

**NON-LINGUISTIC PROBLEMS FACED BY THE THIRD SEMESTER
STUDENTS OF ENGLISH DEPARTMENT UNIVERSITY OF
MATARAM IN SPEAKING CLASS**



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ABSTRACT

This research aimed to find out problems and factors that influence students' participation in Speaking Class. The subject of this study is the third semester students of English Department in University of Mataram. There are two statements of problem that going to be discussed in this study those are: (1) What are the non-linguistic problems that the Third semester students in English Department of Mataram University face in learning speaking and (2) What are the students' efforts to solve them. This study used descriptive qualitative method. To collect the data, this study used some instruments of observation, questionnaire and in-depth interview. After collected, the data is analyzed by some steps, those are: preparation, tabulation, the responses to each question are put into percentages, discusses the data in relation to the questions of the research, and describe the percentage. The result of this research shows that the common problems that the third semester students often face when learning Speaking are the fear of making mistakes, lack of self confidence, unvaried method that lecturer used, and the class size is not suitable for students in learning Speaking. Hopefully, this study's result can be used as reference for the students and lecturers to cope with the problems that appear in Speaking Class, especially for English Language Learners. Finally, some suggestions were discussed in order to help students reduce anxiety and become more confident to speak English in oral language classrooms, thus ultimately enhance their learning of oral English.

Key terms: speaking, non-linguistics problem, speaking problem

**PROBLEM NON-LINGUISTIK YANG DIHADAPI OLEH MAHASISWA
SEMESTER TIGA JURUSAN BAHASA INGGRIS DI UNIVERSITAS MATARAM
DALAM SPEAKING CLASS**

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Abstrak

Penelitian ini ditujukan untuk mencari tau masalah dan faktor apa saja yang mempengaruhi siswa dalam kelas speaking. Subjek dari penelitian ini ialah siswa-siswa semester tiga jurusan Bahasa Inggris di Universitas Mataram. Ada dua point masalah yang akan dibahas dalam penelitian ini: (1) apa saja problem non-linguistik yang dihadapi mahasiswa semester 3 Bahasa Inggris di Universitas Mataram dalam kelas speaking dan (2) apa saja usaha mereka dalam mengatasi problem tersebut. Penelitian ini menggunakan metode deskriptif kualitatif. Untuk mengumpulkan data, ada beberapa instrumen yang dibutuhkan berupa observasi, kuesioner, dan interview. Setelah diperoleh, data dianalisis melalui beberapa langkah, seperti: persiapan, tabulasi, respon yang telah diperoleh dari setiap pertanyaan dialihkan ke persen. Hasil dari penelitian ini menunjukkan beberapa masalah yang sering dihadapi siswa semester tiga dalam pembelajaran speaking ialah takut untuk membuat kesalahan, kurangnya rasa percaya diri, metode yang monoton kerap digunakan oleh guru dan ukuran dan kapasitas kelas yang tidak sesuai dengan jumlah siswa yang mengambil mata kuliah speaking. Semoga dengan hasil penelitian ini bisa dijadikan referensi untuk siswa dan guru untuk bisa mengatasi masalah-masalahan yang muncul di kelas speaking.

Kata kunci: speaking, masalah non-linguistik, masalah speaking

INTRODUCTION

1.1 Background of Study

Speaking Course (SC) is one of basic courses that focus on improving students' speaking competence and utterance by giving a lot of oral and verbal practices of how to pronounce, the manners on speaking, the grammatical or structure, vocabulary mastery and learning about some of linguistic aspects. This course is taught in English Department on Mataram University as Speaking I, II and III from the first to the third semester. This course has a strong foundation in English basic language skills and the undergraduate student have to pass this course before they learn higher level courses in the following semesters. The SC approach were mostly integrates speaking and listening skill and the development among the two skills may affect the development of other skills. Every lecturer in each semester has their own rules, method and estimation in teaching this course to improve students' speaking skill. Furthermore in every year, there are still many students who cannot pass this course in each semesters. This conditions indirectly will raise a question, "can the third semester of SC's students able to speak well?" and "what problems that often make students fail in learning speaking?".

