

AN ANALYSIS OF SPEAKING DIFFICULTIES FACED BY THE THIRD YEAR STUDENTS OF ENGLISH DEPARTMENT FKIP UNIVERSITAS RIAU

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Abstract: *This research aims to find out speaking difficulties faced by the third year students of English Department FKIP Universitas Riau. This research is descriptive research that has one variable. The numbers of sample are 30 students chosen by using proportional sampling techniques. To find the difficulties in speaking of the students, there was a questionnaire used for collecting the data. The questionnaire was adapted from Verapornvanichkul (2011). The questionnaire consists of two aspects; linguistics problems (vocabulary, grammar and pronunciation), and psychological problems (fear of making mistakes, anxiety, shyness, lack of confidence and lack of motivation). 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 difficulties of speaking according to the aspect of linguistics and psychological. The mostly difficulties in speaking faced by the student in linguistic aspects is vocabulary (76.6%) and anxiety as the psychological aspect (82%).*

Key Words: *Analysis, Speaking, Speaking Difficulties*

ANALISIS KESULITAN BERBICARA YANG DIHADAPI MAHASISWA TAHUN KETIGA DEPARTEMEN BAHASA INGGRIS FKIP UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mengetahui kesulitan berbicara yang dihadapi oleh mahasiswa tahun ketiga Jurusan Bahasa Inggris FKIP Universitas Riau. Penelitian ini merupakan penelitian deskriptif yang memiliki satu variable. Jumlah sampel sebanyak 30 siswa yang dipilih dengan menggunakan proportional sampling techniques. Untuk mengetahui kesulitan berbicara siswa, digunakan angket kuesioner untuk mengumpulkan data. Kuesioner diadaptasi dari Verapornvanichkul (2011). Kuesioner terdiri dari dua aspek yaitu; masalah linguistik (tata bahasa, kosakata dan pengucapan), dan masalah psikologis (takut membuat kesalahan, kecemasan, rasa malu, kurang percaya diri dan kurangnya motivasi). 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 kesulitan berbicara menurut aspek kebahasaan dan psikologis. Masalah berbicara yang paling banyak dihadapi dalam aspek kebahasaan adalah kosa kata (76.6%) dan kecemasan sebagai masalah psikologis (82%).

Kata Kunci: Analisis, Berbicara, Kesulitan Berbicara

INTRODUCTION

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of the international world. English is important particularly for international communication. Since it is important, English is taught widely from elementary schools up to universities; even at informal schools i.e. courses throughout Indonesia. English Language Learning in the 2013 Curriculum includes four language skills: listening, reading, speaking and writing. All of them are interrelated from one another. Someone who masters four skills of English will master English actively or passively (Solahudin, 2008).

However, Bailey (2003) stated that speaking is a process of sharing ideas and opinion in oral language communication in society. It means that speaking needs some ideas and opinions to say something to other people. So, students must have many ideas to speak. For Indonesian people, speaking has become an interesting topic to discuss in learning the English language. Speaking as the most skill plays an important role to build better communication. Knowing the importance of spoken language in the world of education, Richards (2008) has said that the mastery of speaking skills in English is a priority for many second or foreign language learners.

Talking about speaking skill, the third year students of English Department FKIP Universitas Riau have been taught Speaking subject from the first semester until the third semester: they are Speaking 1, Speaking 2 and Speaking 3. But so many students are still confused to make conversation, to deliver statements, and to share opinions by using English whether inside of classroom or outside of classroom. Since the third year students of English Department FKIP Universitas Riau are the English Foreign Learners, they probably face certain problems that keep themselves cannot speak English better. For instance, from the previous research, Shen (2019) finds that the difficulties of speaking in English major students consist of two aspects: linguistic and psychological problems. Linguistic problems are problems such as vocabulary, grammar, and pronunciation. Psychological problems deals with fear of making mistakes, shyness, anxiety, lack of confidence and low motivation.

In August 2020, the researcher found student speaking difficulties by conducting informal interviews with several students of Riau University FKIP English Study Program. The researcher asked some students about their problems in speaking English especially in the class when doing the speaking performance the researcher send a massage and the students answered the questions with sending voice note. After that, the researcher wrote it down to blank paper and summarize the students' answer. It was found that they still had problems in speaking. The problem is nervousness and hesitation when they deliver lectures in front of the class, because they have not good pronunciation, poor in grammar and lack of vocabulary. Not only that, most of them still experience problems in expressing their opinions, for example before performing, they have prepared the concept well, but when speaking they lose concentration and even forget about the well-prepared concept. They even turn in other directions such as looking at walls, roofs, and doors, this is due to a lack of confidence in their lives. As prospective teachers, students must have good communication with others because later they will teach directly to their students. So, the core of their problem in speaking is anxiety when speaking in front of the class.

