

**THE DIFFICULTIES ENCOUNTERED BY NON-ENGLISH
DEPARTMENT STUDENT IN SPEAKING ENGLISH AT
MADAKO UNIVERSITY**

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ABSTRACT

The aimed of this research was to investigate the difficulties encountered by non-English department student at second semester of Madako University and the factors trigger in speaking English at second semester of Madako University. The design of this research was a qualitative research. The research samples were consisted of 15 students at A Class of 2th semester, which used purposive sampling. The data obtained from questionnaires and interviews. The data were analyzed through some steps among data reduction, data display and conclusion drawing. From the data analysis, the researcher found some conclusion of students' difficulties was lack of confidence from (50%), afraid of making mistake (60%), and less of English ability (67%) and the result of interview that researcher found the difficulties are vocabulary and pronunciation. The results of interview in internal factor that the researcher found are Interest, Intelligence, shy and nervous. Based on the data above the result of interview in external factor that found by researcher is student environment or classroom environment that is from Family and Lecturer

ABSTRAK

Tujuan dari penelitian ini adalah untuk menyelidiki kesulitan yang dihadapi oleh non Inggris siswa departemen di semester kedua Universitas Mada ko dan factor-factor pemicu dalam berbicara bahasa Inggris di semester dua dari universitas madako . Desain penelitian ini adalah penelitian kualitatif. Sampel penelitian yang terdiri dari 15 siswa di Kelas semester 2 dan menggunakan purposive sampling. Data diperoleh dari kuesioner dan wawancara. Teknik analisis yang digunakan adalah persentase dari Males and Huberman . Hasil penelitian menunjukkan bahwa: pada hasil angket dirancang dengan memberikan 20 pertanyaan kepada 15 siswa dan dalam wawancara dirancang dengan memberikan 9 pertanyaan, data dianalisis melalui beberapa langkah antara reduksi data, penyajian data dan penarikan kesimpulan. From analisis data, peneliti menemukan beberapa kesimpulan dari siswa kesulitan adalah kurangnya kepercayaan diri (50 %), takut membuat kesalahan (60 %), sebuah d kurang dari bahasa Inggris kemampuan (67%) dan hasil dari wawancara yang peneliti temukan kesulitan adalah kosakata dan pengucapan . Dari hasil wawancara di faktor internal yang peneliti temukan yaitu ketertarikan , Intelijen, malu dan gugup. Berdasarkan data di atas hasil wawancara pada faktor eksternal yang ditemukan peneliti adalah lingkungan siswa atau lingkungan kelas yaitu dari Keluarga dan Dosen.

1. Introduction

English has a special place as the first foreign language in Indonesia. It has been taught from junior high school up to university or college level. At university or higher school, English is taught as one of the compulsory subjects that must be taught to the non-English study programs. Some of universities or colleges provide English only two credits in the first or the second semester, but some of them provide four and six credits. It depends on educational goal of each universities or colleges. The students of non-English department are required to have good competence and performance in English covering the four language skill.

Teaching English in non-English department students referred to ESP (English for Specific Purposes). It is known as learner-centered indicates that the needs of students have significant role in influencing and running the teaching learning process due to the fact that the result of the teaching should help them fulfill their needs. It should be based on curriculum which have to be adapted to the work place in order to provide and produce the competence and skilful output of the educational institution. As recommended by Ministry of Education Decree No. 232/U/2000 that the curriculum and syllabus are designed on the basis of the need of the students, the society, and the work place.

Speaking is a one of important skills in learning English. Speaking as a productive skill and it is central of skill. People can define it as the way to carry out our feeling through words, conversation with other. According to Thornbury (2005: 4), speaking is the communication ability between people that take turns in exchanging particular information. Meanwhile, Fulcher (2003:23) stated that speaking is the language use to communicate with others verbally.

Speaking is not just saying the sequences of words in correct pronunciation. A person is said to be a good talker as long as they managed to convey what's on their mind well and make the listener understand them. Literally speaking, means to say words or talk about something, to talk to someone; to call someone with the word etc.

