

SPEAKING PROBLEMS AND LEARNING STRATEGY: INVESTIGATION EFL USE OF UNIVERSITY IN INDONESIA

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ABSTRACT

This study aims to identify the speaking issues second semester English education students at the Islamic Institute of Religion (IAI) As' Adiyah Sengkang encountered that prevented students from speaking English and the solutions employed by English education students to address those issues. In the second semester of the Islamic Institute (IAI) As'adiyah Sengkang, 12 English education students participated in a qualitative study that includes this research. Interviews, questionnaires, and observation served as the research tools. The findings indicated that the second-semester English education students' speaking issues were due to a lack of vocabulary mastery, a lack of confidence, pronunciation issues, feelings of embarrassment and fear of making mistakes, nervousness, and a habit of speaking in their native tongue. Students in the second semester of English education employ the following methods to improve their speaking abilities: learning English through songs and movies, practicing a lot, and remaining calm.

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1. INTRODUCTION

Speaking is a crucial component of thinking, communicating, and learning (Rao, 2019; Kusmaryani et al., 2019; Amiruddin et al., 2022). Oral communication is an effective teaching method. The mind is shaped, modified, expanded, and regulated by it. The foundation of all language development and learning is oral communication. Students can learn the language and comprehend concepts by speaking (Yazan, 2018; Hung & Chen, 2018). Speaking well is one of the useful abilities in oral mode. This ability is simpler than others because it goes beyond simply speaking and engaging in conventional interactions to convey information that can be centered in an engagement and information exchange.

People must speak to one another in order to communicate. Many factors need to be taken into account when speaking. Not only in terms of the subjects being discussed and the language being utilized but also in terms of the audience the other party is speaking to. Speaking in the target language is typically difficult for foreign language students because mastering a second language necessitates a deeper understanding of grammar and its semantic principles (Macías, 2018; Hanifa, 2018; Getia, 2020; Russel, 2020).

Learning a language necessitates knowledge in three areas that are relevant to speaking (Soomro & Farooq, 2018; Uztosun, 2021), namely: (1) the mechanism of language elements (pronunciation, grammar, vocabulary), which emphasizes the use of the right words in the right order with the correct pronunciation; (2) language functions related to speaking performance in the form of transactions and interactions (for example, knowing how to change information and provide clarity of important mess); and (3) language skills (such as turn taking, speed of speech, length of pauses between speakers, understanding how to calculate who speaks, under what circumstances, about what and for what reasons).

Speaking is typically one of the hardest abilities for language learners to master (Amoah & Yeboah, 2021). This is so because, when compared to other language learning abilities like writing, listening, and reading, speaking is the most obvious end result. There are numerous issues that can arise when speaking. The pupil will not always be right while learning English. Someone will experience difficulties or make errors when writing or speaking. Speaking has four issues: inhabitation, having nothing to say, low or uneven participation, and using one's mother tongue. Students studying English struggle to communicate fluently because they are afraid to make mistakes.

Based on the justification provided. Due to a variety of issues, speaking English is still seldom ever used in daily contact activities at the As'adiyah Islamic Institute Sengkang campus, particularly in the English Education study program. The inability to speak English well is one among them.

LITERATURE REVIEW

The Oxford Advanced Learner's Dictionary defines speaking as the act of speaking; it includes saying or talking about something, engaging in conversation with someone, extending a greeting, etc (Snell-Hornby, 2009). Speaking is defined as the ability to converse or explain a series of thoughts fluently as well as the action of expressing oneself in the circumstance, reporting acts, and scenarios in precise language. Speaking, then, is what you say to what you perceive, experience, and consider. Additionally, speaking is a necessary oral language ability in daily life (Moore, 2013). Because chatting allows us to obtain and transmit information. However, because Indonesians don't use English as our primary language of communication, speaking it fluently is a difficult challenge for us.

Speaking is an activity that can be used to report something or to explain someone in a certain context (Snell-Hornby, 2009; Moore, 2013). Furthermore, speaking is a form of communication that has an impact on our day-to-day activities. Thus, speech is a form of communication that has the power to influence a person's life.

Speaking is the oral form of communication, therefore people can convey ideas, sentiments, and messages by speaking. Speaking is the intentional skill to convey a message through spoken language (Amoah & Yeboah, 2021).

