

STUDENTS' DIFFICULTIES IN PRODUCING SPOKEN LANGUAGE: A CASE STUDY AT ENGLISH DEPARTMENT FKIP MATARAM UNIVERSITY ACADEMIC YEAR 2019/2020.

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Abstrak - Penelitian ini bertujuan untuk (1) menginvestigasi kesalahan siswa dalam menghasilkan bahasa lisan dan (2) beberapa faktor yang menyebabkan terjadinya kesalahan tersebut. Metode yang digunakan adalah kualitatif deskriptif dan subjek dalam penelitian ini adalah 48 mahasiswa semester 3 dari 2 kelas yaitu; kelas III B pagi dan III D sore yang mengikuti mata kuliah general speaking tahun ajaran 2018/2019. Metode yang digunakan penulis dalam mengumpulkan data adalah kuesioner dan wawancara. Hasil penelitian berdasarkan kuesioner menunjukkan bahwa 83.3% mahasiswa kurang memahami tata bahasa, 87.5% kurang dalam pembendaharaan kata dan 79.2% sering salah dalam pengucapan kata-kata dalam bahasa Inggris. Kemudian, berdasarkan hasil kuesioner menunjukkan bahwa faktor yang menyebabkan mahasiswa kesulitan dalam menghasilkan bahasa lisan berhubungan dengan *psychological factors* yaitu *lack of motivation and self-confidence, anxiety, shyness and fear of making mistakes*. *Shyness* adalah faktor yang paling utama dengan presentase sebanyak 77.1% mahasiswa mengalaminya.

Kata kunci: kesalahan siswa, bahasa lisan

Abstract - This research was intended to (1) investigate students' difficulties in producing spoken language and (2) some factors that contributing to those difficulties. The method used in this research was descriptive qualitative. The subject of this research was 48 students at general speaking from III B morning and III D afternoon class academic year 2018/2019. Methods of data collection used by the researcher were questionnaire and interview. Based on the result of students' questionnaire showed that 83.3% were lacked of grammar, 87.5% poor on vocabulary and 79.2% often mispronounced the English words. Then, based on the result of questionnaire showed some factors that contributing to their difficulties related to psychological factors, were; *lack of motivation and self-confidence, anxiety, shyness and fear of making mistakes*. The main factor was *shyness*. It was indicated by 77.1% of the students faced that problem.

Keywords: students' difficulties, spoken language

INTRODUCTION

Human and language are something which cannot be separated. A language is used as a tool of communication, while the ability of speaking or communicating with others takes an important role. Pinker (2011: 2) argues that 'language is a window into social relations. Human use a language to transfer information, get knowledge and asking something from one person to another.

English as a language is used as a tool of communication with others. It is used to communicate of both in written and spoken forms. English as foreign language have difficulties in their producing. Spoken and written are kinds of language produces. Writing and speaking are different. Watkins (2005:71) states that spoken language can

seem chaotic whereas written language tends to be organized and logically sequenced. Spoken requires that learners not only know how to produce specific point of language such as grammar, pronunciation, or vocabulary but also, they have to understand when, why, and in what ways to produce the language.

Actually, all of English skills and English elements are important, but speaking skill is the most important in English skill that should be mastered by English students besides reading, writing and listening. Nunan (2000:39) says that speaking is very important in our life because without speaking we cannot know what the other talk. It means, the students should master the basic and specific speaking skill which is related to their daily

life and future career. That is become a challenge for students to master about language itself because speaking skill covers all of English elements.

The researcher observed students in general speaking class at English department Mataram University and the result was a lot of students who communicate in and outside the classroom used Indonesian language with friends or their lecturers because they faced some difficulties in producing spoken language. English speaking ability is very important for student interaction especially English students where they almost speak with their friends or their lecture. To enable students to communicate, they need to apply the language in real communication. As English students who learned English intensively, English students should be able to interact orally each other through English.

