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*Korespondensi Penulis

mainer@uin-suska.ac.id

Mainar Fitri

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Investigating Non-Linguistic Problems Faced by the Students in Speaking English

Mainar Fitri^{1*}, Murny², Nurzena³

^{1, 2, 3} Universitas Islam Negeri Sultan Syarif Kasim Riau

Abstrak

Linguistik ditemukan sebagai masalah yang dihadapi siswa dalam berbicara bahasa Inggris. Penelitian ini bertujuan untuk mendeskripsikan masalah non-linguistik yang dialami siswa dalam berbicara bahasa Inggris. Adapun jenis penelitian ini adalah kuantitatif deskriptif. Instrumen yang digunakan adalah angket yang dianalisis dengan menggunakan Persentase. Berdasarkan hasil penelitian ditemukan bahwa persentase masalah non-linguistik yang dialami siswa dalam berbicara bahasa Inggris terdiri dari *Inhibition* (25.6%), *Nothing to Say* (25.2 %), *Low Participant* (25.1%) dan *Mother-Tongue* (24.1%). Disimpulkan bahwa masalah non-Linguistik yang paling dominan dialami siswa dalam berbicara bahasa Inggris adalah *Inhibition* (25.6%).

Kata Kunci: investigasi, masalah non-linguistik, berbicara bahasa Inggris

Abstract

Linguistic problems were found as problems faced by students in speaking English. This research aimed to describe students' non-linguistic problems in speaking English. It was descriptive quantitative research. The data were collected by using questionnaires, and analyzed by using percentage. The result of the research showed that the percentage of students' non-linguistic problem in speaking English were inhibition (25.6%), Nothing to say (25.2%), Low Participant (25.1%), and Mother-Tongue (24.1%). It can be concluded that inhibition was the dominant non-linguistic problem students faced in speaking English.

Keywords: investigating, non-Linguistic problems, speaking English.

Investigating Non-Linguistic Problems Faced by the Students in Speaking English

Introduction

Speaking is one of the four English language skills that students have to master. With speaking skill, the students can express their ideas and thought orally. As Nunan in Mulyaningsih (2021) stated that speaking is the productive aural/oral skill that consists of producing systematic verbal utterances to convey meaning. Furthermore, Bygate in Al-Roud (2016), in Mulyaningsih (2021) defined that speaking skill is the ability to use an oral language in exploring ideas, intentions, thoughts, and feelings to other people as a way to make the message clearly delivered and well understood by listeners.

Brown in Efriani (2022) stated there are some factors that influence students in speaking. The factors consist of internal factors, external factors, cognitive factors, linguistic factors, and affective factors. The internal factors come from the students themselves that consist of physiological aspects such as intelligence, attitudes, interest, talent and motivation. The external factors consist of social environment such as family, teachers, friends, society and environment such as house or school. According to Hanifah (2018), the cognitive factors basically focus on students' background knowledge as it influences students' speaking performance. Bachman & Palmer in Leong (2017) stated cognitive factors refer to a knowledge structure related to topical information in speaking process that includes: conceptualization, formulation, and articulation. Conceptualization concerns with kinds of information selected to express meaning. Formulation refers to the speaker choice to use proper words in grammatically appropriate. Articulation deals with speakers selecting proper words of grammatical structures. The linguistic factors are oral proficiency that has to use appropriate language forms, some of the linguistic factors contain pronunciation, grammar, and vocabulary. According to Mahriyah in Leong (2017), speaking affects to some components of languages like syntax, vocabulary and semantics. According to Ur (1996) affective or non-linguistic factors are some kinds of related to language learning that consist of inhibition, nothing to say, low participation and mother tongue use.

Sadtono in Husnawati (2017) stated there are two problems in language learning and these problems are divided into linguistic and non-linguistic problems. The linguistic problems consist of pronunciation, vocabulary, grammar. On the other hand, non-linguistic problems consist of inhibition, nothing to say, low participation and mother tongue use.

Based on the problems faced by students in language learning as stated above, the researchers focused this research on non-linguistic problems faced by the students in speaking English at one of state Islamic senior high school in Pekanbaru, Riau province, Indonesia, because in the previous research the researchers conducted the research about linguistic problems faced by the students in speaking English at the school. Furthermore, there were two reasons why it was necessary to conduct this research. Firstly, based on the preliminary research, the researchers found that the students had no braveness for speaking English in front of the class, students had nothing to say in front of the class, students less or

did not want to participate in English lesson and students were unable to use English accent. Secondly, the researchers found a few studies that focused on non-linguistic problems in speaking performance at some levels such as a university level (Mulyaningsih, 2021; Khasinah. et.al, 2024; Kala, 2020; Mahdi, 2024), at Islamic junior high schools (Ufaika, & Ronald, 2023), and senior high schools Soreh. et.al (2022), but researchers have not found yet the research conducted at state Islamic senior high school, so the researchers thought that it was necessary to conduct the research to find out students' non-linguistic problems in speaking English.

