THE ANALYSIS OF DIFFICULTIES IN SPEAKING ENGLISH ENCOUNTERED BY NON ENGLISH STUDENTS

ANALISIS KESULITAN DALAM BERBICARA BAHASA INGGRIS YANG DIHADAPI OLEH MAHASISWA NON BAHASA INGGRIS

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Abstract: The aims of this study are to find out the students' difficulties in speaking English and to recognize the cause of the students' difficulties in speaking English encountered by non English students. This study is qualitative research. The researchers took 50 students at the sixth semester of PGSD in Muhammadiyah University of Purworejo as a sample. The study is descriptive. The researchers use questionnaires to collect the data. The pupils fill the questionnaire through Google Form. Based on the data analysis, the difficulties in speaking English encountered by non-English department students of PGSD at Muhammadiyah University of Purworejo. They are inadequate grammar, limited vocabulary knowledge, and improper pronunciation. In addition, the students have difficulties as a result of another factor, including their lack of participation, inhibition, mother tongue, and the fact that they have nothing to say. The result is students have difficulty in English mastery; grammar, vocabulary and pronunciation so they are low in motivation both in participation and speaking.

Keywords : *speaking English, Students' difficulties, media*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kesulitan mahasiswa dalam berbicara bahasa Inggris dan untuk mengetahui penyebab kesulitan mahasiswa dalam berbicara bahasa Inggris yang dihadapi oleh mahasiswa non bahasa Inggris. Penelitian ini merupakan penelitian kualitatif. Peneliti mengambil 50 mahasiswa semester enam PGSD di Universitas Muhammadiyah Purworejo sebagai sampel. Penelitian ini bersifat deskriptif. Peneliti menggunakan kuesioner untuk mengumpulkan data. Para mahasiswa mengisi kuesioner melalui Google Form. Berdasarkan analisis data, kesulitan dalam berbicara bahasa Inggris yang dihadapi oleh mahasiswa non-bahasa Inggris PGSD di Universitas Muhammadiyah Purworejo. Kesulitan-kesulitan tersebut adalah tata bahasa yang tidak memadai, pengetahuan kosakata yang terbatas, dan pelafalan yang tidak tepat. Selain itu, para mahasiswa mengalami kesulitan sebagai akibat dari faktor lain, termasuk

kurangnya partisipasi, hambatan, bahasa ibu, dan fakta bahwa mereka tidak memiliki apa-apa untuk dikatakan. Akibatnya, mahasiswa mengalami kesulitan dalam penguasaan bahasa Inggris; tata bahasa, kosa kata dan pengucapan sehingga mereka memiliki motivasi yang rendah baik dalam partisipasi maupun berbicara.

Kata kunci : *berbicara bahasa Inggris, kesulitan siswa, media*

Introduction

Language is very important for human's life. It is because it is inseparable with activities in people daily life, that way language is called as communication tools. Every human in the world always use language to communicate, give information, knowledge, express their idea and thought. Human use several types of language in expressing their ideas. They are as follows; Oral language is a communication between humans to express their intentions through words spoken from the mouth. Almost all human activities use oral language (E. Masykuri, 2022). Such as tell a story, speech, conversation, etc. A second type is written language. It is the written form of communication which includes both reading and writing (Eftiama, 2022; Nurhidayah, Tusino, & Masykuri, 2022). By media on ELT, student should improve for important skills such as written language encountered on magazine, message, announcement, letter, and such text on social media. The next language is signed language. It is languages that use the visual manual modality to convey meaning (Parapi, Maesaroh, Basuki & Masykuri, 2020; Sholeh, Bagiya, Aini & Sufanti, 2020). This language used by hearing individuals, such as those unable to physically speak, those who have trouble with spoken language due to disability or condition (Setiyorini, Dewi, & Masykuri, 2020; Ying, Osman, Kurniati, Masykuri, Kumar, & Hanri, 2020).

There are many languages in the world, even each nation has its own national language. English is lingua franca refers to the use English as a common means of communication among people with different mother tongues. It means English as the medium to share ideas, knowledge, and information among people coming from various nations around the world. English languages have been used for some events in the world. Such as ASEAN games, FIFA champion world, international debate competition, and others.

