



TECHNIUM
SOCIAL SCIENCES JOURNAL

Vol. 31, 2022

**A new decade
for social changes**

www.techniumscience.com

ISSN 2668-7798



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An Analysis of the Oral Communication Barriers in Face-to-face Communications Towards the Development of an Intervention Program in Speaking

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Abstract. This study aimed to unravel the speaking barriers experienced by the criminology students in face-to-face oral communications, the effects of these barriers in their speaking performance and the strategies they use to cope with these speaking barriers. Results from these queries served as bases in developing a remedial intervention program that aims to improve students' English-speaking skills and overcome their communication barriers most specially in face-to-face settings. To achieve these aims, this study used qualitative descriptive design with semi-structured interview as data gathering tool. Nine criminology students were interviewed. Results showed that the oral communication barriers experienced by these 9 criminology students in face-to-face communications with English as medium include lack of knowledge of the English language such as vocabulary, grammar, and pronunciation; limited content knowledge/topical knowledge; and psychological related constraints. Meanwhile, results showed that the oral communication barriers experienced by the criminology students result to misinterpretation of the meaning they want to convey and mental blackouts. Findings also showed that the participants employ strategies in coping with the oral communication barriers and in avoiding being misinterpreted and mental blackouts, these include watching English movies, reading, practicing oneself to speak in English alone, googling, and interacting with others.

Keywords. oral communication barriers, communication strategies, remedial intervention program

1. Introduction

The English language is considered as the lingua franca of the world. It is the language used all over the world and it has attained the status of the global language. Being able to speak this language fluently can offer a countless opportunity to get employment because English is considered as the foundation in achieving a better life (Rao, 2019). In the Philippines setting, English is well entrenched in the school curriculum, and has been used as one of the mediums of instruction. English is highly valued because it is functional and practical, and offers the students chances of career development. Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavours.

To this connection, speaking English is one of the important skills the students should master. There are a lot of languages around the world but it is the English language that the

students study. It is a common knowledge that being able to express oneself in spoken English is very important specially to students as it broadens their world, employment opportunities, social relationship, and cognitive and analytical abilities yet it continually draws attention. Learners need to acquire their communication skills with English as medium to be effective in their own fields or area of disciplines (Tahani, et al., 2020). Hence, speaking English is among the targets of language classes in the Philippine education system specifically in one of their education subjects, Purposeful Communication. To note however, this skill is not only emphasized in language classes but also in other subjects since students' inability or failure to effectively communicate in English is always pointed out. In a universal perspective, having high level of English oral skills enables one to participate in oral discussions like communicating his/her opinions, making arguments, and offering explanations. Being able to communicate orally in English specially in face-to-face communications with other people in the real situation and condition is highly important.

Oral communication transpires in either face-to-face or telephonic. In face-to-face communication, including video conferencing, students communicate on a personal or special level, and their dialogues are personal. They communicate their thoughts with their voice, facial expressions, and physical movements which means that they have to display the ability to speak, hear, see, act and move since face-to-face communication is both verbal and non-verbal. On the other hand, telephonic conversation allows the students to communicate through phone line or mobiles and they interact casually and in an informal way. In this digitalized age, communication has become faster and easier but notably that nothing can replace the value and impact of face-to-face communications. This shows that face-to-face communications in the traditional physical classroom environment are absolutely essential and will never become pure telephonic.

In face-to-face communication, Jiang et al. (2012) explained that speakers or communicators have better neural synchronization or coordination. This indicates that face-to-face communications just as in-class oral/speaking activities result in more effective and successful communication or transfer of knowledge. Moreover, face-to-face communication has traditionally been viewed as the most effective and efficient way to build social relations (Grieve, Indian, Witteveen, Tolan, & Marrington, 2013). This establishes the claim that effective communication in face-to-face is one of the primary components of the education equation, especially on students' performance.

Putting the concepts in Criminology, face-to-face oral communication is one of the activities criminology students typically engage in particularly in the classroom. They are required for in class-presentations such as reporting, recitations, debate and other activities that require English speaking. Communication not only in written but also in oral is the number one skill criminology students should polish in preparation for a criminology career. Criminologists should have the ability to impart or communicate orally information with authority to achieve successful outcomes. Thus, criminology students should include oral communication as a fundamental skill to refine their career for criminology. Effective oral communication in English among criminology students has imperative role in developing professional competence and for the provision of better service in their careers.

The cited explanations show that oral communication in face-to-face settings and with English as the medium is undeniably important to the criminology students. Criminologists should possess good English communication skills in order for them to express clearly and effectively (Dela Cerna, 2019). However, difficulty in speaking the English language is a common observation among students and the criminology students are not exempted from this

predicament. They often feel difficult in presenting a good image of them in regard speaking with English as medium and they avoid situations that require them to speak in English as such are recitations, discussions, and public speaking. They experience communication barriers which are disadvantageous for them in their academics and in their later careers.

Communication barriers are interferences in the process of communication that make communication useless. These exist if oral communication is not clear, meaning is not fully grasped or misinterpreted, and communication competence is defective or poor. In the classroom, oral communication barriers with English as medium make it difficult for students to get the most out of their education and the same way that some teachers fail to create engaging lessons and struggle to connect to their students. Given this scenario, studies have been conducted to identify the communication barriers and offer possible solutions. These barriers refer to anything that prevents or disables communicators to deliver the right message to the right person at the right time, or a receiver to get the right message at the right time.

