

SPEAKING CHALLENGES AMONG ENGLISH CLUB MEMBERS AT ONE ISLAMIC BOARDING SCHOOL IN SOUTH SUMATERA

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Abstract: This present study aimed at investigating speaking challenges encountered by students participating in an English Club at Daarul Abroor Islamic boarding school, Banyuasin, South Sumatera, Indonesia. This study employed qualitative research methods, utilizing a case study approach. Data were collected through observation, and interview. The participants included six students who had joined the English club. The data were analyzed using thematic analysis. The results indicated that the challenges faced by students in speaking English within the club included a lack of vocabulary, reliance on their mother tongue, insufficient self-confidence, and low motivation. Recognizing the challenges students face in their speaking practice at the English Club is important for developing effective solutions to create a more supportive environment.

Keywords: *challenges, English club, speaking practice, Islamic boarding school, case study*

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INTRODUCTION

Speaking is one of the important skills in learning English. Brown (2001) mentions that the process of generating meaning through speaking entails both producing and receiving as well as digesting information. Therefore, it would be nice to create a comfortable and conducive environment as a goal to help students practice speaking well. So, if the learning environment can encourage students to improve learning speaking skills, then students can easily master speaking quickly. This can be the reason why a teacher must create a good learning atmosphere, such as by holding activities so that they can be a support for students in improving their speaking skills in the form of extracurricular activities at school. Extracurricular activities are activities outside of school hours. Activities carried out outside of school have an important role for students. Lunenburg and Ornstein (2008) state that extracurricular activities involve students engaging in teaching and learning activities outside of the classroom. Based on Larson (2006), the primary purpose of extracurricular activities is to accommodate or give students a place to explore their interests and talents. With extracurriculars, it is expected that students can develop their potential, especially the ability to speak English properly and correctly.

Learning to speak English as a foreign language presents a multitude of challenges for students worldwide, and Indonesian learners are no exception. Many Indonesian learners are apprehensive about making mistakes while speaking English due to their limited vocabulary, which leads to challenges in developing their speaking skills (Al Hosni, 2014; Lestari, 2019; Lumbangaol & Mazali, 2020; Sholikhi, 2021). This finding aligns with Brown's (2001) assertion that one of the most significant obstacles students face in learning to converse is the anxiety associated with the potential of inadvertently saying something incorrect, foolish, or incomprehensible. In her study, Swary (2014) found that numerous students encounter difficulties with speaking fluency. Factors such as low vocabulary mastery, a limited understanding of grammar and pronunciation, insufficient practice, shyness, anxiety, fear of making mistakes, lack of confidence, low motivation, restricted opportunities, and environmental influences all contribute to students' struggles in acquiring English-speaking skills.

Most Indonesian learners are afraid of making mistakes when they are speaking in English because they lack vocabulary, which leads them to have problems learning to speak (Al Hosni, 2014; Lestari, 2019; Lumbangaol & Mazali, 2020; Sholikhi, 2021). This finding is in line with Brown (2001), who stated that one of the biggest challenges for students learning to talk is the anxiety they experience when faced with the possibility of blurting out something incorrect, dumb, or incomprehensible. In her study, Swary (2014) discovered that many students struggle with speaking fluency. Low vocabulary mastery, limited grasp of grammar and pronunciation, limited practice, shyness, anxiety, fear of making mistakes, lack of confidence, low motivation, limited chances, and the surroundings contribute to learners' difficulties to speak English.

The English club's mission is to provide a platform for students to advance their proficiency in the language, particularly speaking. Hadley (2001) articulates that the goals of the English club are to promote club membership, provide students with opportunities to hone their speaking abilities, ensure the club's sustained existence, and enhance the shared responsibility for events between students and administration. Students will have the opportunity to travel, immerse themselves in different cultures, and acquire the skills necessary for effective communication in both formal and informal contexts using English. Additionally, students can practice speaking in a fun environment and receive encouragement from their peers to enhance their English language skills. Furthermore, it is crucial for students in Islamic boarding schools to learn English to facilitate fluent speaking, particularly regarding the proper pronunciation, intonation, and vocabulary for effective communication in a globalized world.

