AN ANALYSIS OF THE THIRD YEAR STUDENTS' SPEAKING PROBLEMS AT THE ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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ABSTARCT

In this research, the researcher described the problems faced by the third year students at the English Department of Bung Hatta University. The design of this research was descriptive method. The population of this research was the third year students at the English Department of Bung Hatta University. The total number of the population was 112 students. The researcher took the member of selected class as the sample by using cluster random sampling. In collecting the data, the researcher used speaking test. The researcher said the students had problem in speaking. After analyzing the data, in general, the researcher found that the students had no problems in speaking, but In detail, the students had problem in fluency and grammar and it can be seen from the fact that there were 20 students (54.05%) who had problems in fluency and 23 students (62.17%) who had problems in using grammar. In conclusion, in general, the students did not have problem in speaking, but in detail, the students had problem in grammar and fluency in speaking. Dealing with the conclusion, the researcher suggested the students to improve and do more practices in speaking and for the lecturer, the researcher suggested the lecturers ask the students to do more practices in speaking and students are also asked to make habit in using the correct pattern when speaking English.

Key Word: Content, Fluency, Pronunciation, Vocabulary, Grammar

Introduction

Language is very important for all people, but most languages which humans have are not the same. Because of that, people have agreed to make English as an International language for everybody in the World and of course, it has made people easy to communicate to each other among different nations and different languages. In learning English, students should master four language skills. They are listening, speaking, reading, and writing. In addition,

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there are some language components that have to be mastered. They are vocabulary, pronunciation, fluency, and grammar.

In speaking English, there are some factors that make students have problem in their speaking. They are psychological factors and linguistic factors. In psychological factors, the problems of students are like shyness, anxiety, fear of mistake, and etc, while problems that are faced by students in linguistic factors are lack of grammar knowledge, vocabulary, fluency, content, and pronunciation. In fact, to have good communication in English, it is important to master linguistic factors in order to be able to speak English well. As examples, someone cannot speak English well if there are not enough vocabularies, or someone will have misunderstanding in a communication with a student having lack of grammar knowledge. So, if students neglect linguistic factors, they really will get serious problem in speaking

In Bung Hatta University, at English Department, speaking is one of subjects which has to be learned. So that, the lectures have to find some strategies that can be used in teaching speaking class in order that the students are able to master speaking skill. Yet, based on the interview with the students at English department, the researcher had

still found some problems when they spoke English. The students were still not sure to speak English and maybe, there were some important things that the students did not know or master well, such as: lack of grammar knowledge, correct pronunciation, good fluency, good organization of the content, and enough vocabulary and it can be said as linguistic factors in speaking. Furthermore, the factors will be discussed as follow:

1. Vocabulary

One cannot communicate or express their ideas both oral and written form effectively if they do not have sufficient vocabulary. David Wilkins in Thornbury (2002:7) says that without grammar, it can be very little ideas that can be conveyed, and without vocabulary, nothing can be conveyed (Willid in Mora, 2007:5). This is in line with Thornbury (2002:7) says that you can say very little with grammar, but you can say almost anything with words.

2. Grammar

Thornbury (1999:1) says that grammar is a description of the rules that govern how a language sentences are formed. Furthermore, he says that grammar is a kind of "sentence making machine". Without grammar, the sentence will be confused to have meaning so it is clear that

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grammar is really needed by students to arrange a sentence in speaking.

3. Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000:11) says that to use the stress and the intonation inaccurately can cause problem.

4. Fluency

Fluency can be defined as an ability to speak fluently and accurately. Rahman and Deviayanti (2012:5) state that fluency is the smoothness or flow with which sounds, syllables, words, and phrases are joined together when speaking. In reality, we often observe many students have many pauses when speaking English. If the students want to speak English, they often think first before speaking for each word that they want to say. The result, they make difficulty to reach what they want in a conversation

5. Content

Arrangement about information that we want to tell is very important. Therefore, a student also has to think about how to make their speaking understood easily. The most important thing in content, it must be expressed coherently. And of course, a student must be able to have a good organization of content in speaking.

Methodology

This research was aimed to describe students' problem in speaking. Therefore, the researcher used a descriptive method. Gay (1987:189) states that descriptive research is an activity to collect data of the subject of the study in order to test hypothesis or to answer the question that concerns the current status of subject of study. The population of this research was a group of the third year students of English Department of Bung Hatta University in academic year of 2012/2013. To select the sample, the research used cluster random sampling. The researcher used cluster sampling because the population was distributed into some groups or classes and the researcher used random sampling because the students were homogenous. It means that the students the same materials in syllabus and some period of time in learning the materials.

