

AN ANALYSIS OF STUDENTS DIFFICULTIES IN SPEAKING SKILL AT THE FIFTH SEMESTER OF UNIVERSITY OF MUHAMMADIYAH KOTABUMI ACADEMIC YEAR 2021/2022

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Abstract: *Speaking English is very difficult for non-native speakers. Speaking skill is ability to interactive process which involves face to face conversation partner and it is an esential part of humans life because without speaking it will be difficult for them to interact each other smoothly and efectively in environment. Speaking difficulties is a condition when students experience an obstacle when speaking in public. The purpose of this study was to describe the students difficulties in speaking skills at the fifth semester of the University of Muhammadiyah Kotabumi. The data from this study were taken from the results of interviews with 5 students in the fifth semester of English education. The instrument used in this study was an interview. In this study, the data collection technique used by the researcher is the in-depth interview technique and documentation. The results of this study illustrate that in fact there are 2 aspects of the problem that causes speaking difficulties faced by students. the two aspects of the problem are linguistic problems and non-linguistic/psychological problems. In linguistic problems there is a of pronunciation, lack of vocabulary and lack of grammar mastery. while non-linguistic/psychological problems consist of lack of confidence, anxiety, shyness, lack of motivation and fear of mistake.*

Keywords: Speaking, Speaking Skill, Speaking Difficulties

Abstrak: Berbicara bahasa Inggris sangat sulit bagi non-native speaker. Keterampilan berbicara merupakan kemampuan proses interaktif yang melibatkan lawan bicara tatap muka dan merupakan bagian penting dari kehidupan manusia karena tanpa berbicara akan sulit bagi mereka untuk berinteraksi satu sama lain secara lancar dan efektif di lingkungan. Kesulitan berbicara adalah suatu kondisi ketika siswa mengalami hambatan ketika berbicara di depan umum. Tujuan dari penelitian ini adalah untuk mendeskripsikan kesulitan siswa dalam keterampilan berbicara pada semester V Universitas Muhammadiyah Kotabumi. Data dari penelitian ini diambil dari hasil wawancara dengan 5 mahasiswa semester V pendidikan bahasa Inggris. Instrumen yang digunakan dalam penelitian ini adalah wawancara. Dalam penelitian ini, teknik pengumpulan data yang digunakan peneliti adalah teknik wawancara mendalam dan dokumentasi. Hasil penelitian ini menggambarkan bahwa sebenarnya ada 2 aspek masalah yang menyebabkan kesulitan berbicara yang dihadapi siswa. dua aspek masalah tersebut adalah masalah linguistik dan masalah non-linguistik/psikologis. Dalam masalah kebahasaan terdapat pengucapan, kurangnya kosa kata dan kurangnya penguasaan tata bahasa. sedangkan masalah nonlinguistik/psikologis terdiri dari kurang percaya diri, cemas, malu, kurang motivasi dan takut salah.

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Kata kunci: Berbicara, Keterampilan Berbicara, Kesulitan Berbicara

I. INTRODUCTION

English has four important skills that are listening, speaking, reading and writing. All of skills are important to be mastered in order to enable learners communicate using English. Among all of the skills, speaking is considered as one of the most important skills to develop since it involves the learners not only with the language aspects, but also with many aspects like confidence, anxiety, shyness, nervous, and others. That is why speaking is very important because it is as one of the key in English communication. Speaking is an activity to articulate something which is done by speaker in order to conduct communication each other. Its mean that speaking is a process of building and sharing meaning through verbal and non verbal communication.

Speaking difficulties is a condition when students experience an obstacle when speaking in public. Heriansyah (2012, p.40)

stated that students speaking difficulties can be classified into two types, linguistic and nonlinguistic/-psychological problems.

Regarding this linguistic problems such as lack of vocabulary, pronunciation, and lack of grammar grammar. While non-linguistic problems which one commonly faced by students are lack of confident, anxiety, shyness, lack of motivation and fear of mistakes.

Based on preliminary research, it is known that there are some indicators which indicate that the students faced difficulties in speaking within themselves in speaking class because, they to lack understanding in grammar, they to lack vocabulary, they to fear of errors in pronouncation, they to feel ashamed and they to lack of confidence. Therefore, speaking difficulties are very important to be researched, so that lecturers know what are the students difficulties in speaking skill. So, that students speaking activities in class are getting better.

The researcher choose the students of English education study program at the fifth semesters as the subject of the research because they have passed all off subject that related to speaking skills such as English speaking basic as the speaking subject in the first semester, English fluency in the second semester, advanced speaking in the third semester and public speaking in fourth semester.

Ideally, they should have mastered English as well especially in speaking skills, but the fact based on interviews with several students in the fourth semester English education class, on Saturday April 24, 2021 they are still have some difficulties in speaking skill. The facts that researcher encountered in the interviews made me as a researcher interested in researching the students difficulties in speaking skill.

To ensure and reveal the difficulties of speaking English to English foreign language learners the researcher choose University of Muhammadiyah Kotabumi as

the location of the research. They are several reason for choosing University of Muhammadiyah Kotabumi.

