

Speaking English Problems Faced by the Fourth Semester Students of English Education Study Program UKI Toraja

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Abstract

The objective of this research is to find out the problem faced by the fourth semester students of UKI TORAJA in speaking English. This research used qualitative method. The population of this research is the fourth semester students of English Department of UKI Toraja. The writer used purposive sampling to choose the participant. The writer chose 10 of students as a participant. To collect the data, the writer used observation and interview. The writer used semi structure interview. The result of the data analysis collected through observation and interview showed that the fourth semester students of English department of UKI Toraja have problems in speaking when they want to speak in English. They are fear of make mistake, fear of being criticized, shyness, nothing to say, low or uneven participant, anxiety, poor in pronunciation, poor in grammar, difficulty in verbal expression, lack of motivation and interference of mother tongue.

Keywords: problems, speaking English

Introduction

In every parts of human interaction, language is very important. We use it in communicating ideas, feelings and experiences. Through language human can

interact one another even they come from different country and use different language. At this point, we need *lingua franca* to communicate, and it is English.

English as international language involves four language skill, they are listening, writing, reading and speaking. One of the English language skill that must be mastered by all foreign language learner is the ability to speak. The common questions that arises from anybody who wants to know one's ability in foreign language is whether he/she can speak English or not. In line with this, Nunan (1991) states that for most people, mastering speaking skill is the single most important aspect of learning, and success is measured in terms of the ability to carry out a conversation in the language. Speaking is one of the important skill in language because speaking is an activity used by the people to communicate with other. According to Bailey and Savage (1994) stated that, speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many peoples. Speaking is seen as the central skill. The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly. In the learning process speaking is one of the skill that student have to do but on the other hand we realize speaking is the most difficult skill to be mastered. Therefore communication or speaking is the goal of English language teaching is to develop student ability in using English.

Speaking skill in second or foreign language is a challenge for the learners, because to speak a foreign language such as English requires more than knowing grammar but also the use of English in a real context. In speaking English, there are some problems that make someone lacks of speaking ability and it is one of the reasons that make the students are rare to speak English. The writer found that most of English Department students in UKIT are rarely to practice their English. from the preliminary research, the writer did interview to some students and they reported that, they are rarely practice their English because they face some problems.

Based on the fact above, it is important to know what are those problems faced by the students. Therefore, the writer is interested to conduct a research entitled "Speaking English Problems Faced by the Fourth Semester Students of English Department Of UKI Toraja".

Review of Related Literature

Definition Of Speaking

According Chaney in Juhana (2012:10), "speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context".

According to Hasby Abbas in Yulianty (2005:8), "speaking is an oral communication that gives the message and the listener who receives the message, in other words communication involves the productive skill of speaking and receptive skill in listening".

According to Byrne in Muhtar (2014) says that, oral communication is a process between speakers and listeners, involving the productive skill of speaking and the receptive skill to understanding. Both the speakers and the listeners have positive function to perform. The speaker has to encode the message to be conveyed and appropriate language while the listener (no less actively has to decode or interpret) the message.

According to Brown in Rahmawana (2001) speaking is an interactive process of constructing that involves producing and receiving information, its forms and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking, it is often spontaneous, open-ended and involving.

English Speaking problems

Speaking problems are some problems that make someone lack of speaking ability. These problems may become the obstacles for the students to improve their speaking ability and make someone rare to practice their English. In addition Ur (1996:121) explained that there are some problems faced by the learners in speaking activities. These problems can be explained as follows:

1) Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2) Nothing to say

Even if they are not inhibited, learners often complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard: and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speak very little or not at all.

4) Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less „exposed“ if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language.

In addition, Susilawati (2007) cited that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to grammar certain words, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak. The shyness and anxiety are considered as the main causes of students" reluctance to speak. Some students have speaking problems. it is difficult to verbally express what they want to explain to other people. They have trouble to put their thought into words. Although they can understand what others speak, some of them are unable to speak well. A discriminating ear does not always produce a fluent tongue.

Method

In this research, the writer used qualitative method. Ross (2005) states the Qualitative method provides information about conditions, situations, and events that occur in the present. This research was conducted at English Department of UKI Toraja as a place to do the research and took time for 3 week (from may 6th to may 20th). The participant of this research were the students by the fourth semester of English department of UKI Toraja. The fourth semester students consist of 165 students. The writer took 10 of students as a participant of the research.

In this research, the writer used purposive sampling to take the data. According to Sugiyono (2015:218), cited that Purposive sampling is the technique of a sample of data sources with certain consideration. So that the writer used the purposive sampling to get the data. In this research the writer used non participant observation and semi-structured interview.

