

STUDENTS' SPEAKING PROBLEMS AND FACTORS CAUSING IT

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Abstract

Speaking seems more complex than other language skills. It requires many skills, such as listening, vocabulary, pronunciation, grammar, and structure. Most students found speaking English as a stressful activity even uninteresting activity. Students became a quite passive in speaking English class. This research was conducted to find out the students' problems in speaking English and the factors causing it. This research revealed that students have many problems in speaking English, they are: (1) meaning or content of the conversation; 2) lack of vocabularies; (3) pronunciation; and (4) shy. Then, there were a variety factors causing students' problems in speaking English. The result indicated that the majority of students highly agreed on the fact that confidence is the biggest cause of their problems in speaking English. The next two important factor is the students were worried about making grammatical errors. The next factors are the students were fearful of criticism or losing face in front of the audiences or were worried about audiences' attention, respect, or appreciation, and the students were agreed about the difficulties in finding partner in outside class to practice speaking English.

Key words: speaking, speaking problems.

INTRODUCTION

There are many languages in the world and one of them is English. English has become a language that is used in international communication. In Indonesia, English still supposed as a difficult and bored subject by some of the students because there are some differences between English as a foreign language and Bahasa Indonesia as their first language. Although English is taught since in Elementary school, but most of the students have not applied it yet in their daily communication.

Speaking is one of the major skills of language. Speaking considered as a main language skill that students should improve. It is a key to communication and is the most important skill of language that must be mastered by students because speaking should be applied in daily communication.

Speaking is one of the major skills of language. Speaking is considered as a main language skill that students should improve. It is a key to communication and is the most important skill of language that must be mastered by students because speaking should be applied in daily communication. By learning speaking, it is expected that, at least, the students are able

to speak English fluently. But in general, most of the second semester students of English department still found many difficulties in speaking. Most students found speaking English as a stressful activity even uninteresting activity. Students became a quite passive in speaking English class. This paper seeks to explore the students' problems in speaking English and the factors causing it.

THEORETICAL FRAMEWORK

This section presents some theories of speaking, the students' problems in speaking English, and factors causing the students' problems in speaking English.

The Students' Problems in Speaking English

Speaking is an active use of language to produce information or meaning. Speaking is a key to communication. Speaking activity involves producing and receiving information which is influenced by participants, experiences, physical environment and purposes.

Speaking is a complex process of oral communication that needs many skills, including listening, vocabulary, grammar, and pronunciation. In line with as stated by Barras (2006: 9) speaking relates with a message of the speaker's and

the listener' thought then must be understood by the speaker and the listener as in the following figure:

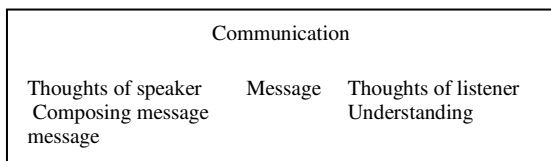


Figure 1. Communication process between speaker and listener

Speaking requires not only know how to produce language, but also understand sociolinguistic competence, such as when, why, and in what ways to produce language). As stated by Jones in Richards (2008: 19) that speaking people tend to be getting meaning and exploring ideas.

From the explanation above, revealed that students mostly face some problems in speaking English. Their problems in speaking English are as follows:

1. Difficulties in getting meaning or undertanding the conversation.
2. Vocabularies.
3. Pronunciation.
4. Shy.
5. Affraid in making mistakes in meaning or content of their speaking.

Factors Causing the Students' Problems in Speaking English

The students' problems in speaking English above are caused by some factors. Tuan and Mai (2015) revealed that students usually found difficulties in speaking because of some factors, such as confidence, listener's support, students' listening ability, and pressure to perform well. These factors influencing them to speak English especially to speak English in front of class. Then, response from the audiences whether their attention, respect, and appreciation influence students to perform well in speaking English.

In line with, Rababa' in Almira (2014) pointed out that there are many factors that cause students having difficulties in speaking English as a foreign language. Some of these factors are related to the students themselves, the teaching strategies, the curriculum, and the environment. Factor that is related to the students is for example, the students have lack vocabularies, difficult to get meaning or understand the conversations, and keep the interaction going. Motivation is also a factor that cause students having difficulties in speaking English as a foreign language. Some students usually have low motivation to speak English.

