

THE DIFFICULTIES ENCOUNTERED BY NON-ENGLISH DEPARTMENT STUDENTS IN SPEAKING ENGLISH

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ABSTRACT

There are many definitions of speaking according to experts. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' while quiantly (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations. Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency.

This study aims to identify problems regarding difficulties experienced by non-English students (public health) in communicating using English that is to identify the difficulties of non-English departments of students in speaking English and to find out the most difficult things in Speaking English by non-English students. This research uses quantitative descriptive methods. The number of samples in this study were 23 respondents. The respondents in this study were active students in semester 8 of public health, health policy administration class UNISKA MAB. Technique of data collection are giving questionnaires online by respondents.

The results of data analysis based on respondents answers obtained as much as 81.8% showed that what caused them difficulty speaking in English was lack of confidence, respondents who could speak English verbally were 68.2%, while who could arrange English sentences with grammar were true 50%, ownership of vocabulary that is widely used to communicate in English 40.9%, who like English subjects 36.4%, besides who can say English vocabulary with correct pronunciation 31.8%, respondents understanding of interlocutors 22.7 %, motivation in learning English is 18.2% and the importance of learning English is only 4.5%.

It can be concluded that the majorities of respondents have difficulties speaking in English. I hope with this research both lecturers and students can played an active role in improving the quality of learning English, so that it is more easily accepted and practiced in daily life.

Keywords : Difficulties, non-English Student, Speaking.

ABSTRAK

Ada banyak definisi berbicara menurut para ahli. Harmer (2007: 284) menyatakan berbicara adalah kemampuan untuk berbicara dengan lancar dan tidak hanya mengandaikan pengetahuan fitur bahasa, tetapi juga kemampuan untuk memproses informasi dan bahasa 'di tempat' sementara quiantly (1990: 7) mendefinisikan berbicara sebagai proses mentransmisikan gagasan dan informasi secara lisan dalam berbagai situasi. Nunan (dalam Kayi, 2006: 1) mengartikan berbicara sebagai penggunaan bahasa secara cepat dan percaya diri dengan sedikit jeda yang tidak wajar, yang disebut dengan fluency.

Penelitian ini bertujuan untuk mengidentifikasi masalah-masalah mengenai kesulitan yang dialami oleh mahasiswa non-Inggris (public health) dalam berkomunikasi menggunakan bahasa Inggris yaitu untuk mengidentifikasi kesulitan mahasiswa jurusan non-Inggris dalam berbicara bahasa Inggris dan untuk mengetahui hal-hal tersulit dalam Speaking English oleh siswa non-Inggris. Penelitian ini menggunakan metode deskriptif kuantitatif. Jumlah sampel dalam penelitian ini sebanyak 23 responden. Responden dalam penelitian ini adalah mahasiswa aktif semester 8 bidang kesehatan masyarakat kelas administrasi kebijakan kesehatan UNISKA MAB. Teknik pengumpulan data adalah pemberian kuesioner secara online oleh responden.

Hasil analisis data berdasarkan jawaban responden yang diperoleh sebanyak 81,8% menunjukkan bahwa yang menyebabkan mereka kesulitan berbicara dalam bahasa Inggris adalah kurang percaya diri, responden yang mampu berbahasa Inggris secara lisan sebanyak 68,2%, sedangkan yang

mampu menyusun kalimat bahasa Inggris dengan tata bahasa benar 50 %, kepemilikan kosakata yang banyak digunakan untuk berkomunikasi dalam bahasa Inggris 40,9%, yang menyukai mata pelajaran bahasa Inggris 36,4%, selain itu yang dapat mengatakan kosakata bahasa Inggris dengan pengucapan yang benar 31,8%, pemahaman lawan bicara 22,7%, motivasi belajar bahasa Inggris 18,2% dan pentingnya belajar bahasa Inggris hanya 4,5%.

Dapat disimpulkan bahwa mayoritas responden mengalami kesulitan berbahasa Inggris. Saya berharap dengan adanya penelitian ini baik dosen maupun mahasiswa dapat berperan aktif dalam meningkatkan kualitas pembelajaran bahasa Inggris, agar lebih mudah diterima dan dipraktikkan dalam kehidupan sehari-hari.

Kata Kunci: Kesulitan, Mahasiswa non-Inggris, Berbicara.

INTRODUCTION

Language is a symbol system which is a meaningful sound and an articulated sound, according to (Wibowo, 2001: 3). Which is used as a means of communication by a group of humans. There are many languages that people use to interact with other people. One important language is English as an international language.

