

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is the ability possessed by humans to communicate with other humans using signs, for example words and movements. Language is a very important tool in communication. Language is used to communicate between two or more people in their daily activities and has the main role to make people get involved with each other. A human language is a signaling system. It means that language is used to give someone code to understand or to inform something and get the respond. The function of language is not only for a communication through the society but also for culture transfer. It shows who the people really are and their identity to the world.

English is one of the languages that we often hear today. English is one language that is very important to learn. Because a lot of things or information that uses English. For example in the fields they are education, technology, medicine, political and everyday language. As an international language, English is an asset for communicating with people all over the world. By being able to speak English a person can use his skills to travel the world or work in other countries.

Some people say it's easy to learn English and some people say it's not easy to learn English. Indonesian people are not native speaker. Indonesian people still have not able to speak English as well, convey information or explanation something in English. Indonesian people can't be categories as the good user.

As one of skill in English, speaking that must be mastered in English, speaking is a way to communicate with each other, and speaking is also one of language that must be share to others. Indonesia is one of the countries that low of English speaking specially in education.

According to Scott Thornbury (2005:1) "Speaking is so much a part of daily life that we take it for granted. Speaking is one of the abilities used to communicate with one another. Speaking where we communicate using words, or sentences or also the language of the interlocutor and the interlocutor must understand what is being said. By speaking we can share our opinion and our feelings using a group of word and sentences.

In learning English, students learn how to speak English well. Where students must be able to speak English fluently, confidently and understand vocabulary in English. Speaking is also intended to make the students are able to speak independently as in the public as in the public speech or to speak with other as in the debate or discussion. As the statement, speaking is needed to practice continuously to master the speaking skill. In learning English specifically in developing speaking skills there are 5 aspects that must be achieve, namely grammar, vocabulary, fluently, pronunciation, and comprehend. The researcher chooses pronunciation and vocabulary in speaking difficulties.

The big difficulties that occur in students in speaking English are pronunciation and lack of vocabulary. Many of students have difficulty when speaking English. For example students often misspell words in English. Many students also do not master vocabulary in English. When students are told to describe something and when they speak they are often interrupted because they

do not know to continue because of lack of vocabulary. Such difficulties often occur.

In learning to speak English there are problems or difficulties that are faced for example because low of vocabulary many students are combine English and Bahasa. According to Brown (2001: 270), there are some features that make speaking as a difficult language skill. They cover clustering, redundancy, reduced forms, performance variable, colloquial language, rate delivery, stress, rhythm, intonation of English and interaction. Besides the student's lack of vocabulary, their less confidence to speak and judge of English as a difficult subject make speaking as the difficult language skill. It can be the big problem to make students understand and speak English fluently and other case students low in speaking because lack of vocabulary. When students speak something they usually use the same word because they don't know else and also confident of the students. If the teacher asked them to describe something in front of the class they just nervous. Lack of pronunciation is also one of the factors that make students low in speaking, for example when they want to say "sea" it's like "see" and many things that make students difficult to improve their speaking ability. So the theory that is related to this research is Hosni in Ur (1996), there are many factors that cause difficulty in speaking, they are as follows: First Inhibition, second nothing to say, the third is low or uneven participation, and the last mother- tongue use.

Based on the explanation above, the researcher will try to find out the difficulties in speaking English ability non- English department students especially in mechanical engineering students, because non English department students means the students not majoring English but they ever learn English.

Thus, based on the phenomena mention above, the study tries to find out the usage the difficulties non- English department students in speaking English.

1.2 The Problem of the Study

The problem can be formulated as follow:

“What are the difficulties of the engineering student in speaking English at Nommensen HKBP University Medan?”

1.3 The Scope of the Study

Based on the background of the study above, the scope of the study is focused to find out the difficulties of the engineering student in speaking English at Nommensen HKBP University Medan.

1.4 The Objective of the Study

In relation of the problem, the objective of the study is to find out the difficulties of the engineering student in speaking English at Nommensen HKBP University Medan.

1.5 The Significances of the Study

Based on the background of the study, this study is expected to be useful.

Theoretically

1) The results of this study are expected to be useful to enlarge research on speaking English

2) The author is expected to be able to analyze difficulties in speaking English

Practically

1) The writer: the writer gets some experiences, perceptions and Knowledge about the difficulties of speaking English.

