STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH

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ABSTRACT

The purpose of this research was to find out students' difficulties in speaking English skill. This research use descriptive qualitative research design. While the writer described and students' difficulties in speaking skill. The population of his research was taken rom the fourth semester students' English department University of PasirPengaraian. This class consisted 0f 26 students. Based on the data of analysis, it can be concluded that the fourth semester students' English department University of PasirPengaraian in students' difficulties speaking most was they lack necessary of vocabulary and at least was students tend to use "Native" language when they are speaking English.

Keywords: Speaking Difulties, speaking skill, fourth semester student's.

INTRODUCTION

Speaking is a basic skill in learning English and a very important language skill, because it is integrated to the learning processes. However, English can improve the students' academic performances, but it cannot be learning in a short time. According to Zainil (2008:6),speaking is a fundamental to human communication. It means that speaking is the foundation to human for talking and communication with other people so become interaction. According to Nazara (2011:29), says that realizing the high importance of speaking skill in EFL program, it is very important to find and use the best instructional methods, material, activities, media and other requirement that will help the students master speaking skill. Study

English is quite difficult for some students, but easy for the other students.

According to Comfort, et al. (1994:5) says that speaking effectively is primarily for use in class but the majority of the task in the units can be done by learners working on their own, so come guided self-study is possible. It means that speaking effectively in use in the classroom, but also in use when the learner in work.

University of Pasir Pengaraian apply English is as compulsory subject. As a formal education, this university also has English subject to study for students. Based on the interview of the students fourth semester the students have the problem to speak English; Firstly, the students are feel

shy and even scared to speak English it seem when the teacher call the students' to come in front of class. Secondly, the students' worry of being laugh by the friends, less vocabulary, so the learner uses their mother tongue. Last is having less confidences of their own ability, always think grammar so the learner more choose silent. As a result, their speaking skill is low.

This research is very important for researcher, because not all

the students' of English Department students so have well in speaking English. Secondly, to know the problem students are not successful English especially in speaking. Thirdly what the factors that cause the students feel difficult in speaking English skill. To solve that phenomena, the researcher interested and want to study on the skill of the fourth semester of English study program University of Pasir Pengaraian in in speaking.

REVIEW OF RELATED LITERATURE

1. The Nature of Speaking

Speaking is one of the four basic skills in learning foreign language besides listening, reading and writing. According to Efrizal (2012: 127), states that speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, so need to apply the language in real communication. It means that speaking is the way to message from someone the other person in real communication.

According to Ulviana (2001: 7), says that speaking is activities by which human being try to express thought, feeling, opinion and to exchange information by using utterances in the form

of communication. It means that speaking is the way of human for communication to deliver message and opinion to the other people.

According to Brown (2007: 237), states that speaking is social contact in interactive language functions is an importance key and in which it is not what the learning say that counts but how learning say it what learning convey with body language, gestures, eye contact, physical distance and other nonverbal message. It means that speaking is activity human in interactive language to say something or convey message with body language, gesture not with oral language.

According to Thornbury (2005: 9), says that speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variationwhich affect conversational flow.It means that speaking is the way for communication with other people can be also with gesture include with hand, move head and eye contact.

2. The difficulties in speaking skill

There are some characteristics can make speaking difficult. There are major speaking difficulties encountered by the students at this level, and they are linguistics difficulties, mother tongue use and inhibition Hosni (2014: 26).

1. Linguistic difficulties

Data collected through observation showed that students struggle to find the appropriate vocabulary item when trying to speak in English, which reflects their insufficient vocabulary repertoire. Data collected from the student interview supported this because one of the students reported" learner want to speak, but we do not know the word."

2. Mother Tongue Use

This problem is strongly related to the previous one, which is linguistic difficulties. During my class observation, researcher noticed that students tend to speak in Arabic when they discuss the rubrics of different tasks, and when researcher asked them about the reason for that in the interview; they explained that by saying,learner do not know how to say it.Learner meant how to discuss their ideas in English, so they shifted to Arabic. Therefore, the inadequate vocabulary repertoire and weak sentence building skills are the reasons for using the mother tongue.

3. Inhibition

It was noticed during the class observations that students' participation was very low. This is becauseof the previously mentioned reasons to inhibition. Students explained that their fear of making mistakes in front of their classmates was the reason for not speaking in the class.

