AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AS FOREIGN LANGUAGE

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Abstrak

Bahasa Inggris adalah bahasa yang paling banyak digunakan dalam komunikasi internasional. Kemampuan berbahasa Inggris masyarakat Indonesia saat ini dinilai berada pada kategori rendah. Kemampuan berkomunikasi dalam bahasa Inggris yang semakin dibutuhkan belum dikembangkan dengan baik melalui pendidikan. Penelitian ini bertujuan untuk mendeskripsikan kesulitan mahasiswa dalam berbicara bahasa Inggris sebagai bahasa asing di Universitas Islam Tribakti Lirboyo. Penelitian ini memiliki pendekatan deskriptif kualitatif. Teknik pengumpulan data meliputi wawancara mendalam, observasi partisipatif, dan dokumentasi. Teknik analisis data terdiri dari memadatkan data, menyajikan data, dan menarik kesimpulan. Hasil penelitian menunjukkan bahwa ada beberapa faktor penyebab siswa kurang dalam keterampilan berbicara, yaitu: kurangnya kosa kata, pengucapan yang salah, tidak dapat menemukan teman atau pasangan dalam berbicara, kurang percaya diri, kurangnya pengetahuan umum, kurangnya latihan berbicara, takut membuat kesalahan, kurangnya penggunaan kata dan latihan tata bahasa, motivasi rendah, partisipasi rendah, malas membaca, rasa malu, kurang menggunakan kamus, gugup, takut akan kritik.

Kata Kunci: kesulitan siswa, berbicara Bahasa Inggris, Bahasa Asing

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Abstract

English is the most widely used language in international communication. English language skills of Indonesian people are currently considered to be in the low category. The ability to communicate in English, which is increasingly needed, has not been well developed through education. This research aims to describe the students' difficulties in speaking English as foreign language in Islamic University of Tribakti Lirboyo. This research has a descriptive qualitative approach. Data collection techniques include in-depth interviews, participant observation, and documentation. Data analysis techniques consist of condensing data, presenting data, and drawing conclusion. The research results show that there are some factors cause the students lack of speaking skill, those are: lack of vocabulary, incorrect pronunciation, can't find friends or partners in speaking, lack of self-confidence, lack of general knowledge, lack of speaking practice, fear of making mistakes, lack of use of words and grammar practice, low motivation, low participation, lazy reading, shyness, lack of use of dictionary, nervousness, fear of criticism.

Keywords: *students' difficulties, speaking English, foreign language*

INTRODUCTION

Teaching and learning as an activity that has educational value, educational value colors the interactions that occur between educators and students so that there is good social interaction (Dewi Kustanti, 2016). Learning English is very complex because English consists of four skills, namely reading, writing, speaking and listening. To achieve optimal English language skills, professional language instructors are needed to produce quality students. Apart from that, mastery of material and practice must be given in balanced portions (Megawati, 2016). In teaching English, there are quite a lot of problems faced by students which become obstacles to the development of their English language skills. One of the difficult problems that is often faced is pronunciation problems in speaking skills. Pronunciation is one part of speaking skills that can be directly and clearly observed and known. When someone speaks English, people who listen will immediately identify how that person's pronunciation is. One of the main phenomena in this century is the emergence of education as a major force in improving the quality of human

resources.

According to Purba (Purba, 2009) speaking is an expression of a person's thoughts and feelings in the form of language sounds, while speaking ability is the ability to express thoughts, ideas and feelings expressed in words. This means that it is clear that speaking is important to convey everything that we are thinking. Without talking there will be no communication. Meanwhile, according to Lunenburg (Lunenburg, 2010) communication is a process for giving information and understanding from one person to other people. By communicating we can provide information and understanding from one person to another. Without communication there will be no information.

Speaking English is not easy for students because they need to learn vocabulary, pronunciation, grammar, and they must have the will to learn. Students' difficulties in speaking English include not having self-confidence, speaking fluency, and limited English vocabulary. Students do not have self-confidence because environmental factors do not support them to speak English. They cannot develop their English skills outside their classrooms. They don't want to disturb the activities of other people around them. Things like that make students unable to communicate in their environment. Then grammar becomes the biggest obstacle in speaking. If students are not able to mastery grammar, then they will not be able to produce sentences with correct grammar.

Not a few students still cannot understand or even understand the words or sentences spoken in English verbally by the person they are talking to. This means that their speaking and listening skills in English are still lacking and the vocabulary they master is still very limited. Basically, humans cannot speak before listening, we can observe this in the development of toddlers. They generally acquire vocabulary from what they hear and what they see when interacting with their mother and the people around them. Wallace et al , (2004:13) write that speaking skills are a very important skill because this skill enables humans to gain insight, understanding, knowledge and information, as well as achieve success in communicating with other people. Therefore, speaking skills are greatly helped by listening to an object and then listening to it by the brain after which we imitate it in the form of speech. Mastering a foreign language will not go well if we don't practice it by speaking. However, speaking a foreign language that is not our mother tongue is not a simple process. Here the author tries to examine one of these components, namely Speaking, what factors cause students to experience difficulties in learning

to speak English. in semester 1, Islamic religious education study program. The author chose this Speaking skill because the author believes that by speaking and having conversation, we can understand what other people who use English are saying.