Based on competency-based education One of the four fundamental skills that students should master is speaking. It plays a crucial part in communication. Speaking occurs frequently, especially at the stage of joint text construction. Students have a

variety of challenges when speaking, one of which is related to language itself. In actuality, most students struggle when speaking even when they have a large vocabulary and can write it fluently (Burns & Hill, 2013; Hao et al., 2019). The issues are afraid of blunders made by students.

Students choose and employ strategies as actionable steps to accomplish learning goals for a given text. Similar to this, students must have a plan or method for efficiently and effectively learning English speaking (Namaziandost et al., 2019; Wang & Chen, 2020; Lestari & Wahyudin, 2020). The term "language learning techniques" refers to the actions students take to improve their own learning. Depending on the students' preferences, the tactics can be implemented inside or outside of the classroom. There are two types of language acquisition strategies: direct and indirect (Hirosh & Degani, 2018). Metacognitive, emotive, and social tactics fall under the category of indirect strategies.

Numerous studies have shown that the choice of a learning strategy affects students' capacity to acquire a language (Medeiros et al., 2018; Uchihara et al., 2019; Liu & Pásztor, 2022). In relation to it, a correlation between students' speaking proficiency and their learning methodologies. Students' speaking abilities improved as they employed more methods.

Based on that phenomenon, it is advised that language learners utilize a suitable learning strategy to aid them in mastering their speaking ability. Since speaking a new language frequently generates the most anxiety among other language skills, using language learning strategies to develop speaking ability is vital for language learners. Students' use of learning strategies as a tool to design their language-learning process is equally crucial. The development of the students' proficiency in a foreign language is crucial. The three types of techniques for learning a second language or a foreign language are cognitive strategy, meta-cognitive strategy, and social effective strategy (Alavi & Ganjabi, 2008; Lavasani & Faryadres, 2011; Elekaei et al., 2020).

2. METHOD

A qualitative research method is used in this kind of study. Qualitative methods as research techniques that generate qualitative descriptive data in the form of verbatim or written statements from subjects and recorded actions (Creswell & Creswell, 2017). As a result, the emphasis on this research comes from the presentation of the meaning and procedure that the research will produce.

Researchers employed field research techniques to gather data. The author's techniques are as follows:

By directly or indirectly observing the things being observed and noting them on the observation tool, observation is a strategy for gathering data. In this instance, the researcher made observations about the challenges new English language learners at the As'adiyah Islamic religious institute experienced with regard to language proficiency, particularly in speaking.

A questionnaire is a data collection tool that is completed by respondents in response to all of the questions and then sent back to the researcher. The questionnaire consists of 20 questions that are split into two sections. The questionnaire's first section asks about speaking issues, while the second section asks about speaking tactics.

Data gathering via oral submission of questions for in-depth interviews (systematic interviews), where the interview questions are well-prepared and include the necessary tools. This technique is used by the author to learn more about the speaking difficulties experienced by the Islamic Institute of As'adiyah Sengkang's second-semester English students. In this instance, the writers collected information from the Islamic Institute of As'adiyah Sengkang's rector, lecturers, and second-semester English language learners.

3. RESULTS AND DISCUSSION

According to the researcher, second-semester English education students deal with a variety of issues. The fundamental issue is their limited language knowledge, as well as their sense of guilt, lack of confidence, and dread of speaking incorrectly. Students' inability to speak English properly or fluently is also greatly impacted by other issues like poor pronunciation, a lack of speaking practice, and habituation to the mother tongue.

There must be a solution or a technique to get over any issues with learning to speak English. Every issue must be resolved, and every solution must be devised. The findings of questionnaires and interviews with English education students served as the foundation for this conclusion. The following is how to address the issue of speaking English:

3.1 Improve Vocabulary Mastery

The most frequent issue encountered by language learners is a lack of vocabulary competence. The most crucial element in mastering English vocabulary, so all students must first increase their vocabulary knowledge in order to solve this issue. According to the data the researchers gathered regarding the techniques employed by second-semester English education students to improve their speaking, it was discovered that 9 out of 12 students concurred that they should practice employing new phrases and expressions when speaking English. They add to their vocabulary by using new words or expressions when they speak. Students studying English as a second language use dictionaries as a reference to learn new words and perfect their pronunciation. Students said, "In my opinion, one of them is that I must be diligent in acquiring vocabulary so that I may more easily compose sentences," based on the findings of the researcher's interview with second-semester English education students about the tactics they employ to improve their speaking. This technique as a memory technique or mnemonic that students employ to retain information. Students can improve their memory by memorizing words ([Chen & Chung, 2008](#); [Pérez & Alvira, 2017](#)).

