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## **Kendala Dalam Pembelajaran Berbicara Di Jurusan Teknik Kelistrikan Kapal Universitas Ivet Tahun Akademik 2023/2024**

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### **Abstrak**

Bahasa Inggris sebagai bahasa asing dan pembelajaran di Indonesia. Berbicara merupakan salah satu kemampuan inti yang harus diperoleh dalam proses pengajaran dan pembelajaran bahasa Inggris. Berbicara merupakan komponen penting dalam komunikasi. Memperoleh kemahiran dalam berbicara bahasa Inggris sangat penting bagi semua siswa agar dapat berkomunikasi dalam bahasa tersebut. Berbicara merupakan keterampilan yang harus difokuskan oleh pembelajar bahasa pertama dan kedua. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif. Data yang diperoleh dari tes dianalisis dengan prosedur skala Likert yang menunjukkan apakah seseorang sangat setuju (SA), Setuju (A), Ragu-ragu (U), Tidak Setuju (D), Sangat Tidak Setuju (SD) dengan setiap pernyataan. Skor ditentukan dengan menjumlahkan poin nilai dari setiap pernyataan. Teknik analisis data dalam penelitian ini menggunakan deskriptif persentase. Teknik yang digunakan adalah menilai variabel penelitian. Peneliti mengklasifikasikan data yang dikumpulkan dari kelas observasi dan kuesioner, pengumpulan data dari kuesioner menggunakan Skala Likert untuk menilai dan menghitung data yang diperoleh dari kuesioner. Berdasarkan temuan dan pembahasan, dapat disimpulkan bahwa ada beberapa masalah dalam berbicara bahasa Inggris pada semester kelima di Teknik Elektro Kapal Universitas Ivet. Hasil penelitian, ada beberapa masalah mahasiswa dalam berlatih berbicara bahasa Inggris. Masalah mahasiswa dalam berlatih berbicara bahasa Inggris adalah hambatan, tidak ada yang perlu dikatakan, partisipasi rendah atau tidak merata dan bahasa ibu yang digunakan. Hal ini karena mereka tidak menguasai tiga elemen utama berbicara yaitu, kosakata, tata bahasa, dan pengucapan.

Kata kunci: Berbicara, Hambatan, Teknik Elektro Kapal

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## ***Abstract***

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*English as a foreign language and education in Indonesia. Speaking is one of the core skills that must be acquired in the process of teaching and learning English. Speaking is an important component of communication. Achieving proficiency in speaking English is very important for all students so that they can communicate in that language. Speaking is a skill that must be focused on by first and second language learners. The method used in this research is quantitative descriptive. The data obtained from the test were analyzed using the Likert scale procedure, which indicates whether someone strongly agrees (SA), agrees (A), is undecided (U), disagrees (D), or strongly disagrees (SD) with each statement. Scores are determined by summing the point values of each statement. The data analysis technique in this study uses descriptive percentages. The technique used is assessing the research variables. The researcher classified the data collected from classroom observations and questionnaires, using the Likert Scale to assess and calculate the data obtained from the questionnaires. Based on the findings and discussion, it can be concluded that there are several issues in speaking English in the fifth semester at the Ship Electrical Engineering Department of Ivet University. Research results indicate that there are several issues faced by students in practicing spoken English. The problems students face in practicing speaking English are barriers, having nothing to say, low or uneven participation, and the use of their mother tongue. This is because they do not master the three main elements of speaking, namely vocabulary, grammar, and pronunciation.*

***Keywords: Speaking, obstacles, ship electrical engineering***

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## **Introduction**

English as a foreign language instruction and learning in Indonesia. Speaking is one of the core abilities to be acquired in the process of teaching and learning English. Speaking serves as a crucial component of communication. Gaining proficiency in speaking English is essential for all students to be able to converse in the language. Speaking is a skill that both first and second language learners should focus on. The most crucial part of learning a second or foreign language is developing speaking abilities, and proficiency is determined by one's capacity to carry on a conversation in the target language (Nunan, 1995). The English Education Department is another reason the researcher chose it: students should learn English as their major subject there, and they should become proficient in speaking the language since it will help them in their future careers as lecturers. Additionally, students must prepare for experience teaching in the seventh semester, which is why the fifth semester was selected. Therefore, by comprehending the difficulties that students have when speaking, they can resolve them and improve their teaching methods for the upcoming semester. The researcher chooses to carry out a descriptive study titled "Problems in Speaking English by The Fifth Semester of English Education Department at Ship Electrical Engineering of Ivet University" in response to the aforementioned issue.

