

Exploring Non-English Department Students' Difficulties in Speaking English

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Abstract. Speaking ability is seen as the most important skill for students, but in reality there are still many students who do not master speaking, especially students who have difficulty understanding spoken English words and phrases. the difficulties faced by students are influenced by non-linguistic and linguistic factors. The purpose of this study is to identify the non-linguistic and linguistic elements that influence difficulty speaking English. This study is a qualitative research using descriptive case studies. The participants in this study were 4th and 6th semester students of Economics education at Universitas Pancasakti Tegal. A questionnaire was used to obtain the data. The questionnaire consists of 40 items covering 8 categories. The results found that the causes of difficulty in speaking which were influenced by non-linguistic factors were fear of being wrong (43%) agreed and (40%) strongly agreed, shy (40%) agreed and (37%) strongly agreed, anxiety (46%) agreed and strongly agreed (31%), lack of confidence (46%) agreed agreed and (26%) strongly agreed, lack of motivation (46%) agreed and (26%) strongly disagreed which was a minor cause they experienced in learning to speak English. On linguistic factors it was found that lack of vocabulary (40%) agree and (26%) strongly agree and lack of mastery of grammar (40%) agree and (34%) strongly agree, and pronunciation 46% agree and 20% strongly agree.

Keywords: *Speaking, Students Difficulties, Economics Education*

INTRODUCTION

English is a foreign language in Indonesia. The English language is not commonly utilized for everyday communication. English is typically one of the disciplines taught in schools with the goal of becoming a basic communication tool by acquiring the four language skills (writing, speaking, listening, and reading) within specific time constraints.

In the context of EFL, speaking skills are considered as the main skills that students must have because those who master the language are considered as those who speak that language, therefore mastering speaking skills is considered very important Sangaji (2019).

Every word must be understood since speaking is the act of using spoken language that has significance. This is especially true when using a foreign language. Having good communication skills will help someone convey interesting ideas verbally. However, in practice, a lot of students, particularly those who do not speak English as a first language, still find it difficult to comprehend the verbal English spoken by native speakers. Non-English students often have difficulty learning to speak English which is influenced by several factors, perhaps one of them is because the English course in the

Non-English Study Program is only an additional subject so there is less time and practice in learning it.

Al-Roud (2016) cites several factors that can impair a learner's ability to communicate effectively in speaking, including a limited vocabulary, shyness, anxiety, a fear of making a mistake, and a lack of confidence. Difficulties in learning to speak English often occur due to several factors, namely: psychological, use of vocabulary, students do not use English in everyday life, difficulties in pronunciation, grammar, and finally personality. It is crucial to research the challenges associated with learning English.

Non-linguistic difficulties include psychological issues. A person's mental or physical health is frequently impacted by psychological issues. Students studying Indonesian at UMK recognized a range of psychological problems, including as anxiety, shyness, lack of confidence, and low motivation, according to Tantri et al. (2023).

Language difficulties might contribute to low academic performance in students, according to Riadil (2020). Students with weak speaking abilities may struggle with linguistic issues such as inadequate vocabulary, grammar, and pronunciation. These problems impede

students from developing their public speaking skills. The objective of this study is to identify the linguistic and nonlinguistic elements that affect students' struggles with learning English speaking.

The researchers chose a sample of students in the fourth and sixth semesters of the Economics education study program at Universitas Pancasakti Tegal because first they had learned English in class, secondly, the limited hours of study made the material taught limited, especially lacking in learning speaking so that it made them feel difficult in English.

Using the justification provided, the researchers narrow the research question to consider how linguistic and nonlinguistic characteristics affect students enrolled in the Universitas Pancasakti Tegal Non English study program as they learn to speak English. Researchers studied students in the fourth and sixth semesters of the Economics Education program.

LITERATURE REVIEW

Speaking is seen as a brain process as well as a bodily action that produces sound through articulation and breathing. Andriani Putri et al (2020) Speaking is a skill that can be objectively and easily evaluated; yet, these observations are influenced by the precision and efficiency

of the listener's listening skills, which necessitates concessions and checks for the validity of spoken productions. The aim of Speaking is to communicate thoughts artistically through communication. According to Rao (2019) Talking allows you to share your expertise, inspire others, persuade and influence them, entertain them, and reach mutual understanding and agreement.

