

An Analysis the Factors of Students' Difficulties in Speaking English Faced by non-English Department Students

Vini Gusviyani¹, Naf'an Tarihoran², Busthomi Ibrahim³

^{1,2,3}English Study Program of UIN Sultan Maulana Hasanuddin, Banten
Jl. Syekh nawawi Al-Bantani No.30 Curug Serang Banten Indonesia, 42123

Submission Track:

Received: Jan 24, 2022

Final Revision: June 20, 2022

Available Online: July 04, 2022

Keywords:

Speaking as foreign learners,
Speaking difficulties, Factor of
speaking difficulties.

*Corresponding Author:

vinigusviyani@gmail.com

Copyright©2022 (vini, et al)

Abstract: The purpose of this research is to find out The Factors of Students' Difficulties in Speaking English Faced by non-English Department Students. This research was conducted with qualitative research, with using survey method. This research used google form as questionnaire to gain the data. The respondents of this research are the 100 students of non-English department at Faculty of Education UIN SMH Banten. The result of this research showed that there were many factors that students have in English speaking difficulties. They are factor anxiety does not master the vocabulary has value 59% agreed, then factor shy of being an intention has value 57% agreed, then factor lack of confident has value 54% agreed, factor lack of self motivation has value 54% agreed, factor of environmental effect has value 54% agreed, factor there is no preparation has value 53% agreed, then factor fear of wrong pronouncing has value 52% agreed, factor of fear of use the wrong words has value 49% agreed, factor affective of students has value 48% agreed, and the last factor anxiety of being bullied has value 44% agreed. It means students have some factors in speaking problem that should be take more attention.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

INTRODUCTION

In Indonesia, we know that English as foreign language. Learning English can be difficult for some people, because they have thought they do not need to use English for communication and they usually speak with their own language.

English has four skills that students have to be mastered, they are: listening, speaking, reading and writing. These four aspects certainly have a connection between one and others. Besides that, the important thing to learn English is to understand it one by one.

According to Nunan, for most people, mastering speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. It means learning to speak is important for each individual to learn more, because speaking is used to deliver conversation messages to others. Furthermore, learning speaking English is not easy to do in Indonesia because English is a foreign language for us. So it became a challenge for Indonesian college students to master in speaking English.

Nowadays, not only English Department Students but non-English Department Students are demanded to be able or even master in speaking English. As Haidara said that in this globalization, knowledge of a foreign language serves students well in interconnected world, it opens the door to job opportunities in the global economy and makes more media accessible, enriching public discussion of current issues. In this terms, that is why mastering speaking English is a need especially for non-English department student for them as the basic skill to be ready in this globalization era.

In language learning process, we sometimes face some difficulties that can make a problem in the learning process and the problems must have factors behind them. These factors can come from internal and external. So, I am as researcher will do analyze the factors that cause students difficult to speak English. In this case, the researcher wants to examine “An Analysis The Factors of Students’ Difficulties in Speaking English Faced by non-English Department Students (At Non-English Department Faculty of Education and Teacher Training UIN Sultan Maulana Hasanuddin Banten)”.

THEORETICAL SUPPORT

Learning English as Foreign Language

As human being it is important to learn language for our survival and also our development. Language exists as the result of human being. Language is a phonetics system, vocabulary and grammar. A set of sounds appear in the language. In learning a language we can do it by imitating. Moreover, language can be mastered with patience also with more times. It seems that learning language is important not only as the needs of human being, language also contribute in the human’s development. Surely, in the way of becoming the master of that language, as the learners it certainly requires a lot of time and patience as long as they have the good motivation and intention.

As we know in Indonesia, learning English start from the Elementary School to University. The students are required to get the knowledge about English as the basic of their information. While in the certain schools, a few students should be able to speak English as their needed in the specific purpose. Jeremy stated that English as foreign language commonly will be studied for the students or the learners who learning English just a limited time in the class and learning English not specifically for the general purposes. Besides, speaking English for the foreign language learners is very difficult to do because speaking is the effective oral communication and it is more demand on the teacher then teaching the other skill. In this situation, of course some of the students have thought they do not need learning English as much as possible, even though in the fact the English is Important for their widely job opportunities.

