تحقيق المشاكل والصعوبات في التحدث باللغة الإنجليزية بين طلاب السنوات الأولى في كلية مسلاتة

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Investigating Problems and Difficulties of Speaking English among Undergraduates in Msllata College

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الملخص:

يعتبر التحدث باللغة الانجليزية مقياسًا عامًا لإتقان اللغة. يُعتقد أن المتعلم يعتبر متعلمًا بارعًا للغة إذا كان يمكنه التحدث بها بطلاقة. يتم تدريس اللغة الإنجليزية من المستوى الابتدائي إلى المستوى الجامعي في ليبيا وتعتبر لغة أجنبية. ومع ذلك، لوحظ أن بعض الجامعات لا تزال تكافح من أجل التحدث باللغة الإنجليزية بنجاح. هذا البحث هو محاولة لاستقصاء تحديات التحدث الشائعة والأسباب الكامنة وراء هذه التحديات التي يواجها الطلاب في كلية الآداب والعلوم، مسلاتة، قسم اللغة الإنجليزية. استخدمت هذه الدراسة المنهج الكمي مع أداة استبيان مكونة من 23 سؤالاً مغلق الإجابة. بالإضافة إلى ذلك، فإن المجتمع المستهدف هو طلاب اللغة الإنجليزية كلغة أجنبية ويبلغ إجمالي عدد العينات 40 طالبًا في جميع السنوات الأكاديمية. تظهر نتائج الدراسة أن الطلاب في كلية مسلاتة يواجهون صعوبات في التحدث باللغة الإنجليزية بسبب بعض الأسباب وأهمها نقص المفردات والقواعد وتأتي بالدرجة الثانية العوامل النفسية منها الخوف، عدم التحفيز و تأثير اللغة الام في التعلم والتحدث بطلاقة .

الكلمات الدالة: تحدث، طلاب اللغة الإنجليزية كلغة أجنبية، مفردات، قواعد اللغة، مهارة اللغة.

Abstract

Speaking is been considered as a general scale of language proficiency. A learner is thought to be a proficient learner of a language if he/she can speak it fluency. The English language is taught from primary level to university level in Libya and is considered a foreign language. However, it is been noticed that some universities are still struggling with speaking English successfully. This research is an attempt to investigate the common

speaking challenges and the reasons underling these challenges encountered by students in the College of Arts and Sciences, Msallata, English department. This study used quantitative method with questionnaire instrument of 23 close-ended questions. In addition, the target population is EFL students and the total number of samples is 40 students of all academic years.

The results of the study will address that the undergraduates in Msllata College encounter challenges in speaking English due to some reasons. The most significant ones are the lack of vocabulary and grammar as the psychological factors also take place.

1.1 Introduction:

In the world today, the necessity of teaching and learning English is growing, where it is now mostly included in every area of daily life. Most Arabic countries are making an effort to educate their young people in English to create capable citizens who have the ability to establish and maintain a successful communication in a variety of aspects. As a member of this society, Libya is making a great effort to make English as an integrated subject in its educational system. English is taught in schools and universities as a component of this larger goal. Despite that Libyan learner as EFL evidenced that learning English is not an ordinary assignment who aim to the language to develop good communication. On the other hand, they encounter many challenges when learning, mastering, and using it, especially while speak English. (yumniamatillah, 2017).

The focus of research discussion in this study is on the challenges encountered by undergraduate students in the College of Arts and Sciences, Msallata. It also discusses the nature of these challenges, their causes, and some helpful suggestions to overcome.

Many countries employ English as primary language of instruction or for educational purposes. We are all aware that education is an interactive process, and that interactive is necessary for learning. Therefore, speaking ability is fundamental for students' interactive. (Islam, Ahmed, & Islam, 2022)

Mastering English is not only understanding the language but also can producing that. Actually, the student's ability to use the English language indicates the extent to which the spoken language is used fluently and accurately, the most significant of which is speaking fluency, which focuses on speaking easily, quickly and without long pauses, and not paying much attention grammatical errors, in contrast to the accuracy that aims for the spoken language to be grammatically correct and without errors. Hence, some of the students think that if they speak English, it must be accurate, so they abstain speaking to avoid mistakes as much as possible.

The researcher is trying to find the reasons behind the difficulties of speaking less English. There are number of problems may cause these difficulties for instant, the fear of making mistakes, grammatical or pronunciation, shortage of vocabulary, motivation absence, shyness, and also the influence of the mother tongue.

1.2 The research hypothesis:

- . Undergraduates' students of English Language are weak in speaking due to the weak of grammar, vocabulary and pronunciation.
- Fear of making errors also can be one of the factors that affect speaking English so most of the learners are hesitant when they try to discuss any issue of English.
- Mother tongue also play a great role in the fluency because English phonemes especially vowels are differed from Arabic one.

The research objectives:

The researcher would like to achieve the following objectives:

- To know and investigate the reasons behind the weakness of Undergraduates students in speaking English.
- To help the students, English teachers and instructors by showing them some appropriate techniques that help them to improve their abilities.
- To discover the best way of teaching speaking skill.

The research questions:

- Is weakness of grammar, vocabulary and pronunciation effects on fluent speaking?
- Is the Fear of making errors effect on speaking English in appropriate way?
- To what extent mother tongue effect on students speaking English fluency?

