

**Student Linguistic and Nonlinguistic Problems in Learning the English Speaking**Romlah Ulfaika¹, Yeremia Ronald Pratama²

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email: ¹ romlah_ulfaika@borneo.ac.id**ABSTRACT**

There are some non-language factors which indicate that students have the difficulty in speaking and give an impact on the scholars' overall performance in speaking. This study investigated the problem of students in linguistic and nonlinguistic problems in learning the English speaking at the eighth grade students in Tarakan. This research used mixed methods. In this study, the researcher chose the entire class of VIII grade as a sample which consisted of 285 students. In collecting data, researcher used observation, interview and questionnaires as research instruments. Researcher used three main phases in analyzing research data, namely data reduction, data presentation, and verification of conclusion drawing. From the data analysis, the researcher found students in linguistic and nonlinguistic problems and the causes of problems in learning the English speaking, namely the problem of English speaking skills faced by students in the linguistic were lack of vocabulary (61%), poor grammar (69%) and poor pronunciation (64%). Because of these problems, students are reluctant to speak English in class. Furthermore, from the non-linguistic aspect, the problems faced by students were fear of making mistakes (65%), lack of confidence (67%) and fear of evaluation from teachers and friends (63%). Based on some finding, it can be concluded that the biggest cause of student problems in speaking English was fear and lack of confidence to speak English in class.

Keywords: Linguistic, nonlinguistic, speaking

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INTRODUCTION

Speaking is one of four skills that must be mastered, along with listening, reading, and writing. Speaking plays an important role in daily life because it allows people to immediately convey their thoughts. It has an impact on a person's performance in a variety of areas, including social, political, commercial, and educational performance. A great presentation comes from a fantastic presenter who can speak effectively in front of a large group of people. It is difficult for English teachers to get their students to communicate in English. It necessitates a lengthy period of exercise and study.

According to Bull (2008:5), speaking is one of the most important skills for English learners to develop because it allows them to interact with others and involves a variety of skills. There are many definitions of speaking which have been put forward with the aid of numerous

professionals. Speaking is a productive language talent Pollard (2008:95). This means that speaking is a person's ability to produce sounds that have meaning and are understood by others in order to produce an accurate verbal exchange. Additionally, speaking is the use of language to communicate with others. As a result, English teachers should activate students' speaking skills in the classroom by providing communicative language activities and exciting media, and then giving them as much practice as possible.

.According to Ur (1991:5), there are many issues with speaking, including inhibition, having nothing to say, low or uneven participation, and mother tongue. These issues are supported by Kumaravadivelu's (2006:11) research findings about non-language factors, which indicate that 95 percent of students say they have difficulty speaking because they are afraid of making mistakes in class, they do not know what to say, they're not confident and comfortable if they make a mistake, and they are no longer interested in the topic given by the teacher.

These issues may have an impact on the scholars' overall performance when speaking. This emphasizes how psychological issues affect college students' speaking performance. In his studies, Heriansyah (2012) claims that some of the members have mental difficulties communicating. This emphasizes the fact that psychological issues have an impact on college students' ability to communicate. Horwitz describes six elements that contribute to speech problems in (Mely Arya Susilawati: 2011), which are labeled as linguistic and non-linguistic issues. Linguistic problems are classified into three categories: known lack of vocabulary, pronunciation, and grammar. Nonlinguistic issues are classified into three categories: fear of making mistakes, lack of confidence, and apprehension about other evaluations.

The reason for conducting this research in junior high school is that researcher needed to conduct a study about the problems of students' speaking skill at the eighth-grade students in Tarakan.

LITERATURE REVIEW

Speaking is an interactive interest in language use that is completed by speakers by combining codes and messages. People can recognize the state of affairs in the world by speaking. Speaking in a foreign language is more difficult than speaking in one's native tongue. According to Burns and Joyce (1997), speaking is an interactive meaning construction procedure that includes receiving, processing, and generating statistics. According to the statements above, people must be aware of and equipped with English language skills when communicating effectively with others.