As an undergraduate student, they have to follow how lecturer's assesment works in order to pass with a good score, while lecturer consideration was straight by pedagogical point of view. One of the example is, lecturer primarily use linguistic methods or form to convey knowledge to their students (Pitler et. al 2007) in Curtis Chandler. Moreover, learners acquire and store knowledge in two ways: linguistically (by hearing or reading) and non-linguistically (through visual images or kinesthetic/physical movement). The lecturer often does not notice the non-linguistic issues during learning process. Marzano et al. (2001) cited in Curtis Chandler (2007) states that the use of non-linguistic representations is the most underused teaching tool.

The success of teaching and learning process, including teaching and learning speaking is greatly influenced by some components namely the teacher, students, method, motivation, and the linguistic factors. Learning speaking can be done effectively if the whole influencing components support each other to reach the goal. Therefore, identifying the problems and the causes of the problem in learning speaking is very

important with the result that the speaking class will run well. From the phenomena above, this study entitled Non-Linguistic Problems Faced by the Third Semester Students of English Department University of Mataram in Speaking Class as a sample case to identify all the problems that they are facing.

1.2 Statements of Problem

Based on the background of the study and the reason for choosing the topic, the study tries to answer this problem:

1. What are the non-linguistic problems that the Third semester students in English Department of Mataram University face in learning speaking?
2. What are the students' efforts to solve them?

1.3 Objectives of Study

1. To identify the non-linguistic problems that occur in Speaking Course.
2. To find out student's effort to overcome the problem that might occur.

1.4 Scope of Study

Population and sample of this study were English students at the third semester of UNRAM. This study try to examine factors that influence students' participation in speaking class and students' perspective on how non-linguistic factors affect their performances in speaking skill. Hopefully, this study could find out the students' problems and strategies in improving speaking ability.

1.5 Definition of Key Terms

This study is a quantitative and qualitative research with the title of Non-Linguistic Problems Faced by the Third Semester Students of English Department University of Mataram in Speaking Class

The following are the key terms used in this study:

1. Speaking: an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994)
2. Non-linguistic problems: everything besides linguistic aspects which potential on the success of students' learning in speaking which concern on students' motivation, teachers' method, material and facilities during learning process.

3. Speaking problem: something difficult in an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994 and Oxford Dictionary; 1995).

REVIEW OF RELATED LITERATURE

2.1 Non-linguistic Issues in Speaking Competence

There are two important aspects in learning speaking, they are linguistic and non-linguistic aspects as the absolute key for the language learners to master in learning speaking. However, only focus on linguistic competence like grammar, vocabulary and pronunciation mastery are not sufficient for someone who wants to communicate competently in another language. Bialystok (1990) also views shortage of linguistic elements might bring gaps of knowledge of second language. This point means that if they only focus on linguistic aspects, it will be difficult for them to apply and use the linguistic theory itself in real life communication. As Nunan (1999) states, the speaker needs communicative competence which includes not only linguistic competence but also a range of other sociolinguistic and conversational skills which help him/ her know how to say what to whom and when.

Moreover, According to Thornbury (2005) who states that “being skillful assumes having some kind of knowledge base ... Knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge). The non-linguistic issues that appear in learning speaking has an significant impact towards the successful of the learners’ speaking proficiency. In speaking these gaps might influence fluency. Related to communication strategies, this study is going to discuss the use of non-linguistic strategies as devices to solve learners’ speaking problem.

2.2 Speaking Class

In speaking class, students are expected to produce the language as many as possible. This is aimed to increase students’ ability to speak, so that class should be full with many activities that engage students to speak. Classroom activities that develop learners ability to express themselves through speech would therefore seem to be important component of language course (Ur, 1996:120). Ur also mentioned several characteristics of successful speaking activities. Those are learners’ talk a lot, participation is even, motivation is high and language is of an acceptable level.

