

PROBLEMS FACED BY THE INTERMEDIATE LEVEL STUDENTS DURING
ENGLISH SPEECH

Suparmi¹⁾, Yelliza²⁾, Yuneva³⁾

^{1,2,3,4,5)}Pendidikan Bahasa Inggris, Universitas Putra Indonesia YPTK Padang, Pendidikan Bahasa Inggris,
Universitas PGRI Sumatera Barat, Pendidikan Bahasa Inggris Universitas Prof. Dr. Hazairin, SH
^{1,2,3)} Mimiesuparmi7@gmail.com, ahmad11minang@gmail.com

ABSTRACT

The fact obviously showed that most of the sixth semester students are still low level in English speech. Furthermore, the purpose of this study was to find out the key factors and most dominant factors that frequently faced by the students in English speech. The students of English department UPI YPTK Padang in academic year of 2021/2022 were the population of this study with total 69 students. All the students were the sample of this study as total sampling. This research was strongly mix-method (descriptive quantitative). Questionnaires were used as the instrument to gather the data. In addition, the data were analyzed by using percentage formula. Finally, the result briefly showed that (64,6%) the students were in negative responses on the questionnaires give. It elucidates that average of English students have the problem in English speech as clearly stated on the questionnaires. The finding also showed that the factors that faced by the sixth semester students was anxiety with percentage (69,2%), self-esteem with (64,8%), and (59,8%) for motivation. In Conclusion, the dominant factor that faced by the students in English speech was anxiety (69,2%).

ABSTRAK

Latarbelakang dari penelitian ini adalah rendahnya kemampuan berbicara dalam berbahasa Inggris sebagian besar mahasiswa semester VI di jurusan Bahasa Inggris UPI YPTK Padang tahun ajaran 2021/2022. Oleh karena itu, penelitian ini bertujuan untuk menemukan faktor penyebab dan faktor dominan yang dihadapi oleh mahasiswa saat berpidato dalam bahasa Inggris. Populasi dari penelitian ini adalah mahasiswa jurusan Bahasa Inggris UPI YPTK Padang tahun ajaran 2021/2022 yang berjumlah 69 mahasiswa dengan menggunakan total sampling. Penelitian ini merupakan penelitian deskriptif kuantitatif (*mix-method*) dengan menggunakan kuesioner sebagai instrumen untuk mengumpulkan data. Data yang diperoleh dianalisis dengan menggunakan rumus persentase. Hasil penelitian menunjukkan bahwa (64,6%) mahasiswa memberikan tanggapan negatif terhadap angket yang diberikan. Ini berarti bahwa rata-rata mahasiswa bahasa Inggris menghadapi masalah dalam pidato bahasa Inggris seperti yang disebutkan dalam kuesioner. Hasil penelitian menunjukkan bahwa faktor-faktor yang dihadapi mahasiswa semester VI adalah kecemasan (69,2%), harga diri (64,8%), dan motivasi (59,8%). Faktor dominan yang dihadapi mahasiswa dalam pidato bahasa Inggris adalah kecemasan (69,2%). Dapat disimpulkan bahwa masalah yang paling banyak dihadapi oleh mahasiswa selama pidato bahasa Inggris adalah kecemasan.

Kata kunci: *english speech; intermediate level; speech problem*

1. INTRODUCTION

English is the first foreign language in Indonesia which was important to transfer and gain knowledge, science and technology, art and culture, and establish international relationship. It takes an important role in education as a foreign language, which is taught from elementary, junior high school, senior high school, and university levels. It was a compulsory subject which develops language skill and the components of language such as grammar, vocabulary, and pronunciation. Another opinion said, "speaking or speech is the skill in order to express the ideas, and felling. Speaking in few million individuals. Public speaking share much with other types of communication.

public space can sometimes be a harder challenge, if not a source of embarrassment not only to formal and informal people but also for expertise such as lecturers, scholars, doctors, etc. (L. Leong, S. A.-D.2017)

English speech or public speaking is one form communication that can make a vast difference in your ability to influence decisions in the public and private sectors (Restu Mufanti, et all. 2016). In public speech, you have to opportunity to deliver an uninterrupted message to a few individuals or a

The purpose of the speaker in speaking primarily to communicate his message rather than to be nice to the listener. To enable

students to communicate, we need to apply the language in real communication. Around 750 million people are believed to speak English as a foreign language. The domination of the English globally was undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media, and Internet. Because English is used to develop communication, technology, programming, software, etc, it dominates the web (Wright 2016).