As part of a communication tool, language should be spoken. English is one of the important languages that world citizens must master. However, people whose native language is not English will find the difficult to master. This is similar for Indonesian students in studying English.

English is one of the most widely studied and used international languages in communication between nations. This is consistent with the role of English as a global language as stated by Crystal (2003: 3) that English acts as a global or world language because English is studied and used as a means of communication in various countries both as a first language, second language, and as a language foreign. In Indonesia, English as the first foreign language studied as a compulsory subject from junior high school to college.

By having the ability to speak English, we can easily access and obtain

information because most of the information is written in English. This happens because English functions as the language of science, technology and commerce. The ability to speak English is also one of the very defining abilities in obtaining employment because top companies in Indonesia always include English language proficiency requirements both verbally and in writing as one of the requirements for being an employee at the company.

There are four basic skills in English that must be mastered, such as listening, speaking, reading and writing. As a basic ability, speaking ability is also as important as writing, listening, and reading. The ability to speak is also learned by UNISKA students in order to master the ability to speak. However, in reality, the researcher found that many students still did not master the ability to speak English well because they were not practicing it, even though they had already received a Public Speaking course. They are still difficult to choose words, still many errors in the structure in speaking, and not fluent in speaking English.

There are several theories that can support this research. The first of Harmer (2001), He explained that there are several elements that refer to language that students must know, namely language and

mental features / social processes. The second theory is from John W. Oller, Jr. (1979) who argues that there are several supporting components for assessing students' speaking abilities as points in language: Accent, grammar, vocabulary, fluency, and comprehension. The researcher will use the second theory to arrange the instrument of this research.

This research is descriptive quantitative. The subjects of this study were UNISKA Department of non-English students. By making direct observations interviews and filling out questionnaires.

METHOD OF THE RESEARCH

The researcher is used quantitative method by non-experimental design. Research The type of research is survey, the researcher collected the information through asking written questions to the sample of the research. Research Setting This research took place at UNISKA Banjarbaru on March 2020. The university is located at

44, Salak street Banjarbaru. Sample is a part of population. In this research, the researcher choose the health policy administration major as the sample

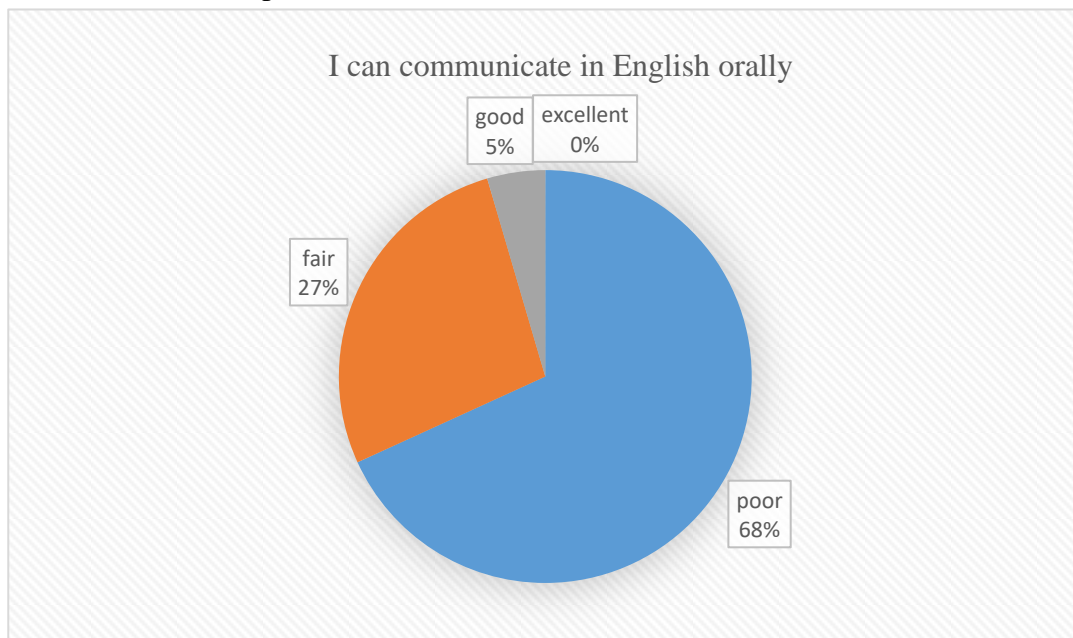
FINDINGS AND DISCUSSION

A. Findings

As stated in Chapter I, there are two research questions will be answered on this research, there are: what difficulties do the non-English department students have in speaking English? and what difficulty occurs most frequency in speaking English for the non-English department students?

