ENGLISH SPEAKING DIFFICULTIES ENCOUNTERED BY THE ISLAMIC BOARDING SCHOOL STUDENTS DAARUL MUGHNI BOGOR

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Abstrak

Penelitian ini dimaksudkan untuk meneliti kesulitan berbahasa Inggris yang dialami oleh siswa Pondok Pesantren Daarul Mughni, Bogor. Tujuan penelitian tersebut adalah untuk mengidentifikasi dan mendiskripsikan hasil proses observasi, kuesioner, serta wawancara yang berkenaan dengan faktor bahasa, non bahasa, dan keduanya. Metode penelitiannya teraplikasi dengan analisa studi bahasa dengan menggunakan penelitian kualitatif yang mengambil populasi peserta kelas 12 dengan sampel 80 responden dari jumlah 292 peserta didik pondok. Riset deskripsi menjadi pilihan peneliti karena berhubungan dengan fenomena suasana sesuai kehidupan sehari- hari mereka dalam berinteraksi dalam bahasa Arab dan bahasa Inggris di Pondok Pesantren Daarul Mughni, Bogor. Tiga aspek yang menjadi perhatian peneliti khususnya dalam berbahasa Inggris, yang mana berkolerasi dengan aspek-aspek kebahasaan yaitu faktor bahasa, non-bahasa, dan keduanya termasuk penyebab kesulitan berbahasa karena faktor lingkungan, pengajaran bahasa Inggris itu sendiri, dan desain kurikulum..

Kata Kunci: Faktor Bahasa, Non-Bahasa, Penyebab Kesulitan dalam Berbahasa

Abstract

The research is intended to inquire the students' speaking difficulties encountered by Islamic Boarding School Daarul Mughni Bogor, Indonesia. The research objective identifies and describes the process result of the students' observation, questionnaire, and interview related to linguistic factors, non-linguistic factors, and both causes. The subject research is the Islamic Boarding School Students of 80 respondents with a descriptive analysis of qualitative research. The research methodology considered to be appropriately applied for the study of linguistic analysis and a description of the data. The population has been taken from the 12th – grade students of Daarul Mughni Islamic Boarding School Bogor, Indonesia. The sample of the research study was chosen by using random samples of 80 respondents of the 292 students. Descriptive research is selected by the researcher because it has dealt with the phenomenon of the students' speaking difficulties in a real-life situation that happened to the students while they are speaking English at school. The description of the questionnaire result explains about three aspects such as linguistic factors, non-linguistic factors, and the causes of speaking difficulties related to the environment, speaking difficulties related to English teaching, and curriculum design.

Keywords: Linguistic Factors, Non-Linguistic Factor, The Causes of Speaking Difficulties

INTRODUCTION

English has become phenomenon as an essential language to be learnt to meet the communication needs in this globalization era. Nowadays English has played important roles as an international language in modern and global communication. In this competitive world where English is used in many fields such as science, technology, business and education, as a global language English plays an important role in the world. Many jobs and professions look for qualified job applicants who are capable in English, both in the written and spoken form. Therefore, it is no wonder that English is taught to more and more people all over the world in early age especially in non-speaking English countries to prepare qualified human resources in the future.

Indonesian government through the Educational Ministry organises English language to be taught in formal schools as a compulsory subject as it has already stated in the standard contents by Indonesian Ministry of Education and Culture, 2013 (application of standard English content), the teaching of a foreign language, specifically English, is aimed to develop students' ability to communicate with world society. Therefore, it is taught in different kind of grade levels. The teaching includes the teaching of the four skills; listening, speaking, reading, and writing and each of the micro-skills. To support this skill, the learner should master the vocabulary.

Although all four skills are equally important, the speaking skill could be seen as the leading skill during the English learning process because learners need to communicate with others to express their ideas and feelings. One of the ways to communicate with others is through speaking. According to the regulations of the Ministry of National Education in 2006, the aim of speaking in the curriculum of senior high school is to make students able to express meanings in transactional and interpersonal languages in the daily life context. Also, Richard (2008: 9) states the mastery of speaking skills in English is priority formally in a second language or foreign learners.

Taking into account the benefits of English, Indonesian goverment has organized English to be taught in formal school as a compulsory subject.

