

A STUDY ON STUDENTS' PROBLEMS IN SPEAKING CLASS AT THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT UINSI SAMARINDA IN THE ACADEMIC YEAR OF 2022/2023

Mustika Dian Azis^{1*}, Widya Noviana Noor²

^{1,2}UIN Sultan Aji Muhammad Samarinda, Indonesia

*correspondence email: mstkdian@gmail.com

Received: 5 January 2023

Accepted: 20 April 2023

Published: 30 April 2023

Abstract

In learning English, speaking skills are one of the most important aspects for students. However, speaking is often called a daunting skill that must be mastered by students. During education at UINSI Samarinda, it is common for the researcher to find students who feel that speaking is a very dreaded scourge. The researcher asked a few short questions to several English students who were fourth-semester at the time and they all responded that they were having difficulties with their speaking. This makes the researcher interested in examining what problems are faced by English students, especially those who were at the fourth semester students. This research employed a descriptive qualitative method. Students from the Department of English Education's fourth semester in the academic year of 2022/2023 who have been taking on the subject of speaking intermediate. The data was gathered through interviews and analyzed according to Miles, Huberman, and Saldana's Interactive Model. According to the result, students experience several problems during the speaking performance which can be categorized into two factors: skills of speaking problems or linguistic and psychological problems or non-linguistic. From the skills of speaking students' problems are comprehension, fluency, grammar, vocabulary, and pronunciation. From the psychological factor, students' problems with fear of making mistakes, shyness, anxiety, low confidence, and lack of motivation.

Keywords: English, problems, speaking

INTRODUCTION

The entire world has become a global village in today's culture with individuals speaking in common language, English (Al-Ahdal & Al-Awaid, 2018; Khamesian, 2019). Because language is a tool for communication, we communicate with other people to express our ideas and learn about others' ideas. Where there is speech, there is communication.

In QS. Ar-Rum (22), Allah SWT says:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَالاختلافُ اللَّسَانِكُمْ وَالْوَلَوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed, in that are signs for those knowledge”.

In the world many languages are known to us, but today, English is one of the languages that are important to learn for everyone (Le & Le, 2022; Srivani et al., 2022). People believe that learning English will be useful in daily life, such as in the world of work or while travelling, scholarship, and student exchange. In learning English, of course, is not easy. Many possible problems can be found. This time the researcher will focus on discussing students' problems in speaking class or speaking skills.

Speaking skill is crucial because it is able to determine students' language proficiency (Fitriani, 2022). Based on the experience by researcher as students majoring in English, researcher saw that in the learning process only a few students participated in English conversations especially in basic speaking class at the third semester where they are prepared as prospective teachers who are also should to be mastered in conveying and explaining material using English. The lack of student participation and student confidence in class made researcher want to find out what causes. In addition, the researcher also conducted observation. In the results of observation, the researcher found the problem that many students lack in comprehension, fluency, grammar, vocabulary, and pronunciation. It saw the value and activity of students during the English learning process. Students have difficulty using and applying grammar in speaking. Students have problems arranging the structure of the right sentence. Students did not understand when students use verb-1 and verb-2 when telling about the past. Students always brought a paper or their phone, to look at the sentences. The students also have problems with their pronunciation. This research to find out students' problems faced in speaking class at the English department at UINSI Samarinda.

According to the result, students experience several problems during the speaking performance which can be categorized into two factors: skills of speaking problems or linguistic and psychological problems or non-linguistic. From the skills of speaking students' problems are comprehension, fluency, grammar, vocabulary, and pronunciation. From the psychological factor, students' problems with fear of making mistakes, shyness, anxiety, low confidence, and lack of motivation.

METHOD

According to Sugiyono the research method is naturalistic because the research is carried out in natural conditions. Qualitative methods are used to obtain in-depth data, data that contains meaning. Meaning is the actual data, definite data which is a value behind the visible data. Therefore, in qualitative research generalization, but more emphasis on meaning. This research was conducted at UINSI Samarinda. The subject of the research was the English lecturer and students at the fourth semester of the English department students of UINSI Samarinda. The name of the class is TBI 3. The students interviewed 25 students it was male or female. The data source is the type of informant obtained by the researcher through the research subject. The types of data used in this research are primary and secondary data.