Speaking in the public is not easy like our imagines. Many people, standing up in public and doing a speech is one of their greatest fears. There are many people like to speak a lot, but when they have an opportunity to speak in front of a large audience, they felt anxiety or nervous at that time. Not only that but also there are some people excellent in writing, but they are poor when they have a chance to speak in the public. On the other hand, delivery speech is one of the most important for the people or students to be successful in their business, carrier, academic, and their social life that support them to easier in face this global era (Restu Mufanti, et all. 2016). Most of people, at some point in their life, will need to stand up and speak in front of a group of people to be successfully. Public speaking is very important that should be learned by students to be successful.

Unfortunately, many students were getting problems to speak in front of a large audience. It caused by the students' that ever studied at Elementary school up to University in Indonesia rarely to practice English, reluctant to do it, and they prefer speaking Indonesian languages or native language to English. These problems obviously occur in English Department UPI YPTK Padang at Speech Class.

2. LITARATURE REVIEW

2.1. Students Problems in Speaking or English Spech

As the others skill, such as listening, writing, and reading, in teaching and learning speaking or speech, we will also probably find some problems. The problem could be the inappropriate that are used by the teacher and the problems that come from the people or student itself. The problems that come from the students were the main aspect that usually found in teaching and learning speaking or speech. According to Brown (2000:142), there are some problems or factors that faced by the students in speaking English or English speech; Anxiety, Self-esteem, and Motivation. (Khotimatus sangadah and J. Kartawidjaja, 2020).

a. Anxiety

Speech anxiety is not new – it's been around for as long as people have been talking to one another. Most speakers who have experienced

speech anxiety know the importance of being calm and confident when speaking. Anxiety is the state of feeling nervous or worried that something bad is going to happen, (A. Rosana Putri 2020). Another opinion, anxiety is concern and fear, especially about what might happen. (P. Swift, et all. 2014). Some feel nervous while other stays calm and relaxed when speaking. Factor in speech anxiety differ from person to person. But general factors apply to all of us.

Knowing the cause of speech anxiety is the first step in managing it effectively. Many anxiety-generating factors affect nearly all of us based on The Module As A Guide For Teaching-Learning Public Speech, including: Poor preparation, Inappropriate self-expectations, Fear of evaluation, Excessive self-focusing, Fear of the audience, Not understanding our body's reaction

On the other hand, the problem with HIGH speech anxiety that stated by Jane were: People with high speech anxiety often avoid communication, they were rarely perceived as leaders, Others may have negative perceptions of them since they seem uneasy, BUT people with high anxiety can be taught how to manage their anxiety (P. Swift, et all. 2014).

Speech anxiety, the fear associated with delivering a speech, is an important issue for many people. We have found that 14 percent of the people enrolled in the basic public speaking course at our school suffer from extreme speech anxiety, a great many others students report speech anxiety to be an important problem, and almost all the students' report having experienced speech anxiety at one time or another (Restu Mufanti, et all. (2016). Of course, speech anxiety was not restricted to students in public speaking course. A 1973 survey of American adults revealed that 41 percent of the respondent listed public speaking as their number one fear, while only 19 percent of the respondents' listed dying was number one. There are three aspects of a situation contribute to the degree of speech anxiety a person feels (D. Sari,2017), they are:

a. Novelty

Novelty concern doing things that are new and unfamiliar. For many people, giving a speech is a rare event. But even experienced speakers can encounter novel circumstances. For instance, teacher who were comfortable talking to the students encounter a novel situation when asked to address their peers or to deliver a course to a television camera for the first time. Fear of doing new thing is probably tied to failure in such situations in the past.

b. Conspicuousness

Conspicuousness means that you stand out from the audience. For instance, you probably

feel conspicuous when, after quietly sitting in a large audience, you stand to make a remark. You are suddenly the center of attention. Standing apart from the audience, as is the case in delivering a speech, provides a degree of conspicuousness that can intensify feelings of speech anxiety.

c. Audience Characteristics

Audience characteristic can greatly affect speech anxiety. These include size, status, familiarity, and behavior. Most people feel more fear with larger audiences. We usually experience more fear facing higher status audiences, because individuals with higher status were in position to reward or punish us. In essence, the risk potential was higher with such an audience than with one of lower status. Unfamiliar audiences produce higher anxiety because we are less able to predict their response. Lastly, the audience's behavior can influence our influence our feelings of speech anxiety. If the audience was visibly angry, bored or inattentive, such behavior may heighten our anxiety.

