PROBLEMS AND DIFFICULTIES OF SPEAKING AT MUHAMMADIYAH LAMPUNG UNIVERSITY STUDENTS IN COVID PANDEMIC

Dyah Sih Pratiwi[1], Candraning Prihatini[2]
[1]English Language Education, Muhammadiyah Lampung University
[2]English Language Education, Muhammadiyah Lampung University
Corresponding aouthor's E-Mail : sihpratiwi90@gmail.com

Abstract

The purpose of this research was to describe the problem and difficulties of speaking at Muhammadiyah Lampung University students in Covid pandemic. This research used descriptive qualitative research. The subject of this research were Muhammadiyah Lampung University students at first semester in English Education Department. The data collecting technique of this research used questionnaire. The result of this research indicated that the students in first semester of English Department have some problems and difficulties in speaking subject during Covid pandemic. There some problems and difficulties in practicing speaking in Covid pandemic namely 1) understanding the conversation; (2) less of vocabularies; (3) pronunciation; (4) shy, (5) Worrying for making grammatical errors, (6) lack of Technology, and (7) lack of motivation. Based on the analysis of questionnaire indicated that that 5 % in meaning, 22 % in vocabularies, 8 % in pronunciation, 32 % in shy, 8% Worrying for making grammatical errors, 10% lack of Technology, and 15% lack of motivation. Based on the data the majority students indicated that confidence is the most problem in speaking skill.

keywords: Speaking, Speaking problems and difficulties, speaking performance

INTRODUCTION

There are some skills that should be mastered by students in English namely, listening, reading, writing and speaking. As English Department, the students should master all of the skills. Speaking is considered as the most important skill in English communication. In Indonesia, English is foreign language(EFL) for students. So many students still feel difficult for speaking well in daily activity. Although, the students of Indonesia have studied English since they are children until they are in university.

In all of countries that used English as Foreign Language, the students have their own challenges in mastering English subject especially speaking skills. In Indonesia, it is also happen in students of English Education Department. They still have low of ability in sharing their idea in the English language (Katemba & Buli 2018). This is related to the fact that the teaching of speaking English consists of complex study. It is can be proved that speaking English consist of some steps namely studying about grammar, increasing

vocabulary, practice speaking, and making students for always practicing speaking English (Katemba,2013)

In fact, most of them still get difficulties in speaking well although they are students of English Education Department. As the result they cannot speak English well yet. During the speaking class most of them are not responding actively so the lecturer also get difficulties in increasing their speaking skill. Related to this case, it is necessary to find out the problems and difficulties of students in speaking skill.

It was expected that the result of this research would directly improve the development of the students' speaking performance and also provide more insight for lecturers for alternative activities or learning strategies to develop speaking skills for EFL learners in Muhammadiyah Lampung University.

2. Literature review

Speaking is an activity of a group of people or at least it is doing of a couple of people. the conversation should do in two-way communication in order to deliver the main of conversation. English is used for international language so English lecturer consider speaking is the most important language skill for their students (Crystal, cited in Akkakoson, 2016). However, in fact speaking English in a Foreign Language can have some problems and difficulties for not only for the students but also for lecturers.

In literature review, it will present speaking, the students' problems and difficulties in learning speaking English, and the condition education system in Covid pandemic.

2.1 Speaking

Speaking is the activity of delivering the message from one people to another people by using language. According to Florez (1999, as cited in Indra 2016) speaking is not only the activity of a process of building meaning by making, getting and understanding information, analyzing the speaking but it is also has a complex steps because it is about the situation and the condition of speaking, such as the subject of speaking, the speakers' knowledge, the condition of speakers' environment, and the purpose of speaking. Speaking should be practice in daily activities, so it is one of the active skills (Nunan 2003, as cited in Mart 2012) said that speaking should consider about building English sentence structure to get understanding the conversation.

Speaking needs several steps in interaction. Speaking included many skills in order to gain the purpose of speaking, the skills are listening, vocabulary, grammar, and pronunciation. Barras said that (2006: 9) speaking needs some steps in gaining message between speaker and listener.

There are several components of speaking skill. They are Pronunciation, Grammatical utterances, Vocabulary knowledge, and Speaking Fluency. The lecturer think

Pronunciation is one of skills of students should be mastered in speaking. The students can be said speaking well if they can speak like native speaker. In EFL it is need more practice in speaking English because in reality the students are rare using Spekaing English. In addition it is also about how the students practice their English suitable with the situation and condition so the listener can easy in understanding the speaker's thought (Gilbert, 2008).

When someone speaks with the other people, they should consider the using of grammar that they used. Grammatical utterance consists of the the condition and the situation of sentence so the listener can understand the message of speaking from speaker. Grammar consists of rules that can building the sentence perfectly in speaking (Purpura, 2004). Moreover, grammar is used for guiding the students in making a good sentence. (Harmer, 2001).

