The Factors of Speaking Difficulties in New Students' of English Education Department

David Andrian[1], Moh. Kurdi Wijaya[2], Mariyatul Kiptiyah[3]
davidandrian223@gmail.com[1], kurdi@stkippgri-bkl.ac.id[2], mariyatulkiptiyah@stkippgri-bkl.ac.id[3]
STKIP PGRI Bangkalan[1], STKIP PGRI Bangkalan[2], STKIP PGRI Bangkalan[3]

Abstract:
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. Here, the author conducted research by using qualitative approach and implement observation and interview to get the data. there are 3 factors that cause difficulties for new students in speaking, namely performance conditions, learning environment, speech problems such as barriers, nothing to say, low or uneven participation, and use of mother tongue.

Keywords: Speaking, speaking factors of difficulties, English department new students

Introduction

Speaking is indeed a crucial aspect of communication and language skills. While listening, reading, and writing are important components of language proficiency, speaking is often considered the most prominent skill because it directly involves the active production and expression of thoughts, ideas, and information. Proficiency in speaking allows individuals to effectively convey their thoughts, engage in discussions, express their opinions, and interact with others in various social and professional settings. It is through speaking that individuals can participate in conversations, negotiate, persuade, collaborate, and build relationships.

Additionally, speaking skill is often considered a primary indicator of language fluency. Even if a person possesses strong reading and writing abilities, if they are unable to effectively communicate verbally, they may not be perceived as proficient language speakers. Fluency in speaking demonstrates a deeper understanding of the language and the ability to apply grammatical rules, vocabulary, and pronunciation in real time. However, it is

important to note that language proficiency encompasses all four language skills—listening, speaking, reading, and writing. Each skill contributes to a well-rounded language proficiency, and their development and integration are essential for effective communication. While speaking may be considered the most prominent skill, the mastery of all four skills is ultimately important for successful language acquisition and usage (Safitri et al., 2020).

Learning to speak English involves understanding and practicing various aspects such as pronunciation, grammar, intonation, and vocabulary. These elements may be different from those of one has native language, such as Indonesian in your case. Through consistent practice and exposure, students can develop their English language skills and overcome the challenges associated with learning a foreign language. In the process of learning to speak English, beginners may make mistakes, particularly in terms of vocabulary choice and grammar usage. However, making mistakes is a natural part of the learning process, and it should not discourage students. By making these mistakes, students can identify areas that require improvement and gradually enhance their proficiency in spoken English.

It is important for students to actively engage in speaking practice and be willing to take risks. Learning to speak a language requires practice, and the more students actively participate and try to speak, the better their speaking skills will become. Confidence and willingness to communicate are key factors in achieving success in English language learning. So mastering the skill of speaking English is crucial for effective communication, especially considering English is status as an international language. While beginners may make mistakes, consistent practice, exposure, and a willingness to try are essential for improving speaking skills and achieving success in learning English.

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)).

Many learners can make mistakes in speaking English, especially speaking ((Dayat, 2017) in (Manurung, 2020). There is students of the English Education Department at STKIP PGRI Bangkalan have difficulty expressing their thoughts in English. It is considered difficult to say that learning a language is difficult in simple terms. This is evidenced by various mistakes that students can make when speaking.

In this study, the author focuses on the difficulty of speaking English. This is an aspect of learning a second or foreign language that everyone. Speaking English has become a necessity for many people around the world and especially new students' English Education Department of STKIP PGRI Bangkalan. In today's interconnected world, English has emerged as the lingua franca of international communication, business, education, and technology.

Review of Literature

Speaking is one of the four language skills. (Huebner (1960) in Stevanie, 2021) said speak is a ability utilized by a person in everyday lifestyles communication. It concluded that speak is not always simply pronouncing words, however emphasizes the transport of thoughts which can be organized and advanced with the aid of using the wishes of the target market or recipient of information. Everyone uses it to communicate something in their daily life. Language skills classified as productive skills are speaking and writing. Although reading and listening are considered receptive skills. Both competencies show how language functions as a means of communication. Speaking can be defined as the activity of speaking in English. We can interact with the global society through language. In line with that, speaking is an activity of delivering ideas or message using oral or verbal utterances which has a meaning to other.