The Definition of Speaking

According to Haidara, speaking is one of the productive skills that enable us to convey or to express something in a spoken language. It is the ability to interact orally with others by sharing with them someone’s point of view and feeling in different situations that take place in the real time. Besides, Brown and Yule said that speaking is depending on the complexity of the information to be communicated.

Moreover, Richard said mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Based on statements above, it can be conclude that speaking is productive skills that we do to convey certain information that will construct an interaction for communicating to others. Mastering the speaking for students is important and measured by the extent to which they have been good in the use of its language.

The Function of Speaking

The main function of speaking is to convey some information from speaker to listener. Richards expanded about three-part version of Brown and Yule's framework about the functions of speaking: talk as interaction, talk as transaction and talk as performance. They are:

a. *Talk as Interaction*

Talk as interaction which means we speak for doing a conversation with others and used as the main social function. For example when meet other people we talk and hope will be friends and have good interaction each other.

b. *Talk as Transaction*

Talk as transaction which means focus on what we want to say is that can be distinctly understood and precise by the listener, rather than build the good interaction with the listener.

c. *Talk as Performance*

Talk as performance which means speaking in the front of many people as the source of information.

The Indicators of Good Speaking

In learning speaking we should consider some indicators that will make our speaking is good. To know whether speaking is good or not we can see from the indicators measured in speaking assessment adapted by Brown, they are:

- a. *Fluency*. Fluency means the capability when you do speak easily and fluency without confusing in finding the words or ideas on the brain.
- b. *Vocabulary*. Vocabulary is the most important because we can say something with the words in it. The good speaker can choose the appropriate words and refers to the context when you do speak.
- c. *Grammar*. Grammar is about regulate the words become the correct sentence.
- d. *Pronunciation*. Pronunciation means the listener can understand clearly whatever the native speaker said. Pronunciation consists of suprasegmental features such as stress, rhythm, and intonation.
- e. *Comprehension*. Comprehension refers in understanding about what we say and what we explain.

Types of Speaking Performance in The Classroom

According to Brown, there are some activities that can be applied in the classroom as the speaking performance of oral production, as follows:

1. *Imitation*. In the classroom, maybe students have limited time in learning speaking. They maybe learning speaking with their ability in simply parrot back (imitate) some phrase or even a sentence. This type may only focus on phonetic production, not in the purpose of meaningful interaction. This type is maybe last out in the short-term.
2. *Intensive*. In this type, speaking performance is more than imitative the phrase or sentence. it designed to show the narrow band grammatical competence like stress,

rhythm. In the intensive speaking, the speaker is trying to be able respond the minimal interaction for example to speaking aloud.

3. *Responsive*. This speaking performance refers to students is try to be able respond the interaction in the comprehension test, for example give an comments, respond the conversation, and so on.

The Difficulties in Learning Speaking

As the explanation before, the good speaking has so many indicators. It means not easy to be master in speaking English. As we know that Indonesia used English as foreign language, this becomes the challenge for the students to learn speaking English. of course in the process of learning, students faced many problems. As Penny Ur mentions some problems in speaking activities, they are:

- a. *Inhibited*. The learners are often inhibited to try new things in foreign language in the classroom. Afraid if they are making mistakes and afraid if the other learners will critic it bad, and feeling shy if they make an attentions of their utterance.
- b. *Nothing to say/lack of vocabulary*. Sometimes students feel they cannot think about what they want to say, they have no idea, they feeling so difficult to thinking about something. In addition, Dalem stated that speaking in the front of others is the common phobias that students faced and feeling shyness make their thought go blank and do not know what will say.
- c. *Low Participations*. This maybe only one participant can talk at the certain time. When in the large group, students only have limited time to talk or maybe do not have chance to talk because a lot of students in limited time.
- d. *Mother tongue use/difficulties of pronunciation*. When the learners are in the one classroom, they maybe interaction with their mother tongue, they maybe think it is easier and feel natural to speak rather than using English. if they are in small group with less disciplined or motivated students, they will get difficult to keep to use second language.

