

THE ENGLISH COMPETENCE ACHIEVEMENT TOWARDS SPEAKING PERFORMANCE AT 3rd SEMESTER STUDENTS OF PEKALONGAN UNIVERSITY

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Abstrak

Speaking merupakan materi pelajaran yang harus dipelajari oleh siswa. Hal ini dikarenakan *speaking* merupakan salah satu factor yang paling penting dalam pengembangan kemampuan bahasa Inggris. Akan tetapi, siswa mengalami kesulitan dalam berbicara seperti, kurangnya kosakata, kurangnya tata bahasa, kesulitan dalam pengucapan, takut membuat kesalahan dan banyak factor lain yang menyebabkan kesulitan berbicara. Penelitian ini dilakukan untuk mengetahui kesulitan berbicara bahasa Inggris yang dihadapi oleh mahasiswa semester 3 Universitas Pekalongan. Dalam artikel ini mencoba untuk mengidentifikasi factor-faktor yang berkontribusi terhadap kesulitan berbicara siswa. Peneliti menggunakan desain kualitatif dalam penelitian ini. Responden penelitian berjumlah 20 siswa. Pengumpulan data dilakukan melalui wawancara terstruktur dan tertulis yaitu dengan media *whats app* dan observasi. Proses analisis data dibagi menjadi tiga tahap utama sebagai berikut: reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa siswa memiliki masalah dalam berbicara, yaitu: 85% responden kurangnya kosa kata, 65% responden merasa bingung bagaimana mengucapkan kata-kata dengan baik, 75% responden merasa bingung untuk mengatur kalimat berbicara dalam bahasa Inggris, selain itu, peneliti menemukan bahwa 60% responden merasa tidak percaya diri untuk berbicara bahasa Inggris di tempat umum. 60% participant merasa cemas 80% responden merasa malu ketika ingin berbicara, dan 65% responden merasa kurang motivasi untuk belajar. Peneliti berharap temuan ini memberikan beberapa informasi yang berguna yang dapat digunakan oleh guru dan pemangku kepentingan untuk meningkatkan kualitas belajar mengajar bahasa Inggris.

Kata kunci : Kompetensi bahasa Inggris, Berbicara, Mahasiswa semester 3

Abstract

Speaking is a subject matter that must be learned by students. This is because *speaking* is one of the most importance factors in the development of English language skills. However, students have difficulty in speaking English such as, lack of vocabulary, lack of grammar, difficulties in pronunciation, afraid of making mistakes and many other factors that caused of speaking difficulties. This research was conducted to determine speaking difficulties faced by students 3rd semesters at Pekalongan University. In this article attempts to identify the factors that contribute to students speaking difficulties. The researcher used qualitative design in this research. The participants of the study were 20 students. Data was collected through structured and written interviews that is using *whatsApp* media and observation. The data analysis process is divided into three main stages as follows: data reduction, data display, and conclusion drawing and verification. The result of this research showed that the students had problem in speaking, they were: 85% respondents had lack of vocabulary, 65% respondents felt confused how to pronounce the words well, 75% respondents felt confused to arranged sentence. In addition, the researcher found that 60% respondents felt unconfident to speak English in public, 60% felt anxiety, 80% respondents felt shyness when they wanted to speak, and 65% respondents had lack of motivation to learning. The researcher hopes that these findings provide some useful information that can be used by teachers and stakeholders to improve the quality of teaching and learning English.

Keywords: English competence, Speaking, Students 3rd semester

INTRODUCTION

Speaking is one of the four skills in English that is needed to be mastered by everyone. Because by speaking, one is able to convey meaning, express feeling, and give opinion. Speaking is a speech production that becomes a part of daily activities which involves interaction. It means that if one able to communicate well he or she will be able to interact with the society, go to many places without having any obstacles.

As a foreign learner in Indonesia, many students got difficulty in making their pronunciation better and exploring their idea in speaking, it makes the students were not confidence to improve their speaking skills.

