

A Literature Review On Linguistic And Psychological Barriers In Speaking English In Islamic Educational Contexts

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Abstrak

Speaking ability is considered one of the most significant competencies in English language learning because it allows learners to convey ideas, perspectives, emotions, and information through oral communication. Within the context of English as a Foreign Language (EFL), speaking competence functions as an important indicator of language proficiency since successful communication is closely associated with learners' ability to interact effectively, fluently, and appropriately in diverse communicative situations. Nevertheless, despite the important role of speaking ability in language learning, many EFL learners continue to encounter considerable challenges in developing effective oral communication skills, particularly in Islamic educational contexts where classroom culture, learning environments, and psychological conditions may influence learners' participation in speaking activities. This article aims to critically examine and synthesize previous studies related to linguistic and psychological barriers that affect learners' speaking ability within Islamic educational contexts. The study applies a qualitative literature review approach through the analysis of academic books, scholarly journal articles, and previous empirical studies concerning speaking difficulties experienced by EFL learners. The findings demonstrate that linguistic barriers, including limited vocabulary mastery, grammatical inaccuracies, and pronunciation difficulties, significantly influence learners' ability to communicate effectively in English. In addition, psychological barriers such as speaking anxiety, fear of making mistakes, lack of self-confidence, and fear of negative evaluation also contribute substantially to learners' speaking difficulties. The review further indicates that psychological barriers tend to exert a more dominant influence on speaking performance because these factors directly affect learners' confidence and willingness to engage in oral communication activities. Furthermore, classroom interaction patterns and learning environments within Islamic educational institutions may also influence learners' speaking participation and communication confidence. Therefore, English language instruction in Islamic educational contexts should not only emphasize the development of linguistic competence but also foster supportive and psychologically secure learning environments that encourage learners to participate confidently and actively in speaking activities.

Keywords : *Speaking Ability, Linguistic Barriers, Psychological Barriers, Speaking Anxiety, Islamic Educational Contexts*

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INTRODUCTION

Speaking ability is widely recognized as a fundamental component of English language learning because it enables learners to communicate ideas, opinions, emotions, and information through oral interaction. In the context of English as a Foreign Language (EFL), speaking competence functions as a crucial indicator of language proficiency since effective communication depends largely on learners' ability to express themselves accurately, fluently, and appropriately across different communicative situations. Through speaking activities, learners are expected to negotiate meaning, respond spontaneously, and maintain interaction effectively during communication. Consequently, speaking ability contributes significantly to learners' academic achievement, social interaction, and communicative competence.

Despite its importance, many EFL learners continue to encounter substantial difficulties in developing effective speaking ability. Speaking is frequently regarded as one of the most demanding language skills because learners must integrate multiple linguistic components simultaneously during real-time communication. Harmer (2007) explains that speaking requires the integration of vocabulary mastery, grammatical competence, pronunciation accuracy, fluency, and comprehension during oral interaction. As a result, learners who possess limited linguistic competence often experience hesitation, communication breakdowns, and difficulties in expressing ideas effectively during speaking activities.

In addition to linguistic competence, psychological factors also play a significant role in shaping learners' speaking performance. Affective factors such as anxiety, fear of negative evaluation, low self-confidence, and lack of motivation may reduce learners' willingness to engage in oral communication activities. Learners who experience speaking anxiety frequently avoid speaking situations because they are concerned about making mistakes or receiving negative responses from teachers and peers. Consequently, psychological barriers may restrict learners' opportunities to practice speaking and gradually hinder the development of communicative competence.

Within Islamic educational contexts, the challenges associated with English speaking ability may become more complex due to the influence of institutional culture, classroom interaction patterns, and educational expectations embedded within the learning environment. In several Islamic educational institutions, classroom interaction is often characterized by formal learning structures and strong respect toward teachers, which may discourage students from participating actively in spontaneous oral communication. Furthermore, instructional practices in some Islamic schools and universities may continue to emphasize grammatical accuracy and teacher-centered learning approaches rather than communicative interaction. Such conditions may reduce learners' opportunities to develop speaking fluency, interactional competence, and communication confidence through active speaking practice.

Numerous previous studies have investigated linguistic and psychological barriers in EFL speaking classrooms. However, many earlier studies tend to examine these barriers separately and provide limited discussion regarding the interaction between linguistic and psychological factors within Islamic educational contexts. In addition, relatively few studies critically explore how classroom culture, institutional expectations, and interaction patterns in Islamic educational institutions influence learners' speaking participation and communication confidence. Therefore, this article aims to critically review and synthesize previous literature concerning linguistic and psychological barriers that influence English speaking ability among EFL learners in Islamic educational contexts. This review is expected to provide a more comprehensive understanding of the relationship between

linguistic competence, psychological factors, and classroom environments in shaping learners' speaking performance.