However, Ur (1996) states further that making speaking class becomes successful is not an easy task. Thus, both teacher and students needs a lot of efforts. She also describes some problems that often happen in speaking class activity. Those are:

1. Inhibition. Students often inhibit to speak because the fear to make mistake and have of lack self confidence.
2. Nothing to say. Some students tend to be passive in class because they are not motivated and have no ideas or express about the topic provided by teacher.
3. Low or uneven participation. Only some students have opportunity to talk in class.
4. Mother tongue used. One problem that teacher often face in speaking class is the use of mother tongue by students. What the teacher needs to do is to keep students using the target language in class.

Problems that are explained above often appear in speaking class and indirectly can cause passiveness. Passiveness is one of major problems in speaking class and has close relationship with students' productivity during the learning process.

2.3 Problems in Learning Speaking

According to Sadtono, language learning has two problems, they are linguistic factor and non-linguistic factor (Hanunah, 2009):

1. Linguistic factors are factors related to language. They are pronunciation, grammar, vocabulary and language culture background.
2. Non-linguistics factors are factors of non-language such as the student, the teacher, method, material, facilities, motivation and etc.

2.3.1 Linguistic Problems

The linguistic problem includes all the difficulties found in the target language itself encountered by one who is studying the language. Linguistic problem has some categories, they are:

- a. Pronunciation
- b. Grammar
- c. Vocabulary

2.3.2 Non -Linguistic Problems

The non-linguistics' bias in the actual communication can not be separated and reputed as a sideline in communicative competence. Many crucial factors and aspects that non-linguistics provide in learning a language, especially in learning speaking are very important. This point is useful for students capability in learning and adapting the language's background at the same time such as the functions of language target and its sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason).

2.3.2.1 The Students' Factor

In teaching and learning process students play an important part. They come to classroom with different background, ability, style, attitude, etc. They are different from others. The nature of the factors of students (pupils properties) can affect the learning process. According to Brown (1994), student factors include such of some points that have relationship with age, opportunity, motivation, talent, attitudes, persistence, and also the bravery of drilling to speak up in front of audience (Hanunah, 2009).

This study found there are various non-linguistics factors of causes students' participation in Speaking. Those are factors that often appear from students, lecturer or English teacher and classroom condition. Factors from students consist of anxiety, lack of self confidence, fear of making mistakes and motivation.

a. Anxiety

Related to anxiety, Corps (1989) states that "one of obstacles in developing communicative speaking is learner anxiety". He explained that anxiety appear because it is easy for students to feel under pressure in speaking class as speaking activity demanded students to talk a lot in front of classmates. This anxiety often makes students avoid participating in speaking because of the reasons above. Students with anxiety will be confused about what they want to say and it leads them to feel uncomfortable while speaking.

b. Lack of Self Confidence

Another problem that causes student's reticence is student's lack of self confidence. Students are not comfortable to show themselves in class. From English learner response about aspect that learner wanted to improve in English, Thornbury

(2005) also found that lack of self confidence is factors that can inhibit students to speak.

c. Fear of Making Mistakes

Ur (1996) has mentioned some factors that inhibit students to speak in previous section. Those factors are fear of making mistake and lack of self confidence. Many students tend to be reluctant to speak because they are afraid to make mistake in speaking. It commonly happens because students have low English proficiency. Besides that, lack of self confidence often lead students to be reticence in class.

d. Motivation

Harmer (1998) gives additional factor which influence students' participation in speaking or learning, it is the motivation. Successful learning or high participation also depends on students' motivation. He states that if students learn the language because they like the language, it means students have integrative motivation.

