

---

---

## THE PROBLEMS FACED BY THE UNIVERSITY STUDENTS IN SPEAKING PERFORMANCE AT BINA SARANA INFORMATIKA UNIVERSITY

Tarina Dashela<sup>1</sup>, Yeni Mustika<sup>2</sup>

Universitas Bina Sarana Informatika<sup>1</sup>, Universitas Bina Sarana Informatika<sup>2</sup>

[tarina.tdl@bsi.ac.id](mailto:tarina.tdl@bsi.ac.id)

Abstract	Article Information
<p><i>This research focused to analyze English speaking skill problems encountered by the students. The participants of this research was 30 students of second-semester at Bina Sarana Informatika University. The data of this research were conducted through speaking test and interview. The interview showed to see the students who got low score in speaking performance. The findings from the speaking test showed that the students faced the problems in four aspect of speaking skills such as grammar, pronunciation, vocabulary, and self-confidence. The students did not know how to express and pronounce the words because they did not have basic English skills. Moreover, they are afraid to make mistake in speaking English.</i></p> <p><b>Keywords:</b> <i>Speaking, speaking's problems, university students.</i></p>	<p><i>Received:</i> 05/03/2024</p> <p><i>Revised:</i> 07/03/2024</p> <p><i>Accepted:</i> 10/03/2024</p>

### INTRODUCTION

English has become the international language used in academic communication. It is one of the international languages in the world, so it is taught at any level of school and university, including in college. At the university level, English becomes one of the basic subjects in the first semester. That is one reason why English must be taught more intensively to the students.

In the process of teaching and learning, the four language skills such as listening, reading, writing, and speaking. They are the basics of learning English. The students must master the four skills to have good proficiency in the language. Among the four language skills, speaking usually becomes the most preferred language skill that is used to see whether someone has succeeded in learning a language or not. That is why most students make good speaking performance their ultimate goal in language learning (Richards & Rendaya, 2002).

According to Brown (2003), many students struggle with the following areas of their English speaking proficiency such as vocabulary, grammar, pronunciation, fluency, and comprehension. For the most part, the students cannot be able to be master the aspect because they think it is so hard to learn in speaking English. Consequently, it made the students are afraid to speak English fluently and confidently.

Speaking is more than making the right sound and choosing the right words. It needs habit to make real communication. Campel (1999) stated that speaking is an activity on the part of one individual to make oneself understood by another. Consequently, speaking ability can be defined as a communication process among individuals. Speaking ability itself can be defined as the capacity to precisely utilize language to convey meanings in order to communicate with others and acquire knowledge and information from them in a variety of contexts.

Speaking skill is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured by the performance of learners to speak the language learned. However, most people learning a language have a goal to be able to speak so that they can communicate. Fitriani (2015) states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Thus, the demand for speaking fluently is higher than other language skills, although the others cannot be underestimated. English speaking skill requires the speaker to use authentic language which means that the students need to use the language on any occasion or when communicating with other students in the academic context.

The causes of students' speaking problems in speaking English, as observed by Fitria (2003) at one of English education in Surabaya. Related to inhibition, nothing to say, low participation, and mother tongue used. It is because they did not master the aspect of speaking skills namely vocabulary, grammar, and pronunciation. The result showed the students were passive in English speaking performance.

## **LITERATURE REVIEW**

According to Al Hosni (2014), he said that students had mother tongue when speaking English because they lack vocabulary and grammar. The result showed that the students perceived pronunciation, grammar, and fluency are very difficult for students in practicing English.

Related to the importance of mastering English speaking skill, the students tend to face many difficulties in speaking. Shen and Chiu (2019) in their study reported that difficulties in speaking English faced by students were psychological problems (e.g. nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g. insufficient vocabulary, grammar, expressions, insufficient sentence organization, etc), and environmental problems (e.g. lack of learning context for English conversation).

The students at Bina Sarana Informatika University are highly motivated to be able to speak English confidently. Discussion and presentation about English subjects are the medium of communication that the lecturers and the students use. Hence, the lecturers push the students to try to practice English in front of the class. Therefore, the objectives of this research were to discover the students' speaking problems.