In speaking, there are some aspects that must be fulfilled by the learners. It can be used as a measurement whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary and pronunciation. The description is as follows according to Brown (2000:406-407):

1) Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

2) Comprehension

Comprehension is a student's competence to comprehend the entire speaker says to them.

3) Grammar

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Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

4) Vocabulary

Vocabulary is the basic of language. It appears in every language skill and it is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

5) Pronunciation

Based on the definition, pronunciation is the important component of language. Therefore, Students who struggle with speaking may be lacking in grammar, vocabulary, and pronunciation. These difficulties include linguistic issues as well as mental issues, which are also a barrier to students becoming accurate English speakers.

a. Speaking Problems

Language difficulties are one of the primary causes of poor academic performance. These difficulties include linguistic issues as well as mental issues, which are also a barrier to students becoming accurate English speakers. This emphasizes the fact that psychological issues have an impact on students ability to communicate. Linguistic problems are classified into three categories: known lack of vocabulary, pronunciation, and grammar. Nonlinguistic problems are classified into three categories: fear of making mistakes, lack of confidence, and apprehension about other evaluations.

b. Linguistic problems

Grammar, vocabulary, and pronunciation are three factors that contribute to students' speaking problems in linguistic problems, according to the linguistic perspective. All of the difficulties discovered within the target language itself by a student analyzing the language are included in the linguistic problems. Linguistics is the systematic study of languages, including the study of language structure (grammar), phrases, and phonology. According to Spolsky and Hult (2008), linguistics typically includes vocabulary, grammar, and pronunciation details. Some linguistic issues, such as poor grammar, a lack of vocabulary, and poor pronunciation, have an impact on a person's speaking. These are the issues:

1. Lack of Vocabulary

Vocabulary is a single phrase or a group of phrases with specific meanings. Understanding the meanings of words are referred to as vocabulary. The words arrive with the least amount of red tape; orally and in print. The set of phrases for which we know the meaning while communicating or reading orally is known as oral vocabulary. Vocabulary issues arise when a person loses the desire to speak and no longer understands how to integrate the vocabulary into a good sentence.

2. Poor in Grammar

According to Dea Aries Fitriani et al. (2018), grammar is an examination in which sentences are based and formatted, so it may appear tedious to examine accurate grammar because it is well worth the time and effort.

3. Poor in Pronunciation

According to Hinkel (2005: 491), a second language learner must master the unique characteristics of a new language's sound. Furthermore, it will be appropriate for the students to be able to speak naturally, just like the native speaker. English has evolved into a language that connects people from all over the world. Second or foreign language learners are also expected to speak English as fluently as a native speaker.

c. Nonlinguistic Problem

The psychological stress can have a negative impact on students' speaking abilities. According to Horwitz (2011), the mental component contributes significantly more to language learning than the linguistic component. As a result of the nonlinguistic problems being associated with the output procedure in communication, students with an excessive or strong affective clear out will no longer receive language input or may have difficulty processing it. Here are a few issues that may prevent students from speaking:

1. Fear of Making Mistake

Fear of making mistakes, according to Mely Arya Susilawati et al. (2017), is a subjective feeling of hysteria, apprehension, anxiousness, and worry related to arousal of the computerized nervous system. Some people have a tendency to avoid and even worry about communicating verbally. Those factors can be considered to be debilitating factors for students' speaking ability.

2. Lack of Confident

The concept of self-confidence refers to self-assurance in one's personal judgment, ability, strength, and so on, which can manifest excessively at times.

3. Apprehension of Other Evaluation

Horwitz (2001) observed that communicate apprehension of other people's opinions may also affect. There is a direct link between a lack of self-belief in one's abilities and a reluctance to be concerned about interplay with other people because it will directly expose someone to being evaluated by using other people. It makes students fearful of speaking as well as understanding in front of an audience.

METHOD

This study employed a mixed-methods research approach. Combining quantitative and qualitative research designs into a single study is known as mixed method research. The major goal of mixed-methods research is to fully comprehend a phenomenon than is achievable using either a quantitative or qualitative design alone by combining the advantages of both quantitative and qualitative research designs and data gathering techniques (Gay& Mills, 2016). The researcher used mixed -methods to analyze students' problems and the causes of students' speaking problems in learning English in eighth grade students at SMPN 9 Tarakan.

