

**LINGUISTIC DIFFICULTIES ENCOUNTERED BY  
NON-ENGLISH DEPARTMENT STUDENTS IN  
SPEAKING ENGLISH  
(A Study at Walisongo English Club UIN Walisongo)**

**THESIS**

Submitted as Partial Fulfillment of the Requirement for Gaining  
The Bachelor Degree of English Language Education



**SITI ULIN NIKMAH  
Student Number: 1503046058**

**PENDIDIKAN BAHASA INGGRIS  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI WALISONGO  
SEMARANG  
2019**

## THESIS STATEMENT

I am the student with following identity:

Name : Siti Ulin Nikmah  
Students' Number : 1503046058  
Department : English Education

Certify that the thesis entitled:

**Linguistic Difficulties Encountered by Non-English Department  
Students in Speaking English (A Study at Walisongo English Club  
UIN Walisongo)**

is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, July 20<sup>th</sup>, 2019

The Writer,



**Siti Ulin Nikmah  
Student Number: 1503046058**



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

#### RATIFICATION

Thesis with the following identification:

Title : LINGUISTIC DIFFICULTIES ENCOUNTERED BY NON-ENGLISH DEPARTMENT STUDENTS IN SPEAKING ENGLISH (A STUDY AT WALISONGO ENGLISH CLUB UIN WALISONGO)

Name of Student : Siti Ulin Nikmah

Student Number : 1503046058

Department : English Education Department

has been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of requirements for gaining the Bachelor Degree in English Education Department.

Semarang, July 31<sup>th</sup> 2019

#### THE BOARD OF EXAMINERS

Chair Person,

Dra. Nuna Mustikawati Dewi, M.Pd.  
NIP. 19650614 199203 2 001

Secretary,

Lulut Widyaningrum, M.Pd.  
NIP. 19800803 200901 2 010

Examiner I,

Dr. Siti Tarwiyah, S.S, M.Hum.  
NIP. 19721108 199903 2 001

Examiner II,

Daviq Rizal, M.Pd.  
NIP. 197710 25200701 1 015

Advisor I,

Lulut Widyaningrum, M.Pd.  
NIP. 19800803 200901 2 010

Advisor II,

Dra. Nuna Mustikawati Dewi, M.Pd.  
NIP. 196506141992032001



**ADVISOR NOTE**

Semarang, July 24<sup>th</sup>, 2019

To:  
The Dean of Education and Teacher Training Faculty  
Walisongo State Islamic University

*Assalamualaikum Wr. Wb.*

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

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Name : Siti Ulin Nikmah

Students Number : 1503046058

Department : English Education Department

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty of UIN Walisongo Semarang to be examined at Munaqosyah Session.

*Wassalamualaikum Wr.Wb.*

Advisor I,



Lulut Widyaningrum, M.Pd.

NIP. 19800803 200901 2 010

**ADVISOR NOTE**

Semarang, July 24<sup>th</sup>, 2019

To:  
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Name : Siti Ulin Nikmah

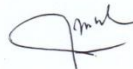
Students Number : 1503046058

Department : English Education Department

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*Wassalamualaikum Wr.Wb.*

Advisor II,



Dra. Nuna Mustikawati Dewi, M.Pd.

NIP. 19650614 199203 2 001

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

*“For indeed, with hardship will be ease (5) Indeed, with hardship will be ease (6)”<sup>1</sup> (Q.S. Al Insiyroh: 5-6)*

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<sup>1</sup> Al Qur’an Surah Al Insiyroh verse 5-6.

## DEDICATION

In the name of Allah ‘Azza wa Jalla, the Lord of this whole universe, who had been giving me a tremendous soul to complete this final project. Finally, this thesis was completely done after a long way I should strive for. The deepest dedication by this thesis belongs to:

- ❖ The greatest mom in this universe, my Mom, Wiji.
- ❖ The most superb dad in this world, my Dad, Sakijan.
- ❖ My beloved little brothers, Abid Avida Hakim and Muhammad Yusuf Al Fauzani.

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12. Especially, to my past, my present, and my future. Thank you!

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## ABSTRACT

Title : Linguistic Difficulties Encountered by Non-English Department Students in Speaking English (A Study at Walisongo English Club UIN Walisongo)  
Writer : Siti Ulin Nikmah  
Student Number : 1503046058

This study was aimed at investigating linguistic difficulties encountered by non-English Department students in speaking English, its causes and the strategies used by them to overcome their linguistic difficulties. The method used in this research was descriptive qualitative. The data collection technique used were observation, questionnaire, and interview. The researcher used triangulation data to investigate and answer research questions. The research finding showed that the students had linguistic difficulties in the grammar, vocabulary, and pronunciation aspect. It showed that 70% students encountered difficulties in pronunciation, 67.5% students encountered difficulties in grammar, and 62.5% students encountered difficulties in vocabulary. The factors which caused the linguistic difficulties were found and showed that 52.5% students felt inhibited to speak English, 67.5% students had nothing to say, and only 37.5% students had low or uneven participation. In addition, there were found strategies used by non-English Department students to overcome their linguistic difficulties. The result showed that 65% students had practice speaking English at least two times in a week, 70% students used a way to describe something, 95% students used easier vocabulary, 95% students asked for repetition and 95% students noticed the difficult words and looking its meaning in the dictionary. In additions, the students also explained another strategy which they like to do, such as memorizing vocabulary, reading a grammar book, watching English video and movie and listening English music.

Keywords: Speaking linguistic difficulties, causes, and strategies.

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# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the study, the research questions and the objectives of the study, the significances of the study, scope and limitation of the study, and the definition of key terms.

### **A. Background of the Study**

Considering the importance of English as an international language, it is vital for students in the 21<sup>st</sup> century to learn English communication skill to face the global world challenges. Dealing with language skills, English has four skills which should be mastered by its learners. Those skills are listening, reading, speaking, and writing. Listening and reading are categorized as receptive skills since those skills are used to receive information. Meanwhile, speaking and writing are categorized as productive skills since those skills are a product of language whether in the form of written or spoken. Compared with the other skills (reading, listening, and writing), speaking is considered a daunting task for most language learners. It is also stated by Richards and Renandya in Zhengdong Gan's journal, a

large percentage of the world's language learners' study English to develop proficiency in speaking.<sup>2</sup>

In recent years, oral communication competence, especially a competence for speaking in English is a must thing to have by students, not only students who take English department but also for students in general, who are non-English department students. It is a must to have English oral competence due to globalization and modernization which spread all over the world no exception in Indonesia. This fact is also asserted by Yuwono which is cited in Anita's book, English in the Indonesian school system is closely related to demands of the global era, but there are still several main problems need to be resolved. Those are large classes in teaching English, insufficient mastery of English on the part of teachers, unfamiliarity with curriculum, and most of all the shift of teachers' role from masters into facilitators.<sup>3</sup>

Despite those problems of teaching and learning English in Indonesia, there is the main challenge that both teachers and learners face in every English classes is how to master English well, especially for speaking in English. In mastering English speaking skill needs special techniques and strategies due to some complexities happening

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<sup>2</sup>Zhengdong Gan, Understanding English Speaking Difficulties: An Investigation of Two Chinese Populations, *Journal of Multilingual and Multicultural Development*, Vol. 34 No. 3, January 2013, p. 231

<sup>3</sup>Anita Dewi, *Perception of English: A Study of Staff and Students at Universities in Yogyakarta, Indonesia*, (Newcastle upon Tyne: Cambridge Scholars Publishing, 2014), p. 11



during the learning process.<sup>4</sup> Speaking is a complex and dynamic skill that involves the use of several simultaneous processes including cognitive, physical and socio-cultural process, and a speaker's knowledge which have to be activated rapidly in real-time.<sup>5</sup> It needs treatments, strategies, and processes to master English oral language, such as practicing it regularly, boosting vocabulary mastery, and trying to pronounce English words fluently which can not be accomplished immediately.

Practically, during the process of learning English oral language, the learners may face difficulties, especially for learners who are non-English department students. For instance, they may understand what someone says, but they still can not give their respond immediately. It is the matter of speaking which is not only pronouncing the words in the right way but also how to arrange those words into meaningful and understandable phrases or sentences as well. It is included in the linguistic aspect of speaking. Hence, the researcher is interested in to figure out the linguistic difficulties which is encountered by non-English department students who also join Walisongo English Club (WEC) UIN Walisongo. This research will be conducted at Walisongo English Club because the members of WEC come from various faculties in UIN Walisongo, so that the researcher also get multiple data from students in various faculties.

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<sup>4</sup> Lulut Widyaningrum, Pecha Kucha: A Way to Develop Presentation Skill, *Jurnal Vision* Vol. 5 No.1, April 2016, p. 58

<sup>5</sup> Anne Burns, A Holistic Approach to Teaching Speaking in the Language Classroom, *Symposium 2012*, p. 166

Besides figuring out the linguistic difficulty which is encountered by non-English department students who join WEC, the researcher wants to investigate the causes of that linguistic difficulty they may encounter. After knowing the linguistic difficulty and its cause, the researcher also wants to figure out the strategy used by non-English department students to overcome it.

Thus, by the background above, the researcher is intended to carry out the research entitled “Linguistic Difficulties Encountered by Non-English Department Students in Speaking English (A Study at Walisongo English Club UIN Walisongo)”

## **B. Research Questions**

Based on the background of the study above, the problems of this study are formulated as follows:

1. What are the linguistic difficulties encountered by non-English department students in speaking English?
2. What are the causes of the linguistic difficulties encountered by non-English department students in speaking English?
3. What are the strategies used by non-English department students to overcome the difficulties?

## **C. The Objectives of the Study**

Based on the research questions above, this study is aimed at:

1. Investigate the linguistic difficulties encountered by non-English department students in speaking English.

2. Investigate the causes of the linguistic difficulties encountered by non-English department students in speaking English.
3. Explain the strategies used by non-English department students to overcome their linguistic difficulties.

