

EFL Students' Problem in Speaking Activity: A Case Study in English Students of English Department

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ABSTRACT

The aims of this research are to reveal the problems faced by students in speaking English. The research applied case study approach. Eighteen students of English education were selected as the participants of this research. The instruments used to collect the data was questionnaire. The questionnaire used was adapted from another researcher. The writer used content-related validity and triangulation to the questionnaire. The result found that students encountered problem in speaking class of English Education Study Program. The result of the questionnaire that distributed to the participants showed that Lack of the Vocabulary is the highest result. The second highest is the pronunciation. The third is fluency. The fourth is Fear of Mistake. The writer also found that The Lack of Motivation is not a problem for the students in the 8th semester of English Education Study Program.

Keywords: Speaking English, Case Study

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INTRODUCTION

In the process of learning, EFL students need a lot of use of speaking skills, such as engaging in a discussion within classes, asking or answering questions, or interacting with classmates. Therefore, speaking skill is an important skill for EFL students to master. Dounough, as cited in Rofi'i and Nurhidayat (2019) stated that learners are expected to express their ideas and convey them to others within speaking classes. Rao (2019) agreed that speaking skill is the most important skill to acquire foreign or second language learning. However, the facts show differently that EFL students almost never speak English even in the class where they took English as their major. The writer found that fact after observing and interacting in his class for more or less than four years. Ironically, some of students are still not fluent in speaking English. He found that they prefer to speak Indonesian or their mother tongue rather than to speak in English. The writer expects the problems occur divided into two categories; the speaking skills itself and the psychological aspects.

The problems which can be included in speaking skills, such as follows; lack of vocabulary, pronunciation, grammar, fluency and comprehension. Nugraha and Putra, as cited in Rahayu, et al (2020) confirmed that the EFL students find it hard to pronounce English words which are not exist in Indonesian, select the appropriate words to say, and speak well and properly. The problems faced by students in psychological aspects are; uncertainty to speak English, afraid of making mistakes when speaking, doubts, anxiety, and embarrassment of appearing in front of the class. Zhang, as cited in Chiu (2019) indicated such problems as worries about making mistakes, fears for criticism, or shyness. Based on the problems found, the writer decides to conduct a case study to confirm and find existence of the problems in his environment, on his classmate, his peers to be exact. The title of the study is "EFL Students' Problems in

Speaking Activity (A Case Study in English Students of Education Department)". The writer found some underlined problems in his environment that related to speaking skills, as follows:

First : EFL students almost never speak in English, second : EFL students prefer speaking Indonesian or mother tongue and third : Some of EFL students are still not fluent in speaking English. Related to the background of study, this study will be guided by the following question: "What are the problems faced by students in speaking English?", Related to the questions above, this study will fulfil the following objective, which is: "To reveal the problems faced by students in speaking English." Theoretically, the results of this study are expected to provide knowledge, especially in speaking skills, and can be used as reference material for further research. Practically, the writer hopes that the result of this study is useful for teacher and students. For the students, it is hoped that this study can provide awareness about the important of speaking skills in English students. The students have a motivation to understand the material related to speaking skills such as pronunciation or speech production, and vocabulary. Meanwhile, for the teachers, this study is expected to give a motivation in increasing speech learning activities.

METHODS

The research conducted at University of Majalengka. The reason of choosing this site is because the writer had some experiences of learning and interacting by using English as a language tool. The writer found the students of University of Majalengka still have problems and need more effort to solve them. The writer then decided to conduct the research there. In this research, the writer used case study research. According to Yin, as cited in Creswell (2013) stated that case study research involves the study of case within a real-life, contemporary context or setting. Meanwhile, Creswell (2013) himself, viewed case study as a methodology: a type of design in qualitative research that may be an object of study, as well as a product of the inquiry. He then further explained that case study research begins with the identification of a specific case. Yin in Creswell (2019) confirmed that the case is divided into concrete entity and less concrete one. Concrete entity is an individual, a small group, an organization, or a partnership. A less concrete case is a community, a relationship, a decision process, or a specific project.

Case study research has some types, they are: a single instrumental case study, a collective or multiple case study, and the intrinsic case study. Stake, as cited in Creswell (2013) described that in a single instrumental case study, the researcher focuses on an issue or concern, and then selects one bounded case to illustrate this issue. In a collective case study (or multiple case study), the researcher might select to study several programs from several research sites, or multiple programs within a single site. The final type of case study design is an intrinsic case study in which the focus is on the case itself, because the case presents an unusual or unique situation. The instruments used are a whole lot of variety to see the case in different perspectives. Based on the explanation above, the writer decided to conduct case study research. The writer also decided to use a single instrumental case study. This type was used to research on a single case with a single instrument within limited time and participants.

