Students' Problems in Learning English-Speaking Skills at Fastco English Course Blora

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ABSTRACT
This research aims to find students' problems in English-speaking and their efforts to solve their problems. The research design was case study. The technique for analyzing data was qualitative. The subjects were 8 students at major class. They were 6 female students and two male students. The instruments were observation and interview. The results showed that there were 2 aspects of students' speaking problems, namely linguistics aspects and psychological aspects. The researchers found 9 data caused by linguistics aspects which related to the lack of vocabulary, grammar and pronunciation. Besides, they found 6 data caused by psychological aspects concerned with the students; they are not being confident, passive and nervous. They felt that linguistics aspects were more difficult than psychological aspects. Other results showed that students only had 10 efforts to solve their speaking problems and only 3 efforts out of 14 characteristics of successful language learners. Therefore, their efforts cannot maximally improve their speaking skills.

Keywords: students' problems, speaking skills, English course

1. INTRODUCTION

According to Saputra [1], speaking is an oral language. Students can speak after they listen to sounds, words, phrases and sentences that are obtained from the surroundings [2]. They can develop and convey meaning through non-verbal and verbal symbols in different contexts by using that skill. They can also pronounce articulation sounds or words to deliver and express thoughts, ideas, and feelings [3]. Good speaking skills can help them in accessing various affairs [4]. Besides, Speaking skill is the product of teaching and learning language process [5]. If, students have good skills in speaking, they will be easier to communicate with others in a classroom. To be good speakers, they should pay attention to English-speaking skills aspects, they are accuracy and fluency. Accuracy relates to vocabulary, grammar and pronunciation. Besides, fluency relates to students' ability in keeping their speaking going when they are speaking spontaneously [6].

Nowadays, people measure students' English language by seeing their speaking skills [7]. They need the skills for a requirement of enrolling a school and looking for a job. In mastering speaking skills, they must master linguistics aspects and psychological aspects. That statements are in line with research by Fitriani, Aprliaswati, &Wardah [8], Wahyuningsih & Afandi [9] and Heriansyah [10]. They find students' speaking problems caused by linguistics and psychological aspects.

Although these aspects are difficult to master, students have high motivation to study English-speaking skills at Fastco English Course Blora. It is one of three courses in Tempelan Village. It is located in Gunung Wilis Street No. 41 Blora, Central of Java. Mr Fastco became the director since 2016. It is an official course with SK. Dikpora RI No: 411.3/2098/2016.

Based on the researcher's observation, some students who learn English during 5 years still have problems in speaking. They do not use English speaking at class since their grammar, pronunciation, and vocabularies are poor. Besides, they are shy, not confident, passive and afraid of making errors.

These difficulties are in line with Spolsky and Hult [11] theory. They state that linguistics is a study about vocabulary, grammar, and pronunciation. According to Krashen [12], vocabulary becomes the basic of communication. Students who have low vocabulary will be difficult to speak and they do not know how to combine two or more vocabularies in a good sentence.

Besides, Grammar consists of a set of rules in students' speaking skills. Different rules in grammar can be set in different contexts of students' speech. Students cannot speak English well, if they do not master the rules of grammar. For example, students should say "we were" and they should not say "we was". That error grammar can appear to students when the students are speaking [13]. According to Maulina & Wennyta [14], pronunciation relates to the way of students pronounce particular word or sound. They should know the way to pronounce a clear and correct words and the way of a native speaker spells words. Besides, the basics of pronunciation are vowel, consonant, accent, intonation, and inflection. Students will miss-understand in speaking, if they do not master pronunciation [15].

Some scholars had investigated studies about speaking skills. Heriansyah [10] investigated a study about speaking problems in English department students of Syiah Kuala University. This study discussed students' difficulties and the way to solve the difficulties in students' speaking skills. This study was qualitative research. The researcher used interviews to collect data. The results of this study showed that the difficulties were lack of vocabularies and they were afraid of making mistakes.

Sudirman [7] investigated high school students' problems in speaking. The objective was to find students' problems and the factors that influenced students' problems in speaking. The participants were three classes at eleventh grade of SMAN 1 Palopo in academic year 2018/2019. Questionnaire, oral test and interview were as the instruments of this study. The results showed that students had problems in their accuracy, pronunciation, vocabulary, grammar, and fluency.