## **RESEARCH METHODOLOGY**

The type of research used in this study is descriptive qualitative. The researchers used a descriptive qualitative because the research is aimed at portraying the difficulties which are faced by university students in speaking and the English learning activities that students provide to solve the problems. Postlethwaite (2005) states that descriptive research provides information about conditions, situations, and events that occur in the present. This research is focused on finding the problems faced by Second-semester students in their English speaking. Jackson (2008) states the descriptive research method is simply observing a behavior. Observation involves description at its most basic level. In students' speaking, linguistic and psychological issues are likely to be the source of speaking difficulties.

The population of this research is the Second-semester students of Bina Sarana Informatika Univeristy which consisted of 30 students. The technique of data collection in this research is by distributing speaking test and interview. To get the data on students' speaking, the researchers did a speaking test on their performance or presentation. There are five items to be assessed: Comprehension, Vocabulary, Pronunciation, Grammar, and Fluency. After that, the researcher also used interview to get the data about the students' difficulties.

For speaking test, the students were scored using individual presentations. The rubric had five indicators in speaking that needed to be analyzed. They were comprehension, fluency, vocabulary, grammar, and pronunciation. Each indicator was scored from one to five with the minimum score 4 and the maximum score 25. The result was converted to numeric score by multiplying the total score with 4 to get the maximum score 100. Then, the categorize as excellent, good, fair, poor, and very poor.

Interview was used to get the data about students' speaking problems. According to Given (2008), interview is conversational practice where knowledge is produced through the interaction between an interviewer and interviewee. The interview was done by using semi-structured interview. The questions could be prepared ahead of time so the interview was run smoothly. The questions flowed naturally based on the answers of the students so the data became more realistic.

The thirty students took the speaking test in order to gather the data. Additionally, the researcher conducted interviews with the five students who received the lowest speaking test scores. From the interview, the data was transcript in narration.

## **FINDINGS**

According to the speaking test, there were 3 students out of 30 or 10% who got the score between 86-100. There were 10 students out of 30 or 33% received 71-85. There were 12 students out of 30 or 40% who received the score between 56-70. Last, there were 5 students out of 30 or 17% who got the score between 40-55.

In order to provide the results of the study, the researcher used a qualitative method of data description. Moreover, this finding was based on the speaking score and interview for those who got the lowest score in the speaking test. The speaking test and interview were conducted on second-semester students at Bina Sarana Informatika University.

The main focus of the test was to find out the problems faced by students in speaking English. Based on the result of the speaking test with 30 students, the researcher concluded four problems that are faced by the students in speaking English such as grammar, pronunciation, self-confidence, and vocabulary. Moreover, the researcher determined that 17 students had similar problems in speaking English. The dominant problems in speaking English were grammar (32%), and vocabulary (30%). Another problem was pronunciation (23%). Last problem was self-confidence (15%).

The researcher interviewed five students who received the lowest score in speaking performance. A day after the speaking test, the students were interviewed by the researcher. Also, the researcher prepared the questions list about the problems with speaking performance. First, the researcher asked in English but the students got confused and did not know the meaning, so the researcher translated it into Bahasa. The researcher also recorded the interview process that showed the problems faced by the students. The point information from the interview could be seen in the explanation below.

## **DISCUSSION**

The students' obstacles are fear of making mistakes and afraid of seeing the audience. The researcher also got the results based on the interview. The students felt nervous when they spoke English in front of the class. They said that they did not have basic English skills and they were less confident. It made the nervousness suddenly come to them.

Low participation means some students are often affected by the percentage of other students who dominate in the group. Muflihatun (2016) stated that low participation has a similar percentage with nothing to say. All students faced this problem in speaking English. These problems actually come because they have less confidence and feel anxious. Therefore, they think that they are not as good as their other friends who can speak English fluently.