- 2) The Teacher: the result of the study may give a contribution for English teacher to develop speaking in English subject.
- 3) The other researchers can be used as additional reference to conduct a research in English teaching learning process.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In doing a research, a basic from theories are needed to avoid misunderstanding of all terms that related to the research. This chapter related to the review of literature and will be explain about the materials.

2.2 The definition of speaking

According to Brown (2007:25) stated that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body languages, gestures, eye contact, physical distance and other messages. The nonverbal message will help the speaker to enhance listener attention. So, the communicative will be more effective. Meanwhile, according to Nakhalah (2016: 97) Speaking is the action of conveying information or expressing one's thoughts and feelings.

Speaking is one of the abilities used to communicate with one another. Speaking where we communicate using words, or sentences or also the language of the interlocutor and the interlocutor must understand what is being said. By speaking we can share our opinion and our feelings using a group of word and sentences.

According to Scott Thornbury (2005: 1) “Speaking is so much a part of daily life that we take it for granted. The average person produces tens of words a day, although some-people – like auctioneers or politicians-ay produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability-until, that is, we have to learn how to do it all over again in

a foreign language. Meanwhile Harmer (2007) stated that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.

Speaking meant here is that every human being has the ability to speak so that can communicate even become a profession. With speaking we can create social relationship and doing interaction with others people to share our thought and our feelings.

2.2.1 Micro skills of Speaking

According to Brown (2001: 272) there are micro skills of Speaking English. They are: First produce chunks of language of different lengths. What is meant is to produce languages with different fields or be able to use language in different situations. The second orally produce differences among the English phonemes and allophoric variants. What is meant is orally must be able to distinguish between phonemes/ language sounds and language signs/ symbols. The third produce English stress patterns, words in stressed positions, rhythmic structure, and intonational contours. That is in using language there must be pressure in using that language. Fourth produce reduced forms of word and phrases. Fifth use an adequate number of lexical units (words) in order to accomplish pragmatic purposes. Sixth produce fluent speech at different rates of delivery. Seventh monitor your own oral production and use various strategic devices-pauses, filters, self-corrections, backtracking-to enhance the clarity of the message. Eighth use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms. This means that the correct language must use the correct grammar and word

classes. Ninth produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences. Then express a particular meaning in different grammatical forms. The point is in addressing a meaning can be conveyed using various forms of grammar. Then use cohesive devices in spoken discourse. Then accomplish appropriately communicative functions according to situations, participants, and goals. It means that in using language, it must be in accordance with its function, which is a different situation, different participants and different goals must use a different language or in accordance with their respective topics or situations. Then use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face –to-face conversation. Then convey links and connections between events and communicate such relations as main idea, supporting idea, new information, generalization, and exemplification. Then use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings. That is, in conveying language must be accompanied by facial or body language experiments. Finally develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you. Then state certain meanings in various forms of grammar. The point is in addressing a meaning can be conveyed using various forms of grammar.

2.2.2 The Type of Speaking

Brown (2001:251) writes that generally there are two types of spoken language, as follow:

1. Monologues

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption-the stream of speech will go on whether or not the hearer comprehends. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long “stories” in conversation, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

2. Dialogues

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata): therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit, misunderstandings can easily follow.

Based on the types of speaking above there are two types, where the type is monologue and dialogue. Monologues called speaking which is only done by

one speaker. For example we can call the speaker or anchor and the listener can be anyone.

In monologue there are two terms planned and unplanned. Where the planned is meant by the speaker who does the speaking without any preparation or the speaker is naturally speaking, while the unplanned is meant by the speaker who does the speaking with the preparation before he does the speech for example is speech.

And the difference with dialogue is that dialogue has two or more speakers. In dialogue there are two purpose of speaking that are interpersonal and transactional. Transactional means help to convey the information or to convey propositional or factual information and interpersonal means to promote social relationships and to build the social relation.

According to Thonrbury (2005: 13-14) there are two aim purpose of speaking, they are:

1. Transactional function

Transactional function is the primary purpose. It is to convey information and facilitate the exchange of goods or services.

2. Interpersonal function

Interpersonal function is primary purpose too. It is to establish and maintain social relation.

Based on the types of speaking above there are two types of speaking, namely monologue and dialogue.