The data is analyzed by Miles and Huberman model(1984). That begins with data reduction, display of the data and conclusion or verification. Data analysis process carried out continuously in the process of collecting data for this study.

Discussion

Based on the research findings, the writer discussed the finding of research. The discussion is about the students "Problems faced by the fourth semester students of UKI Toraja in speaking Skill". After analyzing the data through observation and interview, the writer found twelve problems in speaking faced by the students. They are fear of makes mistake, fearful of criticism, shyness, nothing to say, low or uneven participant, anxiety, poor in pronunciation, poor in grammar, difficult to verbal express, less confident, lack of motivation and usually used mother tongues.

a. Fear of make mistakes

The writer found that, in speaking skill most of the students rare practice their English because they have problems when they want to speak in English. One of the problem is fear of make mistake. The students often feel afraid of making mistakes when they want to speak English. This is much influenced by the students fear of being laughed at by other. This idea is confirms by Kurtus (2001), who stated that, the students are afraid of looking foolish in front of other people and they are concerned about how other will see them.

b. Fear of being critisized

In learning English or speaking performance, the students or the learners when they want to try to say something in English language is they are fearful of criticism. From this problems is supported by Ur (1996:121), saying that fearful of criticism are often inhibited the students when they want to try to say things in a foreign language in the classroom.

c. Shyness or nervousness

One of the problem that students often found when they want to speak up in English is feel shyness or nervousness. Shyness is identified as an emotional thing that many students suffer from at some time when they a re required to speak English. This indicates that shyness could be a source of problem in students activities especially in Speaking English. This statement is supported by Baldwin (2011), cited that feeling of shyness makes their mind go blank or that they will forget what to say.

d. Poor in grammar

The writer found that, one of the problem in speaking performance, the students always think how is grammar certain words, so that most of the students sometime rare practice their English because they think that their grammar is poor and they feel if their grammar is poor the people are not understand if they speak in English. In English actually if learners or students do not know the rules

of grammar, they will never be able to communicate using English effectively. From this statement is supported by Celce-murcia (2001), stated that grammar difficult because the students do not learn structure one in a time

e. Uneven participant

For mastering English, the students should be active to participant in learning English or the other place. But actually many students have only very little talking time in speak because some problems. This opinion is supported by Ur (1996:121), states that problem in low or un-event participant is compounded by the tendency of some learners to dominate, while other speak very little or not at all.

f. Anxiety

Getting problems in speaking means that most of the students still feel anxiety when they want to say something in English. Anxiety influence students in learning language. Also, their low ability in this aspect, in many cases, causes anxious feeling among many students. From this statement is supported by Further Nascente writes that, among other effective variables, anxiety stands out as one of the main blocking factor for effective language learning.

g. Mother Tongue interference

In English language the people especially for English department, the students can improve their English through the subject of Speaking. For mastering speaking, the students should be practice their English. But actually in this research, the writer found that the student's problem in speaking English influence by mother tongue use. This result at the some with Wiriya (2010). The result of her research show that the student's problem in learning speaking English influence by Mother-tongue use.

h. Nothing to say

One of the problem that writer found is nothing to say, this problem is founded by Ur (1996:121) saying that the learners often complain that they cannot think of

anything to say that means they are confused what are they going to say.

i. Difficulty in verbal expression

In learning speaking many students have only very little talking time because some of them difficult to verbally express. This idea is confirmed by Susilaswati (2007) cited that some students have speaking problems is difficult to verbally express what they want to explain to other people. They have trouble to put their thought into words.

j. Poor in pronunciation

Correct pronunciation is very necessary to develop speaking skill. But actually Susilaswati (2007) cited that in an oral discussion, the potential problems that can hinder the students to speak is not knowing the way how to pronounce certain words. It is difficult because does not always produce a fluent tongue.

k. Lack of motivation

The motivation is the urge to be able to do something. With a strong motivation, success can be achieved. But some of the students lack of motivation in learning, especially speaking English. This statement is supported by Nunan (1999) adds that "the causes of the students lack of motivation uninspired teaching and lack of knowledge about the goals of the instructional program.

l. Less confident

One of the problem faced by the students when they want to say something or explain their idea or opinion is unconfident. Sometime they feel unconfident because they think their English is broken. This idea is confirmed by He and Chen (2010) stated that many students think that their English is bad and feel that they cannot speak English well.

Conclusion

Based on the finding and discussion, the writer can concluded that, there are many problems faced by the fourth semester students of English department of

UKI Toraja in Speaking English. They are fear of make mistake, fear of being critisized, shyness, nothing to say, low or uneven participant, anxiety, poor in grammar, difficulty on verbal expression, and mother tongue interference.

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