

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN PUBLIC SPEAKING SKILL
OF THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY
PROGRAM AT MUHAMMADIYAH KOTABUMI UNIVERSITY
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ABSTRACT : In general, there are four important skills in English: listening, speaking, reading and writing. All these skills are very important for students to master in order to be able to communicate well. Among these skills, speaking is one of the most important. Because not only do students need to know aspects of the language, but they also need to master other aspects such as: Having high self-confidence, getting rid of fear, getting rid of shyness, getting rid of fear, etc. fear. The problem with this study is the difficulty faced by public speaking students, especially those in the sixth semester of the English Education Program at Muhammadiyah University Kotabumi. The purpose of this study was to analyze the difficulties faced by public speaking students, especially those in the 6th semester of the English Language Education Program at Muhammadiyah University Kotabumi. The method used in this study is descriptive qualitative research. The subjects of this study were sixth semester students of the English Language Education course. Researchers identified six students as study subjects. The tool used in this study is an interview. In this study, the data collection technique used by researchers was the interview technique. The results of this study indicate that there are two aspects to the problems that lead to language impairment in students. Her two sides to the problem are language issues and non-verbal/psychological issues. Language problems include pronunciation, lack of vocabulary, and lack of grammar. Non-verbal/psychological problems consist of lack of self-confidence, fear, embarrassment, and lack of motivation.

Keyword : English, Speaking, Difficulties

ABSTRAK: Pada umumnya bahasa inggris mempunyai empat keterampilan yang penting yaitu keterampilan menyimak, berbicara, membaca, dan menulis. Semua keterampilan tersebut sangat penting untuk dikuasai agar pemelajar dapat berkomunikasi dengan baik. Diantara keterampilan tersebut, berbicara adalah salah satu keterampilan yang paling penting karena pemelajar tidak hanya dituntut untuk mengetahui aspek-aspek bahasa, tetapi juga harus menguasai aspek yang lainnya seperti harus memiliki rasa percaya diri yang tinggi, menghilangkan rasa cemas, menghilangkan rasa malu, dan menghilangkan rasa takut. Masalah dari penelitian ini adalah kesulitan siswa pada saat berbicara didepan umum khususnya pelajar semester enam program studi pendidikan bahasa inggris di Universitas Muhammadiyah Kotabumi. Tujuan dari penelitian ini untuk menganalisis kesulitan-kesulitan siswa pada saat berbicara didepan umum khususnya pelajar semester enam program studi pendidikan bahasa inggris di Universitas

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Muhammadiyah Kotabumi. Metode yang digunakan dalam penelitian ini adalah penelitian qualitative deskriptif. Subjek dari penelitian ini adalah pelajar semester enam program studi pendidikan bahasa inggris. Peneliti telah menentukan enam pelajar sebagai subjek penelitian. Instrumen yang digunakan pada penelitian ini adalah wawancara. Dalam penelitian ini, tehnik pengumpulan data yang digunakan peneliti adalah tehnik wawancara. Hasil dari penelitian ini menggambarkan bahwa ada dua aspek masalah penyebab kesulitan berbicara yang di hadapi oleh pelajar. Kedua aspek masalah itu adalah masalah linguistik dan masalah non-linguistik/psikologi. Di dalam masalah linguistik problem terdapat pelafalan, kurangnya kosakata, kurang tata bahasa. Sedangkan masalah non-linguistik/psikologi terdiri dari kurang percaya diri, cemas, malu, kurang motivasi.

Kata Kunci : Bahasa Inggris, Berbicara, Kesulitan.

1. INTRODUCTION

Speaking is very important for students in learning English because the the purpose of students in learning english is to make students communicate english. Leong and Ahmadi (2017, p.35) said that speaking is an auditory tool signals to produce for responses as listener. It means that speaking is productive skills in which are produced by other parts of speech. There are four skills in English, namely: listening, speaking, writing and reading. One of those skills is speaking, a the success of students in speaking is measured through the accuracy and fluency of their speaking abilities. The students should always practice in the class room, at home or out activities. They can express their ideas and opinions with other students by speaking.

