PETUNJUK PENULISAN NASKAH ARTIKEL

(AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ENGLISH SPEAKING AT FRESHMAN OF ENGLISH LANGUANGE EDUCATION)

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Abstrak:

Tampaknya kurangnya kemampuan berbahasa Inggris mahasiswa baru merupakan permasalahan yang umum ditemui di Jurusan Bahasa Inggris Pendidikan di STKIP PGRI Bangkalan. Masalah-masalah tersebut melibatkan kurangnya kelancaran dan kemahiran dalam keterampilan berbicara bahasa Inggris. Penelitian ini bertujuan untuk menganalisis kinerja berbahasa Inggris mahasiswa baru dan tantangan yang dihadapi oleh mereka. Penelitian ini bersifat pendekatan kualitatif. Data seperti dokumen, observasi, dan wawancara diterapkan. Dalam menganalisi data mengenai komponen analisis data dalam model interaktif, diusulkan oleh Miles dan Huberman (2016) in Manurung (2020). Data diambil berdasarkan observasi sekaligus wawancara individual dengan mahasiswa baru. Hasilnya menunjukkan hal yang paling menantang. Faktor yang dihadapi oleh kinerja berbicara mahasiswa baru berhubungan kepada mahasiswa itu sendiri. Kesalahan berbicara sering terjadi dibuat. Ada 3 faktor penyebab kesulitan siswa baru dalam berbicara, yaitu kondisi penampilan, lingkungan belajar, dan utamanya yakni masalah bicara seperti hambatan, tidak ada yang ingin dikatakan, partisipasi rendah atau tidak merata, dan penggunaan bahasa ibu.

Kata Kunci: Berbicara, Kesulitan berbicara, Mahasiswa baru jurusan bahasa inggris

Abstract:
It seems that the lack of English proficiency for new students is a common problem encountered in the Department of English Education at STKIP PGRI Bangkalan. The problems involve a lack of fluency and proficiency in English speaking skills. This study aims to analyze the English performance of new students and the challenges they face. This research has a qualitative approach. Data such as documents, observations, and interviews are applied in analyzing data regarding the components of data analysis in an interactive model, proposed by Miles and Huberman (2016) in Manurung (2020). Data was taken based on observation as well as individual interviews with new students. The results show the most challenging. The factors faced by new students' speaking performance are related to the students themselves. Speaking mistakes are often made. There are 3 factors that cause difficulties for new students in speaking, namely the condition of appearance, the learning environment, and mainly speech problems such as barriers, having nothing to say low or uneven participation, and the use of the mother tongue.

Keywords: Speaking, Difficulty speaking, New student majoring in English.

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PENDAHULUAN (12pt)

Speaking is the act, process, and ability of a person to communicate with others in order to share information. As a communication system, speech plays an important role in our daily life. Speaking is the most prominent skill compared to the other three language skills: listening, reading, and writing. Even if a student is said to be proficient in all three skills, still. Speaking skill determines students are called language speakers (Safitri et al., 2020).

Communication plays a key role in success in all areas. Language functions as a means of communication. Perfect communication is impossible for people without language. Moreover, people cannot achieve their goals, objectives, and goals without using the right language for communication. Therefore, a language for communicating with people around the world. English is considered an international language and is spoken all over the world, so it is used to communicate with people living in different regions, states, countries, and countries continents of the world.

Speaking English is a skill that must be mastered by students learning English, while one's success in learning English can be improved by mastering English speaking skills. As a foreign language, English has different rules from Indonesian. Differences such as pronunciation, grammar, intonation, and vocabulary. As an international language, English has become a necessity for most people. In learning English there are four important aspects to learn, namely listening, reading, writing, and speaking. The right choice in conveying the material that is needed to get good results. In speaking English, beginners may make a lot of mistakes.

Learning English is a concern for most students who take English classes at STKIP PGRI Bangkalan. English has taken its place as a world language and is widely used in international trade, telecommunications, and even scientific publications. Therefore, acquiring and mastering English should be a primary concern and goal ((V.P., H.T. & P.T.M., 2018) in (Manurung, 2020)).

In this study, the researcher focuses on the difficulty of speaking English. This is an aspect of learning a second or foreign language that everyone. This means that speaking English has become a necessity for many people, especially new students' English Education Department of STKIP PGRI Bangkalan. The researcher wants to know the students' difficulties in English speaking. From the background above, the researcher decides to conduct research entitled An Analysis of Students' Difficulties In English Speaking At Freshman Of English Languange Education.

