

INVESTIGATING STUDENNTS' DIFFICULTIES IN SPEAKING ENCOUNTERED BY THIRD STUDENTS OF UNISMA

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Abstract:

The aim of this study is to investigate students' difficulties, cause of difficulties, students' strategies, and students' perception in speaking learning. The data was gained by qualitative method using digital documentation and deep interview. The participant of this research are third semester of English Department of University of Islam Malang. Coring rubric and interviewed used to collect the data. Scoring rubric used English that was adopted from (Brown & Abeywickrama, 2010). The language of open ended interview used was mix between English and Indonesia was conducted online. The data was analyzed using (Creswell, 2013). From the data identification, Students found difficulties in speaking were on fluency, grammar mastery, and topic discussion. Furthermore, some factors influencing the difficulties found, there were lack of self-confidence, getting feedback, and memorization. Fortunately, there were five strategies used by the students to overcome their difficulty by gaining more input from listening and reading extensively, looking for interesting topic, practicing speaking, and making a small note. Also, it was found about students' perception on steps done in making video could improve their speaking skill by seeing the process in making video, as well as *Instagram* as the platform used in posted the video assignment considered the students to perform better and seek to upload their best video assignment.

Key words: Difficulties in Speaking English, Causes in speaking difficulties

INTRODUCTION

English becomes a very crucial language to be learned seeing from the growth and spread as a global lingua franca rapidly. More than 100 countries like China, Russia, Germany, Spain, Egypt, and Brazil make English as the main foreign language subject which is the most taught in the schools. English oftentimes replaced other languages in the learning process (Crystal, 2003). However, English language always requires the ability to listen, to read, to write, and to speak, while speaking becomes the most prominent skill to be mastered. Having a good speaking skill gives us more opportunities than someone who cannot speak English. According to Baker (as cited by Leong & Ahmadi, 2017), students who are fluent in English have a greater chance of education, career, and promoted. As we understand that speaking is very essential, so it suggested to use dominantly in learning process. However in Indonesia, Speaking English is rarely applied by the students in their English class.

Moreover in this outbreak of Covid-19, learning English becomes more difficult to get the students in speaking English. Since this pandemic era, the students must have online class every day. This has a huge impact in interacting with their friends and having no one to practice speaking with. According to *National Disaster Mitigation Agency (BNPB RI, 2020)* Number 13A of 2020, Straight off after the instruction of working and learning from home due to Covid-19 since 17 March 2020 in the affected area, The Minister of Education and Culture of Republic of Indonesia instructed to run online learning for students, teachers, as well as educational staffs to make them all stay healthy and safe during the process of

learning (Mendikbud, 2020a) as a result, all educational institutions have to rethink about how the learning process will be.

Therefore, Teachers were trying to find out the media that could be used in speaking activity which encouraged students to be productive as well as enjoyable even though in the pandemic era. Using social media could be such a great alternative to learn in a fun way and also it could be very beneficial to speak English for the students. Today, social media used by most of teenagers, it can be seen that they are following each other account with all friends virtually. *Instagram* as a media social used by millions of people can be utilized to upload a video of speaking in their learning. *Instagram* users can make their own video in their account that can be watched, commented on, and liked by many people. The video also can be shared on other web pages like *Twitter* or *Facebook* (Apriyanti et al., 2018). This was expected by the students to do their best video. In result, they would work harder in making the video of speaking then uploaded in their account

Regarding to the students' difficulties, some researchers have been carried out the research related to this research. Al Hosni (2015) the participants involved were in Oman, two basic education schools, grade five teachers. The results showed three major speaking difficulties faced by the students: linguistic difficulties, mother tongue use, and inhibition, with teachers' perceptions and tacit beliefs about teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment rules contributing to the existence of these difficulties

Another research was did by Puspa (2016) that explored the subjects of 31 students of Management class. The finding shown that the students' English skills were developed and trained during the implementation of the video production project; they noted that they developed their writing the most, speaking skill was trained the most during the production phase, and reading and listening were the two English skills that developed the most during the video presentation phase.

Apriyanti et al., (2018) completed the research to find why students in the Public Speaking course were not motivated to give their best performance and did not feel challenged in the environment that was common for students in semester four of the English Department Politeknik Negeri Padang in 2017-2018. The result explained that having *instagram* viewers watching the students improve their performance as well as they did care about organize the content and the summarize of the main idea perfectly. Students worked hard to ensure their audience understood the subject presentation from beginning until the end. Not only the content, voice, mime, and body movement to attract the viewers keep wanting to watch their performance were students' concern.

Therefore, this study aimed to investigate students' difficulties faced in speaking class by scoring undergraduate students' video assignment, as previous studies was conducting in normal class environment in students' speaking activity. Not only that, but this research also discussed the factors that caused students' difficulties, strategies used, and students' perception in in learning speaking. Therefore, the researcher knew about student's whole characteristic in order to have suitable instructional learning conducted.