#### **D. The Significances of the Study**

Dealing with the objectives above, this study may give benefits such as:

1. Theoretical Significance

The result of this research will be beneficial for the readers to know more about the linguistic difficulties which are encountered by non-English students, its cause and strategy to overcome it.

2. Pedagogical Significance

In the pedagogical aspect, the researcher hopes that this research can give a new reference in teaching and learning speaking English to be more effective by regarding the linguistic difficulties which are encountered by non-English department students as stated in the research finding.

3. Practical Significance

- a. The English teacher

The result of the research gives teacher information about the students' difficulties in speaking

English especially for its linguistic difficulties and the causes. By knowing those difficulties and its causes, the teacher may develop their methods in teaching speaking English to increase the students's skill in speaking English.

b. The English learners

The result of this research shows the learners' linguistic difficulties in speaking English. It can help the English learners to notice and be aware of the difficulties that they may encounter so that they can start to prepare themselves to overcome those difficulties.

c. The Researcher

The result of this research gives new insight and experience for the researcher because by doing this research, the researcher faces and observes the non-English students who study English to know their linguistic difficulties in speaking English, its causes and their strategies to deal with those kinds of difficulty.

## **E. Scope and Limitation of the Study**

This research is focused on analyzing the non-English department students' linguistic difficulties in speaking English, what its causes, and what their strategies to deal with those difficulties. The

limitation of this research is the researcher only focuses on the English speaking difficulties on linguistic aspect.

## **F. Definition of Key Terms**

There are several key terms will be used in this research and some definitions are put as follows:

1. Speaking is the delivery of language through the mouth<sup>6</sup>
2. Linguistic is connected with language or the scientific study of language.<sup>7</sup>
3. Difficulties are a plural form of difficulty which means the quality or state of being hard to do, deal with, or understand.<sup>8</sup>
4. Linguistic difficulties are difficulties which involve linguistic aspect such as grammar, syntax, morphology, phonology and another linguistic aspect of language.

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<sup>6</sup>Ahmed Maher Mahmoud Al Nakhalah, Problems and Difficulties of Speaking that Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, Vol. 5 No. 12, December 2016, p. 99

<sup>7</sup>A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 2010), p. 866

<sup>8</sup> Merriam Webster, Difficulty, (<https://www.merriam-webster.com/dictionary/difficulty>), accessed on April 2, 2019)

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents a review of related literature, previous study, theoretical framework, and conceptual framework. It includes the nature of speaking, the speaking knowledge, the speaking linguistic difficulties, the factors cause speaking linguistic difficulties, and the strategies to overcome linguistic difficulties in speaking English.

#### **A. Previous Research**

The researcher considers three of previous research which are in line with this current study. Those are (i) Agustin Reky Candra Aditya, 2017, *The Difficulties Encountered by Non-English Department Students in Speaking English (A Descriptive Study on Third Semester Students at Teacher Training and Education Faculty of Muhammadiyah Purwokerto University in the Academic Year 2016/2017)*. (ii) Alvin Nadzirotunnuha, 2017, *The Analysis of Students' Problems of Speaking Skill at SMP Islam Darussalam Dongko*. (iii) Sheila Yolanda Pradya Afisa, 2015, *The Students' Difficulties in Speaking at the Tenth Grade of SMA Negeri 1 Sine in 2014/2015 Academic Year*.

The first previous study was Agustin Reky Candra Aditya (2017) entitled *The Difficulties Encountered by Non-English Department Students in Speaking English (A Descriptive*

Study on Third Semester Students at Teacher Training and Education Faculty of Muhammadiyah Purwokerto University in the Academic Year 2016/2017). The previous study was aimed to find out and investigate the most difficulties aspect and its factors from psychological sides encountered by non-English department students in speaking English. The finding of the previous study indicated that the most difficult aspect of speaking English was grammar difficulty and it was followed by vocabulary difficulty and pronunciation difficulty.<sup>9</sup>

Meanwhile, the previous study has similarity and difference with this current study. The previous study was conducted at non-English department students in Teacher Training and Education Faculty while the current study will be conducted at non-English department students in Walisongo English Club which is not only coming from Teacher Training and Education Faculty. The previous study used a descriptive quantitative research design and focused on the speaking difficulties in general while this current study uses a descriptive qualitative research design and focuses on linguistic difficulties in speaking English. Besides the fact, the previous study also has

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<sup>9</sup> Agustin Reky Candra Aditya (Student number, 1201050097, Teacher Training and Education Faculty), *Thesis*: “The Difficulties Encountered by Non-English Department Students in Speaking English (A Descriptive Study on Third Semester Students at Teacher Training and Education Faculty of University of Muhammadiyah Purwokerto in Academic Year 2016/2017” (Purwokerto: UMP, 2017), p. 5-6

similarity with this current study on the topic used that is speaking difficulties.

The second previous study was Alvin Nadzirotunnuha (2017) entitled *The Analysis of Students' Problems of Speaking Skill at SMP Islam Darussalam Dongko*. It was aimed to analyze the students' problems on speaking skill at SMP Islam Darussalam Dongko and to know what will the teacher do to solve the students' speaking problem at SMP Islam Darussalam Dongko. The finding of the previous study showed that the students faced speaking problems. The common problem on speaking was mother tongue used especially on the aspect of students feel that mother tongue is easier. This problem caused by some factors, such as inhibitions, nothing to say, and low or uneven participation.<sup>10</sup>

Meanwhile, the previous study has similarity and difference with this current study. The previous study was conducted on junior high school students at SMP Islam Darussalam Dongko while the current study will be conducted at university students which are non-English department students in Walisongo English Club. The previous study used descriptive quantitative research design and it was focused on speaking problems in general. Meanwhile, the current study uses

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<sup>10</sup>Alvin Nadzirotunnuha (Student number, 2813133004, Faculty of Tarbiyah and Teacher Training), *Thesis*: "The Analysis of Students' Problems on Speaking Skill at SMP Islam Darussalam Dongko" (Tulungagung: IAIN Tulungagung, 2017), p. 3



descriptive qualitative research design and it will be focused on linguistic difficulties. Besides that fact, both the previous and the current study has similarity on the topic used which is speaking problems and difficulties.

The third previous study was Sheila Yolanda Pradya Afisa (2015) entitled *The Students' Difficulties in Speaking at the Tenth Grade of SMA Negeri 1 Sine in 2014/2015 Academic Year*. The previous study was aimed to know the students' difficulties in speaking English and the factors which were contributed to the difficulties in speaking English by the students. The finding of the previous research showed that students' difficulties when speaking English were vocabulary, grammar, and pronunciation. The factors that contribute to the difficulties in speaking English was the quantity of the students in learning speaking English and student's psychological factors.<sup>11</sup>

Meanwhile, the previous study has similarity and difference with this current study. the previous study was conducted at senior high school students in SMA Negeri 1 Sine while the current study will be conducted at university students which are non-English department students in Walisongo English Club. The previous study was focused on speaking problems in general while the current study will be focused on linguistic

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<sup>11</sup> Sheila Yolanda Pradya Afisa (Student number, A320110006, School of Teacher Training and Education), *Thesis*: "The Students' Difficulties in Speaking at the Tenth Grade of SMA Negeri 1 Sine in 2014/2015 Academic Year" (Surakarta: UMS, 2015), p. 3

difficulties. Besides that fact, both the previous and the current study has similarity on the topic used which is speaking difficulties and the research design used which is descriptive qualitative.

## **B. Theoretical Review**

### **a. The Nature of Speaking**

Speaking is the action of conveying information, idea or even expressing thought and feeling through spoken language. According to Bygate (1998), in terms of underlying processes of production, speaking is broadly seen as an activity integrating distinct aspects of interpersonal and psychomotor control.<sup>12</sup> It needs a combination of knowledge and awareness to control what we would like to say in order to communicate and give correct pieces of information.

By that fact, Brown also states that communication may be regarded as a combination of acts and a series of elements with its purpose and intention. It is not only an event or something happens, but it is functional, purposive, and designed to bring about some effect on the environment

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<sup>12</sup> Martin Bygate, *Theoretical Perspectives on Speaking*, *Annual Review of Applied Linguistics* 18, (USA: Cambridge University Press, 1998), p. 23

of hearers and speakers.<sup>13</sup> It means that speaking activity involves and gives effect on both individual and environment.

According to Chaney which is cited on Kayi's journal of teaching speaking, speaking is the process of building and sharing a meaning by using a verbal and non-verbal symbols in various contexts.<sup>14</sup> It can be understood that the thing should be considered in speaking is how we build the idea and how we share its meaning in a proper way.

According to Ahmed Maher, speaking is the delivery of language through the mouth. So when people speak, they create sounds using several parts of the body, including the lungs, vocal tract, vocal chord, tongue, teeth, and lips.<sup>15</sup> In the speaking activity, it needs a good corporation of several parts of the body in order to create the sound result clear and understandable by people who hear that sound. The clearness of pronouncing word determines the full meaning of the words, whether the listener can catch it or not.

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<sup>13</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman, 2000), p. 250

<sup>14</sup> Hayriye Kayi, Teaching Speaking: Activities to Promote Speaking in a Second Language, *The Internet TESL Journal*, Vol. 7 No. 1, November 2006, p. 1

<sup>15</sup> Ahmed Maher Mahmoud Al Nakhalah, Problems and Difficulties of Speaking that Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, Vol. 5 No. 12, December 2016 p. 99

Thornbury said that speaking is so much a part of daily life that all we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even much more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until we have to learn how to do it all over again in a foreign language. Despite those facts, speaking ability is much more complicated, it involves both a command of certain skills like skills in grammar, vocabulary, pronunciation and several different types of knowledge.<sup>16</sup> It usually represents a real challenge to most language learners since they should develop and practice it independently and regularly.

