AN ANALYSIS OF SPEAKING DIFFICULTIES IN CASE STUDY OF NON-ENGLISH DEPARTMENT STUDENTS IN PASIM NATIONAL UNIVERSITY

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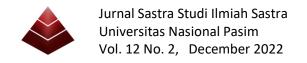
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ABSTRACT

This research entitled An Analysis of Speaking Difficulties In Case Study Of Non-English Department Students In Pasim National University aims to identify the problems faced by non-English Department students in speaking activity. This is the case study of classroom, so that the researcher uses the theory for scoring the speaking activity. The theory for scoring used is by Brown (2004). While the theory for identifying problems of speaking activity is by Penny Ur (1996). Those theories become the main theory in this research. This research was conducted by qualitative descriptive method to identify and describe. The result shows that from four problems, the students face only two problems in speaking class activity. They are inhibition and mother tongue use. In inhibition, they have actually many things to say when talking about a theme in the class. But for speaking in fully English, they are inhibited. This problem is the highest problem faced by students. It reaches 67 %. Then, another problem is mother tongue use. The problem of mother tongue use reached 33% of students' problem. It is in correlation to the first problem about inhibition. That inhibition is part of causes the mother tongue use. Students are more confident to say and talk something in the mother tongue language. Some of them are confident to talk in Indonesian Language, and some other students are confident to talk in Sundanese Language. Based on test of speaking English scoring scale (Brown; 2004). There are six categories to be scoring in English Speaking. In the Grammar category, the highest percentage of students' score are 76% are in score 2. In the Vocabulary category, 83% from students is in score 2. In the pronunciation category, the highest percentage of score is in score 1 which reaches 90%. In the Fluency category, the highest percentage of score is in score 2 which reaches 65%. In the Comprehension category, the highest percentage of score is in score 1 which reaches 79%. In the Tasks category, the highest percentage of score is in score 1 which reaches 56%.

Keywords : Speaking, Difficulties, Case Study, Problems, Score.

INTRODUCTION

Language is one of the most important aspects in life. It is as human consume food, drink water, and breathe air. Human are created as the social creature that can not live well without interaction. Based on an online Cambridge Dictionary, interaction is an occasion when two or more people or things communicate with or react to other people. This kind of occasion is

necessary for a category of social creature. Therefore, it is agreed to say that the importance of air is as important as language.

As a medium to obtain communication, language becomes one of studies that is interesting to be learned by academic people. It is because language is a part of culture that not people around the world use the same language. There are a lot of languages in the world. In contrast, some aspects -such as economical aspects, business aspects, etc- globalize the universe. It means the language is not only necessary for people in one country, but also all people from different countries. That is the reason for conventionalizing an international language.

English language has been known as an international language. In the case of globalization as mentioned above, many countries in the world establish English language as one of compulsory subject since schooling in Elementary School. There are four skills in learning English; Listening skills, reading skills, writing skills, and speaking skills.

Pollard (2008 : 34) states that speaking is one of the most difficult aspects for students to master. In relation to this statement, speaking often become one of subjects that students get lower score than other subjects related to English Language learning. Some factors influence that case, such as environment, confidence, infrequent English speaking practice in daily life, laziness based on low motivation. Thus, English speaking subject is often considered as the difficult subject to master.

From the background above, the researcher was interested to observe the students' difficulties in speaking subject and calculate by analyzing percentage to find the most dominant difficulties. The researcher is currently obligated to teach the class of speaking subject. The students are third semester of college and English speaking is the third English subject after General English and Writing. So the expectation is that students at least had joined the two English subject and are mature enough in the third English subject, in this case speaking subject. Thus, to support this research, the researcher selected some theories that are relevant to this research.

FORMULATION OF STUDY

1. What are the problems in speaking activity faced by non-English Department students in PASIM National University?
2. What are the score of speaking classroom activity based on test of speaking English scoring scale (Brown; 2004)?

LITERATURE REVIEW

Definition of Speaking

Speaking is an oral activity that human do for getting communication. According to Brown (2001), speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening

skill, which necessarily compromises the reliability and the validity of an oral production test. Productive skill can be interpreted as an activity that produce something after people doing communication by speaking. Speaking that will be the focus in this research is specifically speaking in classroom. Speaking in a classroom involves the interaction between teachers/lecturers and students or among the students which depends on how classroom activities are organized.

For making classification, Brown (2004) states that there are some basic types of speaking, they are;

1. Imitative
   At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or a possible a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance
2. Intensive
   The production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.
3. Responsive
   Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.
4. Interactive
   The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of maintaining social relationship.
5. Monologue
   Extensive oral production task includes speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

From the classification above, it can be decided what people do in speaking activity in daily life. Beside the classification, Brown (2004) states that when someone can speak a language it means that he can carry on a conversation reasonably competently. Speaking activity will not happened without the components that must be existed. Talking about the components in speaking activity, Vanderkevent (1990) states there are three components in speaking;

1. The Speakers

Speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings won't be stated.

