

The English Student Problems in Speaking of Fifth Semester at UNIMUDA Sorong

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ABSTRACT

This research was conducted to analysis the students' problem in speaking and the cause factor of the students' speaking problem at fifth semester of English Education Department in UNIMUDA Sorong. This research used descriptive qualitative research design. Fifth semester of English Education Department in UNIMUDA Sorong was chosen by the researcher as sample which consists of 16 students. In collecting data, the researcher used interview, and questionnaire. The data collect was analyzed by reducing the data, presenting the data, taking the conclusion and verification. From the data analysis, the researcher found that the students speaking problem are fear of mistake, shyness, lack of motivation, inhibition, lack of typical knowledge or nothing to say and mother tongue used. The cause factor of the speaking problem are external and internal factor. The internal are intelligence and interest in learning while the external factor is classroom environment.

Key words: English Students; Speaking Problem; Cause Factors

INTRODUCTION

Speaking is a manner to and get the information through the words we can delivery our ideas to others. Kushartanti (2005), speaking is asset of voice uttered by one and understood by someone else. It means to deliver thought or opinion. Thornbury (2005), Speaking is so much a part of daily life that with take it for granted. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. Richard (2008) learning speaking is how we can communicate with other. Mastering speaking ability is very important to us, if we only know about the theory without practice, learning English become useless. Especially in this era, learning English is very useful for everybody.

There are four ability that we should have when learn about in English. First reading, writing, listening, and speaking. Every skills should mastered by us when learn English or learn another language. But, beside another ability above speaking ability is the most important points to measure someone who learn a language especially English. Speaking ability is important when we communicate to another people as our audience or interlocutor. From speaking ability that we put words together in meaningful way to show our thoughts, opinions, feelings. So many jobs

very need speaking ability like educators, salesman, lawyers, politicians. They always develop their speaking ability well to transform into master communicator. Speaking clearly and confidently we can attention from our audience, provide the best opportunity for speaker to give message points, with well-chosen words, and well-delivered presentation, forming a message that is effective, informative, and well-understanding.

A good ability in speaking is important in this digital era, everything is always update and unpredictable. There is a lot of things that we can do if we are have a good ability in speaking like, we can talk to everybody from other nations directly or by social media. If we are wanting get boarding scholarship outside, we should have a good ability in speaking too when we learn outside the country, when we are travelling to another country, have a good job in multi-national companies. We are also can get a job outside, have a foreign relation and another advantage that we can get by have a good ability in speaking. But, to get all the advantages we should pass do many problems to learn English.

Based on the researcher observation, some of the English students at fifth semester of UNIMUDA Sorong didn't achieve the level that the English students suppose to have. Some of them still have the problem in speaking. They can't respond the conversation in English fully. Moreover, when they were having presentation, they explained it in Bahasa because they are lack of speaking ability. Related with the problem, the research intended to analyze the student problem in speaking.

LITERATURE REVIEW

Previous Related Study

Natalia Rahayu (2015) conducted a research to analyze the students' problems in speaking at English Daily Language Program. The results of this research is students of Husnul Khotimah Islamic Boarding School had many problems it comes from their internal and external factors. The students' still lack of understanding of grammatical patterns, incorrect pronunciation, and they limited of vocabulary mastery, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline, fear of making mistake and environment factors. Besides, they also have a psychological problem such as lack motivation. The main factors of students' problems because the environmental factors which do not support them to implement English in daily language communication. From this factor also have a big effect for students that they lack motivation and seldom to practice English.

Hendra Heriyansyah (2012) conducted research at English Department Students of Syiah Kuala University to find out the speaking problems faced by the English Department students. The result showed that the 10 students of English Department at Faculty of Teacher Training and Education of Syiah Kuala University faced some problems in speaking. The problems that most students faced in speaking was

'having a lack of vocabulary', 'not being confident to speak', 'not being used to talking in class', and 'difficulty expressing words or sentences.' The cause of problems most students faced was 'being afraid of making errors. There were two kinds of problems faced by the students in speaking that the researcher found in this study, namely, linguistic problems and non-linguistic problems.

Speaking Problem

According to Zhung (2008) the problems in speaking can be seen from two aspects these are psychological aspect and language aspect.

a. Psychological Problems

According to Juhana (2012), there are some psychological factors that faced by the students when they speaking in the class:

1. Fear of Mistake

Many theorists argued that fear mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. Aftat (2008) in Juhana (2012) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher. So, the students low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

2. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the students do their speaking performance in the classroom, Gebhard (2000) in Juhana (2012:101). According to Baldwin (2010) in Juhana (2012:101), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

3. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language, Horwitz et all (2001) in Juhana (2012:102). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. According to Horwitz (1991) in Juhana (2012:102), anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. By the explanation above, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

4. Lack of Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Tsui cited Nunan (1999) in Juhana (2012:102) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

5. Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua (20018) in Juhana (2012:103) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learners process it will enhance their study interest. So, the students should to have the motivation so that their speaking performance will be successful.