METHODOLOGY

This research uses qualitative research with a case study approach. Data was collected in groups, namely asking about the obstacles experienced when learning English. The data in this research is data obtained directly by the researcher from the field through observations during the learning process, namely recording student conversations, asking for student opinions, then the researcher analyzing them. The results of the data obtained will be described narratively or descriptively (Khan, 2014).

Adapted data collection techniques were carried out using observation, questionnaires, documentation (Marshall, Gretchen B. Rossman in Sugiyono, 2015), namely: First, questionnaires were distributed to students and course lecturers to find out what difficulties students faced in speaking and what aspects which affects their speaking performance. The contents of the questionnaire consist of two parts to obtain information about the first; demographic information on research subjects, and secondly; factors that influence student speaking performance. Second, class observation. Observation is a systematic observation and recording technique of the phenomena being investigated. This technique is widely used, both in historical and descriptive research. The observations made in this research were observations of the process of presentation activities carried out by students in learning. What things are observed are summarized in the observation sheet. The observation sheet is a rubric for the lecturer's assessment of the student's speaking performance on the topics mentioned by the lecturer. Third, namely documentation. Documentation is a technique collecting data that is not directly aimed at the research subject, but through documents. The documentation carried out in this research is by recording and photographing speaking learning, especially when students make presentations in class to speak as an activity in the speaking learning process.

The data analysis technique used is the descriptive data analysis method, namely a method that analyzes data or information that has been collected to describe the factors that influence English language skills. The data analysis process can be carried out in several stages, namely: Data reduction is the process of

selecting, focusing attention to simplifying the abstraction and transformation of ongoing data continuously as long as the research is carried out and continues after the field research until the final report is written. Data reduction is a form of analysis that sharpens, categorizes, directs, removes what is not necessary, organizes data in such a way that conclusions can be drawn. Then. Presentation is a collection of structured information that provides the possibility of drawing conclusions and taking action. Presentation of data needs to be structured simply from complex information into an analytical form that is easy to understand. Then, conclusions are drawn by looking at the results of data reduction and still referring to the problem formulation and objectives to be achieved. The data that has been compiled is connected and compared with one another so that it is easy to draw conclusions as answers to each existing problem. Data validity checking techniques are techniques used to check and compare the validity of data. The technique for checking the validity of the data used in this research is triangulation. Triangulation is a data validity checking technique that utilizes something else. Apart from that, the data is for checking purposes as a comparison to that data. The technique for checking the validity of the data used is triangulation of sources and methods. Source triangulation means comparing and cross-checking the degree of trustworthiness of information obtained through interviews between one informant and another informant. Meanwhile, triangulation with the method is carried out by comparing data from interviews with data obtained from documentation. Data will be categorized as valid if there is consistency in the information obtained from various sources and methods.

FINDINGS AND DISCUSSIONS

Based on the results of research through interviews and observations at the Islamic University of Tribakti Lirboyo, various information was obtained as research data which shows the factors causing students' difficulties in learning English, especially speaking skills. The forms of difficulty experienced by students in speaking English (speaking skills) are as follows:

1. Lack of Confidence and Motivation

Beginners always experience lack of confidence, especially when they have to speak English. This feeling of self-confidence arises from fear or embarrassment of making mistakes when expressing sentences. Everyone also starts learning from

scratch and also makes mistakes, including us (Karabenick, S.A. & Berger, J.L., 2013). Self-confidence can only be obtained from yourself. The solution is to study in groups and often meet foreigners. The level of self-confidence will increase if we get used to it, so to get used to it we have to study with lots of people. A good choice if we join an English learning community and open ourselves up. Self-confidence is a success factor in improving the ability to socialize and communicate. If a person's self-confidence is poor, it will have an impact on their ability to recognize the environment and other people. Thus, one of the obstacles felt by some students in improving their speaking skills both in the classroom during learning and outside the classroom is self-confidence. This is confirmed by the results of a study showing that there is a very strong relationship between self-confidence and the ability to speak English (Anggraeni et al., 2021). Therefore, instilling confidence in students to try to practice English speaking skills needs to be done by teachers as a stimulus to express ideas or vocabulary that they already know to be spoken through conversation or when speaking in front of the class.

2.   Limited time for studying

This problem is often experienced by those of us who are busy working, so time for studying is limited. After school we are tired and want to rest, but that is not an obstacle to being able to keep studying. There are many ways for those of us who have limited time, because learning English doesn't always have to be in class and for a few hours. An effective way to learn is to spend a little time but often (Brown, D. H. 2000). Principles of language learning & teaching. (4th ed.). New York: Longman. (pg. 49-58). Nowadays there are many applications that can be used to study anywhere. Whenever we have free time, whether it's at lunch, in the morning after waking up or before going to bed. Just 15 minutes to read or memorize vocabulary using an electronic textbook is enough to increase your knowledge.