METHOD

This study used qualitative case study since it enabled the research to explore more to the students' difficulties in speaking. Palmser & Bolderston (2006) stated that through the subjective experiences of the participants, qualitative research attempts to gain insight into the specific meanings and behaviors experienced in a certain social phenomenon. In this case, the researcher can independently obtain more in-depth information that needs to be investigated further in the difficulties discovered, and their perspective in learning Speaking. The population of this study was third students in English Department at University of Islam Malang, Indonesia. Then the researcher selected the sample of this study used purposive sampling to get certain students that were needed in this current research. The total of participants was 17 students from class IIIA in third semester. Furthermore, the research did interview three students who had the lowest score then others to know deeply about their difficulties faced in the speaking activity.

To get the data, researcher requested to submit their *Instagram* link videos via WhatsApp group. After gathering all of the links, three inter-raters grade students' video by using scoring rubric adapted from (Brown & Abeywickrama, 2010) to record the difficulties encountered in speaking through the video, Three students with the lowest grade point average, student 1 = 58, student 2 = 63, and student 3 = 64. Then, deep interview was conducted base on Brown's scoring rubric as a guidance to find students' problem in learning speaking.

First step in analyzing the data was listening to the talking data carefully listened to the recorded interview to know about students' difficulties, the factors that contributed to their difficulties, the strategies they used, and their attitude in learning speaking. After learning about their speaking issues, the researcher moved to transcribe all of the students' responses to the issues. Then, did coding to for its key information categories discovered to assist the researcher in making connections between the macro, difficulties discovered in video assignment, and micro conditions, what participants experienced influencing the phenomenon based on data taken. Interpretation was done as the process of elaborating the coding data to obtain more detail and informative result or finding. As the last step was confirmation, in this step, the researcher attempted to confirm the outcome of the interpretation to the participant. Verifying the data discovered and ensuring that the participants agreed with what the researcher wrote as a result of the study or finding.

FINDINGS

- **Students' Difficulties in Speaking**

In this research, the researcher analyzed students' recorded interview. The researcher found the most difficulties faced by the students were in internal factors, language aspects and psychological aspect as well as external factors. Based on the result of interview with three students as the informant related with their difficulty in speaking English. Firstly is the difficulties in fluency. From the video assignment found that they were not fluent enough in speaking English as it requires some components such as confidence and topic mastery that they presented in their video.

Secondly, the students found the difficulties in grammatical rule. Speaking is a communication tool, but unfortunately students got really confused in arranging the sentences well to talk about the topic being performed. They were afraid of making mistake in saying something if they did not use grammar correctly. Thirdly, the difficulties faced is on the topic discussion. Choosing topic considered as a crucial thing for the students to tell the ideas in their video assignment. Thus, actually it would be better to talk about the topic based on their interest. In fact, the topic was chosen by the lecturer so that students did not really have motivation in making the assignment.

- **The Factors Caused Students' Difficulties in Speaking English**

Base on interview done with three students, the factor caused students' difficulties in learning speaking were because of the Lack of self-confidence, the students felt nervous when recording themselves in front of the camera. They felt worry if they did not look nice or the voice was not good in recording. The following is from getting feedback. Getting feedback viewed as important things for the students, since getting lecturer feedback can encourage students do better in their next assignment. The last is from the ability to memorize. Students got difficulties in recording their video assignment since they had to memorize the topic well, then they tried to retell through camera.

- **Discovering Students' Strategies in Learning Speaking**

Students had their own way in dealing with their difficulties in speaking activity by gaining more input, either from extensive listening or reading. To get

more information about related topic, students had to listen a lot and got inspired with the topic so they could express their idea well. Looking for interesting topic also used by the students. When they like the topic discussion, the students would enjoy to talk about the related topic in front of camera. Practice speaking by themselves or virtually with their friends were absolutely help the students to have better in speaking. The last was making small note, this strategy helped students to keep telling their topic smoothly. Making a small clue made students remember the whole paragraph being told in the video.

- **Finding out Students' Perceptions in Learning Speaking**

From the interview conducted, here some students' perception in learning speaking to complete their assignment, first of all, the students agreed that making video makes their speaking improved as they got more exposure in writing, memorizing, and preparing all materials to talk about the topic. Secondly, the use social media encourage the students to practice more in order to get best video to be upload and get nice responses from their virtual friend.

DISCUSSION

- **Students' Difficulties in Speaking**

The finding on this research showed that students had some difficulties. Firstly, students had difficulties in fluency. The students were not practice enough in speaking activity more and more in this pandemic era. They had no friend to talk about unless they wanted to practice enough virtually. Students got nervous and did not know what to say when they tried to record themselves in front of camera, in

sequence they needed to repeat many times in taking the video to get good result. The most complex issues, particularly in countries where learners share a common mother tongue and have little or no outside exposure to the foreign language is raising oral fluency (Rerung, 2016).

Secondly, students felt difficult in grammar mastery. This happened to almost the students as they needed to think twice, what to say and to construct the sentence using appropriate tenses. Habibah (2018) stated that becoming a fluent speaker, students must have a thorough understanding of English grammar. The language resources, including structure, are utilized in literature not only for efficient sharing of ideas, but also for effective communication.