Students should has a lot of list of vocabulary in speaking because without a lot of vocabulary list a speaker will not be able to use interactive communication. In short, it can be said that the power of mastering words or having vocabulary knowledge is one of the keys for success in speaking (Hiebert & Kamil, 2005).

The definition of good speaking fluency is the ability to speak suitable with the situation and the condition of the speaker and listener. There are some factors of good speaking that should be considered namely communicatively, fluently and accurately (Segalowitz, 2010). Fluency means that the students can speak without interruption. In speaking class, the teacher should make the students speak freely without any interruption, after that the teacher can check the students's proficiency (Pollard, 2008). Students can be called speak fluency based on some factors consideration namely if the students can speak English without repetition, hesitation, making a long pause, self-correction (Koizumi, 20013).

2.2 Problem and Difficulties in Speaking During Covid pandemic

Speaking is a skill that needs a complex preparation because it is not only about saying something in another language but also it is a delivering message between speaker and listener. In the fact, the students think speaking is the most difficult skill to be mastered in the class. in line with Zhang (2009) stated that speaking remains the most difficult skill for almost of English students, and they cannot speak English well in English.

In Indonesia English is a foreign language. So students cannot practice it in real conversation easily. There are some problems and difficulties in speaking. According to Ur (1996), there are some problems and difficulties in speaking, namely: 1.Inhibition. Students are worried about making mistakes, fearful of criticism, or shy. 2. The Students' motivation in speaking English is still low. 3.the participation is still low. The less of participation in speaking class make the students' ability in speaking English is still low.4.Mother-tongue use. The students tend to use their mother-tongue if they get

difficulties in continue their speaking in English. As the result they use bilingual language in speaking English. The students feel free in express their idea in their mother-tongue.

In addition, Rababa'h (2005) stated that there are some factors difficulties in speaking English among EFL students. Some of these factors namely learners condition, teaching strategies, the curriculum, and environment. If the students get difficulties in Speaking English it can give effect to their performing in the class, as for the example the students cannot continue the conversation if their vocabulary knowledge is still low. It is also about the motivation of the students' itself in speaking class. They do not think that learning or speaking English is important skill to be mastered.

Successful speaking activity in class can be seen by performing of students in the class . The lecturer can see where is the students that having high motivation in speaking English and the other students are less of motivation in speaking class. It is also a duty of the lecturer for motivating all of the students in speaking class so all of the students can performing their the best performing of speaking English.

Now days in Covid pandemic the situation of learning and teaching speaking class is so different. As we know based on the rule of our education minister, all of the learning and teaching process should be done in online class. The lecturer and the students should study new concept of learning speaking class. As the result they get addition of problems and difficulties in speaking class related to the process of teaching and learning. So their learning process is done in some ways online class such as whatshapp group, google classroom, and zoom meeting. All of the online class of course needs high technology for using it. The students not only should be mastered the material in speaking English but also the technology for showing their performance.

Based on the explanations above, it can be concluded that there are some students' problems and   difficulties in speaking class, as follows: (1) psychological; (2) the linguistic; (3) environmental; and (4) Teaching Strategies. These factors can be clear in the table below:

Table 1 Problem and Difficulties in Students' Speaking Problems

No	Factor	Students Problems and Difficulties in Speaking
1	Psychological	Confidence
		Motivation
2	Linguistic	Worrying for making grammatical errors.
		Worrying for making pronounciation errors
		vocabulary knowledge is still low
3	Environmental	Less of attention, respect, and appreciation from the others students in classroom.
		Less of partner in outside class in practicing speaking English.

4	Teaching strategies	Method of teaching and learning speaking in the class
		The changing of curriculum of the government
		Covid Pandemic
		Lack of Technology

3. Research Methodology

The section included three steps namely: Subjects, Research method, The data collecting technique, The data Analyzing.

3.1 Subjects

The research is done in the first semester students of English Education Department of Muhammadiyah Lampung University in Academic Year 2020/2021. The participant consists of 9 students. all of students become respondent as subjects. The first semester students of English Education Department of Muhammadiyah Lampung University speaking class, so that the researcher can conduct the research.

3.2 The Research Method

This research used descriptive qualitative research. The aims of descriptive qualitative studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

3.3 The Data Collecting Technique

qualitative data is using in this research. The qualitative data based on all students' activity in speaking class. The data as follows:

1. Observation Class

The researcher has done observation of students' activity in teaching and learning process. The Covid pandemic makes the teaching and learning process of speaking class doing in online class. The observation based on the students' activity and the task during learning process.

