

THE DIFFICULTIES ENCOUNTERED BY NON-ENGLISH DEPARTMENT STUDENTS TO SPEAK ENGLISH IN IKIP WIDYA DARMA

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Abstrak: The main objective of this research is to find out the difficulties encountered by Non-English department students in speaking English, and investigating which dominant factor contribute to their difficulties. This research also investigate which the best strategies that Non-English department students choose to overcome their difficulties. This research was conducted in IKIP Widya Darma especially the eight semester students in academic year 2019/2020. This research used study case method by using questionnaire and interview to collect the data. The data was analyzed using Champion formula which use percentage method. Actually, there are three factors that contribute to the difficulties and strategies chosen by Non-English department students in speaking English, which are psychological factor, linguistic factor and contextual factor. But this research focus on psychological factor. The result of psychological factors shows that lack of self-confidence ranked first with a total of 70% in this aspect that had the most contributes to students difficulties in speaking English, while for anxiety and lack of motivation was in second place with 60% . But these three factors were still at level III in the data that had already classified by Champion, it could be interpreted that anxiety, lack of confidence and lack of motivation sufficiently affected or gave contribution to the difficulties encountered by Non-English Department students in speaking English. As for the fear of mistakes and shyness were at level II in the Champion data which if it could be interpreted that these two factors were less to give effect to the difficulties faced by Non-English Department students in speaking English. If these five statements were combined, the researcher found the total point of psychological factor is 81 and the average is 16. About the percentage, psychological factor have the total percentage 54% and it classified to class III according to Champion data, it meant that this aspect quite affect to the difficulties that encountered by Non-English Department students in speaking English.

Keywords: *Difficulties, non-English department student, speaking English*

INTRODUCTION

Along with the development of Science and Technology, communication became an important part in life. Communication is a basic need for everyone to exchange an information and express their feelings. One of the ways is speaking, it is the way that a language communicate orally. Perhaps, someone can write to communicate with others, but most people speak every day to communicate each other. However, there are still many people experience an interruption in the communication process, especially to exchange information just because of the different languages. Therefore, the researcher limits the study by carrying out a research on speaking.

As it is known, International language is English, Indonesian lifting of English as a second language, which is why many people cannot speak English because it is not their main language. In fact, in modern times, as now, having the ability to speak English is essential, not only to communicate with overseas communities, cultural exchange, but also to look for job at home and abroad. However, as Jenkins (1996) convincingly points out, the importance of English as a world language lies in

communication, community and bringing people from various nationalities closer together. From that statement above, English is not just a language for communication but also English has a role as a unifying language of all nations in the world.

Speaking is a part of communication and to be able communicate in English, student should have a skill to speak English well. However, Ur (1996) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because—there is no point knowing a lot about language if you can't use it (Scrivener, 2005:146). As described above, having skill to speak English well is not a substitute skill but also a necessary. Only learn about English never try to practice it, then someone will not get anything. Because speaking is more than just producing sounds, it is a tool to express their thought, ideas, feelings, and emotions through oral or verbal communication.

Speaking English seem so easy to do but for some people, they think speaking English is very hard to do. As a foreign language in Indonesia, English became important to learn to have good prospect in the future. As stated by Lauder (2008), English is being used for following technological and scientific improvements and also for better job opportunities. Because of that, many people try hard to learn English although they do not like it. In Indonesia English has been taught since Kindergarten (TK) until Senior High School (SMA) but some students who have been learning English for a long time, yet they still can not speak English fluently. Some students seem understand how to make conversation, but difficult to speak up or even they know how to speak up but worrying about the grammar. In this case, it is very visible if Indonesian people still find it difficult to use English in the conversation.

In learning process, facing some difficulties commonly happens. For some students who want to improve their ability to speak English, they choose to take English majors in order to increase their knowledge about English, but for some students who have considered English as difficult language, they prefer

to take other majors. There is proverb saying that avoiding is not good, and in the end will also meet. In this case of course Non-English department students will still meet English, because one of the requirements in graduation is must pass the TOEFL test.

Actually there are many factors that make student particularly for Non-English department students think that speaking English is difficult to master. The difficulties encountered by students may occur due to factors from outside or from within the students themselves. Raba'ah (2005:15) pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. The factors from within the students themselves such as less confidence to speak English because they are afraid to make a mistake, lack of vocabulary so they cannot give a response, or worrying about grammar. While for external factors influenced by the environment such as placement of English as a second language makes people very rarely use it as daily conversation, lack of motivation and practice using English in the school and curriculum that are less precise.

