Analyzing Students' Individual Problems in speaking at IAIN Kendari

Article in Asian EFL Journal - March 2017

2 authors:

Fahmi Gunawan Alimin
Institut Agama Islam Negeri

Isna Humaera
Institut Agama Islam Negeri

Some of the authors of this publication are also working on these related projects:

- pragmatic and sociolinguistics aspect of humour
- Religious Expression
The Asian EFL Journal
Second Language Acquisition – Academic Research TESOL
Indonesia International Conference Edition March
2017
Volume 7

Senior Editors:
Paul Robertson and John Adamson

Production Editor:
Eva Guzman
Table of Contents

1. **Aileen Tiong Ling / Melor Md. Yunus** .................................................. 05-18
   *Secondary ESL Teachers’ Receptiveness towards ICT Integration*

2. **Anisa Cheung** ................................................................. 19-24
   *Exploring Teacher Cognition on the Integration of Language Arts (LA) electives in the New Senior Secondary (NSS) English Language Curriculum in Hong Kong*

3. **Arifuddin / I Made Sujana / Kamaludin** ............................................. 25-52
   *Indonesian Masters Degrees Students’ Difficulties in Pragmatic Understanding Based on Fields of Study and Gender*

4. **Athitaya Unchanthee** .............................................................. 53-56
   *The Development of Remember Vocabulary by using CALL in Pratom 5 Students*

5. **Barli Bram** ................................................................. 57-62
   *Self and Peer Revisions in Students’ Narrative Paragraph Writing*

6. **Burhanudin Syaifulloh** .......................................................... 63-71
   *Language Learning Strategy Use and English Proficiency of Indonesian EFL College Students*

7. **Daniel Warchulski** .............................................................. 72-81
   *Supporting Learner Autonomy through Self-Assessments: The Accuracy of Students’ Self-evaluations in Speaking Classes*

8. **Delsa Miranty** ................................................................. 82-89
   *Posting Students’ Work on Facebook and Wall Magazine and its Effect on their Motivation*

9. **Desak Gede Chandra Widyantni** ................................................... 90-94
   *“Bimbel” as an Educational Trend in Indonesia*

10. **Dewi Atikah** ................................................................. 95-108
    *Teaching Strategies in Writing Class: A good model in Islamic institution of Kendari, Southeast Sulawesi, Indonesia*
<table>
<thead>
<tr>
<th></th>
<th>Authors</th>
<th>Pages</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Diyan Ermawan Effendi / Muchammadun</td>
<td>109-121</td>
<td>“Happiness” in Bahasa Indonesia and its Implication to Health and Community well-being</td>
</tr>
<tr>
<td>12</td>
<td>Endang Asriyanti Amin Sikki</td>
<td>122-127</td>
<td>Primary School English Teachers’ Perception towards their own English Language Knowledge and Skills: Using Self-Evaluation to Identify the Level of Importance and Competence</td>
</tr>
<tr>
<td>13</td>
<td>Eni Prasetyowati / Lailatus Sa’adah</td>
<td>128-140</td>
<td>The use of Self-Assessment for Teaching English for Young Learners</td>
</tr>
<tr>
<td>14</td>
<td>Fadilla Oktaviana</td>
<td>141-153</td>
<td>Comparison of Translation Result from Google-Translator and Bing-Translator (Error Analysis of Translation Result from Indonesian Text Into English Text)</td>
</tr>
<tr>
<td>15</td>
<td>Fahmi Gunawan / Isna Humaera</td>
<td>154-163</td>
<td>Analyzing Students’ Individual Problems in Speaking at IAIN Kendari</td>
</tr>
<tr>
<td>16</td>
<td>Grace M. Corpuz / Efren O. Peralta</td>
<td>164-170</td>
<td>Promoting Meaningful Student Engagement in the ESL Classroom</td>
</tr>
<tr>
<td>17</td>
<td>Hamamah</td>
<td>171-180</td>
<td>Teaching Strategies Applicable for Instilling Character Education in EFL Writing Courses in Higher Education: A Literature Review</td>
</tr>
<tr>
<td>18</td>
<td>Hema Vanita Kesevan</td>
<td>181-190</td>
<td>Classroom Ideologies and Teaching Styles in Post-Colonial English Classrooms</td>
</tr>
</tbody>
</table>
Title
Analyzing Students’ Individual Problems in Speaking at IAIN Kendari

