

Conquering Communication Barriers: The English Quarantine Al Badriyah Program to Enhance Speaking Skills

Edi Sukmojati^{1*}

(State Islamic University of Mataram, Indonesia)

Hery Rahmat²

(State Islamic University of Mataram, Indonesia)

*(edysukmojati@gmail.com)

ABSTRACT

Amidst the rapidly evolving global landscape, proficiency in English language skills has become indispensable for accessing information, facilitating effective communication, and engaging in global interactions. This necessity is particularly pronounced for students in Lombok who actively participate in diverse sectors such as agriculture, academia, and trade. Understanding the importance of English proficiency in these contexts, this study explores the communication barriers experienced by students during their learning process. It investigates the underlying factors that impede the development of their speaking skills. The qualitative study involved eighteen participants enrolled in the English Quarantine Al Badriyah (EQAB) Program, with eight selected as primary informants for detailed interviews. Data collection methods included closed-ended questions and semi-structured interviews, which were meticulously transcribed and analysed using data reduction, data display, and conclusion-drawing techniques. The research revealed several significant barriers hindering students' English-speaking skills, including nervousness, lack of vocabulary, and shyness. Conversely, the study identified motivation factors, positive feedback and agreeable activities as pivotal elements that could effectively enhance students' speaking proficiency. This study underscores the critical role of English language proficiency in empowering students to overcome barriers and actively participate in global discourse. By addressing these challenges and leveraging supportive factors, educators and stakeholders can better facilitate the development of robust English communication skills among students in diverse educational and professional settings.

Keywords: Communication Barriers; Enhancing English; Speaking Skills.

INTRODUCTION

Nowadays, English is no longer just an additional skill but a vital necessity in the era of globalization. During rapidly developing global conditions, English language skills and proficiency are the keys to accessing information, communicating and participating globally (Saragih, 2022; Santiana & Marzuki, 2022, October). As a result, preparation efforts are needed for the contestation. In the context of the area, English has a vital role, especially in the tourism sector, which is proliferating. Tourist destinations such as the Mandalika Circuit and Kuta Beach attract many tourists from various parts of the world. In this context, English cannot be ignored. There is some rationality; for example, English facilitates interaction between residents and foreign tourists, makes it easier to provide information and directions, creates a better tourism experience in Lombok NTB, and supports the promotion of local tourism internationally through social media and websites in English (Ariyani, 2021).

Furthermore, English expands global and local economic opportunities in Lombok by increasing local businesses through restaurants, lodging, souvenir shops, and other attractive tourist services for foreign tourists. Apart from that, English also facilitates cross-cultural cooperation and knowledge exchange through student exchanges, seminars and workshops, which help broaden horizons and enrich local culture with international influence (Nasution, 2018). Mastering English increases competitiveness in the global job market, especially in Lombok's tourism and related industries. With these capabilities, communities can better interact with foreign tourists, expand economic opportunities, and encourage cross-cultural cooperation. Therefore, English learning needs to be encouraged in Lombok (Siregar, 2023).

However, the reality is that many regions in Indonesia, including Lombok, still need more access to and the ability to speak English. First, access to formal education can be an obstacle for many people, especially in rural areas or disadvantaged community groups. Zhou et al., (2022) stated that a lack of equal access to quality education can limit opportunities to learn English effectively. In addition, the quality of English teaching can also vary, depending on resources, teacher qualifications and the curriculum used. This can lead to significant differences in English language skills between individuals or groups. Other factors include infrastructure and access to technology, which may need to be improved in some areas, hindering access to quality English language learning resources.

Meanwhile, Shadmanov, et al., (2020) said that economic factors are also considered because accessing English language learning courses or resources can financially burden some who are less well off. Finally, social and cultural factors, such as stigma against learning English or the priority given to local languages, can also influence a person's motivation and ability to learn English as a student in Lombok who is involved in society, such as farmers, academics, traders, how important it is to have English language skills. Therefore, one of the Islamic boarding homes in Lombok, Ponpes Al Badriyah, was built to improve English-speaking skills in the English quarantine program. This program is called English Quarantine because all students live in one room, where English is taught in the afternoon and evening. This English language quarantine program lasts for six months; when this period ends, it will continue with the next period, so the aim is that all students at the Al Badriyah Islamic boarding school will receive exceptional and equitable English language education. Here, all students are from various social and educational backgrounds.