Alriyami (2015) disclosed that the communication barriers that exist among the students at Sultan Qaboos University are language barriers, listening barriers, cultural barriers, and environmental barriers exist among. In Malaysia, Malek et al. (2018) revealed that the communication barriers that exist between students and lecturers include physical barriers, perceptual barriers, emotional barriers, cultural barriers, gender barriers, language barriers, and interpersonal barriers. In Thailand, Eamjoy (2016) revealed that communication barriers are include the process barriers, physical barriers, semantic barriers, and psychological barriers. Similarly, in India, Pal et al. (2016) disclosed that filtering, selective perception, information overload, emotions, language, silence, communication apprehension or anxiety, gender differences are factors that distort the message at any stage in the communication process.

In the Philippines, Chentez et al. (2019) disclosed that students in Saint Michael College of Caraga face communication problems in the classroom. They explained that communication apprehension leads the students to feel anxiety to communicate with other people and generate low development of simple communication skills while intercultural communication includes misinterpretation that can cause anxiety and feel free to socialize. Another problem they disclosed is that students prefer to speak their mother tongue instead of English which results to low level of social communication skill and proficiency in oral communication. Similarly, Separa et al. (2020) in the Polytechnic University of the Philippines of Bataan revealed that the communication problems of the students include culture of inferiority that trigger anxiety as they feel that their knowledge and skills in English are not enough and make them feel insecure of their abilities in speaking.

Meanwhile, in the field of criminology, Zorilla (2018) noted that first year criminology students are hard to speak in the English language. Most of the students still face speaking difficulties, which may be caused by inhibition, students are worry of making mistakes; students have nothing to say; low or uneven participation because of the minimum discussion time in speaking class and too much usage of mother tongue. The first-year criminology students when asked to share their thoughts and/or ideas on a certain topic tend to just say they do not have any idea. The worst is when they would just pretend, they are reading their notes or lower their heads and say nothing (Dela Cerna, 2019).

These oral or speaking barriers leave serious effects on students' communication performance. In Indonesia, Fauzia (2019) revealed that speaking anxiety as a speaking barrier affect students' performance, such that students with high anxiety have low performance and students with low anxiety have good performance in speech. Similarly, Sutarsyah (2017) found out that speaking anxiety give negative contribution to the overall students' speaking

performance achievement. Hasibuan and Irzawati (2019) disclosed that speaking anxiety affect oral language performance and learners' achievement. On the same point of view, Barot (2021) wrote that speaking anxiety can take a toll on the student's career. Speaking anxiety can cause the students to lose out on good job placements or even a stellar opportunity to showcase their talent.

With all the above concepts on communication barriers, the education world endeavoured to unravel strategies to cope with students' communication barriers. Communication strategies assist the language learners in the target language in delivering and receiving messages in spoken communication (Yuliandri, 2018). Strategies such as checking the pronunciation on Google helps the students to a self-correction process. Learners may also socialize with the native speakers to foster their knowledge and language development. In a study conducted by Pawlak (2018), he disclosed two speaking strategies used by students, these are metacognitive strategy and social strategy. Student used social strategy in a way that they cooperate and ask for clarifications or verification in case they do not understand something. The students become not too dependent on their mother tongue because this can hinder the flow of the communication. Metacognitive strategy focuses on language issues where the student used this to pointing out ideas or being brainstorming. It helps the student to help their mind actively and used this in vocabulary task. These two strategies were effective in communication process where it includes the terms of content, language, target language subsystems and self-evaluation to overcome the hindrances of communication. On other hand, Hayarame and Worasurt (2020) revealed that the strategies used by the students are classified into four such as role-play, small group discussion, storytelling and singing.

Given the concepts and studies on communication barriers, it became more apparent that speaking barriers are indeed academic and career-limiting among criminology students. Hence, this study deemed necessary to continually conduct studies related to English language communication as such is oral communications in face-to-face settings since this is one of the frequent activities the criminology students get engaged to. Moreover, there is a dearth of study that specifically centers on the oral communication barriers with English as medium experienced by the criminology students in face-to-face settings, thus this study was conceptualized. This study held the view that criminological communication is an important tool for a career in criminology as it is critical in analysing crime sciences, in conveying information and in communicating with the community and peers, and outside world. Hence, oral communication skills of the criminology students need be developed as early in the classroom level by identifying the oral communication barriers they suffer from, the effects of these in their communication performance and the strategies they employ to cope with these barriers and be able to participate and express themselves actively in oral discussions and presentations. It is aimed that this study's significant results serve as bases in identifying and crafting an intervention program which the criminology students who experience speaking barriers may use to overcome their English-speaking barriers.

Also, results of this study are significant to the criminology students as they will be informed about the learning strategies in managing speaking difficulties. The intervention program may serve to close the gap in their oral communications. The teachers in the College of Criminal Justice Education may be informed about the factors that seriously affect their students' English-speaking skills; hence, may provide any speaking exercise that would promote students speaking skills.