The researchers identified multiple Islamic boarding schools in Banyuasin, South Sumatra; however, only Daarul Abroor offered English language club activities. Interviews conducted at Daarul Abroor, particularly with the English club teachers, revealed that all students are required to participate in the program, which has been one of the extracurricular activities at Daarul Abroor since its establishment in 2017. At Daarul Abroor, all students must use Arabic and English during their daily conversations. Nevertheless, many students continue to find it challenging to speak English fluently. They often experience anxiety about making mistakes and frequently mispronounced words. This lack of confidence hinders their ability to express their thoughts and beliefs. Additionally, they worry about making errors throughout their

learning process. An English club can serve as a supportive environment for students who are interested in learning to speak English, helping them to improve their skills and develop their potential, especially in speaking. The English teachers in *Daarul Abroor* claimed that students really need media to support their speaking skills. Students can focus on improving their speaking skills because the media are required to practice speaking in pairs to practice their speaking skills.

An extracurricular English club is established at this school to assist students in enhancing their English language skills. To ensure the success of the program, teachers and students collaborate effectively (personal communication with a teacher with initial D, March 5, 2023). These findings align with a study conducted by Melviza et al. (2017), which revealed that the most crucial conclusion is that students believe English clubs are highly beneficial in encouraging them to practice speaking. Students are more motivated to practice speaking when the classroom environment is relaxed and enjoyable. Furthermore, research conducted by Hijrah and Umar (2021) indicated that most students view joining an English club as a positive endeavor. Students believe that English clubs can aid them in achieving fluency in the language. Additionally, English club meetings are perceived by students as a valuable means of improving their speaking skills in particular. For individuals who require additional practice and instruction to enhance their English language proficiency, English club can provide significant support for them to speak the language more fluently. At last, research conducted by Wahyuniati, Maulidiyah, and Qalbia (2020) reported that the majority of students who took part in the speaking club experienced good progress in their English speaking skills, including increases in vocabulary, pronunciation, and fluency.

Researchers hope that this research can be a part of a solution to problems in students' speaking processes. As English becomes increasingly vital in global communication, enhancing speaking skills in a supportive environment like an English Club is crucial. However, several challenges inhibit effective speaking practices among students, necessitating a thorough exploration of these barriers. Therefore, this research aims to investigate students' challenges in practicing their speaking skills in the English Club at *Daarul Abroor* Islamic boarding school, Banyuasin, South Sumatera.

METHODOLOGY

Subjects

According to Creswell (2013), purposeful sampling allows for the selection of the participant and the place to gather the precise information from the participant's understanding that is relevant to the research topic of the study. In particular, sampling strategies with maximal variation were used. Based on Creswell (2012), maximum variation sampling is a deliberate sampling technique in which researchers choose a sample of cases or persons that differ in a certain attribute. Participants in this study were selected using a purposeful sampling technique. There were twenty student members of the *Daarul Abroor* English language club. Six students were selected based on the time they have spent in the club; they are joining for more than a year, one year, and less than a year. From these criteria, the population of 20 decreased into a sample of six students.

Design and Procedures

This research used a qualitative method. Creswell (2012) defines a qualitative approach as a study that aims to describe the phenomena of what the research participant experiences, such as behavior, opinion, motivation, response, and other such phenomena. The choice of a qualitative research design is appropriate because it includes gathering information about the difficulties students' face when applying English club speaking practice at Daarul Abroor in order to develop their speaking abilities. This study used a case study approach. A case study is a research technique to carefully investigate by gathering information utilizing a variety of data collection methodologies (Creswell, 2013). Therefore, the researchers employed a qualitative approach using a case study in this work.