A few professionals who research on anxiety propose that, like self-esteem, and tension can be skilled at numerous stages. on the deepest or international, trait anxiety become extra everlasting predisposition to be anxious. a few college students are predictably and typically annoying approximately many stuffs. At a extra short-term or situational stage, country tension became skilled in relation to a few occasion or act. It became important each outside and inside study room for a trainer to try and determine whether a student's anxiety stems from a more international trait or whether it comes from a selected situation now.

However, learners are often inhibited about trying to say things in a foreign language in the class room. The anxiety factor can be reduced by creating conducive environment (P. Amelia, et al. 2020). Therefore, the teacher should create a good condition both inside and outside the classroom, because a reward which is given to the best students such as by giving an opportunity to choose the next activity can reduce anxiety. So, the teacher role in creating good environment is important avoiding over correction, sarcasm, and intimidation, or testing fairly what the learners know rather than giving 'trick-questions', and addressing the learning styles of all students in the class, will be very helpful for the students to have a positive classroom climate.

2.2. Self-esteem

Self-esteems are may the most pervasive aspect of students' behavior in speaking. It could be easily be claimed that no successful both cognitive or affective activity can be achieved without some degree of self-esteem, self-

confidence, knowledge of students, and belief on students' own capabilities for that activity. All human being has a need for communication, defining oneself and finding acceptance in expressing that self in relations valued others (C. Fung. 2011). Personality development universally involves the growth of a student's concept of self, acceptance of self, and reflection of self as seen in the interaction between self and others. Subjective experience which the student conveys to others by verbal reports and other overt expressive behavior (L. H. Al-Obaydi, 2021).

Students derive their sense of self-esteem from the accumulation of experiences with themselves and with others and from assessment of the external world around them. Three general levels of self-esteem have been described in the literature to capture its multidimensionality (W. S. Kharsah, 2016):

a. Generally, self-esteem was said to be relatively stable in a mature student, and is resistant to change except by active and extended therapy. It was the general or prevailing assessment ones makes one's own worth over time and across several situations. In a sense, it might be analogized to a statistical mean or median level of overall self-appraisal.

b. Specifically, self-esteem refers to one's self-appraisal in particular life situations, such as social interaction, work, education, home, or on certain relatively discretely defined traits, such as intelligence, communicative ability, or personality traits like gregariousness, empathy, and flexibility. The degree or specific self-esteem a student has may vary depending upon the situation or the traits in question.

c. Motivation

Motivation is internal drive which pushes someone to do think in order to achieve something. There are two types of motivation, they were intrinsic and extrinsic motivation (W. S. Kharsah, 2016). In learning process, motivation was an important an important aspect where it decides students to get success in second language learning. The student that has low motivation will get difficult in learning English for speaking or English speech. The low motivation in speaking or English speech appears in teaching and learning process, like the student do not want to speak English, keeping silent when discussion take place, feeling un-happy in learning English, especially when the students are practicing English, and without having lecturer's support (M. F. Museum, 2019). In addition, students' problem in motivation to English speech was influenced by:

a. Practicing

Practice is an action rather than ideas in doing an activity regularly or training

regularly to improve your skill. Practice, practice, and more practice will help to overcoming your fear in English speech (Y. Januariza and S. Hendriani, 2016). In classroom or outside, some students are reluctant to take their friends and people in speaking English or English speech in English (M. I. Hossain, 2015). They choose to speak using mother language or their native language than in English. This condition often happens in the classroom and outside of classroom. They do not be motivated to speak English. They do not realize it has big impact to their English progress especially for English speaking competence.

- b. Care, interest, patience, and preference
Students need special care, interest, patience, and preference to learn English (S. Kashinathan and A. Abdul Aziz, 2021). In learning speaking English or English speech, student meets motivation that orientate to get goals, like the students will be easier to get job if they were able to speak or speech in the public in English, they will know more English culture, have many abroad friends, and successful in their career, business, academic, and social life (A. B. Asing, D. Cipta, and C. Bandar, 2017)

Motivation is the reason wants to do something. In addition, motivation is the most frequently used catch all terms for explaining the success or failure of virtually any complex task (S. Menggo, 2018). It is easy to assume that success in any task is due simply to the fact that someone is motivated. Motivation was very necessary in doing anything.