3.2 Discussion strategy

There are several methods that language learners typically employ, one of which is cooperating with others by having straightforward conversations with peers or experienced speakers of a foreign language ([MacIntyre, 2007](#); [Richards, 2008](#)). Students

studying English as a second language also employ this technique to enhance their command of the language. It was discovered based on the data from the research findings. The majority of second-semester English education students—10 out of 12—agree that speaking English to others and in groups is the best approach to practicing their language skills. When the researcher asked second-semester English education students why they selected this method to advance their speaking proficiency, One student noted, "Even though my speaking isn't flawless, I hold conversations with people who have a frequency related to English so that we can practice each other's speaking together." Students can develop the habit of speaking in front of people by participating in discussions, which will help them subsequently become comfortable and confident speakers.

3.3 Learn through English Videos and Songs

The majority of researchers have found that studying speaking through videos, movies, and English songs is the most popular method utilized by language learners to hone their speaking abilities (Silviyanti, 2014; Richards, 2015). Based on research findings, it was discovered that all second-semester English education students attempted to learn English while watching English videos or movies and listening to English songs as a way to improve their English-speaking abilities. This is also the case for English education students. Student 1 responded, "Because aside from being able to acquire new vocabulary, pronunciation in films and songs helps us to enhance our pronunciation," when the researchers asked them why they picked this technique. Reading books to learn English is typically monotonous and draining. Unlike viewing a movie or listening to music, it is different. It is an enjoyable hobby that may give the impression that we are not learning anything. We can learn how to pronounce English spoken by native English speakers by watching movies or listening to music. Consequently, we can directly learn typical English expressions and phrases along with their pronunciation.

3.4 Practice A Lot

Students studying English in school struggle with a lack of practice in speaking the language. As is common knowledge, language is used. If pupils never practice their English, how can they speak it? Students should practice as frequently as possible if they wish to master English speaking skills. According to survey results, speaking English more fluently requires practice with new vocabulary (Derakhshan et al., 2016; Chou, 2018). Speaking exercises come in various forms. It is possible to practice speaking English through reading texts, mimicking others, telling stories aloud, reading aloud to oneself, and reading to learn vocabulary words or grammatical structures. When asked why they picked this technique, English education students responded, "Because I think language is something that needs to be practiced," according to the researcher's interviews with the students. We don't have the opportunity to practice our speech, thus it is worthless for us to be able to speak. The same is true for the other kids, she claimed, adding that speaking more will help her improve her vocabulary and grammar while also allowing her and the other students to correct one other when they make mistakes.

English needs to become ingrained in students' habits if they are to develop speaking abilities. Students must constantly and everywhere practice a lot. It would be beneficial for pupils to practice their English outside of the classroom as well as within it when they are learning it.

3.5 Be Calm

The fact that English education students have anxiety when speaking the language is one of their issues. Due to this, mistakes in speech, such as forgetting what to say, may occur. Eight out of twelve students, according to the researcher's findings, agreed that they try to relax and keep speaking English as a means to deal with their difficulties when speaking the language. Students who choose to employ this method said why in interviews with the researcher conducted with English education students: "Because being calm when speaking can help us to build our confidence when speaking." As a result, it is suggested that language learners employ the proper learning techniques to aid in the development of their speaking abilities. developing speaking abilities by using language learning techniques. Speaking a new language frequently generates the greatest anxiety among other language abilities, hence using language learning techniques to improve speaking skills is vital for language learners (Kayalar & Kayalar, 2017; Masoumi-Moghaddam, 2018).

4. CONCLUSION

The researchers came to the following conclusions in light of their research and analysis:

1. The majority of second-semester English education students have trouble speaking English due to issues like a limited vocabulary, a lack of self-assurance, pronunciation issues, feelings of shyness and fear of making mistakes when speaking, nervousness, a preference for speaking in their native tongue, and a lack of practice. However, in addition to such issues, individuals could experience some other personal issues.

2. Students can use a variety of techniques to hone their English-speaking abilities, including expanding their vocabulary, engaging in conversations with peers or strangers, watching films or listening to English music, speaking frequently, and being composed when speaking in English.

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