2. Literature review

2.1 Introduction:

The target language speaking ability is most of the ability that every EFL learners needs to develop in order to acquire a second language. Learners want to master this component as quickly as they can. Even more so, when individuals meet speakers of a seconds or foreign language, their evaluation is to check in order to determine whether the EFL students can speak. (Amoah & Yeboah, 2021)

The development of other English skills is largely influenced by speaking, which is one of the most crucial aspects. Speaking is the foundation for everything and means of its conclusion. For example, learning how to write or mastering different tenses so that your vocabulary and grammatical choices when speaking are appropriate, then the listeners can at least repeat what they heard when they are listening when engaging in listening activities or simply listening to English. Moreover, speaking will also occur during reading, which involves reading a text. So, speaking can be substantial for this reason. (Nurdin, 2020).

The difference between L1 and L2 speaking skill, according to Thorn bury (2019) as cited (Azlina & Kashinathan, 2021), is not that great. Like L1 speakers, L2 speakers also create speech through self-aware thinking, construction, and articulation. As a result, both languages speaking abilities are almost identical. In theory knowledge of both languages and ought to be transferable.

Students are encouraged to take numerous exams that emphasize linguistic competence. The success of these exams is only temporary, nevertheless, as learners may eventually lose the ability to hold a basic conversation and effectively express themselves using simply language components. Only meaningful language can be created and communication may be facilitated by linguistic understanding. Knowing a language requires more than just understanding its structure; one also needs to understand how it applies. To be able to make or comprehend statement that are not only grammatically correct but also relevant to the situation. Learning how speech functions reflects the social element of communicating with others through language, and a lack of lectures contact may make it difficult to adapt language patterns to spoken discourse. Therefore, oral proficiency cannot be attained if factors like exposure and opportunities to use the language are not sufficiently met.(Diaab, 2016)

The learners' lack of confidence in their abilities to speak English is the main problem. Intrinsic and extrinsic aspects are generally broken down into intrinsic and extrinsic elements that encourage students to consistently assign themselves to learning and taking part in activities using the English language.

2.2 Speaking English difficulties

Speaking problems can been classified into two factors. The psychological and linguistic factor (Nuesyams, 2019).

Psychological factors:

According to (Juhana, 2012) when students speak during class time or in a lecture, some psychological factors may present. For instance:

Fear of mistakes

Several studies state that students' hesitation to use English in lectures is primarily proceeded by their fear of making mistakes either grammatical or pronunciation. Fear of mistake is connected to the problem of criticism and negative evaluation. Therefore, when it is hard for them to deliver their thoughts in English, they find it much easier to express themselves in their own mother tongue rather than the target language. Subsequently this hinders the development of fluency required to improve English speaking skill. Obviously, mistakes are part of learning a new language. Even if the students are content, we must acknowledge that this is a fact. Becoming a strong learner in the four fundamental skills—especially speaking ability—is difficult while studying English as a foreign language.(Phan, Nguyen, & Nguyen, 2021).

Nowadays, mastering English is a goal for people all over the world. Not everyone who learns English works as hard to succeed, yet despite their average proficiency level, many students have given up halfway through. Low self-esteem or a lack of listener comprehension are the root causes of this fear. Individuals who experience this kind of fear are unable to speak. They only communicate and practice by themselves in this instance.(Phan, Nguyen, & Nguyen, 2021). (Nakhalah A. , 2016) States that one of the most reasons why understudies are hesitated to talk English in address is the fear of making

errors, making mistakes is a daily occurrence. No one is born perfect. Everyone makes mistakes, but we can improve our English skills by learning from them.

Shyness

Shyness is an emotional sense that large number of learners feel when they are required to speak in English or asked a direct question so they will forget what to say. According to Baldwin (2011) as cited(Auliyah.N, 2019) one of the more frequent anxiety that students experience is speaking in front of others, and felling shy causes their thoughts to go blank they will forget what to say.

(Namaghi, 2015) Indicated that several personality types, such as unmotivated, nervous, introverted, and shy students participate in lectures. Shy learners are at a huge disadvantage in an EFL lectures based on communication goals where students must utilize the English language as a tool for communication. The same thing occurs when they are asked to answer a question in a foreign language or desire to speak in that language. A shy student may shutter, pause frequently, or even flee the situation, they consequently score poorly in speaking lecturers. In addition, as stated (Arifin, 2017) there one or more students who have difficulty speaking in lecture or taking part in group discussions. These students are typically referred to as "shy" as they could be quite talker, prefer to work alone, or refuse to speak completely. These students frequently perform well on written assignments or exams but struggle when it comes to group projects or pupils speaking.

Lack of motivation

The ability of students to communicate is strongly influenced by their motivation. The goal is to stimulate the students' interest in speaking using indirect techniques. The student will not be interested in speaking at all until he is motivated.

To speak English well, many pupils aspire. They make big plans and are adamant about mastering English. Nevertheless, after just a month, a week, a day, or simply during the class time, they become disheartened and totally lose the motivation to keep learning (Phan, Nguyen, & Nguyen, 2021). It is demonstrated in various researches that learners who have been strongly motivated to succeed will stick with their studies and receive higher grades than those who have a lesser motivation for success. Therefore, many students get difficulty to put motivation into practice when speaking English, they get depressed, unable to converse, and stop trying to improve their skill as a result.