Data Collection and Analysis

In this study, the researchers used observation and interview as data collection methods. Observation was conducted before interviewing the students. The researchers went to school and then observed speaking activities at Daarul Abroor English Club. Observations were carried out for four consecutive days to determine speaking challenges encountered by students participating in the English club. Apart from that, it was used to find out students' habits based on situations and conditions to find out their challenges in applying speaking practice they have learned from the English club. An observation checklist was used by researchers in this study.

Researchers also used interviews to gather data. An interview especially helped in gathering more specific information. At this step, the researcher conducted semi-structured interviews. Because the interview is open and allows for new ideas to emerge as a result of what the students stated throughout the interview session, semi-structured interviews were used. This interview consisted of eighteen questions of an open-ended, semi-structured interview related to students' challenges in English club speaking. The questions were used in the interview in this study to ask the six students about their challenges in applying English club speaking practice at Daarul Abroor.

For data analysis, thematic analysis was used in this study. According to Creswell (2013), the technique of finding patterns or themes in qualitative data is known as thematic analysis. The process of applying thematic analysis included numerous steps. The researcher used the six steps of theme analysis for examining the data based on Creswell (2012). The researchers first gathered and organized the interview data (e.g., transcriptions and type notes). Second, the data were entered into a computer file. Thirdly, the data were examined and then coded by the researchers, who did this by carefully examining the data and applying the coding process's steps. They were carried out in order to label the codes and categorize the text portions. Afterwards, the codes were applied to the process of developing the phenomenon description. Then, codes were organized into bigger themes. Last, the researchers provided the data in the finding part as tables.

FINDINGS AND DISCUSSION

Findings

The research findings of this study presented the students' challenges in applying English club speaking practice at Daarul Abroor Banyuasin. The findings or data were gathered from an observation and an interview. During the observation, English club activities were carried out through observation for four days. The researcher made

observations in the classroom. In this case, the researcher played the role of a non-participant. Interviews with students were conducted the day after the last day of observation. The findings or data from the interview with 6 students, whose initials are A (first student), K (second student), R (third student), C (fourth student), Z (fifth student), and H (sixth student). The data for this study was obtained through observation and interview. Thematic analysis was used to analyze data collected from observation and interview. The following are the descriptions of the findings.

Speaking challenges faced by students participating in Daarul Abroor English Club

Based on the data gathered from observations and interviews, the researchers discovered some challenges encountered by students in practicing their English speaking at Daarul Abroor English Club. Table 1 summarized the themes and codes derived from observations and interviews.

Table 1. Themes and codes for students' speaking challenges

Themes	Codes
Lack of vocabulary	<ul style="list-style-type: none"> a. difficult to express what they wanted to convey or they could not speak fluently because of limited vocabulary. b. unsure of what vocabulary to use, they would either combine English and Indonesian or stop talking for a while to think of the right words or expression. c. having trouble figuring out the right vocabulary because the teacher had not been introducing them to much new vocabulary connected to their current topic. d. not regularly expanded their vocabulary, their vocabulary remained inadequate.
The use of Mother tongue	<ul style="list-style-type: none"> a. spoke in their mother tongue more often. These students weren't used to speaking English because of mother tongue interference since they heard it more frequently than English in their surroundings. b. preferred to use their mother tongue because it was comfortable and easy to use. c. lack of knowledge of English made them speak in their mother tongue.

Lack of self-confidence.	<ul style="list-style-type: none"> a. not feel confident when they had to speak in front of other people or teachers because they could not speak English well. b. nervousness and confusion were due to their audience not understanding what they were saying, which made them lack confidence.
Lack of motivation	<ul style="list-style-type: none"> a. their reluctance to speak in English could have been impacted by a lack of motivation.

