AN ANALYSIS OF SPEAKING PROBLEMS FACED BY THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION PROGRAM AT FKIP MATARAM UNIVERSITY THE ACADEMIC YEAR 2014/2015

AN ARTICLE

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RATIFICATION

This article entitled " **An Analysis of Speaking Problems Faced by the First Year Students of English Education Program at FKIP Unram the Academic Year 2014/2015**" has been approved on June, 2015 by board consultant as the requirement to achieve Sarjana (S.Pd) Degree At English Education Program Faculty of Teacher Training and Education Mataram University.

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INTISARI

Penelitian ini bertujuan untuk menemukan masalah-masalah berbicara yang dialami oleh mahasiswa program studi pendidikan bahasa inggris dan solusinya. FKIP unram merupakan tempat yang telah dipilih untuk melaksanakan penelitian ini. Kemudian penulis menggunakanmetode penelitian kualitatif. Teknik pegumulan data yang digunakan ialah wawancara-mahasiswa laki-laki dan perempuan sebagai sasarannya. Teknik pengambilan sampelnya ialah secara acak antara mahaiswa tahun pertama regular pagi atau non regular (sore). Jumlah sampelnya ialah 13 mahasiswa. Penulisan, pengurangan, pemaparan dan pengambilan kesimpulan diaplikasikan untuk menganalisis data. Hasilnya menunjukkan bahwa ada banyak masalah yang dihadapi sehingga diklasifikasikan menjadi 3 kategori yaitu masalah linguistik (ilmu bahasa), masalah psikologis (kejiwaan) dan masalah lingkungan sosial. Masalah linguistik terdiri dari kekurangan kosa kata, lemah penguasaan tata bahasa dan keliru dalam mengucapkan. Masalah psikologis terdiri dari takut membuat kesalahan, kurang percaya diri, malu, cemas dan kurang motivasi dalam menemukan strategi untuk meningkatkan keterampilan berbicara. Masalah lingkungan sosial terdiri dari jarang praktik yang disebabkan karena kurangnya persiapan, sering menggunakan bahasa daerah dan bahasa inggris tidak menjadi bahasa komuikasi sehari-hari, riwayat pendidikan keluarga yang kurang mendukung dan jarang praktik dengan orang asing.

Kata kunci: *masalah berbicara dan tahun pertama*.

ABSTRACT

AN ANALYSIS OF SPEAKING PROBLEMS FACED BY STUDENTS IN THE FIRST YEAR OF ENGLISH EDUCATION PROGRAM AT FKIP UNRAM ACADEMIC YEAR 2014/2015

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This study aimed to discover students' speaking problems faced by the 1st year students at English Education Program and their solutions. FKIP Unram was taken as a place to conduct the study. The researcher then used qualitative research as the research method. Technique of collecting data used was In-Depth interview-male and female students group were applied. Random sampling technique was chosen as the samples whether they are regular or non-regular class. The number of samples were 13 students. Transcribing, reducing, displaying and drawing conclusion was applied to analyze the data. The findings show that there were many problems which can be classified into 3 categories; linguistics problems, psychological problems and social environment problems. Linguistics problems consist of insufficient vocabulary, lack of grammatical mastery and pronunciation error. The psychological problems consist of fear of making mistakes, lack of confidence, shyness and lack of motivation to find some strategies in enhancing speaking skill. The social environment problems consist of rarely practice which caused by students have limited preparation, English is not used in daily conversation and they are weak on English foundation background, family low educational background and seldom practice with native speakers. There are some ways that students do to overcome their problems such as memorizing vocabulary, practicing more with friends, listening to the music, watching movie, going to tourism object, speaking in front of mirror, making an agreement in the classroom to give punishment for who speaks mother tongue, joining English community, reading English novel and news, making an English day, sticking new word on the wall and having well schedule or specific time to speak English every day. In conclusion, even they are English students who learn Englsih very intensive, problems cannot be denied in learning speaking skill.

Keywords: *speaking problem and first year*

1. Background of study

University students who are in English education program come from different kinds of senior high school such as SMA, Islamic High School (MA) and Vocational High School (SMK). Those schools have different English syllabus, different time in learning English and different majors. These might be the reasons why their speaking ability are different. Not only those reasons but also they have different motivation which gives great impetus to always struggle in mastering English. Similarly, Krashen (Sartika, 2014) also hypothesizes that in learning second or foreign language, it is also affected by affective filter that consists of various psychological factors, such as anxiety, motivation, and self-confidence which can strongly enhance or inhibit second language acquisition or foreign language.

Indonesian students, especially English Students at Faculty of Teacher Training and Education (FKIP) Mataram University also have difficulties and obstacles in learning English. For instance, limitation of language exposure because English is not spoken in English community. Students who chose English as their major will have only five hours a day to learn English at college. It is not enough for them to learn and practice their knowledge because they have to master English well.

