

MANY FACTORS, MANY DIFFICULTIES, AND SOLVE THE PROBLEM OF SPEAKING ENGLISH

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1. ABSTRACT

Most of people can speak English but most of people cannot speak English that have many factors. Some people think English it's not priority if you are not going outside from your country. But we know English language is an international language so we should learn it. Therefore, many people always say that English language is very hard to learn it but some people say English language really easy to learn it and they can practice with their teammate or with native speaker if they have the native speaker. The Indonesians who learnt English for their undergraduate program had been the population of this study. Although most of the students think that they have a good level of vocabulary or grammar, they also keep on feeling insecure while speaking. Most of the barriers were: being worried of making mistakes, feeling shy, and feeling frustrated while performing in English speaking.

Keywords: *the factor people could not speak English, English speaking difficulty, Speaking skill.*

2. INTRODUCTION

In this era many advantages if we can speak foreign language. We can have a good job outside our country and makes more media accessible. In Indonesia we can see English language can be include in foreign language and international language. There are so many factors in Indonesia that people in Indonesia cannot to speak English. The problem is Indonesian people lack knowledge about English language and not many people

understand it. Obviously, people want to try speak English language but they do not want to try it because they are too shy if they speak wrongly. But if you want to good to speak English you need partner or you can practice in the mirror to learn it if you are scared to speak with your partner.

3. METHOD

A. Many Factor People Couldn't Speak English

Today you can't say you can't speak English. The internet has to solve your problem. If you can't speak English you can search on the internet to make you learn it or you can take course. The best one if you have partner that your partner wants to learn it so you can do more practice with them. But the problem is you want it or not it depends by yourself. So back to the main topic what factor people couldn't speak English?

1. Literature Review

There are several of determinants and problems that effect to the students' learning English as a foreign or second language in a non-native speaking. Those factors may derive from many components including social environmental issues, the difference of culture, social economic extension, and etc. These issues cause students to have poor performance in language learning, particularly in the bottom billion countries such as Laos, Myanmar, Cambodia, Vietnam, and Indonesia. A brief review will now be presented which will set the context for the current study by identifying issues with the learning and teaching of English as a foreign and second language.

2. The Strategy

Many researchers and scholars have been investigating the language learning and teaching methodology in a great number of different ways, and possible significance of alternative learning contexts or learner contributions such as motivation, learning styles and language learning strategies and so forth. In this study, the researchers aim to investigate the frequency of students' use various strategies for their learning English as a foreign language in the university.

Language learning strategy can help English instructors get a better understanding of their students' expectations and satisfaction with their language classes. Sometimes the English teachers' teaching methods and cultural norms may affect the student' language learning strategies. Researchers and scholars offer the definitions of language learning strategies. Kasma, (2012) identifies that language learning strategies are specific actions, methods, techniques, behaviors which enable to facilitate the storage, retrieval or utilization of the new language in order to relate to a unique context. Macaro,

(2001) points out strategy of a foreign language learning is a specific action that students use in order to make their learning methods easier, faster, more enjoyable, self-directed, effective and transferable to the new situational environment. Learning English strategies refers to a range of behavior, techniques of learning in both outside and inside classes, activities of specific English, and step used by a foreign language learning student in order to make them receive their learning achievement (Kanchanit, 2009). However, Michae & Harris, (1999) lists of ten strategies that used by the good language learner: 1) Planning strategy. 2) Active strategy. 3) Empathetic strategy. 4) Formal strategy. 5) Experimental strategy. 6) Semantic strategy. 7) Practice strategy. 8) Communication strategy. 9) Monitoring strategy. 10) Internalization strategy. (p. 37). There are strategies descriptions which are categorized into six strategy types:

- 1) Memory strategies for vocabulary learning
- 2) Cognitive strategies for text comprehension and production
- 3) Compensation strategies to overcome lack of knowledge
- 4) Metacognitive strategies for regulating learning processes
- 5) Effective strategies for the management of feelings
- 6) And social strategies involving interaction with others

Consequently, the learning strategies are considered as key factors that influence students' language learning achievements. It is possible that the students can find out a different diversity of strategies to enhance their learning methods such as they might use the practices communicating in the language, use various memorization techniques, ask questions for clarification, and so forth. Thus, it can be said that strategy training is important and essential in helping students utilize suitable learning strategies to improve English language learning.

3. The Problem for Speaking Difficulty

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

1. Inhibition: Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say: Students have no motive to express themselves.
3. Low or uneven participation: Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use: Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually —motivation is the crucial force which determines whether a learner embarks in a task at all. Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology.

B. English Speaking Difficulty

When the strategy is solved now the second problem is the difficult speaking from English language. However, people sometimes confused about the pronunciation that English we learn because there are some words and if we are speaking that words must not to speak. Sometimes we forgot about that and we speaking that words after we speaking that words the meaning is different. But we can solve the problem by learning it more intense and more carefully. So, there are many solve to learn it the pronunciation such as:

1. Teaching of Speaking

The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use (Haozhang, 1997). In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney,1998).

2. Oral Language Acquisition

Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice. Although it is widely recognized that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of

production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. When input is negotiated and learners produce output in interaction, they selectively —take in portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalize what they have learned and experienced.

3. **Oral Language Learning**

For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction. A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language. According to Ellis (2003), this can be done by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication. “Through communication learners can integrate separate structures into a creative system for expressing meaning” (Littlewood,1984, p.91).

C. Speaking Skill

Speaking skill is labelled oral production and is certainly one of the skills students need to learn in their language development. This research focused on the speaking skill because the mastery of speaking skill in learning any language including English is a priority for many second or foreign language learners. This is in line with the point presented by Richards [19] stating that learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. That is to say, speaking skill is one of the linguistics skills of language development that should be mastered by the target language learners. One of the macro skills of English teaching and learning is speaking. It is not easy to define what is meant by terms such as speaking skill since it has been defined in various ways in different disciplines. Its definition varies in nature as the scholars have different perspectives in defining it. For instance, one definition says that in language use situations, when people speak, it is not the case that they simply open their mouths and speak the words and sentences. To emphasize that speaking skill is a cornerstone in the issue of second or foreign language teaching and learning process. Our personality, our self-image, our knowledge of the world and our ability to reason and express our

thoughts are all reflected in our spoken performance in a foreign language. Therefore, speaking skill needs to be mastered by the English learners

4. CONCLUSION

Most of the problems that the students were complaining to be the causes of their reluctance from speaking English were fear of making mistakes, feeling shy, feeling hesitated, lack of confidence while speaking English. First, we mentioned that for some students, they only feel shy if it happens that they make mistakes while presenting something in front of the class or while interacting with lecturers using English. We also mentioned that according to two of the students, the fact of their feeling shy is part of their cultural background as shy persons. Second, as far as lack of confidence was concerned while speaking English, for the students, it happens to them to feel insecure to speak English when they have to talk to someone who's English speaking is more superior to theirs like lecturers or native English speakers which is a fact that makes students feel hesitated about what to say is correct or wrong. Finally, it is understood that all the factors being mentioned were the psychological ones hindering students from speaking English. It is suggested that in order to overcome the shyness, fear of making mistakes, hesitation, lack of confidence while speaking English, the students are encouraged to stop bearing in mind that the English language is difficult to understand, stop worrying much about what other persons see their spoken English, stop underestimating themselves, and stop thinking much about mistakes. They should know and understand that no one is perfect, perfection is impossible and they should not have to always think of mistakes as bad or negative things because people learn from the mistakes they make.

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