Being able to speak English, students must be able to overcome the difficulties, both because of internal factors and external factors. Mastering English may be difficult, but difficult does not mean impossible. In learning process, facing difficulties or making mistakes is normal. For that reason, the role of lecturers and students are important. Lecturers can provide proper guidance in overcoming student difficulties, while students can get good results in the exam and get a good job with mastering English.

RESEARCH METHOD

Based on the research objectives to be achieved, this research method used qualitative research methods as an approach to gain an understanding of the phenomenon that was chosen to investigate. Sugiyono (2015) mention that qualitative method is often named as a new method, post-positivism, artistic, and interpretive research, it is well known as an artistic method because the process of the observation is more artistic (free form) and as an interpretative method because the result of the observation most related with the interpretation of the data which found in field. There were many kinds of data

collection method that could be used by the researcher to get the data. In this research, the data were collected by using questionnaire and interview which had been filled by the participants and then would be analyzed by the researcher. The participants themselves would be the sources of the data.

In doing this research, the researcher used study case approach because this research was to investigate the factors that contribute to the difficulties encountered by Non-English Department students in IKIP Widya Darma to speak English and how to overcome it. Soy, Susan K (2013) stated that case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasized detail contextual analysis of a limited number of events or conditions and their relationships.

RESEARCH FINDINGS AND DISCUSSION

The researcher had done the research by giving the participants a questionnaire to fill in. The aim of the questionnaire was to find their

perception of the factors that cause them to have difficulty in speaking English and what strategies they chose to overcome it. So, the researcher divided the questionnaire into two parts, the first questionnaire used by researcher to analyze what difficulties encountered by Non-English students in speaking English and the second questionnaire was used to analyze what strategies that students use to tackle the difficulties. The analysis is presented in details as follow:

The Result Of Dominant Factor Of Difficulties That Encountered By Non-English Department Students In Speaking English.

The result was presented based on each statement in the questionnaire from each types of factor that gave contribute to the difficulties encountered by non-English department in speaking English and many of them are because of psychological factors.

There were some analysis results involved in psychological factor. Each statement would be described as:

1) *Saya takut melakukan kesalahan ketika berbicara bahasa Inggris”*

Based on the score of Questionnaire, there were 11 students that answered ‘yes’ and 19 students that

answered ‘no’, if it calculated in percentage according of Champion formula, the amount of all answer divided the amount of students who answer ‘yes’. The total of all respondents or students was 30. The result of the first statement it could be found 37 % and if it could be interpreted based on Champion, this aspect less gave an effect to the difficulties that encountered by Non-English Department students in speaking English. So it could be concluded that most of Non-English department students did not agree that fear of making mistake cause them rarely speaking English.

2) *Saya merasa malu ketika ingin berbicara bahasa Inggris dengan teman maupun di depan umum.*

There were 11 students who chose ‘yes’ answer from statement that fear of making mistake cause them rarely speak English, in this statement there were increase amount. There were 13 students who answered ‘yes’ from statement that shyness made them afraid to speak English and 17 student did not agree it, it could be seen from score of data questionnaire at number 96. If it calculated in percentage, it could be found that 43% students agreed that shyness gave them a big impact to speak

English, especially in front of many people, and if it was interpreted of percentage calculations according to Champion, it could be categorize that shyness did not give a big contribution of difficulties encountered by Non-English department.

3) *Saya merasa cemas ketika ingin berbicara bahasa Inggris di depan umum.*

There were 18 students from Non-English department students indicated that anxiety could be the cause of them rarely speaking English. About 12 students disagreed if anxiety affected them or made it difficult for them in speaking English. In this statement there was increase significantly from 43% and became 60%. According to Champion it could be interpreted that this aspect quite affect to the difficulties that encountered by Non-English Department students in speaking English. It meant that most students felt anxiety to speak English even though they did not know what would happen if they speak English. They were just worrying about something that was not necessarily the case.

4) *Saya kurang percaya diri dengan kemampuan saya untuk berbicara bahasa Inggris.*

There were 21 students who answered 'yes' from 30 students that gave their opinion in the questionnaire. It was the biggest amount in psychological factor because over of a half students in the class agreed that lack of confidence to be the reason why they felt difficult in speaking English. In the other hand, only 9 students disagreed it. When the researcher calculated it in percentage, about 70% students acknowledged it. According to Champion data, it meant lack of confidence quite affect to the difficulties that encountered by Non-English Department students in speaking English.

