

An Analysis of The Effected Factors on Communication Breakdown on Speaking

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Abstract

Communication breakdown in speaking performance has become a significant issue among English as a Foreign Language (EFL) learners, particularly affecting their oral fluency. This research aims to analyze the factors contributing to communication breakdown, focusing on interpersonal skills and language learning environments. A qualitative approach was employed, utilizing semi-structured interviews with 35 students from SMAN 1 Kalisat to gather insights about their speaking experiences. The key findings reveal that linguistic challenges, interpersonal skills, classroom environment, and preferred learning styles significantly impacts students' communication breakdowns. Students reported that fear of judgment and lack of preparation as major causes of their speaking difficulties. This research highlights the importance of understanding these factors to improve students' oral fluency and communication effectiveness. The findings provide valuable recommendations for educators to foster a supportive learning atmosphere and enhance teaching strategies that cater to diverse learning preferences.

Introduction

Speaking proficiency is a crucial skill in English as a Foreign Language (EFL) learning, as it enables students to communicate effectively. However, communication breakdowns in oral fluency remain a significant challenge, impeding students from expressing their ideas clearly. According to Hamer (2007), fluency is an essential indicator of language proficiency, yet many students struggle with limited vocabulary, grammatical errors, pronunciation issues, and psychological barriers such as anxiety and fear of judgment (Rossiter et al., 2009). Previous studies have examined the factors influencing speaking performance. Ramadani and Hamdani (2021) identified fluency, vocabulary, and classroom environment as critical determinants in students' speaking ability. Additionally, Lestari

(2018) found that linguistic and affective factors significantly influence students' speaking fluency. However, these studies have not comprehensively analysed the interplay between interpersonal skills, classroom environment, and learning styles in causing communication breakdowns. This study addresses this gap by investigating how these factors contribute to communication difficulties in EFL speaking performance. Therefore, the objective of this research is to analyze the factors that contribute to communication breakdown in students' oral fluency, particularly focusing in interpersonal skills and language learning. This study aims to provide insights for educators to improve students' speaking performance and create a more supportive language learning environment.

Method

This research employs a qualitative approach using a descriptive method to analyze communication breakdown factors in students' oral fluency. The study was conducted at SMAN 1 Kalisat, involving 35 senior high school students. Data collection techniques included semi-structured interviews and recording taping techniques. The interviews consisted of ten questions, divided into five focusing on interpersonal skills and five on language learning. The researcher instruments included a rubric of interview questions and recording devices for data collection. The collected data were analyzed using Miles et al.'s (2014) framework, which consists of data reduction, data display, and conclusion drawing. To ensure data validity, a triangulation method was used, where interview results were cross-verified with participant feedback to minimize bias and enhance reliability.

Findings and Discussion

The study identified four key factors contributing to communication breakdown; linguistic challenges, interpersonal skills, classroom environment, and learning style. The data also revealed that communication breakdown occurs due to fear of judgment, lack of preparation, cognitive overload, and limited practice opportunities. The factors that impact communication breakdown specified into 4 factors such as; linguistic challenges which it was discovered by 26 students mention that they have difficulties with vocabulary, grammar, and pronunciation, which hindered their speaking fluency. The next factor is interpersonal skills which it was claimed by 22 students that experienced low confidence, anxiety, and fear of judgment, affecting their ability to speak fluently. The third factor is classroom environment, was claimed by all 35 students that emphasized that a judgmental and unsupportive classroom atmosphere negatively impacted their speaking performance. And the last factor is learning style, 20 students preferred interactive learning methods, such as

peer discussions and media-based-learning, which significantly improved their confidence and fluency. Moreover, the reasons of communication breakdown occur are specified into four reasons such as, fear of judgment which claims by 18 students that they tend to feel hesitate to speak due to anxiety about being judged. The second reason is, lack of preparation that was claimed by 18 students especially struggling with unpreparedness, that leads them to blank moments during speaking tasks. As well as, cognitive overload as the third factor which discovered by 15 students that had difficulties simultaneously processing grammar, vocabulary, and sentence structure while speaking. Then, the last reason is limited practice opportunities which mention by 22 students that lacked real-world speaking experiences, limiting their fluency development.

These findings align with the existing research on communication breakdown in EFL learning. Harmer (2017) and Rossiter et al. (2009) emphasized the role of linguistic competence in fluency, supporting the findings that vocabulary and pronunciation issues hinder communication. Similarly, Dörnyei (2205) and Floyd (2017) highlighted the psychological impact of anxiety and fear of judgment, explaining why students experience hesitation during speaking tasks. Oxford (1990) and Goh & Burns (2012) emphasized the significance of classroom environments in language acquisition, reinforcing the necessity of creating a supportive learning atmosphere. Additionally, Brown (2004) stressed that interactive learning strategies enhance oral fluency, corroborating students' preference for discussion-based and media-driven learning approaches. The implications of these findings suggest that educators should implement strategies to improve linguistic competence, build students confidence, foster a positive classroom environment, and incorporate interactive teaching methods. Encouraging real-world speaking practice can also help students overcome communication barriers and develop fluency.

Conclusions

This research identified the main factors contributing to communication breakdowns in oral fluency among EFL learners, including linguistic challenges, interpersonal skills, classroom environment, and learning styles. The primary reasons for communication breakdown were fear of judgment, lack of preparation, cognitive overload, and limited practice opportunities. The findings emphasize the need for educators to enhance classroom environments implement interactive learning strategies, and provide structured speaking opportunities to support students' oral fluency. Future research should explore intervention

strategies that address these challenges and evaluate their effectiveness in improving students speaking performance.

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