Speaking is the most difficult skill for English foreign learners. It was supported by Hinkel (2005: 485), he states that speaking skill is considered as a hard skill to master-the most complex and difficult skill to master. The element of speaking is not only about to speak in English with appropriate grammar, beyond everything is to build students confidence first to speak, because based on the finding from the research of Maulana, Daud and Heriansyah (2016), the problems that students faced in speaking English is their less of confidence to speak and they are afraid of making errors or inaccuracy while speaking besides other problems like their lack of vocabulary and poor pronunciation. According to Dash (2012) and Floriasti (2013) that there are some problems that may caused low ability in speaking such as the students knowledge, students motivation, students linguistic knowledge, students personality, and speaking materials. The first problem faced by secondary school students is lack of pronunciation, then the second one is students lack of vocabulary, it was caused by lack of practice and the last is lack of students confident.

The researcher was chosen the title because in the university the researcher found that there were some students 3rd semester got difficulties in speaking. Another reasons the researcher found that most students had chanced to talk English, but they unconfident to speak English, fear of making mistakes, anxiety, and shyness. Furthermore students had lack of motivation in learning English. The fact, a common errors students make is doubt. Most students felt hesitant when speaking English, especially in public. This comes from the student itself that certainly is caused by various factors.

RESEARCH METHOD

The researcher used a qualitative research method with a case study approach. The qualitative method was chosen because in this research, the researcher investigated the students difficulties in learning English speaking in 3rd semester Pekalongan University. In qualitative research, as suggested by Frankel & Wallen (2000: 502), researcher investigated the quality of relationship, activities, situation, or materials setting of the Study. To obtain data, researcher used two data collection techniques. Because this study used a qualitative method, researcher used observation and interviews with participant to obtain information about phenomena. The data analysis process is divided into three main phases following the qualitative analysis framework developed by Sugiono (2016:92) data reduction, data display, conclusion drawing and verification.

FINDING AND DISCUSSION

In this research, the researcher collected data through structured interviews with participants who were considered as difficulty in speaking. The table below is a display of data collected from the result of the interview.

1. The Result of Interview

The researcher aimed to know the problems and causes of students in speaking. In addition, the interview consisted of 7 questions about the students problem in speaking skills.

Table 4.1

The Result of Students Interview

- a. Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

No.	Students initial	Answer
(4)	NL	Yes, because vocabulary is very important to speak in English
(5)	MLK	yes, because it is difficult to speak in English if we dont have much vocabulary
(6)	SS	Yes
(7)	DI	No, I have much vocabulary, so it no matter for me
(8)	AIN	Yes, because English have much vocabulary, so if we lack of vocabulary, we felt difficult to understand
(9)	MS	Yes, because I dont know the words in English well
(10)	SSA	Yes, because when we speak in English I think vocabulary is more important than grammar
(11)	EF	Yes, because English has much vocabulary
(12)	INS	Yes, I lack of vocabulary
(13)	FA	Yes, when I am in conversation I felt difficult to answer it
(14)	NAS	Yes, because vocabulary is very important
(15)	SAA	Yes, because I lack of vocabulary in English
(16)	RW	Yes, because vocabulary is very important
(17)	SNH	Yes, because I lack of vocabulary
(18)	HPN	Yes, because we must to master vocabulary if we want master is speaking
(19)	NA	Nope, because I know all of the meaning in English
(20)	REI	Yes, because I cannot mastery vocabulary in English
(21)	SS	Yes, because I dont understand it
(22)	NNS	Yes, because we cannot speaking without vocabulary
(23)	YDS	No, because I usually learned English

Based on the data above, it can be concluded that 85% students had lack of vocabulary, and only 15% students answered that they mastered vocabulary.

- b. Do you agree that you do not know how to pronounce well in English is the one of problems that you faced in mastering speaking skill?

No.	Students initial	Answer
(4)	NL	Yes, because I dont know how to pronounce the word correctly
(5)	MLK	No, because I know how to pronounce words in English
(6)	SS	Yes, because I am afraid of make mistake in pronounce