From explanation above, it can be say some problems that faced by students in speaking English are students can not try to speak easily with foreign language, students feeling blank on their brain and difficult to get the ideas, students have limited time to do practice speaking when in the speaking activity on the classroom, and the last students are used to use their mother language.

The Factors of Speaking Difficulties

There are many problems faced by students when they are speaking, it must be caused by several factors, here are some factors that cause students faced their difficulties in speaking English based on the result of the research by Juhana:

- a. *The factors of fear of the mistakes*
The main factor of this case is the students are feeling afraid of looking brainless in front of their friends, they are afraid if their friends will laugh if they made a mistake when do speaking. They are also afraid to try to speak, how they will sound and looking silly.
- b. *Shyness*
Shyness is a factor that caused by the other problems. This refers to student by emotional on the sometimes, for example when they want to speech in the front of the classroom and in the front of their friends. The shyness comes and it will make their thought is blank and forget what they want to say.
- c. *Anxiety*

As Horwitz said that cited in this journal, an anxiety plays important role in the students learning problem. Anxiety affects to students' speaking performance, affect their quality of oral speaking production and make students perform less than they want.

d. *Lack of confident*

Juhana cited Tsui said that students who lack of confidence about themselves will affect in their speaking, they will afraid to communicate and also feel suffer to communicate. In addition, they will have thought that they are bad in English and cannot speak English as well as they want.

e. *Lack of Motivation*

The Lack is one factor of students' difficulties in learning speaking. It can affect in the students' speaking performance. Lack of motivation refers to the cause of students feel hesitation in speaking English. In addition as cited by Aftat, he said that students' motivation to active in communication is really influenced by the teacher's teaching performance. Teacher should show enthusiasm on their teaching performance.

From explanation above, it can be conclude students' difficulties in speaking can be causes of some factors, they are; the feeling fear of make a mistake, shyness, anxiety, lack of confident also lack of motivation.

To be success in speaking students can do several activities. There are some activities that can help students in speaking performance, such as planning, get the knowledge about the speech, etc. So, if students do not do several activities they maybe will face difficulties in the speaking performance. That can be factor of the students' difficulties in their speaking. Here are some factors that can be cause of students' difficulties, according to some experts:

a. Performance condition (There is no planning)

Planning has important roles in speaking performance. Planning refers to preparing the things that should be done before speaking, planning the little to big things that can avoid the mistakes when do speaking. Give students 10 minutes for planning, it can help students focus on what they want to speak, and will be ready seems on their fluency in speaking. So, if students do not have change to do planning, students will get difficulties, they will not feel ready and also do not know what they want to say, lack of grammar, vocabulary, and do not know what they are speaking about.

b. Lacking of good language learning environment

Lacking of good language environment is one of the factors of students' difficulties in speaking. Good language environment can affect to the students' English language in communication, it because students are often use it in teaching activities so that they become accustomed. In Indonesia, we know just a few schools that used English as their main language in the learning activities, we just using our mother tongue in learning activities. It became one of factor that students feel so hard when speaking with foreign language.

c. Lacking of affective students

Every student has different personality. It divided to extrovert students and introvert students. As the Minghe and Yuan stated that, Extrovert students are probably more active in speaking activity than the introvert students. It maybe the introvert students only have small willingness to speak in the class. It refers to their speaking ability, they will get difficult in speaking English in the further, because they are not really active in the speaking activities.

