Speaking Challenges in Research Class of Non-English Student: A Case Study

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ARTICEL INFO	ABSTRACT
	The challenge of speaking effectively can stem from various factors, both psychological and practical. This study delves into the speaking challenges encountered by non-English-speaking students enrolled in the research class at the Postgraduate Program of IAI Al Qolam Malang. This is necessary whereas postgraduate students must present their papers and seek for journal articles for research. By conducting a qualitatite case study, the research seeks to uncover a holistic understanding of these challenges, exploring their multifaceted nature and implications. The findings aim to provide a foundation for informed pedagogical approaches, fostering improved language skills and communication in diverse academic settings. This research contributes to the broader discourse on language education, intercultural communication, and the adaptability of teaching methodologies in international educational contexts.

INTRODUCTION

In the realm of globalized education, language proficiency, especially in the context of academic communication, plays a pivotal role in shaping the learning experience (Kurniasih & Lisan, 2023; Sukmojati et al., 2023; Yusridawati, 2022). Meanwhile, as universities worldwide attract a diverse student body, linguistic diversity brings forth a set of challenges, particularly in research-intensive programs (Chuah & Ch'ng, 2023). The ability to articulate ideas effectively in English becomes paramount, influencing academic success and professional growth. This study is grounded in the acknowledgment that non-native English speakers may face unique hurdles in expressing complex research concepts and engaging in scholarly discourse.

Meanwhile, the researcher stated that IAI Al Qolam Malang serves as a compelling setting for this investigation due to its diverse student population and commitment to academic excellence. Recognizing the significance of effective communication in the research domain, this research seeks to delve into the specific speaking challenges encountered within this academic context. For instance, as universities students in research class must be ready to be presenter for international conference, and IAI Al Qolam itself obliged

them to join that event. This give challenges by the students because most of them are not fluently to speak English.

Purwati et al., (2023) stated that Non-English-speaking students often encounter distinct challenges when participating in research classes. The primary hurdle revolves around expressing complex ideas and engaging in scholarly discourse in a language that may not be their native tongue. This challenge can manifest in various ways, including difficulty articulating thoughts clearly, forming grammatically accurate sentences, and navigating nuanced academic vocabulary (Leonita et al., 2023; Rosyidah et al., 2023).

Moreover, there might be apprehension about pronunciation, leading to potential misunderstandings (Budianto, 2023). Fear of making errors or facing judgment can also hinder active participation in class discussions, limiting the development of critical speaking skills (Buell, 2023). These challenges can significantly impact the overall academic experience and the ability of non-English-speaking students to contribute meaningfully to research-oriented conversations (Annisa & Wariyati, 2023; Winnie et al., 2023).

Andani, (2021) asserted that factors such as cultural differences, unfamiliarity with academic conventions in English, and varying proficiency levels further compound these challenges. Understanding and addressing these specific hurdles are essential for creating an inclusive learning environment that supports the linguistic and academic development of non-native English speakers in research-focused educational settings (Halali et al., 2022). Moreover, Non-English-speaking students encounter challenges in speaking English for several reasons. For example, English may not be their first language, leading to differences in linguistic structures, vocabulary, and pronunciation (Halali et al., 2023a, 2023b). This linguistic gap can make articulating complex ideas in English more challenging. Further, cultural differences also play a role. Academic discourse often carries cultural nuances, and non-English-speaking students may find it challenging to navigate these subtleties (Elisathusilawani, 2023; Kashinathan & Abdul Aziz, 2021). Additionally, unfamiliarity with English academic conventions and the specific vocabulary used in research settings can create obstacles in effective communication (Adickalam & Yunus, 2022; Yuzar et al., 2022; Holandyah et al., 2022).

On the other hand, varying proficiency levels contribute to the challenges(Yusridawati, 2022). Students with differing levels of English language skills may struggle to express themselves at the same level of complexity required in research classes. This proficiency gap can impact the overall dynamics of class participation and collaborative research efforts (Kurniasih & Lisan, 2023; Sukmojati et al., 2023).