#### **b. Speaking Knowledge**

Speaking is one of two productive skills which requires learners to develop their ability progressively. To speak well, learners must have sufficient knowledge of the language in speaking. By having those pieces of knowledge, learners will be able to deliver and express their feeling, ideas, arguments, and so forth. It is important for learners to know the speaking knowledge so that they can prepare themselves to reach a good level of speaking performance.

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<sup>16</sup> Scott Thornbury, *How to Teach Speaking*, (Harlow: Pearson Education Limited, 2005), p. 1

According to Thornbury, two pieces of knowledge which are relevant to speaking are knowledge of features of language (linguistic knowledge) or knowledge that is independent of language (extralinguistic knowledge). First, extralinguistic knowledge which affects speaking includes such things as topic and cultural knowledge, knowledge of the context, and familiarity with the other speakers. It includes sociocultural knowledge which is knowledge about social values and behavior norms in a given society. It can be both extralinguistic and linguistic knowledge since by knowing whether people in a given culture shake hands on meeting, or embrace, or bow is extralinguistic while knowing what they say when they greet each other is clearly linguistic.<sup>17</sup>

The next speaking knowledge is linguistic knowledge. Linguistic knowledge or linguistic competence refers to the knowledge and ability of individuals for appropriate language use in the communicative events in which they find themselves in any particular speech community. Linguistic knowledge is often arranged along a line from the big picture including all categories in language features which is as follow:

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<sup>17</sup> Scott Thornbury, *How to Teach Speaking*, (Harlow: Pearson Education Limited, 2005), p. 11

## 1. Genre Knowledge

Genre means a style which involves a particular set of characteristic.<sup>18</sup> In speaking activities, a genre is considered to give information about what the purpose of speaking is. There are several genres in speaking, those are transactional and interpersonal, interactive and non-interactive, and planned and unplanned.

First, the transactional and interpersonal genre is supposed to be speaking functions. Speaking serves a transactional function when its purpose is to convey information and facilitate the exchange of goods or services such as speech event in phoning to book a table at a restaurant. Meanwhile, speaking serves an interpersonal function when its purpose is to establish and maintain social relations, such as the conversation between friends that takes place at the restaurant.

The second speaking genre is interactive and non-interactive. The interactive genre might be multi-party speech, as in a shopping exchange or casual conversation between friends while the non-interactive genre might be a monologue, such as a television journalist's live report, a university lecturer, or even a voice-mail message. The last genre is planned and

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<sup>18</sup> Cambridge Dictionary, English Genre, retrieved from <https://dictionary.cambridge.org/dictionary/english/vocabulary> accessed on April 7<sup>th</sup>, 2019 at 7.30 p.m.

unplanned. Speech genres are typically planned might be completely scripted in advances, such as public speeches or business presentations. On the other hand, a phone conversation to ask for train timetable information is typically categorized as unplanned speech since it needs spontaneous decisions.<sup>19</sup>

## 2. Discourse Knowledge

Knowing how to organize and connect individual utterances, as well as how to map this knowledge on to the turn-taking structure of interactive talk is called discourse knowledge. When people have a conversation, they need to give their responses as well as possible. In giving some responses, usually, they may use discourse marker, such as substituting for the words has been mentioned previously and adding some utterances at the beginning of the response to link the utterance to the previous turn like ‘well’, ‘oh’, and so forth. Therefore, the use of discourse makers is particularly important in terms of the fluid management of interactive talk. Discourse markers are used to signal one’s intentions, to

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<sup>19</sup> Scott Thornbury, *How to Teach Speaking*, (Harlow: Pearson Education Limited, 2005), p. 13-14

hold the conversational turn, and to mark boundaries in the talk.<sup>20</sup>

### 3. Pragmatic Knowledge

Pragmatic knowledge describes the relationship between language and its contexts of use, including the purpose of the language used, such as how the speakers adjust their message based on its context and how the listeners use contextual information to understand what they have heard. In pragmatic knowledge, there are some aspects we should consider, such as speech acts, the co-operative principle, politeness, and register.

The first one is speech acts that are a communicative view of language holds as axiomatic which means when someone says something, they are also doing something. The speech acts, including complementing, suggesting, offering and so on which are typically realized comprise part of a speaker's pragmatic knowledge and involve getting people to do things. Next, the co-operative principle means speakers are co-operating with one another forms in the absence of any evidence to the contrary.

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<sup>20</sup> Scott Thornbury, *How to Teach Speaking*, (Harlow: Pearson Education Limited, 2005), p. 15



It is just like answering the questions indirectly going to the point of the answer. The next is politeness. Politeness refers to the way people take other speakers' face needs into account and saying the truth which is not hurting someone's feelings. There are some expressions for politeness markers, such as please and thank you. The last is a register. The register includes three variables. Those are tenor which is the relationship between speakers and refers to the who of the event talked about, a field which refers to what of the event talked about, and mode which refers to the how of the event talked about. Eventually, a speaker's knowledge involves knowing what language choice is appropriate by giving the register variables of field, tenor, and mode.<sup>21</sup>

#### 4. Grammar

A grammar is a knowledge of 5 properties of language. It includes phonetics which is the basic speech sounds in spoken language, phonology which is how the speech sounds represented and combined, morphology which is the basic units of meaning and phrases, syntax which is how the phrases are constructed from those basic units, and semantics which is figuring out what each

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<sup>21</sup> Scott Thornbury, *How to Teach Speaking*, (Harlow: Pearson Education Limited, 2005), p. 16-19

phrase means. The grammar here is not rules about how one should speak, sometimes it is called by perspective grammar, rather the grammar in here is what the speaker knows that makes it possible to speak at all, to speak so as to be understood, and to understand what is said by others.<sup>22</sup>

## 5. Vocabulary

Vocabulary means all the words known and used by people which exist in a particular language. Vocabulary is one of the important things used when someone speaks whatever the language is. A fully meaningful and complete conversation between two people in a room should consist of one word at least, said by Bakhtin in Thornbury.<sup>23</sup> In speaking, the number of words used is less than the number used in writing. People tend to use their productive vocabulary which means words that they used to speak rather than receptive vocabulary which means words that they recognize.

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<sup>22</sup>Edward Stabler, An Introduction to the Methods and Some Basic Ideas of Theoretical Linguistics, *Lecture Notes: Linguistics*, (University of California, Los Angeles: Linguistics Department, Winter 2010), p. 1

<sup>23</sup>Scott Thornbury, *How to Teach Speaking*, (Harlow: Pearson Education Limited, 2005), p. 22

## 6. Phonology

The lowest level of knowledge which a speaker draws on is pronunciation level. Phonology is the study of sounds in a particular language or in language generally, while pronunciation is how the way words are pronounced.<sup>24</sup> There are two aspects which are included in pronunciation, those are intonation and paratone. Intonation is the voice of the speaker goes up and down in tone at different syllables,<sup>25</sup> while paratone is the use of intonation to mark the beginning of a new stage in the speech or even at the beginning or new paragraph in writing.<sup>26</sup> Those two factors can be used as matters to know how good someone's speech. Nevertheless, it can't be denied that most foreign language learners, especially English language learners commonly face pronunciation problems when they are speaking the English language.

Therefore, linguistic knowledge refers to the knowledge and ability of individuals for using an appropriate language to communicate in which they find themselves in any particular speech community.

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<sup>24</sup> Cambridge Dictionary, Phonology and Pronunciation, retrieved from <https://dictionary.cambridge.org/dictionary/english/vocabulary> accessed on April 7<sup>th</sup>, 2019 at 10.34 a.m.

<sup>25</sup> Ramelan, *English Phonetics*, (Semarang: Unnes Press, 2003), p. 32

<sup>26</sup> Scott Thornbury, *How to Teach Speaking*, (Harlow: Pearson Education Limited, 2005), p. 25

### c. Linguistic Difficulties in Speaking English

Learning English as foreign language countries seems a little bit hard. Most learners face the same kind of difficulties. It is because English is not usually used by learners, especially UIN Walisongo students who come from the non-English department. Although most of the students have been learned English before going to university exactly in primary and secondary school, it can not be a guarantee for them to master English as well, especially in speaking English. This fact is also stated by Samira that as English foreign language learners, no matter how much we know about the English language, we still encounter many difficulties in mastering English.<sup>27</sup>

According to Ganschow and Schneider, there are some causes which make students difficult in learning English as foreign language, such as because of the sound-symbol correspondence (target language sound and relationship between its sound and symbol), morphological complexity (words and its meaning), and syntactic rules (grammar and words connection in sentences).<sup>28</sup> Based on

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<sup>27</sup> Al Hosni, Speaking Difficulties Encountered by Young EFL Learners, *International Journal on Studies in English Language and Literature*, Vol. 2, No. 6, June 2014, p. 22

<sup>28</sup> Leonore Ganschow and Elke Schneider, *Assisting Students with Foreign Language Learning Difficulties in School from Perspective on*

speaking knowledge and statement above, it can be concluded that students may encounter linguistic difficulties in speaking English as a foreign language as follows:

#### 1. Grammar

According to Jeremy Harmer, grammar is the description of the ways words can change their forms and can be combined into sentences in that language.<sup>29</sup> Grammar rules are needed for creating a sentence in the right construction. In speaking English, English foreign language learners usually face the difficulties on grammar rules which they should be able to construct the sentence spontaneously.

This is also asserted by Nunan in his book which stated along with the fact that many learners can state the rules, but they broke those rules in communication.<sup>30</sup> Most of the English learners are facing this kind of situation which they know its rules, but they get hard to follow the rules in communicating each other.

