

**STUDENTS' PROBLEMS IN SPEAKING OF THE SECOND
YEAR STUDENTS OF ENGLISH EDUCATION STUDY
PROGRAM AT MADAKO UNIVERSITY**

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ABSTRACT

This research aimed to find out the students' problems in speaking at second semester of English Department at Madako University. The data was collected from 16 students at Second Semester of English Department at Madako University by using purposive sampling technique. This research design used qualitative design mixed with quantitative approach. The instrument used to collect the data was questionnaire and documentation. From the result, the researcher found some conclusion of students' problems in speaking. The first problem of the students in psychological, most students revealed that they have problem with their self confidence. The students feel shyness while speaking English. They also feel anxious when they would speak English. And next most of students fear of mistakes when speaking. There were some students feel lack of motivation. The second problem of the students in the language, there were three problems that make most students inactive in speaking English. Most students had problems in grammar; they did not understand the grammar rules. And then some students have problems in pronunciation; they did not know the correct pronunciation of words. And lack vocabulary became their third problem in speaking; they lacked vocabulary, so they always translated from Indonesia to English.

Keywords: Speaking problems, qualitative mixed quantitative research.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui masalah siswa dalam berbicara di semester kedua Departemen Bahasa Inggris di Madako University. Data dikumpulkan dari 16 mahasiswa di Semester II Jurusan Bahasa Inggris di Madako University dengan menggunakan teknik purposive sampling. Desain penelitian ini menggunakan pendekatan campuran qualitative dan quantitative. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner dan dokumentasi. Dari hasil tersebut, peneliti menemukan beberapa kesimpulan dari masalah siswa dalam berbicara. Masalah pertama siswa dalam psikologis, sebagian besar siswa mengungkapkan bahwa mereka memiliki masalah dengan kepercayaan diri mereka. Para siswa merasa malu saat berbicara bahasa Inggris. Mereka juga merasa cemas ketika mereka akan berbicara bahasa Inggris. Dan selanjutnya sebagian besar siswa takut akan kesalahan saat berbicara. Ada beberapa siswa yang merasa kurang motivasi. Masalah kedua siswa dalam bahasa, ada tiga masalah yang membuat sebagian besar siswa tidak aktif dalam berbicara bahasa Inggris. Sebagian besar siswa memiliki masalah dalam tata bahasa; Mereka tidak mengerti aturan tata bahasa. Dan kemudian beberapa siswa memiliki masalah dalam pengucapan; Mereka tidak tahu pengucapan kata-kata yang benar. Dan kurangnya kosa kata menjadi masalah ketiga mereka dalam berbicara; mereka tidak memiliki kosakata, sehingga mereka selalu diterjemahkan dari Indonesia ke bahasa Inggris.

Keywords: Masalah berbicara, penelitian campuran qualitative dan quantitative.

1. Introduction

Speaking is an interactive process of constructing meaning that concerns producing, receiving and processing information. When someone speaks, they interact and use language to express their ideas, feelings and thoughts. As English Education Department mastering speaking is the crucial thing due to communicate effectively. In order to do so, learners should know the components of speaking therefore they can speak correctly and fluently. According to Munir (2018:2) Speaking skill is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop. Speaking is considered difficult to apply compared to other skills. As a matter of fact, there are many students who had learn English from Junior High school until senior high school even university still find it difficult to express their idea in oral form. They can read or write better, but face some difficulties in speaking either caused by language problems or non language problems.

In addition, most of the students who learned English for many years, most of them have difficulties to use the language because of lack of vocabulary. Moreover, it is not only the lack of vocabulary or grammar, but it is also from students' psychology. For Indonesian students, English as a second language is difficult to learn. Especially English Students at Faculty of Teacher Training and Education (FKIP) Madako University also have difficulties in learning speaking. Based on the researcher experience, some students were speaking in front of the class as well as in the learning process and doing presentation. They were choosing silent or passive and they don't have the courage to speak up. As a matter of fact, there are many students who have learned English for many years, but still have many difficulties in speaking. Based on the explanation above the researcher carried out the study entitles "An Anaylsis of Students' Problems in Speaking at Second Semester of English Department at Madako University".