The researcher would want to rephrase the research question as follows in light of the previously mentioned background study. What issues do fifth-semester English education students at Ivet University's Ship Electrical Engineering have speaking English? According to the problem description, the aim of this study is to determine the English speaking difficulties

of fifth-semester ship electrical engineering students at the Maritime Faculty of Ivet college. Practically speaking, the research can be used as a reference by lecturers in the teaching process regarding students' difficulties with fluency and accuracy when speaking English in the fifth semester of Ship Electrical Engineering at Ivet University's Maritime Faculty. Thus, the lecturer resolves the issue in class. As an alternative, the lecturer and ship electrical engineering assist the students in practicing their English after they have a better understanding of the issues. Students were able to comprehend the issues of correctness and fluency in English speaking, and they were able to discover techniques to improve and speed up their speaking abilities. In practice, this allowed students to overcome challenges in speaking English. Theoretically, this study will inform readers about the students' speaking difficulties and serve as a reference for future researchers.

The study aims to characterize the fluency and accuracy issues that students have when speaking English in the fifth semester of Ivet University's Ship Electrical Engineering program during the 2023–2024 academic year. Researchers in language learning have proposed several definitions of the word speaking. Making Use of the Clarity Triangle – Speaking According to Chaney (1998), speaking is the process of making and giving meaning by using verbal and non-verbal symbols in varying conditions. In fact, Brown (1994) and Burns and Joyce (1997) define speaking as an interactive process of meaning making including the production, reception, and processing of information. Bygate (1987: 19–20) defines speaking as » the production of audible signals to produce varying spoken responses in listeners. It is considered to be organizing sounds in a meaningful way that are make into sentences. Speaking has been defined by Eckard and Kearny (1981), Florez (1999), Howart (2001), and Abd El Fattah Torky (2006) as a two-way process involving true communication of ideas, information, or feelings.

### **The Importance of Speaking**

Humans are wired to talk before they can read and write. In any one day, humans also spend far greater amount of time communicating via spoken words using the respective language than in writing the same language. Speaking is the main skill because it is amongst the skills required for engaging in a conversation. Speaking English is not so simple as a speaker needs to have important elements like pronunciation, grammar, vocabulary, fluency, and comprehension. Later, they will move abroad, where proper communication is a key point in the society as the learners are thinking of going abroad. According to Rivers (1981), outside of the classroom situation, it has been realized that, speaking is used twice as much as reading and writing combined. Brown (1994) suggests that listening and speaking are learner's tools language.

According to Richards and Rodgers (2001), in the traditional methods, the speaking skill was important in the classrooms where only reading and writing ability were important. For example, in the Grammar-Translation method, so reading and writing were the main skills, and talking and listening skills had little importance. Speaking is the most crucial among all four language skills called listening, speaking, reading and writing as it is very important for the effective communication (Ur, 2000) So, this aspect indicates the importance of speaking with the integration of the other four language skills. Speaking enables learners to develop their vocabulary and grammar and subsequently improve their writing skill. Students can use language to express, ideas, say stories, request, talk, discuss and show different functions of language. Outside of the classroom, speaking is the key skill. Hence, those who speak this language have an intrinsic advantage in securing jobs across diverse firms and corporations.

## **Obstacles Problems**

According to Tuan & Mai (2015), there are some problems for speaking skill that Lecturers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother- tongue use. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their Lecturers had selected a topic that is not appropriate for them or they do have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for le arners to answer when their Lecturers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

The problem related to the speaking ability is that when some learners share the same mother tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother -tongue in their speaking classes. The first reason is that when Lecturers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If Lecturers do not urgent their learners to talk in English, learners will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if Lecturers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class. Hyland (1997) investigated learners from eight disciplines at five Hong Kong institutions. The findings of his research indicated that proficiency in English was a significant factor in the academic success of an English environment. The findings also showed that the learners' language difficulties were related to the productive skills of writing and speaking. Evans and Green (2007) examined the language difficulties experienced by the students at a Hong Kong university. The resultsof this study represented that the students' difficulties centered on the academic speaking such as grammar, fluency, and pronunciation and the academic writing like style, grammar, and cohesion.