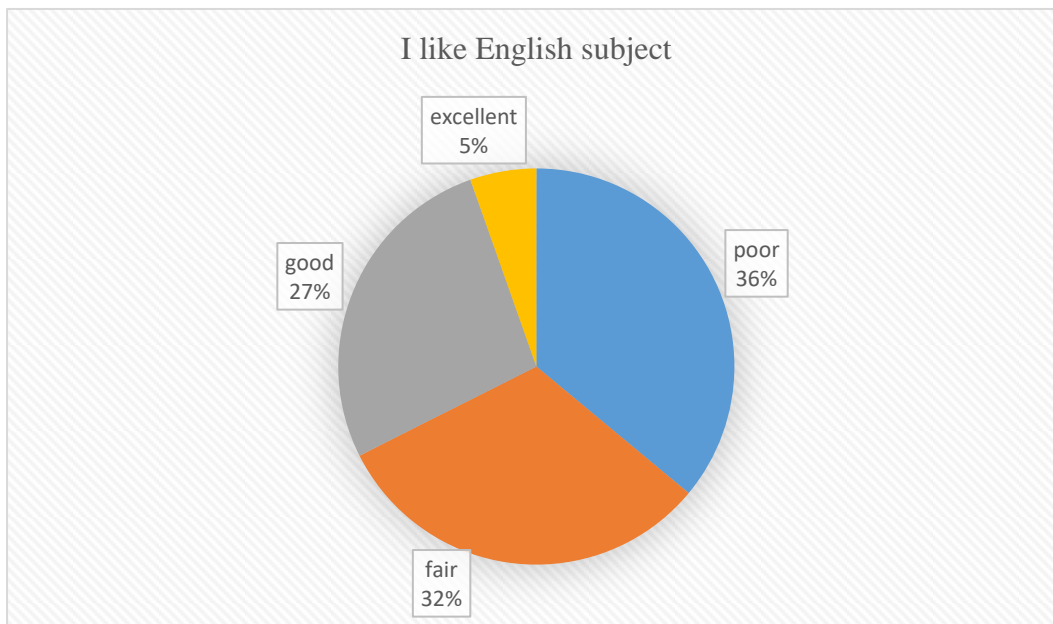
To answer the two questions above the researcher distributed questionnaire to 23 students of non-English department (Public Health Students) with number of questionnaire was 9. Researcher distributed on line questionnaire on 15 April 2020.

1. The result can be presented as below



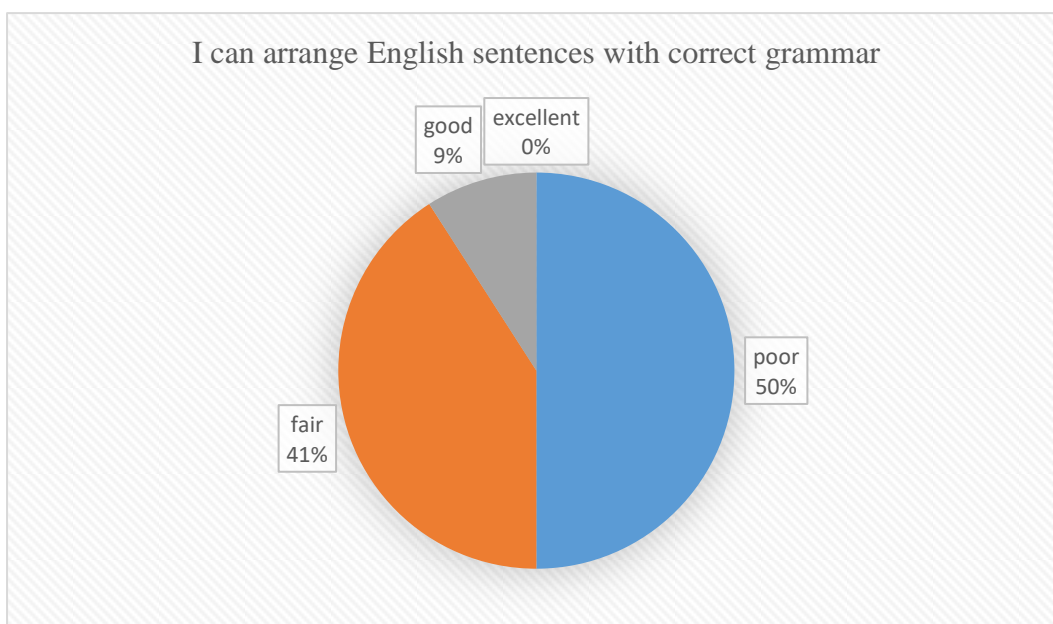
The chart above shows that of 23 respondents, 15 or 68% of them say that their ability in speaking English is in poor category, 6 or 27% of them is in fair category, 1 or 5% of them is in good category but none of them is in excellent category.