The researcher as an English teacher in Islamic Boarding School since 2008 until now, he assumed that the students of Islamic Boarding School still lacks in English competences, especially on senior high school students, the causing apprehension in many factors such as mastering vocabulary, understanding English grammar, pronunciation, etc. After the observation had been done during the teaching process in the first semester, the researcher found out that students of grade XII of MA Daarul Mughni Al-Maaliki Bogor were still considered having difficulties in English skill, especially in their speaking skill. Thus, the researcher decided to do further action to find out those problems by doing deeper research in this final task. He conducted re-observation and found out similar problems. In the speaking class, students should be taught how to speak English. However, teaching speaking is not an easy job.

The researcher saw some facts that the students use the Arabic language as daily conversation language rather than English. The second, the female students are more dominant in using English than male students. The last, the analysis is based on the data of oral examination result in the first semester, the Arabic score is higher than the English score. It shows that the students are low in the English language. The facts above motivate the researcher to conduct case study research at the 12th grade of MA Daarul Mughni Al-Maaliki to analyze the problems or difficulties speaking English related to linguistic and nonlinguistic factors encountered by the students of Islamic boarding school.

Maher (2016) stated that speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips. When the sound outs from the mouth which results from the meaning of a language, the role of some parts of our bodywork together at the same time.

Attempting to elaborate more on the interactive nature of speaking, Luoma (2004: 2) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Cameron (2001: 40) said that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be a possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances. Speaking problems are some problems that make someone lacks speaking ability. These problems may become obstacles for students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems belong to linguistics problems.

Other problems that may become a barrier for the students to become good English speakers are psychological. Xinghua (2007) stated that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self-confident and afraid to speak. It supported by Juhana (2012), He stated that fear of mistake; anxiety, shyness, lack of confidence, and lack of motivation are included into psychological factors that cause EFL students to face problems in learning speaking. Those become the main factors which affect the students' condition because it comes from the individual.

According to Spolsky & Hult (2008), generally, linguistics comprises the detailed vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. Some linguistics problems affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation.

Based on Zhengdong's (2012) research about understanding L2 speaking problems: implications for ESL curriculum development in a teacher training institution in Hong Kong. He found that the students' problem in speaking English are: inadequate vocabulary, grammar as a stumbling block, imperfectly learned pronunciation and intonation, inadequate opportunities to speak English in class, lack of a focus on language improvement in the curriculum, input-poor environment outside class.

Besides linguistic factors, some non-linguistic factors affect students' speaking difficulties, namely psychological factors. Burns and Joyce (in Nunan, 1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

According to Ur (1996) and Harmer (1998), there are some causes of students' speaking difficulties. These are inhibition, nothing to say, low or uneven participation and mother-tongue use. Besides, Rababa'h (2005) pointed out that many factors cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.

As mentioned above, the most difficulties in speaking appeared from the student are from their psychology. Here are some solutions from the expert to solve their problem. In terms of the possible solution to overcome students' fear of mistakes, Zua (2008) gave

several suggestions. First, she suggests that emotional bonds between students and teachers should be built. This way, the students are expected to feel comfortable with their teacher and believe that the teacher will help them if they make mistake.

Second, the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supportive learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out communication.

According to Gamal (2010), The term 'pesantren' literally means the place where a student stays. Pesantren is not only limited to use in traditional Islamic educational institution is Java but is also applied throughout the Malay and religion as pesantren, pondok, surau, or dayah are generally regarded as traditional Islamic educational institutions that have their history since the early century of Islam in Indonesia. They are traditional in terms of the content of education that was mainly religious, of teaching and learning processes, and of management that was mainly in the hands of traditional ulama, commonly called kyai (muslim cleric) in Java means a preacher.

RESEARCH METHOD

This study is qualitative research with descriptive analysis. Qualitative research is a holistic approach that involves discovery. Qualitative also is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2002: 58). The qualitative research methodology is considered to be appropriate when the researcher or investigator either investigates the new field of study or intends to ascertain and theorize prominent issues. The qualitative survey studies the diversity of a topic within a given population. The statistical survey studies the numerical distribution of the characteristics of a topic in a population.

In another hand, Khotari (2004:5) this study is called a qualitative because a concerned with the qualitative phenomenon. The phenomena relating to or involving quality or kind. Bogdan and Taylor as cited in Hidayati (2005: 23) argued that qualitative research is one of the research methodologies which the procedure descriptive data in the form of speech or writing and the behaviour of those who observed. They added that there are two characteristics of qualitative research. Firstly, qualitative research has the natural setting as the direct source of data and the researcher is as the key instrument. Secondly, qualitative research is descriptive.

In summary, descriptive research is selected by the researcher because it deals with the phenomenon of the students' speaking difficulties in a real-life situation that happened to the students while they are speaking English. The result of this research was described as descriptively. The data of the research were taken by using the students' questionnaire, teacher's interview, and any appropriate documents.