Ur (1996: 120) mentioned that there are two characteristics of successful speaking activity in class, they are as follows:

1. Motivation

Students have a high motivation to study. Students who have a high motivation will show a good achievement.

2. Participation

Participation means students talk a lot. Students also have a good participation in class, whether individually or in a class discussion.

Successful speaking activity in class is shown by the students itself. The students show a high motivation to study. Then motivation directs students to achieve any goals of learning. It means that students' class participation is good enough. There will be many students who are active in the class discussion.

Students talk a lot in a class, especially in class discussion. It is important for the students to have a motivation in learning to read in order to get good achievement. Motivation is one of the factors which play an important role in achieving the goals. It is important for the students to have a motivation in order to get good achievement. Motivation can

make students motivated to learn. Motivation is students' beliefs about their ability to perform a task. Motivation refers to students' affective or emotive reactions to school tasks, such as students' attitude towards school learning and their anxiety about a task. Students are likely to expend the required effort to complete a task if they have positive affect towards participation in the task. Motivation is also something which controls the students' behavior from unexpected actions, such as do not do homework or collect homework late, come to the class late, and so many other bad behaviors.

From the explanations above, it can be concluded that there are many factors that cause difficulties in speaking English among students, they are: (1) psychological factors; (2) the linguistic domain; and (3) environmental factors. These factors can be seen in the following table:

Table 1
Factors Causing Students' Speaking Problems

Factors that cause difficulties in speaking	Kinds of students' difficulties
Psychological factors	Confidence
	Motivation
Being afraid for making	Worrying for making

mistakes in the linguistic domain	grammatical errors.
Environmental factors	Less of attention, respect, and appreciation from colleagues in classroom.
	Having difficulties in finding a partner in outside class to practice speaking.
Teaching strategies	Method of teaching and learning.
	Having difficulties to speak in unfamiliar topics.

RESEARCH METHODOLOGY

Participants

This research was conducted in the second semester students of English Department of Teaching and Education Sciences of Swadaya Gunung Jati University of Cirebon in the academic year 2014/2015. There are 8 classes, each consists of 25 students. The students who become respondent as participants is consist of 25. In considering the participants, the researcher used sampling technique. The sampling technique that is used in this research is purposive sampling. According to

Sugiyono (2010: 218-219) purposive sampling means take the participants with a certain consideration. The reason why the second semester students of English Department of Teaching and Education Sciences of Swadaya Gunung Jati University of Cirebon is this department has run a program of speaking class which focuses on speaking skill, so that the researcher is able to conduct the research in this university.

The Method of The Research

The method of the research is qualitative observational case studies. Marriam in Bogdan and Biklen (1992: 62) stated that a case study is a research that is focused and detailed on a single subject or one particular event.

The Technique of Collecting Data

This research uses qualitative data. The qualitative data are all information which is obtained from the action or what happens in speaking English class. The data are taken from:

1. Observation

Class observation was done in this research, it includes activities in the teaching and learning process and also the observation of

the environmental atmosphere of the learning process.

2. Questionnaire

The researcher spread out a list of questionnaire to get the data about the students' problems in speaking English and factors causing students' problems in speaking English. The researcher uses open-ended questionnaire were addressed to the respondents to get their responses in a form of written data. In this research, the questionnaire consists of two, they are:

- (1) What are your difficulties in speaking English;
- (2) What are the factors causing your difficulties in speaking English?

Analyzing the Data

This research used qualitative and quantitative data analysis. The qualitative data were derived from a class observation. The qualitative data analysis is the process of systematically searching and arranging materials which enable the researcher to present what have been discovered to others. Analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovery what is important and

what is to be learned, and deciding what to tell others (Bogdan and Bilken, 1992: 153).

Based on the explanation above, this research are analyzed through the following procedures:

1. Observing students' speaking in class activities.
2. Administering questionnaire to the participants.
3. Counting and classifying the result of the questionnaires.
4. Analyzing the result of the questionnaires.
5. Interpreting.
6. Discussing.
7. Draw conclusion.

The quantitative data derived from questionnaires. In order to answer the two research questions, the descriptive statistics of percentages were used.

