

**AN ANALYSIS OF THE STUDENTS DIFFICULTIES FACED BY NON-ENGLISH FOREIGN LANGUAGE IN SPEAKING ENGLISH  
(A Case Study on Third Semester at Teacher Training and Education of Almuslim University in Academic Year 2019/2020 )**

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**ABSTRACT**

The title of this research is “ An analysis of The Students’ difficulties faced by Non-English Foreign Language in Speaking English (A Case Study On Third Semester At Teacher Training And Education Of Almuslim University In Academic Year 2019/2020 ). The problems of the research are: first, What are the difficulties faced by the third semester students of PGSD Department at Almuslim University in speaking English? Second, What are the factors that make students difficult in speaking English? The purpose of the research is: First, To find out the difficulties faced by the third semester students of PGSD Department at Almuslim University in speaking English. Second, to find out the factors that make students difficult in speaking English. Speaking is used to communicate, convey information, make relationship among people in the world, and etc., because it is one of the abilities to carry out conversation. The student’s problems such as; first, the students less confident to speak English and being afraid to making mistake because they have to think the language of English, so difficult to learn. Second, the students had difficult in using a good grammar to speak in English. Third, the students do not master in vocabulary. And the last, students were difficult in pronunciation because they have to think how to pronounce some word well. Case study is an ideal methodology when a holistic, in depth investigation is needed. Case study had been used in varied investigations, particularly in sociological studies, but increasingly in instruction. The instruments used to collect the data are speaking test and questionnaires. Based on the analysis of the students’ speaking test, the researcher explained that the average percentage of the speaking test is 36.8% the percentage showed that the students faced the problems in Speaking English was from some aspects. The aspects were from: grammar, pronunciation, verb, fluency and compression. Based on the analysis of the students’ questionnaires, the researcher explained that the average percentage of the questionnaire is 1.46 % the percentage showed that the students faced the problems in Speaking English. The sample of this research are the third semester of PGSD’s Students. The average percentage of speaking test based on the total percentage of the students divided into the total students

**Key Words:** The Students Difficulties, Speaking English, Non-English Department.

## **INTRODUCTION**

According to Haidara, speaking is one of the productive skills that enable to us convey or to express something in a spoken language [1]. Speaking means to produce some words representing ideas. It is a process of building and sharing meaning through the use of verbal communication. Eckard & Kenny on the other hand define speaking as a two-way process involving a true communication of ideas, information or feelings [2]. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. When someone speaks, they produce verbal communication and it should be meaningful and easy to understand. In the nature of communication there is always the speakers and listeners, the message and the feedback. A good speaker should be clear and informative to make the listener understand what the speakers say. Qismullah & zuraini Students should therefore actively participate in the teaching and learning process, especially in speaking. Through speaking, students will be familiar with utterances used. Learning to speak English fluently and accurately is always a grand task in learning a foreign language. It offers advantages for students

Chaney states that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts [3]. Meanwhile Burns and Joyce defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information [4]. Bygate also defined speaking as the production of auditory signals to produce different verbal responses in listeners [5]. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny [2] and Abd El Fattah Torky [6], defined speaking as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.

Speaking is used to communicate, convey information, make relationship among people in the world, and etc., because it is one of the abilities to carry out conversation. People do speak in order to communicate with each other. Now days, not only English Foreign Language Students are demanded to use English in term of communication. Non-English Foreign Language students are demanded to master English as well.

Based on KKN Curriculum of PGSD at Almuslim University, for the third semester students learn English Language. The students should be able to understand English Language and communicate in academic activities even though simple and able to apply in daily life both written and oral. Based on the title, the researcher focusses on speaking. The aim of the curriculum is students have competence to understand English Language and skilled use in communicate of the students' academic activities simply. This course presents the basic of language, language skills, practice in used English in various context both written and oral.

Based on the researcher's observation at the third semester in PGSD Department, the researcher found some problems were faced by the students in speaking English. The student's problems such as; first, the students less confident to speak English and being afraid to making mistake because they have to think the language of English, so difficult to learn. Second, the students had difficult in using a good grammar to speak in English. Third, the students do not master in vocabulary. And the last, students were difficult in pronunciation because they have to think how to pronounce some word well.

Related to the research, many previous researches were conducted the researchers about the difficulties of English Students in speaking, but in this research there are three previous research. The first was conducted by Samira Al Hosni under the title "Speaking Difficulties Encountered by Young EFL learners"(2014). The result show that main speaking difficulties encountered by grade 5 students are linguistic difficulties, and use mother tongue. Students are unable to speak in English because they lack of the necessary vocabulary items and grammar structures. They also lack of sentence formation skills, which result in using the mother tongue. Students also think of make mistakes in speaking in front of their classmates very embarrassing which result in preferring not to speak to avoid such in situations.

