



The Problems Encountered by Non-English Department Students in Speaking English

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ABSTRACT

Speaking is one of the difficult English skills for non-English department students. This is because students must understand how to produce good and correct sentences to pronounce. To produce a sentence, they must master a lot of vocabulary and master how to pronounce it. In addition, to be able to master speaking skills, students must also have self-confidence. This research aimed to know the problems encountered by Non-English Department students in speaking English and their causes and to find out the problem-solving encountered by non-English majoring students in speaking English. The researcher used descriptive qualitative research with a questionnaire and an interview to collect the data. The results of this study indicate that almost all students find problems (linguistic and non-linguistic) in speaking English. Linguistic problems that are often found are lack of grammar, poor pronunciation, and the last is lack of vocabulary. The non-linguistics are anxiety, shyness & lack of confidence. The factors causing the problem of speaking English in this study were low motivation, habits & mother tongue, lack of practice & opportunity, and fear of making mistakes. To solve the problem of speaking English is improving vocabulary and pronunciation skills. Some ways to improve it are by listening and singing English songs, watching English movies to understand English sentences, and using Google Translate to look up the meaning of difficult words and how to pronounce them. In addition, to improve their speaking skills, sometimes students also practice speaking in English with their friends or independently.

Introduction

Language is an important role in communication. Through language, a person can express his feelings and thoughts. Language is also used as a means of communication between countries in the world (Prastikawati et al., 2022). In the modern era, a lot of information in all aspects is conveyed using international languages, both orally and in writing.

In this regard, the Indonesian government has made English one of the subjects that must be taken by students, especially university students. It is also given to students of non-English departments. Although it has become a compulsory subject, there are still many students who find it difficult when learn the language (Candraloka & Rosdiana, 2019; Rahayu et al., 2021). This is because English language is a complex subject for Indonesian students for it has four main skills to acquire. These skills can be grouped into two categories, namely the receptive and productive aspects (Rahmaniah & Asbah, 2019). The receptive aspect is acceptance or absorption, as seen in listening and reading activities. Meanwhile, temporary productive aspects are the production or production of language, both spoken or in writing as seen in speaking activities and writing (Prasetyaningrum et al., 2021).

Speaking is one of the difficult English skills for non-English department students. This is because students must understand how to produce good and correct sentences to pronounce (Jaya et al., 2022; Sayuri, 2016). To produce a sentence, they must master a lot of vocabulary and master how to pronounce it (Siagian & Pinem, 2020). In addition, to be able to master speaking skills, students must also have self-confidence.

There are still many non-English students who have difficulties speaking English. According to Namaziandost & Nasri (2019). Speaking fluently is challenging for everyone, but it's more difficult for students in non-English departments since they find it hard to pronounce and memorize new words, lack confidence, and prefer to speak to their friends in their native tongue out of fear that they will make them laugh. This research investigates the problems encountered by non-English department student in speaking English and their causes and to find out the problem solving encountered by non-English majoring students in speaking English.

Previous research conducted by Nuryana (2020) showed that non-English students had problems in speaking English such as shyness, grammar, vocabulary and meaning, pronunciation, lack of confidence, fear of making mistakes, and anxiety. In addition, Mulyadi et al. (2021) mentioned three factors that contributed to the difficulties and strategies chosen by non-English majoring students in speaking English, namely psychological factors, linguistic factors, and contextual factors.

Research Methods

The researcher conducted this research through a questionnaire and interview with eight-semester students of Indonesian Language and Literature Education at Universitas Muria Kudus. The number of students who filled out the questionnaire was 27 participants, and the number of students interviewed was 10 students.

The researcher uses a combination of close-ended questions and open-ended questions. Close-ended questions are provided with the optional answer that is Yes/No. Furthermore, open-ended questions were given because the researcher did not provide answers so that the participants could answer in their sentences or answers. In collecting data, the researcher used some steps. First is preparing the questionnaire sheet, then the researcher distributes the questionnaire sheet and asks the students to answer the questionnaire sheet

online, and the last is collecting the questionnaire sheet. Interview, there are eight questions asked in this interview. The steps for collecting the data in the interview are firstly the researcher preparing the questions, next the researcher doing an online interview, and the last is making the script of the interview.