First, University of Muhammadiyah Kotabumi is the only one university in kotabumi has a major in English education in North Lampung. Second, University of Muhammadiyah Kotabumi especially English education study program that has purpose to create a professional English teacher. Therefore, learners should get over the students difficulties in speaking skill because as the graduate of English education, they should master in English especially in speaking skill in order that they can be a proffesional teacher or get better jobs other.

II. THEORY REVIEW

2.1 Concept of Speaking Skill

The objective of teaching and learning English as foreign language is to facilitate the students to be able to use English in spoken or written form. Some languages are simple to learn, but others are

more complex, Brown (2001, p.270). A skill is a technique that must be mastered in order to achieve the main goal. Related to the definition given by Thornbury (2005, p.116) stated that speaking skill is much more than just the oral production of grammar or vocabulary items. From those definition above, it is concluded that speaking skill is ability to interactive process which involves face to face conversation partner and it is an essential part of humans life because without speaking it will be difficult for them to interact each other smoothly and effectively in environment.

2.2. Speaking Aspect

Speaking contains five components as stated by Brown (2004, p.140) there are five components of speaking skill: pronunciation, grammar, fluency, vocabulary and comprehension. Speaking is a method of conveying an idea or information to others. As a prospective professional English teacher, students

should be able to learn optimally in order for students to learn effectively in speaking skills. We must understand that there are five basic types of speaking. Yenny (2014, p.200) stated that five types of speaking: imitative, intensive, responsive, interactive, and extensive.

2.3 Difficulties in Speaking

In relation to this issue, Heriansyah (2012: 40) stated that the difficulties encountered or felt by students when speaking can be classified as linguistic or non-linguistic/psychological problems. In this regard, linguistic problems are associated with the language itself, whereas non-linguistic problems are associated with problems outside of the language. From the explanation above can be concluded that difficulties in speaking skill on students is difficulty in interacting orally caused by linguistic and non-linguistic/psychological factors. Linguistic problems include lack of vocabulary, pronunciation, and lack of grammar mastery, whereas non-linguistic

problems include lack of confidence, anxiety, shyness, lack of motivation, and fear of making mistakes.

2.4 Previous Researchs

In making this research appropriate, the researcher took several references from the last research. The first is a study from Sara Desmayani (2019). The title is students difficulties in speaking English at tenth Grade of MAS As'ad Jambi. The purpose of this study was to find the causes that affect students' speaking difficulties at Madrasah Aliyah As'ad Jambi City.

III. Method

Based on the research characteristics, this study is categorized as qualitative research. In this case, qualitative research means that the results of research depend on the existence of researchers and this research is emphasized in the process than the results. Sugiyono (2012, p.8) states that qualitative research is also known as naturalistic research. This is due to the fact

that the research conditions take place in natural settings. This research was conducted at the fifth semester students English education study program University of Muhammadiyah Kotabumi, located at Hasan Kepala Ratu Street No. 1052, Sindang Sari Kotabumi North Lampung.

The data sources in this study were taken from fourth semester students of Muhammadiyah University of Kotabumi, North Lampung, for the 2021/2022 academic year. Fifth semester student of English education study program. This class consists of 40 students. To obtain data sources, researchers had taken an English education study program. Their answers in the interview session became the main data source. To start the research, the researcher took five students as data sources to answer the interview questions given. The researcher selected these students based on consideration of their lowest speaking class scores from the fourth semester in the public speaking course. The researcher took

a sample of five students from forty students who were in English class in the fifth semester. The five students' scores were the lowest speaking scores in the fifth semester of English class.

Research instrument is essentially used to get information or data about the object taken from subject of the research. Many kinds of instrument which can be used in a research, such as test, questionnaires, interview guideline, checklist, and documentation. However, in this research to know students difficulties in speaking skill the instrument which researcher, lecturers document and interview guideline.

In qualitative research, data collection carried out in natural settings, primary data sources, data collection techniques are more on participant observation, in depth interview, and documentation. Catherine Marshal, in Sugiyono (2012, p.225) states that the fundamental methods relied on by qualitative researchers for gathering

information are, participation in the setting, direct observations, in depth interviewing, and document review. The research need to validity testing of instrument. According Sugiyono (2010, p.267) a valid instrument means a measuring tool used to obtain valid data. Valid here means that the instrument could be used to measure what was being measure. So the validity test used to found out whether the instrument made could measure. To collect valid data, researchers had used triangulation and expert judgments techniques.

In this study, Data analysis in qualitative research was carried out after the completion of certain data collection. According to Miles and Huberman in Sugiyono (2012:246) activities in qualitative data analysis was carry out interactively and continue continuously until completion, so that the data were already saturated. So in this research, researcher used data analysis models of Miles and Huberman. Activities

in this data analysis used data reduction, data display, and conclusion drawing / verification.