METHOD

This study used a qualitative approach with a literature review design to examine linguistic and psychological barriers in English speaking ability among EFL learners in Islamic educational contexts. The data were obtained from secondary sources, including scholarly journal articles, academic books, and previous research relevant to the topic. Data were collected through document analysis by selecting and reviewing literature based on relevance and credibility. The analysis was conducted using thematic analysis, which involved identifying, categorizing, and synthesizing findings into two main themes: linguistic barriers (vocabulary, grammar, and pronunciation) and psychological barriers (anxiety, fear of making mistakes, and lack of self-confidence). This method aims to provide a comprehensive understanding of how these barriers influence learners' speaking performance.

LITERATURE REVIEW

Speaking Ability in English Language Learning

Speaking ability is considered one of the most essential productive skills in language learning because it enables learners to communicate ideas, information, opinions, and emotions through oral interaction. In EFL contexts, speaking ability becomes an important indicator of language mastery since successful communication largely depends on learners' ability to express themselves effectively, accurately, and appropriately. Through speaking activities, learners are able to interact with others, exchange information, and develop social relationships in both academic and non-academic environments. Consequently, speaking ability is frequently regarded as one of the primary goals of language learning.

Speaking is not merely the process of producing spoken words. Instead, it involves a complex cognitive and linguistic process that requires learners to integrate several language components simultaneously during communication. Jack C. Richards (2008) explains that speaking competence involves not only the production of grammatically correct utterances but also the ability to use language appropriately in different communicative situations. This means that learners must understand linguistic knowledge as well as sociocultural aspects of communication in order to communicate effectively with others.

Furthermore, David Nunan (2003) states that speaking requires learners to organize ideas rapidly while simultaneously paying attention to vocabulary selection, grammatical accuracy, pronunciation, fluency, and comprehension. During oral communication, learners are expected to respond spontaneously and maintain interaction effectively. This situation makes speaking one of the most difficult language skills for EFL learners because learners must process several language components at the same time during communication activities.

Jeremy Harmer (2007) also emphasizes that speaking involves both linguistic competence and communicative competence. Learners are expected to construct meaningful messages while maintaining interaction appropriately with other speakers. This condition makes speaking considerably more demanding than receptive skills such as reading and listening because speaking requires immediate language production during communication.

In academic and professional contexts, speaking ability also plays a significant role in supporting learners' participation in discussions, presentations, debates, and collaborative activities. Learners who possess strong speaking ability are generally more confident in expressing ideas and participating actively in communication activities. Conversely,

learners who experience speaking difficulties often avoid communication situations because they feel uncertain about their language ability. As a result, this condition may negatively affect learners' academic performance and language development.

Therefore, the development of speaking ability requires continuous practice, sufficient linguistic knowledge, and supportive learning environments that encourage learners to participate actively in oral communication activities. Teachers also play an important role in creating interactive and supportive classroom environments that help learners improve both their linguistic competence and communication confidence.

In Islamic educational contexts, speaking ability also serves an important role in supporting learners' academic communication and intercultural interaction. Students in Islamic schools and higher education institutions are increasingly required to develop English speaking competence in order to participate in academic discussions, presentations, seminars, and global communication activities. Nevertheless, speaking instruction in some Islamic educational institutions may still emphasize teacher-centered learning approaches, which can limit students' opportunities to engage actively in oral communication practice. As a result, many learners experience insufficient speaking practice that may negatively influence the development of speaking fluency, communication confidence, and interactional competence.

Linguistic Barriers in Speaking English

Linguistic barriers refer to difficulties that arise from learners' insufficient mastery of language components required for effective communication. These barriers commonly include vocabulary limitations, grammatical inaccuracies, and pronunciation difficulties. In many EFL learning contexts, linguistic barriers become major obstacles that prevent learners from communicating fluently and accurately in English. Learners who experience linguistic difficulties frequently struggle to express ideas clearly during speaking activities because they lack adequate language resources to support communication.

As a consequence, communication often becomes ineffective because learners are unable to convey messages appropriately. Linguistic barriers may also negatively influence learners' confidence and motivation to participate in oral communication activities. Learners who repeatedly experience communication difficulties often become discouraged and reluctant to engage actively in speaking activities. Therefore, linguistic competence plays a crucial role in determining learners' speaking performance and communication effectiveness.

