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EFL STUDENT PROBLEMS IN SPEAKING: CASE ON STUDENTS OF ENGLISH DEPARTMENT DAYANU IKHSANUDDIN UNIVERSITY

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Abstract

This research intended to analyze EFL students' problems in speaking. The type of this research was qualitative. This research was conducted in Dayanu Ikhsanuddin University. In the academic year 2019, this study centered on collecting data from the speaker and fourth semester English department students as the subjects of the research. The researchers used observations and interviews when gathering data. There were three stages to the process used in data analysis, which were data reduction, data show, and conclusion drawing. The method of study was taken based on Miles and Huberman (1984)¹. The outcome of this study showed that lack of confidence, anxiety, shyness, fear of making errors, inadequate vocabulary, grammatical error and lack of exposure were the problems of the EFL students in speaking. Baubau.

INTRODUCTION

English is a foreign language that was an obligatory subject in Indonesia for education. It is sometimes closely linked to learning four language skills to learn a foreign language: listening, speaking, reading, and writing. In our daily lives, for example, there are many cases in which people use more than one language ability to connect with others. This suggests that people speak when they listen and they write references that they have read. It is also important to acknowledge that sometimes the four language abilities are referred to as macro language abilities. Ideally, learning English involves four abilities, which are listening, speaking, reading, and writing. All of them are related to each other. Someone who masters four English skills will actively and passively master English.

Apart from listening, speaking, reading, and writing, speaking is the most important skill of the four abilities (Ur, 1999: 120)². In addition, she said that people who know a language are referred to as 'speakers' of that language, as if all other kinds of knowledge were included in speech; and many, if not most, learners of foreign languages are primarily interested in learning to speak. English speakers should therefore also have linguistic knowledge; first, genre knowledge, whether as a transactional function or interpersonal function, which is about the purpose of speaking. Secondly, the understanding of the discourse on how individual utterance is organized and linked. Third, pragmatic understanding of the relationship between language and its use contexts, including the reason for which it is used. And the last one is that English speakers should grammatically speak correct English, a large range of vocabulary, and good pronunciation.

Some previous studies show that students are reluctant, tentative, afraid to make mistakes or lack of sufficient vocabulary, many English students are reluctant and unmotivated (Nunan, 1999: 231-233)³, EFL students face the issue of not talking to the student (Gebhard, 2006: 186)⁴, and they are too embarrassed to speak in English, they are afraid to make mistakes or their friends will laugh at them (Fauzan, 2014b). In her review (Hadijah, 2014: 1)⁵. It was found that not only did the students have insufficient knowledge of the components of speaking skills to resolve the problems of speaking English. Psychological factors and linguistic factors are the main elements that cause students to have problems in English.

Students in the fourth semester of the English Department at Dayanu Ikhsanuddin University were taught English speaking from the first semester to the fourth semester, speaking 1, speaking 2, speaking 3, and speaking 4, but so many students are still confused to chat, deliver statements, and give opinions through the use of English in the classroom or out of the classroom. They are the students'

absence of vocabulary, pronunciation, grammar, and even emotional, creating a lack of self-confidence. Therefore, as discussed before, participation plays an important role in the speaking class when students do not participate in the language class being taught (hereafter referred to as the target language), it can be widely agreed that the lecturers are likely to believe that there is a flaw either in the learners or in their practice. Meanwhile, if it continuously happens the students will give up English and the goal of language learning would never be achieved.

From the results of interview conducted by the researchers some of fourth semester students English Department at Dayanu Ikhsanuddin University, they said the problem in speaking class which represented the topic discussed; they say the difficulty is presenting topics that are discussed using full English without cheat sheet due to lack of vocabulary, fear of wrong grammar, intimidation from other students, etc. But they are helped by the class that students can speak freely without having to prioritize right or wrong. Often they feel depressed with the ability of other students who speak better and the lack of lecturers using full English in the lesson. The researchers were interested in discovering the problems and factors faced by fourth semester students of the English Department at Dayanu Ikhsanuddin University by conducting a study entitled EFL Students' Speaking Problems.

METHOD

Design of The Research

The research use qualitative approach. Qualitative research methods are research, which according to Moleong (2005: 6), seeks to understand the phenomena experienced by the subject of research. For example, attitudes, perceptions, motives, act, etc., in a special natural sense and through using different natural methods, holistically and through representations in the form of words and languages.