Moreover, especially for the learners who had problems with the syntactic component in their native

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*Language and Literacy*, (Baltimore, MD: International Dyslexia Association, 2006). Retrieved from <http://www.ldonline.org/article/22725/>

<sup>29</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Longman, 2001), p. 12

<sup>30</sup>David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 157

language, they may struggle to conjugate verbs, place adjective in order whether in a spoken or written sentence in foreign language.<sup>31</sup> It means that the learners still get confused about its grammatical rules whether it has been correct or not, and it might be one of the reasons why they still unwilling to speak English.

## 2. Vocabulary

Vocabulary can be defined as the words which are taught in the foreign language (target language). Vocabulary may be more than a single word, it can be two or multiple words which express a single idea.<sup>32</sup> It can be denied that people need enough vocabulary mastery when they want to speak English.

In a such situation, students or learners who had both weak grammar and semantics skills in native language, they may have a big possibility to encounter difficulty in comprehending vocabulary and its meaning

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<sup>31</sup> Leonore Ganschow and Elke Schneider, *Assisting Students with Foreign Language Learning Difficulties in School from Perspective on Language and Literacy*, (Baltimore, MD: International Dyslexia Association, 2006). Retrieved from <http://www.ldonline.org/article/22725/>

<sup>32</sup>Penny Ur, *A Course in Language Teaching, Practice, and Theory*, (Cambridge: Cambridge University Press, 1996), p. 60

which said by others.<sup>33</sup> Even though the sentence structure are relatively simple and vocabulary concentrates on concrete, but their difficulties will increase as language complexity increases related to their comprehending on its meaning.

That is why sometimes the English learners feel worried to speak English. They don't really understand with the words which the other say or even they don't know which words they should say in appropriate context because of less vocabulary mastery.

### 3. Pronunciation

Pronunciation is also one of the difficulties which are faced by English foreign language learners because when they pronounce the different pronunciation, it also means different meaning. Apparently, most of the linguist agree with the term pronunciation which is defined as the way sounds are perceived by the hearer. An emphasis on hearer's perception is relevant because the hearer will

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<sup>33</sup> Leonore Ganschow and Elke Schneider, *Assisting Students with Foreign Language Learning Difficulties in School from Perspective on Language and Literacy*, (Baltimore, MD: International Dyslexia Association, 2006). Retrieved from <http://www.ldonline.org/article/22725/>

consider who and how the speaker pronounces the words and sentences.<sup>34</sup>

English foreign language learners are frequently facing the difficulties in terms of pronunciation since they don't have the same background with the English native speakers in the way of pronouncing words. Therefore, the learners are still worried about making a mistake because of improper pronunciation.

#### **d. Factors Caused Linguistic Difficulties in Speaking English**

As foreign language learners, it is not easy to master the English language. Nevertheless, the proficiency of the English language should be gained no matter who you are, where you come from or even what major you take. The English language ability is needed for all of the people who live in 21<sup>st</sup> century because English is used as an international language.

People who learn English, especially as a foreign language should take a risk to face the difficulties they may face. According to Al Saadi et al., this difficulties can hinder the learner's progress and exclude them gradually from the procedure of learning because they fail in fulfilling the basic

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<sup>34</sup>David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 112



requirements of successful communication during the English lessons.<sup>35</sup> The difficulties might be about grammatical structure, the vocabulary mastery, the words selection or even the pronunciation of each word. Those kinds of difficulties are commonly faced by Indonesian students when they are learning the English language, especially in speaking ability.

After knowing the speaking difficulties, the students should move to the question of how it can be and look for its reason. In fact, there are some causes which make the students difficult in learning English as a foreign language. Those reasons have been mentioned by Penny Ur as follows<sup>36</sup>:

1. Inhibition

The students feel inhibited about trying to say things in a foreign language. They fell worried about making mistakes and fearful of criticism which may cause losing their face and shy of the attention that their speech may attract.

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<sup>35</sup>Said Al Saadi, et al., Perspective Speaking Difficulties Faced by Omani Students: Empirical Data on Self-Perception, *Arab World English Journal*, Vol. 4, No. 3, 2013, p. 78

<sup>36</sup>Penny Ur, *A Course in Language Teaching, Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 121

2. Nothing to say

Commonly, the students often complain that they can not think of anything to say because they have no motivation to express their thought in a foreign language beyond the guilty feeling that they should be speaking up.

3. Low or uneven participation

The students do not have the same opportunity to speak up. In a large group, each of the students will have very short and little talking time because only one participant can talk at a time while others should hear the participant talking about. This fact leads to a tendency of some learners will dominate the class than others who speak a little or even not speak at all.

4. Mother-tongue used

Mother-tongue is supposed to be easier than the second or even foreign language. The students tend to use it because it feels unnatural to speak to one another in a foreign language and they feel less exposed if they are speaking their mother tongue. According to Nuraini, mother-tongue will be one of the causes for learners to master English linguistic aspects since the linguistic

aspects of their mother-tongue and English is totally different.<sup>37</sup>

#### **e. The Strategies to Overcome Speaking Difficulties**

People live with such problems and difficulties which need to be solved. In solving those problems and difficulties, they need strategies to solve the problems well. This case is also needed by students, especially non-English department students who want to overcome their difficulties in speaking English; they also need strategies to overcome their speaking difficulties.

According to Anne Burns, there are a lot of strategies which can be done by learners to overcome their difficulties in speaking English. Those strategies are included in cognitive strategies, metacognitive strategies, and interactional strategies which are as follows<sup>38</sup>:

##### **1. Cognitive Strategies**

Cognitive strategies are techniques to compensate for gaps in lexical knowledge and related linguistic problems. The strategies can be:

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<sup>37</sup>Kristi Nuraini, The Barriers of Teaching Speaking English for EFL Learners, *Journal of English Language, Literature, and Teaching*, Vol. 01 No. 1, May 2016, p. 10

<sup>38</sup>Anne Burns and Christine Chuen Meng Goh, *Teaching Speaking: A Holistic Approach*, (USA: Cambridge University Press, 2012), p. 66

- Paraphrase: describing an object, person, or event to get the meaning of a specific word across.
- Approximation: using an alternative term, for instance, a squirrel for a chipmunk.
- Formulaic expressions: using language chunks to by processing time, for instance, '*what I'm trying to say is ....*'
- Message frames: setting the global context for what is being described before attempting to describe it.

## 2. Metacognitive Strategies

Metacognitive strategies are strategies related to mental operations to regulate thinking and language during the speaking process. The strategies can be:

- Planning: preparing the contents and the form of the message.
- Self-monitoring: noticing one's language and message during message production.
- Self-evaluation: noticing one's language and message after message production.

## 3. Interactional Strategies

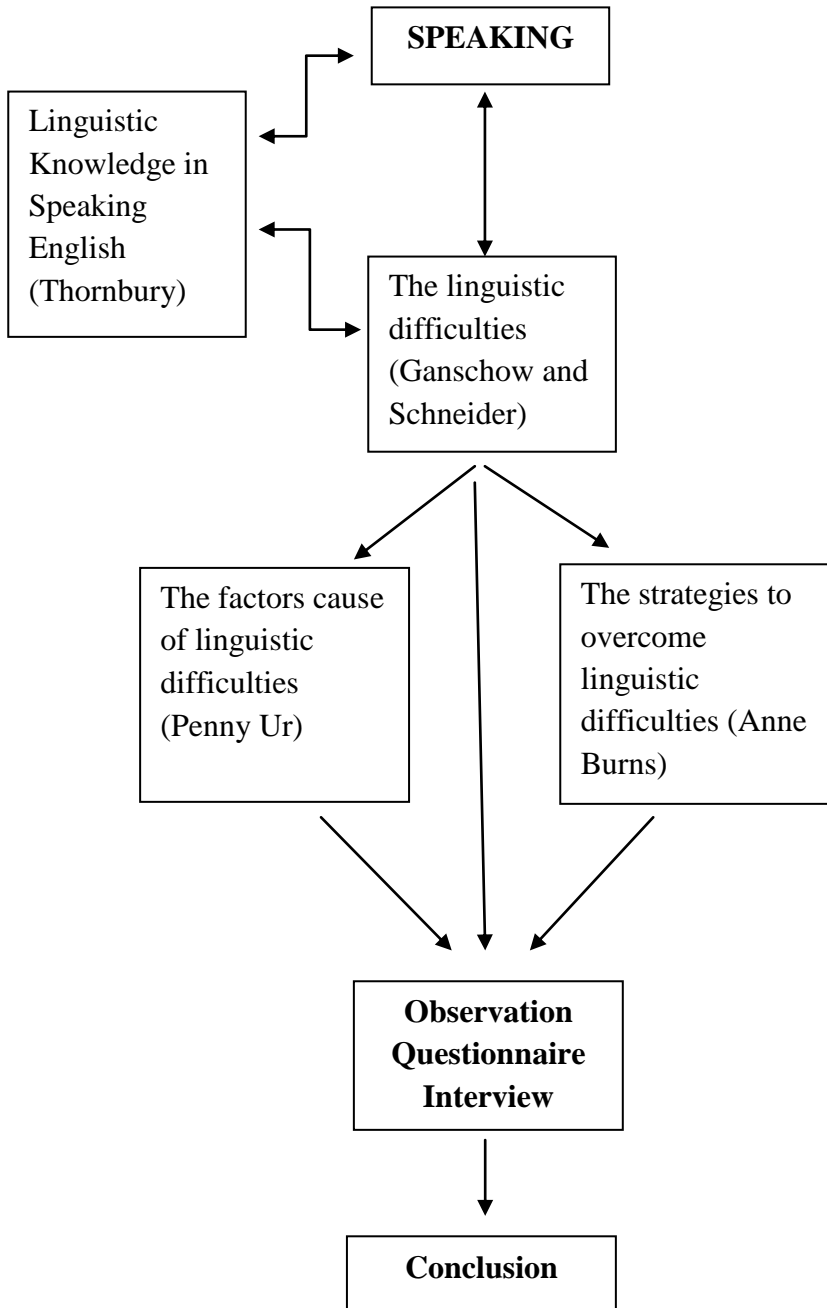
Interactional strategies are strategies which is related to social behaviors for negotiating the meaning during the interaction.