Some students lack a motivation to speak English. They are not aware of an essential need to speak or study English. Actually, a learner's motivation is the key factor that determines whether his beings a task at all, how much effort he puts into it, and how long he perseveres. The only when students are motivated and given the chance to show themselves and interact with others can speaking skill development occur. (Nakhalah D. A., 2016)

Low practicing

When we look at the problems that causes a barrier to speak English, we find that lack of practice is one of them. Practicing strengthens and develops the language. In addition to that lack of practicing

causes forgetting vocabulary that plays an important role in learning English and lack of concentration and lack of fluency in speech.

Where (Yumniamatillah, 2017) indicated in his research that regular practice may enhance learner ability. Students needed more practice to improve their abilities in learning tasks including speaking exercises. Lack of practice students led to numerous complications. The students' lack of practice led to the first issue, which was a vocabulary deficit. Participant claimed that lack of practice was primary cause of the lack of vocabulary. The students' vocabulary will advance with continued practice. However, if the student does not exercise memorization, they will lose those words. The second issue was how a lack of practice affected grammar usage. The participant said "In my perspective, it was due to lack of practice. An illustration. When I am writing, I can still think clearly about grammar, but it was quite difficult for me to organize my thoughts when I was speaking".

Lack of confidence

Most English learners struggle with lack of confidence. (Nakhalah D. A., 2016) The general recognition is learners get lack of confidence as they when they are unable to understand other speakers or that their conservation partners did not understand them. They would rather remain silent in this condition and let others speak, which demonstrates the students' lack of confidence. According to Chen (2010) as cited (Nakhalah A. , 2016) states the learners' poor English-speaking skill as the primary reason for their lack of confidence. In this situation, large number of postgraduates believe that their English is bad and that they lack the ability of speaking well.

Confidence issues may sometimes stand in the way of effective communication. As stated,(Diaab, 2016) that students' self-evaluations of their speaking abilities as lacking cause them to feel unsure when speaking to others. When speaking a foreign language without confidence, it may be difficult to be understood by others. So, the student may become confused if he is one of those who continually observes the others expressions to determine whether they understand him or not. This may result that the listener not comprehending what he says correctly.

Linguistic factors:

They also encounter some linguistic factors. Grammar, pronunciation, and vocabulary are linguistic elements which make up language forms. For learners to proficient in speaking, language forms must be used correctly .it is more difficult for EFL learners to employ correct pronunciation, grammar, and vocabulary when compared to native speakers.

Lack of vocabulary

Despite the fact that many students being learning English in elementary school and continue through college or university, their vocabulary is still somewhat limited. While studying in university, students are taught the fundamentals of English, whereas native speakers frequently employ slang, phrases using verbs and idioms. In fact, first-year English majors still struggle with communicating when they stick to using simple terms in English. Lack of vocabulary is another challenge that makes speaking boring and

unproductive in English speaking lectures. Many students struggle knowing which words to use correctly as synonyms when one term has positive meaning while the other has a negative one.

Based on (Yumniamatillah, 2017), speaking requires a certain amount of vocabulary. The inability of learners to communicate their ideas in phrases is due to a lack of vocabulary. The participants' statements serve as proof of it. Participant three states, "I was sometimes I am afraid to speak because of my limited vocabulary. Of the challenges all participants confront is a lack of vocabulary. According to Shahzadi (2014) as cited (Yumniamatillah, 2017), the pupils' lack of adequate and relevant vocabulary prevented them from being able to communicate themselves effectively or adequately. Even though the students' speaking experience varied slightly, they claimed that their lack made them seem unsettling.

Grammar

Grammar is a crucial component of language since students need to be proficient in it in order to develop their writing, reading, listening, and speaking skills. Grammatical concept, according Scarcella and Oxford in Feazah (2016), is an all–encompassing concept that encompasses growing grammar proficiency (morphology, syntaxes), vocabulary and sounds of letters and syllables, word pronunciation, intonation and stress. English as second language learners must have a sufficient understanding of words and sentences in order to comprehend meaning; specifically, they must that words can be sectioned into various sounds in specific way where sentences are stressed. Therefore, grammar proficiency aids speakers in using and understanding English.

According to (Humaera, 2015) as cited (Suryani, Suarnajaya, & Pratiwi, 2020) due to their little knowledge of grammar, students have difficulty in their ability to speak. Grammar, usually referred to as sentence structure and formula, begins to prevent students from speaking English. Due to their ignorance of the grammar rules and English sentence structures, they lack the motivation to fully participate in lecture.

Pronunciation

Humaera (2015) pointed out that students have a lot of difficulty pronouncing words correctly when speaking English. Some learners believe that speaking English standardization is the hardest proficiency since pronouncing words correctly requires more effort than listening repeating.

