Linguistics Factors as Speaking Obstacle of the EFL Students in Classroom

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Abstract. The study aims to find out the domain of linguistics factors as speaking obstacles of the EFL students in Classroom. This study used a descriptive qualitative method that described and explained the data found in the field. The data was collected using an interview guideline instrument and using a voice recorder. To analyze the data, the researchers used three stages: data reduction, data display, and generating conclusions/verification. Concerning the purpose, the major finding consisted of three domains of linguistic factors, namely lexicon, phonology, and syntax. The study's findings showed that in the lexicon factor, some of the students still lacked of vocabulary; in the phonology factor, some students had difficulty pronouncing English words; and in the syntax factor, it found that some of the students often encountered difficulty to complete the component of the structure in speaking. In addition, the researchers also found another factor that was a psychological factor, the students felt afraid to make mistakes and insecure when speaking in the classroom. In conclusion, the researchers found linguistic factors of speaking obstacles to some of the fifth-semester students of the English Department of Muhammadiyah Luwuk University in the classroom.

Keywords: Linguistics Factors, Speaking Obstacle, Classroom.

1   Introduction

Language is an ability possessed by every human being that is used as a tool to communicate, interact, and convey information to other humans. By using language, every human also could convey his or her ideas, opinions, and feelings. This fact showed that language had an important role in human life, especially in communication activities. Every region in the world had different languages between one and, to unite the languages that existed in the world, English becomes an international language and a lingua franca.

In the globalization era especially for the ASEAN economic community, a nation was very important to know and mastered the international language. This case is considered the territory of Indonesia is one of the most resource countries in the world of economic, tourism, social, and cultural. To face this era, people demanded to be able to speak English that learning English must be more or needed special attention.

In Indonesia, one of the subjects that must be taught and studied in school is English. In the educational context, English was contained in the curriculum that must be learned from the high school level to the university level. In the process of learning English, there were four important abilities, those are listening, speaking, reading, and writing abilities. Speaking and writing are included in the category of productive skills, or the ability to utilize language, but listening and reading are included in the receptive skills category, or the ability to receive input.

The four skills required to be mastered by the students, but speaking is the most essential skill to be mastered because speaking was the key to communicating with other people. Neno [1] stated that speaking is an essential skill to learn since speaking fluently in a second language or a foreign language as a sign of accomplishment for pupils who have studied that language.

In other words, could speak fluently in language learning, students are considered capable or successful in learning the target language. Speaking is a way to communicate verbally to convey ideas or opinions to others. Byrne [2] stated oral communication skills involve the capacity to talk (for the speaker) and to listen to and comprehend the speaker (for the listener). It is possible that language learners found difficulties to express their ideas through speaking because of many factors that prevented them from learning to speak English like psychological factors, environmental factors, and linguistic factors.

Of three factors mentioned, linguistic factors are one of the factors that students often face. Linguistic factors were divided into several types such as lexicon study about vocabulary or word, morphology study about the structure of the word, syntax study about the sentences' structure, semantics study about the words and sentences' meaning, and phonology study about the phonetic and sound pattern.

Additionally, according to Chomsky's theory, our linguistics proficiency was a result of our ingrained understanding of linguistic structures and principles. Denham & Lobeck [3] stated that what people produced is called linguistic performance. Fromkin and Rodman [4] described linguistics competence as "the linguistic system that consists of words' sounds, structures, meanings, and rules on how to combine them all." (p.12). Furthermore, grammar was the representation of linguistic knowledge in the speaker's thinking. According to Fromkin [5] grammar encompasses all knowledge of a language's structure. This includes their lexicon (the words or vocabulary in their mental dictionary), morphology (the words' structure), syntax (sentences' structure), semantics (the words and sentences' meaning), and phonetics and phonology (the sounds and the sound system or patterns). Therefore, linguistic competence describes a person's knowledge and skills in the language as they are utilized effectively in communicative situations when they are a member of a particular speech community.

Linguistic competence included the rules of word formation and vocabulary (the lexicon), the structure of the sentence (syntax), and pronunciation and the sound of the word (phonology). Widdowson [6] argued, "Speaking in the usage meaning required the use of the language's phonological system, grammatical system, or both".

Spolsky & Hult [7] stated that general linguistics consists of detailed vocabulary, pronunciation, and grammar. Linguistic problems were those problems that made the students' speaking skills became poor. There were linguistic problems that affected

persons in speaking ability, like as poor grammar, needed vocabulary, and lack of pronunciation.