Lastly, psychological factors such as fear of making mistakes, facing judgment, or lacking confidence in spoken English can create barriers. Overcoming these challenges requires targeted language support, cultural sensitivity in teaching approaches, and efforts to boost students' confidence in expressing themselves in an academic context (Chuah & Ch'ng, 2023; Sukmojati et al., 2023).

Based on the explanation above, the researcher stated that the rationale behind this research is to bridge the gap between recognizing linguistic challenges and implementing targeted interventions. By conducting a detailed case study, we aim to identify the key impediments faced by students, understand their impact on the academic journey, and propose strategies that can contribute to overcoming these challenges. This research not only adds depth to our comprehension of language-related barriers in research classes but also offers practical insights for educators, institutions, and policymakers striving to create inclusive and effective learning environments for a diverse student body.

Further, overcoming speaking barriers or challenges for non-English-speaking students involves addressing multiple factors. Rosyidah et al., (2023) mentioned that providing language support programs that focus on improving English speaking skills can be instrumental. This includes specialized courses, workshops, or tutoring sessions aimed at enhancing pronunciation, vocabulary, and all aspect of English proficiency (Budianto, 2023; Leonita et al., 2023).

As Zurriyati et al., (2023) asserted that educators can adopt teaching approaches that are culturally sensitive and inclusive. This involves recognizing and accommodating diverse cultural backgrounds in the classroom, making it easier for students to engage in academic discussions without feeling alienated(Marzuki et al., 2021). Also, incorporating structured speaking activities into the curriculum can help students practice and build confidence in expressing themselves. This may include debates, presentations, and group discussions tailored to the academic context (Anggarini, 2022; Anggarini et al., 2022, 2023; Octaberlina & Anggarini, 2020; Winnie et al., 2023).

Meanwhile, encouraging peer collaboration provides a supportive environment for students to practice speaking English (Chuah & Ch'ng, 2023; Sukmojati et al., 2023). Group work and collaborative projects allow students to interact with their peers, fostering a sense of community and reducing the fear of judgment(Purwati et al., 2023). In addition, constructive feedback and positive reinforcement from teachers can boost students' confidence. Acknowledging improvement and providing guidance on areas for development can motivate students to actively participate in spoken activities (Budianto, 2023; Buell, 2023).

Anggarini et al., (2022) asserted that integrating language learning within the research content can be effective. This approach helps students develop language skills in the context of their academic pursuits, making the learning experience more relevant and practical. Also, offering counseling services to address psychological barriers, such as fear of making mistakes, can contribute to overcoming speaking challenges. Providing a supportive environment where students feel comfortable seeking help is essential(Maghfiroh, 2022; Permadi et al., 2020). Meanwhile, creating consistent opportunities for students to practice speaking English, both in and outside the classroom, is crucial (Zurriyati et al., 2023.) This can include language clubs, conversation partners, or extracurricular activities that promote language development (Sukmojati et al., 2023; Yusridawati, 2022).

Based on the explanation above, the researcher stated that through addressing these factors comprehensively, educational institutions can create an environment that empowers non-English-speaking students to overcome speaking challenges and actively participate in research classes.

METHODS

This research is based on the qualitative case study methodology (Chu, PH. and Chang, 2017). This study employs a qualitative case study design to explore the speaking challenges faced by non-English-speaking students in the research class at the Postgraduate Program of IAI Al Qolam Malang. The case study approach facilitates an in-depth examination of the phenomenon within its natural context, allowing for an understanding of the complexities involved (Aspers & Corte, 2019; Morgan, 2022).

The participants in this study will be selected non-English-speaking students enrolled in the Postgraduate Program at IAI Al Qolam Malang through purposive sampling. Selection criteria will include linguistic background, proficiency levels, and diversity to capture a comprehensive range of experiences. Also, the participants were selected following their background in reseach class such as fluently, frequently join the conference, and activity in the class.