From the fact above, the researcher was interested in investigating a study which was focused on students' difficulties in producing spoken language and some factors that contributing to their difficulties.

METHODS

In this research, the researcher used descriptive qualitative design to analyze the data was collected from spoken production. The qualitative approach was used to describe the characteristic of the data. According to Bogdan and Biklen (1982: 8), qualitative research is descriptive; the data collected is in the form of words of pictures rather than number. This research used descriptive qualitative method because it was appropriate to the objectives of the research which were focused on students' difficulties and some factors that contributing to their difficulties in producing spoken language faced by the students in general speaking class. The researcher used two classes were randomly taken, those were; students at general speaking from III B morning class consists of 25 students and

III D afternoon class consists of 23 students as sample. The total number of the sample was 48 students (26% from all research subjects) were selected by using a lottery.

In this study, the researcher used two methods in collecting the data they were questionnaire and interview. The researcher gave the questionnaire that was divided into 3 parts to all of general speaking students from III B morning and III D afternoon classes. After collecting the data, the researcher analyzed the data by using five steps 1) identifying the answer from questionnaire 2) listing the answer, how many students answer "YES" and how many students answer "NO" for the whole question 3) percentage the data to find out the result with this formula:

$$P = \frac{\Sigma \text{Yes/No}}{N} \times 100\% \tag{1}$$

(Prihartini 2014)

4) clarify the percentage and 5) take a conclusion. The last, the researcher interviewed 5 students in each class.

RESULTS AND DISCUSSIONS

Results

As previously stated, this study was intended in investigating students' difficulties in producing spoken language at English department FKIP University of Mataram in academic year 2018/2019. After collecting and analyzing the data, the researcher found some students faced difficulties in producing spoken language related of their grammar, vocabulary, and pronunciation.

Based on the result of the questionnaire part II, the researcher found the components of speaking which became the difficulties faced by students can be seen in the following table.

Table 1. Students’ difficulties related to the Components of Speaking

STATEMENTS	YES	NO
1. I feel poor in grammar.	83.3%	16.7%
2. I find it difficult to apply grammar rules in speaking such as:	47.9%	52.1%
- Present tenses	43.8%	56.2%
- Past tenses	41.7%	58.3%
- Future tenses	45.8%	54.2%
3. I find it difficult to distinguish parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection.	37.5%	62.5%
4. I feel confuse in using modal verbs: offer, permission etc.	56.25%	43.75%
5. I feel poor in vocabulary.	87.5%	12.5%
6. I find it difficult to use new vocabulary in making English sentences.	60.4%	39.6%
7. I find it difficult to choose appropriate vocabularies.	75%	25%
8. I often ask my friend about unfamiliar English words.	83.3%	16.7%
9. I often do not know the synonyms/antonyms of the words.	72.9%	27.1%
10. I find it difficult to translate the words given spontaneously.	77.1%	22.9%
11. I often mispronounced the English words.	79.2%	20.8%
12. I find it difficult to produce good intonation towards the English words.	62.5%	37.5%
13. I find it difficult to give correct words stress toward English words.	68.75%	31.25%
14. My native language really influences my English pronunciation.	27.1%	72.9%

From the results of the students’ questionnaire above, it was clear that many students in general speaking class faced difficulties in producing spoken language related to the components of speaking, they were; grammar, vocabulary, and pronunciation.

Meanwhile, in answering the second research questions, that was some factors that contributing to the students’ difficulties in producing spoken language related to psychological factors. The result showed in the table below.

Table 2. Factors contributing to the Students’ Difficulties in Producing Spoken Language.