According to Richard (Sartika, 2014) states that students should learn how to speak or write appropriately in a particular context. This condition is one of challenges for teachers to create teaching and learning process effectively and efficiently. Furthermore, it affects students' ability in mastering four language skills, namely: listening, writing, reading and especially speaking.

2. Review of related literature
2.1 Speaking Skill

Speaking is the most important skill in learning language. Someone who is successful in learning language means that she or he is fluent in speaking skill. It relates to how people deliver a message and hearer can understand the meaning through considerable communication. According to Chaney (Susanti, 2007) speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

2.2 speaking problems

According to Jianing (Afrilyasanti, 2011) explains that there are some factors that discourage students to speak up. Those factors include students are nervous and afraid of making mistakes, the topics are not interesting, the classroom atmosphere is not encouraging, and feedback of listeners are not supportive. Students sometimes fear of "losing face" as they

make mistakes in their speaking so that they tend to remain silent.

Penny Ur (Basic, 2011) mentions four most common problems of speaking activities are:
1. Inhibition
2. Nothing to say
3. Low or uneven participation
4. Mother-tongue use

2.3 Students' strategies to cope such problems

Hanunah (2009) found some students' strategies to overcome their speaking problems. They are: increase their confidence by being active in speaking class and increasing their English by speaking English out of class with their friends. Second, the students were drilled to be more active and confident in speaking in class and tried to understand about the difficult topic. Third, the students prepared the material before and motivated themselves to be confident in participating in class. Fourth, the students practiced their English not only on English Day but they usually spoke English with their friends everyday. Fifth, the students joined some English club in campus, they also often listened to native speakers conversation. Sixth, the students tried to pronounce a new word everyday and listen to western song in order that familiar to the sound of the words. Seventh, the students studied hard about tenses in order to make their speaking better. If they had difficulties in learning grammar they asked it to their friends and do the exercises in grammar book to make them more understand the use of grammar. Eighth, the students memorized vocabulary and often used dictionary if they found new difficult word. Students also read English story book or English magazine to get new vocabulary. Ninth, the students tried to understand more about pronunciation and grammar. They also practiced English everyday in order to make their fluency better. Tenth, the students often listened to the Western song and also watched Western movies in English as a language. They also tried to speak with native speaker

3. Research method

In conducting the research, qualitative research was chose as the method. According to Hancock (1998) qualitative research is concerned with developing explanations of social phenomena. It aims to help us to understand the world in which we live and why things are the way they are.

This research was conducted for four days at Fkip Unram from 13th – 17th of January 2015. The first day was on Tuesday at 03.36-4.10 pm, 05.07-06-01 pm, and 06.05-06.15 pm. The second was on Wednesday at 04.46-05.07 pm. The third was on Friday at 09.54-10.08 am, 10.00-10.27 am, 10.47-11.08 am, 11.20-11.34 am, and 05.14-05.45. The last was on

Saturday at 09.03-09.17 am. The interviewees of this research were thirteen students consisting of nine females and four males. Data gained through In-Depth Interview which analyzed through transcribing, reducing, displaying and drawing conclusion.

4. Results and discussions

After going through some stages of analysing data gained through in-depth interview, it is concluded that speaking problems faced by students in the first year at English education program at FKIP Unram academic year 2014/2015 classified into three categories, they are linguistics problems, psychological problems and social environment problems.

4.1 Linguistics Problem

Linguistics problem is related to students who are unable to speak in English because they lack the necessary vocabulary items, grammar structures, and error pronunciation, Hosni (2014). They are:

a. Insufficient vocabulary

Data obtained through in-depth interview indicated that students struggled to find the appropriate vocabulary when trying to speak in English. This reflected their insufficient vocabulary.

Data obtained from the student interview supported this because all of the students reported, "We want to speak, but we don't know the word in English", one of them said that "I feel difficult to speak because I do not have enough vocabulary then I often get stuck in the middle of conversation caused by that.

b. Lack of grammatical mastery

Grammar is a part of linguistics ability that has been possessed by everyone. Basically, grammar had understood to be shared with another people in order to the concept of grammar will be better, Lyons (26:1995). The interviewed students also pointed out that they found it difficult to build sentences when they tried to express or write their ideas. Seven of them said "We do not know how to say or write it in a correct structure". Although lecturer spentt a long time teaching grammar rules, students still caould not form short sentences when they tried to speak or write in English.

c. Pronunciation error

The data analyzed from in-depth interview showed that five of them said "We are silent because

our pronunciation is not good like other friends" and one student said "I am still confused with some words which have the same pronunciation but different meaning".

4.2 Psychological Problems

Thornbury (2005) mentioned that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors that commonly hinder students from speaking. The followings are the explanation of them:

4.2.1 Fear Making Mistakes

Fear is common among language learners. It can be seen when they were afraid to participate in speaking activities. A language learner with too little fear may take too many chances to speak, Goetze (2004). Two of the interviewees stated "We are afraid of making mistakes in speaking, when our lecturer asked us to give our idea in speaking activities, we are just silent, then our friends who are not afraid to speak and state what we are going to say, we got hurt. Also, we are afraid if our friends laugh at us when speak English".