Source of The Data

The analysis used primary data in order to get the data in this report. Primary data is the data obtained first directly from the original source or parties, gathered in particular by the research response and the research question. It could be in the form opinion research subject people. Both individually or a group the observation against an object (physical), events or activities and the result testing. The fourth semester students of the English study program at Dayanu Ikhsanuddin University, Baubau, are the primary data of this research. Secondary data was also used in this analysis. The information and some literature were collected from the internet.

Research Subject

This research was conducted on June to July 2019 and this research took place in Dayanu Ikhsanuddin University. Jl. Dayanu Ikhsanuddin, No. 124, Baubau, Southeast Sulawesi.

Participant of The Research

Participants of the study are taken from the fourth semester student at English Program Education and Teacher Training Faculty Dayanu Ikhsanuddin University Baubau. The total population of this study are all students fourth semester at English Study Program at Dayanu Ikhsanuddin University, the total member of population are 106 students consist of three class A, B, and C. The sample of the research is 22 students from female/male.

Technique of Data Collection

The techniques used to collect the data in this research are as follows:

1. Observation

The first steps in this data collection is observation. It is defined by systematic recording of the phenomena under investigation. The observation is carried out in the classroom and out of the classroom.

2. Interview

An interview is the second phase in this study. It was used to collect the data from the

question definition or without using a guide interview in the form of answers from respondents. Interview in this research is in-depth interview. All the participants were informed about the study and each of them were interviewed during their free time. The participants were interviewed orally in mother tongue. Thus, they are able to understand well each of the questions. The interview was recorded in tape recorder. As the result, information's got by the researchers appropriate with the participants.

RESEARCH FINDINGS

The findings of this research were discussed in accordance with Psychological factors and Linguistic factors EFL students problems in speaking.

1. Psychological Factors

a. Observation of EFL Students Problem in Speaking

From the results of observations the data found in the field is the number of students who are not confident to talk in class without concepts, so that makes them feel anxious, ashamed, afraid to make mistakes that often appear in them. They must prepare their words first when they want to talk in class. Very rarely researchers find students who have a high sense of confidence who speak spontaneously using full English, although there are some people among them who can hurt it. Not all students are able to receive lessons quickly; sometimes this situation must be understood by lecturers.

b. Interview of EFL Students Problem in Speaking

1) Lack of Confidence

Lack of confidence could be assessed during the student's performance in speaking class. During the observation, the researchers had seen this phenomenon in the class. It was strengthened by interview done by the researchers toward students

in the class. Lack of confidence comes from each individual. One of fourth semester student said *"Tidak, kurang percaya diri, karna itu tadi kosa kataku kurang, kurang percaya diri, takut salah. Ketika ingin berbicara tetapi kosa kata yang dimaksud itu atau kata yang dimaksud tidak keluar"*. ('No, lack of confidence, because that was my lack of vocabulary, lack of confidence, fear of being wrong. When you want to speak, but the vocabulary that is intended or the word in question does not come out'). (Based on interview on July 8th 2019)

Based on the results of the research researchers did that students really had problems about lack of confidence due to lack of vocabulary and fear of being wrong in the classroom. Lack of vocabulary also became one factor that lead to speaking reluctance in the class room. Students, who do not have self-confidence, will hamper the development of intellectual achievement, skills and independence and make students unable to socialize (not sociable). The student has no courage to actualize himself in the social environment. Unconfidence makes a person angry with her/himself and results in disruption of learning achievement. Most students who fail with their achievements find it difficult to develop self-confidence. Fear of challenging assignments, fear of failure, and accustomed to taking on tasks with few challenges. This phenomenon founded by the researchers to some students during the interview.

2) Anxiety

Personal problems and interpersonal might be a source the most common language anxiety. In addition, low self-esteem and power competitiveness, student beliefs about wrong language learning and not realistic. One thing is also a source the most common language anxiety is lecturers' perceptions about the

role of language lecturers may not always be according to need or student expectations of students. Use talking activities place class procedures and characteristics other classes are also the main source anxiety of learning a foreign language. Remembering the English position as a foreign language in Indonesia, so that not many students use it in daily communication. This phenomenon can shape the development of students' speaking skills. For example when the researchers asked one of the students felt anxiety about speaking *"Iya merasa cemas, tergantung kondisi lingkungannya. Memungkinkan tidak untuk berbicara, biasanya itu kalau teman sekelas kita speaking lebih baik dari saya, saya merasa tertekan dan cemas"*. (2). ('Yes, I feel anxious, depending on the environmental conditions. It's possible not to talk, usually when our classmates speak better than me, I feel depressed and anxiety')

Based on research taken, there is indeed anxiety experienced by students, feeling pressured by the ability of other students to create anxiety itself. (Based on interview on July 8th 2019).