2. The listeners
Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3. The utterances
The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

In Indonesia, English language is still categorized as foreign language in majority, not second language. So, the frequency for using English language in daily life is still rare. It is influenced to the English subject in school and college. Students in both formal educations often find difficulties to master English language, in this case speaking.

The Difficulties in English Speaking

Learning English as foreign language makes students find some problems and difficulties. Penny Ur (1996, p.121) argues there are four types of problem in speaking activity;

1. Inhibition
Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom; worried about making mistakes, fearful criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say
Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation
Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use
In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feel unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplines or motivated one – to keep to the target language.

According to Brown (2001), there are assessments for English Speaking Classroom activity named Oral proficiency scoring categories. They are;

Grammar

   I.   Error in grammar in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

  II.   Can usually handle elementary construction quite accurately but does not have thorough or confident control of grammar.

III.   Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.

IV.   Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.

  V.   Equivalent to that on an educated native speakers.

Vocabulary

   I.   Speaking vocabulary inadequate to express anything but the most elementary needs.

  II.   Has speaking vocabulary sufficient to express himself simply with some circumlocutions.

III.   Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

IV.   Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.

  V.   Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural reference.

Pronunciation

   I.   Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

  II.   Accent is intelligible though often quite faulty.

III.   Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

IV.   Errors in pronunciation are quite rare.

  V.   Equivalent to and fully accepted by educated native speaker.

Fluency

I. No specific fluency description. Refer to other four language areas for implied level of fluency.

II. Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical
Information

III. Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.

IV. Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

V. Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Comprehension

I. Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.

II. Can get the gist of most conversations of non technical subjects (i.e topics that require no specialized knowledge)

III. Comprehension is quite complete at a normal rate or speech.

IV. Can understand any conversation within the range of his experience.

V. Equivalent to that of an educated native speaker

Tasks

I. Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.)

II. Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.

III. Can participate effectively in most formal and informal conversations on practical, social and professional topics.

IV. Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.

V. Speaking proficiency equivalent to that of an educated native speaker.

METHODOLOGY

In this research, the researcher used Qualitative Descriptive method. This Qualitative paradigm is used for classroom setting. Qualitative research has many advantages. It is in line with the state of Alwasilah (2011). The first is it goes deeply to the topic measured, it is to ensure a depth

discussion on the topic. The second is to provide the researcher with data recorded, so it makes that possible for researcher to revise the data obtained in order to have in depth analysis.

This research was conducted in PASIM National University. The population of this research are students of non-English Department who enter the class of speaking as the third English Subject after General English and Writing Subject. The questionnaires were given to obtain the data of the outcome for the learning process in the English classroom activity.

RESULT AND DISCUSSION

In this section, the researcher will show the result and discussion about the research questions that have been mentioned in the previous mentioned.

First research question : What are the problems in speaking activity faced by non-English Department students in PASIM National University?

The result for this research question shows that after students answered questionnaires, the questionnaires were collected and then analyzed to obtain the summary of problems that faced by non-English Department students. The researcher found there are 2 problems faced by student in the English speaking classroom. They are;

1. **Inhibition**

The previous explanation has explained that in this problem, learners are often inhibited about trying to say things in foreign language in the classroom; worried about making mistakes, fearful criticism or losing face, or simply shy of the attention that their speech attracts.

It is related to the students' problem when they are going to speak. They have actually many things to say when talking about a theme in the class. But for speaking in fully English, they are inhibited. When the lecturer changed the rules that students could speak in Indonesian Language, they were becoming talkative. they had many things to say, to argue, to discuss. Thus, the class were becoming interactive. This is the point of view of lecturer that supported by the factual data that there are more than 10 students participate to speak in the class. But when the students were not allowed to speak in Indonesian Language, they were becoming passive. There were only two students participated to speak in the class.

Besides, this point of view is supported by the questionnaires that given to students. It surveyed the point of view of students. The result shows that the students worried about making mistakes in grammar, in structuring the sentence, in deciding tense of speaking, and in pronounciation. If it was happened, they felt that they would be shy. This problem was the highest problem with the percentage of 67 %.

2. **Mother tongue use**

In the previous explanation, it mentioned that In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feel unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue.

It is related to the case of speaking classroom activity for Non-English Department students who entered English Speaking class. Based on the survey, the problem of mother tongue use reached 33% of students' problem. It is in correlation to the first problem about inhibition. That inhibition is part of causes the mother tongue use. Students are more confident to say and talk something in the mother tongue language. Some of them are confident to talk in Indonesian Language, and some other students are confident to talk in Sundanese Language. The environment they have influence the language they are confident to use. It is influenced by habitual daily conversation. So the class could be all out if the students are allowed to participate in Indonesian or Sundanese Language.

These are the problems faced by Non-English Department students for English Speaking classroom activity. The next result and discussion will show the answer for the second research question;

Second Research Question : What are the score of speaking classroom activity based on test of speaking English scoring scale (Brown; 2004)?

