Students' Speaking Problems In English Presentation

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Abstract

This research focused on students' speaking problems in English and the purpose of this research is to know problems happening in speaking especially when they are presented by the second semester of STKIP Nurul Huda Sukarja's English Education Program in their speaking presentations. This research used the descriptive method. The author uses observation, questionnaires, and interviews as a data collection tool. From the results of the questionnaire, psychological problems are most often problems experienced by the second semester English Education Program of STKIP Nurul Huda Sukarja with a mean of 72,73% who had a problem in vocabulary, 54,55% who have problems in grammar, 60,61% who had problems in pronunciation, 72,73% who fear of making mistake, and 57,58% who have problems in lack of confidence. In conclusion, linguistics and psychological problems are a problem that experienced by the second semester of the English Education Program of STKIP Nurul Huda Sukarja.

Keywords: speaking problems, linguistics problem, psychological problems

INTRODUCTION

In Indonesia, English is the first unknown dialect instructed in quite a while from auxiliary to college level. English is a worldwide language that is utilized as a mode of global correspondence. Brown (2007: 118) expressed the greater part of the world's one billion English speakers learn English as a second unknown dialect. In acquiring English four abilities should have to understudies to make it simpler. Talking ability is a significant viewpoint that should be obtained when learning a second unknown dialect, and the fruitful of language learning is estimated by the presentation of the student communicating in the language being considered. However, a great many people get familiar with a language determined to have the option to talk to impart. Harmer (2007:284) expressed talking is the capacity to talk smoothly and assumes language information include, yet in addition the capacity to handle data and language 'on the spot'.

In the field of schooling, particularly in the English Education Program of STKIP Nurul Huda Sukaraja, public talking speaking is directed by a class show. In the class show, understudies are needed to have the option to foster their thought and attempt to communicate their thought before the class. In light of King's (2002: 401-418) introductions have required the understudies to utilize four abilities language in a normally incorporated manner; and that introductions have empowered understudies to become dynamic and autonomous students.

Thornbury (2005: 96) expressed there are a few hardships for understudies when they do the show. To start with, identified with the state of understudies who don't dominate a great deal of jargon that will make it hard for them to articulate words in the class and make them not sure to talk. Second, some of them feel shaky to communicate in English because scared of committing an error. They are apprehensive because they feel their elocution isn't great as a speaker. Third, they are accustomed to utilizing their first language or their primary language.

There are three issues of phonetics those are pronunciation, sentence structure, and absence of jargon. Juhana (2012: 100-110) clarified that components of semantics as the absence of jargon, the absence of comprehension of linguistic examples, and wrong elocution turns into a hindrance for understudies to introduce in English class. The issue of phonetics incorporates the entirety of the troubles found in the objective language itself that understudies looked at in learning the language.

Concept of Speaking

Speaking is the action of delivering sounds or words to communicate with others to share a

few thoughts or data orally. By talking, one can communicate with others by communicating thoughts and moving some data. As indicated by Chomsky (2008, p. 13) talking is the capacity to impart or state viewpoints and thoughts by talking and this capacity can be gotten with training.

Speaking typically utilized words with an ordinary voice articulates words, knows and can utilize language, communicates one's thoughts with words, makes discourses. While talking expertise is the capacity to accomplish something admirably. In this way, we can presume that talking is the capacity to utilize words or language to put oneself out there in a conventional voice. Or on the other hand, it tends to be inferred that talking expertise is the capacity to do semantic information in genuine correspondence. Shakur (2007:4) expressed there are no less than five parts of talking expertise identified with language structure, pronunciation, appreciation, jargon, and familiarity.

Students' Speaking Problem

According to Richards (2008), there are some typical learner's difficulties in speaking. Those are;l Pronunciation, Vocabulary, Grammar. In the meantime, Harmer (2007: 96) expressed that understudies won't generally utilize the right English. The understudies will deal with issues and commit errors when composing or talking all the more unreservedly. In learning English talking, a few understudies will make slips or mistakes when they attempt to articulated words, expressions, or sentences. Furthermore, Chomsky (2008:13) talking skill is a "capacity to state or convey viewpoints, musings, and thoughts by talking and this capacity can be acquired by training". Talking issues are a few issues that make somebody absent of talking capacity. Moreover, Juhana(2012:101) here, some mental factors looked at by the understudies in communicating in English, are the absence of certainty, dread of committing an error, modesty, and absence of inspiration. Semantics is a logical investigation of language, for example, the investigation of language structure (syntax), words, and phonology.