Viewed from the importance of motivation, it can be conducted that motivation has an important role to motivate learners to keep on learning and using English as their daily language conversation, although they always face some problems when they learn and apply the language. In addition, motivation is the extent to which students make choice about: Goals to pursue and the effort students will devote to that pursuit (S. Ri, W. Uvhdufk, et all, 2019). Motivation brings large effect on the result of English learning. Motivation strongly influenced the degree to which learners take advantage of opportunities to use the language. Even its extent of active, personal engagement in learning.

In speaking activity which took place both inside or outside classroom, the teacher and the court of language should recognize that like any other learning process, students need reward which will motivate them to speak English well.

A reward, whether it is in the form of reinforcement, a physical reward or even long-term reward like a good mark will invite students to speak. Hence, reward was very important in eliciting extrinsic motivation. Typical extrinsic rewards can be in the form of money, prizes, grades, and even certain type of positive feedback (C. Mario, 2019).

3. METHODOLOGY

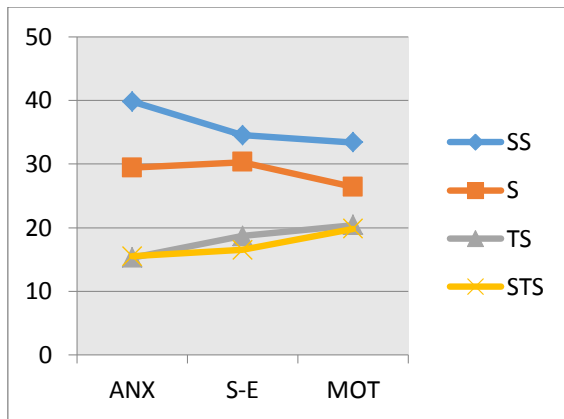
The method will be used in this research was Mixed-methods, a research methodology that incorporates multiple methods to address research questions in an appropriate and principled manner (Bryman, 2012; Creswell, 2015; Creswell & Plano Clark, 2011), which involves collecting, analyzing, interpreting, and reporting both qualitative and quantitative, which emphasizes on describing students’ problem in English speech. The researcher will use this method to analyze and explain the problems and dominant problems that faced by the students in English speech. Total sample 69 students of English Department UPI YPTK Padang. Total sampling used because the researchers wan to examine the entire population in order to generalize the result in speech class. The instrument of the research was questionnaire. The questionnaire consists of 30 items or statements about students’ problems in which viewed from three factors: Anxiety problem (10 items), Self-Esteem problem (10 items), and Motivation problem (10 items). Those items were adopted Brown (2000:142) that already stated previously. Percentage and range score scale, will use to process the data employ. The percentage formula was proposed by Arikunto (2006:235):

$$P = \frac{F}{N} \times 100\% \dots\dots\dots(1)$$

4. FINDINGS AND DISCUSSION

The dominant problems that faced by English students at the sixth semester academic year 2021/2022 were displayed in figure 4 and 5. The tables of both figures refer to percentage of responses which are positive and negative response.

- 1). The description of students’ problems in English speech (Anxiety factor, Self-esteem factor, and motivation factor) Graphically, the total score of students’ problem in English speech which viewed from the anxiety factor, self-esteem factor, and motivation factor.



Data Source: processed, 2021

Figure 1. Graph for the students' problem in English speech

Based on the figure 4 above, the highest percentage was anxiety in negative response of strongly agree (39,8%). Whereas, the lowest percentage was motivation in negative response of strongly agree (33,4%).

Table 1. The students' score distribution in English speech problems

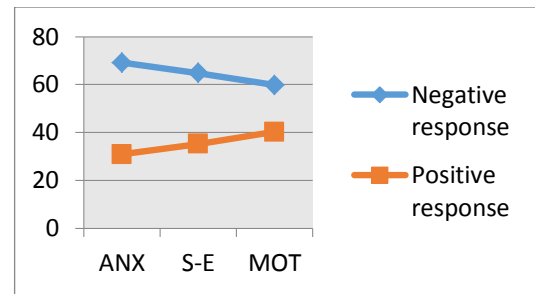
No	Factors	Responses								Tot
		Negative				Positive				
		SS		S		TS		STS		
		F	%	F	%	F	%	F	%	
1	Anxiety	27,5	39,8	20,3	29,4	10,5	15,3	10,7	15,5	69
2	Self-esteem	23,8	34,5	21,3	30,3	12,8	18,7	11,1	16,5	69
3	Motivation	23	33,4	18,3	26,4	14,1	20,4	13,6	19,8	69
	Mean	24,7	35,9	19,9	28,7	12,6	18,2	11,8	17,2	69