In Islamic educational environments, linguistic barriers may become more challenging due to learners' limited exposure to English communication beyond classroom settings. In several Islamic schools and universities, English instruction may place greater emphasis on grammatical understanding, reading comprehension, and written assignments rather than communicative speaking practice. This instructional focus may reduce learners' opportunities to develop oral communication skills effectively. Consequently, many learners experience difficulties in improving vocabulary mastery, grammatical fluency, and pronunciation accuracy required for effective spoken interaction in English.

Vocabulary Limitation

Vocabulary mastery plays a significant role in speaking ability because vocabulary functions as the primary tool for expressing thoughts, ideas, and emotions during communication. Learners who possess limited vocabulary knowledge often experience difficulties in conveying messages clearly and effectively. Without sufficient vocabulary mastery, learners may struggle to explain ideas appropriately during oral communication activities.

According to Nation and Newton (2009), vocabulary knowledge is essential for successful oral communication because learners require sufficient vocabulary resources to express ideas fluently and accurately. Learners who possess inadequate vocabulary knowledge frequently hesitate during speaking activities because they struggle to select appropriate words to express their thoughts. As a result, communication may become less effective and less meaningful.

Moreover, limited vocabulary knowledge often causes learners to repeat similar expressions or use inappropriate words during communication. This condition may reduce the quality of interaction and lead to misunderstandings between speakers and listeners. Learners with inadequate vocabulary knowledge also tend to rely excessively on their first language when they cannot express ideas in English. Consequently, this condition may interrupt communication flow and reduce learners' speaking confidence.

Vocabulary limitation may also negatively affect speaking fluency. Learners who lack sufficient vocabulary frequently pause during conversations while attempting to search for suitable expressions. These interruptions may disrupt communication flow and make learners feel uncomfortable during speaking activities. Furthermore, vocabulary limitation contributes not only to linguistic difficulties but also to psychological barriers because learners who realize that their vocabulary knowledge is inadequate often become anxious and reluctant to participate in speaking activities.

Grammatical Difficulties

Grammar is one of the most important language components that strongly influences learners' speaking ability. In oral communication, learners are expected to construct grammatically appropriate sentences in order to convey messages clearly and accurately. However, many EFL learners experience difficulties in applying grammatical rules during spontaneous speaking activities. This condition often becomes a major obstacle that prevents learners from communicating effectively in English.

According to Jeremy Harmer (2007), grammatical accuracy is essential in communication because incorrect grammatical structures may create misunderstandings and reduce communication effectiveness. Learners who possess limited grammatical competence frequently experience confusion when constructing sentences during oral interaction. As a result, learners often produce incomplete or grammatically inaccurate utterances while speaking.

Grammatical difficulties commonly occur because learners must think rapidly while simultaneously applying grammar rules during communication. This situation becomes particularly challenging for EFL learners who still have limited understanding of English grammatical structures. Consequently, learners often hesitate while speaking because they are uncertain whether their sentences are grammatically correct or not.

In addition, grammatical difficulties may negatively affect learners' confidence during speaking activities. Many learners become afraid of making grammatical mistakes in front of teachers and classmates. This fear often discourages learners from participating actively in classroom discussions, presentations, or other oral communication activities. Learners may prefer to remain silent rather than risk producing incorrect grammatical structures during communication.

Furthermore, some learners become excessively focused on grammatical accuracy instead of communication itself. As a result, they speak too slowly or hesitate frequently because they are overly concerned about producing grammatically correct sentences. This condition may negatively affect speaking fluency and reduce communication effectiveness. Therefore, grammar instruction in speaking activities should not only emphasize

grammatical accuracy but also encourage learners to communicate meaningfully, naturally, and confidently.

Pronunciation Problems

Pronunciation is an essential aspect of speaking ability because accurate pronunciation enables listeners to understand spoken messages clearly and effectively. Pronunciation involves several important elements, including stress, intonation, rhythm, and the correct production of speech sounds. In oral communication, inaccurate pronunciation may create misunderstandings and reduce communication clarity between speakers and listeners.

Many EFL learners experience pronunciation difficulties because English pronunciation differs significantly from the sound systems of their native languages. Learners often struggle to pronounce certain English sounds accurately, especially sounds that do not exist in their first language. As a result, learners may produce unclear pronunciation that affects listeners' understanding during communication.