Concept of Presentation

A presentation is an activity to show ideas in front of an audience of friends. Tkachenko (2014: 231234) describes a presentation as a speech or conversation in which a new product, idea, or work is presented and explained to the audience. According to Thornbury (2005: 94), "Speech is an experience of being in front of colleagues and continuing to speak. It is excellent preparation for real-life speeches." A presentation is a formal conversation with one or more people to "show" ideas or information in a clear and structured way. All speeches have a common goal: to inform, train, persuade, or sell. The key factors for any successful presentation are the audience; the content of the presentation itself; and the host. In a slightly different statement, Ellis and Johnson in Bereczky (2015: 189-205) established the speech as a planned, prepared, and structured presentation to a small group or a large group of people in formal or informal situations. Speech.

According to the previous definition, it can be concluded that a speech is an activity to stand in front of a class or a room to show and explain something to the audience. Formal or informal language can be used in the speech. Students, especially those in higher education, need to use relevant oral communication methods to give multiple lectures on a wide range of topics. In addition, presentation skills can also help students report their findings in public forums more effectively

METHODOLOGY

The method of study the writer used descriptive research method. Jackson (2008, p.98) used descriptive research methods to observe behavior. Observations involving the most basic level of description. Through this kind of descriptive research, it is hoped that students' oral problems related to linguistics and psychological problems can be found. This means that qualitative and descriptive research can be done through observation, questionnaires, interviews. In this research, the population is the second-semester students of the English Education Program of STKIP Nurul Huda Sukaraja in the academic year 2019/2020.

According to Arikunto (2006: 134) when the subject is less than 100, it is better to select all the subjects. However, if the number is too large, the subject can be between 10-15% or 20-25% or more. According to the theory, the author removed all subjects because there were fewer than 100 subjects and up to 35 students. In this study, there is only one variable. The variable is the student's oral problems

RESULT AND DISCUSSION

1. Analysis of the Data Collected from Observation

The observation above shows the students of the second semester did not have a lot of vocabulary. They saw doubtful when explaining because they had a problem arranging the word into the sentence. Most of the students were not confident to speak with the other friends when presentation can be shown from the questionnaire and when the writer asked them to explain the material/presentation about the material, no one of them dares to reason without confidence. The students fear making a mistake that can be seen from their presentation, they were giving explanations be glued on the text because they fear making mistakes and can be seen when they read the material carefully. It can be concluded that most of the students from the second semester of the English Education program had problems in speaking especially in presentation. They had a problem with vocabulary, grammar, pronunciation, lack of confidence, and fear of making mistakes.

2. Analysis of the Data Collected from Questionnaire

Presentation used English became the main source of speaking problems. They were limited vocabulary, grammar, difficulty in pronunciation, fear of making mistakes, and lack of confidence. Here is the table of the data from the questionnaire with description SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree):

Tabel 1

Analysis of the Data Collected from Questionnaire

No	Question	Category	Frequency	Percentage
1.	I am not confident with my speaking ability	SA	-	-
		A	32	97%
		D	1	3%
		SD	-	-
2.	I am nervous when my teacher asks me to do some presentation in English	SA	-	-
		A	27	81%
		D	6	19%
		SD	-	-
3.	I forget some vocabularies when I feel anxious	SA	-	-
		A	31	93%
		D	2	7%
		SD	-	-
4.	It feel embarrassed when asked to be volunteer to speak in front of the class especially in presentation	SA	-	-
		A	-	-
		D	13	40%
		SD	20	60%
5.	Feel worry about making mistakes in presentation	SA	-	-
		A	33	100%
		D	-	-
		SD	-	-
6.	I feel panic when I do a presentation without preparation	SA	6	19%
		A	27	81%
		D	-	-
		SD	-	-
7.	sometimes I have a negative thinking when I have something to be uttered during presentation	SA	-	-
		A	-	-
		D	31	39%
		SD	2	7%
8.	my heart pounding fast when I will be called for presentation	SA	-	-
		A	27	81%
		D	6	19%
		SD	-	-

No	Questions	Category	Frequency	Percentage
9.	I always feel that other students have better English speaking skills than me	SA	28	84%
		A	5	16%
		D	-	-
		SD	-	-
10.	I am still anxious even though I have practiced before doing the presentation	SA	-	-
		A	27	81%
		D	6	19%
		SD	-	-
11	I am afraid that other students will laugh at me when I make mistake in the presentation	SA	-	-
		A	27	81%
		D	6	19%
		SD	-	-
12	Before the presentation starts I feel sure and relaxed	SA	-	-
		A	6	19%
		D	27	81%
		SD	-	-
13	I feel confident when do the presentation in front of the class	SA	-	-
		A	6	19%
		D	27	81%
		SD	-	-
14	I will enjoy speaking in the learning process in classroom	SA	-	-
		A	6	19%
		D	27	81%
		SD	-	-
15	These are the symptoms of anxiety	SA	-	-
		A	6	19%
		D	27	81%
		SD	-	-