The biggest challenge faced by these students was in terms of speaking skills. Although some have a basic understanding of English, most need help expressing their thoughts and ideas orally (Firdaus & Melani (2024). Therefore, the researchers initiated an extensive research endeavour to address communication barriers by implementing a meticulously designed English quarantine program. This program focuses on enhancing speaking skills through targeted interventions. The initiative seeks to provide a robust framework for overcoming language-related obstacles in diverse communicative contexts by systematically improving linguistic proficiency and conversational fluency. Several studies have been conducted on the strategies and challenges experienced by educators when teaching speaking.

Nasution et al., (2022) identified personal challenges as the primary hindrances faced by students, including anxiety, limited vocabulary, perceived difficulty in verbal expression, grammatical errors, underestimation of their ability to present information coherently, and lack of confidence (Sukmojati, et al., 2023; Muthmainnah, et al., 2022; Syafryadin & Santiana, 2023). The students recognised that their primary challenges are personal, with linguistic, environmental, and interpersonal limitations closely following. Furthermore, Ahsan et al., (2020) stated that the majority of students indicated a minimal and unfavourable connection between their English-speaking abilities and characteristics such as shyness and lack of confidence. As shyness and lack of confidence decrease, speaking achievement increases, while as shyness and lack of confidence increase, speaking achievement decreases.

Moreover, Prasetio (2020) state that teaching the activity, the topic, the encouraging activities, and the positive feedback given to the students after the activity are the first steps in implementing speaking skills. The researchers discovered two issues with the problem that showed considerable appearances. The issues were reluctance and a need for more material for speech. Kardiansyah & Qodriani (2018) added that the primary component discovered is motivation or the internal push that spurs TEC members to engage in this activity with fervour. They typically follow every activity the club offers with self-willingness, encouragement, or, at the very least, a specific goal in mind. As previously mentioned, motivation serves two purposes in the context of learning a second language: integrative and instrumental function.

METHOD

The goal of qualitative research is to gain a thorough understanding of the research subject through observation and interviews, as well as the analysis of non-numerical data, to reveal meaning and interpretation from the participant's perspective. Moleong (2015) specifies that qualitative research seeks to explain phenomena related to research participants' experiences, such as their behaviour, perceptions, motives, and actions. The researcher employed a qualitative descriptive method. This method employs a variety of techniques to systematically describe the conditions or phenomena under investigation, as well as to collect and evaluate information and draw conclusions based on the findings.

Researchers used three instruments to collect data: observation, interviews, and documentation. Apart from that, participant observation techniques were used in this research, where the researchers were involved directly and became tutors for 6 months to carry out observations. This research involved 18 participants in the English Quarantine Program at Al Badriyah Rarang. However, in the interview stage, the researcher selected eight students from this group to be used as samples for qualitative

descriptive analysis. The decision to focus on this smaller section allows for a more detailed and manageable examination of the participants' experiences and insights. Information was collected through semi-structured interview recordings and closed-ended questions that were descriptive transcripts. Researchers take other steps in data analysis, including data reduction, visualization, and conclusions. Ultimately, greater emphasis is placed on data analysis during the field data collection. In this investigation, researchers used Miles & Huberman's (2014) tripartite approach to data analysis, which includes three stages: data reduction, data visualisation, and conclusion formulation.

RESULTS AND DISCUSSION

Enhancing Speaking Skill

After obtaining and analysing the research data, the researcher must discuss the findings for the second research question. Khaerana & Nurdin (2018) claims that group discussions, storytelling, and reading aloud improve speaking skills. After implementing these activities, students' speaking abilities improved, including grammatical accuracy, pronunciation, vocabulary mastery, fluency, and the ability to organise ideas while speaking. Students also reported feeling less anxious and more motivated to learn English. That result is in line with Alnatour (2018). This beneficial effect reinforces the teacher's responsibility to use appropriate teaching strategies and create a supportive learning environment. He shares this opinion based on classroom observation results—only a few, such as motivation factors, positive feedback, and enjoyable activities.