Looking at those facts, it is necessary to find out the difficult factors in speaking that are faced by the third year students of English Department FKIP Universitas Riau

entitled “An Analysis of Speaking Difficulties faced by the third year students of English Study Program FKIP Universitas 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. According to Tavakoli (2012), descriptive research is an investigation that provides a picture of a phenomenon as it naturally occurs, as opposed to study the impacts of the phenomenon or intervention.

The data were collected using questionnaire through Google Form Link and accessed by the students via online. In this study, the population of this research was the third year English department students of Universitas Riau. Where the third year students consist of three classes and the population are 119 students. This research used proportional sampling techniques to choose the class to be the sample. There are 30 students and all of them were taken as the sample of this research.

The responses from the questionnaire are analyzed by perceiving the mostly checked item in the scale. It is rated by using Likert five-point rating scale starting from Strongly Agree = 5 point, Agree = 4 point, Neutral = 3 point, Disagree = 2 point, Strongly Disagree = 1 point. Then, the researcher makes a decision the difficulties in speaking that mostly faced by the respondent based on the score. After the data shown in the spreadsheets, the results were described and determined by the researcher.

Table 1. The Blue Print of the Questionnaire

No	Difficulties in Speaking English	Statements Number	Sample of Items
Linguistic Aspects			
1	Lack of Vocabulary	1,3,7,11	I feel afraid to speak in English because my vocabulary is limited.
2	Poor in Grammar	2,4,8,9	I get ashamed to speak in English because I do not have a good pronunciation.
3	Poor in Pronunciation	5,6,10,12	I have difficulty to arrange the words into sentences to speak in English.
Psychological Aspects			
1	Fear of Mistakes	13,20,22,25	I do not want to make a mistake in speaking because I am afraid of getting correction.
2	Shyness	15,17,27,32	I feel ashamed to speak English because I do not have fluent English ability.
3	Anxiety	18,19,26,31	Even if I am well prepared for speaking class, I feel

			anxious about it.
4	Lack of Confidence	14,21,23,29	I have less confidence to speak English because I think my friends has no respond
5	Lack of Motivation	16,24,28,30	I speak English just because my lecturer told me to do so.
Total		32	

RESULT AND DISCUSSION

The result of this research answered the research question about the speaking difficulties faced by the third year students of English Department FKIP Universitas Riau. It shows even though the third year students already passed the Speaking 1, Speaking 2, and 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 vocabulary (76.6%) and anxiety (82%).

In this research, the result explained in two aspects. The first aspect is linguistics which divided into vocabulary, grammar, and pronunciation. The result show that students' problem in speaking is in the aspect of vocabulary (76.6%). The researcher thinks that the possible cause of why the students most have difficulties in vocabulary is because they often get confused to combine and use the proper vocabulary to speak. They also feel difficult to express ideas verbally when speaking because the limited vocabulary they have.

Table 2. Score Of The Questionnaire

Table 2: Score Of The Questionnaire								
No	Problems of speaking	Total respondents					Total score	Percentage
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)		
Linguistic Aspect								
1	I feel afraid to speak in English because my vocabulary is limited.	10	44	30	12	1	97	64.6%
2	It feels difficult for me to express ideas verbally when speaking.	10	60	15	18	0	103	68.6%
	I often get							

3	confuse to combine and use the proper vocabulary to speak.	15	88	6	6	0	115	76.6%
4	I rarely response to my partner when speaking because they speak faster.	0	28	33	18	3	82	54.6%
5	I have difficulty to arranging the words into sentences to speak in English.	5	48	36	8	1	98	65.3%
6	I just want to speak when I think my grammar is correct.	10	28	24	20	3	85	56.6%
7	I have a habit of using my mother tongue when speaking to avoid misunderstanding.	15	52	33	4	1	105	70%
8	I have difficulty responding to speakers with various accents.	5	52	36	8	0	101	67.3%
9	I get ashamed to speak in English because I do not have good pronunciation .	5	24	27	22	3	81	54%
	I feel afraid if							