Table 1. Participants' Details

No	Name	Linguistic Background	Proficiency Levels	Diversity Experiences
1	Mr. Iqbal	Passive	Intermediate	Understand the foreign articles by translation through AI
2	Mr. Lihin	Active	Intermediate	Sometimes utilizing English in daily activities
3	Ms. Selfi	Passive	Intermediate	Trying to understand what the meaning of each papers
4	Mr. Juna	Active	Intermediate	Usual utilizing English for research
5	Ms. Isna	Active	Advanced	Utilizing English frequently

Meanwhile, there are several techniques for collecting data such as interviews, observation, and document analysis (Aspers & Corte, 2021; Rademaker, 2011). Semi-structured interviews will be conducted

with participants to gather insights into their experiences with speaking challenges. Questions will explore linguistic barriers, cultural influences, and perceptions of classroom dynamics. Meanwhile, Classroom observations will be conducted to observe real-time interactions, communication patterns, and the impact of linguistic challenges on academic engagement for example during the research class starting from January 2023 to June 2023. Also, relevant documents, such as academic materials and student assignments, will be analyzed to understand how language proficiency is reflected in written work.

Data analysis through thematic analysis that will be employed to identify patterns and themes within the collected data. Transcripts from interviews, observational notes, and document analysis will be systematically coded and categorized to extract key findings related to speaking challenges. Further, findings will be validated through member checking, where participants will have the opportunity to review and confirm the accuracy of the identified themes(c. bogdan sari knopp biklen, 2006). Also, the research process and findings will be discussed with peers to ensure rigor and mitigate potential biases. Furthermore, this comprehensive research methodology provides a solid foundation for investigating speaking challenges in the specified context, aligning with the criteria typically expected for publication in academic journals (Creswell, 2020).

RESULTS AND DISCUSSION

Identification of Speaking Challenges

This study revealed specific challenges faced by non-English-speaking students, including difficulty articulating complex ideas, pronunciation issues, and struggles with academic vocabulary that will be stated as follows such as difficulty articulating complex ideas. Sukmojati et al., (2023) have stated that non-native English speakers might face challenges in expressing intricate or sophisticated concepts due to limitations in their English language proficiency. This can stem from a lack of familiarity with vocabulary or grammatical structures necessary to convey complex ideas effectively (Chuah & Ch'ng, 2023; Purwati et al., 2023). This appears when participant present their paper specifically English papers or research proposal.

Further, pronunciation issues. Annisa & Wariyati, (2023) claimed that accurate pronunciation is often a hurdle for non-native speakers. Differences in phonetics between their native language and English can result in mispronunciations that affect intelligibility (Widyastuti et al., 2022). This can also impact their confidence in oral communication. The researcher found this issues frequently. Some students speak wrong pronounciation even all student know what does it means.

Furthermore, another challenges such as struggles with academic vocabulary. Halali et al., (2022) argued that academic settings often require a specialized vocabulary that might be unfamiliar to non-English speakers. Mastering subject-specific terminology and jargon poses a challenge, impacting their

comprehension of lectures, readings, and discussions (Halali et al., 2023a). the researcher witnessed that the students feel difficult to understand what the meaning of some papers because there is unfamiliar or strange vocabulary that might never heard before.

These findings highlight key areas where non-native English speakers encounter difficulties within an academic context. Addressing these challenges may involve targeted language support programs, pronunciation practice, vocabulary-building initiatives, and creating inclusive learning environments that accommodate diverse linguistic backgrounds. The researcher asserted that u nderstanding these challenges provides a foundation for targeted interventions and curriculum enhancements to address the identified linguistic obstacles.

Impact on Academic Engagement

Speaking challenges may influence class participation, hindering non-English-speaking students from actively engaging in research discussions. Buell (2023) stated that speaking challenges, such as difficulty articulating complex ideas or pronunciation issues, may create a barrier for these students to actively engage in class discussions. They might feel hesitant or insecure about expressing themselves, leading to limited contributions during research discussions (Annisa & Wariyati, 2023; Winnie et al., 2023).

The researcher knew from the participant's ability. Based on the observations, they feel unhappy because they don't know the topic that have been discussed. Also, Non-English-speaking students might feel less confident in their ability to communicate effectively in an academic setting where discussions often demand a high level of language proficiency. This lack of confidence can deter them from participating actively in research-related conversations (Andani, 2021).

