Problems In Speaking English In Maritime Faculty Of Ivet University

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Info Articles

Abstrak

Tujuan utama dari penelitian ini untuk mengetahui masalah berbicara bahasa Inggris pada mahasiswa semester lima Teknik Elektro Kapal Fakultas Maritim Universitas Ivet. Metode penelitian ini adalah deskriptif kualitatif, yaitu mendeskripsikan permasalahan dalam berbicara bahasa Inggris oleh mahasiswa, populasi dari Penelitian ini dilakukan oleh mahasiswa semester lima jurusan pendidikan bahasa Inggris di Teknik Elektro Kapal Universitas Ivet. Sampel penelitian ini diambil secara *purposive sampling* yang terdiri dari 20 pernyataan kepada 35 siswa. Untuk mendapatkan data, peneliti menggunakan angket dan observasi kelas. Berdasarkan temuan penelitian, hasil penelitian menunjukkan bahwa siswa mempunyai masalah kelancaran dan ketepatan dalam berbicara bahasa Inggris. Terdapat hambatan, yang terdiri dari siswa merasa malu untuk diperhatikan ketika berbicara bahasa Inggris, mereka tidak dapat mengingat apa pun yang ingin dikatakan dan mereka tidak memiliki motivasi untuk mengekspresikan diri, khawatir membuat kesalahan, takut dikritik ketika berbicara bahasa Inggris salah, hal ini disebabkan oleh rendahnya pemahaman mereka terhadap tata bahasa, rendahnya kosakata, dan rendahnya tingkat penguasaan pengucapan. Permasalahan selanjutnya adalah tidak ada yang ingin disampaikan, siswa takut disalahkan, tidak punya ide untuk berbicara bahasa Inggris, dan malas berbicara bahasa Inggris, hal ini disebabkan oleh topik yang tidak menarik, dan topik yang sulit.

Abstract

The main objective of this research to find out speaking problems' students English at the fifth semester of Ship electrical engineering of Maritime Faculty of Ivet University The method of this research was qualitative descriptive, which describe problems in speaking English by the students, the population of this research was conduct students at the fifth semester of English education department at Ship electrical engineering of Ivet University. A sample of this research was taken by purposive sampling which consisted of 20 statements to 35 students. To get data, the researcher uses questionnaires and class observation. Based on the research findings, the result of the research showed that students problems fluency and accuracy in speaking English. There are inhibition, that consists of students feel shy of being attention when speak English, they cannot remember anything to say and they do not have any motivation to express themselves, worried about making mistakes, afraid of being criticized when speak English incorrect, it is caused by their low understanding in grammar, low vocabullary, and low level of pronounciation mastery. The next problem is nothing to say, students afraid of being faulted, have no idea to speak English, and lazy to speak English, it is caused by uninteresting topic, and difficult topic.

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PENDAHULUAN

Teaching and Learning English as foreign language in Indonesia. In the practice of teaching and learning English, speaking is one of fundamental skills to be developed. Speaking has a function as a key for communication. Developing English speaking skills is indispensable for all learners to be able to effectively communicate in the language. Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skills is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995). The researcher also chooses English Education Department because at this department students should master their English as their primary subject, and they need to master English well especially in speaking because it's useful for their future job as a Lecturer. And the fifth semester is chosen because in that level students have to prepare themselves to practice teaching in the seventh semester. So, by understanding students' problems in speaking, they can solve it and make their teaching practice to be successful next semester. Based on the problem above, the researcher decides to conduct a descriptive research under the title *"Problems in Speaking English by The Fifth Semester of English Education Departmentat Ship electrical engineering of Ivet University"*.

Based on the background study above,the researcher would like to formulatethe research question as follows "What are the students problemsin speaking English in the fifth semester of English Education Department at Ship electrical engineering of Ivet University ?

Based on the problem statement, the objective of this research to find out speaking problems' students English at the fifth semester of Ship electrical engineering of Maritime Faculty of Ivet University. The significance of the research are pratically, the research can be contribute as : additional reference for Lecturers in teaching process about students' speaking aqquracy and fluency problems in speaking English in the fifth semester of Ship Electrical Engineering of Maritime Faculty of Ivet University. So the Lecturer solve the problem in the class. Alternative, after the students understand about the problems, the students get help from the Lecturer and Ship electrical engineering to practice their English. Students could understand English speaking fluency and accuracyproblems, and students could strategies speak learning English order to accelerate and enhance their speaking skill, pratically, students could overcome difficult in speaking English. Theoritically, this researchcould be a refference for the next researcher and will give readers knowledge about the students's speaking problem.

The study focuses to describe what are the students problems fluency and accuracy   in speaking English in the fifth semester of Ship electrical engineering of Ivet University during the academic year 2022/2023.