2. The result can be presented as below



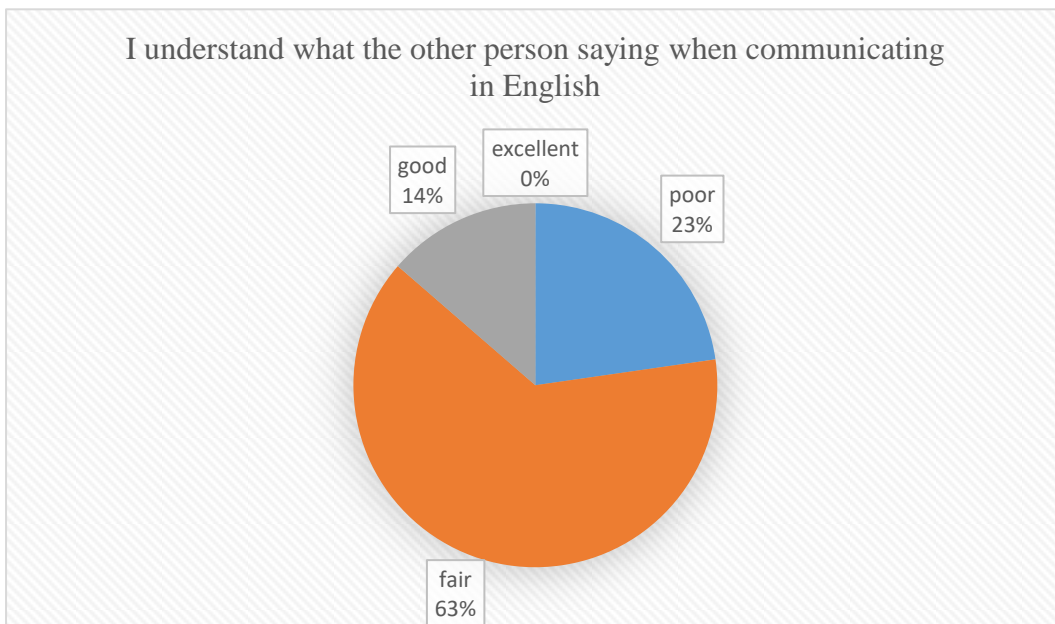
The chart above shows that of the 23 respondents, 8 or 36% of them say that like English subject it is poor category, 7 or 32% of them is in fair category, 6 or 27% of them is in good category, and only 1 or 5% of them is in excellent category.

3. The result can be presented as below



The chart above shows that of the 23 respondents, 11 or 50% of them say that their ability to arrange English sentences is in poor category, 9 or 41% of them is in fair category, 2 or 9% of them is in good category but none of them is in excellent category.

4. The result can be presented as below



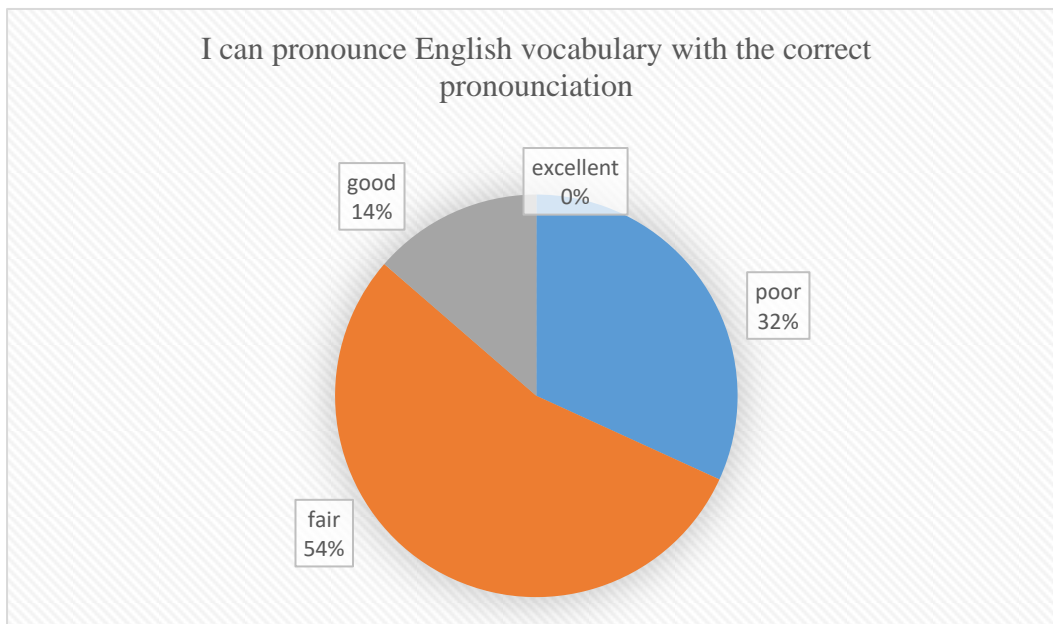
The chart above shows that of the 23 respondents, 5 or 23% of them say that their ability to understand the other person saying English is in poor category, 14 or 63% of them is in fair category, 3 or 14% of them is in good category but none of them is in excellent category.