STATEMENTS	YES	NO
I have no motivation to speak like native speaker.	37.5%	62.5%
I often feel cannot be a good English speaker.	29.2%	70.8%
I am not confident to speak English in front of the people.	37.5%	62.5%
I am not confident to speak English to the lecturers.	56.25%	43.75%
I am not confident to share opinions in the classroom.	47.9%	52.1%
I feel afraid and worried when I know that I am going to be called on in the English class.	62.5%	37.5%
I often worry the listeners will underestimate when I speak.	70.8%	29.2%
I feel nervous when speaking; so I forget things I really know.	77.1%	22.9%
I am afraid to express opinion in front of the classmates.	52.1%	47.9%
I feel depressed when the lecturers correct my answers in the English class.	8.3%	91.7%
I feel frightened when the lecturers ask me to answer questions in the English class.	68.75%	31.25%

In this research, psychological problem was divided into five aspects, those were; lack of motivation and self-confidence, anxiety, shyness and fear of making mistakes. The researcher classified statements number 1-2 as lack of motivation, statements number 3-5 as lack of self-confidence, statements number 6-7 as

anxiety, statement number 8-9 as shyness and statement number 10-11 as fear of making mistakes.

Here were the similar respond from the students that researcher found from both classes based on the students’ interview.

Table 3. Spoken Language Difficulties Based on Students’ Interview

Question from Researcher	Respond from Students
Do you feel difficulty in grammar rules?	Yes, I feel difficulty in understanding grammar.
Do you find difficulty to choose appropriate vocabularies?	Yes, because I poor in vocabulary.
Do you find difficulty to produce good intonation towards the English words?	Yes, because I often mispronounced the English words.
Do you feel afraid and worried when you know that you are going to be called on in the English class?	Yes, because I have no ability in grammar and vocabulary. I also less practice.
Do you feel nervous when speaking so you forget things you really know?	Yes, because I feel shy.
Do you feel frightened when the lecturer asks you to answer question in the English class?	Yes, because I fear of being criticized by the lecturer.

The results based on the interview were; they had difficulties in understanding grammar, less of vocabulary and faced difficulty to pronounce words clearly. They also felt anxiety, shyness, and fear of making mistakes when they speak English.

Discussion

After collecting the data from the students’ questionnaire and interview, it was found out that there were many difficulties faced by students related to the components of speaking. Based on the result of the questionnaire part II, the researcher found 83.3% of the students were lacked of grammar. The researcher found that the difficulties faced by students in producing spoken language came from grammar aspects, such as; students face difficulties to apply grammar rules, distinguish part of speech and feel confuse in using modal verbs. According to Heaton (1978: 5) he suggested that grammar is the student’s ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. It means grammar is the component of speaking that should be mastered by the students to arrange good sentences.

The second difficulties that mostly faced by students in producing spoken language was vocabulary aspect which showed 87.5% of the students were agreed that they were poor in vocabulary. The researcher found that the difficulties faced by students in producing spoken language

came from vocabulary aspect, such as; they were difficulties to use new vocabulary in making English sentences, choose appropriate vocabulary and translate the words given spontaneously, they were also often asking their friend about unfamiliar English word and do not know the synonym/antonym of the words. According to Hatch and Brown (1995: 121), define that vocabulary as a list of words for a particular language or a list or set of word that individual speaker of language might use. It is important for speaker in order to speak well at least the speaker has enough vocabularies to express some idea.

The last difficulties found by the researcher related to students’ spoken language difficulties was pronunciation aspect. The percentage of this option was 79.2% which means that the students often mispronounced the English words. The result of the questionnaire showed the difficulties faced by students in producing spoken language came from pronunciation aspect, such as; they found it difficult to produce good intonation and give correct words stress towards English words, also their native language really influence their English pronunciation. Yates (2002) states pronunciation refers to the production of sounds that someone uses to make meaning. Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. By using the appropriate intonation probably

makes the information successfully transferred to the listeners. In conclusion, those 3 components categorized as the difficulties faced by students which gave significance effect to the students when they were produce spoken language.

Based on the second research questions of this thesis, the researcher found there were some factors that contributing to students' difficulties in producing spoken language at English department at Mataram University in academic year 2019/2020. The result of the questionnaire and interview showed the factors that contributing to the difficulties faced by some students in general speaking class related to psychological factors. Psychological problems are those problems which often interference the emotional or physical health, they were; lack of motivation and self-confidence, anxiety, shyness and fear of making mistakes. These problems may bring negative effect towards some students' speaking performance. And also made they did not actively speak English although they were English students.