10	my lecturer correcting my grammar.	10	16	24	30	1	81	54%
11	I have trouble responding my lecturers' questions because of my poor vocabulary	20	16	39	16	1	92	61.3%
12	I am in trouble when I use the grammar rules	20	40	27	14	0	101	67.3%
Psychological aspect								
13	I do not want to make a mistake in speaking because I am afraid of getting corrected.	10	24	21	26	2	83	55.3%
14	I have less confidence to speak English because I think my friends has no respond	10	28	12	34	0	84	56%
15	When I start to speak in English, I get blank and forget everything suddenly.	10	32	36	12	2	92	61.3%
16	I never feel quite sure of myself when I am speaking in our English class.	0	32	39	18	0	89	59.3%
	I feel ashamed to speak English							

17	because I do not have fluent English ability.	0	36	21	22	3	82	54.6%
18	I feel nervous when I have to speak English with and or in front of other people.	40	52	21	10	0	123	82%
19	I feel anxious when speaking and end up saying nothing.	15	40	18	20	1	94	62.6%
20	I do not want to speak in English because I am afraid that my partner will not understand what I am saying.	10	16	24	28	2	80	53.3%
21	I tremble when I know that I am to be called to speak in speaking class.	10	32	30	18	1	91	60.6%
22	If I do not understand what my speaking partners say so I would rather keep silent.	0	8	33	28	3	72	48%
23	I would rather work alone than work in a team which will force me	5	24	9	32	4	74	49.3%

	to speak English.							
24	I speak English just because my lecturer told me to do so.	10	28	21	14	7	80	53.3%
25	I am afraid that my lecturer is ready to correct every mistake I make.	0	24	12	32	4	72	48%
26	Even if I am well prepared for speaking class, I feel anxious about it.	10	48	30	10	1	99	66%
27	I feel that the other students will laugh at me when I speak English.	5	24	12	26	6	73	48.6%
28	I want to speak with native speaker so I practice a lot how to speaking fluently.	5	64	21	12	0	102	68%
29	I never feel confident when I speak in speaking class.	10	16	30	28	0	84	56%
30	I will not speak English if my friend doesn't start it.	10	24	21	26	2	83	55.3%
31	I am afraid when I have to do a presentation	10	44	27	8	4	93	62%

	in front of the class							
32	I am shy when I have to speak English in class group discussion	15	20	33	18	2	88	58.6%

From 30 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 32 items in the questionnaire, students' answers are varied from strongly agree to strongly disagree (Likert Scale). From the data, students mostly experienced problems in vocabulary (76.6%) as linguistics aspects when they speak. Meanwhile, the psychological aspect that mostly they encounter when speaking is anxiety (82%). Out of 32 items of the questionnaire in this research, it can be concluded that vocabulary and anxiety are the speaking problems that most third year students of English Department FKIP Universitas Riau faced.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the findings of this study, the researcher concluded that most of the third year students of English Department of Universitas Riau have difficulties in speaking English. This study shows that students encountered speaking difficulties both in linguistics aspect (*vocabulary, grammar, and pronunciation*) and psychological aspect (*fear of making mistakes, shyness, anxiety, lack of confidence and lack of motivation*).

As mentioned in the research question in the previous chapter, the most common speaking difficulties faced by the third year students of English Department FKIP Universitas Riau are vocabulary (76.6%) and anxiety (82%). This research found that students are often got confused to combine and use the proper vocabulary to speak. They also feel difficult to express ideas verbally when speaking because the limited vocabulary they have. Students also encounter difficulties with anxiety because they always feeling nervousness when they speak with and or other people.

Another aspect of speaking difficulties also having high score such as the result of students' answer that pronunciation also become a barrier when they tent to speak. They feel difficulty responding to the speakers with various accents. On the other hand, this research also found that the lowest score of the result that students do not have serious problem in fear of making mistakes (48%).

Recommendations

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

1. 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. The teachers or lecturer should be more aware of the factors that can increase students' difficulties in speaking and try to find the best strategy to overcome them. In addition, to overcome students' speaking anxiety, teacher should create a comfortable situation and make them feel happy in the class so that they can decrease their anxiety in speaking English.
2. 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.
3. In line with it, students also need to find out the factors contribute to speaking anxiety and find the best way to cope with them, than students need to do more practice in speaking English.

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