- Exemplification: offering an example to make one's point clear.
- Confirmation checks: asking listeners whether they have understood the message.
- Comprehension checks: paraphrasing what is heard to confirm one's understanding.
- Repetition: repeating all or part of what is said to check one's understanding.
- Clarification requests: asking the speaker to explain a point further.
- Repetition requests: asking the speaker to say something again.
- Exemplification requests: asking the speaker to give an example.
- Assistance appeal: asking the listener for help with difficult words.

### **C. Research Framework**

In carrying out this research, the researcher would like to build a concept which will explore about linguistic difficulties encountered by non-English department students for the first important matter she need to know. After knowing the linguistic difficulties, the researcher continue to know more about its causes and the strategies which is used by non-English department students to overcome their linguistic difficulties. The data for

knowing linguistic difficulties, its causes, and the strategies used to overcome it will be collected by observing, giving questionnaire and doing in depth interview. When all the data have been collected, the researcher will analyze, reduce, display and draw the conclusion about it. In the end, by conducting this research, the researcher hopes that it can help the English learners especially for non-English department students to be better in speaking English. Here is the brief diagram:



## CHAPTER III

### RESEARCH METHOD

This chapter explains the research methodology. It consists of research design, research setting, research subjects, technique of collecting data and technique of analysis data.

#### **A. Research Design**

The researcher employed a qualitative research methodology to gain insight into the nature phenomenon of non-English English Department students' linguistic difficulties, its causes, and their strategies to overcome it in speaking English. In this research, the researcher didn't give any treatment since in qualitative research concerned with understanding naturalistic human behavior.<sup>78</sup> That is why this research is naturally occurring without any intervention or variable manipulation.

#### **B. Research Setting**

The research was conducted in Walisongo English Club (WEC) UIN Walisongo Semarang. WEC is one of students activities which focused on English language learning. The activities of WEC are mostly in outside classroom since WEC only has an small office in Students Activity Center

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<sup>78</sup> David Nunan, *Research Methods in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 4



Building. Meanwhile, the time for conducting this research was the time which WEC has its class in the even semester of 2019.

### **C. Research Subject**

The subject of this research is the non-English department students who join Walisongo English Club (WEC) because the members are coming from various faculties in UIN Walisongo. That will make this research more meaningful since the members are heterogeneous. There are two classes in WEC which consist of 20 students in total. The researcher gave a questionnaire for 20 students and chose five students randomly to be interviewed.

### **D. Technique of Collecting Data**

A method used in this research is a qualitative method which explained all the real facts found in the field of the research. The researcher used some proper technique of collecting data to get the original data. According to Creswell, collecting data means identifying and selecting individuals for a study, obtaining their permission, and gathering information by asking people questions or observing their behaviors.<sup>79</sup> Qualitative data collection consists of collecting data using forms with general, emerging questions to permit the participant to

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<sup>79</sup> John Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson, 2011), p. 9

generate responses, gathering text or image data, and collecting information from a small number of individuals or sites.<sup>80</sup> Therefore, the proper data collection technique that the researcher used were as follows:

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.<sup>81</sup> It means monitoring and taking note of the data explored. Observation is intended to know the linguistic difficulties which is encountered by non-English Department students in speaking English during English learning process and it was connected to the standard competence in a meeting. In addition, the observation is also used to know the students behavior in class in order to know the factors caused linguistic difficulties and how they overcome their linguistic difficulties in speaking English.

2. Questionnaire

A questionnaire is a list of question that is used by obtaining information from participants. The researcher gave a questionnaire to 20 of non-English department students

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<sup>80</sup> John Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson, 2011), p. 205

<sup>81</sup> John Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson, 2011), p. 213

who join Walisongo English Club to know their difficulties in speaking English. The questionnaire divided into 3 parts which in every part consisted of 10 questions about linguistic difficulties, its causes, and strategies to overcome it.

### 3. Interview

An interview is a process of getting to face between researcher and respondent using an interview guide. In this way, the researcher gave open-ended and close-ended questions then the participants can give the answer based on their own reasons and responses. The interview questions were six in total which deeply discussed about linguistic difficulties, its causes, and strategies to overcome it.

## **E. Technique of Analysis Data**

According to Louis Cohen et al., qualitative data analysis involves organizing, accounting for explaining the data, in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories, and regularities.<sup>82</sup> In addition, according to Miles and Huberman in Sugiyono's book, the data analysis in qualitative research can be divided into three steps, they are data reduction, data display, and

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<sup>82</sup>Louis Cohen et al., *Research Methods in Education*, (New York: Routledge, 2007), p. 461

conclusion drawing or verification.<sup>83</sup> In this research, the researcher used three steps of analyzing data according to Miles and Huberman and those are as follows:

#### 1. Data Reduction

In the data reduction step, the researcher summarized the data and focus on the most useful data. In the research field, the researcher collected the complex data from observation, questionnaire, and interview. The data from observation was used by the researcher to support the questionnaire and interview data in investigating linguistic difficulties of the research subject. Meanwhile, the questionnaire and interview data were reduced and summarized based on the most useful data needed.

#### 2. Data Display

The next step was the data display. In displaying data, the data presented in table, percentage, and narrative form. The researcher presented the observation data in the form of table and a brief description. For the questionnaire data, the researcher used a simple table and a percentage by using the following formula:

$$\sum x / \sum n \cdot 100\%$$

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<sup>83</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p. 247

$\sum x$  : The total of respondents who chose the same degree in each statement.

$\sum n$  : The total of the respondents

After calculating the questionnaire percentage for each question, the researcher presented in the form of brief explanation. Meanwhile, for the interview data, the researcher presented in the form of paragraph and brief narrative as said by the respondents.

### 3. Conclusion Drawing or Verification

The last step was conclusion drawing or verification. In this step, the researcher concluded the result of data which have been analyzed and took a brief conclusion. The researcher used triangulation validating data method by gathering and conforming the data of observation, questionnaire, and interview that have been reduced and analyzed, and then took the final conclusion data.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

This chapter presents the research result and discussion. The research discusses the linguistic difficulties encountered by non-English Department students in speaking English, its causes, and their strategies to overcome those linguistic difficulties. The data were collected through questionnaire and interview with non-English Department students who join WEC. The data were displayed into some percentages, tables and paragraphs to make clear understanding of the readers.

#### **A. RESEARCH RESULT**

##### **1. Linguistic Difficulties in Speaking English**

The data of non-English Department students' linguistic difficulties in speaking English were gained through observation, questionnaire and in depth interview. There was a standard of competence including grammar, vocabulary, and pronunciation. The identification of students' linguistic difficulties in speaking English was made based on the standard of competences which were not completed by the students were classified as the difficulties. In both meeting, it was found that the students got difficulties in the three domains. In grammar domain, they got difficulties in arranging compound sentence and arranging the sentence into

correct sentence, for example, in writing sentence *I have been ate in the morning* was incorrect, while the correct one is *I have eaten bread in the morning*.

In vocabulary domain, most of the students got difficulties in using various vocabulary. They tend to use the same vocabulary which was easier and they used in daily life. In pronunciation domain, most of the students did not use linking sound. In addition, it was found that there were improper pronunciation words which repeated for several times such as *really* [rɪəli] which still pronounced [rili] and the word *think* [θɪŋk].

Another supporting data was found in the form of questionnaire and interview. The data also generated to the observation result in the field of the research. There were 6 statements list of questionnaire in linguistic difficulties section as below:

**Table 4.1: Linguistic difficulties encountered by non-English Department students in speaking English**

No.	Statements	SD	D	A	S A
<b>Linguistic difficulties in grammar</b>					
1	I have difficulty to arrange the words into sentences to speak in English.	0 0%	7 35%	10 50%	3 15%
2	I have inadequate understanding of spoken grammar.	0 0%	6 30%	11 55%	3 15%

<b>Linguistic difficulties in vocabulary</b>					
3	I have limited vocabulary for daily activities conversation.	0 0%	7 35%	11 55%	2 10%
4	I am lack of knowledge about the appropriateness of the English language use in its context.	1 5%	7 35%	9 45%	3 15%
<b>Linguistic difficulties in pronunciation</b>					
5	I have difficulty in pronouncing some syllables which are not available in my first language.	0 0%	6 30%	12 60%	2 10%
6	I often find some difficult words which I do not understand in a conversation.	0 0%	6 30%	11 55%	3 15%

The table 4.1 showed the result of the non-English Department students encounter linguistic difficulties in speaking English. The first statement showed that seven students (35%) chose disagree, ten students (50%) chose agree, three students (15%) chose strongly agree. It showed that the students have difficulty to arrange the words into sentences to speak in English.

The second statement showed that six students (30%) chose disagree, eleven students (55%) chose agree, and three students (15%) chose strongly agree. It showed that the students have inadequate understanding of spoken grammar.



The first and second statements were related to the linguistic difficulty in grammar. It showed that most of them get difficulty to arrange words into a correct sentence. It was supported by the data from research field which showed that the students got difficulties to arrange the example in grammatically correct.<sup>90</sup> That was also proved by statements below.

“Grammar, because I never exactly learn about grammar at all. When the first time I can speak English is come from my junior high school which is international school, but the main point when my teacher teach us is you just can be brave. So, you just ignore the grammar, pronunciation, and etc then it comes until now.”<sup>91</sup>

The statement above showed that the most difficult linguistic aspect in speaking English is grammar. Based on the statement, the student tends to ignore the grammatical rules instead of learn about it. It is because the belief of being brave when you want to speak up no matter what the grammar is correct or not.

