
Students' Difficulties in Speaking at Universitas Pasir Pengaraian

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Abstract

The purpose of this research was to find out the difficulty in speaking at Universitas Pasir Pengaraian. The researcher found students have difficulty in speaking because their lack of vocabulary rarely to practice speaking and they got nervous in speaking because of lack of ability. The methodology of this research was descriptive qualitative. The samples were 29 students. In collecting the data, the researcher used questionnaire and interview. The result of questionnaire and interview showed that most of the students often did a grammatical errors in speaking, often think in their mother tongue when speaking, they had difficulty leading class discussion in English, and they also felt nervous when they speak English. Students also felt they lack of opportunities to speak English outside the class and sometimes feel difficulty in giving speeches in English in front of the whole class. Meanwhile, the external factors that dominated their difficulties in speaking were their parents did not support the, their neighborhood could not help them to improve their speaking ability, they had no friends to practice speaking, and people around them could not help them to improve their speaking ability. In the short, it can be seen that most students difficulties in speaking.

Keywords: Students' difficulty, Speaking skill, English teaching

Introduction

Language is a structured communication system that is useful for communicating and understanding knowledge in various languages. Language is very important in human life as a communication tool to express thoughts, ideas, and concepts. Language functions include communication, identity expression, play, imaginative expression, and emotional release. ICEI (2018) explains that language is a communication tool with the aim of fulfilling the basic nature of individuals as social beings who require interaction with their environment. Someone who has adequate language skills will more easily transform and convey information both orally and in writing. Meanwhile, Castillo (2015) states that language is a human subject in terms of speaking, saying, and knowing that comes from within the speaking subject which is manifested in the intentional and meaningful intentions of the individual speaker. On the other hand, language is something that comes from outside, from the speech community, something that is offered to the speaker's subject from tradition in the technique of speaking.

Nowadays, many people learn English for various purposes, both for career and school. English is an important communication tool. Especially in education levels, English is taught at all levels, from elementary school, junior high school, senior high school, and also university. In English there are four language skills that students learn. They are Listening, Speaking, Reading and Writing. These basic skills are interrelated each other. One can speak well if she or she he can listening English well, and one can write well if she or he can read well. These skills are important to be learnt and carry out own purpose.

Speaking skills are a form of language skills as the ability to say things related to sounds, pronunciation and words to express an opinion, thought, and idea orally either to a person or groups, either face to face or not. Therefore, speaking skills are important skills for elementary school students. According to Jill (2008) explain, learning speaking is learning how we can communicate with other. Speaking skills are a vitally important method of communication. Speaking is an interactive process that constructs meaning which consists of producing and receiving information, so it is seen as the heart of second language learning among the four language skills (Burns, 1999; Brown, 2001). Furthermore, speaking is the use of language to communicate with other people (Fulcher, 2003). These skills are important for improving communication skills, sharing ideas, providing comments and spelling words.

Speaking is a productive oral skill. This skill can be used as a measure to find out the students' abilities and weaknesses in speaking English. Meanwhile, Harmer (2007) stated that speaking activities provide an opportunity to practice speaking in real life in the safety of the classroom. If students can speak English well, it means they are good at English. Speaking requires several components to support it, such as fluency, vocabulary, pronunciation, grammar and comprehension. Speaking English is not easy, because one has to master several aspects of speaking. Speaking skills require direct interaction, where one person talks to someone directly. Kawai (2008) said that the ability to speak English as a second foreign language well is an important goal for many students. When learning the dominant English skills, speaking here there are still many students who have difficulty speaking the language.

The main problem of students is the anxiety of students who lack motivation so the solution is that students have to talk, socialize, in class, and outside the classroom. Based on the researchers' initial observations on the fourth semester English students at Pasir Pengaraian University. There were several problems that the researcher found. First, the students had difficulty in speaking English because they lacked vocabulary. Second, they rarely practice speaking. So the pronunciation is not good. third, nervous in speaking due to lack of ability. This is the most prominent difficulty in English, for that I wanted to see how difficult it was on the pitch. For this reason, the purpose of this study was to analyze student difficulties in speaking skills in fourth semester English students at Universitas Pasir Pengaraian.