METHOD

This research used qualitative research with survey method. The researcher took 100 students of non-English Department students, Faculty of Education and Teacher Training UIN Sultan Maulana Hasanuddin Banten as the respondents. The researcher used quota sampling to gain the sample. This research used questionnaire as the instrument, consists of 18 questions of multiple choice, and 1 question of essay. The questionnaire was taken through Google Form, start from 24th of July 2020 – 6th of August 2020. The researcher used Likert-scale to find out the rating scale of the responses. As follows:

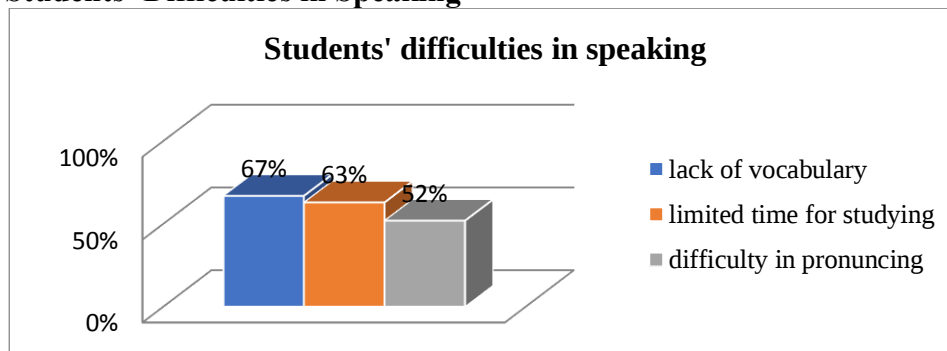
Likert-scale's Rating	
Option	Score
Strongly agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

To analyze the data the researcher used three steps by Miles. There are: Data Reduction, Data Display, and Drawing and Verifying Conclusion.

RESULT AND DISCUSSION

This research will be shown 3 categories, the first is about the students' difficulties in speaking English, the second is about the factors of students' difficulties in speaking English, and the last is about the suggestion of the students' problem in speaking English.

Students' Difficulties in Speaking



a. Lack of vocabulary

Based on the data displayed, it can be seen 15% strongly agree, 67% agree, 13% uncertain, 4% not agree and 1% strongly disagree. The researcher takes the conclusion that most of respondents faced difficulties in speaking English because they only have small vocabulary in their mind. It can be seen on the data, percentage of agree has large value 67%, it means the problem that the respondents face in speaking English is lack of vocabulary.

b. Limited time for studying

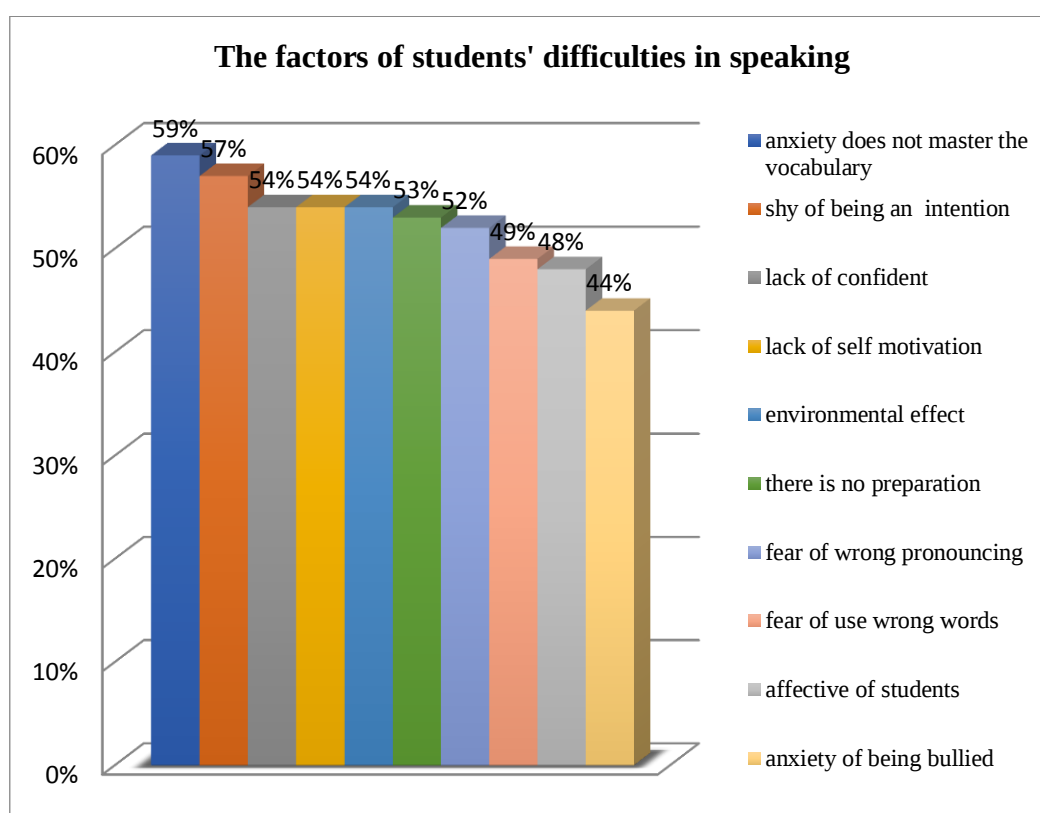
Based on the data displayed, it can be seen 23% strongly agree, 63% agree, 10% uncertain, 4% disagree and 0% strongly disagree. The researcher takes the conclusion