Primary data is obtained directly the first source, through observation and interview with informants or respondents. The primary data of this research are acquired from words and interview with English lecturer and the fourth semester students of English Department UINSI Samarinda. Secondary data is data collected by a second source. The secondary data in this research that the researcher collects through book, journal, reports, and others.

Data collection techniques refer to an abstract word that cannot be realized in the form of an object but can only be shown in its use. To obtain data as intended, the researcher uses instruments related to the research. Descriptive research is a research to find facts with the right interpretation. According to Nazir, as cited in Wiwin Yuliani, there are three qualitative research methods: observation, interview, and documentation to make an analysis. Interviews are in qualitative research are discussions that have a reason and are gone before by casual inquiries. Unlike ordinary talks, research interview is aimed at gathering information. According to Kerlinger, the interview is face-to-face interpersonal role situation, when someone, namely the interviewer, asks questions designed to obtain answers relevant to the research problem, to someone being interviewed or an informant. As per Arikunto in Imam observation is a data collection technique that is carried out by conducting research carefully. The term observation is gotten from the Latin signifying "to see" and "to focus on". The term perception is aimed at focusing accurately, noting phenomena that arise and considering the relationship between aspects of the phenomenon. Documentation is expected to acquire data directly from the research site. Bogdan in Sudaryono stated that in the most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes the actions of the researcher, experience and belief. The documentation that connected by the researcher which are field notes, transcript of interview, pictures and videos that needs in this research.

According to Noeng Muhadjir data analysis is the process of systematically searching and arranging the interview transcript, observation, fields notes, and other materials that accumulate to increase the researcher own understanding of the research and to enable researcher to present what the researcher has discovered to other. Data analysis was an effort or steps to describe in a narrative, descriptive, or tabular manner the data obtained to produce a conclusion in the research. According to Miles, Huberman and Saldana, data analysis using the "Flow Chart Analysis" method is technique used in qualitative research. Miles and Huberman said in a statement that used three activities for data analysis : data condensation, data display, and drawing conclusion or verification.

The collected data will be analyzed by performing the data condensation. Data compaction is a sharp; concise, focused form of analysis, discarding unimportant data and organizing data to illustrate and verify conclusions. Data display is the next step of data reduction. The presentation of data was an effort to collect organized information to describe conclusions. Display data is an organized and compressed collection of information that allows drawing conclusions and action. The display of this research data is in the form of narrative text. The third step in data analysis was concluding and verifying. Making or drawing conclusions could be in the form of temporary findings and conclusions. The decision was the result of the overall data analysis. After all the data has been collected, based on interview, observation and documentation as a data collection technique, the researcher must check the validity of the data. Data validation is needed to get accurate, valid, and accountable data. In this research, researcher used a data triangulation test. According to Camble and Fiske triangulation is powerful way of demonstrating concurrent validity particularly in qualitative research.

Source triangulation is collecting data from various sources with different perspectives. To test the credibility of the data that has been obtained, it is done by checking the data that has been obtained from several predetermined sources. Combining field notes and interview transcripts is triangulation method. To test the credibility of the data can be done by checking the data that has been obtained from the same source but using different techniques to obtain information. To obtain the truth of the information researcher use observation, interviews and documentation techniques. If different data is obtained, it is necessary to carry out further discussions with informants. Time triangulation is carried out repeatedly by neglecting to check with interviews and observations until definite data is found. In other words, time triangulation is the process of testing the validity of data that has been obtained at different times. Therefore researcher check the validity of the data through time triangulation in this research. Based on three triangulation mentioned, researcher used two of triangulation above by data source and technique. Triangulation by data source, the researcher collected from different persons. Then, triangulation by technique is that different theoretical perspective frameworks were adopted.

FINDINGS AND DISCUSSION

This research aimed to find out students' problem in speaking English as the formulation of the problem research. In this research, the researcher conducted interview, observation, and documentation with fourth semester students of English Department UINSI Samarinda. The research data collected is described below.

One of the most critical aspects of language is speaking. A large percentage world's language learners study English in order to develop proficiency in speaking (Albelihi, 2022; Terence, 2022). Speaking is needed and will always be used by everyone, both in and outside the classroom environment. In classroom, speaking is used to exchange thoughts, ideas, and opinions with friends or lecturers.