2.2.3 Classroom Speaking Activities

Brown (2001:271-274) writes that generally there are six types of classroom speaking performance, as follow:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one step beyond imitative include any speaking performances that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated question or comments.

4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

2.2.4 Criteria of Successful Learners

Characteristics of successful speaking activity are (Ur, 1991:120):

a. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. For example in class students are more active in speaking and establishing communication with the teacher. Either talks about learning or learning material, anytime.

b. Participation is even.

Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed. For example in a class where students are categorized as active students all students have the opportunity to speak and speak in learning.

c. Motivated is high.

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. For example, in class students feel motivated whether they are motivated by the teacher or fellow students and also motivated by the topic of learning where students will compete to achieve the task.

d. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. For example students must be able to use language well, correctly, and easily to understand and use language in accordance with its function for example using language according place and situation. Student must distinguish the use of language in school, home and another place.

2.2.5 Problems in Speaking

Brown (2001:270-271) writes that generally there are eight things that make speaking difficult, as follow:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

According to Wahidah, FS (2016: 3) their problems in speaking English are as follows:

1. Difficulties in getting meaning or understanding the conversation.

It means that students have difficulty interpreting or understanding conversations in English. For example in a conversation for example is discussing a task. Students find it difficult to get points in the conversation.

2. Vocabularies.

Students find it difficult to speak English because of lack of vocabulary so students find it difficult to speak English in a conversation. For example is a

conversation discussing of assignment. Students find it difficult to understand and participate in these conversations because of less vocabulary.

3. Pronunciation.

The pronunciation of words in English also affects students speaking where the students have to master the pronunciation of words in English. Different pronunciation of words will produce different meanings too. For example the words "see" and "she" is almost the same pronunciation. So students must understand word pronunciation.

4. Shy.

Students are reluctant to speak English because they are embarrassed if it is wrong, so students are afraid and difficult to speak English for example student come forward and display their skills. But there is a mistake when they speak so that other students mocked the student. So that is the reason why students are shy to show their ability to speak English.

5. Afraid in making mistakes in meaning or content of their speaking.

Students are afraid to speak English for fear of being wrong, afraid of being ridiculed and afraid of being criticized. For example students are not confident in showing their ability to speak. Before students show their skills students are afraid of being wrong and afraid of being bribed or criticized if wrong. So students difficult to show their skills in speaking because fear of being wrong.

2.3 The Difficulties

According to Oxford (2015) Difficult is not easy; needing effort or skill to do or to understand. Difficult full of problems; causing a lot of trouble: to be in a

difficult position/ situation. Difficult is not easy to please; not helpful. Difficult it means we get a problem or some problem that causing we difficult to achieve or get something when we learn English but difficult to understand it. Because we have some problem that makes us to understand even though to mastered it.

2.3.1 The difficulties of Speaking English

Hosni in Ur (1996), there are many factors that cause difficulty in speaking, they are as follows:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. Many students are afraid to speak English with others for fear of being wrong, afraid of criticism and shame.

2. Nothing to say. Students have no motive to express themselves. Students do not know what they want to say because they have no reason to express their language.

3. Low or uneven participation. Only one participant can talk at a time because of the large classes and the tendency of some learners to dominate, while others speak very little or not at all. In a class there are many students where are not all students can't participate because of limited time and opportunities to participate will be taken by students who can speak English well.

4. Mother- tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. In daily life students use mother tongue more often than English because mother tongue is easier and has been mastered while English is only used in certain times such as at school.

In addition, According to Hosni in Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available.

According to Hosni in Littlewood (1981) argued that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar.

According to Rima in (Penny Ur: 1996) argues people who know a language are referred to as speakers of that language. It means if there a student is

good in English, so people will naturally think he or she can speak English well. Mastering speaking is not easy especially for Non-English department students because they difficult to memorize and to pronounce vocabulary, less of confident, like to use mother tongue when talking to their friends and anxious to be laughed by his or her friends.

According to (Ririn Rianingsih: The Teacher Strategies In Overcoming Students' Difficulties In Speaking At English Intensive Program Of Ma An- Nur Cirebon) Linguistic Factor that become the students difficult in speaking:

1. Lack of Vocabulary

Vocabulary has been increasingly recognized as necessary to language use. Lack of vocabulary knowledge could lead to students' difficulties in language reception and production and becomes an obstacle for them to express their ideas in English.