1.1. Statement of the Problem

1. What are the oral communication barriers in face-to-face communications the criminology students experience?
2. What are the effects of the oral communication barriers to the criminology students' communication performance?
3. What are the strategies the criminology students employ to overcome their oral communication barriers.

2. Methodology

This research utilized qualitative descriptive research design. The participants in this study were 9 criminology students in one of the private schools in La Trinidad, Benguet. A semi-structured interview was used to gather data. A guide questionnaire with formalized list of questions, however, was used not to lose track and adjustments were undertaken as necessary. In addition, the researchers used a recording device and field notes to write and affirm the statements of the participants.

Before the interview was conducted, the researchers asked the consent of the target participants to participate in the study. Each participant who agreed was oriented about the research and the processes in which they will be involved. After the participants have agreed, they were then interviewed individually by the researchers. There were two series of interview done to produce accounts of sufficient depth and breadth. Each interview lasted for at least 25-30 minutes. A follow-up interview for at least 10 to 15 minutes was also conducted for clarification purposes. During the interview, field notes and a recording device were utilized to record the conversation between the participants and the interviewee. Once the data were gathered, the researchers collected and compiled the data, translated all the interviews into extended texts and were transcribed. After which, the data were bracketed and then coded to get the common denominator or themes that provide important insights that address the research questions. Moreover, to establish the credibility of the results, member-checking was done. This is to ensure the participants have an opportunity to review what they said, add more information if they want to, and to edit what they said. Finally, the results of the analyses were used as bases in developing the remedial intervention program in speaking for the students who experience oral communication barriers.

3. Results and Discussion

3.1. Oral Communication Barriers in a Face-To-Face Communication. Based on the data gathered, the oral communication barriers faced by the criminology students in face-to-face settings were expressed into three themes: limited language knowledge, limited content knowledge/topical knowledge, and psychological related constraints. These themes were described and discussed in detail in the following sections.

Limited Language (English) Knowledge

Participants described the difficulties they experience in oral communications or in-class speaking activities and the factors associated to these difficulties. Three of the participants mentioned that they lack vocabulary knowledge as they do not know or not certain of the English term/words to use that would fit with their sentences and become meaningful while one participant said that he/she is not certain of the synonyms or English translation of the Ilocano words she/he is saying. These can be seen in the following participants' responses.

Excerpt 1

Participant 1: maysa nga difficulties nga problems ku ngay nga maranranasak...using jay English language ket jay ngay hanko ngay ammu nu anya bha jay word exact word nga gamitek ket nu kasla ngay ket kasla ngay medjo ma awatan jay di bha jay katkatungtung mo... (Of course, one difficulties or problems that I encountered is that when... using English language is I don't know the exact word that I will be using so that they can understand me).

Excerpt 2

Participant 2: Dagijay difficulties nga ma ekseperience ko ngay kit dagijay da ngay haan ko ngay mabalin nga ma e translate day Ilocano to English nga napasas...Kin nagado ngay pautal-utal ko ta haan ak mitlang nga confidence dagijay da synonyms or dagijay da English translation amamin nga ibagbagak (The difficulties that I experience is that I cannot translate Ilocano to English immediately...And I also stutter because I don't have confidence about the synonyms or English translations of the words that I will say)

Excerpt 3

Participant 3: ...ada jay times nga haan ko ammo no anya jay exact English word nga mae fit idjay sentenced nga narugiak (And another is that there are times that I don't know the exact English word that can fit to the sentence that I started

Participant 4 – Jay difficulties or problems nga ma en encounter ko...using the English language kit jay ngay... baka sabali ngay in jay meaning kuma jay ibagbagak idi in try ko nga intranlate ti English jay ideas ko (The difficulties or problems that I encounter is that the meaning of what I'm saying is different when I try to translate it in English)

Excerpt 4

Participant 5: The difficulties or problems that I have using the English language orally are lack of English vocabularies.

The given statements show that the participants are barred by their insufficient vocabulary in oral communications like in-class speaking activities which include reporting, explaining, reciting or asking questions. They lack knowledge of synonyms or other useful expressions to enhance the quality of their speech and create a more interesting image in the mind of the listeners. The result demonstrates the verity that one cannot communicate and express his/her feelings orally with limited vocabulary, contrariwise the more he/she masters vocabulary the more he/she can speak. Palmero (2019) highlighted that the students find themselves struggling to find appropriate English words, their choice of expression is severely limited, as a consequence they are unable to express their thoughts in orally mature vocabulary and they find themselves limited to expressing themselves in childishly simple language, thus they feel frustrated and uncomfortable. Poor word knowledge in the target language – English, causes encoding the message in a wrong way. Impelling themselves to think of a word to use may not even make a significant difference.

In essence, having an extensive vocabulary helps in expressing oneself clearly and communicating orally with clarity, and in giving concise thoughts with precision while lack of vocabulary bars or hinders effective communication. Vocabulary is an essential skill to participate actively in oral communications, it is the knowledge of words which the criminology students need to communicate effectively and express their ideas. As Alharbi (2021) postulated,

vocabulary is a necessary part of language use because lack of vocabulary knowledge leads to difficulty in learning a language [as such as is speaking].

Furthermore, results showed that wrong grammar is a barrier in oral English. One of the participants mentioned that he/she choose to be quiet than to commit grammar errors while another participant said that he/she loses the confidence in speaking the English language when she commits grammar errors. These can be observed in the following data extracts.