The themes and codes for students' speaking challenges in Table 1 above are explained in more detail as follows:

Lack of vocabulary

The result of observation showed the researchers found students' challenges in speaking English in English clubs, such as students having difficulty speaking in English clubs. They were afraid of making mistakes and being scolded by the teacher. Students stuttered when speaking in English clubs due to the lack of memorized vocabulary. Students had difficulty using foreign languages, making it difficult for them to speak English properly in English clubs (Observation, February 16, 2024). Researchers had also discovered the students have difficulty finding the right vocabulary, as evidenced when the teacher has not introduced them to many new vocabulary words related to their current topic. Students experienced a lack of vocabulary. This could be seen when students talked to their friends; they would stop and then continue their words after thinking for a moment. Students did not understand vocabulary. This was indicated by students often asking their friends what they were saying because they did not know the meaning (Observation, February 17, 2024).

In subsequent observations, the researcher found students experienced difficulties in speaking in English clubs; this is indicated by the students' lack of vocabulary; students experienced sudden stops when they didn't know which words they were going to say; students experienced a lack of understanding when using a foreign language, which made it difficult for them to speak English in English clubs; students paused for a moment before they answered their friend's question; apart from that, researchers found students were hesitant and afraid of making mistakes when speaking in front of their friends because of their lack of vocabulary. The students experienced difficulties when conveying words to their friends or could not speak fluently due to limited vocabulary (Observation, February 19, 2024).

Based on data gathered through the interviews, the researcher found out the information, which the student claimed was difficult to express what they wanted to convey or they could not speak fluently because of limited vocabulary. As confessed by students initial A, *"when I want to express what I want to say, I get confused about how to translate it from my first language into English. I don't really know how to explain it, but when I want to speak, I often get confused about how to say it in English. I think it's because my vocabulary is limited"* (Personal communication, February 20th,

2024). Another student with initial R experienced the same problems as student initial A. Then, two other students claimed that they had difficulties in constructing sentences when they had to speak in English. Student initial R said that, *“One of the primary difficulties I encounter in developing my English fluency is the task of sentence construction. My limited vocabulary further complicates this process, as I often struggle to find the appropriate words to convey my thoughts effectively”* (Personal communication, February 20th, 2024). The student initial C had a similar point as student R. The student C confirmed that *“I have this difficulty because there is still a lot of vocabulary that I don't know, and I find it difficult to make sentences when speaking”* (Personal communication, February 20th, 2024). Due to their limited vocabulary, students found it difficult to connect what they said and thought in coherent sentences.

Not only do students struggle to construct sentences that effectively express their ideas, the student stated that when they were unsure of what vocabulary to use, they would either combine English and Indonesian or stop talking for a while to think of the right words or expression. Student initial C said, *“Encountering unfamiliar vocabulary can sometimes cause me to pause in conversation. In such instances, I might resort to code-switching, utilizing a combination of English and Indonesian to express my thoughts”* (Personal communication, February 20th, 2024). Student initial H confirmed that *“I suddenly cannot say anything because I have no idea about English vocabulary”* (Personal communication, February 20th, 2024). Student with initial R added that *“encountering unfamiliar vocabulary in conversation can sometimes impede the fluency of my spoken English. This is because I need to pause to process the meaning of the new word, which can disrupt the flow of my speech”* (Personal communication, February 20th, 2024). To put it briefly, a student's performance when speaking in English was affected by a lack of vocabulary.

The student said that they had been having trouble figuring out the right vocabulary because the teacher had not been introducing them to much new vocabulary connected to their current topic. The interviewees felt that they were at a loss for words when the teacher did not introduce some vocabulary related to the subject being learned. As confessed by students initial C, *“Yes, sometimes the teacher introduces vocabulary related to the topic, but when the teacher didn't do it, I feel confused about what vocabulary to use and related to the topic. However, I keep trying to find the vocabulary by myself, so that I can complete my task”* (Personal communication, February 20th, 2024). In the same line with H, who said, *“Yes, but there are only a few teachers who introduce some vocabulary or themes that are often discussed”* (Personal communication, February 20th, 2024). Therefore, speaking classes currently need to expose students to new vocabulary related to student discussions.