While speaking in English, students experience difficulties and obstacles in learning. Several factors can influence the success or failure of someone in learning to speak English at classroom. Inayah & Lisdawati, (2017) explained that the students' ability to understand English was outstanding, but when applying it, the experienced obstacles and difficulties, so students felt hesitant to speak English. The speaker must pay attention to comprehension, fluency, vocabulary, grammar, as well as pronunciation or it call skills of speaking (Ismailia & Binarkaheni, 2022; Meiningsih & Madya, 2021). According to Juhana's theory in Thao and Nguyet psychological factors namely: fear of making mistake, shyness, anxiety, low confidence, and lack of motivation.

Skills of speaking problems

Skills of speaking problems are make students poor in English. Several language problems affect a person's speaking, such as poor grammar, vocabulary, and pronunciation. Based on the findings, the researcher found that skills of speaking were on of problems that faced by students. This is evidenced by students' statements about using grammar because they were confused about using grammar because they had to master many formulas and vocabulary that had to change over time. Students also said that they did not know the meaning of many English words, so when they talk, they lose words due to a lack of vocabulary. The students also said they had difficulty

pronouncing English vocabulary, which they rarely heard. Related results from Alfian that researcher found students still low with vocabulary and students still poor in pronunciation. Students still confused how to pronounce correctly. These results were clarified by finding that many students experienced problems in pronouncing things that were not clear and vocabulary that they did not understand the meaning of. Several times they stuttered or forgot what they had to say. Thus, the researcher can conclude that poor grammar, lack of vocabulary, comprehension, fluently and lack of pronunciation make skill of speaking that factors faced by students that influence students' problem in speaking.

Psychological problems

Psychological problems are problem that are most often related to person's emotional and physical aspects. This problem impacts students with negative effect, such as problems with self-confidence and they are quickly afraid to do something. According to Juhana's theory in Thao and Nguyet psychological problem that caused student hesitate to speak English. Students with this problem tend to be unable to develop their speaking skills. These factors cause students to experience fear of making mistake, shyness, anxiety, low confidence, and lack of motivation.

Based on the findings, the researcher found that psychological problems became the second problem that faced by students in speaking psychological issues that students encounter. Students said they feared speaking English, and they explained that they were afraid of being laughed at if they made a mistake in speaking. Students explained that they were sometimes embarrassed to talk in English because they were not proficient and fluent in its use, so they felt less confident when speaking English. However, when asked about anxiety, students said they were not too worried about someone's opinion of their ability to speak English. Students also added that they get the motivation to learn English from their friend and lecturer.

However, based on observations at class, the researcher found that many students experienced problems with self-confidence and were afraid to speak; they sometimes spoke in low voices, were shy, and were occasionally hesitant. Some of them will cover it with their hand and even look in other directions, like the roof or wall, to avoid meeting eyes with their friends. When learning process, most of them lack of focus and motivation in knowledge: students more often look pale and know how to do other activities than having to learn English. Related to the results by Fauziyah & Fitria (2021) and Nurmasadah et al., (2022), researcher found that students got nervous when speaking English. So that the researcher can conclude that non-linguistic problems are factors that cause students' difficulties in speaking English. In contrast, these factors include fear of making mistakes, anxiety, embarrassment, lack of confidence, and lack of motivation.

In conclusion, some students at the fourth semester of English Department UINSI Samarinda have problems related to skills of speaking problem and psychological problem. The finding of problems among skills of speaking students, such as lack of vocabulary, lousy grammar, and pronunciation, evidences this. psychological problems in students are fear of making mistakes, anxiety, shyness, low confidence, and lack of motivation. From the data obtained, the researcher concluded that skills of speaking and psychological problem that faced by students in speaking English.