3) Timidity

This shows that shyness may be a problem in the teaching activities of students in the classroom, especially in the speaking class. During the interview, the researchers found that all the students that involved into the interview felt shy in speaking class. This started from the very beginning of the class until the end of the class. Below, there is a transcript of interview between the researchers and the student as an example of the phenomenon *"Iya, ketika teman saya berbicara di kelas, saya merasa minder karena teman saya lebih pintar dari saya, sedangkan saya malas belajar, mungkin karena bahasa Inggrisnya kurang lancar sehingga malu"*. ('Yes, when my friend

speaks in the class, I feel ashamed because my friend is smarter than me, while I was lazy to learn, maybe because my English is not fluently so I was feel embarrassed'). (Based on interview on July 8th 2019).

This shame makes students unable to explain what they want; students are embarrassed to make mistakes in speaking, so that their friends laugh at their mistakes and make each student down. Most students feel ashamed to speak in English directly. Low mastery of English also causes students to prefer silence or use Mother tongue or Indonesian as their second language. One of the problems is based on the findings of researchers who discovered that is shame where students feel inferior to the ability of their classmates so as to speak they are embarrassed (shyness).

4) Fear of making errors

Fear of making mistakes, most students have various fears of being afraid of being foolish, of being mocked, of being laughed, etc., one of EFL talking problems case on students. This is the biggest fear that makes some students in semester fourth cannot speak like their level semester, most of them just come, sit and go home. Rarely of those who find new knowledge off campus, by attending courses, organizations and others. Usually those who follow have more curiosity about something.. In line with explanation above, this phenomenon is also founded by the researchers during the research. Below there is a transcript of interview between researchers and the student for example "*Iya. Ketika saya ingin berbicara saya takut sekali salah. Jika kita ingin mengemukakan sebuah pendapat dalam berbahasa Inggris, saya ingin mengeluarkan pendapat itu tapi saya merasa takut, karena kosa kata atau grammar yang kita gunakan tidak tepat*".(4) ("Yes. When I want to talk I was

afraid make something wrong. If we want to express an opinion in English, I want to explain but I feel scared, because the vocabulary or grammar we are using is incorrect'). (Based on interview on July 8th 2019).

The researchers discovered the issue of fear of making errors due to inappropriate vocabulary or grammar error does by students.

2. Linguistic Factors

a. Observation of EFL Students Problems in linguistic factors

From the results of research conducted on the issue of linguistic factors researchers found a lack of a lot of vocabulary and grammar to be an important factor in linguistic factors. Students who are lazy to repeat at home, so that their knowledge of vocabulary does not increase. coupled with less exposure provided by the campus and lecturers it is difficult for them to receive lessons quickly.

b. Interview of EFL Students Problem in Speaking

1) Insufficient Vocabulary

Vocabulary plays important role in speaking English. Students with good vocabulary will speak English much better and vice versa, students with lack of vocabulary will perform worse. Lack of vocabulary is a condition where the students have limited English words to say. Based on interview, all respondent reported to have very limited vocabulary. They decided to be silent because they did not even know what to say in classroom. Even if they had lots things to say, but they did not know how to say it in English. The student also explained that English vocabulary is difficult to say. In other words, they have problem in pronouncing English words because they have limited background knowledge of pronunciation. It can be understood that as EFL student,

they had different language culture between Bahasa Indonesia as their native and English. In Bahasa Indonesia, there is no different between letter and its pronunciation, all words and sentence is read as the way it is where in English is different because it has different phonology with Bahasa Indonesia. That is why some students are difficult to pronounce English words, and then it becomes hard in memorizing them because students have insufficient vocabulary. *"Kurang, seperti kita menemukan kosa kata baru, akan tetapi saya mempunyai catatan kecil yang kapan saja saya bisa buka untuk menambah kosa kata saya. Rendah, karena masih kurang belajar dari teman-teman yang lebih kerja keras dari saya". (5)* ("Less, like we found a new vocabulary, but I have a little note that I can open whenever I want to add to my vocabulary. Low, because there is still less learning from friends who work harder than me"). (Based on interview on July 12th 2019).