(7)	DI	Yes, because English has some words that difficult to pronounce
(8)	AIN	Yes, because I lack of how to pronounce the words
(9)	MS	No, because I can pronounce the word in English Well
(10)	SSA	No, because I usually read the dictionary and I often listening music , so I can pronounce English well
(11)	EF	Yes, because I dont know how to pronounce well
(12)	INS	Yes, sometimes I felt difficult to pronounce
(13)	FA	Yes, sometimes I dont know the right pronunciation
(14)	NAS	Yes, I lack of pronounce
(15)	SAA	Yes, sometimes I lack of pronounce
(16)	RW	No, because it is matter for me
(17)	SNH	Yes, when I speak I think the pronounce is right, but actually wrong
(18)	HPN	Yes, I think the pronunciation in English is very hard
(19)	NA	Yes, I think I cannot pronounce English well
(20)	REI	Yes, in pronounce the words is different with the writing
(21)	SS	No, I can pronounce well
(22)	NNS	No, I can pronounce English well
(23)	YDS	No, because I often practice English pronounce

Based on the data above, it can be conclude that 65% students answered they cannot pronounce well, and 35% students answered that they can pronounce English well.

c. Do you fell that you cannot form sentence well in English?

No.	Students initial	Answer
1.	NL	Yes, because I dont know then vocabulary and correct grammar
2.	MLK	Yes, sometimes I do not know the correct grammar
3.	SS	Yes, I lack of knowledge to form the words in English
4.	DI	Yes, because I dont know grammar
5.	AIN	Yes, sometimes I cannot understand about grammar
6.	MS	Yes, because I dont master tenses
7.	SSA	No, I know grammar well and I can make sentence
8.	EF	Yes, I lack of grammar and tenses
9.	INS	Yes, sometimes I lack of grammar
10.	FA	Yes, I dont mastering tenses
11.	NAS	Yes, I lack of grammar
12.	SAA	Yes, I lack of vocabulary and grammar
13.	RW	Yes, because I lack of grammar
14.	SNH	Yes, I dont know well
15.	HPN	Yes, I cannot form sentence

16.	NA	No, I am smart and I knew it
17.	REI	No, I know how to form sentence
18.	SS	No, I can make correct sentence
19.	NNS	Yes, because I lack of grammar
20.	YDS	No, I often write English sentence

Based on the data above, it can be concluded that 75% students felt couldnt form sentence because they had lack of grammar and tenses and 25% students answered that they understand the form of the sentence

d. Do you agree that lack of confidence is one of the problem in speaking?

No.	Students initial	Answer
(4)	NL	Yes, sometimes I felt not confidence
(5)	MLK	No, I felt confidence when I speak
(6)	SS	Yes, because people around me make me not confidence to speaking
(7)	DI	No, I often practice English speaking
(8)	AIN	Yes, because I make mistake I will shy
(9)	MS	No, because I am optimistic
(10)	SSA	No, I always fell confidence
(11)	EF	Yes, sometime I felt not confidence when speaking
(12)	INS	No, I am confidence
(13)	FA	Yes, I seldom to practice and I felt not confidence to do it
(14)	NAS	Yes, confidence is very important in speaking
(15)	SAA	Yes, sometimes I felt not confidence
(16)	RW	Yes, sometimes I felt not confidence because I am not fluent in English
(17)	SNH	Yes, I felt not confidence
(18)	HPN	No, I felt confidence
(19)	NA	No, I am confidence
(20)	REI	Yes, I think is very difficult
(21)	SS	Yes, sometimes I felt not confidence when speaking
(22)	NNS	Yes, I am not confidence
(23)	YDS	No, I am confidence with myself

Based on the data above, it can be concluded that 60% students had lack of confidence and only 40% students answered that they felt confidence.

e. Do you agree that anxiety is one of causes of the problem in speaking?

No.	Students initial	Answer
1.	NL	Yes, I felt anxiety
2.	MLK	No, I am not felt anxiety
3.	SS	Yes, because I am afraid if I make mistake
4.	DI	No, I think I am not felt anxiety when speaking
5.	AIN	Yes, I felt anxiety when I speaking in public
6.	MS	Yes, because I cannot fluent in English
7.	SSA	No, I think I am not felt anxiety
8.	EF	Yes, I felt anxiety
9.	INS	Yes I felt anxiety, because I lack of knowledge
10.	FA	Yes, because I seldom practice speaking
11.	NAS	Yes, because anxiety make us not confidence
12.	SAA	Yes, I lack of knowledge, so I felt anxiety
13.	RW	No, I am not felt anxiety
14.	SNH	Yes, I felt anxiety when I want to speak
15.	HPN	No, I think I am not felt anxiety
16.	NA	Nope, I dont felt anxiety
17.	REI	No, I think I am not felt anxiety
18.	SS	Yes, I felt anxiety
19.	NNS	Yes, sometimes I felt anxiety
20.	YDS	No, I dont felt anxiety

Based on the data above, it can be concluded that 60% students answered felt anxiety when they wanted to speak, and 40% students answered that they didnt feel anxiety

f. Do you agree that shyness in one of the problem in speaking?