Data Analysis

In this research, the researchers used qualitative descriptive analysis techniques. Data collection is the first thing to do. Begins by converting all forms of raw data into the form of transcripts or written language. After everything is converted into transcripts, the next step is to group the raw data into groups of certain themes which are divided into a series of discussions. The report's data were sufficiently substantial to warrant careful and thorough notation. Summarizing, identifying the key points, concentrating on what matters, and searching for themes and patterns are all examples of how to reduce data. The data is then displayed following the data reduction process. Abbreviations, charts, correlations between categories, and narrative prose can all be used in qualitative research to show data. The data will be shown, making it simpler to comprehend what is happening and plan work based on what has already been accomplished.

Findings

Based on the results of questionnaires and interviews, it was found that there were problems in speaking English in the eighth-semester students of Indonesian Language and Literature Education for the class of 2022/2023. Problems in speaking English are divided into two, namely linguistic problems and non-linguistic problems.

Linguistic Problems

The first type of speaking problem is the linguistic problem. According to (Fitria et al., 2015), linguistics is a scientific study of languages such as the study of language structure (grammar), words, and phonology. The linguistic problem is the problem that makes students' speaking skills bad.

Lack of Vocabulary Mastery

Vocabulary is one of the important components that must be mastered in speaking English. The more vocabulary students have, the more they can participate in conversations. Based on questionnaires, there are some Indonesian Language and Literature Education students who are less proficient in English vocabulary than those who master it. Students who do not master a lot of vocabulary say that they only know the basic vocabulary that they have learned during their learning at the previous school level. Students (S-5) said "*Hanya sebagian kosa kata yang saya kuasai*". In addition, there are many difficult vocabularies that they encounter and then they choose to avoid them. "*Banyak kata-kata dalam bahasa inggris yang tidak pernah saya jumpai*", said the other students (S-4). This causes these students to be unable to speak much in English.

Table 1 Lack of Vocabulary

Statement	Answer			Total
	Yes	No	Others	
I master a lot of vocabulary in English	11	16		27
I always avoid difficult words when speaking English	26	1		27

Lack of Grammar Mastery

The next problem is that students feel less mastered in grammar. In this study, almost eighth-semester students of Indonesian language and Indonesian literature education for the academic year 2022/2023 had poor mastery of English grammar. Some people think that when it comes to speaking, one does not need to use correct grammar for what they are going to say. The student (S-2) said that "*Tidak, menurutku untuk seorang pemula tidak perlu menggunakan tata bahasa yang benar, itu akan menjadikan kesulitan dalam berbahasa Inggris*". However, some students think that grammar is an important aspect of speaking. In grammar problems, some students said that they had difficulty in learning and remembering grammar formulas such as past tense, present tense, future tense, etc. "*Aku masih kurang paham sama SPOK-nya Bahasa Inggris. Terus juga kalau ngomong untuk yang udah lewat tuh gimana, yang akan datang gimana, aku masih ga paham sampai sekarang*", said the student (S-9). Furthermore, other student said that "*saya kesulitan dalam tata bahasa dan penggunaan Verb 2, Verb Ing, dll*" (S-1).

Table 2 Lack of Grammar Mastery

Statement	Answer			Total
	Yes	No	Others	
I often make grammar mistakes when speaking English	27	0		27

Difficulty in Pronunciation

Pronunciation is one of the difficulties encountered when speaking English. From the results of interviews conducted by researchers, several students said that they felt that many English words were difficult to pronounce. The student (S-20) said, "*pengucapan saya yang terkadang terdengar aneh*". This is because students rarely even almost never use English in daily speaking. They always use Indonesian and Javanese when speaking. The other student (S-5) said that "*Iya (difficulty in pronunciation), karena dalam komunikasi sehari-hari saya lebih sering menggunakan bahasa Jawa*".

Table 3 Difficulty in Pronunciation

Statement	Answer			Total
	Yes	No	Others	
I have difficulty with pronunciation when speaking English	20	7		27

Non-linguistic Problems

The psychological problem is the non-linguistic problem. Psychological problems often affect a person's mental or physical health. These psychological problems may have a detrimental effect on students' speaking abilities (Fitriani & Apriliaswati, 2015). Students of Indonesian Language and Literature Education UMK found a number of psychological problems, including Anxiety, Shyness, Lack of Confident, Low Motivation, etc.

Anxiety

Speaking English is something that is rarely done by non-English students. The results of this study indicate that almost all eight-semester students of Indonesian Language and Literature Education in the 2022/2023 academic year feel anxious every time they are asked to speak in English. *"I feel anxiety setiap disuruh ngomong didepan kelas, takut salah, takut tiba-tiba ngeblank semua"*, said the student (S-18). Students said that one of the reasons they were anxious was because they had not mastered English well. The student said, *"Iya, Sangat cemas karena tidak percaya diri dalam kemampuan berbicara dengan bahasa inggris"* (S-16).