Types of Speaking Skills

According to (Brown (2004) in Manurung, 2020) there are five types of speaking activities: "Imitative, intensive, responsive, interactive, and extensive (monologue)". To make clearer to understand each type the writer will explain one by one:

    a. Imitative Speaking Activities: In imitative speaking activities, learners focus on imitating or repeating model sentences or phrases provided by the lecture or a language resource. The emphasis is on accurate pronunciation, intonation, and rhythm. These activities help learners develop their pronunciation skills and build familiarity with common language patterns.

    b. Intensive Speaking Activities: Intensive speaking activities involve focused practice on specific language structures or functions. Learners engage in controlled practice exercises, such as completing dialogues, role-plays, or information gap activities,

where they apply specific grammar or vocabulary in meaningful contexts. These activities aim to reinforce language concepts and develop accuracy and fluency.

c. Responsive Speaking Activities: Responsive speaking activities involve responding to prompts, questions, or instructions provided by the lecture or a conversation partner. Learners are encouraged to provide brief responses, such as answering comprehension questions, completing sentence stems, or giving short descriptions. These activities promote active listening and encourage learners to express their understanding and opinions concisely.

d. Interactive Speaking Activities: Interactive speaking activities focus on meaningful communication and encourage learners to engage in conversations or discussions with their peers or the lecture. These activities involve exchanging information, sharing ideas, expressing opinions, and negotiating meaning. Role-plays, debates, group discussions, and problem-solving tasks are examples of interactive speaking activities. They aim to develop fluency, negotiation skills, and the ability to sustain and contribute to conversations.

e. Extensive (Monologue) Speaking Activities: Extensive speaking activities involve longer individual presentations or monologues. Learners have an opportunity to speak at length on a particular topic, share personal experiences, give presentations, or deliver speeches.

These activities enhance learners' ability to organize and deliver coherent and extended spoken discourse, as well as develop their public speaking skills. By incorporating a variety of speaking activities, language learners can develop different aspects of their speaking skills, including pronunciation, grammar, fluency, accuracy, interaction, and coherence. It is important to provide a balanced mix of these activities to cater to learners' needs and promote holistic speaking proficiency.

Factors Difficulties in Speaking English

Raba'ah (2005) in Agustina Pera (2021), states that there are many reasons why speaking English is difficult. Bygate (2008, p. 236) states that there are five factors that create difficulties in English. These factors can indeed create challenges in developing speaking skills as follow:

a. Linguistic obstacles: Linguistic obstacles refer to difficulties related to grammar, vocabulary, and pronunciation. Students may struggle with grammatical errors, improper sentence structure, limited vocabulary, and pronunciation issues. These obstacles can affect their ability to communicate effectively and express themselves accurately in English.

b. Speech processing difficulties: Students may face challenges in processing English speech due to the influence of their native language. They may find it difficult to use English words and structures naturally, leading to less fluent and accurate communication. Adapting to new language patterns and developing fluency takes time and practice.

c. Academic and conversational English skills: Students may find it challenging to engage in academic conversations in English, particularly in classroom discussions or presentations. They may lack confidence, feel uncomfortable with the classroom atmosphere, or struggle to participate actively in English discussions. This can hinder their ability to express ideas and engage in effective communication.

d. Negative affect: Negative affect refers to negative emotions and attitudes that can impact speaking skills. Students may feel nervous, scared, or lack confidence when speaking English. These emotions can lead to a reluctance to speak or participate actively in the classroom. Lectures, too, may experience similar feelings, which can affect their willingness to engage in English conversations.

e. Access to speaking opportunities: Limited access to speaking opportunities outside of the classroom can hinder language development. Students may have limited exposure to authentic English conversations or lack opportunities to practice speaking with native or proficient speakers. This lack of exposure and practice can impede the development of speaking skills.

To address these difficulties, it is important to adopt effective teaching strategies and create a supportive learning environment. Providing ample speaking practice opportunities, encouraging a positive classroom atmosphere, integrating authentic materials and tasks, and promoting confidence-building activities can help students overcome these challenges and enhance their speaking skills. Additionally, encouraging students to seek

out opportunities for English communication outside of the classroom, such as joining conversation clubs, engaging in language exchanges, or using online language resources, can broaden their exposure and provide valuable speaking practice. By acknowledging and addressing these difficulties, lectures and learners can work together to overcome challenges and foster the development of effective speaking skills in English.