## **Factors Affecting Speaking Skill**

If Lecturers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking

performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015). The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009). Motivation can influence and be influenced by the components of language learning. According to Merisuo-Strom (2007), an integrative and friendly view towards the people whose language is being learned makes sensitise learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners.

The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, et.al. 2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity.

All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people (Brown, 2000). Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill (Mahripah, 2014).

## **Method**

The method used in this research is descriptive quantitative. The data obtained from the test was analysed by Likert scale procedure indicated whether one strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD) with each statement. The score was determine by summing the point of value of each statement. The technique of analyzed data in the research was used descriptive percentage. The technique was used asses variable of the research. The researcher classify their collect data from observation class and questionnaire, data collection from questionnaires is Likert Scale was used to assess and calculated data which obtain from questionnaires.

**Table 1. Degree of Linkert Scales**

scale	score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

## **Result and Discussion**

### **Research Findings**

The findings of this research deals with scoring classification of students' questionnaire and observation in the class. The aim of this study was to know the students problems in speaking English by the fifth semester of English Education Department at Ship electrical engineering of Ivet University. The data from the questionnaire used formula in chapter 3 to know the percentages of the students and together with questionnaires, the researcher used class observation too see how students the Lecturers carried out speaking lessons, how the students performed and what problems the students really encountered in speaking lessons. The researcher observed one classes. Everything observed, heard, and experienced during class observation was recorded carefully detail in observation sheet.

Questionnaire Result is as following:

No	Statement	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly disagree (%)
1	I still have difficulty in speaking English	30	50	10	6	4
2	I have difficulty speaking English because I still have difficulty making sentences and don't understand tenses	23	24	3	46	4
3	My Vocabulary is still lacking so I have difficulty in speaking English	10	50	11	29	10
4	I still have difficulty in pronouncing English sentences	26	23	24	25	2
5	I lacked confidence to speak English because I am feel fear that my sentence arrangement would be wrong	51	29	7	4	9
6	I really like speaking English in the class and I feel can speak English actively in the 5th semester	13	26	31	29	1
7	I feel that my English skills are still passive because I <u>don't</u> practice in class	11	63	3	15	8
8	The ability to listening for my interlocutor is still lacking, so that I have difficult responding to someone or interlocutor in English	27	21	23	10	9
9	My class environment and my English classmates did not apply everyday English conversation, so didn't practice my English language skills	70	23	3	3	4
10	My memory is still lacking in making English sentences delivered to me so that it is difficult to repeat someone's sentence	14	20	7	46	13

Tabel 2. Result of questionnaire

From the data result there are many students found problems students fluency and accuracy in speaking English. However, all of it coming to the students when they are speaking in English language. We can see the questionnaire result in table 2. Based on the statement 1 above, the result reveal that there were 30 students respond "I still have difficulty in speaking English". The result indicates 30% of the students whose strongly agree, 50% were agree with the statement. Meanwhile, the were 10%, whose undecided with the statement, 6% whose answered disagree, and 4% answered strongly disagree with the statement. It shows that most of the students have difficulty in speaking English. Based on the statement 2 and table above, the result that were 23 students respond "I have difficulty speaking English because I still have difficulty making sentences and don't understand tenses". The result indicates that were 23% of the students answered strongly agree with the statement and 24% whose agree with the statement. Meanwhile, there were 3% who's undecided with the statement and there were 46% who's answered disagree from the total number of students. 4% of students who's answered strongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement.