Economics Education is one of the degree programs offered by the Teacher Training and Education Faculty at Universitas Pancasakti Tegal. English courses are studied in semester 2 of the economics education study program for a total of 2 credits and comprise of four English skills (speaking, writing, listening, and writing). Speaking difficulties are issues that impede someone from successfully communicating. Speaking problems are numerous types of issues that develop between speakers or listeners. Maji et al (2022) This is due to linguistic issues. Other issues that may arise while speaking include a lack of confidence, fear of making a mistake, feelings of shyness, anxiety, and a lack of motivation. Language issues such as a lack of vocabulary, grammatical errors, and bad pronunciation are among them, as are psychological issues such as a lack of self-

confidence, shyness, fear of making mistakes, anxiety, speaking in one's native tongue, and a lack of willingness to learn.

In her study Juhana (2012) she comes to the conclusion that several psychological characteristics, such as shyness, anxiety, and students are discouraged from speaking English in class because they are afraid of making mistakes. Aftat (2008) explains how this problem is linked to the issue of criticism and bad judgment. Shyness is a psychological problem that many students suffer from when they are required to speak in English class. According to Ahmed (2016), the most generally reported difficulty by foreign language learners that may negatively affect their performances and capacity to process information in the target language is speaking anxiety.

Adapted from Mahmoud (2016). Students frequently experience confidence issues when they believe their conversation partners have not understood them or when they are unable to understand other speakers. Ningsih (2017) claims that we can only witness effort, interest, attitude, and desire when it comes to motivation; it has no physical reality. When speaking, it's important to demonstrate knowledge before performing.

Asworo (2019) Students face linguistic and non-linguistic difficulties in learning to speak English. A lack of vocabulary, a lack of grammar expertise, and bad pronunciation are examples of language difficulties or linguistics factors. According to Liando et al (2019), vocabulary is defined as the words of a language, which include single words, phrases, and clusters of words that all have the same meaning.

F. Lengkoan & P.L. Hamp (2022) Grammar refers to the rules and laws that govern how a language performs. According Pikirang et al (2021) Language learners should become fluent in every component of a new language's sound. Correct pronunciation is essential for improving one's speaking abilitie This is consistent with Zaeni et al (2022) the elements that influence students' difficulties pronouncing English words are the inconsistency of English vowels, and the influence of spelling on pronunciation. this causes students not to know the proper pronunciation of terms in the English language.

METHODOLOGY

The researcherss employ a qualitative approach in this study. This particular research style involves gathering and studying non-numerical data.The use

of many data analysis techniques and a variety of data collecting techniques is known as qualitative research methodology. A qualitative case study is a type of research approach that helps uncover different features of a phenomena by exploring it via a number of lenses and data sources in the context of that phenomenon. The data were collected using an closed-ended questionnaire. The proportion of each statement in the data from the closed-ended survey will be calculated statistically, followed by a descriptive analysis.

The questionnaire used in this study is a Likert-Scales questionnaire. Because responders just need to check off the levels of agreement and disagreement in the specified columns, it is a sort of closed-ended question. The researchers created an online questionnaire through Google Form to know about difficulties faced by Economics education students in learning speaking. SPSS 22 was used to examine the questionnaire's validity and reliability. There are fewer queries that are untruthful and invalid.

A population is a group of potential subjects to whom the researchers expect to apply the findings of their study. The research population consists of students from the Economics Education and the

sample consists of 35 students from the fourth and sixth semesters of Economics Education at Universitas Pancasakti Tegal.

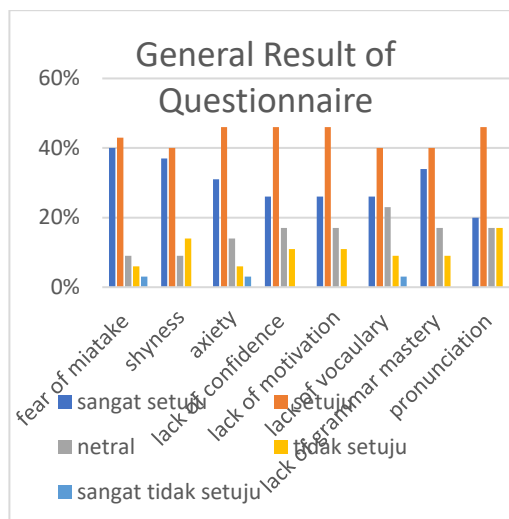
Researchers typically employ the bivariate Pearson correlation as a testing method to examine the reliability (Pearson Moment Product). The results of this analysis are determined by comparing the results of each item to the overall result. The final score is the total of all the things. You can reveal anything you wish to divulge if a question item has a substantial correlation with your overall score.