Kashinathan & Abdul Aziz, (2021) asserted that these speaking challenges might result in missed opportunities for these students to share valuable insights, perspectives, or research findings during discussions. This limitation could potentially hinder their academic growth and integration within the research community. Limited participation in research discussions can affect the overall learning experience for non-English-speaking students. Engaging in discussions is not only about sharing knowledge but also about refining critical thinking skills and learning from peers. Missing out on these interactions may hinder their academic progress (Adickalam & Yunus, 2022; Elisathusilawani, 2023).

Therefore, the researcher stated that addressing these challenges requires creating an inclusive environment that encourages and supports participation from students with diverse linguistic backgrounds. Strategies could include providing additional language support, promoting a supportive classroom atmosphere, offering alternative communication methods (written contributions, smaller group discussions), and fostering a culture of respect and inclusivity to encourage all students to contribute comfortably. For

instance, exploring the impact on academic engagement underscores the importance of effective communication skills in fostering a collaborative and inclusive learning environment.

Cultural Influences on Speaking Challenges

Cultural factors may contribute to speaking challenges, affecting communication styles and interaction dynamics in the research class. Permadi et al., (2020) asserted that different cultures have distinct communication norms regarding directness, turn-taking, and the use of non-verbal cues. These variations might lead to misunderstandings or misinterpretations in a research class where clear and precise communication is crucial (Yusridawati, 2022). In addition, cultural backgrounds often influence perceptions of authority and hierarchy. In some cultures, students might hesitate to engage actively or challenge the ideas of instructors or peers, impacting their participation in research discussions (Marzuki et al., 2021).

Based on the observation in discussion session, cultural differences affect the interpretation of context and implicit meanings. Non-English-speaking students might struggle with idiomatic expressions, humor, or culturally specific references used in discussions, hindering their comprehension and ability to contribute effectively (Kurniasih & Lisan, 2023). Some cultures prioritize group harmony over individual expression, which might influence speaking habits. Non-English-speaking students from such cultures might be less inclined to assert their opinions or speak up in discussions, affecting their active involvement (Sukmojati et al., 2023). Also, gestures, body language, and eye contact vary across cultures and can influence how messages are conveyed and received. Misinterpretation of non-verbal cues might add to the speaking challenges faced by non-English-speaking students (Purwati et al., 2023; Rosyidah et al., 2023). The researcher asserted that cultural factors involves fostering an inclusive environment that acknowledges and respects diverse communication styles. Strategies could include providing cultural sensitivity training, promoting open dialogue about communication differences, encouraging multiple forms of participation (written, verbal, group discussions), and creating a supportive atmosphere where students feel comfortable expressing themselves regardless of their cultural background. Awareness and sensitivity to these cultural nuances can significantly enhance communication and interaction dynamics within the research class. In addition, recognizing and addressing cultural influences is crucial for designing inclusive teaching strategies that accommodate diverse linguistic and cultural backgrounds.

Strategies Employed by Students to Overcome Challenges

As university students, they also able to overcome every challenges they faced such as speaking skills in research class. Non-English-speaking students such as us here in Post Graduate IAI Al Qolam Malang may employ various strategies to overcome speaking challenges, such as peer collaboration, self-directed language learning, or seeking additional support. Budianto (2023) claimed that non-English-speaking

students often engage in collaborative efforts with peers to improve their speaking skills. Group discussions, study partnerships, or collaborative projects allow them to practice speaking, receive constructive feedback, and learn from peers who might be more proficient in English. This can be stated that advanced students have taught them in the class. Meanwhile, many students take the initiative to enhance their language skills independently. This could involve utilizing online resources, language learning apps, reading English materials, or practicing speaking through self-guided exercises to improve fluency and vocabulary (Buell, 2023; Chuah & Ch'ng, 2023; Leonita et al., 2023). Based on the interviews, the students usual utilizing social media to improve their English skills.