Author
Fahmi Gunawan
Isna Humaera
Islamic State Institute of Kendari, Southeast Sulawesi, Indonesia

Bio-Profiles:
Fahmi Gunawan is a lecturer at Islamic State Institute of Kendari, Southeast Sulawesi Indonesia. His research interests comprise discourse analysis, etnolinguistics, and English language. He can be reached at fgunawanp@gmail.com

Isna Humaera is an English lecturer at Islamic State Institute of Kendari, Southeast Sulawesi, Indonesia. Her research interests include languages skills and discourse analysis. She can be reached at humaeraumk@gmail.com

Abstract
This study aims at assessing student’s individual problems at Islamic State Institute (IAIN) of Kendari in increasing their English speaking skill. The data was obtained from 10 Islamic Education Students in 2015. The participants were selected due to their low English grade obtained from final-year examination and interview. The data was collected through interview and questionnaire. The finding showed that students’ individual problems comprises into two parts, (1) lack of knowledge factors and (2) psychological factors. These problems were caused by the following factors; (1) often laughed by their friends when speaking English, (2) lazy to memorize vocabulary, (3) lack of speaking exercise, (4) fear of making mistakes in speaking and pronouncing vocabulary and sentence, and(5) insufficient knowledge on grammatical structure of English language. Few ways were suggested to solve

Jalan. Sultan Qaimuddin, No. 17
Kendari, Sulawesi Tenggara, Indonesia
the problem; (1) motivating themselves to be more confident in talking, (2) recording unfamiliar vocabularies in personal vocabulary notes, (3) practicing speaking with friends and lecturers, (4) mixing the use English language and mother language, as well as (5) using technology such as electronic dictionaries.

**Keywords:** Individual Problems, Speaking Skill

**Introduction**

Globalization has placed a paramount importance on English language speaking in academic and professional lives of students (Cortazzi& Jin, 1996; Adamson, 2001; Webb, 2002; Hu, 2005; Sawir, 2005). By mastering English language, they may not only communicate with others from all over the world (Tardi, 2004), access plenty of information (Mak&Coniam, 2008), but also have an opportunity to brave themselves to face various challenges in the future (Mumtaz, 2000).

However, non-English students at Faculty of Education and Teaching, Islamic State Institute of Kendari, Southeast Sulawesi, Indonesia have been depicted as low competent in English language (Humaera, 2015). The revelation was based on the preliminary interviews with some students in which they opined that they faced a plenty of difficulties in speaking English. As the result of their poor performance in English, some of the graduates face difficulty to obtain scholarship from fund raising and have been rejected for job application at some private schools.

There are many factors that might induce the students’ low proficiency in English. One might be attributed to lack of knowledge factor and psychological factors. Based on these phenomena, this research is done.

**Literature review**

This section provides a literature review that deemed to the relevance of the research objectives. This includes a brief overview of students’ individual problems, such as lack of knowledge factor and psychological factors in speaking English.

**Lack of Knowledge Factor**

In classroom, the students are required to speak fluently. However, lack of knowledge, such as slow vocabulary, poor in grammar and pronunciation, becomes a stumbling block. Vocabulary is one of the most important components in any language class. Without vocabulary, communication will be limited. Limited vocabulary leads the students to
use their mother tongue instead of utilizing the target language (Cook, 1996). Pronunciation refers to the way the native speak language (Scrivener, 2005). The focus of grammar is not only on syntax but also how to put the language form in meaningful interaction (Terrell, 1991; Brown, 2000; Harmer 2007).