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, nervousness, and others. That is why speaking is very important because it is as one of the keys in english communication.

Nunan (2000, p.39) says that speaking is very important in people's because without speaking everyone cannot know what other people mean. From that statement, it is clear that speaking is an important aspect of someone's life. especially in english for language teaching, speaking is one of the skill needed to master which can make the English for language students' to able communicate using English.

Bygate (1998, p.20-42) contends that language acquisition must be motivated and positioned by social factors since spoken second language growth, like the majority of human development, is

socially located. Students should become accustomed to conversing with classmates and practice using the language outside by observing, practicing, and interacting with others to reduce fear. Students themselves must have a strong desire to learn English.

Talking is an interactive activity that constructs meaning and involves the production, receiving, and processing of information, Dunabeitia (2017, p.1-12). Binti Mistar and Embi (2016, p.96-104). Speaking ability is, in essence the capacity to use linguistic expertise in real communication. A person can connect with others by making an introduction. Kwon (2017, p.144-25). "Expressing yourself is described as an activity that expresses how you are reacting to a circumstance that occurred at that moment and offers information about past experiences," write Machado et al. (2017, p.21-35).

Public speaking itself is the skill of speaking in front of an audience on a certain subject or issue with the intent to persuade, invite, educate, change opinions, provide explanations, and provide information. Public speaking is made up of the phrases public and speaking. Public denotes people and speaking denotes speech. Public speaking, then, is speaking in front of an audience.

Speaking difficulties is a condition when students experience an obstacle

when speaking in public. Heriansyah (2012, p.40) stated that students speak difficulties can be classified into two types, linguistic and nonlinguistic-/psychological problems. Regarding this, linguistic problems such as lack of vocabulary, lack of pronunciation, and lack of grammar. While nonlinguistic problems which one commonly faced by students are lacking of confident, anxiety, shyness, lack of motivation and fear of mistakes.

Based on a preliminary survey where the majority of students in semester 6 of English Education at Muhammadiyah University Kotabumi on March 23 2022 participated as English students who had completed language courses. Especially about the difficulty of speaking in public. Students reported difficulty speaking, they experienced many difficulties such as anxiety, embarrassment, lack of vocabulary, anxiety, lack of grammar, lack of motivation, lack of pronunciation, lack of confidence, lack of vocabulary. Speaking in front of large crowds and people is easy but they find it difficult.

Students must be able to practice effectively in these situations so that speaking in class or in public is not difficult. However, in practice, many students find public speaking and speaking in front of an audience difficult. Speaking is very easy, but each difficulty has a great impact on the meaning and clarity of the

spoken sentences. According to the previous researcher's explanation of the results of interviews with students, students felt anxiety, fear of mistake, lack of grammar, lack of motivation, shyness, lack of pronunciation, and lack of vocabulary. And the constant feeling of fear is the whole problem that students have a hard time dealing with.

The researcher is interested in performing a study name "An Analysis of Student Difficulties in Public Speaking Skills of the Six Semester English Education Study Program at Muhammadiyah University of Kotabumi in Academic Year 2021/2022"

II. METHOD

In order to fully understand a phenomenon that occurred in a research subject's behavior, perception, motivation, implementation, evaluation, etc., Moleong (2007, p.6) defined qualitative research as a study that used contextual language processed according to certain research methodologies. According Creswell (2012, p.58) Qualitative research is additionally defined as an unfolding model that takes place in a natural setting and enables the researcher to generate a level of depth from a high level of involvement in the actual events.

This study used a qualitative descriptive design. Researcher had designed a study on the analysis of student difficulties in speaking skills carried out on sixth semester students of the Muhammadiyah University Kotabumi English Education Study Program for the academic year 2021/2022.