Annisa & Wariyati (2023) asserted that recognizing the need for extra assistance, non-English-speaking students may actively seek support from language instructors, academic support services, or language centers within their institution. These resources could offer tutoring, language workshops, or tailored assistance to address their specific speaking challenges (Winnie et al., 2023). Also, some students might enroll in language courses or programs designed to improve their speaking abilities. These specialized courses can focus on pronunciation, conversation skills, or academic language use, providing targeted support for their speaking challenges (Andani, 2021). Meanwhile, participating in cultural exchange programs or language clubs within the institution can provide a platform for non-English-speaking students to practice speaking in a more relaxed and supportive setting. These environments encourage language practice and cultural exchange among peers. Based on the document analysis, some students often join international conference to promote their speaking skills. As an information, there is Japan Corner in IAI Al Qolam Malang which has many contribution for the students in language learning or cultural understanding.

The researcher asserted that these strategies demonstrate the proactive efforts of non-English-speaking students to overcome speaking challenges by utilizing available resources, collaborating with peers, and actively engaging in language improvement initiatives. These approaches empower students to take control of their language learning journey and work towards improving their speaking skills within an academic context. For instance, understanding these adaptive strategies informs educators and institutions about effective approaches that students naturally adopt, guiding the development of supportive interventions.

Implications for Pedagogical Approaches

Educators should adopt inclusive teaching methods that cater to diverse linguistic backgrounds. This might involve employing multiple modes of communication (written, verbal, visual), encouraging diverse participation styles, and creating an environment that values varied perspectives. Leonita et al., (2023) suggested that institutions could implement language support programs or resources specifically tailored to address speaking challenges among non-English-speaking students. These initiatives might include language

workshops, tutoring, or supplementary materials focused on academic vocabulary and speaking proficiency. We have mentioned such as international conference for Postgraduate students in IAI Al Qolam Malang.

Moreover, educators should be mindful of cultural situations that impact communication styles and interaction dynamics. Training or workshops for instructors can help them understand and adapt their teaching methods to accommodate diverse cultural backgrounds (Budianto, 2023). In addition, incorporating group projects or collaborative research activities can facilitate peer learning and support among students with different linguistic backgrounds. These initiatives encourage communication, build teamwork skills, and provide opportunities for language practice in a supportive setting (Chuah & Ch'ng, 2023; Purwati et al., 2023).

Meanwhile, evaluating students based on a range of assessment methods beyond just verbal communication can be beneficial. Assessments that consider written assignments, presentations, and discussions in various formats can provide a more comprehensive evaluation of students' comprehension and contributions (Kurniasih & Lisan, 2023; Sukmojati et al., 2023). Also, creating a classroom culture that fosters inclusivity, respects linguistic diversity, and encourages mutual understanding among students can significantly contribute to overcoming speaking challenges. This might involve promoting open dialogue, active listening, and mutual respect (Chuah & Ch'ng, 2023). The researcher asserted that by implementing inclusive teaching methods, providing targeted language support, and fostering a supportive learning environment, educators can better facilitate the academic success and integration of all students within research classes. In addition, exploring these implications contributes to the ongoing dialogue on adapting teaching methodologies to accommodate the globalized nature of higher education.

CONCLUSION

This study sheds light on the intricate landscape of speaking challenges faced by non-English-speaking students in the research class at the Postgraduate Program of IAI Al Qolam Malang. The findings reveal specific linguistic hurdles, including difficulties in articulation, pronunciation, and engagement in academic discourse. These challenges, influenced by cultural factors and varying proficiency levels, impact not only individual academic experiences but also the overall dynamics of the learning environment.

Understanding the identified challenges opens avenues for targeted interventions, including tailored language support programs, culturally sensitive teaching approaches, and strategies to accommodate diverse proficiency levels. The study underscores the importance of creating an inclusive academic space that recognizes and addresses the unique needs of non-English-speaking students, fostering a more collaborative and enriching research-oriented learning environment. Moreover, the adaptive strategies employed by students provide valuable insights for educators and institutions seeking effective approaches to support

linguistic development. The recommendations derived from the study contribute actionable steps for improving speaking proficiency, ensuring that language support initiatives align with students' experiences and preferences.

In essence, this research not only advances our understanding of speaking challenges in a specific academic context but also provides practical implications for enhancing language education and promoting inclusivity in research classes with diverse linguistic backgrounds. As higher education continues to globalize, these insights are pivotal for adapting pedagogical approaches and fostering a more equitable and effective learning environment for all students.

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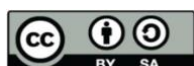
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