According to Juhana (2012: 64) that linguistics factors such as inadequate vocabulary, lack of understanding of grammatical pattern, and incorrect pronunciation become students' obstacle to speak in English class have been proved by

several studies concerning this issue. The factors, as those theorists believe, affect students in taking part in speaking activities during the class.

According to Amwazir (2013:2) says that several problems that related to students' self-efficacy in speaking class. First, students tend to be shy to speak louder in English because their friends are laughing when they speak in English, less self-confidence to practice English in speaking class because English is as a foreign language that has different rule in written and spoken form. Second, students feel scare to sit at the front because lecturer tend to called and ask question for students who sit at the front, students tend to sit at the corner when speaking class is begin because they feels care when lecturer ask them some questions and cannot answer it in English.

Students tend to feel doubt to pronounce word by word in English. Last, several students could not speak English fluently; students tend to use "Native" language when they are speaking English. Thus, it was hard for students to convey what they were thinking in oral communication. Also, self-beliefs of efficacy needed to make people being able

to use them well. Cognitive functioning is concerned with how people construe ability.

3. Factor that Cause Difficulties in Speaking English Skill

There are some expert said factors that cause difficulties in speaking English skill. One the expert is, according to Zhang (2009:91), argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.

According to Ur (1996 : 121), there are many factors that cause difficulty in speaking, and they areas follows; inhibition Students are worried about making mistakes, fearful of criticism, or simply shy, nothing to say. Students have no motive to express themselves, Low or uneven participation, Mother-tongue use.

As Brown demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult; clustering, redundancy, reduce form, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation and interaction.

Based on the explanation above, the researcher concludes factor that causes in speaking English skill are how the learner to express in speak English such intonation, stress, inhibition, mother tongue and the other.

RESEARCH METHODOLOGY

A.   Research Design

This research is a descriptive qualitative research. The aim of this research is to find out about the analyze students' difficult speaking English skill and the factors that causes students difficulties in speaking skill. This research has one variable. Widoyoko (2012) says that qualitative research describes the way things is based on the facts and stated in statements or words form.

B.   Instrumentations

a.   Questionnaire

The questionnaire was adopted from Hosni (2014:26), The questionnaire have threes indicators, they are: students lack the necessaryvocabulary, using mother tongue, students also think mistakes in speaking in front of their classmates very embarrassing. Questionnaire Adopted from Juhana (2012: 64) stated that linguistics factors are inadequate vocabulary, lack of understanding of grammatical pattern, and incorrect pronunciation. And the last Adopted from Amwazir (2013:2), students tend to be shy to speak louder in English because their friends are laughing when they speak in English, students feel scare to sit at the front, because lecturer tend to called and ask question for students who sit at the front, Students tend to feel doubt to pronounce word by word in English. Last, several students could not speak English fluently; students tend to use "Native" language when they are speaking English.

The questionnaire s were assessed by likert scale rating. This scale rating has five options. They are: Strongly Agree(SA), Agree (A), Undecided(U), Disagree (D), Strongly Disagree(SA). For positive items the SA is given score 5 , the A is given score 4, the U is given score 3, D is given score 2, and the SA is given score 1,. In contrast, for negative items, the SA is given score 1, the A is given score 2, the U is given score 3D is given score 4 and the SA is given score 5.

b.   Interview

In this study, the second instruments get the data by interview. Interviews intend to know what happen during the

teaching and learning process and to know about the students problems in speaking skill. Interview is also used to collect the data when the students speaking. In this instruments the researcher ask the students about what is the difficulties that the students get from the speaking skill.

FINDING AND DISCUSSION
A. Research Finding

The result was viewed from the score of students. These score was to know the percentage of students' difficulties in speaking skill. After got the score, the researcher was counts the number of score. The researcher also counts up to the total. The researcher also counts up to the total number of total scores.

1. Discussion

In this research, the researcher got the data from questionnaires of the students' lack the necessary vocabulary. This research was found out the students' lack the necessary vocabulary.

After obtained the data result of students' lack the necessary vocabularywas agree. It was indicated the students' who have lack the necessary vocabulary in agree level were 21 students. They were higher than other level. It means the most of students' have average lack the necessary vocabularyespecially agree.

From the research finding, it was showed that most of students' have problem in students'lack the necessary vocabularycriteria was Strongly Agree(SA), Agree(A), Undecided(U) , Disagree(D) , and Strongly Disagree(SD).

Based on the first questionnaires, sentences students' lack the necessary vocabulary that were question number two of students' chosen of agree answer than other could be proved by persantaging; (80,76%).