that most of respondents faced difficulties in speaking English because they have limited time to learn English in the classroom. It can be seen on the data, percentage of agree has large value 63%, it means the problem that the respondents faced is limited time.

c. Difficulty in pronouncing

Based on the data displayed, it can be seen 13% strongly agree, 52% agree, 20% uncertain, 14% disagree and 1% strongly disagree. The researcher takes the conclusion that most of respondents faced difficulties in speaking English because they are feeling difficult to pronounce the English words. It can be seen on the data, percentage of agree has large value 52%, it means the problem that the respondents face in speaking English difficulty in pronouncing.

The Factors of Students' Difficulties in Speaking



a. Anxiety does not master the vocabulary

Based on the data displayed, it can be seen 18% strongly agree, 59% agree, 15% uncertain, 6% disagree and 2% strongly disagree. The researcher takes the conclusion that most of respondents are feeling anxiety because they do not master English vocabulary. It can be seen on the data, percentage of agree has large value 59%, it means the factor of students' difficulties in speaking is feeling anxiety because does not master the vocabulary.

b. Shy of being an intention

Based on the data displayed, it can be seen 20% strongly agree, 57% agree, 11% uncertain, 10% disagree and 2% strongly disagree. The researcher takes the conclusion that most of respondents are feeling shy of being an intention in the front of their friends when speaking English. It can be seen on the data, percentage of agree has large value

57%, it means the factor of students' difficulties in speaking is feeling shy of being an intention.

c. Lack of confident

Based on the data displayed, it can be seen 20% strongly agree, 54% agree, 11% uncertain, 12% disagree and 3% strongly disagree. The researcher takes the conclusion that most of respondents lack of their confident when speaking in the classroom. It can be seen on the data, percentage of agree has large value 54%, it means the factor of students' difficulties in speaking is lack of confident.

d. Lack of self-motivation

Based on the data displayed, it can be seen 16% strongly agree, 44% agree, 20% uncertain, 20% disagree and 0% strongly disagree. The researcher takes the conclusion that most of respondents lack of their motivation when speaking English. It can be seen on the data, percentage of agree has large value 54%, it means the factor of students' difficulties in speaking is lack of self-motivation.

e. Environmental effect

Based on the data displayed, it can be seen 26% strongly agree, 54% agree, 11% uncertain, 9% disagree and 0% strongly disagree. The researcher takes the conclusion that most of respondents are not used to speak English with others in environment around. It can be seen on the data, percentage of agree has large value 54%, it means the factor of students' difficulties in speaking is do not used to in environment.

f. There is no preparation

Based on the data displayed, it can be seen 25% strongly agree, 53% agree, 14% uncertain, 8% disagree and 0% strongly disagree. The researcher takes the conclusion that most of respondents are feeling not ready and feeling blank on their mind if they do not make a preparation before speaking English. It can be seen on the data, percentage of agree has large value 53%, it means the factor of students' difficulties in speaking is there is no preparation.