According to Fraenkel, Wallen, and Hyun (2011), the population is a larger group to which one the researchers hope to apply the result. In this research, the population is the twelve grade students and the English teacher of Islamic education boarding school Daarul Mughni Al-Maaliki. It consists of seven classes that have a different number of students in each class and two English teachers. The distribution of the population is 292 students.

While the sample, according to Fraenkel, Wallen, and Hyun (2011), a sample is a group in which the information is obtained. The sample of this study was taken by using a convenience sampling technique. A convenience sampling is a sampling procedure to select a sample of population or unit that are easiest encountered or in access. (Creswell, 2002:99). The researcher used a convenience sampling technique because it allowed the researcher to explore the subject or social situation under the study. Besides that, it also allowed the researcher to choose two of the seven classes which are accessible to be the sample of the data collection process. The distribution of the sample is 80 students.

RESULT AND DISCUSSION

This section focused on data analysis procedures got from observation, interview, questionnaire, and document analysis as they are discussed. Analyzing data from observation, there are three main points applied in this study, as follow:

First, observation notes that are written by co-observer, one teacher Mr Hadik (pseudonym) who works at the same school are invited to observe the class, are classified, analyzed, and interpreted to find the pattern of themes that emerged during and after the data analysis (Kvale, 1996; Hancock & Algozzine, 2006) in accordance to research questions. Data reduction involves focusing, simplifying, abstracting, and transforming the raw data that appear in written-up field notes, data display is an organized assembly of information in the form of speaking performance.

Second, information from observation is identified to get-rid of information "to shed light on possible answers to the research questions." Then, observation sheet contained a list of features to be addressed during particular observation such as "time/date/location of the observation, names/positions of persons being observed, specific activities and events related to the research questions of a person being observed, and initial impressions and interpretations of the activities and events under observation" (Hancock & Algozzine, 2006: 46).

Third, to avoid missing interpretations, data analysis from observation is done directly after the data collection. Moreover, data analysis is administered simultaneously during and after data collection stage because qualitative data constantly evolves (Anderson & Arsenault, 2005:138).

In this data analyzing, the data gained from the questionnaire were processed, computed, and analyzed by using descriptive statistic. To calculate the result of the questionnaire, the mean score was used and the collected data were coded according to the first research question of this study.

The result of the questionnaire was analyzed by using a rating scale by Likert (1932) and the percentage formula by Arikunto (2006) as follow:

Table 2 Rate scale of the questionnaire

Scale	Agreement	Mean Range	Level of Problem
5	Strongly Agree	80% – 100%	Very High
4	Agree	60% – 79,99%	High
3	Neutral	40% – 59,99%	Moderate
2	Disagree	20% – 39,99%	Low
1	Strongly Disagree	0% – 19,99%	Very Low

In the data analysis of the interview, the researcher did the transcription based on the recording file of the interview process. After that, the researcher matched the result

of the transcription with the data obtained from the answer of the students' questionnaire in the previous data collection. Then the whole result will be explained in detail by the researcher in a paragraph. The interview questions and answer can be seen in the Appendix.

In this data analysis, the researcher used descriptive analysis. The result of the observation of the document was analyzed descriptively by using the word without statistically analyze. The data analysis of the document was concerned with the findings related to the third problem of this study. It answered the research problem about the solution of the students' speaking difficulties that were obtained by the researcher from some journal article, thesis, magazine, newspaper and even article on internet sources.

Before the questionnaire is administered, the researcher firstly considered its validity and reliability. Johnson and Christensen (2012:137) explained that validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or interpretations made from the test scores. While reliability refers to the consistency or stability of the test score.

Meadows (2003) said that validity is how well the questionnaire measure what it is intended to measure. Validity is necessary to consider some questions, eg. whether the questionnaire measures what it intends to measure. Whether it represents the content, whether it is appropriate for the sample and whether is comprehensive enough to collect all the information needed. Thereby, content validity was used. The questionnaire was tried out to the other students in another Islamic boarding school who have the same level and characteristic as the sample. The researcher conducted the tryout of the questionnaire to twelve grade of Islamic boarding school Daarul Mughni Al-Maaliki and the result of it attached in appendix 10.