For lack of motivation, the result from the questionnaire showed some students in general speaking class faced difficulties caused by lack of motivation. 37.5% were had no motivation to speak like native speaker. Moreover, 29.2% felt cannot be a good English speaker. That factor does not give a significance effect in process of spoken language. It was supported by the result of the interview that showed students have motivation in spoken language.

For lack of self-confidence, based on the result from the questionnaire showed 37.5% and 56.25% were not confident to speak in front of the people and the lecturers and also 47.9% to share opinions in the classroom. The researcher assumed that this result represents almost half of the students from both classes were not really lack of self-confidence. It was supported by the

result of the interview that showed students should be confidence in spoken language.

For anxiety, based on the result from the questionnaire showed 62.5 % of the students chose afraid and worried when they know that they are going to be called on in the English class and 70.8 % often felt worry the listeners will underestimate when they speak. The researcher assumed that this result represents almost half of the students from both classes were worry and afraid of spoken language. It means that anxiety became one of the factors that caused the students got difficulties in producing spoken language. It was supported by the result of the interview that showed students being anxiety in spoken language. According to Juhana (2012: 102), anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. She also adds, anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are.

For shyness, the result of the students' questionnaire showed that 77.1% of the students always felt nervous when speaking and make them forget things they really know and 52.1% were afraid to express opinion in front of the classmates. The researcher assumed that this result represents almost half of the students from both classes was shyness of spoken language. It means shyness became the main factors that caused the students got difficulties in producing spoken language. It was also supported by the result of the interview that showed shyness as a factor that influence to the students' spoken language difficulties. According to Juhana (2012), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. As English

students, they should not be shy to speak and afraid to communicate with other but the fact, shyness became the main factors that contributing to students' difficulties in producing spoken language.

The last factors that gave significance effect in process of spoken language were fear of making mistakes. Based on the result of the questionnaire showed 68.75% of the students were frightened when the lecturers ask them to answer questions and 8.3% were depressed when the lecturer corrects their answer in the English class. The researcher assumed that this result represents almost half of the students from both classes were afraid of making mistakes in producing spoken language. It was also supported by the result of the interview that showed students fear of making mistakes in spoken language. According to Juhana (2012), this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed by other students or being criticized by the lecturer.

CONCLUSIONS

In relation to the result and discussion of the research the following conclusions were drawn: (1) students in general speaking class at English Department FKIP Mataram University academic year 2018/2019 faced difficulties in producing spoken language, those were; 83.3% were lacked of grammar, 87.5% poor in vocabulary, and 79.2% often mispronounced the English words. And (2) some factors that contributing to the students' difficulties in producing spoken language. Those were; lack of motivation and self-confidence, anxiety, shyness and fear of making mistakes. The main factor was shyness. It was indicated by 77.1% of the students.

Some suggestions were provided for the students, teacher and further researchers. English students were suggested to feel not

afraid to speak in front of the people and have to be more confident to speak in following the teaching-learning process. They should know their weaknesses that make them faced difficulties in producing spoken language and then they have to know what should be prepared, changed, and should be improved to increase their ability in producing spoken language.

There were also some suggestions for English teachers that should make the classroom environment more interesting to make all the student's comfort and enjoy in learning speaking English. The teacher also must improve his/her ability in using modern media and also use appropriate strategy in teaching so the students can more interesting in teaching-learning process. And the teachers have to give motivation all the time to all students in order to make the students to be motivated in speaking fluently.

The last suggestions for further researchers that the researcher expects this research could be useful reference for the further researchers in similar problem about students' difficulties in producing spoken language. The researcher realizes this research was not perfectness so, the researcher hopes the next researchers will prepare well before and during the research.

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