Based on the explanation above, the researcher interested to explore about students' speaking problems and want to know the percentage of students' problems in speaking at the second semester of English Department at Madako. Moreover, the finding of this research is expected to be beneficial for students, lecturers, and other researcher. The students can solve their problems in speaking and can improve their speaking English. For the lecturers, it is expected that the lecturer can make a new strategy to solve the students' problems in speaking. This research also can be references for other researcher if they want to make the similar research.

In other side, there are some previous researches conducted by other researchers in which they are relevant to this research. The first research conducted by Aida Fitria (2013), entitled "An Analysis of Students Speaking Problems at English Education Department, State Institute of Islamic Studies Sunan Ampel Surabaya". The researcher found that students problem in speaking divided into four there are: inhibition, nothing to say, students participation in speaking are low, and mother tongue used. The second research conducted by Nanda Aldila Sari (2017), "Students Difficulties in Speaking Skill at The Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year of 2016/2017". The researcher found some problems in speaking faced by the students, there are inhibition, nothing to say, uneven participation, and mother tongue used. The last research is An Analysis on Students Difficulties in Speaking English at Islamic Senior High School Kotabaru Seberida (2019), by Nurhadiah Fitri. The researcher found that the difficulties of students in speaking English are categorized into a strong level The average value of students in Academic and conversational English skill is 4.05 The average value of obstacles linguistic is 3.66 The average value of access to speaking opportunities is 3.53 The average value of the speech process difficulty is 3.29 and the average negative effect value is 3.13.

On the other hand, this study is different from the previous researches because in this research, the focus is not only psychological or language problems but focus on psychological and language problems.

2. Method of the Research

In conducting the research, qualitative research was chosen as the method. Therefore, in qualitative research, it does not emphasize generalization, but on meaning (Sugiyono, 2012:15). In this research, the researcher conducts the research at Madako University. The sample of the research is the students at the second semester of English Department at UMADA class B consists of 16 students in the academic year of 2021. The sampling technique in this research is purposive sampling. The data obtained from questionnaires and documentation. The technique used to analyze were percentage and Miles and Huberman.

3. Findings and Discussion

3.1 Result of Questionnaire

The questionnaire contained two main aspects in speaking problems. The first aspect related to the psychological and the second is in terms of language problems.

1. Psychological Problems

The psychological factors such as lack of confidence, lack of motivation, shyness, fear of mistakes, and anxiety.

1) Lack of Confidence

The test items including statements on lack of confidence in questionnaires are found in statement number 1, 2, and 3.

Table 1.1 Result of the analysis of lack of confidence

NO	Statement	Frequenc y		Percentage	
		Yes	No	Yes	No
1	I speak English fluently with my English lecturer	7	9	43,75%	56,25%
2	I speak English well with my classmates	7	9	43,75%	56,25%
3	I speak English in front of the audiences	5	11	31,25%	68,75%

Based on the table above, for statement number 1, there were 7 students which showed that 43,75% students responded “Yes” and 9 students which showed that 56,25% students responded “No” from the total 16 students. From this result, the researcher concluded that most of students still have difficulty to speak English fluently with their English lecturer.

Next to the item number 2, there were 7 students which showed that 43,75% students responded “Yes” and 9 students which showed that 56,25% students responded “No” from the total 16 students. From this result, the researcher concluded that most of students still seldom to speak English well with their classmate.

Then, question of number 3, there were 5 students which showed that 31,25% students responded “Yes” and 11 students which showed that 68,75% students responded “No” from the total 16 students. From this result, the researcher it can be concluded that more than half students still lack of confidence to speak English in front of the audiences.

2) Lack of Motivation

The test items including statements on lack of motivation in questionnaires are found in statement number 4, 5, and 6.

Table 1.2 Result of the analysis of lack of motivation

NO	Statement	Frequenc y		Percentage	
		Yes	No	Yes	No
4	I try to find out how to improve my English accent	14	2	87,5%	12,5%

5	I think I will speak perfect English someday	15	1	93,75	6,25%
6	I am always motivated when learning English course	12	4	75	25

According on the table above, for statement number 4, there were 14 students which showed that 87,5% students responded “Yes” and 2 students which showed that 12,5% students responded “No” from the total 16 students. From this finding, it can be concluded that 14 students try to find out how to improve their English accent.