Definition of Speaking

There are a lot of definitions of the word speaking that have been suggested by the researchers in language learning.According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non- verbal symbols in different contexts. Futhermore, Brown (1994) and Burns and Joyce (1997) define speaking as an interactive process of making meaning that includes producing, receiving, and processing information. According to Bygate (1987), define speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Another definitions comes from Eckard and Kearny (1981), Florez (1999), Howart (2001), and Abd El Fattah Torky (2006) defined speaking as a two-way process including a true communication of opinions, information, or emotions.

The Importance of Speaking

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. According to Brown (1994) listening and speaking are learner's language tools.

Richards and Rodgers (2001) state that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and

listening skills were not of great significance. According to Ur (2000) of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication. The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas, say stories, request, talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion

When students learn English, speaking is significant to support their ability to apply the language. Speaking skill has been very important to the success of human beings. The significance of speaking skill is observed in the daily activities of persons. Speaking is an interactive activity and it occurs under the real time constraints. That is, persons can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences for the real communication, in other words they actually like to communicate in language to get specific objectives (McDonough & Shaw, 1993).

Characteristics of Speaking Skill

According to Mazouzi (2013) learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately. The first characteristic of speaking performance is fluency and it is the main aim of Lecturers in teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, Lecturers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013). According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well- structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly. Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

Speaking Problems

According to Tuan & Mai (2015), there are some problems for speaking skill that Lecturers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother- tongue use. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their Lecturers had selected a topic that is not appropriate for them or they do have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their Lecturers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student

talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

The problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when Lecturers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If Lecturers do not urgent their learners to talk in English, learners will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if Lecturers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class.

Hyland (1997) investigated learners from eight disciplines at five Hong Kong institutions. The findings of his research indicated that proficiency in English was a significant factor in the academic success of an English environment. The findings also showed that the learners' language difficulties were related to the productive skills of writing and speaking. Evans and Green (2007) examined the language difficulties experienced by the students at a Hong Kong university. The results of this study represented that the students' difficulties centered on the academic speaking such as grammar, fluency, and pronunciation and the academic writing like style, grammar, and cohesion.

Factors Affecting Speaking Skill

If Lecturers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015). The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

Motivation can influence and be influenced by the components of language learning. According to Merisuo-Storm (2007), an integrative and friendly view towards the people whose language is being learned makes sensitize learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners.

The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, et.al. 2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity.

All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ago. These threats disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people (Brown, 2000). Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill (Mahripah, 2014).

METODE

The method used in this research is descriptive quantitative. The data obtained from the test was analysed by Likert scale procedure indicated whether one strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD) with each statement. The score was determine by

summing the point of value of each statement. The technique of analyzed data in the research was used descriptive percentage. The technique was used asses variable of the research. The researcher classify their collect data from observation class and questionnaire, data dollection from questionnaires is Likert Scale was used to assess and calculated data which obtain from questionnaires.

Table 1. Degree of Likert Scales

Scale	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

HASIL DAN PEMBAHASAN

Research Findings

The findings of this research deals with scoring classification of students' questionnaire and observation in the class. The aim of this study was to know the students problems in speaking English by the fifth semester of English Education Department at Ship electrical engineering of Ivet University. The data from the questionnaire used formula in chapter 3 to know the percentages of the students and together with questionnaires, the researcher used class observation too see how students the Lecturers carried out speaking lessons, how the students performed and what problems the students really encountered in speaking lessons. The researcher observed one clasess. Everything observed, heard, and experienced during class observation was recorded carefully detail in observation sheet.

Questionnaire Result

From the data result there are many students found problems students fluency and accuracy in speaking English. However, all of it coming to the students when they are speaking in English language. We can see the questionnaire result in table 2.

Based on the statement 1 above, the result reveal that there were 35 students respond "*I still have difficulty in speaking English*". The result indicates 29% of the students whose strongly agree, 51% were agree with the statement. Meanwhile, the were 10%, whose undecided with the statement , 6% whose answered disagree, and 4% answered strongly disagree with the statement. It shows that most of the students have difficulty in speaking English.

Based on the statement 2 and table above, the result that were 35 students respond "I have difficulty speaking English because I still have difficulty making sentences and don't understand tenses". The result indicates that were 23% of the students answered strongly agree with the statement and 24% whose agree with the statement. Meanwhile, there were 3% whose undecided with the statement and there were 46% whose answered disagree from the total number of students. 4% of students whose answered strongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement.

Based on the statement 3 above, it can be seen that there were 35 students respond "My Vocabulary is still lacking so I have difficulty in speaking English". There were 11% from the total number of the students whose strongly agree with the statement. The other 49% from the total number of the students were agree with the statement. Meanwhile, there were 11% whose answered undecided with the statement and disagree 29% from the total number of students. 10% of the students whose answered strongly disagree with the statement. The result show 49% students choose agree with statement is vocabulary is still lacking so students have difficulty in speaking English.