Language Problems

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. A number of reports show that Indonesian learners commonly have not attained a good level of oral English proficiency. Mikinantien (1999) found that students of English department have a great number of errors when speaking. The errors include pronunciation (e.g, tenses, choice), fluency (e.g, frequent repair), and interactive communication (e.g, difficulties in getting the meaning).

As the explanation above, the researcher takes the theory from Penny Ur in Rahayu (2020) that be classified into four parts that include psychological problem and language problem. This theory will be simpler to analyze the students' speaking difficulty. According to Penny Ur (1996), the students' speaking difficulty are: inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use. According to Penny Ur in Rahayu (2020), the students' speaking difficulty are: inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use

a. Inhibition

Unlike reading, writing, and listening activities, speaking required some real time exposure to an audience. Learners is often inhibition about trying to say things in a foreign language in the classroom, such as worried about making mistake, fearful or criticism, or shy of their speech attracts.

b. Nothing to say

Learners often complain that they cannot think of anything to say and they have to motivation to express themselves. It is difficult for many students to respond when

the teachers ask them to say something in foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003).

c. Low or Uneven Participation

In a large group, each student will have very talking time because only one participant can talk at a time so that the others can hear him/her. The students have not the same opportunity to speak English. There is a tendency of some learners to dominate while others speak very little or not at all.

d. Mother Tongue Use

The students feel that mother tongue is easier than the second language. The students often include mother tongue use when they speak in second language. This problem will make the students feel comfortable to do it. Firstly, when the students are asked to discuss a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother tongue is a natural thing to do. In addition, using the first language to explain to another if there is no encouragement from the teacher. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

Cause Factors of Speaking Problem

In learning every student faces their difficulties especially in speaking. There are several factors that cause the difficulties, according to Ahmadi (2008:78) cause factor of learning difficulties divided into two groups, they are:

1. Internal Factor, it comes from the person itself. The internal factor is psychological factor.
2. External Factor, it comes from out of the person 1) Non- social factors 2) Social factors.

According Ahmadi and Suriyono (2008) psychology factor divided into six kinds, they are:

a. Intelligence

The students who has high IQ usually can solve their problem easily and they can understand the material what the teacher gave faster than their friend who have lower IQ. The people who have IQ between 110-140 is called smart. The people who have IQ more than 140 is called genius.

b. Aptitude

Aptitude is natural ability carried since born. Every person has different aptitude. The person who has aptitude in music may be she or he low sector and other. The students will easy learned based on their aptitude, if they learn out of their aptitude they will get bored and unhappy. That appear when the students make noisy in the class, bother their friends and do not want do their task in order they get low score.

c. Interest

Interest is the feeling of wanting to give your attention to something or of wanting to be involved with and to discover more about something. If the students do not have an interest on lesson, they face the difficulties in learning that lesson. The existing interest in the students can identify by their way in learning or respond to the lesson.

2. External Factor

a. Non-social factor divided into:

1. Tool factor

Less of tool lesson influence teaching and learning activities, especially for practicum lesson. For example, there is no language laboratory, the students cannot learn maximally. Thus, the teacher only uses talk method. Therefore, the students become passive it is possibly make then difficult in learning.

2. The classroom conditions

The condition of the classroom must make the students comfortable, such as the classroom must be clean, there is enough ventilation and far.

b. Social factor

1. Family factor

Family is the center education for the students, because the main and they learn from family first. How the parent educate their children is important, it will influence children learning.

2. Social environment

Friends give more influence the students' learning. If the students consort with unedited friend, they will be lazy, because the life way of educated and uneducated people is different. The activities in social environment also influence the students' learning. As an example, the students follow some organizations and they cannot manage the time to learn, so their learning will be disturb.

3. Technology

In the global era technology needed by every person. It is as not tertiary needed, but to be secondary needed moreover as primary needed. Using technology help the people in doing something. For example, computer, laptop, hand phone, internet etc. In the school need that technology to support their learning and get more information about their lesson. However, it will disturb their learning if they use not based on their needed.

METHOD

Design and Samples

This research used qualitative case study as a research design. The participant of this research is fifth semester of English Education Department at UNIMUDA

Sorong. The researcher took students who are considered has low ability in speaking subject.

Instrument and Procedure

The instrument of this research is interview and questionnaire. The researcher gave questionnaire to the fifth semester students of English Education Department which consist of 16 students. After analyzing the result of the questionnaire, the researcher interview 7 students who considered has problem in speaking to know deeply about the speaking problem and the cause factor.

Data Analysis

Data were analyzed using several steps according to Miles theory, Huberman and cited in Saldana (2014) analyzing data in three steps: data condensation (data condensation), presents data (data display), and is interesting conclusion or verification (conclusion drawing and verification). Data condensation refer to the process of selecting (selecting), conical (focusing),simplification, simplification (abstracting), and data transformation (transforming).