Al Nakhalah [16] investigated difficulties of speaking that encounter English language students at Al Quds Open University. The researcher used experiment design using interview as the instrument to collect data. The result showed that students' difficulties consisted of fear, shyness and anxiety.

In addition, Fitriani, Aprliaswati, &Wardah [8] investigated the most dominant problems in students' speaking skills. The subjects were third semester students at an English Department of FKIP Tanjungpura University Pontianak. This research was descriptive qualitative design. The instruments were questionnaire and documentation. The result showed that the percentage of lack-confidence was 20.11% and anxiety 21.27%. The psychological aspect was 20.70%. The linguistics problems were grammar, vocabulary, and pronunciation.

Riadil [17] investigated the EFL learners' speaking problems. The instrument was a questionnaire. The subjects were thirty-five students in Tidar University Magelang. The result showed that students still used 77% using mother tongue.

Wahyuningsih and Afandi [9] investigated students' problems at an English language education department of IAIN Kudus and explored the curriculum development. This study was descriptive qualitative approach. The researcher used observations, semi-structured interviews and focus group discussion (FGD) to collect data. The results showed that students' problems were lack of vocabulary, pronunciation, students' input, confidence and curriculum development.

Siagian and Adam [18] investigated a factor of students' anxiety in their speaking and strategy to solve the speaking anxiety. The subjects of study were 22 students from tenth grade at SMK Indomalay School Batam. This study was qualitative descriptive. The technique for collecting data used interview and questionnaire. The results showed that the lack of familiar task and confidence, fear of making mistake, low English skills can hinder students in mastering speaking skills. Other results showed that students' strategies to overcome the anxiety were peer seeking, preparation, relaxation, positive mind, and resignation.

Turada [19] investigated various students' problems in speaking at grade 11 of SMA Negeri 1 Sukodadi. This study was descriptive qualitative. To collect data, the researcher used interviews and observations. The results showed that the students' problems were poor vocabulary, grammar, pronunciation, fluency and comprehension. The indicators of the problems were lack of confidence, afraid to make mistakes, low motivation, anxiety, and shyness.

Yusa [20] investigated non-English students' difficulties in English-speaking skills. The subjects were five students at the University of Islam Malang and its impact on their speaking ability. This study used descriptive qualitative research design. The techniques for collecting data were semi-structured interviews. The results showed that students' problems relate to linguistics were the lack of vocabulary, grammar, and pronunciation. Besides, the students' problems relate to psychological aspects were the lack of confidence and motivation, nervous, blank mind, being confused, and being out of contexts.

From the explanation above, we can draw a conclusion that students face English-speaking problems relate to linguistics aspects as poor vocabulary, grammar and pronunciation. While, psychological aspects relate to unconfident, passive and nervous. The purpose of this study is to know the students' problems and students' efforts to solve students' problems in learning English-speaking skills at Fastco English Course Blora.

2. METHOD

This study was a case study design of qualitative research. The researcher described a central phenomenon condition of students' problems in learning English- speaking skills at Fastco English Course Blora. According to Yin [21], case study was an empirical investigation to investigate a contemporary phenomenon in the real-life contexts when the limits between context and phenomenon were not evident clearly. The technique of analyzing data was qualitative research. According to Johnston [22], qualitative research was a research that is conducted to make some examinations of the context with no prior reasons. It was closely related with a context of a phenomenon. Besides, according to Bryman and Bell [23], qualitative research was closely related with words, points of view participants, researcher close, theory emergent, a research process, unstructured form, contextual understanding, deep data, micro, meaning and settings. There were six main steps of qualitative research: general research questions, relevant subject selection, relevant data, interpretation data, conceptual and theoretical, and making conclusions. Besides, Creswell and Creswell [24] defined qualitative research was an approach to search, explore, and understand a central phenomenon. The researcher interviewed the participant by asking general questions until broad questions. The information was collected from the portfolios. The form of this design could be words or texts. After that, the results had gotten by the researcher in the description form. The participants were 8 students of speaking class at Fastco English Course Blora. The class consisted of 6 females and 2 males. They were around 10 until 13 years old. They study English during 5 years. The class was conducted offline. The instruments were observation and interview. According to Morgan & Harmon [25], an interview was oral questions. Rather than a questionnaire, it was more open-ended. Furthermore, it provided detailed information. It held individually using Indonesia language to get more detail data to found students' problems in learning English-speaking skills at Fastco English Course.