From the results of research that researchers found that most students in English education for the fourth semester the most frequently encountered problem was the lack of vocabulary in English education at Dayanu Ikhsanuddin University.

2) Grammatical Error

The foundation of a language is grammar. Grammar is often defined by people as the "rules" of a language, but no language actually has rules. If we use the word "rules" we mean that first someone developed the rules and then, like a new game, spoke the language. But languages haven't started like that. Languages began with individuals creating sounds that developed into words, phrases, and phrases. There is no fixed commonly-spoken language. When the researchers asked student about grammatical error

understanding which was still lacking *"Sepertinya, Karena malas belajar, malas menghafal, malas mengulang. Itu semua karena kesalahan diri sendiri yang kurang belajar"* (6). 'It seems, Because lazy to learn, lazy to memorize, lazy to repeat. It was all due to self-learning mistakes that lack learning' (Based on interview on July 12th 2019)

From the results of the study found that the problem of grammar is one of the factors that almost all English language education students encounter, the error comes from every students who rarely repeats the material given outside campus hours.

3) Lack of Exposure

The lack of exposure received at campus makes it a lack of students to be responsive in learning English, exposure such as lack of practice in reading, listening practice becomes an important thing that students and lecturers should know in order to make it easier to improve their English. Through exposure that students like listening to English songs, watching western movies without using subtitles is the first step that must be taken for the convenience of students in the fourth semester at Dayanu Ikhsanuddin University, such as when researchers interview about listening music practice. *"lumayan, kadang-kadang. Salah satu cara meningkatkan speaking saya. Kalau melalui lagu saya rasa tidak sih kak, karena saya bukan tipe orang yang belajar dari lagu, saya menyukai music korea, karena saya belajar bisa dari mana saja, contohnya film barat. Saya suka menonton tanpa menggunakan subtitle, adapun ada kosa kata baru saya tulis di kertas"* (7) ("Sometimes. One way to improve my speaking. I don't think through songs, because I does not the type of person to learn from songs, I like Korean music, because I can learn from

anywhere, for example western films. I like watching without using subtitles, as for the new vocabulary I wrote on the paper"). (*Based on interview on July 12th2019*)

From the results of the research it was concluded that not all students have the same Interest in listening practice, each students has their own way of learning.

The following are the results of the researchers' interview with the lecturer.

Learning English is not difficult and also is not easy. Depending on the willingness of each individual to continue learning, students with other students have different learning styles, with a variety of methods that will make students more quickly catch the subject at that time. Each subject has its own characteristics and contains specificities that distinguish one subjects with other subjects. Therefore, the way of teaching each subject is different. Some deliver only theoretical, some require practice, some even have to do experiment or experiments. The level of intelligence of each student varies. There are students who are intelligent so that they are able to absorb the lessons in one delivery, and there are also students who have to get repeated directions and then they understand and understand a lesson. Students who are able to absorb lessons easily can be more active than students who are less able to absorb lessons well, this is because most of them assume that he will not be able to understand the lesson (inferiority). This is the most important cause in building boredom for students. Therefore, each teacher is required to stimulate the activeness of students. "*Jadi mengatasi masalah itu pertama harus memberikan treatment yang bervariasi, entah apakah itu metode yang saya berikan harus bervariasi*

kemudian bentuk-bentuk speaking activity nya juga bervariasi sehingga harapannya juga speaking activitynya bisa memberikan spirit, bisa meningkatkan semangat mereka atau interest mereka dalam speaking, jadi memang setiap pertemuan saya berikan metode baru dan pertemuan lain juga metodenya, jadi selama 14 kali pertemuan itu harus saya siapkan 12 metode" ("So, overcoming the problem first must provide a varied treatment, whether it's the method that I was give must vary then the forms of speaking activity, so that the hope also of speaking activity can give spirit, can remind their enthusiasm or their interest in speaking, so indeed every meeting I gave a new method and other meetings as well as the method, so during the 14 meetings I had to prepare 12 methods"). (*Based on interview to Mr. La Mido. S.Pd., M.Pd on July 27th, 2019*)

From the results of interviews with lecturers the problem of the EFL the lecturer must know the mood of the students, lest the student is having problems outside of campus, whether at home or anywhere. Hold counseling guidance to overcome them, make the school a comfortable place and protect it, this will help to increase the passion and enthusiasm for learning. So students must find their learning styles and lecturers must provide effective learning styles for students.