Excerpt 5

Participant 7: No jai maepanggep ti panag-usar ti English language idjay da reporting kasjay, no ada kayat ko ngay maibaga kit haan ko ngay mae point out nga kusto jay kayat ko kuma nga ibaga gapo ta English ti maosar...Isonga mamingsan kit mas pilpiliem nga tumalna nalang kaysa jay ibagam kit baka ma wrong grammar ka pay kasjay kit kasla madi kasjay (In using the English language in reporting, if there is something that I want to say, I cannot point out properly because I need to use English language...So sometimes I just choose to keep silent rather than committing wrong grammar and that is not good)

Excerpt 6

Participant 9: Jay difficulties or problems nga ma en encounter ko using the English language kit jay ngay ma aw-awan ak ti self- confidence ko nga ag sao ti English language ta mabuting ak ta baka kitdi no ag English ak kit ma wrong grammar ak... (The difficulties that I encounter when using the English language is lack of self-confidence in speaking English language because I'm afraid that when I speak English, my sentence could be grammatically wrong).

The above comments present that poor knowledge of grammar or lack of knowledge on how to put words together to create a grammatically correct sentence or strings of sentences and manipulating and distinguishing grammatical forms in appropriate ones greatly affects the ability to speak in English in face-to-face communications. It causes difficulties in in-class oral presentations such as answering questions orally, explaining and describing an event or a thing, asserting one's stance on an issue (debating), and reporting. It also instigates the loss of self-confidence and the choice for avoidance. Lack of knowledge in grammar causes sentences to be barely meaningful, incomprehensible or even pointless, which in turn can lead to misinterpretation. Hanifa (2018) averred that students feel withdrawn to speak because they did not master knowledge of grammar. They also do not have the eagerness to participate actively in the classroom for they have lack of knowledge in sentence pattern and formula of oral English. Grammar indeed is the basic unit of meaning and the utility of grammar is also to learn the correct way to gain expertise in a language in oral form.

Furthermore, translating into English is difficult, and it could be translated erroneously because of lack of knowledge in grammar or of the set of rules that make sense of sentences. This instance is illustrated in the following excerpt.

Excerpt 7

Participant 8: Jay difficulties or problems nga ma en encounter ko using the English language orally iij classroom kit jay ngay ma aw-awan ak ti self- confidence ko nga ag sao ti English language ta baka kitdi no ag English ak kit ma wrong grammar ak ngay or baka sabali ngay in jay meaning kuma jay ibagbagak no e try ko nga intranslate ti English jay ideas ko (The difficulties or problems I encounter when using the English language orally in the classroom is

that I am losing my self-confidence to speak in English because I might commit wrong grammar or the meaning would be different if I try to translate in English my ideas.

This is in line with Alico (2020) citing that lack of grammatical knowledge, causes translation problems. Students ineffectively translate what they mean because of lack of familiarity with grammatical functions and inconsistency in parts of speech.

Moreover, one participant mentioned that accent is a barrier to speaking English in face-to-face settings. This case is related to lack of knowledge of correct pronunciation. This may include correct phonation or production of the English sounds, word stress and intonations. This is clearly verbalized by Participant 3.

Excerpt 8

The difficulties or problems that I have experience or encounter when speaking in the classroom orally using the English language are the accent.

This statement exemplifies that poor pronunciation which may be caused by one's mother tongue (accent) hampers a speaker (students) to communicate himself/herself orally most specially in face-to-face communications like classroom speaking activities. Harte et al. (2017) commented that mispronunciation is a major cause of misunderstanding especially when one is speaking in a second language. One of the greatest causes of mispronunciation is mother tongue interference, and this mispronunciation could lead to catastrophic results. This equally denotes that poor pronunciation or pronunciation affected by first language is frustrating, subsequently impedes one from speaking.

To add, Nurullayevna (2020) postulated that correct pronunciation is a picture-puzzle consisting of four important elements which are the correct articulation, stress, intonation, and connectedness of speech. Thus, incorrect or poor sound production may give rise to serious comprehension problems than written speech which contains lexical or syntactical errors.

In sum, lack of language knowledge such as vocabulary, grammar, and pronunciation inhibit the participants (criminology students) to speak in English in face-to-face settings like in in-class speaking activities. Yumniamatillah (2017) explained that difficulty in pronouncing English words, lack of vocabulary, lack of self-confidence, and confusion of using grammar all contribute in the difficulties in speaking English; thus, leads to avoidance to participate in in-class speaking activities. Also, Tridinanti (2018) averred that difficulty in remembering words, understanding grammars and pronunciation leads to anxiousness in speaking the English language. Furthermore, it is clear that insufficiency of mastery of the target language, which is English, causes major issues in the translation of the supposed meaning to the target language.

Limited Content Knowledge/Topical Knowledge

One participant evidently alluded that one reason constraining him/her in oral communication specifically in in-class face-to-face communication tasks is his/her lack of knowledge of the topic. Also, another participant remarked that he/she did not review the topic, which eventually indicates that he/she lacks knowledge about the topic discussed at hand. These are elucidated in the following extracts.