The instrument that was used by the researcher to collect data was speaking test. Therefore, the researcher used tape recorder as a tool in taking data to record the students' speaking. In doing the speaking test, there were some topics that were provided by the researcher so the students might choose one of topics that were given. The topics were: hobby, my best friend, my

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family, and my village. A good test should be valid and reliable. According to Arikunto (2012:80), a test is said valid if it is able to measure what it wants. To know the validity of the test, the researcher used content validity. it means that the test was constructed based on the syllabus and teaching materials of speaking subject at the third year students of Bung Hatta University. Reliability is the degree to which a test consistently measures whatever it measures (Gay, 1987:135). To have the reliability of the test, researcher used inter rater method. It means the researcher also took another assessor in order to check the result of the students' test and it was applied in order to minimize the subjectivity of identifying problem. The second assessor chosen by the researcher was Dian Eka Putri and she was selected because her score in speaking subject is A. To find out the reliability of speaking test, the researcher used Pearson Product Moment, and it can be seen as follow:

$$r_{xy} = \frac{n\sum xy - \left(\sum x \sum y\right)}{\sqrt{\left\{n\sum x^2 - \left(\sum x\right)^2\right\}\left\{n\sum y^2 - \left(\sum y\right)^2\right\}}}$$

Where:

r_{xy} : The coefficient correlation between X and Y

n : The members of the students who followed the test

x : The number of problems identified by the first assessors

y : The number of problems identified by the second assessors

To know the degree of reliability, the researcher used degree of coefficient correlation based on Arikunto's idea (Arikunto, 2008: 75)

.81 – 1.0 = Very high correlation

.61 – .80 = High correlation

.41 – .60 = moderate correlation

.21 – .40 = Low correlation

.0 – .20 = Very Low

In gathering the data, the researcher used the procedures as follows:

a. The researcher gave some topics that would be chosen in speaking test and gave the time to speak

b. The researcher listened and recorded students' speaking by using tape recorder

c. The two assessors (researcher and the second assessor) identified

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students' problem based on the indicators shown follow:

1. Students had the problem in content if they spoke incoherently and in consistently to the topic (modified from Harris, 1974 in Hendri, 2011:23)
2. Students had the problem in grammar if their grammar is not on the rules or doesn't use the appropriate tenses.(modified from Harris, 1974 in Hendri, 2011:23)
3. Students had the problem in vocabulary if they used the wrong word (inappropriate words) and their speaking vocabulary also inadequated to express anything (modified from Harris, 1974 in Hendri, 2011:23 and Brown, 1994:380)

4. Students had the problem in pronunciation if they pronounce the words incorrectly and it interfered with understanding (modified from Brown,1994:380)
5. Students had the problem in fluency if they made long pauses and their speaking was not quite

flowing style (modified from Harris, 1994 in Hendri, 2011:25)

In analyzing the data, the researcher used the following procedures:

1. The researcher counted and presented the number of the students who had problems in each aspect of speaking
2. The researcher counted the average number of the students who had problem from assessor 1 and 2
3. The researcher calculated the percentage of the students who had problem by using the following formula

   $P = \frac{F}{N} \times 100\%$

   Where:

   P: Percentage of the students who had or had no problem.

   F: The frequency of the students who had or had no problem

   N: The sum of the students.

4. The researcher concluded the students who had and had no problems in speaking. The students were said to have speaking problem if the average number of percentage of students' problem classically was

$\geq$ 50% and the students would be said to have no speaking problem if the average number of percentage of students' problem classically was < 50% (O'Malley in Arifah, 2012)

Finding and Discussion

To say whether the students had problems or not in speaking, there was an indicator that was used by the researcher. The researcher said the students had problem in speaking if classically, there is $\geq$ 50 % students who had problems. The result showed that after analyzing the data, in general, it was found that the students had no problems in speaking. It could be seen from the fact that there were 13 students (35.13%) who had problems in speaking, but in detail, the students had problem in fluency and grammar and it can be seen from the fact that there were 20 students (54.05%) who had problems in fluency and 23 students (62.17%) who had problems in using grammar

The Number and Percentage of Students Who Have Problem In Speaking in General

No	Aspects	The Students Having Problems	
		The number of students	Percentage of students Who Have problems
1.	Content	6	16.21%
2.	Vocabulary	11	29.72%
3.	Grammar	23	62.17 %
4	Pronunciation	4	10.81 %
5	Fluency	20	54.06 %
Average		13	35.13 %

Conclusion

In general, the students did not have problem in speaking. In detail, the students had problems in fluency. It was supported by the fact that there were 20 students (54.06%) who had problem in speaking in terms of fluency and the students also had problems

in using grammar. It was supported by the fact that there were 23 students (62.17%) who had problems in speaking in terms of grammar.

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