RESULT AND DISCUSSION

The Students' Problems in Speaking English

The research revealed that students have many problems in speaking English, they are: (1) meaning or content of the conversation; (2) lack of vocabularies; (3) pronunciation; (4) and feeling of shy. More detail about the problems that the

second semester students of English Department of Teaching and Educational Sciences Faculty of Gunung Jati University Cirebon encounter when they speak English are shown by the following table and chart:

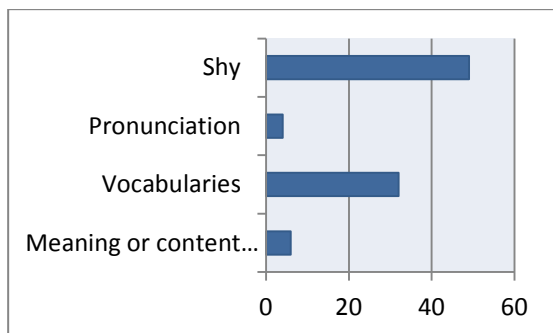
Table 2

Students' Problems in Speaking English

Students' Problems in Speaking English	Percentage (%)
Meaning or content of the conversation	6 %
Vocabularies	32 %
Pronunciation	4 %
Shy	49 %

Chart 1

Students' Problems in Speaking English



The results indicated that there were many problems that students encountered in speaking English. The result from the students questionnaire revealed that 5 % in understanding meaning, 32 % in vocabularies, 4 % in pronunciation, 49 % in shy, and 1 % in delivering message.

A majority of the students highly agreed that shy is their biggest problem in speaking English. The students often feel shy when they are speaking. Lack of vocabularies is their next problem. Their bank of vocabularies is very a little. Then, because of their problem in vocabularies made them faced difficulties in understanding meaning or content of the conversation.

Factors Causing the Students' Problems in Speaking English

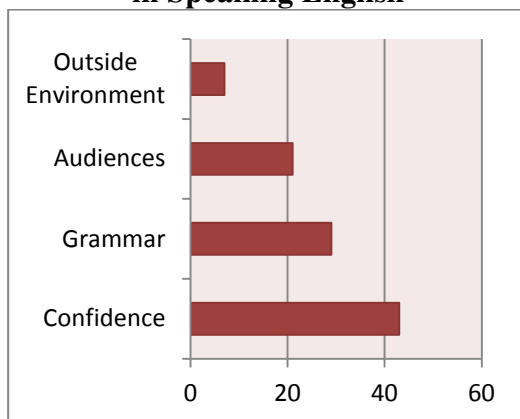
The factors causing the problems that second semester students of English Department of Teaching and Educational Sciences Faculty of Gunung Jati University Cirebon encounter when they speak English are shown by the following table and chart:

Table 3

Factors Causing Students' Problems in Speaking English

Factors Causing Students' Problems in Speaking English	Percentage (%)
Confidence	43 %
Grammar	29 %
Audiences	21 %
Outside environment	7 %

Chart 2
Factors Causing Students' Problems
in Speaking English



The result indicated that the majority of students (43%) highly agreed on the fact that confidence is the biggest cause of their problems in speaking English, 29 % of the students were worried about making grammatical errors, 21% of the students were fearful of criticism or losing face in front of the audiences or were worried about audiences' attention, respect, or appreciation, and 7% of the students were agreed about the difficulties in finding partner in outside class to practice speaking English.

CONCLUSION

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pronunciation; (4) and feeling of shy. The result from the students questionnaire revealed that 5 % in understanding meaning, 32 % in vocabularies, 4 % in pronunciation, 49 % in shy, and 1 % in delivering message. A majority of the students highly agreed that shy is their biggest problem in speaking English. The students often feel shy when they are speaking. The next two important problem is lack of vocabularies. Their bank of vocabularies are very a little. Then, because of their problem in vocabularies made them faced difficulties in understanding meaning or content of the conversation.

The Factors Causing Students' Problems in Speaking English

The result indicated that the majority of students (43%) highly agreed on the fact that confidence is the biggest cause of their problems in speaking English, 29 % of the students were worried about making grammatical errors, 21% of the students were fearful of criticism or losing face in front of the audiences or were worried about audiences' attention, respect, or appreciation, and 7% of the students were agreed about the difficulties

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