Furthermore, on the declaration number 5, there were 15 students which showed that 93,75% students responded “Yes” and 2 students which showed that 6,25% students responded “No” from the total 16 students. From this finding, it can be concluded that most of the students think that they will speak English perfectly.

Meanwhile, for questioner number 6 there were 12 students which showed that 75% students responded “Yes” and 4 students which showed that 25% students responded “No” from the total 16 students. From this finding, it can be concluded that mostly students always motivated when learning English course.

3) Shyness

The test items including statements on lack of shyness in questionnaires are found in statement number 7, 8, and 9.

Table 1.3 Result of the analysis of shyness

NO	Statement	Frequenc y		Percentage	
		Yes	No	Yes	No
7	I am not afraid of starting a conversation in English	6	10	37,5%	62,5%
8	I do not feel shy when speak English	9	7	56,25%	43,75%
9	I am not afraid of speaking English in public places	4	12	25	75%

In regard with the table above, for statement number 7, there were 6 students which showed that 37,5% students responded “Yes” and 10 students which showed that 62,5% students responded “No” from the total

16 students. From this data, the researcher deduced that 6 students are not afraid to start a conversation in English.

Based on the item number 8, there were 9 students which showed that 56,25% students responded “Yes” and 7 students which showed that 43,75% students responded “No” from the total 16 students. From this table, the researcher it can be deduced that 9 students do not feel shy when speak English.

Furthermore, for declaration number 9, there were 4 students which showed that 25% students responded “Yes” and 12 students which showed that 75% students responded “No” from the total 16 students. From this table, the researcher it can be deduced that 4 students are not afraid of speaking English in public places. But, 12 students still afraid to speak English in public places.

4) Fear of Mistakes

The test items including statements on fear of mistakes in questionnaires are found in statement number 10, 11, and 12.

Table 1.4 Result of the analysis of fear of mistakes

NO	Statement	Frequenc y		Percentage	
		Yes	No	Yes	No
10	I am afraid of making mistakes while speaking English	13	3	81,25%	18,75%
11	I am not always afraid of forgetting my speech	8	8	50%	50%
12	I feel confuse when I miss words while speaking English	13	3	81,25%	18,75%

Related to the table above, for statement number 10, there were 13 students which showed that 81,25% students responded “Yes” and 3 students which showed that 18,75% students responded “No” from the total 16 students. From this result, the researcher deduced that almost all students, their afraid of making mistakes while speaking English.

The result of number 10, there were 8 students which showed that 50% students responded “Yes” and 8 students which showed that 50% students responded “No” from the total 16 students. From this result, the

researcher deduced that a half of students are not always afraid of forgetting their speech.

Next, for item number 10, there were 13 students which showed that 81,25% students responded “Yes” and 3 students which showed that 18,75% students responded “No” from the total 16 students. From this result, the researcher deduced that more than half students feel confuse when their miss words while speaking English.

5) Anxiety

The test items including statements on anxiety in questionnaires are found in statement number 13, 14, and 15.

Table 1.5 Result of the analysis of anxiety

NO	Statement	Frequency		Percentage	
		Yes	No	Yes	No
13	I feel nervous when someone is speaking English to me	12	4	75%	25%
14	I get nervous when speaking English during lectures	11	5	68,75%	31,25%
15	I feel sure and relaxed when speaking English	6	10	37,5%	62,5%

Related to the table above, for statement number 13 there were 12 students which showed that 75% students responded “Yes” and 4 students which showed that 25% students responded “No” from the total 16 students. From this result, the researcher deduced that more than half students feel nervous when someone is speaking English to them.

Based on the declaration number 14, there were 11 students which showed that 68,75% students responded “Yes” and 5 students which showed that 31,25% students responded “No” from the total 16 students. From this result, the researcher deduced that most of students get nervous when their speaking English during lectures.

Meanwhile, for the last item number 15, there were 6 students which showed that 37,5% students responded “Yes” and 10 students which showed that 62,5% students responded “No” from the total 16 students. From this result, the researcher deduced that 6 students feel sure and

relaxed when speaking English. And 10 students are not feel sure and relaxed when speaking English.

2. Language Problems

Language problem was one of the two aspect that was investigated. This aspect consisted of three indicators such as pronunciation, grammar, and vocabulary.