2. Questionnaire

open-ended questionnaire is using in this research for gaining their responses in a form of written data. In this research, there are three question for students, namely:

(1) What are your problems and difficulties in speaking class?

(2) What are your problems and difficulties in speaking class during Covid pandemic in online class?

(3) What are the reason of your problem and difficulties in speaking class?

3.4 The Data Analyzing

Qualitative and quantitative data are using in this research. The qualitative data was class observation. The data Analysis included some steps such as; gaining with data, identifying the data, analyzing the data, synthesizing, making the important part of data, and giving conclusion (Bogdan and Bilken, 1992: 153).

There some steps in conducting this research namely:
 1. Observing students' activity in speaking class.
2. Observing students' task in speaking class.
3. Giving the questionnaire to the students.
4. Identifying of the questionnaires.
5. Analyzing the result of the questionnaires.
6. Drawing the result of the questionnaires.
7. Giving conclusion.
 This research used descriptive statistic percentage in showing the result of three research questions.

4. Findings and Discussions

4.1 The Students' Problems and Difficulties in Speaking Class in Covid Pandemic

This research indicated that students have some problems in speaking class during Covid Pandemic, they are: (1) understanding the conversation (2) less of vocabularies; (3) pronunciation; (4) shy, (5) Worrying for making grammatical errors, (6) lack of Technology, and (7) lack of motivation. The detail explanation of students' problems and difficulties in speaking during Covid pandemic of Students English Education Department first grade at Muhammadiyah Lampung University are shown table below:

Table 2
The Students' Problems and Difficulties in Speaking Class in Covid Pandemic

No	The Students' Problems and Difficulties	Percentage (%)
1	Understanding the conversation	5%
2	Less of vocabularies	22%
3	Pronunciation	8%
4	Shy	32%
5	Worrying for making grammatical errors	8%
6	lack of Technology	10%
7	lack of motivation	15%

The results indicated that there are some problems in speaking class during Covid pandemic. The result from questionnaire shown that 5 % in Understanding the conversation, 22 % in Less of vocabularies, 8 % in pronunciation, 32 % in shy, and 8% in worrying for making grammatical errors, 10% in lack of technology, and 15% in lack of motivation. The biggest result is Shy,. It means that The students' motivation in Speaking class is still low when they practice speaking English in speaking class. The second problems based on students' point of view is less of vocabularies. Their list of vocabularies is still low so they get difficulties in doing speaking.

4.2 Factors of the Students' Problems in Speaking English during Covid Pandemic

There are some factors of the problems in first semester students of English Education Department of Muhammadiyah Lampung University in speaking English during Covid pandemic namely by the table below:

Table 3

Factors of Students' Problems in Speaking English during Covid Pandemic

No	Factor	Percentage
1	Psychological factors	45%
2	Linguistic domain	27%
3	Environmental	20%
4	Teaching strategies	8%

The result concluded that almost of students (45%) have their problems in psychological factor, 27% of the students were afraid about linguistic errors, 20% of the students were unconfident in practicing the speaking English of their environment and 8% of the students have problem in   teaching strategies because it is included mastering the technology in Covid pandemic.

5. Conclusion

The research concluded that students have some problems in speaking class during Covid pandemic, namely: (1) understanding the conversation; (2) less of vocabularies; (3) pronunciation; (4) shy, (5) Worrying for making grammatical errors, (6) lack of Technology, and (7) lack of motivation.. The result from the students questionnaire indicated that that 5 % in understanding the conversation, 22 % in vocabularies, 8 % in pronunciation, 32 % in shy, 8% Worrying for making grammatical errors, 10% lack of Technology, and 15% lack of motivation.

Suggestions for speaking improvement in EFL students, it is needed increasing their confidence in practicing speaking skill. The students can study speaking by listening skills, which included listening to music, watching movies, and frequent practice of

listening and speaking skills from multimedia website. The students of EFL context should be aware of the availability of a number of ways they can use to learn to speak in English. On the other hand, the lecturer also need to give motivation to the students, especially in Covid pandemic where is the condition and the situation of learning and teaching process is different. In Covid pandemic the students and the lecturer is not only mastering the material but also should be mastering the technology and new learning style in online class.

References

Abadi, Citra Priski. *Developing Speaking Skill in EFL English Course*. Available online at Journal on English as a Foreign Language, Volume 5, Number 2, September 2015

Akkakoson, S. (2016). *Speaking Anxiety In English Conversation Classroom among Thai Students*. Malaysian Journal of Learning and Instruction. (13), 63-82.