According to Gilakjani (2016), pronunciation plays a significant role in oral communication because poor pronunciation may result in misunderstandings and communication breakdowns. Even when learners possess adequate vocabulary and grammar knowledge, ineffective pronunciation may still hinder successful communication. Therefore, pronunciation ability becomes an important factor in determining communication effectiveness.

Pronunciation difficulties may also negatively influence learners' confidence in speaking English. Learners who feel uncertain about their pronunciation often become embarrassed when speaking in front of teachers or classmates. Consequently, they may avoid participating in oral communication activities because they fear being laughed at or negatively judged by others.

Furthermore, incorrect pronunciation sometimes causes listeners to misunderstand learners' intended messages, which may create frustration during communication. This condition may reduce learners' motivation to practice speaking English and participate in speaking activities. Therefore, pronunciation practice should become an important component of speaking instruction. Teachers should provide learners with regular pronunciation practice and supportive learning environments that encourage learners to improve their speaking confidence and pronunciation accuracy.

Psychological Barriers in Speaking English

Apart from linguistic factors, psychological barriers also contribute significantly to learners' speaking ability in English language learning. Psychological barriers refer to emotional and affective conditions that may hinder learners from engaging actively in oral communication activities. In many EFL classrooms, these psychological factors frequently become major obstacles because they directly influence learners' confidence, motivation, and willingness to communicate in English. Even learners who possess adequate linguistic competence may still encounter difficulties in speaking activities when they experience anxiety, fear, or low self-confidence during communication.

According to H. Douglas Brown (2007), affective factors play a crucial role in determining learners' success in language learning. Learners' emotional conditions may influence their motivation, participation, and communication performance during classroom interaction. Learners who experience negative emotional states often demonstrate lower participation in speaking activities because they feel uncomfortable and insecure when using English orally. Consequently, psychological barriers may reduce

learners' opportunities to practice speaking, which ultimately affects the development of their speaking ability.

Psychological barriers may become increasingly significant within Islamic educational contexts because classroom interaction is often shaped by formal learning environments, social expectations, and strong respect toward teachers and classmates. Some learners may hesitate to participate in speaking activities because they fear embarrassment or negative evaluation when making mistakes during oral communication. Furthermore, highly structured classroom environments may discourage students from expressing ideas spontaneously, particularly when learners lack confidence in their speaking ability. Therefore, supportive and non-threatening classroom interaction is essential in helping learners develop communication confidence and participate more actively in speaking activities within Islamic educational institutions.

Speaking Anxiety

Speaking anxiety is recognized as one of the most common psychological problems experienced by EFL learners during oral communication activities. Anxiety refers to feelings of nervousness, fear, tension, and worry that emerge when learners are required to speak English in front of others. Many learners experience anxiety because they are afraid of making mistakes, being criticized, or receiving negative evaluation from teachers and classmates.

Stephen Krashen (1982) introduces the concept of the affective filter, which explains that anxiety may obstruct the language acquisition process by reducing learners' willingness to participate in communication activities. Learners with high levels of anxiety often avoid speaking opportunities because they feel uncomfortable and lack confidence during oral interaction. As a result, anxiety negatively affects learners' participation and limits opportunities for speaking practice.

Similarly, Horwitz, Horwitz, and Cope (1986) explain that foreign language anxiety has a significant negative impact on learners' speaking performance and classroom participation. Learners who experience anxiety frequently become nervous during speaking activities, which interferes with their ability to organize ideas and express thoughts effectively. In many situations, anxious learners may forget vocabulary, produce unclear utterances, or experience confusion while speaking.

Furthermore, speaking anxiety may negatively influence learners' speaking fluency because nervous learners tend to hesitate excessively during communication. Learners who experience anxiety also commonly avoid speaking situations because they fear embarrassment and negative judgment from others. This condition may eventually hinder learners' speaking development and reduce their communication confidence. Therefore, teachers should establish supportive classroom environments that help learners reduce anxiety and encourage active participation in speaking activities.

Lack of Self-Confidence

Self-confidence is another important psychological factor that strongly influences learners' speaking ability. Learners who possess high levels of self-confidence are generally more willing to participate in speaking activities and communicate their ideas openly during interaction. On the other hand, learners with low self-confidence frequently hesitate to speak because they doubt their language ability and fear producing incorrect language during communication.

According to Brown (2007), learners who lack self-confidence often experience difficulties in speaking activities because they are afraid of receiving negative responses from teachers or classmates. This condition frequently reduces learners' willingness to

participate actively in classroom discussions and oral communication activities. Consequently, learners become passive participants during interaction and receive limited opportunities to improve their speaking ability.