5. The result can be presented as below

The chart above shows that of the 23 respondents, 18 or 82% of them say that they have high confidence in poor category, 2 or 9% of them is in fair category, 2 or 9% of them is in good category but none of them is in excellent category.



6. The result can be presented as below



The chart above shows that of the 23 respondents, 7 or 32% of them say that their ability to pronounce English vocabulary is in poor category, 12 or 54% of them is in fair category, 3 or 14% of them is in good category but none of them is in excellent category.

7. The result can be presented as below



The chart above shows that of the 23 respondents, 4 or 18% of them say that they have high motivation in learning English, 7 or 32% of them is in fair category, 8 or 36% of them is in good category and 3 or 14% of them is in excellent category.

8. The result can be presented as below



The chart above shows that of the 23 respondents, 1 or 4% of them say that their opinion the importance of learning English is in poor category, 0 or 0% of them is in fair category, 9 or 41% of them is in good category and 12 or 55% of them is in excellent category.

9. The result can be presented as below



The chart above shows that of the 23 respondents, 9 or 41% of them say that they have a lot of vocabulary is in poor category, 11 or 50% of them is in fair category, 2 or 9% of them is in good category but none of them is in excellent category.

B. Discussion

This part presents the discussion of the research findings. Based on the results of descriptive analysis that has been done by the researcher, obtained the following results are :

1. The highest respondents answer is poor gets 38% of the total
2. The number of respondents are 23 with each earned 9 questions through online questionnaires with multiple choice options and included their reasons.
3. The number of lowest respondents answers as excellen's that is only 7.4% of the total.
4. From the data above there are respondents who does not give the answer.
5. The difficulty occurs most frequency in speaking English for the non-English department students are less confidents.

Based on the data will be concluded that respondents are difficult to speak English. Respondents are non-English department students. The difficulty occurs most frequency in speaking English are less confidents. They argue that the less of confidences appeared are difficulties the pronunciation of appropriate vocabullary, less the vocabullary owned and the unusual used of English to speaking in daily life. So, the answer question number 5 gets the highest is poor's choice there are 18 respondents or 82%.

For the respondents who chose the answers from the statment of their can communicate using English orally the highes is poor's is 15 respondents or 68%. For respondents who answered do they like English courses the most answers is poor's gets 8 or 36%, however not littles

chose the fair's are 7 respondents or 32% and good's are 6 or 27%. While the excellent's is 5% or 1 respondent.

The respondents answers "poor" of the statment their can compiled the English sentences with the correct grammer are 11 respondents or 50%, which makes the choice be the highest other choice and the respondents understand what the person speak in communicating using English are 63%. However, they do not have high motivation in learning English, the respondents answer excellent's are 14%. The subjects is argue that English is very important to learned, so the 'excellent' choice be the highest for other choice. There are 12 respondents or 55%.

CLOSURE

Based on the results of data analysis as presented in Chapter IV it can be concluded as follows: will be taken from research on the analysis of the difficulties to speaking English by non-English department students as follows:

1. The difficulties faces by public health students in English speaking are divided into two parts they are :
 - a. Related to the aspect of speaking, the students are lack of grammatical mastery (50%), limited number of vocabularies (40.9%), inability in pronouncing words (31%), and inability in comprehending the topic of communication (22.7%)
 - b. Related to the out of speaking aspects, the students are lack of confidence (81%), dislike English subject (36%), lack of motivation in learning

- English (18.2%), and lack of understanding on the important of English to learn (4.5%)
2. The most difficulty faced by public health students in English speaking is lack of confidence with the percentage 82% while their difficulty related to the aspect of speaking is lack of grammatical mastery with the
 3. percentage 50%.

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