1. Pronunciation

The test items including statements on language problems in questionnaires are found in statement number 1 and 2.

Table 2.1 Result of the analysis of pronunciation

NO	Statement	Frequenc y		Percentage	
		Yes	No	Yes	No
1	I always forget to say a final sound of each word	10	6	62,5%	37,5%
2	I find it difficult to say a few words correctly	15	1	93,75%	6,25%

Based on the table above, for item number 1, there were 16 students responds, there were 10 students or 62,5% from the total number of the students responded “Yes” with the statement. The other 6 students or 37.5% from the total number of the students responded “No” with the statement. In this statement more students answer “Yes”, from the result the researcher concluded that 10 students always forgot to say a final sound of each word.

Next, for statement number 2, there were 16 students responds, there were 15 students or 93,75% from the total number of the students responded “Yes” with the statement. The other only 1 student or 6,25% from the total number of the students responded “No” with the statement. In this statement almost all students answer “Yes”, from the result, the researcher concluded that 15 students still have difficulty saying a few words correctly.

2. Grammar

The test items including statements on language problems in questionnaires are found in statement number 5 and 6.

Table 2.2 Result of the analysis of grammar

NO	Statement	Frequenc y		Percentage	
		Yes	No	Yes	No
5	I find it difficult to speak because my grammar of understanding is limited	15	1	93,75%	6,25%
6	It is difficult for me to speak in complete sentence	14	2	87,5%	12,5%

Related to the table above, for item number 5, there were 16 students responds, there were 15 students or 93,75% from the total number of the students responded “Yes” with the statement. And only 1 student or 6,25% from the total number of the students responded “No” with the statement. In this item almost all students answer “Yes”, from the result the researcher concluded that most of the students still have difficulty to speak because their grammar of understanding is limited.

Furthermore, the result of declaration number 6, there were 16 students responds, there were 14 students or 87,5% from the total number of the students responded “Yes” with the statement. The other 2 students or 12,5% from the total number of the students responded “No” with the statement. From the result, it can be concluded that more than half of the students still had difficulty for them to speak in complete sentences.

3. Vocabulary

The test items including statements on language problems in questionnaires are found in statement number 7 and 8.

Table 2.3 Result of the analysis of vocabulary

NO	Statement	Frequency		Percentage	
		Yes	No	Yes	No
7	I find difficult to speak because of my limited vocabulary	16	-	100%	-
8	I speak slowly because I always translate from Indonesia to English before I speak English	10	6	62,5%	37,5%

Based on the table above, for questionnaire number 7, there were 16 students' responds, there were 16 students or 100% from the total number of the students responded "Yes" with the statement. From the result, the researcher concluded that all of the students still had difficulty to speak because of their limited vocabulary.

Meanwhile, the result of the last item number 8, there were 16 students responds, there were 10 students or 62,5% from the total number of the students responded "Yes" with the statement. The other 6 students or 37,5% from the total number of the students responded "No" with the statement. From the result, it can be concluded that more than half of students still speak slowly because they are always translated from Indonesia to English before they speak English.

Discussion

The discussion was concerned with the students' problems in speaking English. In accordance to the explanation above, it can be concluded that students' problems at the second semester of English department which were triggered by psychological problems and language problems.

1. Psychological Problems

1) Lack of confidence

Based on the finding of lack of confidence, it can be concluded most of students still have lack of confidence when speaking English with their

lecturers, their classmates, and other people, the students self confidence affects their activeness in class.

The result of this research was in line with the theory from Juhana (2012), she said lack of confidence usually appears when students realized that their conversation partners have not understood them or when they do not understand other speaker.

2) Lack of motivation

In regard with lack of motivation, based on the data the researcher concluded that almost all students have good motivated in speaking. Because the result showed that most of students try to improve their English accent, always motivated when learning English, and also they believe their will speak perfect English someday.

The result of this research was in line with the theory from Juhana (2012) about the kinds of psychological problem in speaking. Juhana said that motivation is an inner energy. From the motivation the students will enhance their study interest.

3) Shyness

Based on the analysis, the researcher it can be concluded that several students have problems in shyness. The students are still afraid of starting a conversation in English. And, sometimes the students said that they feel shy while speak English. On the other hand, the students have problem in shyness just because of they have no courage to speak English.

