STUDENTS' OBSTACLES IN SPEAKING SKILLS AT THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF MUHAMMADIYAH UNIVERSITY

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ABSTRACT

The purpose of this study was to determine the students "obstacles in speaking skills. This research was conducted offline and distributed questionnaires to students. The subject in this study were fifteen students in fifth semester at the English Education Study Program of Muhammadiyah University. This study used a qualitative method and a questionnaire was used as an instrument to obtain the necessary data. The data analysis technique is descriptive analysis. From the results of the data, it shows that the fifth semester students experience problems in speaking English fluently they cannot acquire vocabulary properly, the lack vocabulary and are unable to use parts of speaking English fluently.

Keywords: Obstacles, Speaking English

INTRODUCTION

Speaking is the most obstacles skill for students who want to learn English. As a speaking skill to help students communicate with others and to find out students' abilities and weaknesses in speaking English. Nunan (2000) said that speaking is very important in our lives because without speaking we cannot know what other people are talking about. And speaking is a way that should be used to interact with other people. From this statement, it is clear that speaking is a very important aspect of mastering English. For successful, speaking can be measured through students" skill in speaking English carrying out conversation and interacting verbally in English. So, it can be concluded that English speaking skills must be mastered if students" are determined to improved their abilities.

Speaking is an ability that can produce word for word into a sentence. There are many components of speaking, namely vocabulary, fluency, understanding, and pronunciation. Speaking also requires practice because speaking is a very obstacles skill. So, students have to practice speaking English every day. But in reality, students do not want to speak English and they have obstacles in speaking English, and the obstacles are: students are afraid to make mistakes when they speak, students can't express well because vocabulary is reduced. Another obstacle is making students hesitate in speaking because they are nervous and embarrassed.

The students were afraid to speak English in front of other people because the students did not arrange word for word into sentences. However, many factors cause obstacles in speaking English such as lack of vocabulary, lack of grammar, lack of pronunciation, nervousness and embarrassment.

Kawai (2008) said that the ability to speak English as a second foreign language well is an important goal for many students. When learning the dominant English language skills, speaking here there are still many students having obstacles in speaking English, the main problem is student anxiety, lack of motivation in students, so the solution is that students have to talk more, socialize in class and outside the classroom.

In addition, Ur (1996) considered speaking as the most important skill among the four skills (listening, speaking, reading, writing) because people who know a language are called language speakers. Speaking is one of the four skills in English subjects as a tool to communicate with each other. According to Hornby (1985), speaking is the use of words with ordinary voices, say the words,

know and be able to use language, express oneself in words, make a speech. In short, speaking skill is the ability to carry out linguistic knowledge in actual communication.

Morris (2011) said that speaking serves as a natural way of communication between members of society, both for the expression of thoughts as a form of social behavior and as a natural way of communication. Talking can be done if there are two or more people in the communication field. According to Burgess (1994), speaking is an activity where someone talks about something or tells others about something they are interested in. Speaking is a skill that a person uses to speak in everyday life, be it at school or outside (Heubner, 1999).

Tarigan and Guntur (1990) defined speaking as a skill that is developed in a child's life, which is produced by listening skills, speaking skills of the period learned. In speaking, students find it difficult to speak even though they have many pronunciations. The problem is that students are not used to speaking English, but speaking is a productive skill. That is part of listening.

1. Learn to Talk

According to Kalayo and Ansyari (2007), that learners should be able to make themselves understand by using their current proficiency to the fullest. According to Kalayi and Ansyari (2007), that language learners should know the areas of knowledge in speaking as follows:

a. Mechanics (pronunciation, grammar and vocabulary) speaking the right word and the right pronunciation.
b. Functionality (transactional and interaction) knowing when message clarity is critical (transactions exchange of information) and when proper understanding is not required (interaction building relationships).
c. Social and cultural norms: understanding how to take into account who speaks to whom, under what conditions, about what and for what reasons.

2. Function of Speaking

Mastery of speaking skills in English is a priority for many second and foreign language learners. Some experts as an interaction language according to Brown and Richards (2008), there are three functions of speaking interaction, speaking as a transaction, and speaking as a performance. Each of these speaking in conversation as a transaction, the focus is more on the message conveyed and making the other person understand what we want to convey, clearly and accurately. In this type of spoken language, students" and teacher usually focus on meaning or talking what their way to understanding.

a. Talk as performance
Activities is quite different in terms of form and function and requires a different teaching approach.
b. Talk as interaction
Our daily communication remains transactional with other people. this refers to what we say as conversation this is interactive communication that is done spontaneously by two or more people it is about how people try to convey their message to other people. Therefore, they must use speaking skills communicate to another person. The main intention in this function is social relationship.
c. Talk as transaction
In this case, speaking activities focus more on monologue than on dialogue. Often follows a recognizable format (e.g. a speech of welcome). Similarly, it is often evaluated according to its effectiveness or impact on the listener, something who is unlikely to happen with talks as interaction or transaction. Function of speaking as performance happened at speeches, public talks, public announcement, storytelling and so on.

3. The Characteristics of Successful Speaking

Ur (1996) said that the following characteristics are common tasks in good speaking.

a. Students talk a lot

A common problem in speaking is that students speak very little, whereas they only spend a lot of ti me speaking in their own mother tongue.

b. Even Participation is that all students

Replace students who participate in the task of speaking in small discussion groups.

c. High motivation

Students are eager to speak, when the topic given is interesting and the goals to be achieved are clear, they will speak.

d. Correct language level Assignments that must be Designed as well as possible can be completed so that it is possible with the language they have and students can express themselves in speech for relevant speech, can be easily understood with others.