**Psychological Factor**

Psychological factors incorporate anxiety (Chastain, 1976; Scovel, 1978), shyness (Brown, 2007), fear of making mistake (Gregerson, 2003), lack of confidence (de Saint Léger, 2009) as well as motivation (Nunan, 1999; Tsiplakides&Keramida, 2009). To overcome students’ difficulties in speaking class, there are six basic strategies that could be applied as suggested by by Ehrman, Leaver, and Oxford (2003), Yu (2001), and Brown (2007). (1) Speaking is daily activities, then it should be practiced regularly, (2) Trying to utilize simple language, (3) The students should be able to get rid of their shyness to speak, (4) Practice speaking either in small group or pair work rather than requiring students to speak individually in front of the whole class, (5) Speaking activities through structured and guided practice will help students to boost their confidence, (6) Sharing opinion or perception to the friends.

**Methodology**

This research used descriptive qualitative design to describe what are students’ problems in speaking English and how to solve them. The participants were ten students of 2015 batch of Islamic education Major. The instruments used in this study were interview guidelines sheet and questionnaire. Data was collected through recording and interview as well. The results of the study were then analyzed through Miles and Huberman (1984) theory.

**Findings and Discussion**

**Findings**

This section provides findings and discussion relating to the objective of the research. They might become short explanation through figure. The following table has four columns comprises of (1) name of the student, (2) their self problems, (3) causes of students’ self problems, (4) the strategies utilized in overcoming the problems.
Table 1:
Students’ Self Problem, Causes and Strategies to Overcome

<table>
<thead>
<tr>
<th>No</th>
<th>Subjects</th>
<th>Kinds of Self Problem</th>
<th>The Causes</th>
<th>Strategies Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subject 1</td>
<td>✓ Lack of vocabularies ✓ Fear of making mistakes ✓ Lack of motivation</td>
<td>✓ Laughing by friends</td>
<td>✓ Practicing at home in front of mirror ✓ Having notes for new vocabularies ✓ Asking friends ✓ Having smart friend in English ✓ Using dictionary ✓ More exercises at home</td>
</tr>
<tr>
<td>2</td>
<td>Subject 2</td>
<td>✓ Lack of vocabularies ✓ Fear of mistakes in pronunciation ✓ Lack of confidence ✓ Less motivation</td>
<td>✓ Less vocabularies ✓ Lack of confidence</td>
<td>✓ Using social media ex: facebook, SMS in English ✓ Build internal motivation: English as a habit</td>
</tr>
<tr>
<td>3</td>
<td>Subject 3</td>
<td>✓ Lack of vocabularies ✓ Fear of mistakes in pronunciation</td>
<td>✓ Less vocabularies ✓ Less ability to pronounce the words</td>
<td>✓ Daily exercises (mixing with mother tongue) ✓ Asking friends ✓ Searching in the dictionary</td>
</tr>
<tr>
<td>Subject</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>✓ Fear of making mistakes grammar and Pronunciation</td>
<td>✓ Less vocabularies</td>
<td>✓ Open dictionary</td>
<td>✓ Asking friends for the pronunciation</td>
</tr>
<tr>
<td></td>
<td>✓ Lack of confidence</td>
<td>✓ Less ability to pronoun the words</td>
<td>✓ Independent study by reading vocabulary book or dictionary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Lack of knowledge (grammar)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>✓ Lack of knowledge (less vocabularies)</td>
<td>✓ Lazy to memorize vocabularies</td>
<td>✓ Asking friends</td>
<td>✓ Having note of the vocabulary then open dictionary</td>
</tr>
<tr>
<td></td>
<td>✓ Fear of mistakes to converse</td>
<td>✓ Poor in pronouncing the words</td>
<td></td>
<td>✓ Memorizing the vocabulary</td>
</tr>
<tr>
<td></td>
<td>✓ Lack of confidence (less of confidence)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Shyness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>✓ Lack of knowledge (vocabularies and pronunciation)</td>
<td>✓ More task to be finished</td>
<td>✓ Finding out in the book</td>
<td>✓ Enjoyable to study English</td>
</tr>
<tr>
<td></td>
<td>✓ Lack of confidence (Environment - laughing with friends)</td>
<td></td>
<td>✓ Asking friends, teacher or other people</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Exercise in front of mirror</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Open dictionary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Memorizing words and sentences</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>✓ Lack of knowledge (vocabularies and pronunciation)</td>
<td>✓ Feeling shy</td>
<td>✓ Memorizing words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Fear to speak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Nervous/anxious</td>
<td>Fear of mistakes</td>
<td>Less of vocabulary</td>
<td>Feeling anxiety</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------</td>
<td>------------------</td>
<td>--------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Lack of knowledge (vocabularies and Grammar)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Lack of knowledge (vocabularies)</td>
<td></td>
<td>Feeling worry to speak</td>
<td></td>
</tr>
</tbody>
</table>