Excerpt 9

Participant 1: ...the difficulties or problems I experience or encounter when using the English language are lack of confidence to answer and lack of knowledge about the topic.

Excerpt 8

Participant 3: The difficulties or problems that I have experience or encounter when using the English language are the nervousness and sometimes, I'm not ready to answer and I did not review the notes or the topics that they assign to me.

With the given statements, it must be clear that lack of content or topical knowledge constrains the participants in oral communications as they are muddled in conveying their answers and feel anxious. It limits them to take part actively in oral communications. Their lack of knowledge of the topic in discussion, however, is a result of their lack of preparation. This finds support in Fatmawati et al. (2020) disclosing that lack of preparation is a factor in students' self-doubt and anxiousness.

Furthermore, it can be inferred that lack of knowledge about the topic results to the inability to clearly and directly point out one's meaning. This is perceived in the excerpt below.

Excerpt 10

Participant 9: Such difficulties kit confidence in answering or confidence in explaining the terms are the things you are explaining also jay haan mo ngay ma e direct nga maibaga jay ngay egsak point jay irepreport mo ta han mo amu kaya aglikawlikaw pailang jay answer mon ngay haan nga haan nga direct on point kundi more explaining ganun ganun aginggana ati-atidog yan haan nga haan ngay nga kasla haan in maawawatan dagijay kuwa listeners mo or jay classmate mo nga mang dingding-ngeg kanyam”(Such difficulties is confidence in answering or confidence in explaining the terms or the things you are explaining and you cannot also speak or point out your ideas directly because you don't know your report, because you are just going around until it is too long and it is not understood by your listeners or your classmate who is listening).

In a word, the result establishes the condition that lack of knowledge of content results to losing confidence to not being able to speak, to repetitions of answers or words to confusion among the listeners. Lack of knowledge about the content or lesson being discussed impedes the participants from oral communications specially in face-to-face classroom speaking activities.

Psychological Related Constraints

Data showed that nervousness, losing confidence, and fear of making mistakes inhibit the participants to speak in English in face-to-face communications, as such is in classroom speaking tasks. These psychological related constraints are significantly captured in the following passages.

Excerpt 11

Participant 4: The difficulties that I experience in using English language one of the mostly nervousness that can cause also the self-confidence. Kase kunyare wala kang self-confidence ano yun magiging nervous ka and then di ka masyadong makarecite di ka masyadong maka report and you cannot explain well. And kapag nag nervous ka kit mabalin in nga kamali in jai naibagam kit gapo idjai kit kinatawanan dakan kasjai kit kasla karkaro ka maawan idjai focus (The difficulties that I experience in using English language is nervousness that can affect self-confidence, because of this I cannot recite, report and explain properly. And

when I get nervous, I might say wrong answer and my classmates will laugh at me and I will lose my focus).

Excerpt 12

Participant 7: No ag nerbyos ak pay kit sobra jay pautal-utal nga ikastak agsao kin kasla maawan in ngay nayon jay kayat kon kuma ibaga gapo ti nerbyos kit ma blackout in jay utak ko bigla. (And when I feel nervous, I also stutter too much and that affect what I want to say and my brain suddenly is blackout).

The accounts show that nervousness and lack of self-confidence are the most influential psychological factors affecting the ability to speak in English. These psychological sentiments hinder the participants to engage in English oral communication in face-to-face settings like recitations, reporting and in explaining properly. This case is in line with Humaera (2015) highlighting that self-esteem prevents students as they will consider that they have no knowledge in English and this greatly affects their own competence especially speaking. Low self-esteem negatively affects communication as it increases fear of interaction with others. Similarly, Akbari and Sahibzada (2020) said that lack of self-confidence affects the state of mind and it never allows a smooth flow of communication.

In addition, nervousness causes mental blackout and this affects how one speaks. This feeling holds the participants to speak specially with English as medium. They cannot communicate directly and cannot give and grab responses in a short time. Oxford (1999) in Isnaini (2019) mentioned that most language researches show a negative relationship between anxiety or nervousness and performance. Due to nervousness, they give wrong answers for nervousness is a common cause of racing thoughts and faster speech, which can make communication more difficult. People who are anxious may feel like they cannot keep up with their thoughts, consequently they speak much faster, which can cause stuttering or slurring and wrong answers. Moreover, it was revealed that nervousness results to wrong answers which also causes taunting in the classroom. They fear to be laughed at and this inhibits them in speaking English. This comment is in line with the report of Juhana (2012) stating that students are afraid of making mistake because they worry that their friends or classmates will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Fear to be laughed at can lead to losing confidence and feeling nervous, consequently to forgetting what to say and losing focus. As Fatmawati et al. (2020) explained, one factor that contributes to losing confidence in speaking English is being ridiculed by friends.

To conclude, the criminology students are not able to speak or participate actively in English speaking activities in the classroom specially in a face-to-face setting because they are limited or hindered by their psychological sentiments. This is in line with Getie and Popescu (2019) postulating that psychological barriers are due to the emotional character and mental limitations of human beings. These barriers result in absent-mindedness, the fear of expressing one's ideas to others, excitement and emotional instability — all accounting for an overwhelming number of communication problems. When the participants are suffering from mental disturbances, their communication is highly affected by the mental state that they are in.