No.	Students initial	Answer
(4)	NL	Yes, I felt shy when I want to speak
(5)	MLK	Yes, because if I make mistake I will shy
(6)	SS	Yes, I am afraid if my friend tease me
(7)	DI	Yes, I will shy when I make mistake in speaking
(8)	AIN	Yes, because I make mistake I will shy
(9)	MS	Yes, because I dont master English
(10)	SSA	No, we dont need to shy when we want to learn
(11)	EF	Yes, when I make mistake I will shy
(12)	INS	Yes, I am shy, Im afraid of laughed by my friends
(13)	FA	No, if we want to learn we dont need to shy
(14)	NAS	Yes, sometimes when I want to speak in public, I felt shy
(15)	SAA	Yes, I felt shy
(16)	RW	Yes, because I dont master English

(17)	SNH	No, I think Im not shy
(18)	HPN	No, Im not shy
(19)	NA	No, if we want to learn we dont need to shy
(20)	REI	Yes, I felt shy if I make mistake in speaking
(21)	SS	Yes, I felt shy to speak English
(22)	NNS	Yes, I felt shy
(23)	YDS	No, because we dont need to shy when we want to learn

Based on the data above, it can be concluded that 80% students answered YES, they felt shyness when they wanted to speak in public, and only 20% students answered NO.

g. Do you agree that lack of motivation is the one of causes of the problem in speaking?

No.	Students initial	Answer
(4)	NL	Yes, I lack of motivation to learn
(5)	MLK	No, my parents always motivated me
(6)	SS	Yes, nobody motivated me to learn more about English especially in speaking
(7)	DI	No, because my parents always motivated me
(8)	AIN	Yes, because nobody motivated me
(9)	MS	Yes, when I lack motivation I felt lazy
(10)	SSA	Yes, if we had motivation we will always learn more
(11)	EF	Yes, nobody support me to learn
(12)	INS	No, I always motivated myself to learn
(13)	FA	No, my parents and my friend always motivated me
(14)	NAS	Yes, if we had a big motivation, it will help us to learn speaking
(15)	SAA	Yes, I lack motivation
(16)	RW	Yes, when I lack motivation I felt lazy to learn
(17)	SNH	Yes, I lack motivation, so I seldom to practice English
(18)	HPN	Yes, I lack motivation in my environment
(19)	NA	No, my friend always motivated me
(20)	REI	Yes, nobody motivated me to learn
(21)	SS	No, my family motivated me
(22)	NNS	Yes, I lack motivation from my family
(23)	YDS	No, because I always motivated myself

Based on the data above, it can be concluded that 65% students answered YES they have lack of motivation to learn English, and only 35% students answered NO.

From the result of the interview, the researcher found that the students were passive in learning process and felt shy to speak. Its showed that the cause of the problem students in speaking as follows:

a. Students had lack of vocabulary so the students cannot make a good sentence

- b. Students felt confused how to pronounce the word well
- c. Students felt confused to arrange sentence to speak in English, because they had lack of grammar
 Students were still lack of fluency
- d. Students did not understand what the speaker said, so it can be make misunderstanding.

Furthermore the causes of problems in speaking skill were: fear of making mistakes, shyness, anxiety, and lack of confidence and lack of motivation.

Besides that, there were 8 out of 20 respondent who did not have difficulty in speaking. It means that 60% of them had difficulty in speaking.

2. The Result of Observation

The researcher was conducted to know the achievement of students in speaking skills. The researcher assessed the average result of 20 respondents.