The instrument or question items are stated to be legitimate if the results of the r count r table (2-sided test with sig. 0.05) show that they have a significant association with the total score. The Cronbach's Alpha test is used to assess the questionnaire's reliability; if the Cronbach's Alpha score is more than 0.60, the questionnaire item is considered trustworthy or consistent.

The questionnaire items that are invalid or unreliable are eliminated and removed by the researchers. Only reliable questionnaires that passed validity and reliability testing were given to the responder.

RESULT AND DISCUSSION

The general result of the questionnaire can be read in chart



As we can see in the general results above, in criterion 1, the majority of respondents (43%) chose to agree and (40%) chose to strongly agree that they were afraid of making mistakes in learning to speak English. However, (9%) of the total respondents chose neutral that they were afraid of making mistakes in learning to speak English, (6%) disagreed and (3%) strongly disagree. According to Hendra (2012) concurs students also experience challenges when speaking, since they are terrified of making mistakes in class because their classmates may laugh at them.

Whereas in criterion 2, some respondents (40%) agreed and (37%) strongly agreed that they were embarrassed to speak English, and (9%) of the total

respondents answered neutral, and the rest (14%) chose not to agree of the total respondents that they are embarrassed to speak English. Students are hesitant to speak English, according to Riadil (2020). Some pupils are self-conscious when speaking English because they are unsure of what they intend to say later.

In criterion 3, total respondents (46%) agreed and strongly agreed (31%) that they had anxiety in learning to speak English. The remaining (14%) of the total respondents answered neutral, (6%) disagree and (3%) strongly disagree that they had anxiety in learning to speak English. according to Paramudhita (2015) lack of grammatical comprehension, the fear of being laughed at, and the anxiousness of the pupils were the causes of their speaking issues.

In criterion 4, as many as (46%) respondents agreed and (26%) strongly agreed that they lacked confidence in speaking English. Meanwhile, (17%) of the total respondents answered neutral and (11%) disagree they lacked confidence. Tika & Abadi (2021) Students lacked confidence in front of the class, which might have a negative effect.

Whereas in criterion 5, (46%) respondents agreed and (26%) strongly agreed experiencing a lack of motivation in

learning to speak English, (17%) said they were neutral, and (11%) said they disagreed. Asworo (2019) Non-linguistic difficulties include inhibition, silence, inconsistent participation, interference from the mother tongue, uneasiness, shyness, lack of confidence, and low motivation.

In criterion 6, (40%) of the total respondents agreed and (26%) strongly agree that the lack of vocabulary made it difficult for them to learn to speak English. while the rest answered neutral (23%) disagreed (9%) and (3%) strongly disagree. According to Liando et al (2019) A language's words are referred to as its vocabulary and include single words, phrases, and clusters of words that all have the same meaning.

In the next criterion, namely criterion 7, there were (40%) of the total respondents who agreed and (34%) strongly agree that the lack of mastery of grammar made it difficult for them to learn to speak English. Meanwhile (17%) chose neutral and (9%) disagree. F. Lengkoan & P.L. Hampp (2022) The rules and regulations that control how a language functions might be referred to as grammar

In criterion 8, (46%) of the total respondents agreed and (20%) strongly agree that pronunciation was one of the

factors that made them difficult to learn to speak English. (17%) voted neutral and the remaining (17%) disagreed. This is consistent with Zaeni et al (2022), the irregularity of English vowels and the influence of spelling on pronunciation are factors that influence students' difficulties pronouncing English words.

CONCLUSION

The findings of the study indicate that fourth and sixth semester students in the Economic Education Study Program at Universitas Pancasakti Tegal have difficulties speaking, which is influenced by linguistic and non-linguistic elements..

The cause of the difficulties experienced by non-linguistic factors was fear of mistake (43%) agreed and (40%) strongly agreed which was the main cause, shyess (40%) agreed and (37%) strongly agreed, anxiety (46%) agreed and strongly agreed (31%), lack of confidence (46%) agreed agree and (26%) strongly agreed, lack of motivation (46%) agreed and (26%) strongly disagreed which was the minor cause they experienced in learning to speak English.

In the linguistics factor, it was found that lack of vocabulary (40%) agree and (26%) choose strongly agree and lack of grammar mastery (40%) agreed and (34%) strongly agree is the main cause. While pronnnciation (46%) of agreed and (20%)

strongly agree is a small part of the reason
they have difficulty speaking English.

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