In the process of speaking, students commonly meet some problems caused by some factors that influence on their goal achievement in English subject. Beside problem caused by language aspects, another problem comes from psychological factors. According to Haidara (2016:1) in every learning situation or environment, human psychology plays a significant role. English speaking is a language skill that is highly affected by human psychology. There are some psychologies factors that hinder student from practicing their speaking in learning English.

Lack of confidence is one of the problems in speaking English. Numerous researches have reported that learners with high motivation and self-confidence are able to perform easily while; learners who lack confidence are usually not able to develop their speaking skill (Dörnyei, 2001; Krashen, 2002; Viswat and Jackson, 1993: 4). The lecturer must know the strategy to overcome the lack confidence of students. Ye Htwe (2007: 17) share the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence. In line with this, Kubo (2009: 1) adds that to build students' confidence to speak English teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely.

Furthermore, the students also feel afraid of making mistake in their language. Fear of making mistake becomes one of the main factors of students reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe,2007; Robby, 2010: 2). Acoording to (Robby, 2010: 1) stated that afraid to make mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. Another problem is they are afraid of being evaluated. When the students want to say something or the lecturer calls their name to speak in front of class, they will get the stuck and feel nervous.

Based on previous explanation the researcher conducted the research To find out the most difficulties encountered by Non-English Department Students in speaking English at the second semester of Madako University. To find out the factors trigger of speaking difficulties encountered by Non-English Department students while they speak English at the second semester of Madako University.

There are some relevant researches have relevance to this research. First research was conducted by Sri Susanti (2014). Student's Learning Difficulties and the Strategies to Overcome at Eighth Grade Student of SMPN 1 Sumber gempol Tulungagung. This research employed inductive descriptive with qualitative approach. The subjects of the research were the eighth-grade student of SMPN 1 Sumbergempol, especially VIII L that consists of 30 students and six students as the subject in this research. The findings of this research were as follows. First, language skills are most difficult face by the students at eighth grade of SMPN 1 Sumber gempol are speaking skill and writing skill and the second is the causal factors of learning difficulties.

The second research is entitled *The Difficulties Encountered By-Non English Department Students at Universitas Pancasakti Tegal In Learning English "A Case Study on the Students of PBSI Study Program at Universitas Pancasakti Tegal in the Academic Year of 2017/2018"* written by Aina Salsabiela (2020). The researcher conducted questionnaire and took 25 students from B class from PBSI students in Universitas Pancasakti Tegal in the Academic Year 2017/2018 as the respondent. Based on the analysis, the result shows that the students perceived that factors like family and learning facility had an effect to their problem about learning English. This factor strongly affects the learning problems for non-English students to learning English. The learning factor is a crucial thing that every student need in learning language especially English.

2. Method of the Research

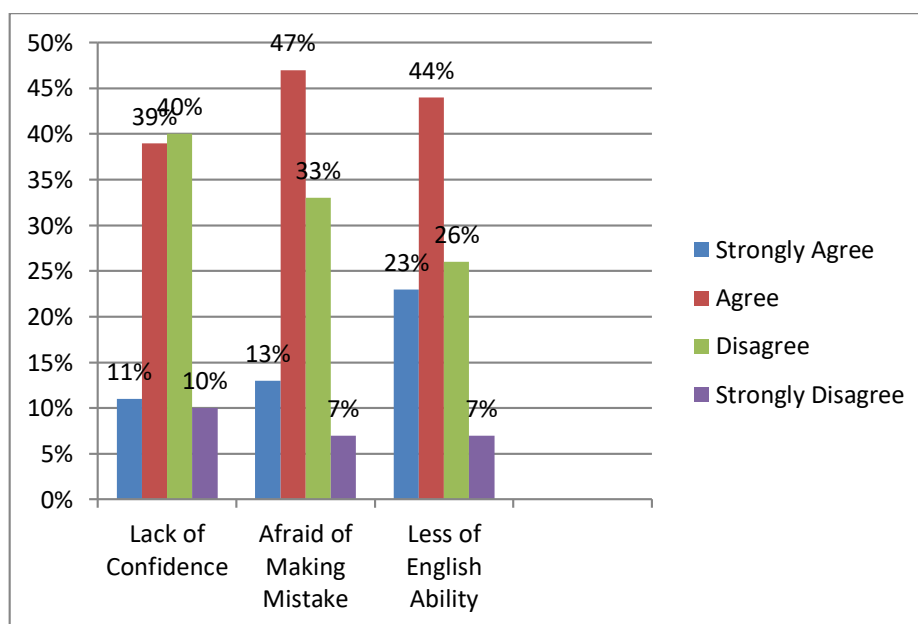
The Design of this research was a qualitative research. The researcher applied it to investigate to find out the difficulties in speaking English and the factors trigger the difficulties in speaking English at the Second-Semester of Madako University. The research samples were consisted of 15 students at A Class of 2nd semester, which used purposive sampling. The data obtained from questionnaires and interviews.