DISCUSSION

Psychological factors of EFL Students' Problems in Speaking

The results of research during observation and interviewed many problems experienced by students in speaking classes, lack of confidence, shyness, fear of making mistakes and anxiety. All of these are included in the psychological factors which will be discussed below:

Anxiety is one factor that leads to speaking reluctance in class room. Based on observation

and interview, the researcher found that anxiety became a problem faced by the students on the very beginning. This is a kind of feeling fear felt by the student when they entered speaking class. The students mostly described that their anxiety made them remain silent in class room. They tend to be passive, or if any, only gave little participation in speaking class.

As quoted in Basic (2012), Lanerfeld explains that speaking anxiety has a significant influence on the self-confidence of the student because it sometimes makes student feel failure when they are unable to speak out and demonstrate what they know. She continues, this dilemma sometimes transforms into a negative loop and when the next chance happens, one bad experience from talking often becomes a reminder. If a student fails to talk about anxiety, he or she will stay silent rather than take the risk of failing again. In addition, speaking anxiety produces a low self-confidence that keeps learners quiet in all circumstances, even though they have the ability to convey themselves and information that is worth listening to (Juhana, 2012)⁷.

Speaking anxiety affects language learning clearly. It is a condition that may make students feel awkward, such as an oral presentation in front of the course, for example. They finally could not make any good progress dealing with their speaking skill. Therefore, speaking anxiety should be overcome.

Regarding to the problem mentioned above, there are several ways to overcome speaking anxiety. (Riasati, 2011)⁸ mentioned that his research on improving the speaking abilities of students indicates that teachers should be more vigilant about anxiety that can be extreme in students and find strategies that enable students to engage more in oral activities. He added teachers or lecturers should create ease, relaxed, and fun learning environment in the class room in order to lower students' anxiety. Moreover, the lecturer can also do individual approach to the students. The lecturer can discuss with the students and give them motivation in order to lower the anxiety. Those ways finally could be

effective ways dealing with students' anxiety in speaking class. The second is shyness according to (Juhana, 2012) Shyness is an emotional thing that many learners suffer from when they are expected to speak in English class at some point. This shows that shyness may be a problem in the teaching activities of students in the classroom, especially in the speaking class. In line with that, the investigator found that in speaking class, both respondents said they felt shy. Specifically, they felt shy when they tried to speak in front of class. They thought that they were afraid to look silly and finally being laughed by the other students. Therefore, they chose to be quiet in classroom.

Shyness has been a major problem in speaking class. The respondents naturally are not shy when they speak in their native language. They are socially active to participate in other class. Shyness is accumulation of their inability to speak English whether they are lack of vocabulary or not good in pronunciation. In line with that, shyness is triggered by one or a combination of the following causes, according to (Baldwin, 2011)⁹: unfamiliarity with academic discourse, lack of trust in the subject matter, and/or fear of contact.

(Baldwin, 2011) further states that speaking in front of individuals is one of the most common phobias faced by students and feeling shy makes their mind go blank or forget what to say. The outcome of this study, in which most students fail to perform the speaker performance at their best, also confirms this hypothesis. As they claim, their failure to demonstrate their capacity to communicate is also profoundly affected by their sense of shyness. In other words, it can be assumed that shyness plays a major role in the students' success in speaking.

Solving the shyness issue (Chinmoy, 2007)¹⁰ indicates that students are convinced to look at shyness as a thing to conquer and do not fear failure or achievement in order to help students feel more secure in their voice. It is worth doing the above remedies for minimizing shyness. There needs to be a solution to their sense of

shyness. In this situation, they need their teachers' guidance (Juhana, 2012). Based on the statement, the lecturer play important rule dealing with students' shyness. The lecturer need to give guidance to the student. The lecturer can also do personal approach to the students and at the same time the lecturer can motivate the students. By doing this, the lecturer can directly touch the problem and help the students fixed it.

As stated previously, the primary explanation for fear of error is that students are afraid of appearing foolish in front of others and are worried about how others will see them (Kurtus, 2001)¹¹. This adverse experience has already dominated the minds of students. The investigator found that in speaking class, all respondents were afraid of making errors. The student was afraid of making mistakes because the students were scared that they would laugh at their peers. Students often showed anxiety, and even panic, because they were afraid of making errors or mistakes in front of classmates. The students shared their fear of making mistakes because they believe they felt incompetent because of their mistakes. In addition, one of the reasons leading to the passivity and inability of students to engage in the class debate was fear of being laughed at.