“Kesulitan utamanya sebenarnya di grammar, ngga bisa paham banget grammar, susah banget paham

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<sup>90</sup> The Result of Observation (TRO) I

<sup>91</sup> Transcript of Interview (TOI) 5

grammar karena susah menghafal banyaknya struktur bahasa yang ada.”<sup>92</sup>

The statement above also proved that grammar becomes a stumbling block. It is too hard to be memorize because there are so many rules and structures to be understood in grammar aspect.

“Grammar. We had learn English especially in grammar and pronunciation, but if we can’t apply that, in my head is like how, I can’t apply that. Because in speaking is we can’t consider what should I speak in a good way. that’s why I want to apply all the grammar in my speaking.”<sup>93</sup>

The statement above supported the previous statement that showed grammar as a stumbling block. Not only memorizing and understanding the rules of grammar, the students also get difficulty in applying grammar in a good way. It proved that they got stuck when they want to apply the grammatical rules in their speaking.

The third statement showed that seven students (35%) chose disagree, eleven students (55%) chose agree, and two students (10%) chose strongly agree. It showed that the

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<sup>92</sup>Transcript of Interview (TOI) 2

<sup>93</sup>Transcript of Interview (TOI) 3

students have limited vocabulary for their daily activities conversation.

“No. I know, but I don’t care about that. Because I think it use for formal situation, in informal is unimportant.”<sup>94</sup>

The statement above related to the word and sentence arranged, used in an appropriate context. It showed that the appropriateness of using word and sentence is unimportant to be considered when they are in informal situation like having conversation in a daily life. Based on the statement,, considering the using word and sentence is only for formal situation.

The fourth statement showed that a student (5%) chose strongly disagree, seven students (35%) chose disagree, nine students (45%) chose agree, and three students (15%) chose strongly agree. It showed that the students are lack of knowledge about the appropriateness of English language use in its context.

The third and fourth statements were related to the difficulty in terms of vocabulary and word used in an appropriate context. It showed that the students have limited vocabulary and they often find the difficult words in English conversation. It was also proven by the statements below.

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<sup>94</sup>Transcript of Interview (TOI) 1

“I think I don’t have enough vocabulary because my memorize is ... ingatan saya pendek gitu.”<sup>95</sup>

“Vocabulary, because I feel so poor of my vocabulary. And sometimes also includes pronunciation and grammar, but I am very feel difficult in vocabulary.”<sup>96</sup>

Based on the statements above, vocabulary mastery also included in their linguistic difficulties. They also get difficulty in memorizing vocabulary.

The fifth statement showed that six students (30%) chose disagree, twelve students (60%) chose agree, and two students (10%) chose strongly disagree. It showed that the students have difficulty in pronouncing some syllable.

The sixth statement showed that six students (30%) chose disagree, eleven students (55%) chose agree, three students (15%) chose strongly agree. It showed that the students often find some difficult words which they do not understand in a conversation.

The fifth and sixth statements were related to the difficulty in pronunciation and it showed that the number of students who chose agree is higher than those who chose disagree. It showed that pronunciation still become their difficulty in speaking English. It was supported by the data from the research field which showed that the students had

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<sup>95</sup>Transcript of Interview (TOI) 1

<sup>96</sup>Transcript of Interview (TOI) 4

improper pronunciation in some words, such as in pronouncing the word *really*, it should be pronounced [rɪəli], but it was pronounced [rili]. Another improper pronunciation is in the word *think*. It should be pronounced [θɪŋk], but it was pronounced [tɪŋ].<sup>97</sup> That was also proved by the statement below:

“I feel 50% get difficulties in pronunciation.”<sup>98</sup>

By the statements above, it showed that the students have linguistic difficulties in pronunciation, especially in some words which they don't have its sound in their mother tongue.

## **2. The Factors Caused Linguistic Difficulties in Speaking English**

There were several factors which caused linguistic difficulties. The data were gained through observation, questionnaire and in depth interview. In the questionnaire, the researcher put 8 questions about those factors which may cause linguistic difficulties as follow and it was supported by the data gained through observation and interview.

### **Table 4.2: The factors caused linguistic difficulties which is encountered by non-English Department students in speaking English**

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<sup>97</sup> The Result of Observation (TRO) II

<sup>98</sup> Transcript of Interview (TOI) 3

No.	Question	SD	D	A	S A
<b>The cause of linguistic difficulties (inhibition)</b>					
1	I have difficulty to give ideas verbally when speaking English.	0 0%	9 45%	7 35%	4 20%
2	I do not want to make mistake in speaking English because it will show how poor my English is.	3 15%	7 35%	4 20%	6 30%
<b>The cause of linguistic difficulties (nothing to say)</b>					
3	I feel nervous when I have to speak English in front of other people.	0 0%	8 40%	8 40%	4 20%
4	I less confident with the one who has fluent English.	1 5%	4 20%	8 40%	7 35%
<b>The cause of linguistic difficulties (low participation)</b>					
5	I rarely have chance to speak English.	1 5%	10 50%	5 25%	4 20%
6	I would rather work alone than work in a team which will force me to speak English.	8 40%	8 40%	3 15%	1 5%
<b>The cause of linguistic difficulties (mother-tongue used)</b>					
7	I have a habit of using mother tongue in the English class.	0 0%	11 55%	6 30%	3 15%

8	I have no motivation to speak in English.	14 70%	6 30%	0 0%	0 0%
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The table 4.2 showed the factors caused linguistic difficulties which is encountered by non-English Department students in speaking English. The first statement showed that nine students (45%) chose disagree, seven students (35%) chose agree, four students (20%) chose strongly disagree. It showed that the students have difficulty to give ideas verbally when speaking English.

The second statement showed that three students (15%) chose strongly disagree, seven students (35%) chose disagree, four students (20%) chose agree, six students (30%) chose strongly agree. It showed that the students who don't want to make mistakes are as same as the students who are fine for making mistakes.

The first and second statements was related to the matter of inhibition. The students was found feeling inhibited in speaking English That was supported by the observation note which showed that the students had difficulties to convey their ideas in English when they was asked for further explanation.<sup>99</sup>

The third statement showed that eight students (40%) chose disagree, eight students (40%) chose agree, four

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<sup>99</sup> The Result of Observation (TRO) II

students (20%) chose strongly agree. It showed that the students still feel nervous when they have to speak English in front of other people.

The fourth statement showed that a student (5%) chose strongly disagree, four students (20%), eight students (40%) chose agree, seven students (35%) chose strongly agree. It showed that the students are less confidence with the one who has fluent English.

The third and fourth statements was related to the matter of nothing to say. The students lost their idea to speak English when they faced other people. That was because they feel less confidence and nervous of the situation. It was also proved by the following statement.

“I am enjoy in speaking English, but I am not confident with my speaking English. I am not confident because of the language structure.”<sup>100</sup>

The statement above showed that the student did not have a good confidence in speaking English because of her language structure. When she is faced with the one who fluent in speaking English, she lost her confident because she could not arrange the word into a good structure.

The fifth statement showed that a student (5%) chose strongly disagree, ten students (10%) chose disagree, five students (25%) chose agree, four students (20%) chose

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<sup>100</sup>Transcript of Interview (TOI) 2



strongly disagree. It showed that actually they have chance to speak English.

The sixth statement showed that eight students (40%) chose strongly disagree, eight students (40%) chose disagree, three students (15%) chose agree, a student (5%) chose strongly disagree. It showed that they can work together in a team even they are pushed to speak English.

The fifth and the sixth statements related to the matter of low or uneven participation. It showed that most of the students had chance to speak English. It was supported by observation note which showed that the students have a chance and practice to arrange sentence in order and say it out loud.<sup>101</sup> In addition, that was also proved by the statement below.

“Actually in my dormitory also use both of English and Arabic language, but it’s not full and doesn’t strict.”<sup>102</sup>

Otherwise, few of them stated that they have rare chance to speak English. It was supported by the statement one of students below.

“Especially, I not enjoy because in my place is not using language English or not speaking English.”<sup>103</sup>

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<sup>101</sup> The Result of Observation (TRO) II

<sup>102</sup> Transcript of Interview (TOI) 4

<sup>103</sup> Transcript of Interview (TOI) 1

The statement above showed that the rare chance to speak English because of the surrounding or the environment doesn't use English, so that the student doesn't enjoy to speak English.

The seventh statement showed that eleven students (55%) chose disagree, six students (30%) chose agree, three students (15%) chose strongly disagree. It showed that they don't have a habit of using mother tongue in the English class.

The eighth statement showed that four-teen students (70%) chose strongly disagree, six students (30%) chose disagree. It showed that the students have motivation to speak English, so that, for non-English Department students who join WEC, motivation isn't such a big deal to speak English. Most of them have motivation to speak English as well.

The seventh and the eighth statements related to the matter of using mother tongue. It was found that the students try to speak as well as they could even they still got difficulties in grammar, vocabulary choice, and pronunciation when they spoke English. They had motivation to speak English, so they had intended to speak English. It was proved by the statement below.

"I just really know about, ya I can't speak English so very fluent. I am not a good speaker of English, but I just little know about grammar maybe, but I can't

arrange the word inside of grammar. I just say what I know about it.”<sup>104</sup>

By the statement above, it showed that even the student could not speak English very fluent and could not arrange the words grammatically, they had motivation to speak no matter it was correct or not.

### 3. The Strategies to Overcome Linguistic Difficulties in Speaking English

There were some strategies which can be used by non-English Department students to overcome their linguistic difficulties. The researcher have been put the strategies into 9 statements in the questionnaire as below.