For scoring the English speaking classroom activity, the researcher uses the theory of scoring by Brown (2004). There are six categories to be scoring in English Speaking.

First category is Grammar.

The scoring is based on the frequency of grammatical error in speaking activity. This scoring is done by collecting the grammatical error in speaking activity. Then, after collecting grammatical error, they are classified to the score based on test of speaking English scoring scale by Brown (2004). The scale is 1-5. Scale 1 is the highest grammatical error found, and the scale 5 is the best scale with the frequency of grammatical errors are very rare.

The result of this research shows that the percentage of students' score are; 76% are in score 2 which students can usually handle elementary construction quite accurately but does not have thorough or confident control of grammar. While, the lowest percentage is in score 5 which only reached 1% from 30 students. They are equivalent to that on an educated native speakers.

GRAMMAR	
Score	Percentage (%)
1	20%
2	76 %
3	3%

4	0
5	1 %
Total	100%

Second category is Vocabulary

Second category is about how students used variant vocabulary –called diction in specific—. The result shows the percentage of score of students' English speaking activity. Score 2 is the highest percentage which reaches 83% of the data. Then, score 4 is the best score found with the percentage of 2%. It means 83% from students, they have speaking vocabulary sufficient to express himself simply with some circumlocutions and 2% --which are the best students in this category-- I. They can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.

GRAMMAR	
Score	Percentage (%)
1	14%
2	83 %
3	1%
4	2%
5	-
Total	100%

Third category is Pronunciation

Third category is about how students pronounce English words in English speaking activity. In this category, the students speak with many mistakes in pronouncing English words. But actually the audience and the lecturer themselves understood what the speaker meant. That is why the highest score is in level 1, which errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. The lecturer is actually not the native speaker, but she assumes that students' speaking can be understood by a native speaker. The score 1 reaches 90% in English speaking class. While the others are in score 2 which the accent in intelligible though often faulty. The percentage of score 2 is 10 %.

GRAMMAR	
Score	Percentage (%)
1	90%
2	10 %
3	-

4	-
5	1-
Total	100%

Fourth category is Fluency

In this category, the students' scores are variant. But most of them are in score 2 which students can handle can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical Information. The score 2 reaches 65% in speaking classroom. While the best score is no score 4 which reaches only 1%. They were able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

GRAMMAR	
Score	Percentage (%)
1	20%
2	65 %
3	14%
4	1%
5	-
Total	100%

Fifth category is Comprehension

In this category, the students' English speaking are assessed by comprehending the questions, suggestion and responses included in conversation. The highest percentage of score is in score 1 which reaches 79%. It means that within the scope of his very limited language experience, students can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase. While the best score is score 3 which reaches only 1%. In score 3, comprehension is quite complete at a normal rate or speech.

GRAMMAR	
Score	Percentage (%)
1	79%
2	20 %
3	1%
4	-
5	-
Total	100%

Sixth category is Tasks

In this category, students' speaking activities were assessed by the social activity. The highest percentage of score is in score 1 which reaches 56%. They can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.). While, the best score is in score 3, which reaches 1%. They can participate effectively in most formal and informal conversations on practical, social and professional topics.

GRAMMAR	
Score	Percentage (%)
1	56%
2	43%
3	1%
4	-
5	-
Total	100%

CONCLUSSION

Based on the result and discussion in the previous section, it can be concluded as the point below;

1. From four problems, the students face only two problems in speaking class activity. They are inhibition and mother tongue use. In inhibition, they have actually many things to say when talking about a theme in the class. But for speaking in fully English, they are inhibited. This problem is the highest problem faced by students. It reaches 67 %. Then, another problem is mother tongue use. The problem of mother tongue use reached 33% of students' problem. It is in correlation to the first problem about inhibition. That inhibition is part of causes the mother tongue use. Students are more confident to say and talk something in the mother tongue language. Some of them are confident to talk in Indonesian Language, and some other students are confident to talk in Sundanese Language.

2. Based on test of speaking English scoring scale (Brown; 2004). There are six categories to be scoring in English Speaking. In the Grammar category, the highest percentage of students' score are 76% are in score 2 which students can usually handle elementary construction quite accurately but does not have thorough or confident control of grammar. In the Vocabulary category, 83% from students is in score 2, they have

speaking vocabulary sufficient to express himself simply with some circumlocutions. In the pronunciation category, the highest percentage of score is in score 1 which reaches 90%. The errors in pronunciation are frequent but can be understood by audience and lecturer. In the Fluency category, the highest percentage of score is in score 2 which reaches 65%. Students can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical Information. In the Comprehension category, the highest percentage of score is in score 1 which reaches 79%. It means that within the scope of his very limited language experience, students can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase. In the Tasks category, the highest percentage of score is in score 1 which reaches 56%. They can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.

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