The researchers think that the purpose of speaking class would be difficult to accomplish once students are dominated by the feeling of fear of making errors. Because the students will not perform maximally and only give insufficient contribution in classroom. Therefore, there should be way to overcome this problem in classroom.

There are many strategies in the classroom to conquer the fear of making mistakes. As (Zua, 2008)¹² there are some suggestions in terms of potential ways to overcome the fear of making mistakes among students. First, she suggests that emotional connections should be formed between students and teachers or lecturers. This way, students are expected to feel secure with their teacher and trust that if they make mistakes, the teacher will assist them. Second,

Zua further notes that when studying English, the teacher should enhance the focus of the students. As she says, this can be achieved by developing a positive environment for learning. Finally, the last recommendation is that a harmonious environment is produced by the instructor that can reduce the nervousness of learners. In this context, it is important to address how to deal with errors in students' conversational English and stress that mistakes in communication are crucial to communication.

It can be inferred, based on the above explanation, that lecturers have a primary role to play in this problem. The teacher or lecturers should active bond communication with the students, create fun atmosphere in classroom by applying best method that suits to students ability, for instance. It can be successful if there is good teamwork between student to student and students to their lecturer in classroom.

Fourthly, lack of trust, lack of trust refers to the confidence of students in their abilities to perform tasks that are incapable of performing them (Brown, 2001)¹³. Students with lack of confidence will possibly fail in class room. Researcher found that all respondent that are reluctant to speak have very low confidence because they did not believe with their capability in classroom. Researcher also found that mostly the students who are lack of confidence have only little vocabulary and their pronunciation is not really good. From the interview, it is also revealed that the students with low self-confidence will decide to be quiet in speaking class. Most students have a lack of confident that makes students never progress, lack of confident here includes many things that are afraid of being wrong, shyness, anxiety and etc. They cannot compensate for it all so they experience the problem. 80% of the problems come from the students themselves how students are able to reduce the problem and the remaining 20% for how the lecturer can solve the problem proficiency level. Lack of confident can be reduced by providing a lot of motivation from the people circle, much practice outside

and inside the campus, and the willingness to be active than passive.

From the explanation above, it is clear that factor of lack of confidence lies on two things; inner belief and vocabulary. Inner belief comes internally from the students. If the students believe that they are incapable in class room they will decide to be quiet. Furthermore, students' vocabulary also goes hand in hand with their confidence. In other words, students with good vocabulary will have good self-confidence and vice versa.

From the problem explained above, it is realized that self-confidence is very important. For EFL students, it is very important not only to perform their language in the classroom but also in the situation of real life. Self confidence will appear to motivate them to speak up in classroom. That is why the lecturer should boost students' self confidence properly in order to overcome the problem.

To address the lack of trust of students, (Bowen, 2005)¹⁴ shares the strategy to develop the trust of students by optimizing the exposure of students to English. In keeping with this, (Kurtus, 2001) adds that teachers should provide daily opportunities to practice proper pronunciation and intonation and to converse openly in order to develop the confidence of learners to speak English. Students can experience a stronger sense of English speaking capacity by doing this. Teachers should also build a supportive environment in which students are encouraged to speak in English and are thanked for speaking.

Linguistic factors of EFL Students' Problems in Speaking

Many things were discovered during research on linguistic factors on the Dayanu Iksanuddin campus in semester fourth. Students who have difficulty with grammar, vocabulary, lack of exposure, become one of the obstacles and problems about linguistics in the speaking class. A more detailed explanation of the researcher explains as follows:

Vocabulary is one of the elements of language. It supports the teaching and learning of the four English skills of reading, listening, speaking, and writing (Suryana, 1990)¹⁵. Vocabulary plays important role in speaking English. Students with good vocabulary will speak English much better and vice versa, students with lack of vocabulary will perform worse. Lack of vocabulary is a condition where the students have limited English words to say. Based on interview, all respondent reported to have very limited vocabulary. They decided to be silent because they did not even know what to say in classroom. Even if they had lots things to say, but the did not know how to say it in English. The student also explained that English vocabulary is difficult to say. In other words, they have problem in pronouncing English words because they have limited background knowledge of pronunciation.