3.2. Effects of the Communication Barriers Towards Communication Performance. The effects of the oral communication barriers experienced by the participants on their communication performance are expressed into two themes: incorrectly interpreted and forgetfulness. The following sections present and discuss these themes in more detail.

Incorrectly Interpreted

Participants mentioned their experience on the results of the oral communication barriers towards their communication performance. Two participants stated that due to the difficulties in language such as vocabulary, pronunciation and grammar as well as the emotional and psychological sentiments they have, they struggle in speaking clearly and fluently; hence, the message or ideas they want to convey are misinterpreted.

Excerpt 13

Participant 7: Speaking difficulties or oral communication barriers affect the way I communicate or discuss issues or topics in our class in a way nga no agdiscuss ak kit haan dan maawawtan jay ibagbagak ta gapo kadagitoi nga barriers kin no paminsan kit sabali in pay ti naawatan da kasjay (Speaking difficulties or oral communication barriers affect the way I communicate or discuss issues or topics in our class in a way that when I'm discussing, my listeners don't understand what I'm talking about and sometimes because of this barriers the listeners also interpret my discussion in a different meaning).

Excerpt 14

Participant 9: My speaking difficulties or oral communication barriers affects the way I communicate or discuss issues or topics in my class in such a way that when in discussing topics they don't understand much and sometimes they understand it in a different meaning.

The cited accounts specify that due to the oral communication barriers, misunderstanding and meaning problem occur because the listener does not assign the same meaning to the word as the speaker had intended. This misunderstanding occurs when there is no consistency to the message that is being delivered, listeners do not understand the message when the message goes off-topic and or shattered due to difficulties related to language knowledge and to psychological constraints. Buarqoub (2019) explained that a speaker is misunderstood because of his/her wrong choice of words or ambiguous words, mispronunciation of words, faulty translation, complicated messages and different individual linguistic abilities.

Forgetfulness

Another effect of oral communication barriers toward communication performance is observed in one of the participants' responses. Nervousness causes brain freeze or cannot get the words out to say them in the usual way,

Excerpt 15

Participant H: No ag nerbyos ak pay kit sobra jay pautal-utal nga ikastak agsao kin kasla maawan in ngai nasyon jay kayat kon kuma ibaga gapo ti nerbyos kit ma black out in jay utak ko bigla (And when I feel nervous, I also shutter too much that affect what I want to say and my brain suddenly blacked out).

This affirmation elucidates that anxiety or nervousness in speaking garbles meaning in a way that the whole message that is intended to be imparted is forgotten or would slipped away. Abraham (2020) wrote that anxiety can cause forgetfulness, and creates chaos in human minds.

Certainly, anxiety affects the students' speaking effort and performance as they would think less clearly and possibly make more mistakes.

3.3. Communication Strategies to Overcome the Communication Barriers. Based on the data gathered, three communication strategies in overcoming oral communication barriers evolved. These include: watching [English] movies, reading, practicing oneself, Googling, interacting with others. This section presents explications from participants' responses and detailed discussion of the themes.

Watching [English] movies

In the interviews, participants clearly mentioned the strategies they use in coping with their oral communication barriers in face-to-face settings like in in-class speaking activities, and be able to achieve successful oral communications. They shared that they watch English movies to learn the English language.

Excerpt 16

Participant 1: So I usually watch English movies like that.

Excerpt 17

Participant 7: Ti solutions that I have undertaken to be able speak in English with ease kit jay mabuybuya nga ag ususar da ti English language kasjay (The solution that I have undertaken to be able to speak in English with ease is reading and watching English movies).

Excerpt 18

Participant 8: Watching movies English movies are ay movies basta ada ngay ti translated English na ay ada English Sub-title na tapos dajigay American movies (Watching English movies or movies that have English sub-titles).

Excerpt 19

Participant 6: The solutions I have undertaken to be able to speak English are...watching English movies.

These responses express that watching English movies and or movies with English subtitles enhances the participants skills in the English language specifically in speaking and helps them in overcoming their oral communication barriers. Watching movies is helpful in learning the English language in general, it has positive impact in overcoming oral communication barriers related to lack of knowledge about the language as it has the ability to present or teach correct pronunciation in context, new mounts of words and expressions, and sentences. Notably however, watching movies is hardly enough proven and mentioned by the participants in overcoming psychological related barriers like anxiety. Nonetheless, some studies like Inage et al. (2013) in Japan mentioned that the undergraduate students from five universities enjoy watching movies and it has increased their motivation to learn the language. In a similar case, Nooreiny et al. (2015) in Nath et al. (2017) disclosed that through out-of-class activities including watching western movies developed positive attitudes and high motivation in learning the English language.

Reading

Reading is another strategy in overcoming the oral communication barriers which evolved from the interview with two participants. In this type of strategy, speaking skills like pronunciation are exercised.

Excerpt 20

Participant 3: The solutions I have to do is to read.

Excerpt 21

Participant 8: Ti solutions that I have undertaken to be able speak in English with ease kit jay agbasa-basa (The solutions that I have undertaken to be able speak in English with ease is reading).