Motivation Factor

In this study, the researchers found motivational factors for enhancing speaking skills; from the observation, the researcher found that students who have a personal interest in learning English tend to speak more actively in class. Some students are motivated by a desire to continue their education abroad or an interest in the culture of English-speaking countries. In addition, researchers also found that rewards such as good grades and praise from teachers and peers are motivating factors. Students rewarded for their efforts in speaking English showed increased self-motivation and speaking skills (Alshenqeeti, 2018; Pauziyah & Zifafiyah, 2024). Furthermore, based on the interview, some subjects of motivation factor in the learning process.

Excerpt 1

"I want to be active in class discussions and be able to speak fluently when asked by the teacher. (P1)

"I want to take part in a competition and become more confident when speaking in public. (P2)

"I want to be able to present well in front of the class and not be nervous when speaking." (P3)

"I want to be able to actively participate in extracurricular activities and class discussions." (P4)

This finding is relevant to earlier studies on motivation, the internal encouragement that spurs TEC members to engage in this activity with fervour. They typically follow every activity the club offers with self-willingness, encouragement, or, at the very least, a specific goal in mind. As mentioned, Kardiansyah & Qodriani (2018) clarify that motivation serves two purposes in second language acquisition: integrative

and instrumental. Meanwhile, several variables that influence students' willingness to learn a second language are examined in another study by Kumar (2021). Motivation plays a significant role in this phenomenon and is frequently essential to its growth.

Positive Feedback

In enhancing speaking skills, research also found positive feedback for students; from observation, the researcher found that positive feedback helps reduce public speaking anxiety. Students appear more relaxed and less afraid of making mistakes because they know they will receive a positive response from the teacher. It is consistent with Januariza and Hendriani (2016), who state that teachers must convince their students that making mistakes is not wrong or bad. Furthermore, researchers also found that students who receive positive feedback show significant improvement in their speaking skills. They are better at constructing sentences, using appropriate vocabulary, and speaking fluently. In addition, based on the interview, some subjects of positive feedback in the learning process.

Excerpt 2

"Positive feedback made me more confident and motivated to continue practising. When I know that someone appreciates my efforts, I felt more enthusiastic about improving my speaking skills."

(P5)

"Positive feedback gave me confidence that I was on the right track. This was very helpful when I had to speak in front of many people"

(P6)

"Positive feedback from teachers and friends made me feel braver to speak in front of the class. I became more confident in my abilities."

(P7)

Prasetio et al., (2020) stated that the results are in line with earlier studies, which indicated that the implementation of speaking activities began with the activity's instruction, which also provided the topic, encouraged students with pleasant activities, and provided support in the form of positive feedback after the activity. Additionally, Sallang & Ling (2019) reported in another study that there is a correlation between students' instrumental motivation and immediate constructive feedback and an influence of immediate constructive feedback on students' instrumental motivation when speaking English.

Agreeable Activities

The last researcher found agreeable activities could enhance speaking skills. Based on the activities used in the English community, namely role play, interactive games, group discussion, and telling stories, the researcher found that students' observations could show how the implementation of speaking activities used in the English community of English Quarantine Al Badriyah of speaking activities is.

a) Role Play

Role-play activities, where students act as characters in certain situations, were very popular with students. They felt freer to express themselves and were more motivated to speak.

- b) Interactive games
Games like "Charades", "Taboo", and "Word Association" made students more enthusiastic and actively involved in speaking. These games also help improve their vocabulary and fluency.
- c) Group discussion
Discussions in small groups about interesting topics such as films, music, or current issues made students more courageous in expressing opinions and arguing in English.
- d) Telling stories
Students who used storytelling techniques were able to articulate words more clearly. They were more aware of intonation and rhythm in speaking, which made their stories more interesting.

In addition, based on the interview, some subjects had pleasant learning activities.