Data Source: processed, 2021

Based on the table above, the highest percentage in the item of number 1 was strongly agree (39,8%). The second place was agreed (29,4%). Then, followed by strongly disagree (15,5%). The lowest percentage was disagreed (15,3%). After that, the highest percentage in the item of number 2 was strongly agree (34,5%). The second place was agreed (30,3%), followed by disagree (18,7%). The lowest percentage was strongly disagreed (16,5%). The last, the highest percentage in the item of number 3 was strongly agree (33,4%). The second place was agreed (26,4%), followed by disagree (20,4%). The lowest percentage was strongly disagreed (19,8%).

2.2. The description of students' problems in English speech (Overall factors)

Graphically, the total score of students' problem in English speech which was viewed from the overall factors.



Data Source: processed, 2021

Figure 2. Graph for students' problem in English speech (Overall factors)

Based on the figure above, the highest percentage was anxiety factor (69,2%). Whereas, the lowest percentage was motivation factor (59,8%).

Table 2. The students' score distribution in English speech problems (Overall factors)

No	Factors	Negative Response	Positive response	Total
		%	%	%
1	Anxiety	69,2	30,8	100
2	Self-esteem	64,8	35,2	100
3	Motivation	59,8	40,2	100
	Mean	64,6	35,4	100

Data Source: processed, 2021

The table above shows generally about 64,6% of the English students at the sixth semester of English study program UPI YPTK Padang Academic Year 2021/2022 gave negative responses to the questionnaire. It means that they faced some problems in English speech based on the three factors. The table above shows that the anxiety factor (69,2%) has a great influence to the students in English speech. The second place was self-esteem (64,8%), and the lowest percentage was motivation (59,8%). The result of this research shows that the most dominant problem that hinders students in English speech was Anxiety. Anxiety cannot be avoided from learning activity. In English speech surely it was also happened, English speech was the most provoking anxiety of all. From the result of this research, most of the student were anxious because they were afraid of making mistakes when speech English. Other item of the anxiety problem that has not affect the anxiety of the students was afraid and nervous when delivering a speech that make the student forget what thing that will he or she deliver. This is supported by Ayres and Miller (1994:20) state that a great many other students report speech anxiety to

be an important problem, and almost all our student's report having experienced speech anxiety at one time or another. One of the causes was the students are often reluctant to participate in a public speech class or activities because most of them were self-conscious and do not like to appear stupid in front of their peers. The students were afraid of failure, laughter, and ridicule.

The next factor was Self-esteem. Speech proficiency is supported by abilities such as grammatical, sociolinguistic, discourse, and strategic competence. Each competence influences students to speech English. This research shows that the students were un-confident to speech English because difficult to make the sentence systematically, the students un-confident to speech English because the students cannot understand how to speech perfectly, and the students un-confident to speech English because the students speak English too slow had the highest percentage in the self-esteem problem.

The last problem that faced by English students in English speech was motivation. The result of this research shows that the motivation was the last problem and it was the lowest problem that faced by English students in English speech. So, from this problem, it can happen because we had knowing that motivation makes students devote their effort to pursue their goals. Here, their goals are to be able to speech English. Students who have higher motivation will do anything. Even will make them cooked foolish in front of others. So, since the students do not find anything that will motivate them to speech. It is intrinsic and extrinsic motivation; it will be hard for them to start speech English.

From the result, it was also known that the motivation affected the students' reluctance to speech English is the environment. The students said that the lecturer seldom to teach them.

5. CLOSING

5.1. Conclusion

The problems that faced by the sixth semester students of English study program UPI YPTK Padang Academic year 2021/2022 in English speaking or English speech were three factors. They were anxiety problem (69,2%), self-esteem problem (64,8%), and motivation problem (59,8%).

Based on the overall analysis covered, the dominant factor that was faced by the students was anxiety problem (69,2%). The highest percentage in this problem was the students afraid in making mistakes when speech English (46,3%). The second was self-esteem problem (64,8%). The highest percentage was the students un-confident to speech English because the students speak English too slow (41,0%). The last one was motivation problem (59,8%). The highest percentage was the condition of the class was not conducive (43,4%). state of

knowledge.