The statements agree with the common thought that love of reading books helps in developing good communicative skills in English. This helps a person to learn the English language better and helps him construct better sentences and paragraphs essential in future career. Thus, the participants find reading a helpful and practical strategy in conquering their oral communication barriers specially in face-to-face classroom situations as the English books or English reading materials enhance their knowledge of vocabulary, proper pronunciation of the words, and grammar. It likewise adds their knowledge of various topics or concepts which they may use as bases or point of reference in their later speaking activities. Mart (2012) postulated that a learners' vocabulary knowledge, which is important in communication, is developed through reading. This shows that fostering improvement in word knowledge through wide reading has the potential for fostering improvement in speaking skills.

Interestingly, in relation to the two strategies discussed earlier, explaining and restating what is being understood from the movie watched or books read are ways of enhancing English skills to be able to speak the language with ease. This is illustrated in the following response by Participant 3.

Excerpt 22

The solutions I have to do is to read books, watch English movies. I try nga I explain or restate dagijay naawatan ijay nabasa ken nabuya (The solutions I have to do is to read books, watch English movies, and try to explain or restate what I have understood from what I read or watch).

Restating in one's own words and explaining to oneself what has been read or watched could improve knowledge of vocabulary, syntax or sentence, and pronunciation. This gives the participant the chance to find words and connect these words to create a comprehensible sentence or string of sentences. Restating means expressing the same idea in different words and different sentence structures, but not necessarily in a shorter form.

One more related activity to reading and watching English movies is consulting dictionaries for difficult or unfamiliar English terms encountered from English reading materials and English movies. This is elucidated in Participant 5's response.

Excerpt 23

So nga ti daduma nga kasla nga coping mechanism ko adi kit jay agbasbasa kasjay, tapos jay mamingsan kit dagijay da mabuybuya, tapos no ada ti mabasak man or mangeg ko

nga English word nga haan ko nga unay maawatan kasjay kit kitak ngay jay dictionary kasjay (So, my other coping mechanism is reading, watching, and then if I read or listen English words that I cannot understand I check the dictionary).

The statement shows that checking the dictionary for the meaning of difficult terms is found helpful in improving one's knowledge of vocabulary. However, dictionary provides more than knowing the meaning since it provides information on word derivation, pronunciation, grammatical forms, etymologies, syntactic peculiarities, variant spellings, synonyms and antonyms. It also shows how the word is used in a sentence. By these ways, the participant could improve his/her speaking skills and overcome oral communications barriers specifically those related to language rules.

As Tulgar (2017) explained, dictionary use has been recognized as a strategy in enabling language learners to develop language skills and knowledge such as phonetics, pronunciation, word roots, grammar and register besides providing the meaning of the searched vocabulary item. Dictionaries can equip learners with increasing their vocabulary knowledge and appropriate language use, which helps improve their speaking skills.

Practicing Oneself

The participants help themselves without relying or expecting help from anyone. This shows that they overcome their oral communication barriers through self-learning like speaking the English language to oneself or "soliloquy", practicing alone before speaking to an audience, and composing own sentences in English.

Excerpt 24

Participant 6: Solutions ko ngay nga inararamed ko ngai kit, kasla maminsan kit agsasao ak nga agmaymaysa, e pepractice ko ngay ti sarilik nga agsao ti English. Hatno makitak mitlang ti sarilik no fluent tak, tapos no kailangak pay lng ba nga e practice hatno mas further ngai nga makuwak ti skills ko ti English (The solutions that I undertake is to practice my speaking English on my own so that I will observe myself if I speak fluently or I need to practice more of my skills in English)

Excerpt 25

Participant 7: The solution that I have taken or I am taking until now to be able to speak English with ease is that before I do some reporting or talking in front of the class or audiences ag pracpractice ak pay kin sakbay ko nga irugi jay kayat ko nga ibaga kit panonotik pay day whole nga sentence ko dijay lang" (The solution that I have taken or I am taking until now to be able to speak English with ease is that before I do some reporting or talking in front of the class or audiences, prior to that I do some practicing and think carefully of the sentences).

Excerpt 26

Participant 9: Composing my own sentence using English language.

Excerpt 27

Participant 1: I will practice it before I will do the reporting or discussion...

These lines from the participants show that self-education or self-teaching complements or serves as an alternative to formal education, and these helps them in coping with their oral communication barriers specially in face-to-face in-class speaking activities. Self-learning such as talking in front of the mirror and trying hard to speak English language can enhance the participants speaking ability in English. It develops their vocabulary when they are trying to

construct a sentence and checks their pronunciation. Raja (2017) explained that students can overcome barriers in speaking in public using English language by practicing themselves on how to pronounce words. Namaziandost et al. (2018) explicated that the students can improve their language skills in addition to their social interaction skills through vigorous writing practice since oral and written skills share equal strategies such as topic choice and giving remarks. Writing is a very authoritative factor in supporting speaking. Thus, composing sentences can be highly beneficial in advancing speaking proficiency. It helps students to progress significantly to accurate grammatical structures and vocabulary items.

Googling

Another significant strategy which arose from the data is using the internet or googling. In today's generation, online education (like surfing the internet) has vastly expanded and is trying to get the place of traditional methods of learning. Undoubtedly, one participant adheres to consulting the internet.

Excerpt 28

Participant 9: ...I visit Google...whenever I don't know the exact term of the word that I will use in the sentence.