Low self-confidence may also negatively affect learners' communication performance. Learners who feel insecure about their language ability often speak with hesitation, avoid eye contact, or speak in very low voices during communication activities. In some cases, learners may refuse to participate in oral presentations or classroom discussions because they feel embarrassed about their speaking performance.

Moreover, lack of self-confidence may hinder learners' speaking development because learners who avoid speaking activities receive fewer opportunities to practice oral communication. As a result, their speaking ability may develop more slowly compared to learners who actively participate in communication activities. Therefore, improving learners' self-confidence is considered an essential aspect of speaking instruction. Teachers should provide encouragement, constructive feedback, and supportive interaction that motivate learners to communicate more confidently in speaking activities.

Fear of Making Mistakes

Fear of making mistakes is another psychological barrier commonly experienced by EFL learners during speaking activities. Many learners feel worried that making mistakes while speaking English may lead to embarrassment or negative evaluation from teachers and classmates. This fear frequently discourages learners from participating actively in oral communication activities.

According to Penny Ur (1996), fear of making mistakes often prevents learners from engaging confidently in speaking activities because learners become excessively concerned about producing incorrect language during communication. Rather than focusing on delivering messages effectively, learners concentrate too much on avoiding mistakes. Consequently, learners often hesitate while speaking and become reluctant to express their ideas freely.

This fear may negatively affect learners' speaking fluency because learners tend to speak too carefully and slowly during communication. In many situations, learners pause repeatedly before speaking because they want to ensure that their utterances are grammatically correct and properly pronounced. As a result, communication becomes less natural and less effective.

In addition, fear of making mistakes may reduce learners' motivation to participate in speaking activities. Learners who repeatedly experience embarrassment during oral communication may gradually lose confidence in their speaking ability. Consequently, they may avoid speaking opportunities entirely, which negatively affects the development of their communication skills. Therefore, teachers should help learners understand that making mistakes is a natural and unavoidable part of language learning. Supportive classroom interaction and positive learning environments may help learners communicate more confidently without excessive fear of making mistakes.

Previous Studies

Numerous studies have explored factors that contribute to speaking difficulties among EFL learners in various educational contexts. Existing literature generally demonstrates that both linguistic and psychological barriers significantly influence learners' speaking performance and classroom participation. Nevertheless, many previous studies tend to focus on specific aspects of speaking difficulties without comprehensively examining the interaction between linguistic and psychological factors within particular educational environments.

Several studies emphasize the significant influence of psychological barriers on learners' oral communication performance. Research conducted by Horwitz, Horwitz, and Cope (1986) revealed that foreign language anxiety negatively affects learners' classroom participation and speaking performance. Learners who experience high levels of anxiety frequently demonstrate hesitation, nervousness, and reduced confidence during oral communication activities. Similarly, MacIntyre and Gardner (1994) found that anxiety interferes with learners' cognitive processing during communication, which may negatively affect speaking fluency, concentration, and communication effectiveness.

In addition to psychological barriers, a number of studies also highlight the importance of linguistic competence in supporting speaking performance. Research concerning pronunciation difficulties indicates that inadequate pronunciation frequently contributes to misunderstandings and communication breakdowns during oral interaction. Other studies further demonstrate that limited vocabulary mastery and grammatical difficulties often prevent learners from expressing ideas clearly and effectively during speaking activities. These linguistic limitations may reduce communication accuracy and hinder learners' ability to maintain effective interaction during oral communication.

More recent studies conducted within Islamic educational institutions indicate that students in Islamic schools and universities frequently encounter both linguistic and psychological challenges in learning to speak English. Several researchers report that learners in Islamic educational contexts commonly experience speaking anxiety, fear of negative evaluation, and limited communication confidence during classroom interaction. Furthermore, teacher-centered instructional approaches and limited opportunities for communicative speaking practice may reduce learners' participation in oral communication activities and negatively affect the development of speaking fluency.

Although previous studies provide valuable insights into speaking difficulties experienced by EFL learners, limited research critically examines how linguistic and psychological barriers interact simultaneously within Islamic educational contexts. Moreover, relatively few studies discuss how institutional culture, classroom interaction patterns, and educational expectations within Islamic learning environments influence learners' willingness to communicate in English. Therefore, this literature review attempts to address this gap by synthesizing previous studies concerning the relationship between linguistic barriers, psychological factors, and speaking performance among EFL learners in Islamic educational contexts.