3. FINDING AND DISCUSSION

3.1 Students' problems in Learning English-Speaking skills

3.1.1 Linguistics aspects

Based on interviews, the problems of students are lack of vocabulary, grammar, and pronunciation. These statements below based on the following data taken from interviews:

> I do not have many vocabularies (SF1)

> I have difficulty in memorizing new vocabularies (SF2)

> I am confused when I meet new vocabularies that I never meet before (SM1)

Besides, they also have problems in their English grammar. The data below are taken from interviews.

> In my inability to master grammar makes it difficult for me to compose sentences properly when speaking. It makes me difficult to speak English (SF4)

> My grammar is bad (SM2)

> I am still confused about using grammar in sentences (SF5)

Another problem in speaking skills is they are poor in pronunciation. The data is below.

> When speaking English, I have difficulty in pronouncing words correctly. Therefore, the word has a different meaning (SF6)

> I cannot pronounce difficult words (SF3)

> Sometimes, I forget how to pronounce a word (SM1)

3.1.2 Psychological aspects

Based on interviews, the problems of students are not being confident, passive, and nervous. These statements below based on the following data taken from interviews:

> I am not confident to speak in front of class (SF4)

> I am unconfident, because I am afraid to make mistakes (SM2)

Besides, students are passive. The data are taken from interviews.

> I speak Indonesia language more than English at class (SM1)

> I am passive in producing English sentences at class (SF1)

Another that problems, students are nervous to speak. The data are below.

> I am being nervous when I am speaking in front of class (SM1)

> Feeling nervous makes me hard to speak (SF1)

3.2 Students' efforts in English-speaking skills

Students have 10 efforts to cope their speaking problems. 1) Practice to speak English. 2) Learn grammar at home. 3) Try to be active. 4) Watch English movie. 5) Find difficult words in dictionary. 6) Read an English grammar book. 7) Memorize some vocabularies. 8) Take an English course. 9) Add information about tenses at home. 10) Take an English Course.

All the efforts above are matched with Rubin and Thompson about students' effort in solving their speaking problems. According to Rubin and Thompson cited in Brown [26], there are 14 characteristics of successful language learners. From 10 students' effort, only 3 out of 14 characteristics, namely 'they practice their own outside school', 'they have different strategies' and they are being creative'. Based on the interview, the students say that their effort cannot maximally improve their speaking skills.

Finding shows that, the previous studies are different with current study. Sudirman [7] found students' problems in speaking that only caused by linguistics aspects. Then, Al Nakhalah [16], Riadil [17], Siagian [20], Turada [19] and Yusa [22] found students' problems in speaking skills that only caused by psychological aspects. Whereas, this study found students' problems in speaking caused by two aspects, they are: linguistics aspects and psychological aspects.

From 8 students who become participants, all of them have speaking problems. The finding shows that the problems caused by linguistics aspects are the lack of vocabulary, grammar, and pronunciation. Besides, students' problems caused by psychological aspects are unconfident, passive and nervous. All data are 15 data. 9 data come from linguistics aspects and 6 data from psychological aspects. It means that, students feel difficult in mastering linguistics aspects than psychological aspects.

4. CONCLUSION

The conclusion shows that there are two aspects of students' problems in learning English-speaking skills, namely linguistics aspects and psychological aspects. The linguistics aspects consist of the lack of vocabulary, grammar, and pronunciation. Besides, the psychological aspects concern with the students; they are not being confident, passive and nervous. All data are 15 data. 9 data come from linguistics aspects and 6 data from psychological aspects. Those aspects hinder students in improving their speaking skills.

Even though the students have 10 efforts to overcome their problems, only 3 efforts are included in 14 characteristics of successful language learners. So, they cannot maximally use their effort to improve their speaking skills. The suggestions are the teachers should improve students' linguistics mastery. Besides, students should be confident, active, and brave in speaking. Then, they should try other efforts to make their English speaking maximally. They can try various efforts to make them easier in learning English speaking skills at Fastco English Course Blora. In order, they can overcome their speaking problems and develop their speaking skills well and correctly.

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