This extract implicates that googling for meanings is advantageous as it increases knowledge of vocabulary which in turn aids in sentence construction. The internet provides a wide range of information/knowledge both in contents or topics but also language in general, thus this strategy helps in overcoming oral barriers in communication. In support, Kasanga (1996) in Jamalifar and Chalak (2014) disclosed that internet usage increases language use and it facilitates the acquisition of another language. Also, other researchers mentioned that the internet makes language learners to use the language in real communication situations (Wiburg and Butler-Pascoe, 2002 in Jamalifar & Chalak, 2014).

Interacting with Others

The phrases communicating to others who are fluent in speaking English and speaking in English with family members led to the conceptualization of this theme. Socializing or interacting with others allow the practice or use of the English language thus help in coping with oral communication barriers. This theme is acquired in the following data.

Excerpt 30

Participant 5: ...tapos idjay gamin balay me mitlang kit dagijay ususarin da auntie, ni lola me idjai da kaanakan me kit English isonga kasla nga iso mitlmg nga maysa nga nakasanayan me ngai nga sao no kasao me jay kaanakan me kit English ti usarin me isonga kasla maisa mitlmg diyay nga rason no apai nga mas naging mas naging fluent ti panag sao ti English nim diyay ngarod haan nga maiwasan mamingsan jay nerbyos” (In our house, my aunt and grandmother use English language in communicating with our nephews that is why it is like I am fluent in English but sometimes we cannot avoid to feel nervous.

Excerpt 31

Participant 6: ...tapos maki communicate mitlang ngai ti daduma nga tatao nga more on... English ti language da” (I communicate to other people who are fluent in speaking English).

These data show that oral communication barriers can be overcome by communicating with others like with family members who are using the English language. This is another way of practicing speaking the English language in a very realistic situation in which no preparations are done. The participants bank on what they already know and immediately search for words and arrange these words to form a sentence. They practice their communicative competences which are necessary in other speaking activities specially those without preparations like in-class speaking activities. Yuliandri (2018) explained that learners must also manifest their socio-affective strategies by socializing with the native speakers [and with anyone who speaks English] to foster their knowledge and language development, and overcome oral communication barriers. Furthermore, Hamid (2015) disclosed that students learn new vocabulary and improve their English-speaking skills by social interaction or socializing with other people.

Students communicating with native speakers or people with advanced knowledge of the English language will get them to be accustomed to the natural way of using English words and expressions they learned in the communication context, and how they are used in a normal and more realistic daily conversations as such are classroom speaking activities. Communicating with people speaking in English (not necessarily native speakers) would make it easier for them to remember words to be used in any context of a dialogue.

3.4. Summary of Results

Results showed that the oral communication barriers that the participants experience in face-to-face class communications include limited knowledge about the English like vocabulary, grammar and pronunciation; inadequate knowledge of the topic being discussed; and psychological-related constraints like nervousness and lack of self-confidence. It was correspondingly revealed that these oral communication barriers affect their communication performance as they experience being misinterpreted or misunderstood by their listeners and they have tendencies to experience mental blackout or forgetfulness of what to say. Despite these experiences in oral communications, they find ways on how to overcome or to cope with these inhibitions and be able to communicate their thoughts. Hence, the participants watch English movies to improve their English skills, they read English materials, check the dictionary for meanings they encounter in their readings and in watching movies, they use the internet to learn more, and they communicate to other people who speak the English language.

Based on these results and analyses, a self-directed remedial intervention program in speaking for students who experience oral communication barriers was developed. This program presents the purpose, speaking contents and activities, and suggested schedule for taking the speaking tasks.

Attached to the program are the suggested activities, which are in the same way strategies, to improve speaking skills in face-to-face settings and overcome oral communication barriers. These activities were selected from various English learning materials, and they were modified to fit with the context of the study and address the difficulties that bar the participants and the criminology students who experience oral communication barriers specially in face-to-face communications with English language as medium. The activities as strategies for learning the English language serve as aid to oral communication barriers to avoid misinterpretations and mental block outs during speaking moments like in-class face-to-face speaking activities.

To note however, this developed self-directed remedial intervention program in speaking needs to undergo for validity and acceptability to determine and establish its merit and utilitarian qualities in addressing the identified barriers in oral communications.

Conclusions and Recommendations

Based on the findings, it is concluded that unfamiliarity or lack of knowledge of the English language and psychological related concerns hinder effective face-to-face communications as such are in-class speaking/oral activities. These communication barriers cause misconstruction of the intended meaning and forgetfulness specially at the moment of speaking, thus communication strategies or plans, specifically a remedial program, could be used to address students' difficulty in speaking.

Given these deductions, it is recommended that the students may enhance their speaking skills and overcome their oral communication barriers by using the English language in their everyday communications that necessitate English as the medium of communication, participate in any English language trainings that do not only emphasize spoken English but on the areas which they perform poorly like vocabulary, pronunciation and grammar to help them achieve successful communication, avoid being misinterpreted and mental block outs, and unravel or explore other speaking strategies that will improve or correct their errors or lacking areas in English speaking. Also, the developed self-learning remedial intervention program in speaking may be supported by the Criminology department and the institution in general as supplement to what the students receive in the classroom.

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