1. Setting of the Research

The setting of the research was taken at eight grade students at SMPN 9 Tarakan. The researcher was conducted at this place for the reason, because no one of the researcher did the

observation in this situation before. It happens because the location of this school far from city.

2. Subject of the Research

The subject of this research was the students of eight grades at SMPN 9 Tarakan. The researcher focused on students problems and causes of the problem in speaking at the eighth grade students at SMPN 9 Tarakan.

3. Instrument of the Research

The research instruments used in this research to collect the data were class observations, interview and questionnaire.

4. Technique of Collecting the Data

The next step in this research is to choose the data collecting technique that can be used. Data collecting technique is the main step of a research, because the purpose of the research is to collect data. In collecting data, researcher used observation, interview and questionnaires as research instruments.

5. Technique of Data Analysis

Researcher used three main phases in analyzing research data, namely data reduction, data presentation, and verification of conclusion drawing. From the data analysis, the researcher found students' problems and the causes of problems in learning English for class VIII SMPN 9 Tarakan.

FINDING

Observation, interview and questionnaires were used as research instruments by the researcher. Researcher observed the teacher and students during the speaking teaching and learning process, as well as the condition or atmosphere of the class during the speaking learning process, to identify student problems and the causes of problems encountered by students. This research was carried out on students in class VIII at SMPN 9 Tarakan. On November 6, 2021, researchers conducted preliminary research, followed by research from November 10 to April 13, 2022.

a. The Students' Speaking Problem in Learning English

This research employed a mixed-methods research approach. Combining quantitative and qualitative research designs into a single study is known as mixed method research. The major goal of mixed-methods research is to fully comprehend a phenomenon than is achievable using either a quantitative or qualitative design alone by combining the advantages of both quantitative and qualitative research designs and data gathering techniques.

The researcher used mixed-methods to analyze students' problems and the causes of students' speaking problems in learning English in eighth grade students at SMPN 9 Tarakan. The researcher collected data in this research through observation, interview, and questionnaires, observations were made in two meetings to determine the process of teaching and learning. Each meeting has different activities, but the material has the same title. The teacher performed pre - activity, main-activity, and post-activity during the first meeting.

The second meeting is an extension of the first. The researcher prepared an observation checklist and a recorder to document the teaching and learning process during the observation process. Based on the observations made thus far, it is possible to conclude:

1. First meeting

The researcher discovered that the teacher did not follow all of the steps correctly based on the observation sheet display. The teacher does not conclude the material and closes the meeting at the end of the activity, and he also did not evaluate; he only ended the lesson when time ran out. Then, the researcher found that the students' problems in learning speaking were not knowing the aspects of students that made production possible; lack of vocabulary, not using grammar, never practice speaking English and not good enough in pronunciation.

2. Second meeting

According to the results of the second meeting observation sheet, the teacher nearly completed all of the steps but returned to the last step. The teacher did not conclude the lesson by repeating the material that had been learned. The teacher did not make an error in evaluating student activity. According to the study's findings, at the first and second meetings, the researchers discovered that the students' problems and the causes of problems in learning English, particularly in speaking skills, were the same, but the researcher discovered other problems that students faced. Students learning English face challenges, particularly in speaking skills, such as nervousness, low odds, and environmental factors.

The researcher also conducted interview to supplement the observation data. Interviews were conducted with the students to ascertain their perspectives on the problems and causes of students' difficulties in learning English, particularly in speaking skills. The researcher give 9 questions to the students to ascertain their perspectives on the students' speaking problem in learning English, From the students answer, the students struggle with vocabulary, grammar, and pronunciation, as well as a fear of being wrong, being insecure, and being afraid of other people's evaluations. It could be explained as follows:

- a. Based on the data, the students found difficulties in learning speaking because they were lacked of vocabulary.
- b. The students were worried about making mistakes when they tried to speak English.
- c. The students were influenced by their mother tongue when they speak English.
- d. Some of the problems are students cannot speak English because they are nervous and shy, which makes students feel frustrated. Some of students are nervous and lack of Self-confidence, feel afraid of being laughed at by their friends if they make mistakes.