DISCUSSION

The reviewed literature demonstrates that speaking difficulties experienced by EFL learners are closely associated with the interaction between linguistic competence and psychological conditions that emerge during oral communication activities. Linguistic barriers such as limited vocabulary mastery, grammatical inaccuracies, and pronunciation difficulties directly influence learners' ability to produce meaningful, accurate, and comprehensible spoken language. Learners who possess insufficient linguistic resources frequently experience difficulties in expressing ideas fluently, which may interrupt communication flow and reduce interaction effectiveness during speaking activities.

Nevertheless, the findings of the reviewed studies indicate that psychological barriers tend to exert a more dominant influence on learners' speaking performance. Psychological factors such as speaking anxiety, fear of negative evaluation, and low self-confidence frequently reduce learners' willingness to participate actively in communication activities, even when learners possess adequate linguistic knowledge. This finding suggests that linguistic competence alone does not necessarily guarantee successful oral communication

because emotional readiness and psychological confidence also play crucial roles in determining learners' participation during speaking activities.

Within Islamic educational contexts, psychological barriers may become increasingly significant due to the influence of classroom culture and institutional learning environments. In several Islamic educational institutions, formal classroom interaction and strong respect toward authority figures may unintentionally discourage learners from expressing ideas openly during speaking activities. Learners may become excessively concerned about making mistakes because errors are often associated with embarrassment and negative evaluation from teachers and peers. Consequently, many learners prefer to remain silent rather than participate actively in oral communication activities.

The reviewed literature further suggests that teacher-centered instructional practices implemented in some Islamic educational institutions may contribute to limited speaking participation among learners. Learning environments that emphasize grammatical accuracy and passive learning approaches may reduce opportunities for students to engage in communicative interaction. As a result, learners receive insufficient speaking practice, which negatively affects both linguistic development and communication confidence. Limited opportunities for meaningful oral interaction may eventually hinder learners' speaking fluency and communicative competence.

Another important finding identified in this review is the interconnected relationship between linguistic and psychological barriers. Learners who experience linguistic difficulties often develop anxiety and low self-confidence because they perceive themselves as incapable of communicating effectively in English. Conversely, learners who experience anxiety frequently avoid speaking opportunities, which eventually limits the development of their linguistic competence. This cyclical relationship demonstrates that linguistic and psychological barriers continuously reinforce one another during speaking activities and contribute significantly to learners' speaking difficulties.

Therefore, English language instruction within Islamic educational contexts should adopt more communicative and supportive instructional approaches that address both linguistic and psychological dimensions of speaking development. Teachers should establish classroom environments that encourage active participation, reduce fear of negative evaluation, and promote supportive interaction during communication activities. Furthermore, speaking instruction should emphasize meaningful communication rather than excessive correction of linguistic errors so that learners may gradually develop communication confidence, speaking fluency, and communicative competence more effectively.

CONCLUSION

This literature review concludes that speaking difficulties experienced by EFL learners are influenced by the interaction between linguistic and psychological barriers. Linguistic barriers such as limited vocabulary mastery, grammatical difficulties, and pronunciation problems significantly affect learners' ability to communicate effectively and accurately in English. Meanwhile, psychological barriers including speaking anxiety, fear of making mistakes, and low self-confidence strongly influence learners' willingness to participate in oral communication activities.

The findings of this review further reveal that psychological barriers tend to exert a greater influence on speaking performance because these factors directly affect learners' confidence and willingness to communicate in English. Learners who experience anxiety and insecurity frequently avoid speaking opportunities, which eventually restricts the development of both speaking ability and linguistic competence.

In Islamic educational contexts, speaking difficulties may become increasingly complex because classroom interaction is often influenced by formal classroom environments, social expectations, and strong respect toward teachers. Consequently, supportive and communicative classroom interaction becomes highly important in helping learners develop speaking confidence and participate actively in oral communication activities.

Therefore, English language teaching in Islamic educational institutions should not only emphasize the development of linguistic competence but also provide psychological support that encourages learners to communicate confidently and actively. Teachers are expected to establish supportive classroom environments that reduce learners' anxiety and motivate learners to participate in speaking activities without excessive fear of making mistakes.

Finally, future researchers are encouraged to investigate instructional strategies and classroom practices that may effectively reduce psychological barriers and improve learners' speaking ability within Islamic educational contexts. Further studies may also examine how classroom interaction, emotional factors, and institutional learning culture influence learners' speaking performance in Islamic schools and universities.

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