

A SURVEY ON SPEAKING PROBLEMS FACED BY THE SECOND YEAR STUDENTS OF ENGLISH DEPARTMENT OF UNIVERSITAS RIAU

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Abstract: *This research is aimed at finding speaking problems faced by the second year students of English Department of Universitas Riau. This research is a descriptive quantitative with descriptive survey approach. To find the problems in speaking of the students, there was a questionnaire used for collecting the data. The questionnaire was adapted from Verapornvanichkul (2011). The survey consists of two aspect; linguistic problems (grammar, vocabulary and pronunciation), and psychological problems (anxiety, shyness, lack of confidence and lack of motivation). The sample of this research was all of the second year students of English Department of Universitas Riau that consist of 108 students. The questionnaire was accessed by the students online via google forms. The questionnaire of this research was presented using 5 point Likert-scale start from strongly agree to strongly disagree. The result showed that every student encounter each problems of speaking according to the aspect of linguistics and psychological. The mostly faced speaking problem in linguistic aspect is pronunciation (383 point) and anxiety as the psychological problem (375 point). The lowest point of the problem is motivation (259 point).*

Key Words: *Survey, Speaking, Speaking Problems*

***SURVEI MASALAH BERBICARA YANG DIHADAPI MAHASISWA
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Abstrak: Penelitian ini bertujuan untuk mengetahui permasalahan berbicara yang dihadapi oleh mahasiswa tahun kedua Jurusan Bahasa Inggris Universitas Riau. Penelitian ini bersifat deskriptif kuantitatif dengan pendekatan survei deskriptif. Untuk mengetahui masalah berbicara siswa, digunakan angket kuesioner untuk mengumpulkan data. Kuesioner diadaptasi dari Verapornvanichkul (2011). Kuesioner survei terdiri dari dua aspek yaitu; masalah linguistik (tata bahasa, kosakata dan pengucapan), dan masalah psikologis (kecemasan, rasa malu, kurang percaya diri dan kurangnya motivasi). Sampel penelitian ini adalah seluruh mahasiswa tahun kedua Jurusan Bahasa Inggris Universitas Riau yang berjumlah 108 mahasiswa. Kuesioner diakses oleh siswa secara online melalui google formulir. Kuesioner penelitian ini disajikan dengan menggunakan skala likert 5 poin mulai dari sangat setuju sampai sangat tidak setuju. Hasil penelitian menunjukkan bahwa setiap siswa mengalami masalah berbicara menurut aspek kebahasaan dan psikologis. Masalah berbicara yang paling banyak dihadapi dalam aspek kebahasaan adalah pengucapan (383 poin) dan kecemasan sebagai masalah psikologis (375 poin). Poin terendah untuk masalah berbicara pada mahasiswa tahun kedua adalah masalah motivasi (259 poin).

Kata Kunci: Survei, Berbicara, Masalah Berbicara

INTRODUCTION

For Indonesian, speaking in English is a little bit challenging because our mother tongue is not English. To make it easy in learning English, it has been taught since the learners study in the kindergarten or playgroup level. All of components of English language are taught integrally to achieve the integrated language skills competence. Teaching English in Indonesia focuses on the ability of communication of the students. It has even started in the school that the learners should be capable of mastering four language skills - listening, speaking, reading, and writing.

Ur (1996:201) stated that speaking is the most important skill of the four skills aside from, listening, reading, and writing. Speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information. To speak English the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. English learners should have the ability of English speaking in order to communicate with others.

As mentioned above that English should be mastered starting from the elementary level, this has even more challenging for students in the university. University students are expected to have more knowledge of English because they got English lesson longer. From the four English language skills, the speaking ability of English Department students must be better because they learn English deeper than others every day. The second year students of English Department of Universitas Riau have been taught Speaking from the first semester to the third semester; they are Speaking 1, Speaking 2, and Speaking 3. Some of them also have optional course namely Public Speaking. In the Speaking course, the students are expected to be able to speak naturally and fluently. In order to reach the expectation, the lecturers are also give a task to make a speaking video with a native English speaker in Pekanbaru. However, the researcher still found that the students encounter problems when they speak. There are many students still rare to make conversation, deliver statements, and give opinions by using English whether in classroom or out of classroom. The common problems of them are feeling anxious, having limited vocabulary and they still thinking of true grammar. The students encounter problems in speaking also can be seen from the score of their speaking courses in the class. For instance, student ND got B+, B+, and A- in speaking 1, 2 and 3 and she said that she cannot speak in English fluently.