4. Obstacles in Speaking

Speaking English is also not easy for students because they have to study hard if they want fluency and good understanding to speak therefore, they have to learn more about vocabulary, and pronunciation.

a. Obstacles Factors in Speaking English

Bygate (2008) said that there are five factors of obstacles in speaking English, as follows:

1) Linguistic Obstacles

Linguistic obstacles are obstacles in languages such as grammar error when speaking English. Not good structure when using English. Problem with vocabulary and grammar when talking with teacher and then error pronunciation.

2) Speech Processing Difficulties

This is difficulty in speaking because, students in their daily lives are students still accustomed to using tongue. Students also find it difficult to use words and structures in English. When talking to teachers they do not communicate well and effectively.

3) Academic and Conversational English Skills.

This is a problem in academic conversation in English. Many students" find it difficult).

Factors Influencing Speaking

According to Brown (2007) there are many factors that influence students in speaking in general, there are two main factors:

a) Internal factors

These factors come from the students themselves which consist of: physiological aspects such as intelligence, attitudes, interests, talents and motivation.

b) External factors

These factors consist of the social environment such as family, teachers, lecturers, friends and society, and the non-social environment such as home and school, equipment and atmosphere.

c) Cognitive factors of the speaking process include: conceptualization, formulation, and articulation (Level, 2007). Conceptualization is concerned with the types of information chosen to express meaning. lt to lead English-language discussions do not live in class atmosphere.

RESEARCH METHOD

This research used Qualitative Research with descriptive analysis methods that produce

written or spoken words that can be observed. It was conducted at the 5th semester at the English language Education Study Program of Muhammadiyah University. The subjects of the research were 15 students at the 5th semester of the English Language Education Study Program of Muhammadiyah University in North Maluku. Technique of Collecting Data of research instruments and research data.

a. Questionnaire

The instruments used to collect data were questionnaire and interview. Questionnaire is the list of statements used to find the information stated by respondent it consisted of fifteen statements in which the participants were required to choose one of the five choices available. The researcher translated it into Indonesian to helps participants fill the questionnaire easily. The participants responded to the questionnaire by choosing one of the five statements, namely, ' always', 'often', ' sometimes', ' seldom', The researcher administered fifteen items of questionnaire in English involving students to complete the questionnaire. After that, the researcher collected the completed questionnaire.

b. Interview

Interview was conducted on Monday 15 November 2021 for students fifth (5) semester. The purpose of this study was to find out the students" obstacles in speaking English skills. Then, the researcher identified the students "obstacles in speaking English skills. The students were asked to answer 15 items related to students" obstacles in speaking English skills.

Qualitative research was applied in this study, this study used data analysis as follows. First, the researcher administered twenty items of questionnaire faced by the students, after collecting completed questionnaire, then identified what problems the students faced when speaking English. Finally, the data were analyzed to reveal the students" obstacles in speaking English skills.

1. In this data analysis, the data obtained from the questionnaire were analyzed using descriptive analysis.
2. In data analysis of interview section, the researcher did the transcription based on the recording file of the interview process. After that, the researcher compared the result of the transcription with the data obtained from the questionnaire. Then, the whole results were explained in detail in paragraph. The interview questions and answer can be seen in Appendix.

DISCUSSIONS

The finding of this section describes the findings from the questionnaire distribution. The researcher conducted a questionnaire to find out the students" obstacles in speaking English skills. From the results of interview with student's semester 5th at Muhammadiyah University regarding obstacles in speaking English skills, some students who were interviewed said that they often felt obstacles in speaking English skills due to certain factors, namely lack of vocabulary, shyness and nervous in speaking English, while students also find it difficult to participating in English discussions in class. The students also said that the way to overcome these obstacles these obstacles was to increase vocabulary, practice speaking English with classmates, and also be able to take courses so that they did not feel obstacles in speaking English. Lastly, the students expect that when the lecturer enters the class, the lecturer using speaking English to convey a material, so that the students can also speak in English.

This research was conducted in the fifth semester of Muhammadiyah University, which means that the results of this research are definite and limited by place and time. From questions one to ten are included in the category shy are the number one "students feel difficult to lead class discussions in English", number four "students feel scared when I speak English", and number five "students

feel less confident in speaking English in class" and the category nervous question number three is "students will not to participate in the class during English discussion" and number seven is "students cannot speak English in participating in group discussion in class", the last one for the category lack of vocab is number two "make grammatical errors when speaking English", number eight "find difficulties to speak English", number nine "students speak English less when I am outside in classroom", number six "students feel lack of vocab to speaking English in class", and lastly number ten "students never speak English in class". In other words, the results may vary when conducting research. Based on the findings and data analysis, it can be concluded that 10 respondents and 15 students in fifth semester of Muhammadiyah University focused on students' obstacles in speaking English skills.

CONCLUSION

Based on the results of research on 5th semester students at Muhammadiyah University, the researcher inferred that the obstacles in speaking English skills are lack vocabulary, shyness and nervousness to speak English and lack of speaking practice at home. Based on the conclusions above, the researcher proposes the following suggestion:

1. English students.
   Students of the English Language Education Study Program of Muhammadiyah University of North Maluku should a lot of vocabulary at home to improve English speaking.
2. Lecturers
   The results of the study show that almost students still face obstacles in speaking English, especially in vocabulary, so that the research is expected to help lecturers to improve their vocabulary teaching
3. Researchers
   For other researchers who want to conduct research about obstacles in speaking skills can use this as a reference.

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