**Table 4.3: The strategies used by non-English Department students to overcome linguistic difficulties in speaking English**

No.	Question	SD	D	A	S A
<b>The cognitive strategies to overcome linguistic difficulties</b>					
1	I describe an object or something to give the meaning of specific word and vice versa.	1 5%	5 25%	10 50%	4 20%
2	I use additional	0	2	14	4

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<sup>104</sup>Transcript of Interview (TOI) 5

	expression to give time for myself to think before saying, for instance, <i>well</i> , <i>uhm</i> , <i>hm</i> , and etc.	0%	10%	70%	20%
3	I try to use easier vocabulary which I really understand its meaning.	0 0%	1 5%	6 30%	13 65%
<b>The metacognitive strategies to overcome linguistic difficulties</b>					
4	I notice the words I do not understand, then I look for its meaning.	0 0%	1 5%	10 50%	9 45%
5	I have self-evaluation to notice the mistakes I have done.	1 5%	2 10%	7 35%	10 50%
6	I often practice speaking in English language for conversation at least two times in a week.	0 0%	7 35%	8 40%	5 25%
<b>The interactional strategies to overcome linguistic difficulties</b>					
7	I use some gesture to make a clear understanding about what I am trying to say.	0 0%	1 5%	10 50%	9 45%
8	I give an example to make one's point clear and I also ask for an example to make my point clear.	1 5%	2 10%	12 60%	5 25%
9	I ask for repetition to make my point clear	0 0%	1 5%	12 60%	7 35%

	at least for two times.				
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The table 4.3 presented the result of the strategies used by non-English Department students to overcome their linguistic difficulties in speaking English. The first statement showed that a student (5%) chose strongly disagree, five students (25%) chose disagree, ten students (50%) chose agree, four students (20%) chose strongly agree.

The second statement showed that two students (10%) chose disagree, fourteen students (70%) chose agree, four students (20%) chose strongly agree. It showed that the students use additional expression to give time for themselves to think before saying, like well, uhm, hm, and etc.

The third statement showed that a student (5%) chose disagree, six students (30%) chose agree, thirteen students (65%) chose strongly agree. It showed that the students try to use easier vocabulary which they really understand its meaning.

The first, second, and third statements were categorized as cognitive strategies. The students showed that they used cognitive strategies to overcome their linguistic difficulties. It was proved by the observation note which showed that the students put their experience as the examples and used easier vocabulary which they have known well.<sup>105</sup> It

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<sup>105</sup> The Result of Observation (TRO) II

was supposed to be more easier for them when they really understood what they would say.

The interview data also supported the data above which showed that the students also described an object or something to give the meaning of specific word and vice versa. It was stated by statement below.

“I listen the music. By listening music, I can guess,relate the word and I know the meaning about it. Forexample word you, so it tells someone that it is called you.”<sup>106</sup>

The statement above showed that by describing and guessing the difficult word with the other words which related to the difficult word, it can help to understand the meaning of the difficult word. The student gave the example when she was listening the music and she didn't know the meaning of certain word, she would like to describe and guess its meaning.

The fourth statement showed that a student (5%) chose disagree, ten students (50%) chose agree, nine students (45%) chose strongly agree. It means that the students notice the words they don't understand then they try to look for its meaning. It was proved by statement from the interview as follow.

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<sup>106</sup>Transcript of Interview (TOI) 5

“My strategy is I, I think is I in my phone, I download dictionary.”<sup>107</sup>

“I use it if I hear vocabulary is unfamiliar for me, I open dictionary for I got the translate.”<sup>108</sup>

Based on the statement above, it stated that the student also used dictionary to look for the meaning of unfamiliar words. As they notice it, so they look for its meaning in dictionary whether in the form offline or online dictionary.

The fifth statement showed that a student (5%) chose strongly disagree, two students (10%) chose disagree, seven students (35%) chose agree, and ten students (50%) chose strongly agree. It showed that they have self-evaluation to notice the mistakes that they have done.

The sixth statement showed that seven students (35%) chose disagree, eight students (40%) chose agree, five students (25%) chose strongly agree. It showed that they often practice speaking in English language for conversation at least two times in a week. It is also supported by the statement from interview below.

“Everyone wants to get or to have a good pronunciation in speaking English, but just a little bit person that use a good and very well pronunciation, maybe because like a good pronunciation come from

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<sup>107</sup>Transcript of Interview (TOI) 1

<sup>108</sup>Transcript of Interview (TOI) 1

the daily habit/ habitual action. So I think that the one or Indonesian people who have good pronunciation is just from the daily activity, they do speaking oftenly.”<sup>109</sup>

“Latihan in daily activity with English language untuk memperlancar, dengan kita latihan berbicara dengan lawan bicara, sedikit-sedikit akan menambah vocabulary kita.”<sup>110</sup>

Both of the statements above showed that in order to make English speaking become fluent, it should be practice in daily life and make it as habitual activity. So that, by implementing habitual action, it can make a good speaking and overcome the linguistic difficulty in pronouncing words and mastering vocabulary.

The fourth, fifth, and sixth statements were related to the metacognitive strategies. The students showed that they also used metacognitive strategies to overcome their linguistic difficulties in speaking English.

The seventh statement showed that a student (5%) chose disagree, ten students (50%) chose agree, and nine students (45%) chose strongly agree. It showed that the students use some gesture to make a clear understanding about what they are trying to say.

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<sup>109</sup>Transcript of Interview (TOI) 3

<sup>110</sup>Transcript of Interview (TOI) 4



The eighth statement showed that a student (5%) chose strongly disagree, two students (10%) chose disagree, twelve students (60%) chose agree, five students (25%) chose strongly agree. It showed that the students give an example to make one's point clear and they also ask for an example to make their point clear.

The ninth statement showed that a student (5%) chose disagree, twelve students (60%) chose agree, and seven students (35%) chose strongly agree. It showed that the students also ask for repetition at least for two times to make their point clear.

“Sometimes I repeat and sometimes no.”<sup>111</sup>

The statement above also related to the third questionnaire statement about the strategies to overcome linguistic difficulties. Asking and giving a repetition sometimes was done by English speakers to make one's point clear about their statement. It also used by non-English Department students to make their speaking partner understand with what they say.

The seventh, eighth, and ninth statements were related to the interactional strategies. The students showed that they also used interactional strategies to overcome their linguistic difficulties in speaking English.

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<sup>111</sup>Transcript of Interview (TOI) 4

Another strategy also used by non-English Department students to overcome their linguistic difficulties. It was said by the students in such a following statement below.

“My strategy is I, I think is I in my phone, I download dictionary.I am follow the account instagram for study English.”<sup>112</sup>

It was said by one of interviewee that to overcome his linguistic difficulties in speaking English, he used the technology and social media to help him to overcome his difficulties. He used online dictionary and followed instagram account which basically share content about learning English as well.

“Jadi kadang mencoba buat dicatet, ditempel kemudian dihapalkan.”<sup>113</sup>

“In my room, ada tempelan-tempelan vocabulary but it’s so little.”<sup>114</sup>

Another strategy was said by the other interviewee that to overcome linguistic difficulties, they used a note of vocabularies, they put on the wall, and they memorized the words that have been written in their note. It can help them to

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<sup>112</sup>Transcript of Interview (TOI) 1

<sup>113</sup>Transcript of Interview (TOI) 2

<sup>114</sup>Transcript of Interview (TOI) 4

overcome their linguistic difficulties especially in vocabulary mastery.

“I still read some of grammar books or searching how to become a public speaker with a good grammar. Step by step using a good grammar in my speaking English.”<sup>115</sup>

Using grammar book was also used by the student to overcome her linguistic difficulties. It could help her to get more grammar knowledge, and after that, she tried to apply her grammar knowledge in her speaking English as well as possible.

“Yes. I have more if I hear music or I watch movie.”<sup>116</sup>

“Lebih sering nonton video yang berbahasa Inggris tapi bukan film.”<sup>117</sup>

“Until this day, I start to learn English by listening music and also I have to watch some videos that it is basically speaking in English, like TED and I like Trever Noah, a comedian from America. I just learn to grow my English language is start from my favourite activity, because I can't push and press my ability about English so I just keep my hobby for studying.”<sup>118</sup>

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<sup>115</sup>Transcript of Interview (TOI) 3

<sup>116</sup>Transcript of Interview (TOI) 1

<sup>117</sup>Transcript of Interview (TOI) 2

<sup>118</sup>Transcript of Interview (TOI) 5

“I also watch a movie, when I don’t know the meaning, I can ask my friend and use the subtitles to know and it can increase my vocabulary as well.”<sup>119</sup>

Based on the statements above, the other strategy used by non-English Department students to overcome their linguistic difficulties in speaking English was by watching English movie or English video with English subtitles. Moreover, they also liked listening English music which could help them develop their English language knowledge, especially in noticing English vocabulary, its meaning and its pronunciation.

“I use English language for texting my friends and giving voice note. And in the real conversation, sometimes I use it when I meet my friend from English Department.”<sup>120</sup>

Another strategy was by texting friends in English language. It was proved by statement above which stated that using English language for texting and giving voice note to the friends. Besides that, when it was in a real conversation, she also practiced it with her friends who come from English Department. Those could help her to overcome her linguistic difficulties by practicing it regularly even by virtual communication.

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<sup>119</sup>Transcript of Interview (TOI) 4

<sup>120</sup>Transcript of Interview (TOI) 5

## B. DISCUSSION

Discussion is a part to focus on answering research question. Here, the researcher combined the data gained from research field with the suitable theory to answer research question. The discussion are as follow.

### a. Linguistic Difficulties in Speaking English

The linguistic difficulties in speaking English according to Ganschow and Schneider are the matter of syntactic rules (grammar), pronunciation (sound symbol correspondence), and vocabulary mastery.<sup>121</sup> However, the research finding showed that the students encountered those linguistic difficulties as mentioned above.

The first linguistic difficulty is grammar. Based on the research result, the students had difficulty to arrange the words into sentences in order when they were speaking English. The research finding also showed that the students had inadequate understanding of spoken grammar in daily conversation. They didn't really put correct grammar in their speaking English, and it became a habit to speak ungrammatically.