5) *Kurang adanya motivasi membuat saya merasa kesulitan untuk berbicara bahasa Inggris.*

There was similar amount of that statement that contributed difficulties that encountered by Non-English department students in speaking English. Anxiety and lack of motivation were in top two of the students' choice of the lack of confidence that was rank first by obtaining 70%. According to Champion, 60% is classified into level III with total value between 51% - 75% which meant if lack of motivation give sufficient impact in difficulties encountered by

Non-English department in speaking English.

The Result Of The Dominant Factor Of Strategy Chosen By Non-English Department Students In Speaking English To Overcome The Difficulties.

The result was presented based on each statement in the questionnaire of each type of factor that contributes to the strategy chosen by Non-English department students to overcome their difficulties in speaking English.

There were 4 statements involved in psychological factor. Each statement would be described as follow :

1) *Saya lebih memilih diam dari pada saya melakukan kesalahan ketika berbicara bahasa Inggris.*

Table 1. The Data Of The First Statement Of Psychological Factor

Choice	Yes	No	Percentage (%)
Amount	17	13	57 %

Based on score of data questionnaire at page number 96, there were 17 students who answered 'yes' and 13 students answered 'no'. If it calculated into percentage using the formula of Champion, there are 57% of students who agreed if it is better silent than doing

mistakes in speaking English. Based on data that have classified by Champion, it meant that being quiet strategy is quite in demand by the students to overcome their difficulties. In this case could be deduced if most of Non-English department students fear to make a mistake in speaking English. Their fear of course could not be separated from an assumption 'if wrong then you will be scolded' or 'will be laughed by his friends'. This condition happened because they were not really sure about their speaking skills.

2) *Saya mengatasi kegugupan atau kecemasan saya ketika ingin berbicara bahasa Inggris dengan tersenyum.*

Table 2. Data Of The Second Statement Of Psychological Factor

Choice	Yes	No	Percentage (%)
Amount	19	11	63%

Based on table 4.12 and table 4.13, there was an increase amount of the psychology factor. Total of 30 respondents, 19 respondents agreed if they prefer smiles to overcome their anxiety. It could be concluded based on data that has been interpreted by

Champion, 63% including to class III if this strategy is quite helpful and desirable by students in overcoming their difficulties. Smiling, could make someone more relaxed, smiling also help person to think in a positive direction, so the anxiety while speaking English could be reduced.

3) *Saya akan menghindari kontak mata saat berbicara bahasa Inggris sehingga saya bisa lebih percaya diri.*

Table 3. The Data of The Third Statement Of Psychological Factor

Choice	Yes	No	Percentage (%)
Amount	14	16	47 %

If more than a half of the respondents agreed that they were better to keep silent than making a mistake when speaking English and smiling to reduce anxiety, then not for the third statement in this psychological factor. Only 14 students who agreed to avoid eye contact could help them to be more confident in speaking English and 16 others disagreed. If it calculated in percentage, 46% result belong to class II data interpreted by Champion, which means avoiding eye contact to help more confident in speaking English is less

desirable by Non-English department students, particularly to overcome their difficulties.

4) *Karena bahasa Inggris itu penting untuk dikuasai, maka saya akan mencoba lebih aktif dalam kelas saat mata pelajaran bahasa Inggris berlangsung.*

Table 4. The Data Of The Fourth Statement Of Psychological Factor

Choice	Yes	No	Percentage (%)
Amount	27	3	90 %

In the last statement in psychological factors, there was a high increase of the results obtained by researcher, there were 27 students from a total of 30 students who agreed if trying to be more active in class while English lessons take place could help their difficulties in speaking English. While only 3 students did not agree with this strategy. If it converted into percentage, then the 90% belongs to semester four of the data classified by Champion, which meant trying to be more active in the classroom during the English subject is strongly selected or in great demand by the students to overcome their difficulties in speaking English.

CONCLUSION

There are two conclusions that would be presented in this research. The first is the difficulties encountered by Non-English department students in speaking English, while the second one is strategies that Non-English department students' chose to overcome their difficulties in speaking English. The dominant factor of difficulties encountered by Non-English department is Psychological Factor. Try to study step by step and make a study club are some ways to overcome it. If they like it, they can have a partner to speak English, join the community of English lovers, ask for help or support from lecturers, and invite friends to use English. Between the four strategies, having partner to speak English, asking for help or support from lecturers and inviting friends to use English make the strategies most selected by students and get the highest points. It does not mean this strategy is the only strategy that can be used to overcome their difficulties in speaking English, there are many other strategies along with the times. But this strategy is the simplest strategy that the students can do to overcome their difficulties.

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