According to (Pathan, Aldersi, & Alsout, 2014) the pronunciation of English words presents a challenge for Libyan EFL students. This might be mostly caused by the two languages' different sound systems. Due to the absence of certain English sounds in Arabic, Arabic sounds that are similar to those sounds are utilized in their place. For example, the consonant English sounds: /p/, /v/, /t/, /d/, /tʃ/, /dʒ/. Vowels such as: /ə/, /ɒ/, /ʒ:/, and diphthongs such as: /el/, /al/, /aʊ/, /əʊ/, /eə/, /ʊə/, /lə/. Are absent from Arabic. The Libyan EFL students' pronunciation of English words is affected by these sound system differences. For instance, the Libyan EFL students are perplexed by the absence of sounds of sounds like /p/ because they understand it as /b/ and also pronounce it as /b/. It is distinct when one hears the EFL Libyan learners pronouncing pen as /ben/, problem as /problem/. Additionally, the sound /v/ does

not exist in the Arabic sound system, so the Libyan learners always substitute it with sound /f/. The Libyan EFL students like other EFL learners, attempt to compare whatever English sound of their native Arabic when studying and practicing pronunciation. They struggle to understand and learn a new sound when it does not exist in their native tongue, Arabic, and instead attempt to replace it with a sound that is close to Arabic. In addition to these problems, EFL Libyan learners struggle with issues like accent, stress, and other factors.

The influence of mother tongue on speaking English.

Situations majorities, mother tongue influences most people learning a new language. The most common issue that learners meet when practicing their speaking abilities in lecture is using their mother tongue. A lot of students have the practice of speaking English similarly to how the mother tongue is spoken, which results in the division of words with numerous syllables in English into different sounds. The most frequent factor is interference from the mother tongue or translation. While speaking a second language, same ideas and reactions in the mother tongue can result in vocabulary mistakes because of sound system differences and symbols of the two languages. Sometimes before speaking, students unconsciously translate their mother tongue into English, which causes mistakes and misunderstanding. As a result, it is extremely clear that mother tongue has an impact on English. Additionally, this makes it challenging for students to speak because it manifests in several ethic forms.(Phan, Nguyen, & Nguyen, 2021).

Due to its ease of use and the fact that communicating in one's mother tongue makes one feel less exposed, learners who share the same mother tongue frequently use it. Mother language usage might affect how well students use English if it is excessive. Students may become confused, for instance, due to the differences between the native tongue's structure and that of English. It goes without saying that this is a problem with students' English speaking.(Mufidah, 2017).

3. Methodology

3.1 The Research design:

This research is descriptive in nature. The research's objective is to know more about phenomena, in order to accurately convey current situations in the field. This study employed a descriptive quantitative and survey methodology. According to (Gay, Mills, & Airasian, 2012) descriptive quantitative research collects quantities to test hypotheses or respond to question about the current situation, either through self-reports obtained through questionnaire, interviews, or observation. According to (Gay, Mills, & Airasian, 2012) state that "quantitative approaches are used to describe current condition, investigate relationship, and study cause-effect phenomena."

In quantitative description or survey research, information is gathered regarding preference, attitudes, behaviors, problems, or interests of a certain group of people in order to answer questions about the current state of the subject or topic of study. This survey research is conducted at Faculty of Arts & Science Msallata, English department in order to provide answers to the research questions. The

quantitative method is used for the analysis. Participants will support accurate information by responding to the questionnaires, it is the tool that assessed the validity and reliability of the research findings. After then, the data from the questionnaire will be examined to provide the final finding for discussion.

3.2 The research instrument:

The chosen questionnaire with closed-ended questions designed. According to (Creswell, 2012) a questionnaire is a type of survey form. Participants in a study are required to complete the design and return to the researcher. Questionnaire has been employed to scale the undergraduates' challenges that may be encountered in English. This tool is used because it is the most useful tool since it allowed for the quick and efficient collection of a big amount of data from a large number of respondents. Also, the software package can be used to quickly and simply quantify the results of questionnaires. The questionnaire consists of 23 questions with likert-scale type. The response scale was as "strongly Agree, Agree, Undecided, Disagree, Strongly Disagree"

The questions were taken into consideration to be easy for the respondents to understand and free from ambiguity and experienced for efficient and veracious information.

3.3The population and sample of research:

The study population in this research is English language students from all academic years in the college of Art and science Msllata. Sampling is the process of choosing a part of a larger whole or aggregate from which a conclusion or judgment about the whole or aggregate is drawn. In other words, it is the process to acquire specific regarding an entire population by looking at just a portion of it. The majority of research projects and survey; the typical strategy is to generalize about or draw conclusions about the characteristics of the population from which the samples are gathered. In order to conduct his investigation, the researcher frequently chooses only a small number of items from the universe. (Kothari, 2004)The total samples taken from the study population were 40 samples from all years.

3.4 Data Analysis and Discussion

Students' Questionnaire

The questionnaire responses were collected from first-year, second-year, third-year, and fourth-year students of the English department at the Arts and Science Msllata College. All the students responded. The questionnaire is designed to be easy to understand and piloted for greater validity and reliability. It consists of 23 closed questions. It has administrated to 40 learners. Participants were given oral instructions by the investigator on how to complete the questionnaire. The results and data are then analyzed and presented as percentages and graphs.

