

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING SKILLS IN THE SECOND SEMESTER OF THE ENGLISH EDUCATION STUDY PROGRAM AT THE PGRI SILAMPARI UNIVERSITY

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ABSTRACT

This study aims to find out what difficulties hinder students from speaking English in the English study program, at PGRI Silampari University. This research uses qualitative research with a descriptive qualitative research design. The 23 students who participated in this study were selected based on a sample of second-semester students in the English language education study program at PGRI Silampari University. The questionnaire consists of 15 questions consisting of questions and statements used to collect data. Data analysis shows that there are a number of problems speaking English in the English language education study program caused by several inhibiting factors such as internal factors, external factors, the school system, environment and learning community. Speaking English in the English language education study program cannot be carried out without solving the problems of the inhibiting factors. So it can be concluded that speaking English will be effective and efficient if students and lecturers always speak English with each other and can make some discipline or give sanctions such as giving bad grades, and so on. To be obeyed to speak English in the English language education study program, PGRI Silampari University.

Keywords: *Difficulty Factors, Speaking English*

I. INTRODUCTION

Language is one of the communication tools used all over the world. In addition to communicating, every human being also uses language to provide information and knowledge, as well as express his ideas and thoughts. Whereas according to Syamsuddin (1986: 2), he gave two meanings to language. First, language is a tool used to shape thoughts and feelings, desires and actions, a tool used to influence and be influenced. Second, language is a clear sign of good and bad personalities, a clear sign of family and nation, and a clear sign of human dignity.

Learning English ideally consists of four skills. They are listening, speaking, reading, and writing. All of them are related to one. Someone who masters four skills of English will master English actively and passively (Solahudin, 2008). Speaking is an activity of delivering language by mouth that is processed interactively to build meaning that involves the production, reception, and processing of information. Speak English is not easy, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. It causes many students in Indonesia to be afraid and even have difficulty speaking English. But you have to understand this component; the lack of self-confidence to speak English is also one of the problems in speaking. According to Thorn Bury (2005; 39), the main problems of the learners-speaker face are two areas; knowledge and skills factors because the speaker lacks confidence. Knowledge factors mean here, that the learners do not yet know aspects of the language that enable production,

such as communication strategies. Skill factors mean here, that the learners' knowledge is not sufficiently automated to ensure fluency.

While the difficulty factor that is often found in the University of PGRI Silampari, especially in the English education study program apart from English is not the everyday language use, environmental factors are one of the influences in the English study program to speak English. Based on the results of an interview with one of the lecturers at the University of PGRI Silampari who teaches in the English study program, the researcher concluded that some of the problems faced by some students when having difficulty speaking English are low self-confidence, lack of motivation to speak English, lack of vocabulary, lack of grammar mastery, the time for practice speak English is limited. According to Nunaan (1999:231-233), many English learners are reluctant and unmotivated. So motivation and support from family and loved ones are also the most important factors for students to speak English.

II. METHODOLOGY

This research used a descriptive qualitative approach. The subject of this research was the second semester in the English Education Study Program at the University of PGRI Silampari in the academic year 2022/2023 with 23 students. The sampling technique used purposive sampling. The technique for collecting the data used questionnaires. “Robbins et al. (1969) used a questionnaire as a systematic way to

find informants in a study about acculturation”. The researcher believes that the descriptive method was appropriate to achieve the aims of this research.

RESULT AND DISCUSSION

A. RESULT

The result of students' questionnaires

| No. | Question | Response |
|-----|--|---|
| 1. | English is important | Agree : 21 students (91, 3%) Normal : 0 students (0%) Disagree : 2 students (8, 7%) |
| 2. | Skill which has mastered before learning to speak English? | Speaking : 10 students (43, 5%) Listening : 10 students (43, 5%) Writing : 9 students (39,1%) |
| 3. | You are enjoy to speaking English | Agree : 8 students (34, 8%) Normal : 14 students (60, 9%) Disagree : 1 student (4, 3%) |
| 4. | How often does your English teacher speak in English in the classroom? | Always : 10 students (43, 5%) Often : 13 students (56, 5%) Sometime : 2 students (8, 7%) |

| | | |
|-----|--|--|
| 5. | How often do your English teachers speak English with you outside the classroom? | Always : 1 students (4, 3%) Often : 11 students (47, 8%) Sometime : 11 students (47, 8%) |
| 6. | How often do you practice your English outside in the classroom? | Always : 5 students (21, 7%) Often : 9 students (39, 1%) Sometime : 9 students (39, 1%) |
| 7. | I feel when non-English students judging me arrogant while I try to speak English? | Agree : 11 students (47, 8%) Normal : 10 students (43, 5%) Disagree : 2 students (8, 7%) |
| 8. | I feel confident speaking English in the classroom but not outside of the classroom | Agree : 9 students (39, 1%) Normal : 9 students (39, 1%) Disagree : 5 students (21, 7%) |
| 9. | English students must speak English at Study Program | Agree : 15 students (65, 2%) Normal : 8 students (34, 8%) Disagree : 1 student (4, 3%) |
| 10. | I practice my English by speaking at the mirror, by watching Western film and by listening to English songs at my home | Agree : 12 students (52, 2%) Normal : 8 students (34, 8%) Disagree : 3 students (13%) |

| | | |
|-----|--|---|
| 11. | Lack of vocabulary and grammatical structure understanding affected me to speak English at campus | Agree : 13 students (56, 5%) Normal : 7 students (30, 4%) Disagree : 3 students (13%) |
| 12. | My teacher really cares about my English speaking ability and makes me keep it well | Agree : 13 students (56, 5%) Normal : 9 students (39, 1%) Disagree : 2 students (8, 7%) |
| 13. | Teachers of English have to always speak English in the classroom to motivate their students to speak English too. | Agree : 19 students (82, 6%) Normal : 4 students (17, 4%) Disagree : 0 students (0%) |
| 14. | Disciplines are very effective and efficient to make students apply full English speaking inside and outside of the classroom at English Study Program | Agree : 16 students (69, 6%) Normal : 5 students (21, 7%) Disagree : 2 students (8, 7%) |
| 15. | English club/community can help us to learn English more easily | Agree : 15 students (65, 2%) Normal : 7 students (30, 4%) Disagree : 1 student (4, 3%) |