In fact, achieving fluency in speaking is not easy. Students are not only demanded to use grammar correctly or having good pronunciation and vocabulary, they are also demanded to know the knowledge of how to use the language. Hinkel (2005) claims, communication problems occur because the learner encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning.

Since the second year students of English Department of Universitas Riau are the English Foreign Learners, they may face certain problems that keep themselves cannot speak English better. For instance, from the previous research, Shen (2019) finds that the problem of speaking in English major students are consist of two aspects; linguistics and psychological. Linguistics problems divided to vocabulary, grammar, and pronunciation. Psychological problems consist of fear of mistake, shyness, anxiety, lack of confidence and motivation.

Dealing with the problem faced by the second year students of English

Department of Universitas Riau in speaking, the writer is interested to do a research entitled “A Survey on Speaking Problems Faced by the Second Year Students of English Department of Unversitas Riau”.

METHODOLOGY

This study is a descriptive research. The purpose of the research is to gain information about phenomenon in order to describe existing conditions in the field.

In this research, descriptive quantitative with descriptive survey approach was used. Gay (2012) states that “descriptive quantitative research involves collecting numerical data to test hypothesis or answer questions concerning current status conducted either through self-reports collected through questionnaires or interviews or through observation”. Then Gay and Airasian (2012) state that “quantitative approaches are used to describe current conditions, investigate relationship, and study cause-effect phenomena”. Quantitative description or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study and obtain information about preferences, attitudes, practices, concerns or interests of some group of people.

The data were collected using questionnaire through Google Form link and accessed by the students online. The questionnaires of this research were presented using Likert scale to get information from participant. According to Bertram (2006), Likert scale is a psychometric response scale primarily used in questionnaires to obtain participants’ preferences or degree of agreement with a statement or set of statements.

The responses from the questionnaire was analyze by perceiving the mostly checked item in the scale. The score of the questionnaire was calculated by using Likert five-point rating scale starting from Strongly Agree = 5 point, Agree = 4 point, Undecided = 3 point, Disagree = 2 point, Strongly Disagree = 1 point. The results was automatically collected through Spreadsheets of the Questionnaire in the Google Forms.

Table 1. The Specification of the Questionnaire

Variable	Indicators	Aspects	Number of Items
Problems in Speaking English	Linguistics	Vocabulary	1,2,3,4
		Grammar	5,6,7
		Pronunciation	8,9,10
	Psychological	Anxiety	11, 12, 15,16
		Shyness	13,14
		Lack of Confidence	17,18
		Lack of Motivation	19,20

RESULT AND DISCUSSION

The result of this research answered the research question about the speaking problems faced by the second year students of English Department of Universitas Riau. It shows that even though the second year students already passed the Speaking 1 until Speaking 3 courses, they still have problems when they are speaking. From this study, the result shows that the mostly faced problems of the students are pronunciation (383 point) and anxiety (375 point).

In this research, the result explained in two aspects. The first aspect is linguistics problems which divided into vocabulary, grammar, and pronunciation. The result shows that students' problem in speaking is in the aspect of pronunciation (383 point). The researcher thinks that the possible cause of why most students have problem in pronunciation is because they can deal with stress and intonation that they unable to put the right emphasis on the right part of the word. They are hesitate to speak if they do not know how to pronounce the words and they often do not know how to response if the pronunciation of their partner is not understandable.