As an International language, English is used both in a global sense for international communication between country. English hold important part in human life and contributes to all aspects, such as; social, politic, culture, technology, economic, education, and so on. English as an international language is very urgent for Indonesia as a development country to communicate with other countries. English language has strongest influence of communication and so it is in Indonesia. English language is a subject that has been studied or applied at institution of education in Indonesia (Masykuri & Perez, 2019; Masykuri, 2017). Indonesia has used English language in every sector for a long time. Thus, English lesson is studied in all school levels. In Indonesia English language is one of the subject on National Examination in all school levels. Not only that, almost all recruitment in Indonesia, should be able to master English language is one of a requirement.

English are consists of four language skills, those are speaking, reading, listening, and writing. These four language skills should be learned by anyone who English learning. So, they can use language well. L2 learners should be able to master how to write English well. Because in writing involves grammar structure, verb tense, vocabulary, punctuation and others. Not only writing, L2 learner also must practice their listening ability. By often listen English language, L2 learners know how to pronounce correctly. It also helps L2 learner memorize new vocabulary. Beside writing and listening, reading also must be metered by L2 learner. Reading is not a natural skill. We needs a wide range a cognitive processing, sequencing, attention, working memory, visual eye tracking and reading skills to function flawlessly. The last skill which important to master is speaking. Speaking is consider as necessary skill, because its essential role in for L2 learner to mastery English. In speaking students can exprees their ideas by word by telling about their feelings, perceptions and intentions. Thus, speaking requires a language competence in which the speaker constucts in his or her mind and at almost the same time requires language performance by which his or her expresses thouse utterances through speech act. In order to convey the meaning of the speaker's idea and feelings well, enriching vocabulary and learning grammar is very important. From the statement above, it can be concluded that speaking is one

of the most important part in English language skill by increasing vocabulary and grammar that should be mastered by L2 learner.

This study discusses about difficulties in speaking English that faced by non English students. There are some writers who conduct similar studies with this study. The first previous study is conducted to find the students difficulties in speaking English and to find the factors contributing to students difficulties in speaking English (Azizah, 2017). The similar between the first previous studies with this study is this analyzes about student's difficulties in speaking. The difference is in the first previous study uses the eleventh-grade students as her sample. Meanwhile, this study uses students of sixth semester of PGSD at Muhammadiyah University of Purworejo as the subjects.

The second previous study is about difficulties in speaking. It was to find out the factors that contributes to the difficulties in speaking English (Afisa, 2015). The similarity between the second previous studies with this study is this study analyzes students speaking difficulties. The researchers also analyze the factors of students speaking difficulties. Meanwhile, the difference is in the second previous study the researchers are not only used questionnaire as her instrument, but this research also used interview. The other study was about improving English speaking skills by finding other external factor. The study has difference research design (Ardilla, 2017). Speaking skills by digital media was the innovative research (Shen, & Chiu, 2019; Tridinanti, 2018).

Language is a code with structural properties characterized by a set of rules for producing and comprehending utterances through the use of arbitrary symbols. Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another (Terrell, 2016). From the explanation above, the researchers conclude that language is a conventional vocal system that uses written or gestational symbols to produce and read members' utterances. According to Tridinanti language learning means using language in both spoken and written communication, and being able to express feelings, thoughts, and experiences in various contexts.

The functions of language are as follows; Language as a means of communication, language as a means of integration and adaptation, language as a social control function, language as a means of understanding oneself, language as a means of self-expression, language as a means of understanding others, language as means of logical thinking, language builds intelligence, language builds character, language develops profession, language as a means of new creativity (Tridinanti, 2018).

Speaking is the ability to speak fluently presuppose not only knowledge of language feature, but also the ability to process information and language (Harmer, 2007). Spoken language is taken to be colloquial in the two senses of representing dialogue and of representing the features typically associated with the everyday use of language (Bygate, 2012). Tridinanti argues that Speaking involves two or more people who make two-way communication (Tridinanti, 2018). Speaking is one of the language skills in everyday life used for communication. Futhermore, describe that speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech.

From the definition above, it can be concluded that speaking is one of four English skill which is a productive skill involving two more people in order to convey information or thoughts to others.

There are three components in speaking; the speaker, the listener, the utterance (Kurniati, Eliwarti & Novitri, 2015). Meanwhile, Terrell states that there are some component or aspect of speaking; Pronunciation, grammar, vocabulary, fluency (Terrell, 2016). Furthermore, there are six English speaking components, they were fluency, grammar use, sufficient content information of subject-specific topic, vocabulary use, appropriate response to interlocutors, and correct pronunciation (Chou, 2018). There are several reasons that have been mentioned as follows inhibition, nothing to say, low participant, mother tongues uses, and giving idea (Al Hosni, 2014). Furthermore, oral communication difficulties encountered by the students are speaking accurately, communicating ideas fluently, speaking with clear pronunciation, and communicating ideas confidently (Alghail & Mahfoodh, 2019). in addition, there are some problems for speaking, these are inhibition, lack of topical knowledge, low participation, and mother-tongue use.