REVIEW OF RELATED LITERATURE

Mastery of speaking English is a priority for everyone learning English. We know that speaking is an important part of. When people speak, they interact and use language to express their ideas, feelings, and thoughts. They also share information with others through communication. They must be able to provide clear information to the people with whom they interact or communicate. Learning speaking skills is learning about the language itself and learning how to speak in actual communication. On the other hand, many students cannot speak English well. Such as in schools, colleges, and in the context of their real lives. Because English is not their mother tongue, it is rarely used in daily activities to interact with other people. They

are used to using the local language rather than using English in class or outside of class.

THE PURPOSE OF SPEAKING

The main purpose of speaking is communication. To communicate ideas effectively, a speaker must be able to make sense of everything that is being said and be able to judge the impact of that communication on the listener. Talking has three common meanings, whether it's a social tool, a business, or a professional tool (Tarigan in Laksana(2016) in Agustina Pera, 2021):

a. To inform

Speech is to inform, it means to speak. As speakers, we tell our listeners what we want. And when you want to express your thoughts, you can communicate your thoughts by speaking.

b. To entertain

By talking, you can know how people are feeling and whether they are happy or not. In this state, you can entertain others with funny stories. Through jokes and humor.

c. To persuade

People speak to convince them of something. By speaking, you can ask others to do or not do certain actions.

TYPES OF SPEAKING SKILLS

According to (Brown (2004) in (Nurhadiah F, 2019)) there are five types of speaking activities: "Imitative, intensive, responsive, interactive, and extensive (monologue)".

THE DIFFICULTIES IN SPEAKING

(Ur (1996) in Pera Gustina 2021), points to several causes of speaking difficulties, including inhibition, lack of vocabulary, low contribution, and use of mother tongue. Furthermore, (Raba'ah (2005) in Pera Gustina 2021), states that there are many reasons why speaking English is difficult. Some of these factors are related to the students themselves, teaching methods, syllabus, and environments.

a. Internal factor

The internal factor comes from the feelings of new students when speaking English. Internal factors can be defined as factors that language learners bring to the learning situation. (Raba'ah (2005) in Pera Gustina 2021) adds that many factors make speaking in English difficult, especially among English students. Internal factors that make speaking English difficult are Fear of Mistakes, Shame, Anxiety, Lack of Confidence, Lack of Motivation, and Lack of Knowledge.

b. External factor

External factors come from the students' environment. External factors that make it difficult for students to speak English are the teaching and learning process, feedback from teachers, and the classroom environment.

c. Cognitive factor

The speaking process involves conceptualization, formulation, and articulation (Level, 2007 in Efrianti Y, 2022). Conceptualization deals with the types of information chosen to express meaning. Formalization refers to the speakers' ability to choose appropriate words and inappropriate grammar usage.

d. Linguistic factor

A learners' oral competence requires the use of well-formed language (Saunders & O'Brien, 2006 in Level, 2007 in Efrianti Y, 2022). Some of the linguistic factors such as pronunciation, grammar, and vocabulary are very important for students.

e. Linguistic factor

Affective factors related to mother tongue learning include self-esteem, emotions, empathy, attitude, anxiety, and motivation. "Speaking a foreign language in public, especially in front of her native speakers, often makes me feel intimidated.

From this explanation, it can be concluded that learning English as a second or foreign language makes students experience difficulties, there are many factors that influence students such as internal and external factors, cognitive, linguistic, and affective factors. Students must master speaking skills and vocabulary, and with patience and dedication, students can overcome challenges and practice every day to develop better English speaking skills.