Results of Students' Questionnaires

The quantitative data derived from the questionnaire analyzes and interprets in percentages (%) by using the SPSS program, the data along with its analysis are presented in the simple form of bar diagrams, multiple diagrams, and pie charts with their illustration following them, The Technique of Data Analysis, to analyze the data, the researchers employ the formulas as follows:

Table 1.I feel afraid to speak in English because my vocabulary is limited

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	3	7.5
2.	Agree	23	57.5
3.	Undecided	5	12.5
4.	Disagree	7	17.5
5.	Strongly Disagree	2	5
Total		40	100

Based on the table 4 above, percentages of data show that there are 40 students' responds, there are only 3 students or 7.5 %from the total number of the students who's strongly agree with the statement. The other 23 students or 57.5 % from the total number of the students agree with the statement. Meanwhile, there are 5 students or12.5 % from the total number of the students answer undecided with the statement. There are 7 students or 17.5 % answer disagree with the statement and 2 student or 5 % answer strongly disagree with the statement. The result shows 65 %answer (strong Agree and Agree) with the notice "I feel afraid to speak in English because my vocabulary is limited"

Table 2. I feel difficult for me to express ideas verbally when speaking

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	12.5
2.	Agree	20	50
3.	Undecided	5	12.5
4.	Disagree	10	25
5.	Strongly Disagree	0	0
Total		40	100

From the given table 2, percentages of data show that there are 40 undergraduate reacts, there are only 5 learners or 12.5 %from the total number of the students who's strongly agree with the statement. The other 20 students or 50 % from the total number of the students agree with the notice. At the same time, there are 5 learners or12.5 % out of the whole number of the learners respond uncertain with the notice. There are 10 learners or 25 % answer disagree with the question and none of learners say strongly disagree with the question. The result showes62.5 %answer (strong Agree and Agree) with the notice I feel troublesome to deliver thoughts while having a talk.

Table 3. I sometimes feel confused when I try to use the appropriate vocabularies.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	12.5
2.	Agree	22	55
3.	Undecided	6	15
4.	Disagree	7	17.5
5.	Strongly Disagree	0	0
Total		40	100

From the table 3 above, percentages of data show that there are 40 learners reacts, there is only 5 learners or 12.5 % out of the number of the learners who are strongly agree with the note. The other 22 learners or 55 % from the total number of the learners agree with the statement. Meanwhile, there are 6 students or15 % from the total number of the students say uncertain with the notice. There were 7 students or 17.5 % answer disagree with the statement and Non learner answered strongly disagree with the statement. The result shows 67.5 %answer (strong Agree and Agree) with the statement often get confuse to combine and use the proper vocabulary to speak.

Table 4. I have difficulty to organize the structure of my sentences to send.

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	8	20
2.	Agree	17	42.5
3.	Undecided	3	7.5
4.	Disagree	10	25
5.	Strongly Disagree	2	5
Total		40	100

Based on the table 4.4 above, percentages of data show that there are 40 students' responds, there are only 8 students or 20 %from the total number of the students who's strongly agree with the statement. The other 17 students or 42.5 % from the total number of the students agree with the statement. Meanwhile, there are 3 students or7.5 % from the total number of the students answer undecided with the statement. There were 10 students or 25 % answer disagree with the statement and 2 student or 5 % answer strongly disagree withthestatement. The result shows 62.5 %answer (strong Agree and Agree) with the statement I have difficulty to arrange the words into sentences to speak in English

Table 5. I am using my mother tongue language for not to be misunderstood.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	8	20
2.	Agree	22	55

No	Opinion	Frequency	Percentage (%)
3.	Undecided	6	15
4.	Disagree	2	5
5.	Strongly Disagree	2	5
Total		40	100

from the table 5 above, percentages of data presents that there are 40 learners reacts, there is only 8 learners or 20 %from the whole number of the learners who are strongly agree with the note. The other 22 learners or 55 % from the whole number of the learners agree with the notice. At the time, there are 6 learners or15 % from the whole number of the learners comment uncertain with the given note. There are 2 learners or 5 % reply disagree with the notice and 2 learners or 5 % reply strongly disagree with the notice. The result presents 75 % reply (strongly Agree and Agree) with the note I have difficulty to organize the structure of my sentences to say.

Table 6. I feel that I'm ready to speak when my grammar is correct.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	14	35
2.	Agree	20	50
3.	Undecided	4	10
4.	Disagree	1	2.5
5.	Strongly Disagree	1	2.5
Total		40	100

From the table 6 above, percentages of data presents that there are 40 learners' reacts, there is only 14 learner or 35 %from the whole number of the learners who are strongly agree with the notice. 20learners or 50 % from the whole number of the learners agree with the note. At the same time, there are 4 learners or10 % from the whole number of the learners reply uncertain with the given note. There are 1 student or 2.5 % reply disagree with the notice and 1 learner or 2.5 % reply strongly disagree with the notice. The data presents 85 %reply (strongly Agree and Agree) with the note of I feel that I'm ready to speak when my grammar is correct.

Table 7. I won't be able to say the appropriate words therefore, I use Arabic instead.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	7	17.5
2.	Agree	21	52.5
3.	Undecided	4	10
4.	Disagree	5	12.5
5.	Strongly Disagree	3	7.5
Total		40	100

From the table 7 above, percentages of data presents that there are 40 learners reacts, there is only 7 learners or 17.5 %from the whole number of the learners who are strongly agree with the notice. The other 21 learners or 52.5 % from the whole number of the learners agree with the note. At the same time, there are 4 learners or10 % from the whole number of the learners replied uncertain with the given note. There are 5 learners or 12.5 % reply disagree with the notice and 3 learners or 7.5 % reply strongly disagree with the given note. The data presents 70 %reply (strongly Agree and Agree) with the notice I won't be able to say the appropriate word therefore I use Arabic instead.