Difficulties in learning is a condition where the students cannot study well, caused some threat, obstacle or distubance of learning (Widiyasmoro, 2019). Futhermore, difficulties in learning is the condition where the students cannot learn as they should (Widodo, 2017). From theory above, the researchers state that difficulties is condition where it is hard to accomplish, deal with, or understand something. Problem faced by students in speaking. According to Heriansyah there are kinds of causes of difficulty in speaking, they were as follows it is because of difficulty faced by the students with linguistics problem and difficulty related to non-linguistic problem (Heriansyah, 2012).

Moreover, there are two factors for English speaking defficulties, Linguistic Factors for English speaking difficulties and Psychological factors for English speaking difficulties (Shen & Chiu, 2019).

Method

In this study, the population is sixth semester of PGSD in Muhammadiyah University of Purworejo. The researchers take 50 students as a sample. The unit of analysis of this research is the analysis of students' difficulties in speaking English encountered by non-English students at the sixth semester of PGSD in Purworejo Muhammadiyah University in academic year of 2019/2020. The researchers collect the data by online. He uses *Google Form.* In qualitative research the researcher are the primary instrument (Sugiyono, 2016). The researchers use a supporting instrument, it is questionnaire. Analyzing qualitative data requires understanding how to make sense of text and images so that the researchers can form answer the research questions (Creswell, 2014). The technique to collect the data, the researchers use questionnaire as an instrument. Here, there are several steps carried by the researchers. They are permission to the head master of PGSD Department, preparing instrument, making the questionnaire, consulting the instrument to the expert. The next are making a *Whatsapp* group and collecting the data from class by giving the questionnaire for the students and the last is analyzing the students' sheet.

The researchers analyze the student's questionnaire answer with qualitative analysis. Then, the researchers use descriptive analysis technique (percentage) to analyze the data. Based on the descriptive method applied in this study, in analyzing the data, the researchers identify the students' questionnaire answer, describe and explain the students' answer based on existing categories on questionnaire, make a summary from the students' answer on questionnaire, and draw a conclusion and suggestion based on data analysis.

The researchers distributed questionnaires through *Google Form*. The questionnaire consists of 24 statements. The researchers found the aspects that difficult by student of non-department in Muhammadiyah University of Purworejo. First, it is from pronunciation aspect, there are 69,3% of students got difficult word to be understanding when conversation. The second, it is from giving idea, there are 68% of students used the filler word when spoken English to find the idea. Third, it is grammar, there are 66,6% of students lack of knowledge about appropriate in English use in the context. Fourth is vocabulary, there is 65,3% of students always use familiar and easy vocabulary. Fifth, there is inhibition that has 57,3%, the students get difficulty to get an idea when they spoken English verbally. Sixth, there is nothing to say that has 52,6%, the students feel nervous when they say in front of the people. Seventh is mother tongue uses, there are 50,6%, the students tend to use their mother tongue (Indonesian or language area) to speak each other. And the last is low participant that has 44,6%, it happen because the environment of the students has not support them to speak English.

Result and Discussion

1. Students' speaking difficulties in grammar

Grammar is one of the important language components in learning language. The students need grammar to arrange a correct sentence in speaking conversation. Based on the students opinion about speaking difficulties in grammar showed that grammar is one of the most difficult linguistic aspect in speaking English. Based on the statement, the student tends to ignore the grammatical rules instead of learn about it. It is because the belief of being brave when you want to speak up no matter what the grammar is correct or not. Almost all

the students agree that they still have difficulties to arrange the words into sentences when they speak in English. Majority of the students agree that they have inadequate understanding of spoken grammar. Most of students also say that they are still lack of knowledge about the appropriateness of the English language use in its context.

2. **Students' speaking difficulties in vocabulary**

Vocabulary is knowledge of words and word of meaning. Most of the students got difficulties in using various vocabulary. They tend to use the same vocabulary which was easier and they used in daily life. Majority of the students state agree that they have limited vocabulary for daily activities conversation. There are some of the students use difficult vocabulary to speak English, almost all of them rarely use difficult vocabulary. The difficulty faced by students when they speak also about how to use words related to time. Some of students able to master how to use words related to time, the others are still difficult to use it.