3.   Not Memorizing Vocabulary

The basic lesson that must be learned is vocabulary. The more vocabulary, the easier it will be to compose sentences and conversations in the future. Based on Shahzadi, et al. (2014), it is not easy to memorize foreign words that must be translated into your mother tongue. If we don't memorize it, then the method we are currently using is wrong. To be able to memorize there are several ways you can choose. First, make sticky notes on all the objects in the room. Write down the

names of objects so they are easy to remember. Second, memorize them one by one with targets that must be achieved per week using an electronic textbook. Third, we can also take a basic English course to memorize it.

4. Difficulty in Pronunciation

Pronouncing a foreign language will feel difficult on the tongue, we may have memorized it in our heads but it is difficult to pronounce it. We can learn about this pronunciation when memorizing vocabulary. Not just memorizing it but also having to pronounce it (Tuan & Mai, 2015). On electronic kits we can listen to sound from native speakers. After listening, try to pronounce it yourself but while being recorded. Listen to the pronunciation that we do then repeat it until it is similar. One way to improve learning is by having conversations with friends or native speakers. Ask for their opinion about the pronunciation that we have done.

5. Afraid of Learning Grammar

Almost all students find it difficult to learn English using grammar material. There are many rules to remember when using verbs, nouns, as well as present, past and future tense formulas. There is no need to be afraid of learning grammar, because it is easier if we have mastered a lot of vocabulary. Learning grammar is not just about memorizing formulas like memorizing vocabulary. However, an effective way to learn is by doing questions. In the questions we will train sensitivity in incorrect and correct grammar. The more often we work on questions, the easier it will be for us to understand grammar (Alharbi, H. A. 2015).

6. Difficult to Translate

The biggest mistake when learning English is translating Indonesian into English and then speaking it. On the other hand, when having a conversation we have to translate English into Indonesian and into English again. It takes a long time until we can finally answer someone's question, for that reason the learning method must be changed. It is related to Goldsmith (1995) as cited in Pallawa (2013), each language is a structurally different system Start to think in English, by saying small events. For example, when turning on the television, we can say 'I will turn on the television'. Likewise, in other situations, start using English until you get used to it.

7.   The class atmosphere is less interactive

Creating a pleasant learning classroom atmosphere is an important indicator in supporting learning effectiveness. One of the obstacles felt by students when learning English is that the class atmosphere tends to be boring. So psychologically the impact on enthusiasm and feelings of enjoyment tends to decrease when taking English classes. The impact is that students become lazy and tend to have no interest in learning, especially practicing their language skills through speaking skills. Mufida (2017) stated that a fun and interesting class setting is one strategy for attracting students' interest and enthusiasm for learning, especially in English classes where the majority of students in Indonesia have not demonstrated English language proficiency through speaking skills. This is also in accordance with the results of other studies which state that to overcome students' laziness in learning English, they must create a comfortable learning environment, diligently memorize vocabulary, get used to speaking English starting from daily conversations, and practice it repeatedly to get used to it (Susanthi, 2021).

8.   Not Having Friends to Practice With

Many people stop learning English because they don't have anyone to practice with. Even though this is very important and finding friends nowadays is not difficult, especially if the goal is to master English (Al-Hosni, S., 2014). We can use learning applications that connect to many people. If you don't want to study online, take an English course that will help you meet friends face to face. There we can study every day and even form our own study group. It was found that it was difficult for students to find peer speakers to practice speaking with them. Some students admit that they rarely practice speaking because they do not have a speaking partner. They find their friends are too shy to use English at home (outside of English class). The respondent stated he rarely communicated in English because he had no friends to talk to. Other students also rarely use English for daily communication because their conversation partners tend to respond in Indonesian rather than English. Students sometimes practice speaking English on campus but

instead of responding to them in English, their friends discouraged them by saying that they were showing off.

The language given is speaking and speaking requires practice. The scarcity of students to practice English both at university and at home has become a barrier

for students to improve their speaking competence.

Harmer (2007) also provides several alternative methods that can be used by lecturers, such as giving instructions about students' mistakes after they have finished their speaking performance by repeating, statements and questions, hinting, reformulation, and echoing. If students still cannot find their mistake, the lecturer can ask another friend to help and the lecturer can then provide justification. Furthermore, Harmer (2007) also explained that the content of feedback can lead to fluency or accuracy. However, for students with a low level of proficiency, feedback about accuracy should not be too dominant because they are still in the stage of practicing speaking to express ideas fluently. For students with good English skills, the content of the feedback provided can include fluency and accuracy.

CONCLUSION

Speaking skills are still the main obstacle for students in learning English. Therefore, several factors that become obstacles for students in improving their Speaking skill require various relevant strategies or techniques so that enthusiasm for learning and the willingness to dare to speak through conversation or during presentations in front of the class can be applied. In addition, learning strategies are not textual in nature, but should be carried out based on a contextual approach that is adapted to the student's level of knowledge or ability to understand and practice their English language skills, especially speaking skills.

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