Last but not least, students found difficulty in finding the topic discussion. The purpose of the topic is to attract the students' interest in speaking. How good the topic is how well the students' performance, so topic needs to be considered well before given to the student.

- **The Factors Caused Students' Difficulties in Learning Speaking**

In this case there were three crucial factors found in students' interview. First of all is self-confidence, this is seen as a very influential factor to the students in communication, especially in English. Self-confidence is the capacity to create someone's abilities, potential, and talent in terms of putting them to use well (Seftiani et al., 2018).

Second is getting feedback. Students found this important to be noticed since they got encouragement and they said that it was meaningful. It is similar with Price et al., (2010), feedback has great power to help students doing better in the next task,

in other word, something that can be used directly in improving students' final product. Aside of getting response, getting feedback could build students confidence and being better in certain topic performance.

The last is memorizing. According to Cambridge Dictionary, Memorize means to learn something in such a way that you will memorize it accurately. This activity actually a must in delivering their idea on the topic discussion, however students had to memorize the whole sentence, grammar used, and how to pronounce the word or sentence correctly.

- **Discovering Students' Strategies in Learning Speaking**

Students had their own ways to deal with during speaking activity. According to the interview conducted, there were gaining more input by listening and reading extensively, looking for interesting topic, practice speaking, and making a small note. At first, students' strategy was extensive listening. Gudu (2015) stated that students must have good listening skills in order to understand what is spoken to them in order to have a successful conversation. By listening the topic, students would get more exposure and idea that would be talking in their video assignment.

At second, extensive reading. Students admitted that by reading related topic made students received many information, so they could discuss the topic well. Sunarti et al., (2019), stated that reading is the act of reacting to and comprehending a written text as a form of communication. This activity was consider to be used by the students in improving their comprehension of talking about the topic.

At third, looking for interesting topic held pivotal role in students' video. The students told that if they like the topic of discussion, they were excited to look for the

related information and enjoy in talking to the camera. The topic selected should get more attention so that the students did better in speaking video.

At fourth, practice speaking. By practice their speaking, students tried practicing speak English by themselves, singing their favorite song, and inviting their friend to practice virtually through WhatsApp and other social media. To improve students' speaking skill, they need to practice a lot (Hosni, 2015).

At last, Student tried making a small note about the clue being discussed in the topic. In the process of recording, the students preferred to make small note in order to prevent while they forget the discussion, they tried to see the note and continue talking about the topic.

- **Finding out Students' Perceptions in Learning speaking**

Based on the data obtained, the students have positive attitude. Firstly, in making video helped the students in mastering the topic discussion. Aside, they wrote the ideas down, memorized, then finally they could take video. Furthermore, after taking the video, they had to listen to the video done then edited, when it was not good enough, it made them to retake the video and do the same steps again. In conclusion, students had better chance to reflect their performance through video and they could retake to get their best performance in speaking English. It is in line with Greene & Crespi (2012), whatever it is, one would expect students to get a deeper knowledge of the subject matter as a result of the process of generating course content videos, equally essential benefit of student-created video is that students are actively learning rather than passively sitting in a traditional lecture, and will thus enjoy the project, resulting in increased satisfaction with the course, topic content,

lecturer, and fellow students. Finally, Students' perception in the use of *Instagram* as media to post students' video assignment seen as great alternative to help students in learning the subject matter. Apriyanti et al., (2018) said that *Instagram* is one of the social media that facilitate high-quality video and also it can be watched by many people, being commented or liked by the viewers in students' *Instagram* account can raise the students' motivation. To get more "likes" from one's peers and following, photos are frequently modified or edited. 'Likes' are a concept created expressly for the world of social media that allows a person to approve of content put on another person's social media (Tyer, 2016). This became a consideration of the students to post videos of photos in their account. Sometimes, some of their friends also motivated and responded in the comment column and it made the students more excited to create another videos, it showed that the students got encouragement from the post they posted in their account

CONCLUSION AND SUGGESTIONS

It can be conclude that the difficulties in speaking faced by third students were in internal factors, language aspects and psychological aspect as well as external factors such as getting feedback and topic discussion that was not suitable with their interest. Fortunately, there were strategies in learning speaking, for instance repeating the recording, gaining more input (reading, listening), memorizing, practice speaking, and making small note. Finally, there were found students' perception in learning speaking. They pointed out that the steps done in making video could improve their speaking skill by seeing the process, looking for the topic, taking the video, and

editing the video. Besides, the use of *Instagram* considered the students to perform better and seek to upload their best video assignment. One reason that students confessed was that the posted video was not only seen by the lecturer, but also it was viewed virtually by huge number of people. It was suggested that the students need to practice English intensively, gaining more input, also students need to try applying grammar correctly in their speaking context and be aware about the importance of being able to speak English. Therefore, for the lecturer was suggested to pay more attention in choosing the topic, giving feedback to their video assignment, and select appropriate media that assists the students to practice their speaking better. The last is for the future researcher, they need to know about personal information of the students' background information and it is necessary to apply this research with wider participants to get more reliable result.

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