CONCLUSION

Based on results of the research, the researcher can conclude the problem of students faced in speaking English at the fourth semester students of English Department UINSI Samarinda divided into two categories there are skills of speaking problem and psychological problems. First is skills of speaking which is related to comprehension at the fourth semester students about English most students do not understand the meaning when their lecturer speak English in class especially if their heard knew vocabulary that they rarely heard. Even some of students of English study program do not understand at all, most students did not have good intonation while delivered material. Second, fluency that students most struggle with themselves and felt nervous to speak in front of class, also showed by many people. It causes students did not proficiency in grammar, vocabulary also pronunciation. Third is grammar most students struggle with grammar, especially in tenses. They said grammar many formulas and need time to think before speak and it effect their fluent in speaking. The fourth is vocabulary most students struggle with their self sometimes students forget because rarely practiced even they never practiced. Students also difficult to pronounce the word it is effect for their speaking performance. It is also state by English lecturer that the students' big problem in speaking they lack about knowledge and they rarely in practiced their English. And the last about problem with skills of speaking is pronunciation that students do not know many vocabulary, they also difficult about the different sound. Students faced problem about word they rarely heard so it is effect their pronounce. Second is psychological problems which is related to fear of making mistake students were afraid of make mistakes in speaking English. The students expressed fear, blankness, embarrassment, and confusion when appointed to speak English in front of class. There were also fearful of being laughed at and said to be weird if they spoke in English. Shyness researcher found that the students experienced not fluent, shyness, and fear when they try to speak English. Feelings of shame can be caused when they feel lack of vocabulary, criticized, poor in grammar, mispronouncing. Anxiety students have excessive when appointed to speak English. The students got cold sweat, shaking, blank. Low confidence researcher found that students not fluent when speak English it make them feel unconfined speak in English. Most student said that classroom environment effects their self confidence to speak English in front of class. The last psychological problem is lack of motivation researcher concluded that most students got motivation to learn English from their lecturer and friend. But some are limited by an unsuportive environment, so it was not easy to improve their speaking skill.

REFERENCES

- Al-Ahdal, A. A. M. H., & Al-Awaid, S. A. A. (2018). English as the lingua franca of development: Finding common correlates in Saudi Arabia. *Malaysian Journal of Languages and Linguistics (MJLL)*, 7(1), 1-7.
<https://doi.org/10.24200/mjll.vol7iss1pp1-7>
- Albelihi, H. H. M. (2022). Intermediate English as a Foreign Language learners' formulaic language speaking proficiency: Where does the teaching of lexical chunks figure? *Frontiers in Psychology*, 13.
<https://www.frontiersin.org/articles/10.3389/fpsyg.2022.949675>

- Fauziyah, N., & Fitria, N. (2021). Teacher's strategies to overcome students' difficulties when implementing time token arends method in learning speaking English. *Journal of Advanced Multidisciplinary Research*, 2(1), 1-11. <https://doi.org/10.30659/jamr.2.1.1-11>
- Fitriani, R. L. (2022). The development of english speaking proficiency to increase students' communication skill in a business and technology college. *KOMVERSAL*, 4(2), 90-112. <https://doi.org/10.38204/komversal.v4i2.1041>
- Inayah, R., & Lisdawati, I. (2017). Exploring students' difficulties in speaking english and their attitude in speaking English. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 2(1), 12-23. <https://doi.org/10.35974/acuity.v2i1.585>
- Ismailia, T., & Binarkaheni, S. (2022). Implementing a video project for assessing students' speaking skills: A case study in a non-English department context. *Journal of English in Academic and Professional Communication*, 8(1), 10-20. <https://doi.org/10.25047/jeapco.v8i1.3878>
- Khamesian, M. (2019). On the role of phraseological units in teaching english as a foreign language to adult learners. *Armenian Folia Anglistika*, 15(2 (20)), 56-63 (20). <https://doi.org/10.46991/AFA/2019.15.2.056>
- Le, X. M., & Le, T. T. (2022). Factors affecting students' attitudes towards learning English as a foreign language in a tertiary institution of Vietnam. *International Journal of TESOL & Education*, 2(2), 168-185. <https://doi.org/10.54855/ijte.22229>
- Meiningsih, F. A., & Madya, S. (2021). The use of guessing game in improving the speaking skills of elementary school students. *IJEE (Indonesian Journal of English Education)*, 8(2), 327-339.
- Nurmasadah, D., Supiani, S., & Dayu, A. T. (2022). "We feel anxious and nervous": The undergraduate english students' emotional experiences in learning to speak english. *JURNAL EDUSCIENCE*, 9(2), 592-601. <https://doi.org/10.36987/jes.v9i2.3080>
- Srivani, V., Hariharasudan, A., Nawaz, N., & Ratajczak, S. (2022). Impact of education 4.0 among engineering students for learning English language. *PLOS ONE*, 17(2), e0261717. <https://doi.org/10.1371/journal.pone.0261717>
- Terence, L. I. (2022). The validity of multiple choice and essay composition proficiency assessment for English language learners. *Global Journal of English Language Teaching*, 2(2), 16-19. <https://doi.org/10.20448/gjelt.v2i2.4226>