Population is the object of the study. It is a group which is the researcher interested. Fraenkel & Wallen, as cited in Nugraha (2018) confirmed that population is always all of the individuals who possess a certain characteristic (or set of characteristics) which is the researcher interest. It also the group to whom the researcher would like to generalize the results of the study. The writer will take English Education Study Program to be the population. They will be the object of the study and also be the one whom the result will be generalized. Sample can't be too small nor too large. The size of the sample must be clearly defined, but there is no standard for an adequate, or sufficient, size for a sample. Fraenkel and Wallen, as cited in Nugraha (2018) stated that a sample should be as large as the researcher can obtain with a

reasonable expenditure of time and energy. Based on the description above, the writer decided to use purposeful sampling approach. Creswell (2013) defined that the purposeful sampling approach inquiries the researcher to select individuals and sites for study so that they can purposefully inform an understanding of the research problem and central phenomenon in the study. This mean, this sampling approach allows the writer to make a decision about who or what should be sampled, what form the sampling will take, and how many people or sites need to be sampled. The writer then decided to take eighth semester of English Education Program in University of Majalengka. The writer will use questionnaire to collect the data. Roopa and Rani (2012) stated that a questionnaire is the main means of collecting primary data. They further stated that a questionnaire should always have a definite purpose that is related to the objectives of the research, and it needs to be clear from the outset how the findings will be used.

RESULTS AND DISCUSSION

This study was conducted in order to answer the research questions, which is: "What are the problems faced by student in speaking skill?" The writer aims to reveal the problems faced by students in speaking skill. Therefore, he did collecting all the relevant data. This data collecting was conducted on August 3rd, 2022. The participants of the research are from the last semester of English Education Study Program consists of 18 students. In this research, the writer's finding is based on the result of the questionnaire about the problems of speaking. Data is given to participants through Google Form. The questionnaire is adapted from Wiyana (2021), so the validity and reliability of the questionnaire can be verified. The writer also used content-related validity. The writer asked his supervisors to look and revise the questionnaire before it was given to the participants. Fraenkel and Wallen, as cited in Nugraha (2018) confirm:

A common way to do this [content-related validity] is to have someone look at the content and format of the instrument and judge whether or not it is appropriate. The "someone," of course, should not be just anyone, but rather an individual who can be expected to render an intelligent judgment about the adequacy of the instrument – in other words, someone who knows enough about what is to be measured to be a competent judge.

Table 1. Questionnaire Indicators

| Indicator | Number of Questions |
|--------------------|---------------------|
| Vocabulary | 1 - 3 |
| Pronunciation | 4 - 6 |
| Grammar Rules | 7 - 9 |
| Fluency | 10 - 12 |
| Comprehend | 13 - 15 |
| Lack of Confident | 16 - 18 |
| Fear of Mistake | 19 - 21 |
| Anxiety | 22 - 24 |
| Shyness | 25 - 27 |
| Lack of Motivation | 28 - 30 |
| Total: 30 | |

Adapted from Wiyana (2021)

The writer was certain his supervisors are the right people to ask for content-based validity. The writer gave the questionnaire after they stated it's appropriate enough to be done. The number of

questions were 30 questions. The participants filled out the questionnaire by choosing the scale from "strongly disagree" to "strongly agree". The table below shows the questionnaire indicators.

The participants are the last semester of English Education Study Program. They filled out the questionnaire given individually, so that there will be no bias in their answers. The participants will feel secure to answer honestly.

On the questionnaire, there are 10 indicators, where each has 3 statements. The figure below shows the results of the questionnaire.

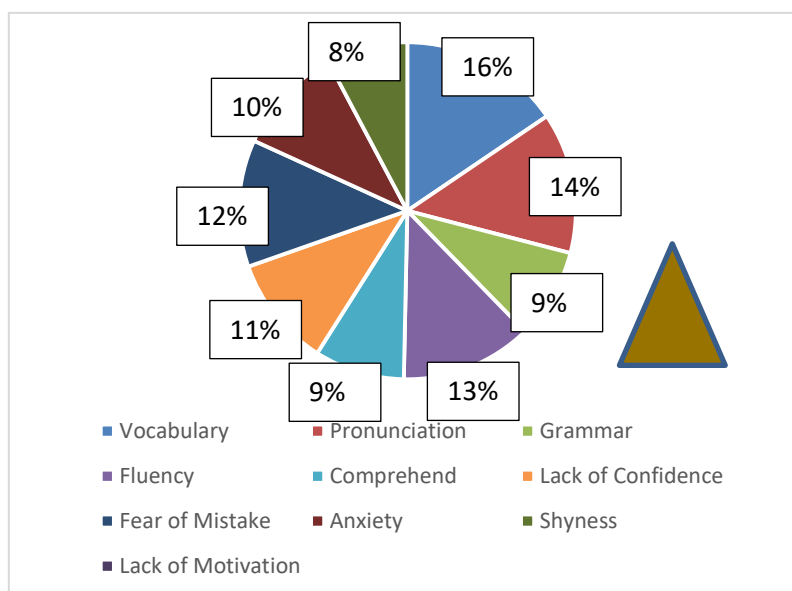


Figure 1. Percentage of Results

CONCLUSION

As explained in the previous chapter, the aims of this study is to reveal the problems of EFL learners in speaking English. Based on the data analysis, it can be concluded that there are problems or difficulties in speaking at 8th semester students of English Education Study Program, University of Majalengka. Based on the data above, the result of the questionnaire that distributed to the participants shows that Lack of the Vocabulary is the highest result. The second highest is the pronunciation. The third is fluency. The fourth is Fear of Mistake. In the data analysis, the writer also found that The Lack of Motivation is not a problem for the students in the 8th semester of English Education Study Program ,University of Majalengka.

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