

**LEARNERS' SPEAKING PROBLEM IN ENGLISH CLASS ON PERBANKAN
SYARIAH DEPARTMENT AT ANNUQAYAH UNIVERSITY OF GULUK-GULUK
SUMENEP**

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ABSTRACT

As a foreign language, English is taught from elementary through university. Speaking is one of part in English skill that also taught for university learners, especially on Perbankan Syariah department at Annuqayah university. The purpose of this study is to investigate what the learner's problem faced in speaking English and what the factor that contribute the learner's have difficulties in speaking English. The research method is qualitative and it uses purposive sampling. Furthermore, the finding shows that there are four problems faced by students in speaking English, they are: 1) Inhibition, 2) Nothing to say, 3) Low or Uneven participation, and 4) Mother tongue use. And there are two factors led to students' difficulties in speaking English, they are: 1) Cognitive style, and 2) Personality.

Key words: speaking problem, EFL

INTRODUCTION

As an international language, English is used by billions of people all of the world. It plays an important role in many aspects of life, such as information in health product, academic book, journal, communication with others country, etc. Held et all in Erlenawati (2005) claimed that "it is English that stands at the very centre of the global language system. It has become the central language of communication in business, politics, administration, science and academia, as well as being the dominant language of globalized advertising and popular culture".

In indonesia, English is as foreign language. It is taught from elementary through university to get the notion of English and it is not spoken in their daily. Learning English is often related to learn how to speak that language. According to Penny (1996) "all of the four skills

(listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as speaker of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak"

Speaking is the ability to use the language in the proper way through speech. Speaking is one of the four skills as a tool of communication with each other. According to Hornby (1985) "speaking is the use of words in an ordinary voice; uttering words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication".

Speaking is not only matter of transferring some messages to other people but it is also about communication, which means that it involves more than one person to make that

conversation. When people speak, they construct ideas in words, express their perception, feeling and intention so that the interlocutors grasp the meaning of what the speaker means. If the learners do not have speaking skill, do not understand and less of knowledge about the language, they will not be able to grasp the meaning of what the speaker means in conversation.

According to Penny (1996) there are some problems faced by learners in learning English so that it makes English learner difficult for them to speak in English. They are “inhibition, nothing to say, uneven participation and mother tongue use”.

As EFL learners, most of the learners in perbankan syariah department at the first year of University of Annuqayah Guluk-guluk Sumenep revealed some problems during the English class. It is encountered that the learners have difficulties in speaking English, pronouncing the word correctly, lacking of idea to express into English and knowing nothing how to make sentences correctly in English.

Moreover, when the lecturer asked them to practice a dialogue in front of the class, the learners showed that they were lack of confidence to speak loudly. The learners also felt worried to make mistakes when they pronounced English words in front of the class. The learners tend to use their mother tongue to answer the lectures's question, when the teacher asked.

Based on the phenomenon, it is interested to analysed what the learner's problem faced in speaking English and what the factor caused the learner have difficulties in speaking English.

RESEARCH METHOD

This study used qualitative research, Creswell (2008) states that qualitative research is largely inductive, with the inquirer generating meaning from the data gathered in the field.

The qualitative method is a type of educational research in which the researcher relies on participant perspectives, asks broad, general questions, collects data from participants primarily in the form of words (texts), describes and analyzes these theme words, and conducts the investigation subjectively and biasedly.

Baltes & Ralph (2021) argued Purposive sampling is used for this study, because the participants of this study were selected purposively. Purposive sampling is also known as judgment sampling, is the deliberate selection of samples based on participants' qualifications.. The sample of this study is the first semester of the learners of Islamic banking of Annuqayah University Guluk-guluk Sumenep.

The instrument of this study is interview with semi-structured interview, and it became the data collection. A semi-structured interview makes participants feel more at ease and relaxed, making the interview more of a conversation than a calculated interrogation Canals (2017). The researcher did the interview when the teaching and learning were done.

Miles and Huberman (1994) stated that “the analysis of qualitative data is done interactively by data reduction, data display and verification”. This theory that the researcher used to analyse the data.