Amalia, Dinda and Husna, Nida. *INTROVERT LEARNERS' NEED ANALYSIS OF ENGLISH-SPEAKING ACTIVITY*. Available online at IJEE (Indonesian Journal of English Education), 6 (2), 2019

Boonkita, Kamonpan. *Enhancing the development of speaking skills for non-native speakers of English*. Available at www.sciencedirect.com Procedia Social and Behavioral Sciences 2 (2010) 1305–1309

Brown, H. Douglas. 2001. *Language Assessment "Principles and Classroom Practices"*. New York: Addison Wesley Longman, Inc

Burns, Anne. *Concepts for Teaching Speaking in the English Language Classroom*. Available online at LEARN Journal: Language Education and Acquisition Research Network Journal, (12) .1,

Derakhshan, Ali; Khalili, Atefeh Nadi; and Beheshti, Fatima. *Developing EFL Learner's Speaking Ability*, Accuracy and Fluency. Available online at http://dx.doi.org/10.5539/ells.v6n2p177 English Language and Literature Studies; Vol. 6, No. 2; 2016

Gilbert, J. B. (2008). *Teaching pronunciation using the prosody pyramid (1st ed.)*. New York: Cambridge University Press.

Harmer, J. (2001). *The Practice of Language Teaching*. Essex: Longman Press

Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and Learning Vocabulary. Bringing Research to Practice*. Lawrence Erlbaum Associates Publishers

Ihsan, Mas Dahrul. *Students' Motivation in Speaking English.* Available online at *http*://ojs.umsida.ac.id/index.php/jess (2016)

Katemba, C., & Buli, R. *Improving Speaking Skills Using the Gallery Walk Technique. Available* online at Catalyst, Volume 17, 2018

Katemba, C.V. *Anxiety Level of Indonesian Students and Its Relationship To Academic Achievement In English*. Available online at Journal of Education and Practice Vol.4   No.27   pp.   1-9   (2013). http://www.iiste.org/Journals/index.php/JEP/article/view/9873/10097

Koizumi, R. (2013). *Vocabulary Knowledge and Speaking Proficiency among Second Language Learners from Novice to Intermediate Levels*. Academy Publisher Manufactured in Finland. 4(5).

Mart, Ç. T. (2012). *Developing Speaking Skills through Reading. International Journal of English Linguistics,* 2(6), 91–96. http://doi.org/10.5539/ijel.v2n6p91

Pollard, Lucy. 2008. *Guide to Teaching English.* USA: Longman Group.

Purpura, J. E. (2004). *Assessing Grammar*. Cambridge University Press. 24(2), 291-298. doi.org/10.1177/02655322070240020502.

Rabab'ah,G. (2005). *Communication problems facing Arab learners of English*. Journal of *Language* and Learning, 3(1),ISSN 1740-4983.

Riadil, Ikrar Genida. *A Qualitative Study: Investigating EFL Learners' Self- Confidence to Decrease The Reticence in Speaking Ability*. Available online at ELTICS (ENGLISH LANGUAGE TEACHING AND ENGLISH LINGUISTICS) JOURNAL Vol.5, No.2, July 2020

Segalowitz, N. 2010. *Cognitive bases of second language fluency.* New York: Routledge

Suleimenova, Ziash. *Speaking anxiety in a foreign language classroom in Kazakhstan.* Available online at www.sciencedirect.com Procedia - Social and Behavioral Sciences 93 (2013) 1860 – 1868

Syahputra, indra; A. Gani, Sofyan ;and Inayah, Nurul. *Exploring EFL Students' Efforts in Speaking Skill.* Available online at Research in English and Education (READ), 1(2), 107-113, December 2016

Tien, Ching-Y. *ENGLISH SPEAKING ANXIETY IN EFL UNIVERSITY CLASSROOMS IN TAIWAN*. Available online at https://www.oapub.org/edu/ European Journal of English Language Teaching Volume 4 │ Issue 2 │ 2018

Ur, P. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Wael, Ahmad; Asnur, Muhammad Nur Ashar; and Ibrahim, Ibrahim. *EXPLORING STUDENTS' LEARNING STRATEGIES IN SPEAKING PERFORMANCE*. Available online at International Journal of Language Education, Vol. 2 No. 1, 2018

Wahidah, Farah Sukmawati. *STUDENTS' SPEAKING PROBLEMS AND FACTORS CAUSING IT*. Available online at http://www.e-journal.unswagati-crb.ac.id/ JURNAL LOGIKA, Vol XVI, No 1 Maret Tahun 2016

Wahyuningsih, Sri and Afandi, Muhamad. *Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia*. Available online at https://www.eu-jer.com/ European Journal of Educational Research Volume 9, Issue 3, 967 - 977.

Zhang, Y. (2009). *Reading to speak: Integrating oral communication skills. English Teaching   Forum*,47(1),   32-34.   Retrieved   from http://exchanges.state.gov/englishteaching/forum/archives/2009/09-47-1.html