PROBLEMS OF NEW STUDENTS DIFFICULTIES

Speaking English fluently and understanding it well can be a challenge for students, especially if the language is not their mother tongue. It takes dedication, practice, and a strong focus on improving vocabulary and pronunciation. The difficulties experienced by students in speaking English are common difficulties, namely, they are not confident, limited fluency, and limited vocabulary. Bygate (2008) (Byate 2008 in Efrianti Y, 2022)said that there are five problems students in speaking in English, as follow:

a. Linguistic obstacles

Linguistic obstacles are linguistic obstacles such as grammatical mistakes when speaking English. Not a good structure when using English. Problems with vocabulary and grammar in conversations with my teacher. Also, wrong pronunciation.

b. Speech processing difficulties

This is difficult when speaking because students are still accustomed to using their mother tongue in their daily lives. Students also find it difficult to use words and structures in English. They are unable to communicate well and effectively when speaking to teachers.

c. Academic and conversational English skills

This is a problem of academic conversation in English. Some of the students said, "I find it difficult to have discussions in English because I am not used to the classroom atmosphere." I don't want to participate in the discussion in English. Say something or make a joke when presenting in class.

d. Negative affect

Negative affect include students being interpreted as nervous when wanting to speak, being very scared when thinking negatively, some students being silent in the classroom because of grammar worries, especially students' lack of confidence when speaking English in the classroom, and teachers when speaking English they choose to remain silent.

e. Access to speaking opportunities

Access to Speaking Opportunities. There is a growing recognition that individual learning is not just an individual psychological process, but also a social process. In other words, it can be interpreted as speaking English for society rather than for the individual. Most students don't speak much English outside of the classroom. And many do not attend classes.

PROBLEMS OF NEW STUDENTS DIFFICULTIES

According to (Brown (2007, p.142) in fitri Nurhadiah, 2019), there are many factors that influence the students" in speaking. The factors are categorized into 2 types (Manurung, 2020). They are:

a. Internal factor

Internal Factor this refers to the factor that comes from the learner's self. It is including physiological aspects and learners' language competence (ability). And there is psychology, language competence, and topical knowledge.

b. Eksternal factor

1. Performance Condition

Performance conditions can affect speaking. The conditions can cover the pressure of time; planning, performance standard, and the number of support ((Nation & Newton, 2009 as cited in Tuan & Mai, 2015) in Manurung, 2020)).

2. The Enviroment of learning

A good language environment effectively promotes learners' learning. The more active they apply and practice their English learning the more fluent their speaking is. And it suitable as cited in ((Minghe & Yuan, 2013) in Manurung, 2020) stated that "another eternal factor affecting the learners' skill in oral English learning is the unsupported learning environment.

3. Speaking problems

The various problems faced by students also encounter in speaking English such as linguistic and non-linguistic problems. Linguistic problems include pronunciation, vocabulary, and grammar. While non-linguistic problem covers inhibition, less topic to say, low or uneven participation, and mother tongue use.

(Penny Ur, 1996 in Fitri Nurhadiah, 2019) there are four major issues that students face when speaking:

a) Inhibition

When learning English, students lack the desire to read, listen, and write about the language. Therefore, when students speak in class, they get nervous and see the audience lose confidence

b) Nothing to say

The problem students face is speaking in front of the class. Many students don't know vocabulary or grammar, so they should be able to motivate themselves to speak and practice their skills

c) Low Participants

Participation of low or uneven. Only one participant at a time can talk if he is to be heard in large groups, this means that everyone will have only very little speaking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all

d) Mother – Tongue use

The phenomenon of students we see today is that many students are accustomed to using their native language and tend to use it from an early age, so it's easier to talk to their fellow. They feel less to speak a foreign language so that lack motivation.

METHOD

A research design is a strategy to arrange the setting of the research in order to get valid data that are suitable to all variable characteristics and objectives of the research. The main aim of a research design is to make sure that the data obtained from the activity in the classroom during research are possible for the researcher to answer the research question clearly. In qualitative research, case studies are one of the most commonly used methods (Yazan, 2015) in Rashid et al., 2019). A qualitative case study is a research method that helps investigate a phenomenon in a specific

context through a variety of data sources, examining it through different lenses and revealing multiple aspects of the phenomenon (Baxter & Jack, 2008) in Rashid et al., 2019).

Data is described in the form of words (Purnawati, 2021) says: The main source of information in qualitative research is behavior, other sources are additional data such as documents. Observations that have been carried out by researchers are used to collect data, while interviews are used to find out the causes of difficulties in learning speaking skills.