2.3.2.2 The Teacher's Factor

English teacher plays a very important role in English instruction since he or she is one of the factors that determines whether the teaching will be successful or unsuccessful. Nunan (1995) states that in terms of acquisition teacher talk is important, because it is probably the major source of comprehensible target language input the learner is likely to receive

From the teacher factor, there are some influential aspects that appear in students' learning process.

a. Teacher's Method

Harmer (1998) also states "good speaking activity can and should be highly motivating". Indirectly, teachers' role in using appropriate method and providing students with activities that engage students to speak is significant. He adds that problem which often appears in learning is students' tendency to feel bored because teacher often use the same activities in teaching.

b. Role of Teacher in Class

Thornbury (2005) on page 28 in his book about how to teach speaking found that factor that makes students fail to speak is less practice of the language and students

tend to focus on grammar and vocabulary. Besides that, students are seldom to practice interactive speaking. Saville (2012) also has same argument about it.

c. Strategies Used by Teacher to Increase Student's Participation

Ur (1996) states that pair work that used can help students to minimize their reticence to speak in front of the class. It happens because students have same opportunity to speak so that student does not feel that he or she is the main focus in class. Besides that, the choice of topic that used in class is really determined the success of speaking class.

2.3.2.3 Facilities

Text book, teaching media laboratories, classroom, and library are facilities of teaching and learning process. Meanwhile teacher, students, method, material, and facilities are instrumental input which influences teaching and learning process. If the facilities in the school are available, the goals of teaching and learning process will be easy to be reached.

2.4 Learner's Strategy

There are many strategies to find the right way to be good English language learners. According to Fulcher (2003), there are some strategies to overcome lack the knowledge of the language (grammar or vocabulary):

1. Overgeneralization/ morphological creativity
2. Paraphrase
3. Cooperative Strategies
4. Non-Linguistic Strategies
5. Word Coinage
6. Restructuring
7. Code Switching
8. Approximation
9. Using mime or gesture

RESEARCH METHOD

3.1 Research Design

This study employed descriptive qualitative method. According to Ary (2002), qualitative research is conducted to describe the current status of phenomenon that while exist at the time of study. The current status of phenomenon in this study is students' strategies in overcoming speaking problem in speaking class of third semester students of English Department University of Mataram.

3.2 Population and Sample

3.2.1 Population

In this research, the population is speaking class of the third semester students of English Department University of Mataram.

3.2.2 Sample

This study use random sampling technique. Therefore, Arikunto (2002) cited in Hanunah (2009) stated that if the research subject is less than 100, it will be better if all of them is taken as the sample so the research is the population research. Otherwise, if the range of subject is too big, then the sample can take 10%-15% to 20%-25%. With the total of 139 respondents as the homogeny population, with many consideration of time and respondents' situation, this study had taken 15% of the students from 139 populations as the sample where if we count the result is $15\% \times 139 = 21$ students.

3.3 Method of Data Collection

In this study, questionnaires, in-depth interview and observation were used to collect the data.

3.3.1 Questionnaires

The questionnaires provide students with some questions and statement which need to answer. Questionnaire refers to a set of questions that was written in the places of paper in order to get some information. The data submitted through five points Likert Scale questionnaires survey.

3.3.2 In-Depth Interview

In-depth interview used in this study to obtain more detail information about the topic of study from students. This study used open-ended question in interviewing students.

3.3.3 Observation

Observation that was applied in this study is used to depict speaking class activities, to determine any non-linguistic problem for the passive and active students in third semester.

3.4 Method of Data Analysis

Analysis from the questionnaire involved some steps:

1. Identified the non-linguistic problems
2. Found the way how the students minimize the problems in learning English speaking
3. Analyzed the data after being identified. To get the percentage of each item questionnaire, the study used the formula as stated below:

$$P = \frac{F}{N} \times 100\%$$

P = The percentage of students problem

F = The number of frequency of the respondents answer

N = The number of respondent

100 = Constant number

4. Describing students' way to minimize the problems
5. Drawing the conclusion

FINDINGS AND DISCUSSION

According to psychological aspect, non-linguistics problems toward students' participation was anxiety. It could be seen from the table above, which showed 18 students' answer 86% agreed that anxiety was the major problem that the third semester students face in Speaking Class and the rest strongly agree 10% who felt anxious. According to Corps (1989) explained that anxiety appear because it is easy for students to feel under pressure in speaking class as speaking activity demand students to talk a lot in front of classmates. Another major problem which contributed non-linguistics problems in psychological aspects were fear of making mistakes with 57%, lack of motivation with 57% and lack of self confidence was also 57%.