Based on aforementioned findings, it can be concluded that students’ self problems were mostly related to their knowledge and psychological factors. Lack of knowledge
includes slow vocabulary development, low proficiency in speaking, and poor in grammar. Psychological factors comprise of low self-confidence, unmotivated to speak, having anxiety and shyness to speak.

There are some reasons why students have individual problems in speaking. The problems like shyness and fear of making mistakes happened when their friends laughed at them speaking in English and they often received negative evaluations from them too. The findings are consistent with studies done by Young (1990, 1992), and Juhana (2012) that stating most students who learn English would feel shy when they speak and fear of making mistakes when they talk. In addition, the students also had limited vocabulary in English. Most of them said that they were difficult to speak because of the limited vocabularies they had. Besides, the students felt lazy to memorize words and also they had more assignments for other subjects.

The participants argued that there are some ways can be used to solve their individual problems such as studying the target language, practicing to speak the language regularly in front of people, reading English book during spare time. In addition, taking notes of new vocabulary and using electronic dictionary are helpful to enhance speaking skill. Thornbury (1991) agreed that these activities should be made compulsory to help students to improve their vocabularies independently. Furthermore, asking lecturers and motivating self to speak are other possible strategies to solve speaking problems for students. They believed that motivating to be more confident to speak is worth considering. In this sense, motivating students to speak in English, to some extent, encourages them to actively participate in speaking in the class (Pintrich, 1999; Ushioda, 2011).

**Discussion**

Learning English as a second language in non-native speakers perspective had occurred many times ago. In learning English, students at higher education faced many problems. One of the problems is individual problems in speaking. We may find this problem not only in Indonesian learners, but also in Saudi (Hamouda, 2012; Mahdi, 2014), Iranian (Riasati, 2012), China (Mak, 2001), and Asian learners (Exley, 2005). Hence, it can be summed up that students’ individual problems in speaking is a common phenomena that almost occurred in non-native speaker countries. Lack of knowledge factor and psychological factor are the dominant factor. Nevertheless, the strategies to overcome those problems are based on social, cultural, class atmosphere, and teachers’ ability in each country, particularly at Islamic State Institute of Kendari, Southeast Sulawesi, Indonesia as a base research of this article.
Conclusion

It can be concluded that students have problems to speak due to individual factors such as lack of knowledge about slow vocabularies, poor in grammar and pronunciation and psychological factors such as anxiety, shyness, fear of making mistake, lack of confidence, as well as motivation. To solve those individual problems, the students should study more the language, speak in front of people regularly, read English book, note more study, practice to speak together, take notes of new vocabulary, utilize electronic dictionary, ask lecturers and boost up the inner motivation from their selves.

References
Gregersen, T. S. (2003). To Err is Human: A Reminder to Teachers of Language Anxious


Young, D.J. (1990). An Investigation of Students’ Perspectives on Anxiety and Speaking. *Foreign Language Annals, 23* (6), 539-553.