3. Finding and Discussions

The Result of Questionnaire

The researcher collected the data regarding to the research question of the research was to investigate the difficulties of the students, the researcher gained the data. There were 20 questions items in questionnaire with four options answer.

Table 3.1 The result of Questionnaire



According to the bar chart above, the researcher conclude that from three aspect of type of difficulties that is lack of confidence (50%), afraid of making mistake (60%), and less of English ability (67%). Most of difficulties that researcher found is less of English ability.

The Result of Interview

Interviewer: What kinds of difficulty in speaking English you face mostly?

Informant 1: The vocabulary and pronunciation. If we have lack of vocabulary automatically our pronunciation would be bad too then in English pronunciation if we wrong pronounce the words the meaning would be wrong.

Informant 2: English is so difficult for me especially in the speaking because I do not know English and lack of vocabulary like the pronunciation is also still wrong.

Informant 3: I still do not understand how to pronounce English words so it is difficult for me to speak in English.

Informant 4: There are some words are almost same in the pronouncing, so that is most difficult.

Informant 5: In the speaking there is grammar how to make the word if like a there are some word is almost same but different.

Most of difficulties that student got when they want to speak English that they said they got difficulties in the vocabulary and pronounce cause based on them, they said If the vocabulary that we have is lack automatically in the pronounce will be limited too then in the pronunciation in English if we wrong to pronounce so the meaning will be wrong.

Based on the interview, the researcher concluded that the difficulties of student got when they want to speak English are in the vocabulary and pronounce.

Internal Factor

Interest

Interviewer: Do you think English is important to be learnt? Why?

Informant 3: I think English is important because can added the knowledge in English aspect.

Informant 5: I think it is important because for improving our understanding of the language especially in English.

All of the respondents said that English is important to be learnt. Because based on the interview they said English is important because some of respondent said English is a general subject in their department in PGSD. Some of them also

said we can use English in the other countries because there are so many countries use English for communication.

Intelligence

Interviewer : Do you think English is easy or difficult to be learnt? Why

Informant 1 : It is easy but also it's difficult. It is easy to speak but difficult in pronouncing.

Informant 2 : I think it is difficult because do not know the vocabulary because less of vocabulary

Based on the data above, all of the informants said that English is difficult. The reason of them why English difficult because how to pronounce really difficult and also difficult in the vocabulary cause they got the problem and the problem is lack of vocabulary.

Shy/Nervous

Interviewer : What do you feel when the lecturer asks you to come in front of the class to practice in speaking?

Informant 8 : The first I feel nervous because in the fact I do not fluent in speaking English then the vocabulary is still lack. So I need to understanding the vocabulary.

Informant 14 : Still shy and still nervous cause this is the first and still not yet to come in front of the class like a speak English.

Most of students said that English is very difficult and when they speaking English they always feel shy, nervous, and fear of making mistake cause in speaking when they want to speak in front the class they feel nervous, some of them also shy. When they want to speak again they fear of making mistake cause in speaking based on the opinion of them, they lack of vocabulary there are some word in English have a almost same sound but different because in English when the pronounce wrong so the meaning will be wrong also.

External Factor

Family Factor

Interviewer : Do your parents support you in learning English? Give example of the support given!

Informant 6 : Yes, my parents support because the first I do not like learning English then my parents ask me to join an English course.