Based on the table of the questionnaire that consists of 35 points, shows that the questionnaire used in this research is valid. Meadows (2003) stated that reliability refers to how well data collected by using a questionnaire can be reproduced. The researcher applied Cronbach's Alpha technique which is carried out by using SPSS Version 22 to find out the internal consistency reliability of the questionnaire. Johnson and Cristensen (2012) stated that when used to check the reliability of cores the coefficient should be at least 0,70, preferably higher. In another word, the questionnaire will be reliable if the coefficient is 0,70 or higher. The result of the reliability test of the instrument is 0,798. Based on the coefficient of the Cronbach's Alpha was 0,798. It was around 0,6 up to 0,8. It means the reliability of the questionnaire was good.

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the converge of multiple data sources or multiple data collection procedures. Rowley (2002:23) explained that triangulation is one of the great strength of the qualitative study as compared with other methods is that evidence can be collected from multiple sources. Triangulation uses evidence from a different source to corroborate the same factor findings.

In this study, after the researcher conducted the class observation and got the data from the students' questionnaire, the researcher needs to clarify and confirm about the factors that matter the students' speaking difficulties from the interview section to the teacher. If the data of the students' questionnaire and teachers' interview are agreed, so the research findings are judge to be credible.

Research Findings

In this chapter, the writer would like to present a description of the data obtained. The population of this research was the 12-grade students of Islamic boarding school Daarul Mughni, Bogor. The sample was chosen by using a simple random sample, so the sample in this research is 80 of 292 students. The writer gave the questionnaire to them after observation of the activity of English learning.

Description in this chapter is divided into three parts, as follows: 1) The first part shows the information of the data, this part has an aim to present where the data has been taken and the number of students given the questionnaires, 2) The second part is the description of the data, this part has an aim to present the students' questionnaires result and the result of data analysis which is taken from the result of class observation, 3) The third part is the interpretation of the data.

Tabel 3 Description of Observation Class

No	Indicator	Point 1	2	3	4	5
1.	Students enthusiastic while teacher's coming			■		
2.	Teacher starts the class by interesting and increase students motivation			■		
3.	The communication occurred well among teacher and students		■			
4.	Among the students occurred English communication	■				
5.	Students response the teacher's instruction well			■		
6.	Students ask the subject by English	■				
7.	Whole learning process used English			■		
8.	Students active in cooperative learning			■		
9.	Students tell their opinion by English well		■			
10.	The teacher gives the opportunity to speak English to all the students			■		
11.	Students interest toward topic taught		■			
12.	Teacher correct students mistake while speaking English			■		
13.	Students use English out English class	■				
14.	The class condition is conducive for learning English			■		
15.	Teacher gives the feedback and motivation in the last lesson			■		

Tabel 4 Description of Questionnaires Result

Aspect	Question item	Mean Score	Level of Problem
The students' problem related to linguistic factor	I just know a little of vocabulary	87,75	Very high
	English Pronunciation is difficult	80,5	Very high
	Confusing to apply grammar in speaking	82,75	Very high
	Confusing in arranging words into sentence correctly	77,75	high
	I feel difficult to translate my idea in bahasa Indonesia into English	77,5	high
The Students' problem related to non-linguistic factor	I feel difficult to speak English	72	high
	Less interest toward English subject	69,25	high
	I feel afraid to speak English in front of students	82,5	Very high
	I feel shy to speak English in front of students	82,25	Very high

Aspect	Question item	Mean Score	Level of Problem
	Less motivation in myself to increase English skill	74	high
	I am not confident to speak English	86,25	Very high
	I feel easier and more confident to speak Arabic than English	80	Very high
	I use more Bahasa Indonesia than English while learning process	89,75	Very high
The causes of students' speaking difficulties related to environment	Boarding school environment obligate students to speak English and Arabic	89,25	Very high
	The using of Arabic language as language instructional more dominate than English	98,25	Very high
	Still found many students use Bahasa Indonesia and regional language than English	93,5	Very high
	English never used in family communication	90,75	Very high
	The schedule of using English is not running well	84	Very high
	Boarding school environment effect my English ability	57,5	neutral
The causes of students' speaking difficulties related to English teaching-learning process	In learning process, sometime the teacher conduct code switching and code mixing	78,25	high
	Teacher doesn't give me many opportunity to speak English	70,5	high
	The topic taught by the teacher is not interest	74,5	high
	The topic taught by the teacher is difficult to understand	74,5	high
	The teacher plays as main center and doesn't use attractive method	63	high
	The teacher doesn't motivate students to increase their English ability	64,25	high
	The large number of student and the class is not conducive	81,25	Very high
	The teacher only give the opportunity to speak English toward the smart student	78,25	high