Table 8. I have a desire to speak English but sometimes I can't find vocabularies related to the topic.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	4	10
2.	Agree	24	60
3.	Undecided	8	20
4.	Disagree	3	7.5
5.	Strongly Disagree	1	2.5
Total		40	100

from the table 4.8 above, percentages of data presents that there are 40 learners reacts, there is only 4 learners or 10 %from the whole number of the learners who are strongly agree with the notice. 24 learners or 60 % from the whole number of the learners agree with the notice. At the same time, there are 8 learners or20 % from the whole number of the learners reply uncertain with the given note. There are 3 learners or 7.5 % reply disagree with the notice and 1 learner or 2.5 % reply strongly disagree with the notice. The data presents70 %replied (strongly Agree and Agree) with the given note I have a desire to speak English but my sometimes I can't find vocabularies related to the topic.

Table 9. In case of misunderstanding my talk, I feel afraid of speaking English.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	10	25
2.	Agree	11	27.5
3.	Undecided	6	15
4.	Disagree	8	20
5.	Strongly Disagree	5	12.5
Total		40	100

From the table 4 above, percentages of data shows that there are 40 learners reacts, there is only 10 learners or 25 %from the whole number of the learners who are strongly agree with the notice. 11

students or 27.5 % from the whole number of the learners agree with the statement. At the time, there are 6 students or15 % from the whole number of the learners reply uncertain with the note. There are 8 students or 20 % answer disagree with the notice and 5 student or 12.5 % answer strongly disagree with the notice. The result shows 52.5 % reply (strongly agree and agree) with the notice in case of misunderstanding my talk, I feel afraid of speaking English.

Table 10. I avoid working with a partner or in a group which forces me to speak.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	12.5
2.	Agree	9	22.5
3.	Undecided	5	12.5
4.	Disagree	20	50
5.	Strongly Disagree	1	2.5
Total		40	100

From on the table 10 above, percentages of data shows that there are 40 learners reacts, there is only 5 learners or 12.5 % from the whole number of the learners who are strongly agree with the notice. 9 learners or 22.5 % from the whole number of the learners agree with the statement. At the time, there are 5 learner or12.5 % from the whole number of the learners reply uncertain with the note. There are 20 learners or 50 % reply disagree with the statement and 1 student or 2.5 % answers strongly disagree with the notice. The result presents52.5 %reply (strongly disagree and disagree) with the note I avoid working with a partner or in a group which forces me to speak.

Table 11. Shyness and lack of confidence take part when I speak.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	3	7.5
2.	Agree	12	30
3.	Undecided	10	25
4.	Disagree	10	25
5.	Strongly Disagree	5	12.5
Total		40	100

From the table 11 above, percentages shows that there are 40 learners' reacts, there are 3 learners or 7.5 % from the whole number of the learners who strongly agree with the notice. 12studentsor30%fromthetotalnumberofthestudents agree with the statement. At the time, there are 10 learners or 25%from the whole number of the learners uncertain with the notice. There are 10 learners or 25% reply disagree with the notice and 5 learner or 12.5% reply strongly disagree with the notice. The result presents7.5% students reply (strongly Agree and agree), also the same percentage 37.5 %

students answer (Disagree and strongly disagree).with the statement shyness and lack of confidence take part when I speak.

Table 12. Bad pronunciation makes me feel nervous.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	3	7.5
2.	Agree	12	30
3.	Undecided	11	27.5
4.	Disagree	11	27.5
5.	Strongly Disagree	3	7.5
Total		40	100

From the table 12 above, percentages of data presents that there are 40 learners' reacts, there are 3 learners or 7.5 % from the whole number of the learners who strongly agree with the notice. 12 learners or 30 % from the whole number of the learners agree with the note. At the same time, there are 11 learners or 27.5 %fromthetotalnumberofthestudentsansweredundecidedwiththestatementand11studentsor27.5 %reply disagree with the notice. 3 student's or 7.5 % from the whole number of the students who's strongly disagree with the statement. The result presents 37.5% reply (strongly agree and agree) with the notice bad pronunciation make me feel nervous.

Table 13. Instant corrections make me anxious.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	3	7.5
2.	Agree	12	30
3.	Undecided	6	15
4.	Disagree	14	35
5.	Strongly Disagree	5	12.5
Total		40	100

From the table 13 above, data shows that there are 40 learners' reacts, there are 3 students or 7.5 % from the whole number of the learners who strongly agree with the notice. 12 learners or 30 % from the whole number of the learners agree with the note. At the same time, there are 6 learners or 15 %from the whole number of the learners reply uncertain with the notice. There are 14 learners or 35 % reply disagree with the notice and only 5 learners or 12.5 % reply strongly disagree with the notice. The result presents 47.5 % learners reply (disagree and strongly disagree) with the notice instant corrections make me anxious.

Table 14. I would feel more confidence about speaking in lecture if I practice more.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	19	47.5
2.	Agree	17	42.5
3.	Undecided	2	5
4.	Disagree	2	5
5.	Strongly Disagree	0	0
Total		40	100

From the table 14 above, percentages presents that there are 40 learners' reacts, there are 19 learners or 47.5 % from the whole number of the learners who strongly agree with the notice. 17 learners or 42.5 % from the whole number of the learners agree with the note. At the same time, there are 2 learners or 5 %from the whole number of the learners reply uncertain with the notice and 2 learners or 5 %reply disagree with the notice. None of the learners' who reply strongly disagree with the notice. The result presents 90 %reply (strong agree and agree) with the notice I would feel more confidence about speaking in lecture if I practice more.