In the second questionnaire, using mother tongue were question number five of students' chosen of strongly disagree, could be proved by persantaging; number five(46, 16%).In the third questionnaire, there was students also think mistakes in speaking in front of their classmates very embarrassingthat were question number twoof students' chosen of agree answer than other, could be proved by persantaging; number two (50%).

In the fourth questionnaire, there were linguistics factors such as inadequate vocabulary that were question number two

and three of students' chosen of agree answer than other, could be proved by persantaging (50 % and 50 %), in the fifth questionnaire lack of understanding of grammatical pattern, number two of students' chosen of agree and undecided answer than other, could be proved by persantaging(46,16 %), in the sixth questionnaire Incorrect pronunciation number two and three of students' chosen of agree and undecided answer than other, could be proved by persantaging(46,15 % and 46,15 %),

In the seventh questionnaire Students tend to be shy to speak louder in English because their friends are laughing when they speak in English number three of students' chosen of undecided answer than other, could be proved by persantaging(42,31 %),

In the eighth questionnaire students feel scare to sit at the front because lecture tend to called and ask question for students who sit at the front number three of students' chosen of undecided answer than other, could be proved by persantaging(23,07 %),

In the ninth questionnaire students tend to feel doubt to pronounce word by word in English number two of students'

chosen of agree answer than other, could be proved by persantaging(57,70 %),

In the last questionnaire,students could not speak English fluently, students tend to use native language when they are speaking English number five of students' chosen of strongly disagree answer than other, could be proved by persantaging(38,45%),

Based on the first question of interview, most of students' answer that causes speaking difficulties were limitation vocabulary. It means the students'must study hard again. In the second question of interview, most of students' say that factor that causes get speaking difficulties were little vocabulary, not good pronunciation and not confidence.

In the third question of interview, most of students'factor that causes get speaking difficulties were lazy for practice speaking every time.In the fourth question of interview, most of students' factor that causes get speaking difficulties were vocabulary not enough, sometime to express our knowledge in front of class but still nervous.In the five question of interview, most of students' answer must repeat again at home and must much vocabulary. Always open dictionary. In the sixth question of interview, most of

students' answer listen to music, often a lot of reading if necessary talk in front of mirror and always confident.

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the finding of this research, it will be concluded that students' difficulties in speaking English skill at fourth semester students' English Department University of Pasir Pengaraian. Were varied here are the detail of the fourth semester students' of English study program of FKIP UPP in students' difficulties in speaking English skill at fourth semester students' English department University of Pasir Pengaraian :

1. The students' difficulties in speaking English skill at fourth semester students' English, as follow:

Students lack the necessary vocabulary, Using mother tongue, Students also think mistakes in speaking in front of their classmates very embarrassing, Linguistics factors such as inadequate vocabulary, Lack of understanding of grammatical pattern. Incorrect pronunciation, Students tend to be shy to speak louder in English because their friends are laughing when they speak in English, Students feel scare to sit at the front because

lecturers tend to called and ask question for students who sit at the front, Students tend to feel doubt to pronounce word by word in English, Students could not speak English fluently, students tend to use "Native" language when they are speaking English

2. The students' difficulties in speaking English skill because :

80,76% lack of vocabulary, 46,16% using mother tongue language, 50 % students' also think and worry of mistake, 50 % linguistics factors such as inadequate vocabulary, 46,16 % lack of understanding of grammatical pattern, 46,16% incorrect pronunciation, 42,31 students tend to be shy to speak louder in English because their friends are laughing when they speak in English, 38,47 % students feel scare to sit at the front because lecture tend to called and ask question for students who sit at the front, 57,70 % students tend to feel doubt to pronounce word by word in English, 38,45 % students could not speak English fluently.

2. Suggestion

Based on the finding conclusion that had been discussed in the previously, the researcher want to give some suggestion. The suggestios are:

1. English Teacher

The teacher of speaking need to give more explanation and attentionabout this subject. And than, the teacher could give more examples and practie to the students' understanding in speaking skill. The teacher also nedd to give more exercise about difficulties speaking.

2. Students'

The students at the fourth semester of English Study Program in University of Pasir Pengaraian should maintain further speaking skill.

3. Institution

For the institution, they are suggested to have well-qualified libraries by providing the students' with the good references. And by giving space to the students to read a book and add knowledge about the speaking skill.

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