Table 4.2
 The Result of Observation

No.	Component observation	Score			
		1	2	3	4
1)	Vocabulary 1. Mastering vocabulary			3	
2)	Grammar 2. Tenses 3. structure		2		
3)	Pronunciation 4. Sentence stress 5. Word connection 6. intonation			3	
4)	Fluency			3	
5)	Comprehension			3	
	Total Score			14	

From the result of the observation, the maximum score of the highest total score was 20, the value range was 1-100. In the case above the score of the observation was 14. It means that the observation got a value of $14:20 \times 100 = 70$. From the data observation above, the researcher concluded this observation got C (less) category value. It could be concluded that more students had difficulty to speak English well.

Furthermore, based on the data observation the researcher found the problems that students faced in speaking:

- 1. Vocabulary: students were lack of vocabulary
- 2. Pronunciation: students did not know how to pronounced well

3. Grammar: students couldnt make the sentence well and they felt confused to arrange correct sentence in conversation
4. Students were lack of fluency
5. Comprehension: students did not comprehend/understand what the speaker said, so it can be make misunderstanding.

From the data observation above, the researcher concluded that the students problem in speaking were appropriate with the theory, they were: lack of grammar, lack of vocabulary, difficult to pronounce, lack of fluency and comprehension.

In this part the researcher would like to discuss about the finding of the problem that make students difficult in speaking as follows:

1. Students Problem in Speaking Skill

The researcher employed observation and Interview to know the students problems in speaking. Having conducted the research, the researcher found the problem of students in speaking at 3rd semesters.

In addition, during the research, the researcher found that the students had problem in speaking, they were: students had lack of vocabulary so the students cannot make good sentences, the students felt confused how to pronounce the words well, the students felt confused to arrange sentence to speak in English.

Furthermore, the students were still lack of fluency, and also they were difficult to understand words in English.

Based on the result of problems above, it can be concluded that the problems explained in theory were happened to the students, that in line with Syakur in Masbiran (2017) theory, that explain speaking is a complex skill because at least it is concerned with components consisting of: grammar, vocabulary, pronunciation, and fluency. Furthermore, after the researcher analyzed and found the finding of the research, hopefully the researcher gave contribution of the research to better way, mastering speaking should be supported by master the component of speaking itself, they are; vocabulary, pronunciation, grammar, fluency and comprehension.

2. Cause of the students problems in speaking skill

Based on the data of interview, the researcher found that the most of the students felt unconfident to speak English. Furthermore they fear if they were making mistakes, felt anxiety and shy when they want to speak in English. The next cause of problem that student faced in speaking is low motivation to learn English especially in speaking.

Based on the finding in the research above, it can be concluded that theory of Brown (2007, p.142) was appropriate with the real condition. It can be concluded that the causes of students problem in speaking skill were lack of confident, fear of making mistakes, shyness, anxiety, and lack of motivation.

CONCLUSION

Based on the data analysis. It can be concluded that the problem in mastering speaking skill were the students had limited vocabulary, they were confused to pronounce the words in English, lack of grammar, could not speak fluently, and faced difficulty to understand what the speaker said furthermore, the students inhibit to practicing English and usually used their mother tongue. The causes of students problem in mastering speaking skill referring to the aim of the study, it can be concluded that the students had psychological factors such as unconfident, fear of mistake, anxiety, shyness and lack of motivation

that hinder them from practicing their speaking in English. The factors, like fear of making mistakes, were commonly caused by their fear of being laughed by their friends.

From the observation data, it was found that the students involved in the research sample got a value C with an average 70. It can be concluded that the English ability of the 3rd semester students are categorized as sufficient. On assessment CEFR (common European Framework of reference for Languages) the majority of students are at level B1-B2, at this level some students are able to understand the main points of a clear text in standard language if the text covers a familiar topic, and students can also interact with a level of fluency and spontaneity that allows repeated interactions with native speakers without tension without tension.

SUGGESTION

Considering the result of the research, the researcher would like to give some suggestion. The students should improve their vocabulary, pronunciation and meaning by using dictionary that can be easily used in their speaking activity. The students should try to speak with a good grammar, the students should have more time to practice to speak English, the students should build their confidence to practice speaking, the students should not feel shy and afraid of making mistakes, the students should be more creative and have motivation to learn and practice their English. For the researcher, the next researcher can conduct a study about speaking problems and its causes, and also add the solution of problems in speaking that can make the students gain the success in speaking.

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