IV. RESULT AND DISCUSSION

Result

This research was carried out for two days, starting from December 16th, 2021 to December 17th, 2021. This is done by considering taking 5 samples of the lowest score that represents the lowest speaking score. The researcher selected five students in the fifth semester of English education who had the lowest speaking scores. Their initials are APS, NU, OL, NB and SH. After the data is collected, the data is reduced by grouping the data obtained from interviews. At this stage the researcher carried out the process of selecting, simplifying and focusing the data in the transcript. The reduced data is then presented in the form of a description. The next stage is drawing conclusions. The discussion is as follows following:

Pronunciation

Based on the result of interviews, it was shown that there are several factors that affect the difficulty of students in pronunciation; thought process is slow, finds it difficult to distinguish phonemes in words, already pretty good at pronouncing a word, and difficult to pronounce because it is constrained by his accent.

Lack of Vocabulary

Based on the result of interviews, it was shown that there are several factors that affect the difficulty of students in vocabulary; difficulty in having a large vocabulary due to a lack of memorizing English vocabulary, Fairly large vocabulary, difficulty in having a large vocabulary, forgetful personality, and do not like to read/lazy to read English books.

Lack of Grammar Mastery

Based on the result of interviews, it was shown that there are several factors that affect the difficulty of students in grammar mastery; lack of broad understanding of the 16 tenses in English, do not understand the

formulas in English grammar and do not understand the application of formulas in sentences, unclear explanation of the grammar material delivered by the lecturer, difficulty in learning the many types of tenses, difficulty in using the tenses incorrectly.

Lack of Confidence

Based on the result of interviews, it was shown that there are several factors that affect the difficulty of students in self confidence; not well prepared when performing/speaking up, often forgets what he wants to say, feels very confident when speaking.

Shyness

Based on the result of interviews, it was shown that there are several factors that affect the difficulty of students in shyness; internal factors in students, namely lack of motivation in themselves to learn to speak English well, speaking English for fear of being corrected directly when making mistakes, and shy nature.

Anxiety

Based on the result of interviews, it was shown that there are several factors that affect the difficulty of students in anxiety; lack of preparation before performing/speaking up, commented on when he pronounces words incorrectly when speaking English, does not master what he wants to say so that when he cannot say.

Lack of Motivation

Based on the result of interviews, it was shown that there are factors that affect the difficulty of students in lack of motivation is not mindset about English language.

Fear of Mistakes

Based on the result of interviews, it was shown that there are several factors that affect the difficulty of students in fear of mistakes; afraid of being rude in spoken words, afraid of pronouncing words wrong, afraid of being blamed by friends.

Discussion

The results of the analysis show that students' difficulties in speaking skills are found to have 2 aspects that influence it, namely linguistic problems and non-linguistic problems. Linguistic problems include pronunciation, lack of vocabulary and lack of grammar mastery. while non-linguistic problems include lack of confidence, anxiety, shyness, lack of motivation and fear of mistakes. In this case, in every aspect of the problem there are factors that cause the problem. In the problem of pronunciation, for example, students find it difficult to distinguish phonemes in words. In the problem of lack of vocabulary, for example students have difficulty memorizing vocabulary. In the problem of lack of grammar mastery students have difficulty in understanding the formula of 16 tenses in grammar. In other words, every aspect of the problem of speaking difficulties in students has different causes.

In line with that, the result of this study with previous research conducted by Based on the results of research and previous research conducted by Sara Desmayani (2019), the linguistic problem is divided into 3 parts, first is the pronunciation, second is the lack of vocabulary and third is the lack of grammar mastery. while non-linguistic/psychological problems are divided into 5 parts, first is lack of confidence, second is shyness, third is anxiety, fourth is lack of motivation and fifth is fear of mistakes. However, there are differences, the difference is that in the research that researchers have done, it was found that there are other problems that cause students' speaking difficulties, namely lack of facilities and factors from the English teacher.

Furthermore, the results of this study with previous research conducted by Nur Prize Fitri (2019), it was revealed that having difficulty speaking in English is a problem that is always faced by students.

Linguistic problems for students include lack of pronunciation, lack of vocabulary and lack of grammar. While the difference is that the researcher found that students' difficulties in speaking English also came from academic and conversational English skills.

V. CONCLUSION

Based on the results of the research that the researcher revealed and explained in the previous chapter, it can be concluded that students have difficulty speaking English in class, especially when learning English. The speaking difficulties experienced by students are classified into 2 aspects, namely linguistic problems and non-linguistic/psychological problems and their causal factors. Linguistic problems faced by students are pronunciation, lack of vocabulary and lack of mastery of grammar. Linguistic problems faced by students are pronunciation, lack of vocabulary and lack of mastery of

grammar. The first is pronunciation caused by finds it difficult to distinguish phonemes in words. The second is lack of vocabulary caused by difficulty in having a large vocabulary due to a lack of memorizing English vocabulary. The third is lack of grammar mastery caused by lack of broad understanding of the 16 tenses in English. Non-linguistic problems faced by students are lack of confidence, anxiety, shyness, lack of motivation and fear of mistakes. The first lack of confidence caused by not well prepared when performing/speaking up. The second shyness caused by speaking English for fear of being corrected directly when making mistakes, and shy nature. The third is anxiety caused by lack of preparation before performing/speaking up. The fourth is lack of motivation caused by is mindset about English language. The fifth is fear of mistakes caused by afraid of being rude in spoken words, afraid of pronouncing words wrong.

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