RESULT AND DISCUSSION

RESULT :

- a. The learner's problem faced in speaking English**
 - a. Inhibition

Inhibition is the problem faced by learners wherein, it hindered learners to speak English confidently. There were three speaking problems faced by student in terms of inhibition as

the following:

1. Feeling shy :

“malu pak, karna gak bisa berbahasa inggris dengan baik”

“biasa aja pak, terkadang karena malu hawatir di ketawain teman-teman kalau salah atau saat tak bisa cara bacanya pak”

“ya malu aja pak, takut ditertawakan teman-teman”

2. Afraid to make mistake :

“takut salah pak, karena tidak tahu cara pengucapannya yang benar”

“takut pak, takut salah cara ucapannya”

“Gak pede pak, takut diketawain sama temen-temen itu kalo salah cara membacanya”

“Kalo maju didepan pede aja tapi kadang takut pak, takut diketawain temen kalo salah pas membacanya”

3. Feeling unconfidence :

“Gak pede pak, sering digangguin sama temen-temen, diketawain kalo ngomong pake Bahasa inggris”

“Nggak pede, karena kalo salah temen-temen suka ngejekin.”

b. Nothing to say

Nothing to say is the problem faced by learners wherein, it hindered learners to speak English freely. Nothing to say means learners have nothing to say when speaking English. There were two speaking problems faced by student in terms of nothing to say as the following:

1. Learners do not know the meaning of words:

“kesulitan saya itu pak, saat menerjemah kalimat Bahasa inggrisnya. Terkadang suka bingung apa maksudnya”

“kesulitan saya karena tidak tahu artinya”

“karena saya tidak tahu Bahasa inggris, jadi saya tidak tahu apa yang harus saya tulis”

2. Lack of vocabulary :

“kesulitan, dikarenakan tidak menguasai banyak kosa kata, jadi saat diminta untuk speaking jadi gak bisa”

“sulit, karena hanya menguasai beberapa kosa kata”

“terlalu sulit, baik saat mengerjakan soal atau saat mendengar teman speaking di di depan kelas karena tak banyak tahu kosa katanya”

c. Low or uneven participation

Low or uneven participation is the problem faced by learners wherein,

it hindered learners' speak English in learning activity. There were three speaking problems faced by student in terms of low or uneven participation as the following:

1. Difficult in pronounce the English word

“sulit, karena antara tulisan dan cara bacanya berbeda, ditambah lagi ngomong bhs inggris hanya pas saat di jam mata kuliah dan saat disuruh dosen pula”

“sulit pak, yak arena itu tulisannya beda dengan cara bacanya, apalagi gak pernah ngomong bhs inggris dengan teman-teman”

“sulit pak, karena perbedaan yang sangat mencolok antara tulisan dan cara bacanya kalau dalam bahasa inggris”

2. Don not like study English :

“saya emang tidak suka bhs inggris, jadi itu mungkin yang membuat saya terhambat dalam mata kuliah bhs inggris ini”

“tidak suka bhs inggris dari saat sekolah dulu, jadi otak selalu nge-blank saat ada mata kuliah bhs inggris”

d. Mother tongue used

Mother tongue use is the problem faced by learners wherein, it hindered learners to speak English in learning activity. There were three speaking problems faced by student in terms of mother tongue use as the following:

1. Easier to speak by mother tongue
- b. The factor caused the learner have difficulties in speaking English.
 - a. Cognitive style

“hampir tidak pernah pak, karena yang di pakai sehari-hari ya Bahasa madura, kalau dikampus terkadang bhs Indonesia. Bhs inggris hanya saat ad akelas bhs inggris”

“tidak pak, karena memang Bahasa sehari-hari ya bhs madura, karena lingkungannya orang madura bukan inggris, hehehehe”

“tidak, gak pernah pak kecuali saat dikelas saja. Lebih sering bhs madura dan terkadang bhs Indonesia. Kerena dari kecil tahunya kedua Bahasa itu, kalua bhs inggris kan hanya saat di kelas saja selanjutnya kan tidak pak”

2. Prefer to speak mother tongue:

“tidak pak, pasti lebih memilih menggunakan bhs madura atau bhs indonesia”

“nggak pak, kerena lebih suka menggunakan bahasa sendiri”

“tidak, karena lingkungan pertemanan dan rumah menggunakan bhs madura dan indonesia”

3. Do not speak English:

“saya tidak mahir berbahasa inggris, jadi pakai Bahasa daerah pak”

“enggak pak, karena keseharian yang digunakan hanya Bahasa daerah terkadang Bahasa national”

“nggak pernah pak, karena kalau di kelas ya pakai bhs madura atau Indonesia”

Cognitive style means of learners consistencies in using cognitive process, that involve stable attitude, preference or habitual strategies that distinguish individual style of perceiving, remembering, thinking and solving problem. There were two factors that caused learners' difficulties in speaking English, they are: uninteresting of learning method and feeling bored in terms of cognitive style.

