teachings in English." – Student 9

Teaching Strategies and Student Preferences

Interestingly, several students responded positively to group discussions and role plays. These collaborative tasks made them feel more relaxed and supported.

Students suggested that the teacher should:

- Provide more low-pressure speaking tasks.
- Use games or storytelling activities.
- Offer constructive feedback without embarrassment.

Discussion and Comparison with Previous Studies

The findings of this study identified five major challenges faced by PAI students at STAI Al-Hikmah Medan in English speaking practice: limited vocabulary and grammar mastery, speaking anxiety, lack of practice opportunities, peer pressure, and non-contextual speaking materials. These findings are not only aligned with previous research but also contribute new insights specific to the Islamic education context.

Firstly, the problem of limited vocabulary and grammar mastery has been echoed in numerous studies. For example, Fitriana and Ma'rifah (2023) found that Indonesian EFL students frequently struggled with vocabulary recall and grammatical structure during spontaneous speech. Similarly, Tuan and Mai (2021) reported that grammar inaccuracy caused hesitation and disrupted fluency. However, the current study differs in that participants often used code-mixing (e.g., "I mau say sesuatu...") due to the unique linguistic environment in which Bahasa Indonesia, English, and Arabic co-exist. This multilingual influence presents a distinct pedagogical challenge that is underexplored in prior studies.

Secondly, speaking anxiety was a recurring theme, consistent with Suryani (2019) and Al-Nofaie (2020), who also reported emotional barriers such as fear of mistakes and low confidence among EFL learners. Yet, this study goes further by illustrating how students' anxiety is amplified in religious institutions where moral expectations and social comparison among peers are more prevalent. Student M, for example, expressed concern over being compared with more fluent peers, highlighting a culturally-influenced psychological pressure that is not always captured in secular university contexts.

Thirdly, the lack of speaking practice opportunities resonates with Derakhshan and Eslami (2020), who emphasized the need for classroom environments that support communicative practice. While earlier studies have emphasized that overcrowded curricula or teacher-centered methods limit speaking time, this research also highlights the scheduling imbalance between speaking and other language skills in Islamic-based curricula, which often emphasize reading and translation of religious texts over oral communication.

Fourth, the influence of peer pressure and the classroom environment is also reflected in Rachmajanti and Sari (2022), who discussed how Islamic values can shape classroom interactions. The current study extends this by showing that some students avoid participation due to a fear of being judged not only linguistically but also socially or spiritually — particularly when using English is perceived as showing off or distancing oneself from cultural norms.

Finally, the issue of **non-contextual materials** is one of the most significant contributions of this study. While Sari and Wahyudin (2022) promoted the use of contextual teaching to improve speaking skills, most prior research has focused on daily life or universal topics. In contrast, students in this study explicitly desired content aligned with Islamic values and PAI coursework. Student R stated a clear preference for topics such as da'wah, Islamic ethics, or Qur'anic interpretation in English — a reflection of their academic identity. This finding suggests a unique pedagogical direction: speaking classes in religious higher education should not merely import generic materials but adapt them to students' disciplinary backgrounds.

These findings are also in line with Al-Nafisah (2021)**,** who found that EFL learners struggle with both linguistic and affective factors. Similarly, Putra & Hidayati (2022) emphasized the negative impact of classroom anxiety on oral performance. Moreover, the students' preference for collaborative speaking tasks echoes the findings of Pham & Nguyen (2023)**,** who noted improved fluency and confidence through asynchronous online speaking activities. However, this study adds nuance by highlighting **the** specific needs of Islamic education students, especially regarding vocabulary related to religious concepts that are rarely addressed in general English textbooks. This contextual barrier may require more culturally relevant and subject-integrated English speaking tasks**.**

In sum, while this study confirms several established patterns in EFL speaking challenges, it also contributes a novel layer of sociocultural insight, particularly regarding learners from Islamic education institutions. It underlines the importance of integrating religious content, fostering culturally safe classrooms, and addressing multilingualism in instructional design.

The novelty of this study lies in its exploration of the challenges faced by second-semester students in the Department of Islamic Education (PAI) at STAI Al-Hikmah Medan in their English speaking practices, with a particular focus on integrating linguistic and cultural factors. Unlike many previous studies that emphasize general English as a Foreign Language (EFL) challenges, this research adds depth by addressing the specific needs and difficulties of students in a religious context, where speaking activities are often disconnected from the students' academic and cultural backgrounds.

Several elements contribute to the novelty of this research:

1. **Contextualized Analysis**:

While many studies on EFL focus on generic linguistic challenges, this research uniquely explores the intersection of language learning with Islamic education. It examines how students struggle with speaking English on topics related to their field of study, particularly in religious contexts, and how this affects their engagement in speaking activities. This provides a tailored approach to EFL in specialized fields.