The process of choosing a large group of participants for a study, such as how those persons were chosen, is the subject of the research (1991, p.119). The participants in this study had sixth-semester English majors at University of Muhammadiyah Kotabumi, specifically after they have gone through the public speaking training process. A class of roughly 32 students had chosen by the researcher, and the researcher selected six of those kids to serve as a sample. Selected students had observed by researcher, assessing aspects experiences gained during learning, and what results were obtained.

The meaning of the instrument is an important thing that must be considered in conducting research. The type of instrument in this study, the researcher will use interviews to collect data. Researchers will use open-ended questions.

- Interview

Researcher held face-to-face meetings with students to be interviewed.

The interview technique is semi-structured, and the purpose of this interview is to determine problems and strategies for more open public speaking, where students are asked to give their

opinions and ideas regarding public speaking. The topic of interview can be described as follow:

**TABLE 1
SPECIFICATION OF INTERVIEW QUESTIONS**

Variable	Aspect	Indicators	Item
Students' Difficulties In Speaking Skills	Psychological Problem	Fear of Mistake	1
		Feel anxiety	2
		Shyness	5
		Lack of Motivation	4
		Lack of Confident	7
	Linguistic Problem	Lack of Grammar	3
		Lack of pronunciation	6
		Lack of Vocabulary	8

Source : Adopted (as cited in angraini, 2021, p.31)

The findings of any type of research must be validated in order to influence the conclusions and analysis. Triangulation is a method academics use to validate data. Sugiyono (2012, p. 273) describes triangulation as a qualitative cross validation that satisfies the criteria for sufficient data. This strategy aims to improve data collecting and provide more accurate study outcomes. This study used

a triangulation strategy. The researcher used open-ended questions in the study's interviews to gather information, which was then compared to support the findings of several interviews with subjects and interviews with the lecturer.

1. Triangulation

According to Wiesma in Sugiyono (2012:273) triangulation is qualitative cross validation which assesses the

sufficient data according to the multiple data sources or multiple data collection procedures. The function of this method is to enrich the data collected and to help the researcher in making conclusion to be more accurate. Sugiyono (2012:271) defined one kind of triangulation, namely triangulation of source, triangulation of time and triangulation of technique. However, the research used triangulation of technique. Cohen and Manion in Setiyadi (2006:32) stated that triangulation of technique is when the researcher uses two or more different methods to collect the data. In this research, researcher used two methods; they are lecturer's documents and interviewing the subject of the research.

2. Expert judgment

Experts support the validity and reliability of research instruments. They provide advice or advice emphasizing appropriate research instrument for collecting data. Therefore, researchers use one data collection techniques in public speaking difficulties of sixth semester students educational study programs such as interviews. So, researchers use this technique to collect data on students' difficulties in public speaking in the sixth semester English study program students.

In qualitative research, data analysis techniques were obtained through various

sources. Bogdan (as cited in Sugiyono 2013, p.244) stated that data analysis is the process of systematically compiling data in the form of interviews, field notes, and other materials, so that they can be informed to others and easy to understand. The researcher proceeded to the next step, which was data analysis after the acquisition and collecting the data. 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.

1. Data Reduction

Data reduction is data obtained from the results of summarizing the main points, focusing on the important points, then looking for themes and patterns. To simplify research materials, researchers decide whether to emphasize, simplify, or omit information from interviews and transcripts. In this study, the information obtained through interviews was converted into written transcripts. The transcript is then checked to identify statements that indicate whether or not you have difficulty speaking in public. So, after collecting the data, the researcher reduced the pale English students.

2. Data Display

Display data is data that describes brief relationships, charts, and relationships between categories. Organize and condense data to help draw conclusions. Then the current analysis step is displayed. Researcher discussed and quickly detailing how the data was reduced during this stage. The researcher displays data to identify data from students' speech in the Public Speaking class. Put it in the appropriate category as defined then display it in the form of the results of the interview conducted in a narrative form.