Related to method used by lecturer, 45% students' stated they were still confused about lecturer who used interesting method in teaching, 48% of students agreed that lecturer usually focused on active students, 52% disagreed that lecturer tend to give negative comments rather than positive feed-back, 48% still doubt about lecturer dominating to talk in class, 52% agreed to lecturer usually giving attention and opportunities for students, 48% agreed about lecturer giving time for students to prepare before conveying question and answer, 67% still doubt towards using variety of method, and 43% also confuse about lecturer method always give students motivation and willing to try.

Related to the size of class compared with the number of students, almost most of students agreed that classroom size is not suitable with the number of students. It indicated by 86% of students' opinion considered that way. Concerning the class condition, about 29% students stated the classes were not comfortable and noisy. It indicated that classroom condition only gave low contribution to passivity towards students' participation in Speaking Class.

Related to factors that can promote students participation, the data showed all of students were motivated to participate if they were in group or pair work rather than individual activity. It was represented by 100% students agreed with group discussion or pair work. Topic and assignment factors also agreed that 100% students' answer chose more motivated to speak when the lecturer gave interesting topic or interesting assignment and used comprehensible language. Most students, showed 95% students were encouraged to speak when the lecturer gave students motivation and positive feed-back in learning process, 100% agreed that language used in class is easy to understand and 90% were more interested to participate when the lecturer is humble.

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

1. The Non-Linguistic Problems Faced by Students' in Speaking Class

The first main cause of students' problem was anxiety, it indicated by 86%, followed by fear of making mistakes and lack of self confidence by 57%. Related to lecturer aspects, the data showed there were three several problems that still remain problem to most students. The first major problems that caused low participation was unvaried method that used by the lecturer. It was indicated by 67% students who stated that unvaried method caused their reticence. The second most influential problem among students was lecturer often focused on active students and ignored the rest of the students. It indicated by 52% students' chose these factors as an inhibitor. From classroom and facilities aspect, the result showed that almost all of students' who participated the Speaking Class 86% of their opinion about the class size is not suitable with the number of students. This situation gave a significant effect toward students' learning atmosphere and performance in learning Speaking, because the classroom was not comfortable and noisy.

2. Students' Strategies to Cope the Problems

Regarding the second research question of this study which related to the students' efforts to solve the non-linguistic problems, there were some way towards students behavior in facing the problem that was mentioned before. The data obtained from interview of three respondents mentioned some peculiar way for them to overcome the issues before such as practice by watching movies in English, recorded their own voice and identify any mistakes in grammar or incorrect pronunciation, practice their speech in front of mirror, prefer using gestures to make themselves comfortable when speak in public and always taking notes first before speak in front of class or in responding lecturer's question.

5.2 Recommendations

1. Suggestion for the Students

For the students who want to speak English fluently, clearly, and accurately, the study recommends some suggestions for the students to apply some simple "tricks" in order to improve the speaking ability.

2. Suggestion for the Lecturers

It is recommended for the lecturers to point out to students what they are doing wrong with their speaking, for example, their tongue and lips when they pronounce or utter some words. In short, the lecturers should be able to correct the students' mistakes in a gentle way and in exact time in order to keep the students' confidence still up. Moreover, the lecturers should frequently give some simple and valuable theories for the students in term of how to improve their speaking ability. Simple theories will make the students easy to apply them, make them diligent, and not bored to try them.

3. Suggestion for the Next Researchers

Hopefully by this study, that the next researchers will continue this research by conducting the further investigation with different subject of investigation such as (reading, listening, and writing) from different population.