3. **Students' speaking difficulties in pronunciation**

Learners who want to develop their speaking skill in English should practice pronunciation overall. Pronunciation includes the stressed, when we use rising intonation and when we use a falling one. Only 2% of the students state strongly dissagree and 28% of the students state disagree about have difficulty in pronouncing some syllables which are not available in their first language. There are 64% students state that they strongly agree and 6% others agree about that. It means that 70% of the students not able to pronoun some syllables which are not available in the first language. Not only about syllables, almost students often find difficult words which the students do not understand in a conversation. There are 80% students also still have difficulty answering or responding to other people convertation in English.

The problem of students who do not active in speak English is also that some of them more difficult to pronounce words clearly. They are still diffficulty to differ in pronouncing vowel and consonant. It is because in pronouncing the words between Indonesian and English are different, so sometimes it made them confuse to pronounce the words in English. In research opinion, there is possibility that the students do not frequently and regularly

practice how to pronounce words. It was because they seldom practiced the way to pronounce words in their daily life.

4. **The causes of speaking difficulties about inhibition**

The students feel inhibited about trying to say things in a foreign language. They fell worried about making mistakes. The students also feel fearful of criticism which may cause losing their face and shy of the attention that their speech may attract. From the students' answer about their opinion of speaking difficulties about inhibition, there are 74% students say that they have difficulty to give ideas verbally when speaking English. On this statement there are 18% students agree and 8% others disagree. Not only have difficulty to give ideas verbally, 52% students state that they strongly agree about they fear to make mistake in speaking English. There are 28% students also agree with that statement. There others 28% disagree. Some of students also have difficulties to self-evaluation to notice the mistakes they have done.

5. **The causes of speaking difficulties about nothing to say**

The students often complain that they cannot think of anything to say because they have no motivation to express their thought in a foreign language beyond the guilty feeling that they should be speaking up. The students feel nervous when they have to speak in front of other people. There are 70% students strongly agree with the statement, 8% agree and 22% others disagree. Some of students also have low confident when they face somebody with fluent English. It is proved 54% students strongly agree and 16% agree if they have low confident when facing somebody with fluent English. Only 30% students disagree with that. But, most of students of PGSD faculty in Muhammadiyah University of Purworejo are not shy to speak in English.

6. **The causes of speaking difficulties about low participant**

The students do not have the same opportunity to speak up. In a large group, each of the students will have very short and little talking time because only one participant can talk at a time while others should hear the participant talking about. 42% students of PGSD faculty of Muhammadiyah University of Purworejo have a chance to speak English in their class, but

64% others state that they rarely have a chance to speak english. The other factor of students difficulties in speaking English is the students feel that they need support to learning in English especially in speaking. There are 56% students state strongly agree and 40% say agree with that. 64% students prefer to work in a team which will force them to speak English. 36% others would rather work alone than work in a team.

7. **The causes of speaking difficulties about mother-tongue uses**

The students feel that use mother-tongues is easier than use the second or even foreign language. There are 52% students disagree about having bad habit in speaking by using mother tongue in the English class. 44% students strongly agree and 4% students agree. 8% students state that they have very low motivation to speak in English. 48% others also have low motivation. 42% students disagree with the statement about having low motivation to speak in English and 4% others strongly disagre with it. Students of PGSD faculty also prefer to speak using mother tongue than English because English has a diffrent context. 60% students strongly agree with that statement, 4% agree. 36% others prefer to speak English than speak using mother tongue.

8. **The causes of speaking difficulties about giving idea**

To make students easier to explain their idea, they use some filler words such as hem, uhm, well, emmm, etc. in spoken English. 24% students disagree with the statements, 76% others strongly agree. Although 38% students able to use gesture to make their interlocutor understand what they are trying to say, but there are 56% of students still very confused and 6% others confused in using gesture. The other factor that make students difficult in speaking English is the students need some additional examples in order to understand the spoken utterances. Only 8% students disagree, 72% others strongly agree, and 20% students agree with that.

Conclusion

After show the result of the study, the reseachers hopes that this study can be a source of consideration for the official institutional policy as an effort to improve English language

learning and produce better results. For the students, they should be aware of their speaking skill. The researcher recommends the students to learn more speaking English, since grammar and vocabulary mastery will help them gain the other language skill (listening, speaking, reading, and writing). When facing the difficulties, the students shouldn't give up earlier, but they should get to know the cause which made them got those difficulties. For next researchers who want to do research related to speaking, they can make a research about whether there is any significant difference in English speaking skill between the students who take English course and students who do not take English course.

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