3. Drawing Conclusions/Verification

Drawing conclusions in qualitative research is drawing conclusions and verifying the data obtained. The researcher draws conclusions about students' difficulties when speaking in public using English after analyzing the data. There are three steps in reporting the results of qualitative research. The first data reduction will be summarized by the way the researcher chooses to focus on the things that are the goal of the problem.

III. RESULT AND DISCUSSION

In collecting data, researcher used interviews with students. the researcher observed the students' problems and difficulties in English. Interviews were

conducted with six people in class VIA and class VIB on November 28, 29, 30 2022. on the results of interviews researcher can take conclusions about students' difficulties in students' difficulties when speaking English in public. The researcher gave eight questions for sixth semester students. earlier question awarded to students selected with the fewest points in the VIA and VIB class categories, a total of 32 students. The purpose of the interview is to deepen the student's experience to protest against speaking English in public. In addition, there are 8 questions. Numbers 1-8 his questions for experienced students protest against speaking English in public. Another data collection technique used by researcher his to consult in this case the researcher obtained the necessary information with the help of interviews research interviewed 6 students semester sixth. In this study, researcher conducted interviews with sixth semester students who were informants or research subjects. The data analysis carried out had data reduction as the main component in the type of qualitative research put forward by the theory of Miles and Huberman. Data reduction entails summarizing, selecting the main points, focusing on the most important points, and find students' difficulties when speaking in public and in transcription. Researcher use interviews to collect data in this study.

- Interview Data

To find out students' difficulties when speaking in public, the researcher conducted interviews with sixth semester student. To test the validity of this research instrument, This instrument had validated by lecturers who are experts in their fields. After instrument was validated, the researcher conducted direct interviews with informant on 28, 29, 30 November 2022.

Based on the descriptions from the interview data above, we can conclude that these are students in the 6th semester of. The student has difficulty speaking in public. There are several reasons why students have difficulty speaking in public is : 1) anxiety, 2) embarrassment, 3) lack of motivation, 4) lack of confidence, 5) lack of grammar, 6) lack of pronunciation, 7) lack of vocabulary. And these seven reasons cause students to have difficulty speaking in public.

Following the data reduction in qualitative research, the next step is to display data. Data can be presented in the form of brief descriptions, charts, relationships between categories, flowcharts, and so on. According Sugiyono (2013, P.249), narrative text is the most usually used to present data in qualitative research. Researcher in this

case research analyzes data that has been reduced in the process of data reduction.

The researcher conducted interviews, as stated in the transcript to find out the students' difficulties when speaking in public. In sixth semester students of English Education Study Program at Muhammadiyah Kotabumi University. The researcher then made a transcript of the questions and answers, as well as their explanations, as shown below.

Drawing or validating conclusions In this section, the data presented are examined in detail to draw conclusions for the study. In this section, researchers find out what causes students to have difficulty speaking in public, use interviews to ask some questions, and find problems in students' learning to speak. Researchers have found that there are several factors that make public speaking difficult for students namely:

1. Psychological problem

Feel anxiety, Shynees, Lack motivation, Lack of confident

2. Linguistics problem

Lack of grammar, Lack of pronunciation, Lack of grammar. From the results of the problems, can conclude that the problems described in the theory appear in students, and there are even more problems in learning to speak. Researchers are

expected to contribute to better research after analyzing and discovering research results. Learning to speak must be supported by good pronunciation, understanding grammar, a rich vocabulary, and an interesting teaching style. This keeps students interested and helps them form good sentences and pronounce words correctly while learning to speak.