Table 15. When I start speaking English, I became expressionless and suddenly forget everything.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	14	35
2.	Agree	10	25
3.	Undecided	9	22.5
4.	Disagree	6	15
5.	Strongly Disagree	1	2.5
Total		40	100

From the table 15 above, percentages presents that there are 40 learners' reacts, there are 14 learners or 35 % from the whole number of the learners who strongly agree with the notice. 10 learners or 25 % from the whole number of the learners agree with the given notice. At the same time, there are 9 learners or 22.5 %from the total number of the students answer undecided with the statement and 6 students or 15 %answer disagree with the statement and 1 student or 2.5 % answers strongly disagree with the statement. The result shows60 %answer (strong agree and agree) with the statement When I start speaking English, I became expressionless and suddenly forget everything.

Table 16. Fluency disability makes me afraid to speak English.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	1	2.5
2.	Agree	9	22.5
3.	Undecided	10	25
4.	Disagree	17	42.5
5.	Strongly Disagree	3	7.5
Total		40	100

Based on the table 16 above, percentages of data show that there are 40 students' responds, there is 1 students or 2.5 % from the total number of the students who's strongly agree with the statement. The other 9 students or 22.5 % from the total number of the students agree with the statement. Meanwhile, there were 10 students or 25%fromthetotalnumberofthestudents Answerundecided withthestatementand17studentsor42.5%answer disagree with the statementand3studentsor7.5 %answerstrongdisagreewiththestatement.Theresultshows50 %answer (disagree and strong disagree) with the statement I do not want to speak English because I do not have fluent English ability.

Table 17. When I have to speak English to other or in front of them, I get anxious.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	7	17.5
2.	Agree	9	22.5
3.	Undecided	8	20
4.	Disagree	10	25
5.	Strongly Disagree	6	15
Total		40	100

From the 17 given table above, percentages of data show that there are 40 learners' reacts, there are 7 learners or 17.5 % from the whole number of the learners who agree strongly with the given notice. 9 learners or 22.5 % from the whole number of the learners agree with the note. At the same time, there are 8 learners or 20 %from the whole number of the learners reply uncertain with the notice and 10 learners or 25 % answer. The result presents 40 %reply (strong agree and agree) and the same percentage 40% (strong disagree and disagree) with the when I have to speak English to other or in front of them, I get anxious.

Table 18. I do not feel motivated while speaking English in lecture.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	7	17.5
2.	Agree	9	22.5
3.	Undecided	8	20
4.	Disagree	11	27.5
5.	Strongly Disagree	5	12.5
Total		40	100

Based on the given table 18 above, data percentages demonstrate that there are 40 learners reacts, there are 7 learners or 17.5 % from all the learners combine who strongly agree with the given notice. 9 learners or 22.5 % from all the learners combine agree with the note. At the same time, there are 8 learners or 20 %from the whole number of the learners reply uncertain with the notice and 11 learners or27.5 %reply disagree with the given notice and5 learners or12.5 %reply strongly disagree with the notice. The result presents 40 %reply (strongly agree with the statement I do not feel motivated while speaking English in lecture.

Table 19. Advanced preparation in specific topic may make it easier for me.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	8	20
2.	Agree	21	52.5
3.	Undecided	6	15
4.	Disagree	2	5
5.	Strongly Disagree	3	7.5
Total		40	100

From the given the table 19 above, data percentages demonstrate that there are 40 learners reacts, there are 8 learners or 20 % from the whole number of the learners who strongly agree with the given notice. 21 learners or 52.5 % from the whole number of the learners agree with the notice. At the same time, there are 6 learners or 15 %from the total number of the students answer undecided with the statement and 2 students or 5 % answer disagree with the statement and 3 students or7.5 %answer strongly disagree with the statement. The result shows72.5 %answer (strong agree and agree) with the statement advanced preparation in specific topic may make it easier for me.

Table 20.I have a difficulty to construct a sentence, I am able to deal with grammar rules but not to build sentences at the time of speaking.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	12.5
2.	Agree	9	22.5
3.	Undecided	7	17.5
4.	Disagree	13	32.5
5.	Strongly Disagree	6	15
Total		40	100

From the given table 20 above, data percentages demonstrate that there are 40 students reacts, there are 5 learners or 12.5 % from the whole number of the learners who strongly agree with the given notice. 9 learners or 22.5 % from the whole number of the learners agree with the notice. At the same time, there are 7 learners or 17.5 %from the whole number of the learners reply uncertain with the given notice and 13 learners or32.5 %reply disagree with the notice and 6students or15 %reply strongly disagree with the note. The result presents 47.5 %reply (disagree and disagree) with the notice I have a difficulty to construct a sentence, I am able to deal with grammar rules but not to build sentences at the time of speaking.