Table 2. Score of the Questionnaire

No	Problems in Speaking	Total Respondents					Total Score
		Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)	
Linguistics Aspect							
1	I feel afraid to speak in English because my vocabulary is limited.	12	49	25	20	2	373
2	It feels difficult for me to express ideas verbally when speaking.	8	55	27	17	1	376
3	I often get confuse to combine and use the proper vocabulary to speak.	11	49	31	15	2	376
4	I rarely response to my partner when speaking because they	5	23	31	42	7	301

	speak faster.						
5	I have difficulty to arrange the words into sentences to speak in English.	7	40	25	34	2	340
6	I just want to speak when I think my grammar is correct.	17	25	23	33	10	330
7	I have a habit of using mother tongue when speaking to avoid misunderstanding.	13	42	36	15	2	373
8	I have difficulty responding to speakers with various accents.	6	53	33	13	3	370
9	I have trouble responding to a conversation if the speaker's intonation is not understandable.	12	52	28	15	1	383
10	I get ashamed to speak in English because I do not have a good pronunciation.	8	24	31	31	14	305
Psychological Aspects							
11	I do not want to make a mistake in speaking because I am afraid of getting correction.	7	28	23	39	11	305
12	I have less confidence to speak English because I think my friends will laugh at me when I speak.	5	18	22	45	18	271

13	When I start to speak in English, I get blank and forget everything suddenly.	12	35	31	23	7	346
14	I feel ashamed to speak English because I do not have fluent English ability.	9	32	27	29	11	323
15	I feel nervous when I have to speak English with and or in front of other people.	12	52	25	13	6	375
16	I feel anxious when speaking and end up saying nothing.	4	36	39	21	8	331
17	I do not want to speak in English because I am afraid that my partner will not understand what I am saying.	0	21	25	44	18	265
18	I do not understand what my speaking partners say so I would rather keep silent.	1	17	26	45	19	260
19	I would rather work alone than work in a team which will force me to speak English.	1	17	26	44	20	259
20	I speak English just because my lecturer told me to do so.	5	24	21	35	23	277

From 108 students as the sample of this research, it can be said that there are varieties of speaking problems faced by the second year English Department students of

Universitas Riau. Out of the 20 items in the questionnaire, students' answers are varied from strongly agree to strongly disagree (Likert Scale). From the data, students mostly experienced problems in pronunciation (383 point) as linguistics aspects when they speak. Meanwhile, the psychological aspect that mostly they encounter when speaking is anxiety (375 point). Out of 20 items of the questionnaire in this research, it can be concluded that pronunciation and anxiety are the speaking problems that most second year students of English Department Universitas Riau faced.

CONCLUSION AND RECOMMENDATION

Conclusion

This study reveals that students are having many problems in speaking. To be more specific, this study shows that students encounter speaking problems both in linguistics (*vocabulary, grammar, pronunciation*) and psychological (*fear of mistake, shyness, anxiety, lack of confidence and motivation*) aspect.

As mentioned in the research question in the previous chapter, the most common speaking problems faced by the second year students of English Department of Universitas Riau are pronunciation (385 point) and anxiety (375 point). This research found that students are hesitate to speak when they do not know how to pronounce words and they do not want to response their partner when speaking because their partner's intonation is not understandable as include pronunciation of the words. Students also encounter problems with anxiety because they always feeling nervous when they speak with and or other people.

Another speaking problem also having high score such as the result of class 4A answer that limited vocabulary also become a barrier when they tent to speak. On the other hand, surprising finding also can be seen in the lowest point of the result that students do not have a serious problem in motivation (259 point).

Recommendations

From the conclusions of this research, the researcher would like to propose some recommendations related to the students' problem in speaking:

1. Students are suggested to practice more in speaking to make the speaking skill improve. For example, in order to overcome pronunciation problem, try to speak using English in daily conversation and say everything freely without afraid of mispronounce. It is better if students widen their listening exercise that they will not produce wrong intonation and pronunciation anymore. When teacher is asking to speak, just say what you want to say without hesitations. Students also can join an English club and English debating forum so that it will not feeling awkward to speak in English because the society is for learning speaking.
2. Teachers or lecturers are recommended to understand students' interests and feelings, choose the best teaching method to keep the learners' involved in the

speaking activity. In order to overcome anxiety problems, teacher needs to praise the students to speak English by building a friendly relationship with students, make them feel very happy in the class so that they can decrease their anxiety in speaking English. In addition, teachers should know when and how to correct the students' mistakes so that they are not afraid of making mistakes.

3. Other researchers are suggested to analyze and evaluate the findings of this research and try to conduct deeper observation of why students have problems in pronunciation and anxiety when speaking. Furthermore, other researchers have to analyze and consider the suitable instrument of the research carefully.

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