Table 4 Anxiety

Statement	Answer			Total
	Yes	No	Others	
I feel anxious every time I'm asked to speak in English	27	0		27

Shyness and Lack of Confidence

Shyness is one of the psychological problems found in speaking English (Khan et al., 2018). Students feel shy and not confident if they are going to start speaking English in front of many people. This feeling arises because students feel they do not master English. Therefore, self-confidence has a very important role in speaking English. If students don't have confidence, then they can't speak English. In addition, students also feel less fluent and accurate when speaking in English. *"Kadang aku kalo udah disuruh ngomong bahasa inggris aku sering belibet"*, said the student (S-18). However, there are also students who only feel embarrassed at certain times, depending on the situation and with whom they are dealing. The student (S-7) said, *"Tergantung sama siapa sih, kalo sama temen yang dekat dan disituasi yang santai, aku nggak terlalu malu"*

Table 5 Shyness and Lack of Confidence

Statement	Answer			Total
	Yes	No	Others	
I am shy when I want to start a conversation in English	18	7	2	27
I feel insecure when speaking English in front of many people	25	2		27

Factors Causing Speaking English Problems

Low Motivation

Many of the eight-semester students of Indonesian Language and Literature Education have realized that English is very important today. They know that mastering English will make it easier for them to keep up with the times. Not only speaking but also in all other aspects. Even so, there are still some students of Indonesian Language and Literature Education who do not have more motivation to master English more deeply, especially in terms of speaking. "*Saya belum ada motivasi lebih untuk mempelajari itu, itu sih untuk sekarang*" said the student (S-13). This is because some of them feel that in the life they are living now, speaking English is not so necessary.

Table 6 Low Motivation

Statement	Answer			Total
	Yes	No	Others	
I do not have more motivation to master the ability to speak English	9	18		27

Habit and Mother Tongue

According to data taken from interviews, almost all eighth-semester students of Indonesian Language and Literature Education are not accustomed to using English in their daily life. This makes it easier for students to learn English, especially in speaking. They are used to using Indonesian and Javanese when communicating every day. In addition, an environment that does not support them in speaking English is also one of the difficulties they face. So they have less opportunity to speak English outside of English class. Therefore, it is difficult for them to remember English vocabulary and the pronunciation of sentences. The student said (S-25) "*Ya, karna lingkungan saya sedikit yang berbicara bahasa Inggris*". Furthermore, the other student (S-4) said that "*Saya tinggal dilingkungan dan keluarga yang dari kecil tidak menggunakan bahasa Inggris untuk berkomunikasi*".

Lack of Practice and Lack of Chance

Practice is one of the most powerful ways to hone English speaking skills. Based on the data taken in this research, almost all eighth-semester students of Indonesian Language and Literature Education students rarely practice speaking English. they only start practice

when there is an English class. outside the classroom, they rarely practice their skills. S-9 said that *"For speaking, I rarely. Tapi kalo berlatih buat memperbanyak kosakata, saya sering melakukannya"*. In addition, students also feel that they do not have the opportunity to speak English because their environment is not supportive. The student (S-1) said *"Iyes, karena lingkungan saya yang jarang meggunakan bahasa inggtis sehingga saya hanya menggunakan bahasa inggris dikelas bahasa inggris saja"*.

Table 7 Lack of Practice and Lack of Chance

Statement	Answer			Total
	Yes	No	Others	
I often practice speaking English to improve my speaking skills	14	13		27
I don't have much chance	18	9		27

Fear of making mistakes

Fear of making mistakes is one of the factors that cause problems in speaking English. Students are afraid that when they speak English, they will mispronounce. *"Iya, aku takut bikin kesalahan dan itu bikin aku ngga pede buat ngomong bahasa Inggris"*, said the student (S-10). It is in line with Dalem (2017) who specified that a lack of self-confidence is a psychological and attitude barrier that makes it difficult for a learner to speak in their mother tongue or a foreign language.

Table 8 Fear of Making Mistakes

Statement	Answer			Total
	Yes	No	Others	
I am afraid of making mistakes when speaking English in front of the class	20	7		27

The Problem Solving

In the previous part, the researcher explained and discussed the problems found in Indonesian Language and Literature Education students in English speaking and their causes. The most common linguistic problem found is a lack of grammar. Meanwhile, the most non-linguistic problems are anxiety. Most of them feel that grammar is very difficult to use in speaking English, and almost all of them also feel anxiety every time they are asked to speak English. Other linguistic problems such as vocabulary, pronunciation, shyness & lack of confidence also contributed to making Indonesian Language and Literature Education students find difficulties in speaking English (Karunia et al., 2019).