The Factor of Influencing 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) External Factor
1) Performance Condition
Undoubtedly, 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 environment 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.

Method
A research design refers to the overall plan or strategy that outlines how a research study will be conducted. It involves systematically organizing and structuring the research process to ensure that the data collected are appropriate, reliable, and aligned with the research objectives. In qualitative research, case studies are one of the most commonly used methods (Yazan, 2015) in Rashid et al., 2019). It is based on the research focus; to analyze the difficulty' factors of speaking English to new students in the English Language Education study program STKIP PGRI Bangkalan so the author

uses this method and getting the data by doing observation and interview to the students. This study used data, a one-on-one interview collection process recorded by the author with questions and responses from one study participant at a time. Allow participants to express their opinions, ideas, and views about the phenomenon.

This is repeated for any number of participants. The interview method used to find out what factors have the most influence on causing difficulties for new students in speaking English. (Sugiyono, 2010 in Purnawati, 2021) describes data analysis as systematically categorizing and organizing collected interview transcripts, field notes, and other materials in order to develop a better understanding of them and share discoveries with others. At the end of data collection, researchers attempted to validate the data using reduction and data display.

Results and Discussions

Factors Influence on Causing Difficulties for New Students in Speaking English

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*
       : Informant 3   *Arel Harunajaya*
I-3   **: Informant 4**   *Intan Dwi Wulandari*
1-4   **: Informant 5**   *Raihan Firdaus 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."

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."

Based on the table above, the researcher found that new English education students experienced many difficulties in terms of performance, speaking English. New students are very afraid when they are in English class and are afraid when the lecturer asks them to speak English. New students have the perception that English class is difficult and very scary. Their feeling is when speaking English will be bad and their friends are laughing.

Furthermore, new students must always be motivated to learn to speak English. Lecturers as role models play an important role in supporting new students to help them improve their speaking skills during class. In addition, the class conditions also have important points to support students so that students feel comfortable learning to speak English. These problems are serious and always prevent students from being fluent in English. Almost every new student experiences the same difficulties in speaking English, students need new strategies or a different atmosphere when learning to speak English.

Table 1: Interview's Result

Name	Perfomance Conditions	Environment of Learning	Speaking Problems
Informant 1	√	√	√
Informant 2		√	√
Informant 3		√	√
Informant 4	√		√
Informant 5	√	√	√

Conclusion

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.

References

Barrett, D., & Twycross, A. (2018). Data Collection in Qualitative Research. *Evidence-Based Nursing*, *21*(3), 63–64. https://doi.org/10.1136/eb-2018102939.

Cohen, L., Manion, L., Lecturer, P., Morrison, K., & Lecturer, S. (n.d.). *Research Methods in Education*.

Manurung, Y. H. (2020). Analysis on Students' English Speaking Performance At University of Muhammadiyah Sumatera Utara. *Vision*, 16(2), 35–44. https://doi.org/10.30829/vis.v16i2.809

Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case Study Method: A Step-by-Step Guide for Business Researchers.

International Journal of Qualitative Methods, 18, 1–13. https://doi.org/10.1177/1609406919862424

Safitri, H., Rafli, Z., & Dewanti, R. (2020). *Improving Students' Speaking Skills through Task-Based Learning: An Action Research at the English*.

Bandjarjani, Wahju. 2011, *Pendidikan dan Latihan Profesi Guru.* Univ. PGRI ADI BUANA, Surabaya.

Bogdan. C. Robert, Sari Knopp Biklen. (1992). *Qualitative Research for Education*.

Brown. H. Douglas. (2001). *Teaching by Principles*. Pearson ESL.

Hadfield, Jill. (1987). *Advanced Communication Games*, Qarry Bay, Hongkong.

Isti, Wiji Lestari. (2011). *A Study Of The Student's Oral Proficiency By Using The Guessing Games In The First Grade At SMPN 3 Bangkalan*. Unpublished Thesis, STKIP PGRI BANGKALAN.

Jack, C. Richards and Willy A. Renandya. (2002). *Methodology in Language Teaching*. Cambridge University, USA.

Lindsay, Cora with Paul Knight. (2006). *Learning and Teaching English*. Oxford: University Press.