Excerpt 3

"I often felt shy because I was afraid of being the centre of attention or afraid of being judged by my friends." (P1)

"I felt embarrassed because I was afraid of making a mistake or not being appreciated by my friends. It felt like everyone would judge me if I spoke in public." (P2)

"I often feel embarrassed because I'm afraid of being laughed at or made fun of by my friends if I make a mistake or can't answer a question well." (P5)

"I felt embarrassed because I was afraid of being the centre of attention and afraid of not being appreciated by my friends if I spoke in front of the class." (P8)

Various experts support the concept of "agreeable activities" in speaking, which involves creating enjoyable and engaging classroom activities to enhance students' speaking skills. For instance, Razi et al., (2021) emphasize the importance of designing communicative and enjoyable tasks for students. He suggests that tasks should be challenging yet achievable and provide opportunities for students to use language for meaningful purposes, such as expressing opinions or sharing information with others.

Experts like Indrawati (2020) also highlight that speaking is a fundamental part of daily life and that students should be encouraged to engage in activities that mimic real-life interactions. This approach helps students develop fluency and confidence in their speaking abilities by practising in relevant and enjoyable contexts. Furthermore, using games and role plays is another agreeable activity that experts support. For example, the "Find Someone Who" game, which involves students asking and answering questions to gather information about their peers, is a popular activity that fosters oral interaction and language practice (Apriyanti, 2018).

In summary, agreeable speaking activities, such as games, role plays, and other engaging tasks, are essential for enhancing students' speaking skills. These activities should be both challenging and enjoyable, mirroring real-life interactions and providing opportunities for students to use language for meaningful purposes.

Conquering Communication Barriers

This section explores the relationships between the research's findings and those from earlier studies backed by experts' remarks and researchers working in comparable settings. These conversations shed some light on the obstacles faced by the students in the English-language program in Al Badriyah Rarang, East Lombok. This study aims to explore the obstacles that English Quarantine students face when trying to teach speaking skills.

Nervous and Lack of Vocabulary

In the learning process, the nervous system plays a vital role in students' success in enhancing their speaking skills. In this study, the researcher found that students exhibit various physical signs such as shaking, sweating, and rapid heartbeats. In addition, the researcher also found a lack of vocabulary in the study. The observation research found that some students use body language or gestures to help convey messages. Based on the interview, some subjects were nervous and lacked vocabulary during the learning process.

Excerpt 4

"I was nervous because I was afraid of making a mistake, afraid of being judged, and afraid of not being able to control the situation." (P2)

"I felt nervous because I won't be able to convey the message clearly and worry about my friends' reactions to my delivery." (P4)

"I felt nervous because I was afraid of saying something wrong, afraid of not being able to organize my words well, and afraid of being the centre of attention." (P6)

"I was nervous because I won't be able to maintain the audience's attention and I was afraid I'll fail to convey the message." (P7)

"I felt nervous because I'm afraid of other people's judgment, afraid of being the centre of attention, and afraid of losing my words in the middle of a presentation." (P8)

"I often found it difficult because of my lack of vocabulary. Sometimes I didn't know the right words to convey my ideas or opinions." (P1)

"I often found it difficult because I didn't know much of the vocabulary used in formal language or when discussing in class." (P3)

"I found it difficult because sometimes I didn't have sufficient vocabulary to convey my opinions clearly and in a structured manner." (P6)

The findings align with other studies; as per Nasution et al., (2022), students' primary obstacles were personal ones, such as anxiety, inadequate vocabulary, inability to speak clearly, grammatical errors, underestimating the importance of systematically delivering information, and lack of confidence. The students acknowledged that the most significant obstacles they encounter are personal ones, followed by linguistic, environmental, and interpersonal constraints. They claimed that it was challenging to become more confident since they felt incapable of speaking English naturally and were constantly worrying about pronouncing words correctly or applying proper grammar structures. In another study, Hadi, et al., (2020, August) reported that several students had trouble delivering oral presentations. They are a)

insufficient vocabulary, b) nervousness, c) inadequate comprehension of their research topic, d) lack of confidence in giving an English presentation, e) subpar presentation, f) lack of eye contact, and g) poor speaking abilities, including mispronouncing words.

Shyness

In ELT, shyness has become a serious barrier for students in learning English speaking. From observation, the researcher found that some students tend to avoid situations that require them to speak in public. For example, when they are asked to move forward, students point to the friend next to them first. Therefore, based on the interview, some subjects faced shyness during the learning process of learning English speaking.