According to Ur in Husnawati (2017), there are four main non-linguistic problems faced by students in speaking. They are inhibition, nothing to say, low participation and mother tongue use. According to Ur in Husnawati (2017) inhibition often about trying to say things in a foreign language in the classroom. Worry about making mistakes, fearful of critics or loosing face, or simply shy of the attention. According to Ur in Efrianti (2022), nothing to say refers to that they cannot think of anything to say, they have no motive to express themselves beyond the quality feeling that they should be speaking. Low participation means only one participant at a time can talk if he is to be heard and in large groups, which means that everyone will have tiny chance to speak. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. Mother - Tongue use refers to students tend to use their mother-tongue instead of English when they speak. They are not so accustomed to using foreign languages.

Method

This research used a descriptive quantitative research design because the researchers need to describe the students' non-linguistics problems in speaking English. This research was conducted in December 2022 at one of state Islamic senior high school in Pekanbaru, Riau Province, Indonesia. The populations of the research were the eleventh- grade students that consisted of 395 students. The samples of the research were taken by using simple random sampling technique. The researchers just took 15% of the number of populations. So, the number of samples in this research were 60 students. To collect data, the researchers used questionnaires. The questionnaires consisted of 8 items. The researchers used a construct validity test to validate the items of questionnaires. The result showed that all items of questionnaires were valid. Besides, the researchers used a reliability test that showed that the value of Cronbach Alpha was 99.8 %. This value was higher than standard Cronbach Alpha (60%). So, it showed that the reliability of questionnaires was categorized into very high level. To analyze the data, the researchers used Percentage formula cited from Trismasari et al (2016) in Arisanty (2020). To get the percentage is mean score of each category is divided with Sum of Mean Score times 100%.

Result

To find out the students' non linguistic problems in speaking English was based on the students' scores in answering the questionnaires by using Likert- Scales that consisted of never (1), rarely (2), sometimes (3), often (4) and always (5). The students' scores for each category can be seen as follows.

Table.1 The Students' Scores of Each Category

Categories	Item Number	Total Score	Mean Score
Inhibition	1, 2, 5	596	199
Nothing to say	4, 8	392	196
Low Participation	6, 7	390	195
Mother tongue	3	187	187

Based on the table 1 above, it could be seen that the total score related to inhibition that consisted of three number of items (1, 2, 5) was 596 with the mean score 199. Then, the total score related to nothing to say that consisted of two number of items (4, 8) was 392 with the mean score 196. Next, the total scores related to low participation that consisted of two number of items (6, 7) was 390 with the mean score 195. Last, the total score related to mother tongue that only one item (3) was 187 with the mean score 187.

The following is the percentage of students' non-linguistics problems in speaking English as described in the following table.

Table 2. The Percentage of Students' Problems in Speaking Performance

Categories	Mean Score	Percentage
Inhibition	199	25,6%
Nothing to say	196	25,2%
Low Participation	195	25,1%
Mother Tongue	187	24,1%
Sum of each category	777	100%

Based on table above, it can be seen that the students' score of inhibition with score 199 (25.6%), nothing to say with score 196 (25.2%), low participation with score 195 (25,1%) and mother tongue with score 187 (24,1%). So based on the table above it can be concluded that the most dominant problem of Non-Linguistic faced by the students in speaking English was inhibition with the result 199 (25.6%).

Discussion

Based on the result of the research, it shows that there were 4 categories of students' Non-Linguistic problems faced by the students in speaking English. The categories consisted of inhibition with the percentage 25.6%, nothing to say 25.2%, low participation 25.1% and mother tongue 24.1%. The most dominant problem faced by the students among 4 categories was inhibition with the percentage 25.6%. So, it means that students tend to try saying things in a foreign language in the classroom with worry about making mistakes, fearful of critics or losing face, or simply shy of the attention.

Moreover, it seems that the percentages of each category of Non-Linguistic problems faced by the students were almost the same (25.6%, 25.2%, 25.1% and 24.1%). It means that the students faced problems in speaking English for each category which have a little difference of percentage with other categories. However, the highest percentage among the four categories is Inhibition with the percentage 25.6%.

This research result is supported by some previous researchers conducted their research related to this topic. Firstly, Efriani (2022) found that when the students spoke in the class students felt nervous and shy while the teacher asked the students to speak English in front of the class, they lacked of confidence when facing the audience. Inhibition was one of the obstacles for the students to speak English because it made the students felt nervous, shy and less confident to speak. Secondly, Arisanty (2020) found that the factor such as worry about making mistake was a general factor faced by the students because the students were worry about mistake, shy and afraid of speaking English in front of people. Third, Hilman (2022) found that students felt nervous because they had less confident in speaking in front of the other people and, they worried about making mistake in speaking performance during presentation. The last but not the least, Jusuf et.al (2021) found that fear of making mistake hindered the students to speak English. In majority, the students confessed that they were afraid of making mistake either in speaking during presentation or in responding the teacher. Before knowing whether making mistake or not in speaking English, they have anticipated for being humiliated by the other students.

Conclusion

Based on the result of the research, it showed that the students faced Non-Linguistic problems in speaking English for each category. The percentage of inhibition was 25.6%, nothing to say was 25.2%, low participation was 25.1% and mother tongue was 24.1%. It can be concluded that inhibition is the dominant Non-Linguistic problems faced by the students in speaking English. So, it is suggested for teachers to find ways or to solve non-linguistic problems that the students have in speaking English so that it can make the students speak confidently, express their ideas, take a part actively during an English speaking class and speak English all the time during the class.

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