Based on the findings of the interviews, the researcher discovered that the majority of students thought that because they had not regularly expanded their vocabulary, their vocabulary remained inadequate. They asserted that they had made some attempts to address their vocabulary issue, but they surmised that they lacked the self-awareness necessary to continuously expand their vocabulary. Students with an initial A stated, *“Sure. I recognize a lack of self-awareness in consistently upgrading my vocabulary. I understand that this impacts my speaking ability. I am actively seeking strategies to improve my fluency. Although I listen to English songs, it is unclear to me why my speaking has plateaued”* (Personal communication, February

20th, 2024). Students initial K said that, *“Yes, it is. My lack of self-awareness to regularly upgrade my vocabulary is my problem”* (Personal communication, February 20th, 2024). Also, students initial R stated that, *“The lack of self-awareness in improving vocabulary is one of the causes of my difficulty in speaking in the English club”* (Personal communication, February 20th, 2024). Students initial C added that, *“Yes, I think so. The lack of self-awareness to upgrade vocabulary is one of the causes of my difficulty in speaking”* (Personal communication, February 20th, 2024). In due course, students who did not consistently work to improve their vocabulary may find that they were still experiencing difficulties.

The use of mother tongue

The result of observation showed the researchers found students' challenges in speaking English in English clubs, such as students using their mother tongue as they used Indonesian. They secretly used Javanese when talking to their friends. Students had used their mother tongue when speaking in the English club. This could be seen by students who used Javanese when speaking with their friends (Observation, February 17, 2024). Students often spoke their native language when the teacher was not in class; the students quietly spoke Indonesian in the English language club (Observation, February 18, 2024). Researchers also found in subsequent observations that the students used their mother tongue because it was easier to use. They used Indonesian when talking club (Observation, February 19, 2024).

The result of the interview showed the students thought they spoke in their mother tongue more often. These students weren't used to speaking English because of mother tongue interference since they heard it more frequently than English in their surroundings. Student initial K asserted that *“Yes.” In my social environment, the dominant language is my mother tongue. This naturally influences my language choice when interacting with others. Additionally, my fluency and comfort level in my mother tongue make it the most efficient way to ensure clear communication”* (Personal communication, February 20th, 2024). Student with initial A added that, *“Yes. My limited English proficiency often leads me to default to speaking in my native tongue. This is due to the combined challenges of spoken fluency and a restricted vocabulary”* (Personal communication, February 20th, 2024). Briefly, because of the use of the mother tongue, the student is not familiar with speaking English.

The students preferred to use their mother tongue because it was comfortable and easy to use. Students with an initial A said, *“I find myself more at ease when communicating in languages other than English, such as Arabic. Because I am used to it and Arabic is easier to learn”* (Personal communication, February 20th, 2024). Students with initial R also stated that, *“Because of my extensive daily use of my mother tongue, I find myself more comfortable and confident in my pronunciation abilities compared to English. Additionally, my ongoing development of English language skills can sometimes lead to a preference for using my mother tongue to ensure clear and efficient communication”* (Personal communication, February 20th, 2024). Then students initial C asserted that, *“Due to my higher level of fluency in my mother tongue, I naturally gravitate towards using it in most conversational settings. This ensures clear and efficient communication”* (Personal communication, February 20th, 2024). In addition, students initial A added that, *“That's right. I tend to rely more on my native language, Indonesian, which poses a challenge when I am speaking*

English” (Personal communication, February 20th, 2024). So, the students agreed that they were more comfortable using their mother tongue because it is easy to use.

The students mentioned that a lack of knowledge of English made them speak in their mother tongue. Students initial H said, *“Because my lack of knowledge about English and the small amount of vocabulary that I memorize is the reason I am more comfortable using Indonesian”* (Personal communication, February 20th, 2024). Students initial K also revealed that, *“Yes, it does. My knowledge of English is very poor. I prefer to use Indonesian to speak”* (Personal communication, February 20th, 2024). Then, students initial Z added that *“Because I lack vocabulary in English and my knowledge of English is lacking”* (Personal communication, February 20th, 2024). In short, lack of knowledge of English is one of the reasons why some students use their mother tongue.