g. Fear of wrong pronouncing

Based on the data displayed, it can be seen 24% strongly agree, 52% agree, 16% uncertain, 7% disagree and 1% strongly disagree. The researcher takes the conclusion that most of respondents fear of speaking English with wrong pronunciation. It can be seen on the data, percentage of agree has large value 52%, it means the factor of students' difficulties in speaking is fear of wrong pronouncing.

h. Fear of use wrong words

Based on the data displayed, it can be seen 29% strongly agree, 49% agree, 15% uncertain, 7% disagree and 0% strongly disagree. The researcher takes the conclusion that most of respondents fear of using wrong words in speaking English. It can be seen on the data, percentage of agree has large value 49%, it means the factor of students' difficulties in speaking is fear of use wrong words.

i. Affective of students

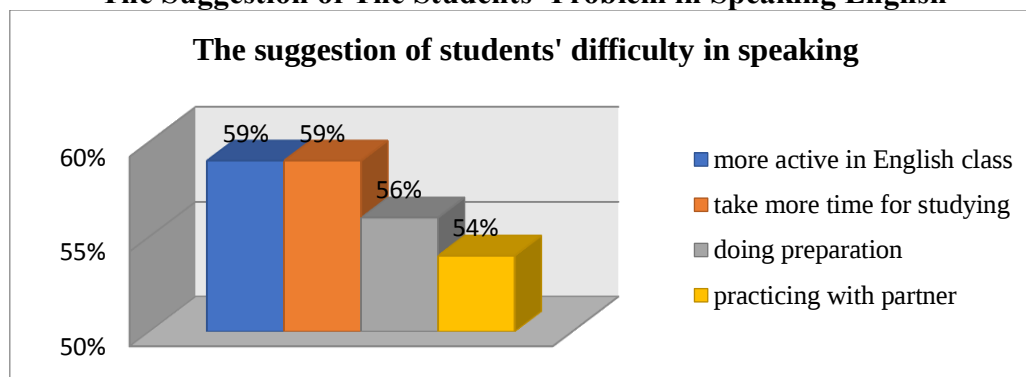
Based on the data displayed, it can be seen 11% strongly agree, 48% agree, 22% uncertain, 18% disagree and 1% strongly disagree. The researcher takes the conclusion that most of respondents do not active in the English class activity. It can be seen on the data, percentage of agree has large value 48%, it means the factor of students' difficulties in speaking is students take less participation in English class.

j. Anxiety of being bullied

Based on the data displayed, it can be seen 19% strongly agree, 44% agree, 14% uncertain, 18% disagree and 5% strongly disagree. The researcher takes the conclusion that most of respondents are feeling anxiety of being bullied by their friends when they

are bad when speaking English. It can be seen on the data, percentage of agree has large value 44%, it means the factor of students' difficulties in speaking is feeling anxiety of being bullied.

The Suggestion of The Students' Problem in Speaking English



a. More active in English class

Based on the data displayed, it can be seen 27% strongly agree, 59% agree, 12% uncertain, 2% disagree and 0% strongly disagree. The researcher takes the conclusion that students will be more fluent in speaking English if they take more participation in the speaking class activity. It can be seen on the data, percentage of agree has large value 59%, it can be used for the students that they have to more active in the classroom activity.

b. Take more time for studying

Based on the data displayed, it can be seen 33% strongly agree, 59% agree, 6% uncertain, 2% disagree and 0% strongly disagree. The researcher takes the conclusion that students' knowledge will increase if they take more lesson time to learn English outside classroom activity. It can be seen on the data, percentage of agree has large value 59%, it can be used for the students that they will be good in speaking English if they have a lot of knowledge.

c. Doing preparation

Based on the data displayed, it can be seen 35% strongly agree, 54% agree, 10% uncertain, 1% disagree and 0% strongly disagree. The researcher takes the conclusion that students will be more ready and speaking well if they have a chance to do preparation before speaking. It can be seen on the data, percentage of agree has large value 54%, it can be used for the students that they have to do preparation before start to speaking English, it can help for speaking English well.

d. Practicing with partner

Based on the data displayed, it can be seen 41% strongly agree, 56% agree, 2% uncertain, 1% disagree and 0% strongly disagree. The researcher takes the conclusion that students will be more fluent in speaking English if they have partner to do practice speaking English.. It can be seen on the data, percentage of agree has large value 56%, it can be used for the students that they will be fluent in speaking English if they keep practice with a partner.