The result of this research was in line with the theory from Juhana (2012) about the kinds of psychological problem in speaking. Juhana said that the students felt of shyness makes their mind go blank or that they will forget what to say.

4) Fear of mistakes

Based on the finding of fear of mistakes, the researcher concluded almost all students fare of mistakes to speak English. From the result of questionnaire showed the students said that they still afraid to make mistakes when speak English. They are also afraid forgetting some words when speak English. And they are still confused when their miss words while speaking English.

The result of this research was in line with the theory from Juhana (2012) about the kinds of psychological problem in speaking. Juhana said that fear mistakes is influenced by students' fear of being laughed at by other students or being criticized by the lecturers.

5) Anxiety

In terms of anxiety, the researcher it can be conclude that most of students feel anxious when they speak English. From the result of analysis the students get nervous when someone speak English to them and also get nervous when speaking during lecturers. And several students not sure and relaxed when speaking English.

The result of this research was in line with the theory from Juhana (2012) about the kinds of psychological problem in speaking. Juhana said anxiety is attitudes that give you a feeling of worry or anxiety about what to do or say.

The results of this research are different from the results of previous research. Previous research conduct by Andi Annisaa Hanifah Nursyams (2018) found the biggest students' psychological problem was lack of confidence, while the results of this research found the biggest students psychological problem was fear of mistakes.

2. Language Problems

1) Pronunciation

Based on the data analysis, the researcher found most students said that pronunciation was one of the problems of their inactivity in speaking English. They still found it difficult to pronounce the words correctly and clearly. The difficulty of saying English words can be caused by the rarity of them training their tongues to pronounce words. The result of this research finding was in line with the theory from Jill (2008) about the kinds of language problem in speaking. Jill said that an understanding of the features of pronunciation helps learners understand when they listen to the language.

2) Grammar

Based on the finding of this item, the researcher it can be concluded that almost all students also do not active speak English because of grammar. The students said that they still have difficulty in speaking because they still do not understand the use of grammar. Usually students are also afraid of speaking English because of the grammar that always makes students confuse. The result of this research finding was in line with the theory from Jill (2008) about the kinds of language problem in speaking. Jill said that mastering grammar will know how to arrange word in sentences the correct tenses will be used, how we combine words and how we change the form of words to change their meaning.

3) Vocabulary

Based on the result of analysis, it can be concluded that most of the students in second semester class B also have problems with vocabulary. They still find it difficult to speak English because they lack vocabulary. They always translated from Indonesia to English before they speak English. Whereas we know that, Vocabulary is the most important thing when we want to speak English. The result of this research finding was in line with the theory from Jill (2008) about the kinds of language problem in speaking. Jill said that mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies. In the same way the findings that was revealed by Marzuki and Diyenti (2020) support the statement that most of students find it difficult in practicing English both in the productive and receptive skills due to the lack of vocabulary.

The results of this research are different from the results of previous research. Previous research conduct by Mely Arya Susilawati (2017) found the biggest students' language problem was vocabulary, while the results of this research found the biggest students language problem was grammar.

4. Conclusion

Based on research finding, the researcher concludes that the research question has been answered. From the finding of psychological problems, students at the second semester encountered some problems that make them do not actively in speaking English. Such as fear of mistake, lack of confidence, shyness, and anxiety. Among that problem fear of mistakes became the biggest psychological problem. And also the researcher found some problems in the language such as pronunciation, grammar, and vocabulary. Therefore, lack of understanding of grammar was the problem that most hinders students in speaking English.

5. Suggestion

Based on the result of the research, the researcher would like to gives some suggestion as follows:

1. For lecturer, the lecturers should be always guide the students' speaking activity by always giving motivation and habituating the students to often speak by using English language so students can feel confident when speaking English. The lecturers also should create a good atmosphere in the classroom so that students will feel comfortable when they speak English.
2. For students, the students should improve their speaking skills by speaking more often or make speaking a habit. When they have become accustomed to using English in speaking then the students will also not be afraid anymore in making mistakes. Because they can learn from the mistakes they make.
3. For other researcher, this research is far from perfect, so for other researchers it should be prepare well before and during research. Other researchers can also do research on analyzing problems on other skills or

can also continue this research, because researchers also realize that there are still many problems of students in speaking that researchers have not found.

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