Based on the statement 3 above, it can be seen that there were 10 students respond “My Vocabulary is still lacking so I have difficulty in speaking English”. There were 10% from the total number of the students whose strongly agree with the statement. The other 50% from the total number of the students were agree with the statement. Meanwhile, there were 11% who’s answered undecided with the statement and disagree 29% from the total number of students. 10% of the students who’s answered strongly disagree with the statement. The result show 50% students choose agree with statement is vocabulary is still lacking so students have difficulty in speaking English. Based on the statement 4 above, the result that there were 26 students whose respond the statement “I still have difficulty in pronouncing English sentences”. There were 26% from the total number of the students whose strongly agree with the statement. The other 23% from the total number of the students were agree with the statement. Meanwhile, there were 24% whose undecided with the statement and 25% whose answered disagree, 2% answered strongly disagree with the statement. It shows that most of the students prefer to choose disagree with the statement.

Based on the statement 5 and chart above, it can be seen that there were 51 students respond “I lacked confidence to speak English because I am feel fear that my sentence arrangement would be wrong”. There were 51% from the total number of the students whose strongly agree with the statement. The other 29% from the total number of the students were agree with the statement. Meanwhile, there were 7% who’s answered undecided with the statement and disagree 4% from the total number of students. 9% of the students who’s answered strongly disagree with the statement. The result show 51% students choose strongly agree with the statement. Based on the statement 6 above, the result reveal that there were 13 students respond “I really like speaking English in the class and I feel can speak English actively in the 5th semester”. The result indicates 13% of the students whose strongly agree and 26% were agree with the statement. Meanwhile, the were 31%, whose undecided with the statement and 29% whose answered disagree, and 1% answered strongly disagree with the statement. It shows that most of the students choose undecided with the statement.

Based on the statement 7 and chart above, the result that were 11 students respond “I feel that my English skills are still passive because I don’t practice in class”. The result indicates that were 11% of the students answered strongly agree with the statement and 63% whose agree with the statement. Meanwhile. There were 3% whose undecided with the statement and there were 15% whose answered disagree from the total number of students, and 8% whose answered strongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement that students feel English skill has still passive because seldom to practice in the class. Based on the statement 8 above, the result that there were 27 students whose respond the statement “The ability to listening for my interlocutor is still lacking, so that I have difficult responding to someone or interlocutor in English”. 27% students answered strongly agree with the statement. And there were 21% from the total number of the students were agree with the statement. Meanwhile, there were 23% who’s undecided with the statement and 10% who’s answered disagree, and none students answered strongly disagree with the statement. The result show 9% students choose agree with statement is the ability to listening for my interlocutor is still lacking, so that I have difficult responding to someone or interlocutor in English. Based on the statement 9 and chart above, the result that were 70 students respond “My class environment and my English classmates did not apply everyday English conversation, so didn’t practice my English language skills”. The result indicates that were 70% of the students answered strongly agree with the statement and 23% whose agree with the statement. Meanwhile. There were 3% who’s undecided with the



statement and there were 3% who's answered disagree from the total number of students, and 4% who's answered strongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement.

Based on the statement 10 and table above, it can be seen that there were 14 students whose involved to respond the statement "My memory is still lacking in making English sentences delivered to me so that it is difficult to repeat someone's sentence". There were 14% from the total number of the students whose strongly agree with the statement. The other 20% from the total number of the students were agree with the statement. Meanwhile, there were 7% whose answered undecided with the statement and 46% who's answered disagree from the total number of students. 13% of the students who's answered strongly disagree with the statement. It shows that most of the students choose agree, undecided, and disagree with the statement.

## **Conclusion**

Based on the findings and discussion, it could be concluded that there are some problems in speaking English by the fifth semester at Ship electrical engineering of Ivet University. The result of the study, there are some students' problems in practicing speaking English. The problems students' in practicing speaking English are inhibition, nothing to say, low or uneven participation and mother tongue used. It is because they do not master the three primary elements of speaking namely, vocabulary, grammar, and pronunciation. As a result many students do not active in practicing speaking English. There are some causes why the students get difficulties in term vocabulary. The students are too lazy to practice speaking, sometimes they embarrassed in practicing speaking English with their friends. They are too lazy open their dictionary. They only use the dictionary if the find difficult or strange words in the lesson material. They do not completely master the tenses in grammar. As a result, they speak English in unorganized way and frequently confused others when they presented ideas. It makes them shy and afraid to speak English.

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