2. Lack of Understanding of Grammatical Patterns

Learning foreign language becomes difficult since the target language has different system from the native language (Haryanto, 2007). Further Haryanto adds that when someone learns a foreign language, he often faces interference where he/she applies his/her mother tongue or first language structure to structure of the foreign language which is different from his/her native language.

3. Incorrect Pronunciation

It is stated that correct and clear pronunciations are important in language learning because good pronunciation makes the communication easier to understand (Dan, 2006 cited in Varasarin, 2007).

2.4 The previous research

The writer took the review of relate literature from other graduating paper as the principles and the comparison with this research. The first one is taken from Rima Rahmaniah, Asbah, Nurmasitah (2018) The Speaking Difficulties Encountered by Non-English Students in Language Classroom in the research the writer use interview and speaking test to collect data and measure students' speaking ability. This research and the first previous study have the same way to collect data and measure students' speaking ability to find out the difficulties non-English department student in speaking English.

The second is from Samira Al Hosni Speaking Difficulties Encountered by Young EFL Learners that the finding of the research stated According to Ur follows:

1. *Inhibition.*

Students are worried about making mistakes, fearful of criticism, or simply shy.

2. *Nothing to say.*

Students have no motive to express themselves.

3. *Low or uneven participation.*

Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

4. *Mother-tongue use.*

Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

So according to previous research above the writer can be helped in conducting this research starts from the method and instrument of collecting data.

2.5 Conceptual Framework

In this research, the researcher begins this research with speaking while in this speaking the researcher uses theory of Brown (2007:25) stated that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body languages, gestures, eye contact, physical distance and other messages. The nonverbal message will help the speaker to enhance listener attention.

And follows with the definition of difficult and the difficulties of speaking English and the theory that the researcher uses is Hosni in Ur (1996), there are many factors that cause difficulty in speaking, they are as follows: First Inhibition, second nothing to say, third low or uneven participation and the last is mother-tongue use.