5.2. Suggestions

Specifically, motivation was the last problem and it was the lowest problem that faced by English students in English speech. So, from this problem, it can happen because we had knowing that motivation makes students devote their effort to pursue their goals. Here, their goals are to be able to speech English. Students. For this reason, the lecturers are required to find anything that will motivate them to speech. In another case, this research can be viewed from another level and perspective for instance in ESP case.

DAFTAR PUSTAKA

- A. B. Asing, D. Cipta, And C. Bandar. 2017. *Increasing Students Motivation*. Pp. 1–26.
- A. Rosana Putri .2020. *A Study Of Students's Anxiety In Speaking*. Article. Pp. 35–47.
- C. Fung. 2011. *Pepperdine Digital Commons Exploring Individual Self-Awareness As It Relates To Self- Acceptance And The Quality Of Interpersonal Relationships*.
- C. Mario.2019. *Intrinsic And Extrinsic Incentives To Support Motivation And Performance Of Public Organizations*. J. Econ. Bibliogr. Vol. 6, No. 1. Pp. 20–29. 2019. Doi: 10.1453/Jeb.V6i1.1795
- D. Sari. 2017. *Speaking Anxiety As A Factor In Studying Efl* By Darmaida Sari 1 Syiah Kuala University, Banda Aceh. English Educ. J. Vol. 8. No. 2. Pp. 177–186.
- Khotimatus sangadah and J. Kartawidjaja. 2020. No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. Orphanet J. Rare Dis. vol. 21. no. 1, pp. 1–9,
- L. H. Al-Obaydi. 2021. *Efl College Students' Self-Esteem and Its Correlation To Their Attitudes Towards Inclusive Education*. J. Educ. Sci. Theory Pract.. vol. 16. no. 1. pp. 27–34, 2021, doi: 10.46763/jestp211610027ao.
- L. Leong, S. A.-D. 2017. *De Investigación En Educación En Inglés, And U. 2017, "Un Análisis De Los Factores Que Influyen En La Capacidad De Hablar Inglés De Los Estudiantes*. Int. J. Res. English Educ. vol. 2. no. 1. pp. 34–41. [Online]. Available: http://ijreeonline.com/files/site1/user_files_68_bcd6/sma1357-A-10-26-1-fefa0eb.pdf
- M. F. Museum. 2019. No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. vol. 45. no. 45. pp. 95–98.
- M. I. Hossain. 2015. *Teaching Productive Skills to the Students: A Secondary Level Scenario*. A thesis. pp. 1–90. [Online]. Available: <https://core.ac.uk/download/pdf/74352632.pdf>

- P. Amelia, Syafrizal, P. Sampurna, and W. Hamer .2020. *Inhibiting Factors in English Speaking; a Case Study At SMKN 7*. Pros. Semin. Nas. Pendidik. FKIP. vol. 2, no. 1. pp. 491–497, 2019, [Online]. Available: file:///C:/Users/user/Downloads/5653-13315-1-SM.pdf.
- P. Swift, E. Cyhlarova, I. Goldie, and C. O’Sullivan. 2014. *Living With Anxiety Understanding the role and impact of anxiety in our lives*. Ment. Heal. Fond., vol. 43, no. 1, pp. 125–132.
- Progress. Educ. Dev. vol. 10. no. 2. 2021. doi: 10.6007/ijarped/v10-i2/10355.
- Restu Mufanti, Rohfin Andria Gestanti, Elok Putri Nimasari, and Sutanto. 2016. *Can I Be a Public Speaker ?*
- S. Menggo. 2018. *English Learning Motivation and Speaking Ability*. J. Psychol. Instr.vol. 2, no. 2, p. 70, 2018, doi: 10.23887/jpai.v2i2.15979.
- S. Ri, W. Uvhdufk, Z. D. V Wr, I. Rxw, W. K. H. Hljkw, and J. Vwxghqvv. 2019. No Title. pp. 23–36.
- W. S. Kharsah 2016. *The Correlation between Levels of Self-Esteem University Commitment and Academic Performance among Undergraduate Students*. pp. 200–205.
- Wright .2016. *Language choices: Political and economic factors in three European states*.
- Y. Januariza and S. Hendriani. 2016. *Students’ Anxiety in Learning Speaking*. Proc. Fourth Int. Semin. English Lang. Teach. pp. 468–474, 2016.