According to the above table, 97% of the interviewees agreed, and 3% of the interviewees disagreed with the statement " I am not confident with my speaking ability ". It can be seen that the proportion of respondents who answered unanimously was 97%, while the proportion who disagreed was 3%. Then, 81% of the interviewees agreed, and 19% of the interviewees said they disagreed with the statement that "I am nervous when my teacher asks me to do some presentation in English". This can be seen from the percentage of respondents who answered 81% agree and 19% disagree. At the same time, 93% of the interviewees agreed, and 7% of the interviewees disagreed with the statement "I forget some vocabularies when I feel anxious". It can be seen that the proportion of respondents who answered in the agreement was 93% and the proportion of respondents who did not agree was 7%. Additionally, 40% of respondents said they disagreed and 60% of respondents "It feel embarrassed when asked to be a volunteer to speak in front of the class especially in the presentation". It can be seen in the proportion of respondents who disagree with 40%, and the proportion who strongly disagree is 60%. And 100% of respondents agreed with the statement " Feel worried about making mistakes in presentation." From the proportion of respondents who answered 100% agree, it can be seen that none of the students answered that they did not agree.

19% of the interviewees strongly agreed, and 81% of the interviewees strongly agreed with the statement "I feel panic when I do a presentation without preparation". This can be seen from the percentage of respondents who strongly agree and the percentage of 81%. In addition, 93% of the interviewees disagree, and 7% strongly disagree with " sometimes I have a negative thinking when I have something to be uttered during the presentation". At the same time, 81% of the respondents agreed, and 19% disagreed with the statement " my heart pounding fast when I will be called for presentation". It can be seen that the proportion of respondents who answered yes was 81%, compared with 19% who disagreed. In addition, 84% of the interviewees strongly agreed, and 16% of the interviewees agreed that "I am afraid that other students will laugh at me when I make mistake in the presentation". It can be seen that the percentage of respondents who fully agree is 84%, and the percentage of respondents who agree is 16%. And 81% of the

interviewees agreed, 19% of the interviewees said they disagreed, " I am still anxious even though I have practiced before doing the presentation." It can be seen that the proportion of respondents who agreed to answer was 81%, while the proportion of respondents who disagree was 19%.

There were answered that they agreed 19% and 81% answered that they did not agree, for the statement " I am afraid that other students will laugh at me when I make mistake in the presentation ". It can be seen that the proportion of respondents who agree is 19% and the proportion who do not agree is 81%. In addition, 19% of the interviewees agreed, and 81% of the interviewees disagreed, "I feel very confident and relaxed before giving the presentation." It can be seen that the proportion of respondents who agree is 19% and the proportion who do not agree is 81%. At the same time, 19% of the interviewees agreed and 81% of the interviewees disagreed with "I feel confident when doing the presentation in front of the class". It can be seen that the percentage of respondents who answered agree was 19% and the percentage who more disagree was 81%. In addition, 19% of the respondents agreed, and 81% disagreed with the statement " I will enjoy speaking in the learning process in the classroom". It can be seen that the percentage of respondents who answered agree was 19% and the percentage who more disagree was 81%. Finally, 81% of the interviewees agreed, 7% of the interviewees disagreed, and 12% of the interviewees disagreed that "These are the symptoms of anxiety". It can be seen that the proportion of respondents who agree with the answer is 81%, the proportion who disagrees more is 7%, and the proportion who strongly disagrees is 12%.

3. Analysis of the Data Collected from Interview

The interview was carried out with the lecturer as discussed in the research methodology. This interview is due to knowing about students' speaking problems in English presentations. There were five questions to know about student difficulties, the first question was: "Whether in presentation students are required to use English?" the second question was "How is the ability to speak English when they were presentation especially at second semester? Is it excellent, good, enough or even poor?" the third question was "What are the Factors can Influence Speaking Problems in English Presentation?", the fourth question was "So Mr. as a lecture here when Mr. explain the material, is it use English too or Indonesian?", the last question was "How to resolve with students who had a problem in speaking presentation?" All of the questions in the interview used English because of the volunteer lecture from the English education department.

CONCLUSION

From the explanation above, it can be concluded that in the presentation most or even all of the students had problems. Those problems made them felt so difficult to say everything by using English. Those problems itself caused by many factors that are fear of making mistakes, lack confidence, grammar, and pronunciation.

There are several ways to solve the problem of speaking English. The first is practice because according to a theory language is practice. So, to make them able to speak English is to practice as much as possible. Besides that, the teacher can use some interesting strategies to make them try to speak in English.

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