2. **Comprehensive Identification of Speaking Difficulties**:

Previous studies often categorize speaking difficulties broadly (e.g., anxiety, vocabulary). This research identifies specific subcategories of challenges within the context of Islamic education, including issues like *vocabulary gaps in religious terms*, *speaking anxiety related to peer judgment in a religious setting*, and *the lack of opportunities to discuss religious content in English*. By incorporating these dimensions, the study offers a more nuanced understanding of the EFL challenges faced by students in this specific educational context.

3. Cultural Integration in Language Learning:

A distinctive feature of this study is its focus on students' desire to bridge the gap between their English learning and their cultural/religious identities. The need for *contextualized speaking tasks* that are relevant to the students' cultural and academic interests is a key finding. This insight opens the door for further research on integrating cultural and religious topics into English language teaching for Islamic education students, something that has not been fully explored in previous literature.

4. Methodological Innovation:

The study combines qualitative methods such as in-depth interviews and classroom observations with thematic analysis to explore the real-time experiences of students. This mixed-methods approach enables a holistic view of students' struggles with speaking practice, capturing both cognitive and emotional aspects of the learning process.

5. Practical Implications for Teaching:

The results of this study provide practical recommendations for improving English-speaking skills within the Islamic education context. By identifying specific problems, such as a lack of speaking practice opportunities and a need for content relevant to students' academic interests, the study suggests targeted interventions, including the design of culturally relevant speaking activities and the promotion of a supportive, low-pressure classroom environment.

By providing this unique perspective, the study contributes not only to the body of knowledge in EFL research but also to the development of more effective language teaching strategies for students in Islamic education programs.

CONCLUSION

Based on the findings, it can be concluded that the difficulties faced by second-semester PAI students at STAI Al-Hikmah Medan in practicing English speaking are not limited to linguistic aspects such as limited vocabulary and grammar mastery. The challenges also involve psychological and environmental factors, including speaking anxiety, fear of making mistakes, peer pressure, and an unsupportive classroom atmosphere. Furthermore, the lack of authentic practice opportunities and the absence of real-life contextual applications hinder students from developing meaningful and communicative speaking skills.

This study highlights the importance of implementing a more contextual and culturally relevant teaching approach that aligns with Islamic values within a religious higher education setting. Integrating Islamic-themed speaking tasks, increasing structured speaking practice, and creating psychologically safe and supportive classroom environments are essential steps to enhance

students' confidence and engagement. By addressing both linguistic competence and emotional readiness, educators can significantly improve students' communicative competence and overall performance in English as a foreign language.

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The authors affirm that all contributions have been appropriately recognized and declare that there are no conflicts of interest associated with this study.

ETHICAL STATEMENT

This research was conducted in full compliance with established ethical guidelines for studies involving human participants. Prior to data collection, all participants were informed about the purpose, scope, and procedures of the study. Informed consent was obtained voluntarily, and participants were assured of their right to withdraw at any stage without any negative consequences. Confidentiality and anonymity were strictly maintained by ensuring that no personal identifiers were disclosed in the reporting of findings.

The study involved no physical, psychological, or social risks to the participants. Data were collected and stored securely, accessible only to the research team, and used solely for academic purposes. The research adhered to ethical principles of respect, integrity, and responsibility, in alignment with the institutional research ethics standards of STAI Al-Hikmah Medan and broader international ethical research practices.

The authors affirm that the study was conducted with the utmost commitment to safeguarding participants' rights and well-being and that no conflict of interest influenced the research process or its outcomes.

CRediT AUTHORSHIP CONTRIBUTION STATEMENT

- **Author 1:** Conceptualization, Formal analysis, Data curation, Visualization, Writing – review & editing.
- **Author 2:** Methodology, Investigation, Writing – original draft.
- **Author 3:** Methodology, Investigation, Writing – original draft.
- **Author 4:** Methodology, Investigation, Writing – original draft.
- **Author 5:** Resources, Supervision.
- **Author 6:** Project administration, Funding acquisition.
- **Author 7:** Project administration, Funding acquisition.

All authors have read and agreed to the published version of the manuscript. The authors jointly contributed to data interpretation, discussion of results, and refinement of the final manuscript.

CONFLICT OF INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article. The research was conducted independently, and no external parties had any involvement in shaping the study's design, data collection, analysis, interpretation, or publication.

DATA AVAILABILITY

All data generated or analyzed during this study are included in this published article or are available from the corresponding author upon reasonable request. To protect participants' confidentiality and institutional privacy, raw datasets containing identifiable information are not publicly shared. The anonymized data and research instruments (e.g., questionnaire items and coding framework) can be accessed upon request for academic and non-commercial purposes by contacting the corresponding author.

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