The second was done by Atallah A. Al-Roud under the tittle "Problems of English-Speaking Skill that University Students Encounter from Their Perspectives" (2016). The result show that research indicated that the students of the three universities were suffering from many problems in possessing English Language speaking skill, definitely those relating to social, psychological, and the instructor domains, in addition to linguistic domain.

The third was conducted by Sayuri under the tittle " English Speaking Problems of EFL learners of Mulawarman University"(2016). The result show that students faced problems in speaking English related to pronunciation, grammar, and vocabulary. The students also showed other problems which were obtained from personal student's information, namely not having self-confidence, being afraid of

making mistakes, shyness to others, nervousness, inhibit in speaking English, never practice, and nothing to say.

Based on the explanation above, the researcher concludes that to become master of it. Speaking English is difficult, but does not mean it is impossible. In learning process, facing difficulties or making mistakes is common and it is normal. The role both of the lecturer and students is important. They have to cooperate in order to get the better result. The student's awareness in learning English is also important as an effort in mastering speaking skill. Students have to realize that learning English and mastering speaking skill will be useful for themselves to complete the job requirements when they graduate. In the other hand, the lecturer also should guide the appropriate treatment to students in order to get the better result.

## **METHOD**

This research is classified a case study using descriptive quantitative method. Case study is basically an intensive study of an individual or group that is seen having a particular case. A case study is a single instance of some bound system, which can range from one individual of a class, a school, or an entire community. The data gathered can include speaking test data and questionnaire data.

The design of this research is descriptive quantitative, where researcher presents data in numerical and descriptive form. Descriptive quantitative is used in this research because the data obtained by the researcher based on quantitative data, then the researcher explains the results of the data into descriptive form. The descriptive design is appropriate with this research since it describes the student's difficulties by Non-English Foreign Language in speaking English.

### **Technique of Data Collection**

Technique of data collection in this research using questionnaire, interview and documentation.

### **Speaking Test**

Heaton states that giving a test depends on our purpose in testing [7]. Mostly, giving a test to the students is to measure or find out how well they have mastered the language area and skills having been taught. Speaking test here actually was conducted to observe and to know students' problems related to this study. Also, the result of the test became data of this study which was needed to support and reinforce phenomena discovery. In this test, the students were asked to give opinions about a case, That is "The Effect of Social Media for Children". During the test, the researcher used recorder to record the students' opinions related to the case. Then the results of recordings were used to observe and view whether the students had problems on speaking when they were speaking.

### **Questionnaire**

The type of the questionnaire was half open-questionnaire and open questionnaire which were the content of the question asked to the respondents to choose the answer and write their own answer into an essay [8]. The questionnaire was given to the participants after they got speaking test. The kind of questionnaire is Likert Scales. In a Likert Scales survey respondent simply do not choose between “yes or no” but the form of the questionnaire included the students Strongly Agree (SA), Agree (A), Fairly Agree (FA), Disagree (D), Strongly Disagree (SD).

### **Technique of Data Analysis**

In analyzing the data, the researcher used interactive model by Brown [9], which consisted of display, reduction, and conclusion.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Data reduction is a part of analysis which sharpens, shortens, focuses, discards, and organizes data in such a way . In this reduction, the researcher transcribed the data that taken by recorder into papers. Then, the researcher analyzed the data attentively while listening to the recorder. In the same time, the researcher put phonetic chart into transcription where the students made mistakes in pronunciation. Line coding was also included at the transcription to make easier when coding it. After that, the researcher looked at the questionnaire and rewrote it into the papers.

Data display was the second major activity which the researcher should have gone through, and this means taking the reduced data and displaying it in an organized, compressed way so that conclusions can be more easily drawn. After reducing the data, the researcher arranged the students' mistakes based on the categories. Then the researcher continued to collect or assemble organized information from the questionnaire and divided it based on the respondents' opinion. After all of these steps, the researcher tried to combine between speaking tests data and questionnaire data to know whether both of them had significant data and she displayed and explained the data based on the findings that was found from the speaking test and questionnaires in narrative texts.

The last step was conclusion drawing and verification where it was the final analytical activity for the qualitative research. Here, the researcher began to decide what things meant. If the first conclusion was supported by the participants', it means that the first conclusion of the research could be stated as valid and consistent data because the agreement of the participants could be a prove validation of data [8]. In this session, the researcher reanalyzed the data between speaking test and questionnaire. Furthermore, the researcher decided and tried to formulate first conclusion which answered the problems of the study.

$$P = \frac{f}{N} \times 100\%$$

Explanation:

F = the frequency

N = number of cases

P = numeral percentage

100 = constant value

## **FINDINGS AND DISCUSSION**

Data was collected from the third semester of PGSD's students in Almuslim University, and the researcher conducted this research on January 23<sup>th</sup> to 25<sup>th</sup>, 2020. The researcher was done to know what the problems faced by the students in speaking English and also find out the factors that make students difficult in speaking.