Excerpt 5

"I often felt shy because I was scare of being the centre of attention or afraid of being judged by my friends." (P1)

"I felt embarrassed because I was afraid of making a mistake or not being appreciated by my friends. It felt like everyone would judge me if I spoke in public." (P2)

"I often felt embarrassed because I'm afraid of being laughed at or made fun of by my friends if I make a mistake or can't answer a question well." (P5)

"I felt embarrassed because I was afraid of being the centre of attention and afraid of not being appreciated by my friends if I spoke in front of the class." (P8)

In the findings relevant to Ahsan et al., (2020) and Anshori (2023), additional speaking obstacles in English are also noted. Most students reported that the variables of shyness, lack of confidence, and success speaking English had a negligible and negative association. Since speaking achievement falls when shyness and lack of confidence rise, speaking achievement rises when these factors fall. Furthermore, as per Sampelolo et al., (2021), there exist several impediments to speaking English, which include: 1) Linguistic difficulties (poor grammar, lack of vocabulary) and psychological barriers (anxiety, shyness, nervousness, lack of confidence, fear of making mistakes).

CONCLUSION

In conclusion, the researcher provides a summary of the research findings based on the statement of the problem: The students of English Quarantine Al Badriyah had to overcome several obstacles to acquire the ability to speak English. These obstacles included shyness, lack of vocabulary, and nervousness. In the meantime, a few factors could potentially improve the learning of speaking skills among students. These factors include motivational factors, accepting feedback, and agreeable activities.

REFERENCES

Ahsan, M., Asgher, T., & Hussain, Z. (2020). The Effects of Shyness and Lack of Confidence as Psychological Barriers on EFL Learners' Speaking Skills: a Case Study of South Punjab. *Global Regional Review*, 2, 109-119.

- Alnatour, A. (2018). Students' Level of Anxiety Towards Learning English as a Foreign Language: Students' Perspectives. *US-China Foreign Language*, 16(3), 131-140.
- Alshenqeti, H. (2018). Motivation and Foreign Language Learning: Exploring the Rise of Motivation Strategies in the EFL Classroom. *International Journal of Applied Linguistics & English Literature*.
- Anshori, M. I. (2023). Improving Students' Speaking Ability through Morning English Program Extracurricular Activities in Indonesia. *Educational Challenges*, 28(2), 22-36.
- Apriyanti, H. (2018). The Effectiveness of "Find Someone Who" Game Toward Students' Speaking Skill (An Experimental Research of Seventh Grade Students Junior High School at SMP Negeri 1 Kelapa Dua Tangerang) (*Doctoral Dissertation*, Universitas Islam Negeri "Sultan Maulana Hasanuddin" Banten).
- Ariyani, E. (2021). Pelatihan Bahasa Inggris Dasar Bagi Anak Usia Dini di Pesisir Pantai Ampenan-NTB. *Jurnal Pengabdian Kepada Masyarakat Radisi*, 1(3), 240-248.
- Firdaus, F., & Melani, M. (2024). Students' Perception of Applying Teacher-in-Role During English Learning Process: A Descriptive Study of Middle School Students. *JELITA: Journal of Education, Language Innovation, and Applied Linguistics*, 3(1), 41-52.
- Hadi, M. J., Rizka, B. H., & Tarmizi, T. (2020, August). "I Feel Nervous and Lose My Ideas When Having Presentation": Mapping Senior Students' Challenges in Academic Oral Presentation in English. In *1st Annual Conference on Education and Social Sciences (ACCESS 2019)* (pp. 20-23). Atlantis Press.
- Indrawati, I. (2020). Developing Students' Speaking Skill of Grade Xi at Sman 2 Tolitoli by Using Describing Picture. *Jurnal Madako Education*, 4(1).
- Januariza, Y., & Hendriani, S. (2016). Student' Anxiety in Learning Speaking. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 468-474.
- Kardiansyah, M. Y., & Qodriani, L. U. (2018). English Extracurricular and Its Role to Improve Students' English Speaking Ability. *RETORIKA: Jurnal Ilmu Bahasa*, 4(1), 60-69.
- Khaerana, A. S. A., & Nurdin, N. N. (2018). The Effectiveness of Story Telling and Story Reading Methods in Teaching Speaking. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 4(2), 181-199.
- Kumar, T. (2021). Desire to Learn, Learn to Shine': Idolizing Motivation in Enhancing Speaking Skill Among L2 learners. *Kıbrıslı Eğitim Bilimleri Dergisi*, 16(1), 411-422.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage.