RESULT AND DISUSSION

Students Speaking Problems

Based on the questionnaire and interview point, the students' problem in speaking can be divided into psychological problem and language problem. The result of questionnaire show that 70,83% of them has language problem and 65,63% of them has psychological problem. The kinds of psychological problem consist of fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation. However, the result of students' questionnaire and interview show that the kinds of psychological problem that the students face only fear of mistake, shyness and lack of motivation.

a. Fear of Mistake

The result of the questionnaire show that 75% of them have problem in fear of make mistake when speaking. The students are afraid making mistake in speaking because lack of confidence. It also because afraid of being laughed by other students or being bullied and being judged. They think about also their grammar used and their lack of vocabulary. However, this problem also depends on the interlocutor of the students.

b. Shyness

The result of the questionnaire shows that 75% of them also have problem in shyness. This problem is the common one happened to students in speaking, especially when they need to speak in front of many people. It is because they think that they don't have enough vocabulary, good grammar and lack of confidence to

speak so that they feel shy. This problem happened depend on the situation, if they speak with their friend, they are not shy because they think their level is same.

c. Lack of Confidence

The result of the questionnaire shows that 81% of them also have problem in self-confidence. They are lack of confidence because they are lack of vocabulary and lack of pronunciation. They are difficult in memorizing vocabulary and pronounce the word. They are rarely pronouncing the word properly because starting from Junior High School until Senior High School they always read the word based on the written in dictionary.

Language Problem

Comparing with psychological problem, the students have more problem in language problem. It can be seen from percentage of the students who said yes about this 70,83% of them. It can be said that the main problem of them in speaking is language problem. Based on the theory, the language problem consist of some indicator. They are inhibition, lack of typical knowledge or nothing to say, low or uneven participation and mother tongue used. In this research, the students' problem only happened in inhibition, lack of typical knowledge or nothing to say and mother tongue used.

a. Inhibition

There 87,5% of them have problem in inhibition. The students' psychological problem above also impact it. Because they are afraid of making mistake, being judged or critics and also shyness make them inhibit in speaking English. They don't try to habituate their self in speaking English in their daily life. Moreover, they always think about their grammatical, vocabulary, pronunciation when they speak make their effort to speak English day by day less.

b. Lack of Typical Knowledge or Nothing to Say

There are 62,5% can't think of anything to say when they speak English. It's very difficult for them to say something in English. It is caused by they have limited vocabulary to used, nervous, suddenly blank, less of confidence and afraid being judged or critic.

c. Mother Tongue Used

Around 75 % of the students difficult to speak English because they always use their mother tongue. The students often include mother tongue use when they speak English. If they don't know what to say again about the topic, they use their own language or they mix English and Bahasa. Sometimes, after they speak in English they use again their mother tongue to make clear their mean to the interlocutor. So, They need to be forced by the lecturer or interlocutor to speak English because they already comfortable to speak in Bahasa.

Cause Factor of Students Speaking Problem

Based on the theory that has been implemented in questionnaire and interview, the cause factor of the students speaking problem divided into internal factor and external factor. The internal factor is psychological factor and the external factor are non-social factor, social factor and technology. The psychological factor are intelligence, aptitude and interest in learning. The findings of this research state that the cause factor of the students speaking problem also cause by two factors. The psychological factor are intelligence and interest in learning. The external factor are non-social factor and social factor.

Internal factor (Psychological Factor)

a. Intelligence

The position of English as a foreign language make the students quite hard to understand and learn English even until university level. Their ability to understand the grammar, memorize the vocabulary and quite easy to forget the word that they have learn become the cause factor of their speaking problem. Some of them also don't have basic before entering in English Department. So, they need to struggle a lot in understand the material which is given in English and elaborate it in speaking.

b. Interest in learning

Interest in learning become the main factor to the speaking ability of students. The existing interest in learning speaking can be identify by their way in respond the topic. Basically, most of the students at fifth semester are interest in learning especially in speaking. However, their interest in speak influenced by the people judging. It is also influenced by the speaking situation or speaking classroom environment. Even though, they are interest, they also think about their level in speaking which is low from their other friends.

External Factor

The external factor are non-social factor and social factor. The non-social factor can be seen form the classroom condition while the social factor can be from three factors. They are the students' family, the environment in learning English, and technology. The result of questionnaire and interview shows that the students don't have problem in family supporting. It is also same with technology, they use technology in learning. They only have problem at the environment in learning English especially classroom condition. Most of them can't focus in learning English especially speaking if the classroom is noisy. Their friend in the classroom who is talkative and making noise make some of them can't concentrate and disturbed. But, there is also a students who can understand well if the situation is noisy. The hot condition also impact their ability.

CONCLUSION

Based on the findings above, the researcher concluded that the students' problem in speaking can be divided into psychological problem and language problem. The result of questionnaire show that 70,83% of them has language problem and 65,63% of them has psychological problem. The kinds of psychological problem that the students face only fear of mistake, shyness and lack of motivation. Regarding with the language problem, the students have more problem in language problem. It can be seen from percentage of the students who said yes about this 70,83% of them. It can be said that the main problem of them in speaking is language problem. In this research, the students' problem happened in inhibition, lack of typical knowledge or nothing to say and mother tongue used. The cause factor of the students speaking problem divided into internal factor and external factor. The internal factor is psychological factor and the external factor are non-social factor, social factor and technology. The psychological factor are intelligence and interest in learning, while the external factor is classroom environment.

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