DISCUSSION

Based on the results of the research, the researcher concluded that the difficulties in speaking English experienced by students there were several inhibited factors such as internal factors (lack of motivation, lack of vocabulary, lack of confidence), external factors (teaching and learning process, feedback from teachers), school system, environment, and learning community.

The results from five factors of difficulties in speaking are indicated by the students' problems in the second semester, then The researcher got the survey results as follows:

1. Internal Factors

In the internal factors, there are many causes of students' difficulties in speaking English. As stated by Ramli et al (2018) found a case that external and internal factors have a significant effect on students' self-directed learning readiness. In this case, the researcher conducted a survey of second-semester students at PGRI Silampari University, the researcher provided a link that contained several questions and statements related to the factors of difficulties students experienced when speaking English.

In internal factors, the researcher obtained the following survey results: 10 out of 15 students or (66.7%) second-semester students at PGRI Silampari University chose to agree with the statement given by the researcher, namely "Lack of vocabulary and grammatical structure understanding affected me to speak English at campus" and another 5 students (33.3%) chose normal.

2. External Factors

Every student of course has difficulties or obstacles in the teaching and learning process in achieving educational goals. As said by Syaodih (2011, p. 3) states that basically, education is an interaction between teachers and students to achieve educational goals in a certain environment (Syaodih, 2011).

During the teaching and learning process, feedback from the teacher is one of the important things in student success in order to achieve students who are active in speaking English. If during the teaching and learning process, feedback or responses from the teacher are lacking towards students then it can be one of the obstacles or difficulties for students in achieving educational goals.

3. School System

English is indeed very important in the current era of globalization because English is an international language. But there are still many students who think that English is normal or even not important at all. According to research that has been conducted by researchers, researchers can conclude that the system at school can also be one of the difficulties of students or obstacles to students in speaking English. One of them is the mother tongue; the mother tongue was of course an important factor in achieving educational goals. Because the mother tongue was the first language used by everyone to learn to speak, in this case, students mostly use their mother tongue or first language so it was difficult for them to learn to speak English fully. When the learners are in one classroom, they may interact with their mother tongue, they may think it is easier and feels natural to speak rather than use English.

4. Environment

Based on the results of research conducted by researchers, the environment was also very influential in the success of students in achieving their educational goals. A supportive environment will have a positive impact on students so that it will lead to motivation, enthusiasm for learning, and not feeling embarrassed when speaking English outside the school environment.

But in this case, based on the results of the questionnaire about 40% of students agreed when the researcher asked about students felt more comfortable when speaking English in class and 40% of students also agreed when the researcher asked about students' opinions about "I feel when non- English students are judging me arrogant while I try to speak English?" In this case, the environment was very influential in the success of students in speaking English.

5. Learning Community-Based

According (Dodge & Kendall, 2004), the learning community is one instructional strategy that can be used to help students improve their speaking abilities. Learning communities or English clubs will really help students to be able to learn more about English and be able to practice speaking English outside of the school environment. English language clubs could be very helpful because fellow student club members could interact more often in English, could exchange thoughts about English, and of course, students could also further develop their English vocabulary.

However, there were still some students who thought that the learning community or the English language club was not important so they did not participate in the learning community or the English club. Of course, this is one of the difficulties in achieving learning goals.

CONCLUSION

As the result of this research, the researcher that found the students of the English education study program faced some difficulties in speaking English. This research was conducted to know and understand the students' difficulties factors to speaking English in order that the lecturers could solve their problems in speaking English at the English Education Study Program of PGRI Silampari University and speak English with the students not only in the classroom but also outside the classroom.

Difficulties in speaking English experienced by English students not only come from the students' internal problems themselves but also from the environment, as well as the school system. The interview data shows that there are some inhibiting factors that affect the students to speak English on campus such as Internal Factors, External Factors, School System, Environment, and Learning Community.

Internal Factors include Fear mistakes and shyness, Lack of Confidence, Lack of Motivation, Lack of Knowledge, and Lack of Vocabulary. Internal problems come from within the students themselves. Feeling shy is also one of the students' problems when speaking English in the school area or outside of school.

External factors come from teacher feedback, teacher responses, and how often there was interaction between teachers and students both inside and outside school. This was also very influential in the success of students who spoke English in school or outside school.

The School System consists of disciplined, consistent and mother tongue influences in speaking English. Mother tongue was the first language used by students in speaking, when students are in class students may interact using their mother tongue instead of speaking English.

Environmentally a comfortable school and outside school environment will make it easier for students to interact in learned and spoke English, but conversely, when students feel uncomfortable in the school or outside school environment, students will be slow or difficult to interact, learn, speak and achieve educational goals.

Learning Community or an English club will really help students to interact more often in English with fellow club members, could help students to further develop and achieve educational goals.

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