1. Uninteresting of learning method:
“untuk saya pribadi pak, metode pembelajarannya kurang menyenangkan sehingga membuat saya tidak semangat belajarnya”

“untuk saya kurang menarik pak metode pembelajarannya”

“terkadang terlalu cepat pak penjelasannya, mana lagi kan gak paham artinya jadi semakin kurang menarik”

2. Feeling bored
“tidak menyenangkan, karena proses pembelajarannya gitu-gitu aja pak jadi saya bosan”

“kurang menyenangkan materinya, jadi bosan dan ngantuk pak”

“tidak menyenangkan, jadi saya sering merasa ngantuk pak”

b. Personality

Personality means that learners characterize of consistence in feeling, thinking and behavior. Personality effected learners in how was consistence them when speaking English in learning process. There were two factors speaking difficulties faced by learners led to Lack of vocabulary and Never practicing English in terms of personality :

1. Lack of vocabulary

“saya tidak tahu apa yang harus di ucapkan pak, saya hanya paham Yes dan No saja pak”

“terkadang saya mau ngomong pak, tapi pas nge-freeze di otak pak mungkin karena kosa katanya saya tidak banyak pak”

“saya sering tidak tahu pak kalau menerjemah ke bhs indo karena saya tak banyak hafal kosa kata bhs inggris, kadang sedikit bisa kalau kalimatnya mudah”

2. Never speaking English

“saya hampir tidak pernah berbicara pakai Bahasa inggris pak, kecuali saat baca teks bhs inggris yang ada di buku”

“tidak pernah, saat pelajaran bhs inggris saja saya tidak berbicara bhs inggris apalagi saat diluar Pelajaran pak”

“tidak pernah, karena kurang suka, jadi gak pernah ngomong bhs inggris”

DISCUSSION :

Based on the result above, it concludes that there are some problems and factors that faced the learner on speaking in English Class .

- a. The learner's problem in speaking English there are Inhibition, Nothing to say, Low or Uneven participation and Mother tongue use. As (penny) claimed that “there are some problems that faced by learners in speaking activities they are; Inhibition,

Nothing to say, Low or Uneven participation and Mother tongue use”.

1. Inhibition

unlike reading, writing, and listening activities, speaking requires some real time exposure to an audience. Learners is often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful or criticism, or shy of their speech attracts.

Inhibition is the difficulties faced by learners wherein, it was hindered learners to speak English confidently. Inhibition means felling of inhibited when learners tried to speak in foreign language. the researcher found there were three kinds of inhibition faced by learners in speaking English. They were; feeling shy, afraid of making mistake and feeling unconfident.

2. Nothing to say

Even if they are not inhibited, learners often 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.

Nothing to say is the problem faced by students wherein, it hindered students to speak English freely. Nothing to say means students have nothing to say when speaking English. In this research, the researcher found there were two kinds of nothing to say faced by students in speaking English. They were; students don't know meaning of words and lack of vocabulary.

3. Low or Uneven participation

Only one participant can talk at a time if he or she is to be heard; and in a large group, this means that each one will have only very little talking time.

This problem is compounded by the tendency of somelearners to dominate, while others speak very little or not at all

Low or uneven participation is the difficulties faced by students wherein, it hindered students to speak English in learning activity. In this research, the researcher found there were two kinds of low or uneven participation faced by students in speaking English. They were; difficult in pronounce English words and don't like study English.

4. Mother tongue used

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 feels unnatural to speak to one another in a foreign language, and becausethey feel less exposed if they are speaking their mother tongue. If theyare talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language

Mother tongue used is the situation in English class where the learner thinks that by using the mother tongue during the English class is easier, and they prefer to use it instead of English.

b. the factor's caused the learners have difficulties on speaking in English class. It is about the cognitive style and the personality. As (Nenada) claimed that there are several factors that causing learners difficulties on speaking and both of them are cognitive style and personality.

1. Cognitive style.

Cognitive style is reflection of the individual's psychological differentiation, and behavioral or intellectual responses to situations. It

is one way to characterize individual differences. Cognitive style describes consistencies in using cognitive processes. Cognitive styles include stable attitudes, preferences, or habitual strategies that distinguish the individual styles of perceiving, remembering, thinking, and solving problems. In further, there are two kinds of cognitive style that led the learner's difficulties when speaking English. They are uninteresting method and feeling bored.

2. Personality

Personality is the characteristic of people which cause consistency of feeling, thinking, and behavior. Many students have difficulty in speaking. It can be caused by personality factors. The students usually afraid

about making mistakes, shy of the attention when speak English, lack vocabulary, error grammatical, and not good pronunciation.

In this case, there are two kinds of personality factors that arise on the learners when speaking English. They are lack of vocabulary and never practicing English.

Conclusion

1. There are four main problems that the learner's faced on speaking in English Class. They are: Inhibition, Nothing to say, Low or Uneven participation and Mother tongue use.
2. There are two main factors that contribute the learner's have difficulties on speaking in English Class. They are: cognitive style and personality.

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