Aspect	Question item	Mean Score	Level of Problem
	The teacher is very seldom to correct student's mistake	75	high
The causes of students' speaking difficulties related to curriculum design	Arabic lesson more dominate in curriculum than English	75	high
	English lesson more centered to reading aspect and translate	89,25	Very high
	Many grammatical theory taught to student than speaking practice	80,5	Very high
	Less facility to increase students' English skill	96,25	Very high
	Less human resource development who are capability in English	87,5	Very high

This part presents the interpretation of the research findings. There are three research questions proposed in this study. The interpretation or discussion focuses on the findings of the three proposed research questions. The first discussion is about students' speaking difficulties based on the linguistic problem. Meanwhile, the second discussion focuses on students' speaking difficulties based on the non-linguistic problem, and the last is the causes both of them.

a) Students' speaking difficulties related to the linguistic problem

Speaking skill is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned. From the data obtained by using a questionnaire, the sum of the students' individual related to linguistic factor, the score is 1625 which belongs to 80 students as the samples of the study.

Furthermore, from the data displayed in the table which is shown the sum score for each aspect and also its percentage. Vocabulary problem which gains the total percentage of 87.75% and the sum score is 351. The percentage of grammar is 82.75 % and the sum score for the grammar aspect is 331. With a total percentage, 80.5% and the sum score is 322, pronunciation also has become the problem that affects student's speaking performance. Also, the lack of semantic knowledge obtained the total percentage of 77.75% and the sum score is 311. The last shown by the percentage of lack syntaxes understanding 77.5% and the sum score is 310.

b) Students' speaking difficulties related to the non-linguistic problem

Besides the linguistic factor, there are the non-linguistic factors affected to students' speaking difficulties namely students' psychology, those are lack motivation, lack interest to English, lack of confidence, anxiety or shyness, fear of mistakes, prefer the Arabic language rather than English. From the data obtained by using a questionnaire, the sum of the students' individual related to non-linguistic factors, the score is 2544 which belongs to 80 students as the samples of the study.

Furthermore, from the data displayed in the table which is shown the sum score for each aspect and also its percentage. The percentage of lack of self-confident is 86.25% with the sum score is 345. Bringing the percentage 82.5% with the sum score of 80 students is 330, shyness and fear mistake have become the problems that affect student's speaking performance. Also, the data shows the percentage 74% with the sum score is 296 belong to lack of motivation, and the last the percentage of less

interest toward English subject is 69,25% with the sum score is 277. The last percentage 80% with the sum score is 320 belong to students are prefer to use Arabic rather than English.

c) The Causes of Speaking Difficulties

As explained above that student's speaking difficulties affected two factors, linguistic and non-linguistic. Based on the research finding, the causes of speaking difficulties are divided into two categories, internal causes and external causes. Internal causes are causes appeared from the learners them-selves, such as slow learner, low interest and low participation. While external causes are causes appeared from external of learners such as the environment, mother tongue is used, learning-teaching process and curriculum design.

CONCLUSION

English Speaking Difficulties are mostly faced by foreign students who commonly speak English as a foreign language (EFL Students), including in Islamic Boarding School Daarul Mughni, Bogor, Indonesia. In the research study shows that the students' obstacles related to some aspects such as linguistic factors, non- linguistic factors, and the causes of the students' speaking difficulties. The linguistic factors on speaking difficulties encountered by students of Islamic boarding school in Bogor are lack of vocabulary 87.75%, grammar as a stumbling block 82.75%, imperfectly learned pronunciation 80.5%, lack of syntax knowledge 77.75%, and lack of semantic understanding 77.5%. The non-linguistic factors on speaking difficulties encountered by students of Islamic boarding school in Bogor belong to students' psychology such belong to students' psychology such as lack motivation 74%, lack of confidence 86.25%, anxiety or shyness 82.25%, fear of mistakes 82.5%, prefer to use the Arabic language rather than English in daily conversation 80%.

In short, by seeing the research finding of this statistical calculation, it is clear that the most dominant problem faced by the students of Islamic boarding school Daarul Mughni Al-Maaliki is the non-linguistic factors (psychological problems) with mean percentage 31.8%. These problems affect students' speaking performance whether they are dealing with their self-confidence, motivation, anxiety, fear of mistake, and prefer to use the Arabic language rather than English. Eventually, the causes of speaking difficulties encountered by students of Islamic boarding school in Bogor are divided into two categories, internal causes and external causes. Internal causes are causes appeared from the learners them-selves, such as slow learner 80%, low interest 85%, mother tongue in used 29.1%, and low participation 75%. While external causes is causes appeared from external of learner such as the environment 21.2%, learning-teaching process 29.1% and curriculum design 21.4%.

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