The last is the questionnaire as supporting instrument was made to support the data from observation and interview. The questionnaire was distributed to the students by taking fifteen minutes of the students study time in the classroom. Based on the results of observation and student answers to the questionnaire, the researcher concluded that the student problems faced by students were vocabulary, grammar and pronunciation. Because of the disruption caused by speaking with incorrect grammar, students are reluctant to speak English in class. Many of them believe that the most challenging element is vocabulary. As a result of their poor vocabulary skills, they feel anxious when speaking in English. When individuals construct effective sentences, they have no notion if they spend too much time to worrying about vocabulary.

b. The Cause of Students' Speaking Problem in Learning English

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The researcher found that the cause of students speaking problem in learning English by using questionnaire are lack of confident and they are also afraid of making mistakes when answering questions from the teacher, and many students are still insecure about their English skills, that is why students are always feel afraid with the evaluation by the teacher and his classmates.

The other causes that researcher found is by using interview with the students, almost the students felt bored with the material because not interesting and the teacher is not innovative the students, In this case, the teacher should motivate the students by employing some techniques to maintain motivation. Speaking in the class can be fun if the right activities are taught in the right way, raising general motivation and making the English language classroom a fun and dynamic place to be. Another factor is their native language.

According to the data that obtained by the researcher, some of them use their mother tongue when they do not know the words in English. They also use their mother tongue when the material is difficult; when the material is difficult, some of them do not master the vocabulary, which inhibits the students from being active in English.

It is not surprising, given the facts stated above, that many students speak English less fluently. All of them are because the majority of students are uninterested in practicing their English. Because of the previously mentioned causes of problems, some students become passive and unconfident in speaking English in the class because fear of making mistake and being laughed at by their friends and also feel insecure about their teacher's responses or evaluations.

Based on the results of interviews and student answers to the questionnaire, the researcher concluded that the causes of the problems faced by students were fear of making mistakes, lack of confidence and fear of evaluation from teachers and friends. Due to the disturbance caused by some of the above problems, students are afraid to speak English in class. Many of them believe that the biggest reason is because they are afraid of making mistakes in speaking English in class. Because they feel that their abilities are still lacking, they feel anxious when speaking in English.

DISCUSSION

There were so many phenomena that occur to students at SMPN 9 Tarakan when speaking English in class, almost every student experiences fear when the teacher asks them in English and feels nervous when they have to answer in English due to lack of vocabulary, and also there were many students who still do not understand about tenses so that it causes students to have difficulty in speaking English. Furthermore, students only practice speaking English when forced to do so by the teacher. There are also other issues that arise when students learn to speak. Students have few opportunities to practice speaking. The teacher does not follow all procedures based on expert theory.

There is a procedure for teaching speaking based on Brown's theory. There is pre-teaching; students' interest in assignment planning. Organize initial pair work while teaching and give students five to ten minutes to discuss, add to, or change the list of suggestions. The teacher should then facilitate group formation once the initial discussion has concluded. Give the group no more than twenty minutes to complete the planning task. Following the lesson, lead a back report session in which each group presents their suggestions.

Based on the results of observations and students' answers to the questionnaire, the researcher concluded that the problems faced by students were vocabulary, grammar and

pronunciation. Many of them believe that the most challenging element is vocabulary, this is evidenced in the observations made by researchers and also the results of students' answers when filling out the questionnaires that have been given. And based on the results of the interview and student answers to the questionnaire, the researcher concluded that the causes of the problems faced by students were fear of making mistakes, lack of confidence and fear of evaluation from teachers and friends.

CONCLUSION

Based on the results of observations and students' answers to the questionnaire, the researcher concluded that the speaking problems faced by students in linguistics were poor of vocabulary, poor in grammar and poor in pronunciation. Because of that problem, students are reluctant to speak English in class.

In addition, the causes of students' speaking problems in learning English based on the results of interview and student answer from questionnaires, the researcher concluded that the causes of problems faced by students in nonlinguistic problems were fear of making mistakes, lack of confidence and fear of other evaluations. Due to the disturbance caused by some of the problems above, students are afraid to speak English in class.

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