According to Al Hosni (2014), he said that students had mother tongue when speaking English because they lack vocabulary and grammar. The result showed that the students perceived pronunciation, grammar, and fluency are very difficult for students in practicing English. They think that every letter and word has different pronunciation. Therefore, the students have some difficulties to pronounce the words. While grammar is very hard to learn during practicing English.

One of another problems is mother tongue. Based on the students' performance and the students' interview, they also showed that almost all the students using mother tongue in the local language or Indonesian. It will be easier to express and to pronounce it. Moreover, they said that the local language makes the audience get to understand easily.

Brown (2003) stated the aspects of speaking skills such as grammar, vocabulary, fluency, pronunciation, and comprehension. The findings showed that the dominant problems faced by the second-semester students were vocabulary, pronunciation, and grammar. As Fitriani (2015) said speaking in a second or foreign language has been viewed as the most demanding of the four aspect skills. The result showed that 17 students had basic English skills and 5 students did not have basic English. For five students who cannot speak English fluently because they have psychological problems. They felt anxious, nervous, and less confident during speaking performances.

Based on similar findings above, vocabulary was the dominant problem faced by the students in speaking English. But, in this research, grammar was the main problem in practicing English. The next problem was vocabulary. Two problems happened because the students did not have the basic English skills and they did not know how to make some sentences. In addition, self-confidence was not a big problem because they could develop themselves.

The results stated that the lecturers can motivate the students to speak English confidently. Furthermore, the lecturers have a difficult time forcing their students to speak English in class. It involves more than just making people talk. This requires hard work and patience. The lecturers can support the students in sharing thoughts and help them to reduce their feelings of nervousness, shyness, and afraid to make mistakes.

## **CONCLUSION**

Based on the speaking test, the result showed that all students face problems in speaking skills such as grammar, pronunciation, vocabulary, and self-confidence. Moreover, the researcher interviewed five students who had low scores in practicing English. They also faced problems in speaking, they did not know how to express and pronounce the words because they did not have basic English skills. In addition, mother tongue and self-confidence were affected in practicing English. The researcher offers some suggestions for further research. In order to encourage students to talk in English, the lecturers should set up a learning environment in the classroom. The lecturers must also help students in speaking out and expressing their thoughts to prevent feelings of shyness, nervousness, and afraid of making some mistakes. The lecturers can give some rewards to some students who deliver the idea using English. If the students make a mistake, the lecturers should appreciate the students and give applause to motivate them. In addition, the lecturers can utilize media of communication and digital learning such as applications and other websites about basic English skills. Therefore, the students can practice regularly at home and improve themselves to be confidence.

## **REFERENCES**

- Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners, *Language Teaching Journal*, 2(6), 22–30.
- Brown, H. D. (2003). *Language Assessment Principles and Classroom Practices*. San Francisco: Longman University Press.
- Campell, R. (1999). *Linguistic and Social Aspect of Communication Competence*. Iowa: WmC Brown Company Ltd.
- Fitria, A. (2003). An Analysis of students' Speaking Problems at English Education Department. Retrieved from <http://digilib.uinsby.ac.id/1>
- Fitriani, D. A. (2015). A Study on Student's English Speaking Problems in Speaking Performance. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*. 5(4).
- Given, L. M. (2008). *The Sage Encyclopedia of Qualitative Research Methods: Volumes 1&2*. United States of America: SAGE Publication, Inc.
- Jackson, S. L. (2008). *Research Methods and Statistics: A Critical Thinking Approach*. Third Edition. Belmont: Wadsworth.
- Muflihatun, U.B. & Erdiana, N. (2016). Teachers' view in Improving Students' Speaking Ability through Pictures. *Research in English and Education (READ)*, 2(1), 47-54.
- Postlethwaite, T. N. (2005). *Educational Research: Some Basic Concepts and Terminology*. (K. N. Ross, Ed.) Paris: UNESCO EEIP.
- Richards, J.C., & Renandya, W.A. (2002). *Methodology in language teaching*. Cambridge, UK: Cambridge University Press.
- Shen, M., & Chiu, T. (2019). EFL learners' English speaking difficulties and strategy use. *Education and Linguistics Research*, 5(2), 88-102.