Based on the statement 4 above, the result that there were 35 students whose respond the statement "I still have difficulty in pronouncing English sentences". There were 26% from the total number of the students whose strongly agree with the statement. The other 23% from the total number of the students were agree with the statement. Meanwhile, there were 24% whose undecided with the statement and 25% whose answered disagree, 2% answered strongly disagree with the statement. It shows that most of the students prefer to choose disagree with the statement.

Based on the statement 5 and chart above, it can be seen that there were 35 students respond *"I*

lacked confidence to speak English because I am feel fear that my sentence arrangement would be wrong". There were 52% from the total number of the students whose strongly agree with the statement. The other 28% from the total number of the students were agree with the statement. Meanwhile, there were 7% whose answered undecided with the statement and disgaree 4% from the total number of students. 9% of the students whose answered strongly disagree with the statement. The result show 52% students choose strongly agree with the statement.

Table 2. Result of questionnaire

No	Statement	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly disagree (%)
1	I still have difficulty in speaking English	29	51	10	6	4
2	I have difficulty speaking English because I still have difficulty making sentences and don't understand tenses	23	24	3	46	4
3	My Vocabulary is still lacking so I have difficulty in speaking English	11	49	11	29	10
4	I still have difficulty in pronouncing English sentences	26	23	24	25	2
5	I lacked confidence to speak English because I am feel fear that my sentence arrangement would be wrong	52	28	7	4	9
6	I really like speaking English in the class and I feel can speak English actively in the 5th semester	13	26	31	29	1
7	I feel that my English skills are still passive because I don"t practice in class	12	62	3	15	8
8	The ability to listening for my interlocutor is still lacking, so that I have difficult responding to someone or interlocutor in English	27	21	23	10	9
9	My class environment and my English classmates did not apply everyday English conversation, so didn't practice my English language skills	72	21	3	3	4
10	My memory is still lacking in making English sentences delivered to me so that it is difficult to repeat someone's sentence	14	20	7	46	13

Based on the statement 6 above, the result reveal that there were 35 students respond "*I really like speaking English in the class and I feel can speak English actively in the 5th semester".* The result indicates 13% of the students whose strongly agree and 26% were agree with the statement. Meanwhile, the were 31%, whose undecided with the statement and 29% whose answered disagree, and 1% answered strongly disagree with the statement. It shows that most of the students choose undecided with the statement.

Based on the statement 7 and chart above, the result that were 35 students respond "*I feel that my*

English skills are still passive because I don"t practice in class". The result indicates that were 12% of the students answered strongly agree with the statement and 62% whose agree with the statement. Meanwhile. There were 3% whose undecided with the statement and there were 15% whose answered disagree from the total number of students, and 8% whose answered strongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement that students feel English skill has still passive because seldom to practice in the class.

Based on the statement 8 above, the result that there were 35 students whose respond the statement *"The ability to listening for my interlocutor is still lacking, so that I have difficult responding to someone or interlocutor in English"*. 27% students answered strongly agree with the statement. And there were 21% from the total number of the students were agree with the statement. Meanwhile, there were 23% whose undecided with the statement and 10% whose answered disagree, and none students answered strongly disagree with the statement. The result show 9% students choose agree with statement is the ability to listening for my interlocutor is still lacking, so that I have difficult responding to someone or interlocutor in English.

Based on the statement 9 and chart above, the result that were 35 students respond *"My class environment and my English classmates did not apply everyday English conversation, so didn't practice my English language skills"*. The result indicates that were 72% of the students answered strongly agree with the statement and 21% whose agree with the statement. Meanwhile. There were 3% whose undecided with the statement and there were 3% whose answered disagree from the total number of students, and 4% whose answered strongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement.

Based on the statement 10 and table above, it can be seen that there were 35 students whose involved to respond the statement *"My memory is still lacking in making English sentences delivered to me so that it is difficult to repeat someone's sentence"*. There were 14% from the total number of the students whose strongly agree with the statement. The other 20% from the total number of the students were agree with the statement. Meanwhile, there were 7% whose answered undecided with the statement and 46% whose answered disagree from the total number of students. 13% of the students whose answered strongly disagree with the statement. It shows that most of the students choose agree, undecided, and disagree with the statement.

KESIMPULAN

Based on the findings and discussion, it could be concluded that there are some problems in speaking English by the fifth semester at Ship electrical engineering of Ivet University. The result of the study, there are some students' problems in practicing speaking English. The problems students' in practicing speaking English are inhibition, nothing to say, low or uneven participation and mother tongue used. It is because they do not master the three primary elements of speaking namely, vocabulary, grammar, and pronunciation.

As a result many students do not active in practicing speaking English. There are some causes why the students get difficulties in term vocabulary. The students are too lazy to practice speaking, sometimes they embarrassed in practicing speaking English with their friends. They are too lazy open their dictionary. They only use the dictionary if the find difficult or strange words in the lesson material. They do not completely master the tenses in grammar. As a result, they speak English in unorganized way and frequently confused others when they presented ideas. It makes them shy and afraid to speak English.

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