Informant 7 : No, because my parents never ask me to learning English or another lesson, they just said enter in PGSD

Most of students get a support from their parents about learning English. From 15 students, 14 students said that their parents support them to learning English especially in speaking and based on them their parents said that whatever makes you good so your parents always support you. Just 1 student do not get a support in learning English based on the interview she said the parents never said ask her learn English, they just said enter PGSD.

Lecturer Environment

Interviewer : Do you like the way of the lecturer teach you?

Informant 6 : Yes, I like because my lecture that teach me the first that he is teach me the pronunciation of the word after that he ask me to continue after him.

Informant 11 : Yes, like. The lecturer is Mr. Ismail, Mr. Ismail is funny, good, give a motivation, and he not force us, he relax when they teach us with the way of him. He teach us use his method to ask memorize the vocabulary.

Most of them like the way of lecturer teach them. Based on they experience the lecturer really good in teaching cause the lecturer is funny, and when teaching he is not force the student and always give them motivation. Based on the data above, the researcher can concluded that all of the students like the way of the lecturer teach them.

Research Discussion

There are 3 aspects in type of difficulties by Non-English department while they speak English that is Lack of Confidence, Afraid of Making Mistake, and Less of English Ability. Based on the data of questionnaire, the researcher gave the questionnaire for 15 students. The result of Lack of Confidence is from 6 questions are 11% Strongly agree, 39% Agree, 40% Disagree, and 10% Strongly disagree.

In the aspect of Afraid of Making Mistake is from 6 questions and result of Afraid of Making Mistake is 13% Strongly Agree, 47% Agree, 33% Disagree, and 7% Strongly Disagree. In the aspect of Less of English Ability is from 8 questions and the result is 23% Strongly Agree, 44% Agree, 26% Disagree, and 7% Strongly Disagree.

From the three aspects that is lack of confidence (50%), afraid of making mistake (60%), and less of English ability (67%). Based on the data, the researcher concludes that less of English ability is the most difficulties aspect in speaking English. It is related with the result of the interview that researcher found difficulties of the students are vocabulary and pronunciation. All of the students said that their difficulties when they want to speak English are lack of vocabulary and how to pronounce the word it is so difficult. The factors trigger of the difficulties by Non-English Department student while speak English

The second research question is to find out the factors trigger of the difficulties when speaking English in Non-English Department Student. In accordance to the result of interview, the researcher found two factors trigger.

The first is internal factor and the second is external factor. In internal factors, the researcher found that all of the students said that English is very difficult cause they do not know how to pronounce and less of vocabulary. The also said that English is important to be learnt cause based on thy interview, they said English used to communication with people in the other countries or they go to abroad they can know English if just a little

The students also feel nervous and shy when they want to practice in English especially in speaking. They said that is difficult to say what they want to said, they like nothing to say. Most of students said that difficulties in speaking is in the pronounce the word and memorize the vocabulary. Related to the data above, the result of interview that the researcher found that are Interest, Intelligence, Lack of confidence (shy and nervous).

In the External Factor that the researcher found in this research is the support of the parents in learning English is one of the trigger in this research. Beside that the students also said that they like the way of lecturer to teach them. All the respondent said that they like the way of the lecturer teach them because

the lecturer is Mr. Ismail, Mr. Ismail is funny, and have a good method. When he teach them he never force the student but he used a good method and when that lecturer give a vocabulary, he start and practice the vocabulary after that the student follow what the lecture said. So, that is made all of the students enjoy the class of Mr. Ismail. Based on the data above the result of interview in external factor that found by researcher is student environment or classroom environment that is from Family and Lecture. As state by Lui (2007), “English teacher should try to establish a friendly, supportive and non-threatening learning environment. Teacher should be friendly rather than strict in class”.

4. Conclusion

Based on the result above the researcher can concluded that there are three difficulties commonly encountered by non-English Department Students in speaking, they are lack of confidence, afraid of making mistake, and less of english ability. While, related to the interview also that the researcher found the difficulties while students want to speak English are vocabulary and pronounce. Those difficulties are likely affected by to factors namely internal and external factors. Internal factors related to intelligence, interest, shy, and nervous. In external factors related to family and classroom environment.

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