Table 21. I do not get enough chance to practice English.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	12.5
2.	Agree	16	40
3.	Undecided	5	12.5
4.	Disagree	11	27.5
5.	Strongly Disagree	3	7.5
Total		40	100

From the given table 21 above, percentages of data show that there are 40 learners' reacts, there are 5 learners or 12.5 % from the whole number of the learners who's strongly agree with the given notice. 16 learners or 40 % from the whole number of the learners agree with the given notice. At the same time, there are 5 learners or 12.5 %from the whole number of the learners reply uncertain with the notice and 11 learner's or27.5 %reply disagree with the notice and 3 learners or7.5 %reply strongly disagree with the notice. The result presents 52.5 %reply (agree and strong agree) with the given notice. I do not get enough chance to practice English

Table 22. I speak English when I am forced to do so by my teacher.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	15
2.	Agree	13	32.5
3.	Undecided	11	27.5
4.	Disagree	9	22.5
5.	Strongly Disagree	1	2.5
Total		40	100

From the given table 22 above, data percentages demonstrate that there are 40 learners reacts, there are 6 learners or 15 % from the whole number of the learners who strongly agree with the given notice. 13 learners or 32.5 % from the whole number of the learners agree with the given notice. At the same time, there are 11 learners or 27.5 %from the total number of the learners reply uncertain with the notice and 9 learner's or22.5 % reply disagree with the note and 1student or 2.5 %replies strongly disagree with the given notice. The result presents 47.5 %reply (agree and strongly agree) with the notice I feel anxious when speaking and end up saying nothing.

Table 23. I speak English just because my lecturer told me do so.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	4	10
2.	Agree	6	15
3.	Undecided	3	7.5
4.	Disagree	18	45
5.	Strongly Disagree	9	22.5
Total		40	100

From the given table 23 above, data percentages demonstrate that there are 40 learners reacts, there are 4 learners or 10 % from the whole number of the learners who strongly agree with the given notice. 6 learners or 15 % from the whole number of the learners agree with the note. At the same time, there are 3 learners or 7.5 %from the whole number of the learners reply uncertain with the given notice and 18 learners or 45 %reply disagree with the notice and 9 students or 22.5 %reply strongly disagree with the notice. The result presents 67.5 %answer (disagree and strongly disagree) with the notice I speak English when I am forced to do so by my teacher.

4.2. Results, Discussion and conclusion

The study results, based on questionnaire analysis, reveal that university students face significant challenges in their ability to speak English. These challenges can be attributed to various factors,

including psychological state, cognitive abilities. These challenges can be classified into the following categories:

Psychological challenges: psychological factors that affect students' confidence and motivation to be an English speaker. For instance, anxiety and fear of errors making.

Cognitive challenges: Cognitive factors that affect students' ability to process and produce language accurately and fluently, such as the memory capacity of students and cognitive load.

The study reveal that 65% of the respondents completely agree or agree with the statement that they fear speaking English due to limited vocabulary. Additionally, 62.5% of the study sample report difficulty in expressing their ideas when speaking English, Moreover, 67.5% of them feel perplexed when using appropriate expressions while speaking English, and 62.5% find it difficult to organize words while speaking. Also, the question about checking the accuracy of English grammar before speaking showed that 85% of the participants agree, indicating a lack of confidence in their –ability to use grammar correctly. As well as, from the results of the research, 70% of the participants exhibit a lack of knowledge regarding the require vocabulary for a specific topic and a tendency to switch to their native language when unable to express themselves accurately in English. In contrast, the results of the study reveal the highest percentage of agreement and strong agreement regarding participants' confidence when preparing and practicing before lectures or conversations. This is also reflecting in the responses to questions about the importance of reading and preparation before speaking, with 72.5% of the participants agreeing, which is also a high percentage. It is worth noting that certain questions in the study yield equivocal results with respondents exhibiting both agreement and disagreement. These include feelings of timidity and apprehension due to subpar pronunciation, insufficient enthusiasm during lectures, as well as challenges with constructing coherent sentences despite possessing knowledge of grammar rules.

The conclusion of this study is to explore whether or not the research findings answer the research questions "What are the factors that cause challenges to speak English among Undergraduates students in the College of Arts and Sciences, Msallata?"

To concluded from the results of findings and discussion, it could be summed up that the learners encounter challenges in English speaking which causes some factors. They are psychological and cognitive. The questionnaire questions deals with these factors. So, from what the result of the questionnaire shows. The students' limited vocabulary is the most significant factor contributing to their challenges speaking English. Also, according to the respondents of the participants, they face a great challenge in choosing the appropriate words that correspond to the topic while speaking. Grammar had a significant impact on their English speaking, as the majority tends to agree with a statement "I just want to speak when I think my grammar is correct." Fear of mistakes and not being understood by others while speaking had a high percentage of agreement regarding participants. Also, most of them agree with the statement that states the feelings of anxiety face the students while speaking. In addition,

the mother tongue also has a significant negative impact on their speaking in English, as they prefer to replace English with the mother tongue when they are unable to express themselves.

The results agree with those of (Alasmari, 2015) study. The study discovers that students frequently use their mother tongue language when they find difficulty in expressing their thought and ideas in English. Major oral barriers include their inability to use the target language in front others because they are afraid of making mistakes, their lack of command of necessary vocabulary, appropriate grammatical structures, and proper pronunciation.

It also supports with (Leong&Ahmadi,2017) lack of language practice is one of the reasons for the challenges, so they need ample opportunity to practice speaking.

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