4.2.2 Lack of confidence

Four students face lack of confidence in speaking. They told the researcher "I want to speak but I do not understand well what my partner said, then I am not confident to express my opinion" and one of them said " I am not confident because of bad pronunciation and I do not have good English foundation background as my friends who usually speak English in their Islamic boarding school".

4.2.3 Shyness

The data obtained from the interview pointed that four students said "We are nervous and shy to speak English if some students look at us when speaking". This aspect cannot be denied for new university students because they were not used to speaking. However, it cannot be neglected it must be solved if students want to be able communicate well.

4.2.4 Anxiety

Shri, R (2000) anxiety is a subjective feeling of unease, discomfort, and fearful. Anxiety is a normal, emotional, reasonable and expected response to real or potential danger. However, if the symptoms of anxiety are continued, the students will not be ready to speak because they will think that if they speak, other students will give negative stricture. According to the data, it

showed that two students were anxiety.

4.2.5 Lack of Motivation to Find Strategies in Enhancing Speaking skill

Two of the interviewees said "I do not know what strategies that I am going to use to increase my speaking ability".

4.3 Social Environment Problems

Tseng (2012) explained that social environment problems causing limited exposure to speak English are serious obstacles in the development of their communicative competence. It causes students being anxiety to speak even when learning the language in English-speaking environment. Social environment problems can occur because of the following reasons:

4.3.1 Rarely Practice

The data obtained from in-depth interview indicated that six of them admitted "Seldom do we practice to speak English and one student said "My friend said I am arrogant when speaking English" This happens because:

- Limit preparation, then tend to use mother tongue
- English is not used in daily conversation

- Weak on English foundation background

4.3.2 Family Low Educational Background

Three of the interviewees said "I expect that I can speak English wherever and whenever but it happens only in the class even it is not enough because my family is not educated people, they do not know English at all".

4.3.3 Seldom Practice with Native Speakers

Three of the interviewees said "Rarely do we practice with native speakers because we are fear making mistakes". This case may not be neglected because we cannot deny if native speakers can be one of media to speak English better.

After displaying speaking problems encountered by students in the first year of English education program at FKIP Unram. In this part, researcher presents some ways that students do to overcome their problems in learning English especially speaking, they are:

1. Memorizing vocabularies; read novel and English news to find new words. Also, memorize them 5 words after having prayer.
2. Practicing more and more with friends
3. Listening to the music and watching movie to learn how

to pronounce words in appropriate pronunciation

4. Going to the tourism object to which many tourists or native speakers come there such as Senggigi beach, Kuta beach and Gili Terawangan.
5. Speaking in front of a mirror in order that we can see our style in speaking.
6. Making agreement in the classroom to give punishment to them who speaks mother tongue.
7. Joining English community.
8. Reading novel and English news to enrich our grammar in order to know sentence arrangement.
9. Talking to ourselves first before going to bed.
10. Making an English day in class
11. Sticking new words which are found on the wall in our room
12. Having well schedule or specific time to speak English every day, it can be thirty minutes or one hour.

5. Conclusion

After going through some stages of analysing data gainterd through in-depth interview, it is concluded that speaking problems faced by students in the first year at English education program at FKIP Unram academic year 2014/2015 are classified into three categories, they are linguistics problems, psychological problems and social environment problems.

The linguistic problems consist of:
a. Insufficient vocabulary
b. Lack of grammatical mastery
c. Pronunciation error

The psychological problems consist of:
a. Fear making mistakes
b. Lack of confidence
c. Shyness
d. Anxiety
e. Lack of motivation to find some strategies in enhancing speaking skill

The social environment problems consist of:
a. Rarely practice that was caused by:
   • Limit preparation, then tend to use mother tongue
   • English is not used in daily conversation
   • Weak on English foundation background
b. Family low educational background
c. Seldom practice with native speakers

There are some ways that students do to overcome their problems in learning English especially speaking, they are:
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2. Practicing more and more with friends
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4. Going to the tourism object to which many tourists or native speakers come there such as Senggigi beach, Kuta beach and Gili Terawangan.
5. Speaking in front of a mirror in order that we can see our style in speaking.
6. Making agreement in the classroom to give punishment to those who speak mother tongue.
7. Joining English community.
8. Reading novel and English news to enrich our grammar in order to know sentence arrangement.
9. Talking to ourselves first before going to bed.
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12. Having well schedule or specific time to speak English every day, it can be thirty minutes or one hour.

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Appendices

Interview Sheet

1. Do you like speaking English?
2. Do you enjoy your lecturer style in teaching speaking class?
3. Do you get problems or difficulties in speaking?
4. Do you find good facilities in supporting speaking class?
5. Does environment influence your ability in speaking ?
6. How do you overcome your problems?