Methods

This design of this research is a descriptive qualitative research. Gay (2000) state that qualitative research are used to describe current condition, investigate relationship, and study cause effect phenomena. In this research, the researcher was conducted research about An Analysis Study on Students' difficulties in speaking English fourth semester students of English Study Program Universitas Pasir Pengaraian. The population of this research are fourth semester students in English Department of Universitas Pasir Pengaraian. In this descriptive research, the researcher choose sample from the population all student in class A and B was taken as a sample of the study. The were consist of 29 students. All students become the object of this study, because the population was less than 100 people. In this research, the researcher use the instrument of this research interview of and questionnaire to take data. In data analysis of interview section, the researcher did the transcription based on the recording file of the interview process. After that, the researcher matched the result of the transcription with the data obtained from the answer of the student ' questioner in the previous data collection. To analyze and interpret the data obtained from the questionnaire, the researcher used simple formula. The data presented using the following formula.

$$P = \frac{p}{n} \times 100 \%$$

Result

In finding the data of the research, the researcher used 2 instruments to strengthen the data of this research such as questionnaire and interview which was purposed to find out the students' difficulties in speaking English. As the additional information, the contractions on the questionnaire columns stand for N (Never), S (Seldom), So (Sometimes), O (Often), and A (Always). There were 20 statements in the questionnaire given related to the students' difficulties in speaking. The result of questionnaire showed that 62% of the students often did a grammatical errors in speaking, 62% of the students often think in their mother tongue when speaking English, 79.3% of the students feel difficulty leading class discussion in English, 51.7% of the students feel nervous when they spoke English, 62% of the students felt lack of opportunities to speak English outside the class, 51.7% of the students felt not good in using complex structures when spoke English, 51.7% of the students often avoid using difficult words and structures when speaking English, 58.6% of the students sometimes felt difficulty in giving speeches in English in front of the whole class, 27.5% of the students seldom to worry about grammar in spok English, 72.4% of the students sometimes felt lack of opportunities to speak English in class.

Besides giving a questionnaire, the researcher also gave an interview to the samples of the research. There were 10 questions were given during the interview session. The interview questions were taken from the external factors of influencing speaking such as: Environmental factor (Family, teacher, Society, Friends) and Non Social Environmental factor (house, school, equipment, atmosphere). Students were asked to answer every question and their answers were analyzed to find out their opinion and reasons related to the interview questions. In the interview session, the researcher investigated the factors external of speaking. The researcher found that all students have problem in speaking English, 31.1% of the students felt that their parents did not give them support in improving their speaking skill, 86.2% of the students think that their teacher motivate them to improve students' speaking skill such as giving reward in the classroom. 75.9% of the students think that people around them could not help them to improve their English speaking skill. 82.8% of the students did not have friends to practice their speaking. Meanwhile, 100% of the students always motivate themselves to improve their speaking skill. 65.6% of the students felt uncomfortable to study English at their homes. 72.4% of the students admitted that their school provided many sources or media which could help them to improve their English speaking skill. 89.7% of the students said that they have devices or gadget that can support them to improve their English speaking skill, and 82.8% of the students said that their neighborhood could not help them to improve their English speaking skill.

Discussion

The researcher was interested to analyze the students' difficulties in speaking English to the fourth semester students of English Study Program in University of Pasir Pengaraian. The researcher used questionnaire and interview as the instrument to answer the formulation of the problem in this research. A questionnaire was given to analyze students' difficulties in speaking based on the linguistic obstacles.

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Conclusion

Students' difficulties in speaking by fourth semester students english study program the result of questionnaire showed that most of the students often did a grammatical errors in speaking, often think in their mother tongue when speaking, they had difficulty leading class discussion in English, and they also felt nervous when they speak English. Students also felt they lack of opportunities to speak English outside the class and sometimes feel difficulty in giving speeches in English in front of the whole class. In the interview session, the researcher investigated the factors external that dominated their problem in speaking. The researcher found that all students have problem in speaking English, 31.1% of the students felt that their parents did not give them support in improving their speaking skill. There were 75.9% of the students think that people around them could not help them to improve their English speaking skill and most of the students did not have friends to practice their speaking. Most of the students felt uncomfortable to study English at their homes and they said that their neighborhood could not help them to improve their English speaking skill.

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