It can be understood that as EFL student, they had different language culture between Bahasa Indonesia as their native and English. In Bahasa Indonesia, there is no different between letter and its pronunciation, all words and sentence is read as the way it is where in English is different because it has different phonology with Bahasa Indonesia. That is why some students are difficult to pronounce English words, then it becomes hard in memorizing them

Vocabulary problems can be solved by some method. (Babu, 2010)¹⁶ explained that reading is a powerful way to improve vocabulary. Reading is directly linked with larger vocabulary during the process. The students can read and translate the meaning after all. Dealing with pronunciation problem, the students can see the phonetic transcription in dictionary or they can also do some listening. Therefore, they could also learn about the pronunciation knowledge well. Finally, lack of vocabulary can be solved properly.

Next Grammatical Error; Grammatical error is the most difficult thing for some students to understand, not least for them they also sometimes feel confused every time they speak

English. Most students don't have good grammar, they just talk spontaneously. They just try to speak English with their own language rules without knowing right or wrong. As we know, with English, the Indonesian language law is different, but most students apply the same rule to English, so most students speak in their own context and forget about the correct grammar to make a correct sentence.

In English we often encounter pronunciation errors, English is different from Indonesian, if the pronunciation is wrong the meaning is also different. Sometimes this problems is not only encountered in the fourth semester but also in the high semester. Many mistakes in pronunciation error when they speaking become a habit that is done by students, and this becomes a problem in speaking. many students are wrong in the pronunciation of words like students say ship but students say sheep. There are many unclear articulations which become obstacles for students to improve their speaking.

It is very important to determine the most appropriate strategy to improve students' speaking. Lecturer must be able to handle the various characters of their students to be able to improve their intended speaking. Where the methods given by the lecturer must be able to be taken well by students and build a good atmosphere with their students. In support of Woodson (2003), Heward (2003)¹⁵ argued that by using guided notes, the lecture teaching strategy can be strengthened and become the most effective teaching strategy.

CONCLUSIONS

Then it comes to the conclusion based on data analysis from the finding and discussion of the previous chapter. The researchers concluded that the problems faced by students of fourth semester at English study program Dayanu Iksanuddin University psychological factors and linguistic factors that were likely to cause EFL speaking problems of semester fourth at Dayanu Iksanuddin University. The factors lead to EFL students' problems in speaking presented as follows:

1. Lack of Confidence

Researchers found that all respondent that are reluctant to speak have very low confidence because they did not believe with their capability in classroom. Researchers also found that mostly the students who are lack of confidence have only little vocabulary and their pronunciation is not really good. From the interview, it is also revealed that the students with low self-confidence will decide to be quiet in speaking class.

2. Anxiety

Personal problems and interpersonal might be a source the most common language anxiety. In addition, low self-esteem and power competitiveness, student beliefs about wrong language learning and not realistic. One thing is also a source the most common language anxiety is lecturers' perceptions about the role of language lecturers may not always be according to need or student expectations of students.

3. Shyness

During the interview, the researchers found that all the students that involved into the interview felt shy in speaking class.

4. Fear of Making Errors

Fear of making mistakes one of EFL speaking problems, most students have different fears of being afraid of being foolish, of being ridiculed, of being laughed etc. This is the biggest fear that makes some students in semester fourth cannot speak like their level semester, most of them just come, sit and go home. They who are shy and less motivated as possible take a long time to be able to talk with confident, but when it finally works manage it, their English contains fewer errors.

5. Insufficient Vocabulary

Vocabulary plays important role in speaking English. Students with good vocabulary will speak English much better and vice versa, students with lack of vocabulary will perform worse. Lack of vocabulary is a condition where the students have limited English words to say. Based on interview, all respondent reported to have very limited vocabulary. They decided to be

silent because they did not even know what to say in classroom.

6. Grammatical Errors

Most students don't have good grammar, they just talk spontaneously. They just try to speak English with their own language rules without knowing right or wrong.

7. Lack of Exposure

The lack of exposure received at campus makes it a lack of students to be responsive in learning English, exposure such as lack of practice in reading, listening practice becomes an important thing that students and lecturers should know in order to make it easier to improve their English. Through exposure that students like listening to English songs, watching western movies without using subtitles is the first step that must be taken for the convenience of students in the fourth semester at Iksanuddin University.

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