Lack of self-confidence

The result of observation showed the researchers found students' challenges in speaking English in English clubs, namely a lack of self-confidence, such as students feeling less confident when speaking in front of friends and teachers. Students were afraid of making mistakes and hesitant about speaking English (Observation, February 16, 2024). Students were not confident speaking in public. This was evident when students spoke in front of friends; they stuttered when pronouncing words. Students who lacked knowledge of English were evident by their lack of belief when speaking because they were afraid that their friends would not understand what they were saying (Observation, February 17, 2024). Students felt confused when speaking because the audience did not understand what they were saying, which made them less confident. Students were not confident when the teacher asked them to come forward to speak in front of their friends. Students were not confident when speaking in front of other people or teachers because they could not speak English well. This was proven when the teacher asked the students to come forward; the students were embarrassed and stuttered. Students lacked confidence when talking to their friends because some students felt their English skills were lacking, and they were not fluent in speaking English (Observation, February 18, 2024).

Based on the findings of the interviews, the students admitted that they did not feel confident when they had to speak in front of other people or teachers because they could not speak English well. Student initial A said that, *“During a recent English club event, I experienced a lack of confidence when unexpectedly chosen to speak publicly. This stemmed from my limited understanding of how intonation, pauses, and emphasis impact spoken English. This lack of knowledge contributed to my feeling of unpreparedness”* (Personal communication, February 20th, 2024). Other students initials C and H had the same point as students initial A. Then, students initial R asserted that, *“Yes, it does. My current level of English proficiency can sometimes lead to a decline in confidence when I am required to speak in public. This is likely due to concerns about making grammatical errors or not being able to articulate my thoughts clearly”* (Personal communication, February 20th, 2024). Students with an initial Z added, *“Yes, maybe so. I am aware that my current abilities still have many shortcomings, so I feel a lack of confidence”* (Personal communication, February 20th, 2024). Hence, lack of speaking ability caused students to get less confident in the English-speaking club.

Other than not being able to speak, the student said that their nervousness and confusion were due to their audience not understanding what they were saying, which made them lack confidence. Students with initial H claimed that *“I feel nervous and will try to repeat what I said”* (Personal communication, February 20th, 2024). Another student's initial C stated that *“I lose my confidence or get confused about what I have to do”* (Personal communication, February 20th, 2024). Then, students with initial K conveyed that, *“I feel less confident if the audience doesn't understand what I'm talking about; usually I try to repeat what I'm saying”* (Personal communication, February 20th, 2024). Students initial Z added that, *I am a little confused, but I try to translate it with body language”* (Personal communication, February 20th, 2024). Therefore, the audience's lack of confidence may stem from their inability to understand what the student said.

Lack of motivation

Based on the findings of the observation, the researchers found students' challenges in speaking English in English clubs, namely, a lack of motivation. In this situation, students were less interested in taking part in English club activities, which made them feel bored and lazy about studying (Observation, February 16, 2024). Students did not have motivation in the English club, as evidenced by students sleeping when the teacher explained the material. (Observation, February 17, 2024). Students lacked the motivation to learn to speak in the English club. This was shown by students who were too lazy to go to class and deliberately came in late when the material had started (Observation, February 18, 2024). Students experienced reluctance in English clubs due to a lack of motivation (Observation, February 19, 2024).

The result of the interview showed the majority of students stated that their reluctance to speak in English could have been impacted by a lack of motivation. Students initial Z said, *“Yes, it does. I think if there is no motivation to speak, I do not want to speak English because motivation is one of the things that supports me in trying to learn”* (Personal communication, February 20th, 2024). Students with initial K mentioned that *“Sometimes, I feel lazy to talk when I'm bored in the English club”* (Personal communication, February 20th, 2024). Also, students initial H asserted that *“I think motivation is essential, so if there is no motivation, it will certainly affect the desire to speak English”* (Personal communication, February 20th, 2024). Then, students with initial A had a similar point with this. In summary, their motivation to communicate in English influences their reluctance.