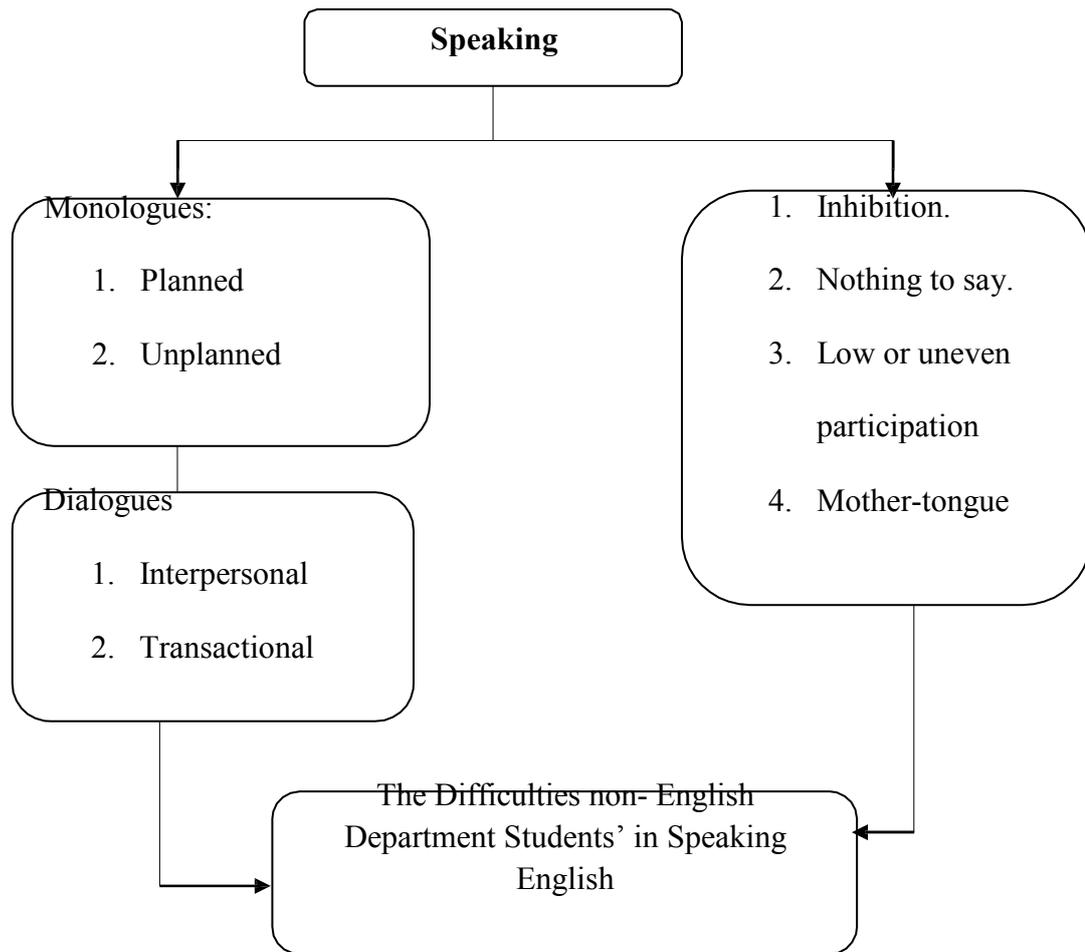


Figure 2.5 Conceptual Framework of engineering students' difficulties in speaking English (Hosni in Ur (1996))

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research classified as case study with descriptive qualitative approach. According to Dawson R. Hancock and Bob Algozzine, 2006:15 the researcher will identify topic or question(s) of interest and selects participants and arranges procedures that provide answers that are accepted with predetermine degree of confidence; research questions are often stated in hypotheses that are accepted or rejected using statistical tests and analyses.

Research process may vary greatly from con-text being investigated (e.g., survey of how principals spend their time) or appropriately reflect it (e.g., observation of how principals spend their time). So the design of this research was descriptive qualitative, where the data presented in numerical and descriptive form. The researcher found the difficulties speaking English.

3.2 Subject and Object

This researcher conducted at Nommensen HKBP University Medan. The subject in this study was eight semester mechanical engineering students at Nommensen HKBP University Medan. Therefore, total numbers of this research object was 15 students. The reason for choosing mechanical engineering students at Nommensen HKBP University Medan because, they are Non- English department students and have studied English before and still difficult to speak English.

3.3 Instrument for collecting data

In collecting data, the researcher took some of the following steps:

1. Interview

Before identifying the data, the researcher was interview 15 students with some unstructured interview. Unstructured interview also called non-directive, refers to an interview concept without any set format in which questions was not predetermined so the lack of structure enables the interviewer to asked questions which come to his/her mind on the spot. This model of interview was elaborated with the open-ended question in gaining the deeper answer from the respondents. As Johnson and Christensen (2014:199) said that ‘Open ended questions are valuable when the researcher needs to know what people are thinking and the dimension of a variable are not well define’. Because the participants respond by spoken their answers in their own words, open ended question can provide rich information.

2. Video Recording

This research used the video recording to provide the clear data and information about the respondents in telling their daily activity. It was also used to complete the missing part during the taping. After deriving the data through audio recording, the audio recording will be transcribed.

3.4 Procedure of Data Collection

Sugiyono (2007:305) states that the quality of data collection procedures is one of the main factors that determine the quality of the research’s result. The data of this research collected by using these following steps:

1. The researcher collected the data of interview.
2. The researcher collected the data of speaking test.
3. Concluded research finding.

3.5 Procedure of Analyzing Data

To identified this research, the method used qualitative method. This method identified the difficulties non- English department student in speaking English.

Procedure in analyzing data by:

1. The researcher interviewed 15 mechanical engineering students and gave them some question to know their difficulties in speaking.
2. The researcher gave speaking test to the students. The researcher asked students to speak English with storytelling about something in English.
3. The researcher collected data from the recording of interview.
4. Scoring test

NO	Score	Description
1. Pronunciation	1	Incomprehensible or no response
	2	Many Phonetic errors: Very difficult to perceive the meaning
	3	Occasional phonemic errors, but generally comprehensible
	4	Phonemically accurate pronunciation throughout

5. The researcher analyzed the data.
6. The researcher calculated the data from speaking test and interview which have been coded in percentage. This percentage was using Anas Sudijono's formula.

$$p = f/N \times 100\%$$

With:

f= the total number of difficulties item

N= the total number of difficulties

p= the percentage of type difficulties

7. The researcher concluded the research of the study.