In addition, Richards [8] claimed, there are some problems that, learner usually faced in speaking:

a. Lack of vocabulary needed to talk. Vocabulary is the collection of words which had a special meaning. The problems of vocabulary appear when a person lacked the necessary vocabulary to speak and did not understand how to combine these vocabulary words into an appropriate sentence. Khan [9] said that a number of foreign language learners in English had trouble using words and expressions in speech. The students are conscious of their language use in the source language, but when they were required to continue speaking in a target language like English, they struggled to combine and employ the necessary terminology.

b. Grammar. Grammar is a form of learning in which sentences are arranged and formatted. Therefore, even if learning proper grammar was often thought to be a little tedious, it was time and effort that was well spent. Learners could speak well in English even if they were unfamiliar with grammar norms. According to Celce-Murcia [10], Due to the students' failure to acquire structure one step at a time, grammar became challenging. Even though the learner appears to have mastered some structures, it was not unusual to find setbacks when a new form of language learning was introduced. For instance, a student who had mastered the present tense verb's third-person singular maker was more inclined to make generalization the function, and implement it to a brand-new modal verb, leading to mistakes like "she can speak English." Due to their lack of English grammar proficiency, the students' speaking may contain these faults.

c. Pronunciation. Pronunciation of English had become a language that connected people around the world. In a second language or foreign languages, students were also required to be able to speak English like native speakers, naturally. Hinkel [11], an individual word's sound in the target language must be mastered by a learner of a foreign language. Additionally, it would be fantastic if the pupils could talk fluently and naturally like their own original tongue.

By seeing many problems and obstacles in learning English, the researchers saw a very prominent problem in learning English, the lack of speaking English in the classroom. This study's primary goal was to ascertain the domain Linguistic Factors as the speaking obstacle of the EFL student in the classroom focused on the linguistic factors, which were lexicon, phonology, and syntax.

2   Method

This study used a descriptive qualitative method that described and explained the data found in the field. Seliger & Shohamy [12] explained that qualitative descriptive research employed a variety of techniques to pinpoint and outline data findings obtained from fieldwork without using any experimental methods. Gay, Mill, and Airasian [13],

qualitative research entails the collection, analysis, and interpretation of significant narrative and visual (i.e., non-numerical) data in order to comprehend a particular phenomenon of interest. They also mentioned that qualitative data can be gathered from a variety of sources, including casual chats, observations, surveys, interviews, phone calls, personal and official documents, photos, recordings, drawings, journals, and recordings of emails. In this study, the researcher used interviews with voice recorders to collect research information. The data was collected using an interview guideline instrument and used voice recorder. To analyze the data, the researchers used Miles and Huberman theory [14]: data reduction, data display, and generating conclusions/verification. To get the result, the researchers selected and simplified the data that was taken from interview, then they displayed the data from the result of data reduction, the last step after organized the data, they drawing conclusion. As explains previously that, the aimed of this study to find out the domain of linguistics factors as speaking obstacles of the EFL students in classroom. This study aims to find out the domain of linguistics factors as speaking obstacles of the EFL students in Classroom.

3   Result and Discussion

3.1   Presenting the Results

The data were gathered through a structured interview with the interviewed of English Education Study Program students, at the University of Muhammadiyah Luwuk, especially in the fifth semester. The discussion below was a data display compiled from the interview. It showed the domain of Linguistic Factors as the speaking obstacle of the EFL students in the classroom. The data from the interviews that addressed the lexicon, phonology, and syntax problems in linguistics were used to document the findings.

Lexicon. The information below describes the Lexicon as the linguistic factors. Lexicon was a study of words or vocabulary. This data was taken from the interview that asked the students' reasons.

a. Because I want to study in out at Luwuk my mother "*tidak kase*"
b. Because my pilihan// my choice "*sebenarnya*" my choice is computer but my mother don't accept my choice so I choice Unismuh Luwuk and take english program
c. Because in my village, literature aa// like "***bahasa Inggris kurang sekali***"
d. Because my "***pilihan***"// my choice "*sebenarnya*" my choice is computer but…

The data above showed that the students were misinformed some of the English words. The Linguistic problem turns, as a great problem in the students' speaking was the vocabulary. The faced difficulties to choose the appropriate vocabularies linked to the context, the realized that they were lack of English lexicon. They often asked their friends by uttering unfamiliar English word. When the conversation done spontaneously, they also faced difficulties to translate it. They did not complete the English sentences.

Phonology. The data below reported the linguistic factor, the phonology. Phonology is a study about phone and phonetic.

    a. *Choose this program I <u>think</u> I want to a teacher.*
    b. *The first I am study hard and <u>then</u> I found my obstacles…..*
    c. <u>*Because*</u> *English language very <u>important</u> for my life_and I can teach the children and the student in the school and others.*