The researcher used two kinds of instruments for conducting the field activities. They are speaking test and questionnaires. In the first step, the researcher gave speaking test, after conducted the data of speaking test and then the researcher gave the questionnaires for the students

### **Result Speaking Test**

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From the result of speaking test, the researcher found the aspect that difficult by students, first was from pronunciation aspect there were 1.95% of students gross error heavy accent make understanding difficult require frequents repetition and students were difficult in pronunciation because they have to think how to pronounce some word well. Second, grammar aspect. There were 1.79% of students

almost entirely inaccurate expect in stock phrases and the students had difficult in using a good grammar to speak in English

Third is from vocabulary aspect there were 1.79% of students their vocabulary limited because the students do not master in vocabulary. Fourth, fluency aspect, there were 1.54% speech is very slow and uneven expect, for short or routine sentences. The last it is from comprehension aspect there 1.83% of students understand only slow, very simple speech on common social topic, requires constant repetition and rephrasing.

Based on the analysis of the students' speaking test, the researcher explained that the average percentage of the speaking test is 36.8% the percentage showed that the students faced the problems in Speaking English was from some aspects. The aspects were from: grammar, pronunciation, verb, fluency and compression.

### **Result of Questionnaire**

After finding the data about field activities at Al-Muslim University, the researcher gave the questionnaire consisted of 15 items. The researcher gave the questionnaire for the third semester of PGSD's students. The researcher met the lecturer for coordination about the date and time. In the questionnaire, the researcher prepared 15 items with 4 possibilities that the students can select from the instrument. The possibilities answer is: Strongly agree (SA), Agree (A), Fairly Agree (FA), and Disagree (D). The researcher found some problem that the students faced. First, the students do not have motivation to study in Speaking English. Second, the students do not have confident and they afraid to make mistake when Speaking English. And the last, the students need some technique with learning process to make them interest to study Speaking English.

Based on the analysis of the students' questionnaires, the researcher explained that the average percentage of the questionnaire is 1.46 % the percentage showed that the students faced the problems in Speaking English. After the researcher gave the detail analysis about the result of the instruments using, the researcher found the students still faced the difficulties when Speaking English. Based on the speaking test, the researcher concluded the students agreed that they faced some difficulties in Speaking English. The problems like the students were not able to understand how to speak in English with the good rules. first was from pronunciation aspect there were 1.95% of students gross error heavy accent make understanding difficult require frequents repetition and students were difficult in pronunciation because they have to think how to pronounce some word well. Second, grammar aspect. There were 1.79% of students almost entirely inaccurate expect in stock phrases and the students had difficult in using a good grammar to speak in English .

Third is from vocabulary aspect there were 1.79% of students their vocabulary limited because the students do not master in vocabulary. Fourth, fluency aspect, there were 1.54% speech is very slow and uneven expect, for short or routine sentences. The last it is from comprehension aspect there 1.83% of students understand only slow, very simple speech on common social topic, requires constant repetition and rephrasing.

After the researcher explained the speaking test, the researcher in the next step needed to presented the analysis and discussion about the questionnaires. According to the student's questionnaires, the researcher concluded that the students faced the difficulties in speaking English. Some external factor that make students difficult. First was from confidence factor based on questionnaire at point 10 and 8, the students choose agree that they are difficult to speak English because they were afraid when pronounce the word. Second was from motivation factor based on questionnaire at point 11, the students fairly agree that they have motivation to study speaking English.

And the last was from anxiety factor based on questionnaire at point 8 and 14, the students chosen fairly agree that was afraid when speaking in English because the students feel afraid to make mistakes, such a grammar, pronunciation, fluency, vocabulary and comprehend.

## **CONCLUSION**

The problems faced by the students in speaking english; the students gross error heavy accent make understanding difficult require frequents repetition and students were difficult in pronunciation because they have to think how to pronounce some word well. The students almost entirely innacurate expect in stock phrases and the students had difficult in using a good grammar to speak in English. The students can not speak in english because their vocabulary limited and the students does not master in vocabulary. The student's speech is very slow and uneven expect, for short or routine sentences. The students understand only slow, very simple speech on common social topic, requires constant repetition and rephrasing. Based on the analysis of the students' speaking test, the researcher explained that the average percentage of the speaking test is 36.8% the percentage showed that the students faced the problems in Speaking English was from some aspects. The aspects was from: grammar, pronunciation, verb, fluency and comprehension.

The external factor that make students difficult when speaking english based on the quetionnaire. The students does not have confidence when speaking english because they feel afraid make mistake. The students also does not have a motivation to study english. And the students feel anxiety in speaking english because they afraid of the wrong pronunciation, grammar and vocabulary. Based on the analysis of the students' questionnaires, the researcher explained that the average percentage of



the questionnaire is 1.46 % the percentage showed that the students faced the problems in Speaking English.

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