Discussion

The researchers discovered several challenges faced by students participating in Daarul Abroor English Club based on the results of data analysis. The discussion of the students' English-speaking challenges was provided below.

Speaking challenges faced by students participating in Daarul Abroor English Club

The first challenge was a lack of vocabulary. Based on the result of the interview data, the student claimed that it was difficult to express what they wanted to convey or that they could not speak fluently because of their limited vocabulary. The student stated that when they were unsure of what vocabulary to use, they would either combine English and Indonesian or stop talking for a while to think of the right words or expression. Al Nakhalah (2016) reported that a significant number of students were

unable to maintain their interactions because they lacked the vocabulary needed to express their ideas clearly. The subsequent factor contributing to students' vocabulary difficulties was their limited exposure to vocabulary associated with the subject matter being studied. Students frequently struggle to choose the right words when given speaking assignments. Dewi and Jimmi (2018) argued that vocabulary is crucial for students because lacking it prevents them from being able to construct phrases due to word limitations. In summary, one of the reasons the students' challenges in speaking English was a lack of vocabulary.

The second challenge was the use of the mother tongue. Most of the students mentioned that they were not used to speaking English due to interference with their mother tongue because they heard it more often than English in the surrounding environment. It was because they found their mother tongue to be a more comfortable and easier language to use. Ihsan et al. (2018) found that students who do not speak English as their first language will not pick it up quickly; they will need constant instruction and step-by-step instruction. Al Hosni (2014) claimed that students may find it easier to speak in their mother tongue in class than in a foreign language because it sounds more natural and they feel less exposed that way. Then, Al-Esaifer and Alshareef (2018) argued that linguistic and mother tongue differences are the reason why many students struggle with speaking abilities. Furthermore, students also asserted that the lack of knowledge of English made them speak in their mother tongue. In short, the students' challenge with speaking in English club was their mother tongue.

Lack of self-confidence was the third challenge that the students faced. Based on the result of the interview about when students get less confidence to speak English in an English club, the student admitted that they did not feel confident when they had to speak in front of other people or teachers because they could not speak English well. Then, the student felt that their nervousness and confusion were due to their audience not understanding what they were saying, which made them lack confidence. Juhana (2012) said that students have psychological effects when they believe they have poor English proficiency, which makes them feel insecure. Moreover, students are more confident in speaking outside the classroom than in English clubs because they are not supervised by the teacher. In conclusion, lack of self-confidence was one of the challenges students faced in speaking English.

The last students' challenge in speaking English was lack of motivation. The majority of students said that a lack of motivation might be the reason behind their reluctance to speak in English. The students reported feeling less driven to communicate in English, and one of the things that contributed to this was a lack of encouragement. Because they are not encouraged to speak the target language, students are not interested in speaking English (Al Hosni, 2014; Tokoz-Goktepe, 2014). The students disclosed that they have no desire to speak English if they are not motivated. Juhana (2012) reported that students who experience low instructor motivation experience lower levels of confidence when learning English. It can be concluded that students' reluctance to speak English in English clubs is influenced by their motivation. Finally, motivation was a significant factor in shaping students' goals to become proficient English speakers in English clubs, which became their speaking challenge.

CONCLUSION

Based on the result of this study, it can be concluded that there were four speaking challenges faced by the students at Daarul Abroor English Club. First, lack of vocabulary was the challenge that students faced in speaking English because it was difficult to express what they wanted to convey or they could not speak fluently. Second, mother tongue use, as they found their mother tongue to be more comfortable and easier to use in speaking. Third, the students faced a lack of self-confidence because the students mentioned that they did not feel confident when they had to speak in front of other students and teachers because they could not speak English well. Last but not least, lack of motivation was the students' challenge in practicing their speaking skills because they were not so interested in learning English.

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