The underlined word that showed miss pronunciation when the subject was speak-up answered the questions in the interview. The investigation discovered some words that were frequently pronounce incorrectly by the students referred to the results of the aforementioned interview. The words such as: think /ting/ instead of /θɪŋk/; then /den/ instead of /ðɛn/; important /importen/ instead of /ɪmˈpɔːtənt/; person /person/ instead of /ˈpɜːsn/; grammar /gremar/ instead of /ˈgræmə/; because /bekaus/ instead of /bɪˈkɒz/; material /material/ instead of /məˈtɪərɪəl/; opinion /opinion/ instead of /əˈpɪnjən/; ask /as/ instead of /ɑːsk/; about /about/ instead of /əˈbaʊt/; study /studi/ instead of /ˈstʌdi/; parent /paren/ instead of /ˈpeərənt/; novel /novel/ instead of /ˈnɒvəl/; want /wan/ instead of /wɒnt/; interesting /interesting/ instead of /ˈɪntrɪstɪŋ/; word /wor/ instead of /wɜːd/; activities /aktivitis/ instead of /ækˈtɪvɪtiz/; and /en/ instead of /ænd/; graduate /graduet/ instead of /ˈgrædjʊeɪtɪd/; computer /komputer/ instead of /kəmˈpjuːtə/; translator /translator/ instead of /trænsˈleɪtə/; technology /teknologi/ instead of /tɛkˈnɒlədʒi/; traveling /treveling/ instead of /ˈtrævlɪŋ/; confident /konviden/ instead of /ˈkɒnfɪdənt/; always /alweis/ instead of /ˈɔːlweɪz/, influence /influen/ instead of /ˈɪnflʊəns/; work /work/ instead of /wɜːk/.

Syntax. The data below shows and describes the linguistics factor in syntax. Syntax is a study of the structure of a sentence.

    a. <u>*I want to a to study in Muhammadiyah Luwuk University*</u> (I want to study in the Muhammadiyah university of Luwuk)
    b. *Because a <u>my choice just this</u>.* (I do not have any choice because of my parent did not accept to me go to out from Luwuk city)
    c. *Because I // <u>I like in Unismuh Luwuk</u> and and Unismuh I think very nice.* (I like to study at the Muhammadiyah University of Luwuk, it is very nice.)

The underlined of every word showed miss pronunciation when the subject answered the questions in the interview. Syntax is the study of the grammar component of a sentence. Syntax was part of the linguistics that students faced. From the interview, the researcher found the students' problems with a lack of grammatical understanding. They did not understand to use of sentences that related to the context or questions.

3.2   Discussion

After showing the data, the researcher discussed and analyzed it, then showed the results. As explained in the data collection technique, the researcher used a qualitative descriptive analysis of the data obtained by the researcher through an interview while the data will be discussed as follows the lexicon, phonology, and syntax.

First, the Linguistic problem turns out, as a great problem of the students' speaking the vocabulary. They faced difficulties to choose the appropriate vocabulary linked to the context, the realized that they were lack of English lexicon. They oftentimes asked their friends the unfamiliar English word. When their English words gave spontaneously, they also faced difficulties to translate them. They did not complete the sentence with the English word. Second, the researcher concluded that the students were difficulty pronouncing English words. They pronounced incorrect stressing words, and incorrect intonation. The last, they had difficulty using language structure related to the context of the statement. They did not understand the used language to describe events in the past, or events that the future, and used the daily activities' statement. They also lacked in using auxiliary words, and prepositions, and even did not complete the sentence structure when they spoke. This result was supported by Richard [8], he claimed that some common speaking issues pupils have include a lack of vocabulary, a lack of grasp of syntax, and words that are difficult to pronounce. Then, this study linked with Nurlita's research [15], and also W. Dea et al research [16]. Their research was discovered students' speaking problems. Nurlitas' research found some students in grammar mistakes, incorrect pronunciation, a lack of vocabulary, feelings of shyness and anxiety, pauses and hesitations, lack of anything to say, the learning environment, parental pressure, and feeling shy to speak in front of many girls because he is the only boy in the class are all examples of student speaking English. While, Aries et al research found the students' pronunciation, grammar, and vocabulary issues can all affect their speaking abilities. The students' psychological issues are those related to their nervousness and lack of confidence.

In relation with two previous research, the results of research conducted by researchers using direct and indirect interviews at the Muhammadiyah University of Luwuk in the fifth semester are still very lacking in speaking skills in English. This deficiency in speaking comes from linguistic issues that foreign language learners frequently encounter. A language style that retains a strong mother tongue influence. The lack of vocabulary mastery, improper word selection in the context of sentences when speaking, less fluent vocabulary pronunciation, a lack of word emphasis and intonation, incomplete sentence structure components, and sentence structure that is inappropriate for the context of speaking are some of these linguistic factors.

4   Conclusion

In conclusion, showed that some of the students were lacking vocabulary (the lexicon). There were six out of twenty-one respondents answered that they had difficulty pronouncing English words (phonology). This was confirmed when they spoke, most of them were not fluent in pronouncing vocabulary. Then, two out of twenty-one respondents gave a response that, they had difficulty in the word composition or lack of grammatical (syntax). In addition, two out of twenty-one respondents answered that they were afraid of making mistakes and lacked of confidence.

Thus, the results showed that lexicon, phonology, and syntax were identified as the three linguistic factors that provide the most speaking challenges for EFL students in

the classroom. There was also a factor that inhibits fifth-semester students from speaking, namely the psychological factor, fear of making mistakes, and not having confidence. This research gives contribution for the institution, especially the lecturers of English Education Study Program to make more efforts in learning speaking.

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