DISCUSSION

Based on the research finding, the researcher will discuss the finding of the research. The discussion is about the students' difficulties in learning speaking. The factors make students' difficulties in learning speaking, and students' strategies to overcome their difficulties in learning speaking. After describing the data, the researcher needed to analyze the data because the data is still draw. It is appropriate with the answer of the problem statements. And researchers compared the results of previous studies, and here are the results: These studies have similarities and differences. Unlike Hanum mufidah's study, this study looks for students' difficulties in English activities and their solutions. Researchers want to analyze students' difficulties in public speaking and find out what causes students' difficulties. The difference is that Hanum Mufidah uses

questionnaires, interviews and documents. Researchers use interviews as a tool that researchers use. Hamun's research environment is located at SMKN 6 Palembang. This research was conducted at Muhammadiyah University Kotabumi. As Trigan (2008, p. 11) noted, speaking defined the use of sounds and words to express thoughts, feelings, or emotions. It is very complex as it covers so many topics such as grammar, pronunciation, fluency and vocabulary. Speaking can occur for a variety of reasons, including: discussion, speech, argument, dialogue, casual conversation. It can therefore be argued that it is the primary tool used by humans for social control. The explanation will be presented below:

Based on the research findings, sixth semester students in English education study programs i find it difficult when they speak English. They are afraid of being wrong fear of mistake, feel anxiety, shyness, lack of motivation, lack of confident, lack of grammar, lack of pronunciation, and lack of vocabulary. Researchers want to discuss about problems in learning to speak based on the theory of Juhana (2012, p.101). Difficulties in speaking can be seen from two aspects, namely psychological aspects and aspects of linguistic Problem.

Students have different solutions to solve difficulties as he is speak in public.

From the interview results there are several ways to solve students' problems when speaking English in public. Students will bring a dictionary when you want to translate words, and memorize them their newly memorized vocabulary. Students who got new vocabulary will repeat the words, so they can remember the vocabulary that they had. When students listen to lecturers saying berica in public using English, they have to look up words that they find difficult to pronounce using the dictionary they have brought with them, so they know how to pronounce them properly. Students who bring their dictionary will add English vocabulary to find out what it means in Indonesian. It can also add to their vocabulary and improve their pronunciation. Students also use Google Translate to solve it difficulty in translating words. Another solution, students have the solution is to join an English club or course especially speaking. Because in English club or speaking course, students will speak only English, This will train students in speaking, meaning when students study outside class (attend an English club or an English course) they will repeat what is they have studied in their campus. This is in accordance with Harmer's statement (2010, p.346) repetition has many beneficial effects, when students repeat a speaking task they've done once (or twice),

their first attempt is like a rehearsal for a last resort. Each practice gives them more confidence because they're not trying to get the words out the first time when they try to talk in their next 'performances.

IV. CONCLUSION

Referring of the data analysis, it is concluded that there are several difficulties focus in regard with students' speaking. Sixth semester students in the English language education study program at Muhammadiyah University Kotabumi have difficulties in English speaking lessons. They fear of mistake, feel anxiety, shyness, lack of motivation, lack of confidence, lack of grammar, lack of pronunciation, lack of vocabulary. Students find it difficult to remember vocabulary and correct pronunciation in English. Student don't understand what the speaker is saying and that leaves them clueless understand and make it difficult for them to say something. Students are afraid to make mistakes when speaking English because of embarrassment when they are wrong grammar and pronunciation of words.

Suggestion

After drawing research conclusions, researchers realized that there were there are many weaknesses in this research. Because this research is not complete describes the fact of students' difficulties when speaking in public, the researcher hopes in the future researchers will examine and describe the topic from different perspectives. He it is hoped that the results of this study can be applied to the work future researchers who will discuss the same topic. Finally, the researcher hopes that this research can help readers, especially researchers which will discuss the same topic as this research.

Considering the result of the research, the researcher would like to give some suggestions as follow:

For other researcher

The researcher hopes that other researcher could continue this research on related topics and find out other difficulties and strategies in speaking. Furthermore, the researcher recommends for other researchers to study the problems and strategies in speaking not only through observationbut also through interviews to get more real conditions about students' problems and strategies.

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