RESULTS AND DISCUSSIONS

The interview script uses several codes to make it easier for readers to understand the dialogue as shown below.
Rs : Researcher David Andrian
I-1 : Informant 1 Ela Farida
I-2 : Informant 2 Nur Kanada
I-3 : Informant 3 Arel Harunajaya
1-4 : Informant 4 Intan Dwi Wulandari
1-5 : Informant 5 RaihanFirdaus Hariyanto

Indicator : Perfomance Conditions
Rs : "What is your response when asked by the lecturer to speak English in front of the class?"
Rs : "Does the lack of preparation for learning make you unable to speak English optimally?"
I-1 : "Speaking English in front of the class is something I really don't like because I tend to feel nervous, embarrassed and even afraid of being wrong."
I-2 : "Speaking English in front of the class is fun and passionate but in a certain topic."
I-3 :"Speaking English in front of the class is a challenge in itself to always try to speak English properly and correctly."
I-4 : "Speaking English in front of the class is making you nervous and definitely afraid of being wrong."

I-5 : "Speaking English in front of the class is the most frightening activity and I'm always nervous when the lecturer asks me to do it."

Indicator : Environment of learning
Rs : "Does the learning environment in the class fully support you in speaking English?"
Rs : "How often do you and your classmates speak English?"

I-2 : "Too often using Madurese/Indonesian makes learning in classless supportive for speaking English so speaking English is conditional."
I-3 : "When in class when learning is required to speak English, of course, you will use speaking in English."
I-4 : "The learning environment in the class is supportive because when speaking English someone will correct whether the English used is correct or not."
I-5 : "The learning environment in the class will be supportive if everyone speaks English but often the learning environment uses Madurese."

Indicator : Speaking Problems
Rs : "What difficulties did you experience when speaking English?"
Rs : "Do you feel less confident?"
Rs : "Do you also feel scared or nervous?"
Rs : "What language do you use when speaking English in class?"
Rs : "How active are you in speaking English in class?"
I-1 : "English is difficult. Rarely speak English, shy to speak English, not confident, afraid to try to speak English and often use mother tongue."
I-2 : "Speaking English is fun except for the use of words or topics like health that will make us less active in class."

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I-3 : "Often uses the mother tongue so that speaking English becomes neglected and lacks practice which makes me sometimes disappointed."

I-4 : "The main advice is lack of confidence so that when speaking English it is not good and the activity in class is reduced and it is more comfortable to use your mother tongue."

I-5 : "Speaking English is very difficult to do with a background of not being confident, afraid, and expressing it when speaking English in class so you often use your mother tongue or Indonesian."

Performance conditions help students overcome problems in learning to speak, lecturers need to know the factors that affect their speaking performance. In accordance with the theory from (Manurung, 2020), namely new students carry out speaking activities under different conditions. Performance conditions have an impact on speaking performance and these conditions involve time pressure, planning, quality of performance, and amount of support this is related to the fact that I have observed in class that new students of English Language Education have different situations and conditions.

An environment of learning referred to by (Manurung, 2020), the more actively new students apply and practice learning English, the more fluently they will speak English in connection with the research that has been conducted that factors from the social environment such as family, lecturers, community, and friends, as well as the environment such as at school or while studying in class. And conversations that occur spontaneously and verbally between two or more people in real-time. A good language environment effectively improves the ability of new students to speak English in their learning environment.

Speaking problems is a phenomenon of new students that we see today some new students are used to using their mother tongue, they tend to use their mother tongue because they have been familiar since childhood, so it is easier to talk to each other. They feel they lack mastery of foreign languages so they lack motivation. They are not so used to using foreign languages. From the explanation above, related to the theory of (Penny Ur, 1996 in Fitri Nurhadiah, 2019) there are four factors that cause students' difficulties in speaking such as barriers, nothing to say, low or uneven participation, and the use of mother tongue.

CONCLUSION

Based on the research findings, the researchers concluded that there is one dominant factor is speech problems such as inhibition, nothing to say, low or uneven participation, and use of mother tongue. Speech problems are obstacles the researcher analyzes that when new students speak in class they feel nervous and embarrassed. When lecturers ask students to speak English in front of the class they lack confidence when facing an audience so there is nothing to say when they are in front of the class, low participation is also one of the obstacles for students to speak English because it affects students feeling nervous, embarrassed, and insecure. Too frequent use of mother tongue. Based on the interviews the researcher analyzed that the students did not use English well, they still used their mother tongue. Because they don't speak English very well and the new students speak mixed languages. Students mix their mother tongue and English in class when speaking. They use Indonesian and Madurese

as their mother tongue. The mother tongue is one of the 3 external factors that hinder students from speaking English because students use their mother tongue in their speaking habits in class. So, they can't make English community in their class.

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