Other suggestions

The way that have to do by the faculty and department are they should be as a provider and facilitator for the activities that will improve the quality of students' English, for example by holding an English day program, holding seminars and creating an English language learning community for non-English department students.

CONCLUSION

As the result of this research that found the students of non-English department faced some difficulties in speaking English, based on the result of questionnaire that has been answered by 100 students, the question of faced difficulties in speaking has large presentation, that is 59% agreed. Some difficulties that faced by students are they lack of vocabulary has value 67% agreed, the other problem is they have limited time for learning English in the classroom has value 63% agreed, then the other problem is difficulty in pronouncing has value 52% agreed.

Otherwise, this research found the factors of students' difficulties in speaking English. Based on the result of questionnaire that has been answered by 100 students, the result is there are some factors that make students were feeling difficult to speak English. They are the factor anxiety does not master the vocabulary has value 59% agreed, then the factor shy of being an intention has value 57% agreed, then the factor lack of confident has value 54% agreed, the factor lack of self-motivation has value 54% agreed, the factor of environmental effect has value 54% agreed, the factor there is no preparation has value 53% agreed, then the factor fear of wrong pronouncing has value 52% agreed, the factor of fear of use the wrong words has value 49% agreed, the factor affective of students has value 48% agreed, and the last the factor anxiety of being bullied has value 44% agreed.

Moreover, this research found the suggestion of the students' problem in speaking English. Based on the result, more active in the English class has value 59% the students agreed if they take more participation in the speaking class activity they will be more fluent in speaking English. Then, take more time for studying has value 59%, the students agreed if they take more lesson time to learn English outside classroom activity, their knowledge will increase. Then, doing preparation has value 56%, the students agreed if they have the chance to do preparation before speak they will be more ready. Then, practicing with partner has value 54%, the students agreed if they have friends to do practicing English speaking, it will help them to be more fluent in speaking English. Other suggestions are the way that students have to do are students should improving their skill by learning English outside the classroom, learning English vocabulary, listening by using media for example using English movies and songs, and then students should take more practice by themselves or with partner, and the way that have to do by the faculty and department are they should be as a provider and facilitator for the activities that will improve the quality of students' English.

REFERENCES

- Brown, H. Douglas. 2001. *Teaching by Principles : An Interactive Approach to Language Pedagogy* .New Jersey: Prentice Hall Regents.
- Brown, H. Douglas.2013. *Language Assesment: principles and classroom practices*. New York: Longman.
- Haidara, Youssouf. 2016. "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia" .Mali: Universal Journal of Educational Research 4(7).
- Harmer, Jeremy. 2004. *How to Teach Writing* .Edinburgh: Pearson Education.
- Juhana. 2012. "Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)" (Journal of Education and Practice: Indonesia Open University 3(12).
- Khaeunisa, Ani.2012. *The Influence of Task Based Language Teaching in Increasing Students' Speaking Ability*. Loquen : English Studies Journal, Vol.5, No.1

- Minghe, Guo & Wang Yuan. 2013. "*Affective Factors in Oral English Teaching and Learning*". Canada : Higher Education of Social Science, Vol. 5(3)
- Nation, I.S.P. & Jonathan Newton. 2009. *Teaching EFL/ESL* (New York: Routledge.
- Richards, Jack C. 2008. *Teaching Listening & Speaking*. New York: Cambridge University Press.
- Ur, Penny. 1991. *A Course in Language Teaching*. New York: Cambridge University Press.

,