If there is a problem in speaking English, a solution must also be found. In this case, a solution is needed to solve the problem. According to Nuryana (2020), problem solving is learning to solve problems using various strategies. Strategies are made for the problems presented in the lesson and the problems encountered in everyday life about environmental change (Asril et al., 2019).

This finding was obtained based on interviews with ten students. There are eight questions asked in this interview. From the interview, the following data were found:

Q1: In your opinion, is the ability to speak English important for non-English department students? Why?

Answer:

- *Iya sangat penting. Karena ya kita hidup dimasa modern yang hampir semua kemajuannya menggunakan bahasa inggris. Biar ngga ketinggalan jaman (S-1)*
- *Penting, karena bahasa inggris menjadi bahasa internasional (S-2)*
- *Sangat penting (S-3)*
- *Lumayan penting karena supaya kita dapat menguasai bahasa Inggris (S-4)*
- *Menurut saya kemampuan berbahasa inggris sangat penting bagi mahasiswa segala jurusan, karena skill berbahasa inggris sangat bermanfaat disaat kita mencari pekerjaan atau sebagai bekal untuk menghadapi dunia karir, karena sekarang banyak pekerjaan yang menjadikan skill berbahasa inggris yang baik sebagai salah satu kriteria yang diutamakan (S-9)*
- *Ya sangat penting, karena Bahasa Inggris adalah Bahasa internasional (S-10)*
- *Iya penting (S-14)*
- *Tidak terlalu (S-16)*
- *Sangat penting karena bahasa inggris merupakan bahasa yang diakui di Indonesia dan juga merupakan bahasa penghubung (S-20)*
- *Penting, karena sekarang ini bahasa inggris menjadi bahasa global dan sangat penting ketika terjun ke dunia kerja (S-25)*

Q2: Do you find it difficult to speak English?

Answer:

- *Iya menemukan (S-1)*
- *Yes (S-2)*
- *Iya (S-3)*
- *Yes. terkadang saya menemukan kesulitan untuk mengartikan bahasa inggris ke dalam bahasa indonesia (S-4)*
- *Ya (S-9)*
- *Iya (S-10)*
- *Iya (S-14)*
- *Iya (S-16)*
- *Betul, karena minimnya pegetahuan dan juga seing mengalami kesalahan dalam pengucapan (S-20)*
- *Iya, kesulitan belajar karena lingkungan lawan bicaranya tdk menggunakan bahasa inggris, karena ingin cepat bisa kita juga membutuhkan lingkungan yg berbahasa inggris juga (S-25)*

Q3: What difficulties do you most often encounter when speaking English?

Answer:

- *Tata bahasa dan penggunaan Verb 2, Verb Ing, dan lain-lain (S-1)*
- *Artikulasi saat berbicara, dan kekurangan kosakata dalam berbicara Bahasa Inggris (S-2)*
- *Menyusun kosakata (S-3)*
- *Kata-kata yang tidak pernah saya jumpai (S-4)*
- *Saya sering mengalami kesulitan menggunakan tata bahasa yang baik dan benar (S-9)*
- *Pengucapan yang terkadang terdengar aneh (S-10)*
- *Mencocokkan to be (S-14)*
- *Tidak paham artinya (S-16)*
- *Salah dalam mengucap dan kadang tidak mengetahui artinya (S-20)*
- *Pegucapannya (S-25)*

Q4: Do you feel anxious when asked to speak in English? why?

Answer:

- *Tidak khawatir, tetap loss meskipun salah (S-1)*
- *Ya, karena saya belum menguasai bahasa Inggris (S-2)*
- *Ya, karena saya belum lancar bahasa Inggris (S-3)*
- *Karena tidak percaya diri ketika mengucapkan (S-4)*
- *Terkadang iya, karena saya takut salah dalam menggunakan tata bahasa yang benar sehingga mengakibatkan orang lain salah memahami apa yang ingin saya sampaikan (S-9)*
- *Iya, karena kosakata dan pengucapan saya yang kurang baik sedikit aneh dan membuat cemas (S-10)*
- *Ya, takut salah pelafalan (S-14)*
- *Iya, saya tidak menguasai dan tidak tahu kosa kata dan artinya (S-16)*
- *Sangat cemas karena tidak percaya diri dalam kemampuan berbicara dengan bahasa Inggris (S-20)*
- *Lebih ke kurang percaya diri karena belum terbiasa (S-25)*

Q5: Do you often use English when chatting?