- Moleong, L.J. (2015). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya Offset.
- Muthmainnah, M., Marzuki, A. G., Santiana, S., Erizar, E., & Nursyam, N. (2022). Utilizing Smartphone-Based Pinterest Applications in Developing EFL Students Speaking Skills in Indonesia. *JEES (Journal of English Educators Society)*, 7(2), 205-209.
- Nasution, B., Hasibuan, A. L., & Tambusai, A. (2022). The Student's Barriers in Speaking English at STIKes Darmais Padangsidimpuan. *International Journal of Educational Research Excellence (IJERE)*, 1(1), 94-97.
- Nasution, S. (2018). Penggunaan Bahasa Inggris Secara Maksimal untuk Menyongsong Masyarakat Ekonomi Asean (Mea) 2025. *Bisnis-Net Jurnal Ekonomi dan Bisnis*, 1(1).
- Pauziyah, R., & Zifafiyah, L. (2024). The Use of Bilingualism Strategy as A Communication Tool in English Learning. *JELITA: Journal Of Education, Language Innovation, And Applied Linguistics*, 3(1), 64-73.
- Prasetio, R. (2020). Speaking Activities Used in English Community of English Study Program in Enhancing Students' Speaking Skill. *ELT-Lectura*, 7(2), 103-112.
- Razi, F., Muslem, A., & Fitriasia, D. (2021). Teachers' strategies in teaching speaking skill to junior high school students. *English Education Journal*, 12(3), 399-415.
- Sallang, H., & Ling, Y. L. (2019). The Importance of Immediate Constructive Feedback on Students' Instrumental Motivation in Speaking in English. *Britain International of Linguistics Arts and Education (BIoLAE) Journal*, 1(2), 1-7.
- Sampelolo, R., Tandikombong, M., Pongsapan, N. P., & Lura, H. (2021). A Study of Speaking Common University Learner Barriers in Indonesian Context. *Klasikal: Journal of Education, Language Teaching and Science*, 3(3), 127-131.
- Santiana, S., & Marzuki, A. G. (2022, October). YouTube: a Modern Breakthrough of Autonomous Learning to Hone Speaking Skills. In *Proceeding of International Conference on Islamic and Interdisciplinary Studies* (Vol. 1, pp. 23-28).
- Saragih, D. K. (2022). Dampak Perkembangan Bahasa Asing terhadap Bahasa Indonesia di Era Globalisasi. *Jurnal Pendidikan Tambusai*, 6(1), 2569-2577.
- Shadmanov, K. B., Davlatova, M. H., Ostonova, S. N., & Radjabova, A. T. (2020). English Renaissance: Transformation of 61 Philosophy Understanding as a Factor of Information Culture Development of the Epoch. *Cross-Cultural Studies: Education and Science*, 5(1), 61-67.

Siregar, U. D. (2023). Bahasa Inggris sebagai Bahasa Komunikasi Bisnis di Era Globalisasi: Persepsi Pebisnis dan Karyawan. *JBSI: Jurnal Bahasa Dan Sastra Indonesia*, 3(01), 129-135.

Sukmojati, E., Ribahan, R., & Rahmat, H. (2023). Strategies and Challenges in Teaching Speaking by English Tutors: A Study in Madani Super Camp English Classes. *JELITA: Journal of Education, Language Innovation, and Applied Linguistics*, 2(2), 111-121.

Syafryadin, S., & Santiana, S. (2023). Online English Speaking Instruction in Junior High Schools: Readiness and Obstacles. *Englisia: Journal of Language, Education, and Humanities*, 10(2), 243-254.

Zhou, S., McKinley, J., Rose, H., & Xu, X. (2022). English Medium Higher Education in China: Challenges and ELT support. *ELT Journal*, 76(2), 261-271.