Answer:

- *Sering, biar keren doang (S-1)*
- *Hanya sekedar bahasa yang baru trend (S-2)*
- *Tidak (S-3)*
- *Jarang (S-4)*
- *Tidak (S-9)*
- *Jarang (S-10)*
- *Tidak (S-14)*
- *Tidak (S-16)*
- *Hampir tidak pernah (S-20)*
- *Jarang sekali (S-25)*

Q6: In your opinion, is lack of confidence one of the obstacles in speaking English?

Answer:

- *Betul, tapi sebenarnya yang penting PD dulu urusan benar salah itu belakangan (S-1)*
- *Iya, karena berbahasa Inggris butuh pengalaman bicara secara terus-menerus agar lancar (S-2)*
- *Iya (S-3)*
- *Iya (S-4)*
- *Ya, karena percaya diri adalah kunci yang paling penting (S-9)*
- *Iya benar sekali (S-10)*
- *Iya (S-14)*
- *Iya (S-16)*
- *Betul (S-20)*
- *Ya, karena salah satu kunci belajar bahasa adalah percaya diri (S-25)*

Q7: How do you deal with the problems you encounter in speaking English?

Q8: What do you usually do to improve your English speaking skills?

Answer:

- *Sambil bawa HP, buka google translate buat cari arti dari kosakata yang sulit atau cari bahasa Inggrisnya (S-1)*

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- *Belajar dan selalu mencoba berbicara dengan bahasa inggris. Saya juga sering menonton film dengan subtitle untuk mempelajari kosakata (S-2)*
 - *Latihan buat ngomong sedikit-sedikit, biasanya perkalimat-kalimat sederhana (S-3)*
 - *Menggunakan google translate (S-4)*
 - *Saya sering belajar dari lagu yang saya dengarkan atau film yang saya tonton untuk lebih memahami kalimat bahasa inggris. Dan menurut saya itu salah satu cara yang cukup efektif. Saya juga sering ikut menyanyikannya saat sedang mendengarkan untuk melatih pelafalan (S-9)*
 - *Lebih banyak mempelajari kosakata yang baru dan lebih banyak berbicara bahasa inggris (S-10)*
 - *Belajar melafalkan kosakata melalui lagu (S-14)*
 - *Saya biasanya pake google translate buat cari arti kata yang susah, sama ucapannya gimana (S-16)*
 - *Saya sering pake google translate buat cari kosakatanya, terus bagaimana sara ngucapinnya. Kadang sesekali saya mecoba berbicara didepan kaca, terus kadang kalo didepan temen-temen yang dekat suka soksoakan pake bahasa inggris juga (S-20)*
 - *Nonton film bahasa inggris, sesekali berbicara dengan orang lain menggunakan bahasa inggris sedikit meningkatkan keterampilan berbicara saya (S-25)*
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Conclusion

The conclusion of this research is that the speaking English ability of eight-semester students of Indonesian Language and Literature Education at Universitas Muria Kudus was at a low level and needs to be increased. Almost all students find many difficulties in speaking English. These problems are linguistic problems, and non-linguistic problems. Linguistic problems that are often found are lack of grammar, lack of pronunciation, and the last is lack of vocabulary. As for non-linguistic or psychological problems, namely anxiety, shyness & lack of confidence. The problems themselves are caused by several factors. The factors causing the problems of speaking English in this study were low motivation, habit & mother tongue, lack of practice & chance, and fear of making mistakes. To overcome the problem of speaking English, several solutions were found. The solution is to improve vocabulary and pronunciation skills. Some ways to improve it are by listening and singing English songs, watching English movies to understand English sentences, and using Google Translate to find the meaning of difficult words and how to pronounce them. In addition, to improve their speaking skills, sometimes students also practice speaking in English with their friends or independently.

Based on the conclusion, some suggestions are proposed as follows; 1) Students must study hard and practice more in speaking because it is the key to being able to improve their English speaking skills; 2) Students do not need to be ashamed if they want to express something or want to start speaking English; 3) Students do not need to be afraid of making mistakes in speaking English, because mistakes will make the lesson better; 4) To improve speaking skills, students can take special training, or also join English language programs organized by English student organizations

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