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<sup>121</sup>Leonore Ganschow and Elke Schneider, *Assisting Students with Foreign Language Learning Difficulties in School from Perspective on Language and Literacy*, (Baltimore, MD: International Dyslexia Association, 2006). Retrieved from <http://www.ldonline.org/article/22725/>

The second linguistic difficulty is vocabulary. Based on the research result, the students had limited vocabulary for the daily conversation and they found some difficult words in the conversation which they didn't know its meaning. In addition, sometimes they mixed the English language with their mother tongue when they didn't know the English word.

The third linguistic difficulty is pronunciation. Based on the research result, the students had improper pronunciation in pronouncing words which weren't available in their language. They also had inaccurate intonation which made them confused in the conversation. This difficulty made the students hard to say words verbally in English language.

b. The Factors Caused Linguistic Difficulties in Speaking English

The factors caused linguistic difficulties in speaking English according Penny Ur are inhibition, nothing to say, low or uneven participations, and mother tongue used.<sup>122</sup> The first cause was inhibition. Based on the research result, the students felt inhibited to speak English. They didn't want to make mistakes in speaking English because it would show their poor English level. They also worried of being judged and criticized by others just because they couldn't speak

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<sup>122</sup>Penny Ur, *A Course in Language Teaching, Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 121

English well. It distracted them to grow their English speaking up especially in applying their linguistic knowledge in every English speaking chance.

The second cause was nothing to say. Based on the research result, the students were less of vocabulary mastery and they got difficulties to express their idea verbally. In addition, they also felt nervous when they have to speak English in front of others who were fluent in speaking English.

The third cause was low or uneven participations. Based on the research result, the students had chance to speak English, but not all of them could involve as well as others. This participation was influenced by the place and condition where they were in.

The fourth cause was mother tongue used. Based on the research result, the students were in between using mother tongue or not. They mixed English with their mother tongue when they didn't know the English words, and to make easier they used their mother tongue to express it.

c. The Strategies Used to Overcome Linguistic Difficulties in Speaking English

The strategies to overcome linguistic difficulties in speaking English according to Anne Burns were categorized into cognitive strategies, metacognitive strategies, and

interactional strategies.<sup>123</sup> The first strategy was cognitive strategy. Based on the research result, in speaking English, the students described something to make their speaking partner understood with what they said. Beside that, they also used easier vocabulary which they understood with its meaning so that they could convey their message well. In processing time to think what they should say to respond their speaking partner, they take a little bit time by repeating the words while they were thinking.

The second strategy to overcome linguistic difficulties was metacognitive strategy. Based on the research result, the students had self-evaluation and they could notice which word they didn't understand. After noticing the words, they tried to look for its meaning through dictionary or even asking their friend directly.

The third strategy to overcome linguistic difficulties proposed by Anne Burns was interactional strategies. Based on the research result, the students have consciousness to ask their speaking partner, whether they had understood or not. When their speaking partner didn't understand with what they said, they would repeat it again, and vice versa. In addition to make the speaking partner got a better understanding, the

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<sup>123</sup> Anne Burns and Christine Chuen Meng Goh, *Teaching Speaking: A Holistic Approach*, (USA: Cambridge University Press, 2012), p. 66



students also used some gesture to express what they wanted to say.

Another strategy was coming up through in depth interview with the students. Some of them liked to watch English movie, listen English song and reading a grammar book. Moreover, they also liked to rmake a note about some difficult vocabulary to boost their vocabulary mastery.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents about the conclusion and suggestion of the research. The conclusion summarizes the result of the research based on the research problem. It gives some suggestions or recommendations for the students, English teachers, or even for the next researcher to conduct further research concerning on the same issue.

#### **A. Conclusion**

Based on the research result, the researcher concluded that the non-English Department students who join Walisongo English Club encountered linguistic difficulties in speaking English. The linguistic difficulties were including inadequate grammar, limited vocabulary mastery, and improper pronunciation. They got linguistic difficulties because of some factors, such as inhibition, low or uneven participation and nothing to say. Moreover, the researcher result also showed that their linguistic difficulties also influenced by their linguistic knowledge which was need to be improved.

For the strategies used by non-English Department students to overcome their linguistic difficulties, they had various strategies to overcome it. They raised their awareness to notice their mistakes during speaking English, notice the difficult words which they didn't understand, and notice their improper

pronunciation as well. Moreover, they had learned English from various sources such English song, movie or video to boost their English knowledge in order to decrease their linguistic difficulties.

## **B. Suggestion**

Based on the research result and conclusion, the researchers could give some suggestion as follow:

### 1. English language learners

In order to decrease linguistic difficulties which may be encountered in speaking English, English language learner, especially those who aren't English Department students should have strategies to overcome it as well as they can do. When facing the kind of linguistic difficulties, the students shouldn't give up earlier, but they should get to know the causes which made them got those difficulties. They should find the effective way to overcome it in order to get a good speaking proficiency.

### 2. English language teachers/tutors

For the English language teachers/tutors, it is better to predict and know their students' difficulties, especially linguistic difficulties in speaking English. By knowing those difficulties which can be encountered by students, the teacher may arrange the English class which make the students active

and enjoy the class, so it can help the students to decrease their linguistic difficulties as well.

### 3. Walisongo English Club

It is better to Walisongo English Club to have English class not only in offline class (meeting by face), but also in the online class (virtual). By this way, the members may have more chance to gain English knowledge in order to decrease their linguistic difficulties through texting and voice noting in English language. Moreover, for those who are still nerveous to speak in front of people, they will train themselves to share their ideas even it is just in written form.

### 4. The next researcher

The future research can be conducted deeper by using test instrument to get to know the speaking competence which is related to their speaking difficulties.

## **C. Limitation**

The researcher realized that there were many weaknesses and mistakes in writing this study, so that critics and advices are needed to make this research better. For the one who are interested in conducting research in the same field should consider the instrument of the research, because research instrument in this research was not appropriate. It should be have

used test, but the researcher used observation, questionnaire, and interview.

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## APPENDIX I

### A. OBSERVATION SHEET

#### Observation of the tutor

No.	Tutor's activity	Yes	No	Note
1	Giving warming up before the class will be begun			
2	Giving the students chance to ask material which they still don't understand			
3	Encouraging the students to convey and express their idea			
4	Involves all of students to be active in the class			
5	Evaluating and correcting the students' mistakes			

#### Observation of the students

No.	Students' activity	Yes	No	Note
1	Paying attention to the material			
2	Giving examples			
3	Asking for further explanation			
4	Responding and giving feedback			

#### Observation of the material

No.	Classification	Yes	No	Note
1	Provide speaking practice			

## APPENDIX II

### Students' Standard of Competence

Domains covered:

1. Grammar
2. Vocabulary
3. Pronunciation

No.	Domain	Competencies	Note
1	Grammar	<ul style="list-style-type: none"><li>• Use complete simple and compound sentences</li><li>• Use different kind of sentences (declarative, interrogative exclamatory)</li><li>• Arrange words into correct sentence</li></ul>	
2	Vocabulary	<ul style="list-style-type: none"><li>• Use various words in explaining example</li><li>• Determine words meaning</li><li>• Use appropriate word combination</li></ul>	
3	Pronunciation	<ul style="list-style-type: none"><li>• Use correct pronunciation in the sound of</li><li>• Determine the sound of irregular words</li><li>• Use linking sound</li></ul>	

## APPENDIX III

### B. QUESTIONNAIRE SHEET

This questionnaire below is aimed to know linguistic difficulties, its causes, and the strategies to overcome it by non-English department students in speaking English. Before answering the questions, the researcher will give a brief explanation about linguistic difficulties in order to make the participants insightful about the research topic.

In speaking, there are two knowledge which should be known by learners. Those are extralinguistic and linguistic knowledge. The extralinguistic knowledge is independent knowledge of language such as sociocultural knowledge which is the relationship between language, culture and its context. Meanwhile the linguistic knowledge is knowledge of language features such as knowledge of speech function, grammar, vocabulary, turn-taking structures, pronunciation, and the appropriateness language used and its context. Thus, the researcher would like to only focus on linguistic aspect which may difficult for the English language learner but not an English department student.

Here, the researcher would like to investigate the linguistic difficulties in speaking English which is in interpersonal speaking (dialogue to maintain social relations) and it might be like grammar used, limited vocabulary mastery, improper pronunciation and improper language used.

**Instruction:** Please read each statement carefully and give mark checklist (√) at available column based on your opinion.

Note:

- 1 **SD** (Strongly Disagree) = *sangat tidak setuju*
- 2 **D** (Disagree) = *tidak setuju*

3 A (Agree) = *setuju*

4 SA (Strongly Agree) = *sangat setuju*

No.	Statements	SD	D	A	SA
<b>Linguistic difficulties in grammar</b>					
1	I have difficulty to arrange the words into sentences to speak in English. <i>Saya mempunyai kesulitan untuk menyusun kata-kata menjadi kalimat untuk berbicara bahasa Inggris.</i>				
2	I have inadequate understanding of spoken grammar. <i>Saya mempunyai pemahaman tata bahasa untuk berbicara yang tidak memadai.</i>				
<b>Linguistic difficulties in vocabulary</b>					
3	I have limited vocabulary for daily activities conversation. <i>Saya mempunyai keterbatasan kosakata untuk percakapan kegiatan sehari-hari.</i>				
4	I am lack of knowledge about the appropriateness of the English language use in its context. <i>Saya kurang pengetahuan tentang kesesuaian penggunaan Bahasa Inggris pada konteksnya.</i>				
<b>Linguistic difficulties in pronunciation</b>					
5	I have difficulty in pronouncing some syllables which are not available in my first language. <i>Saya mempunyai kesulitan dalam mengucapkan beberapa suku kata yang tidak terdapat dalam bahasa pertama saya.</i>				

6	I often find difficult words which I do not understand in a conversation. <i>Saya sering menjumpai kata-kata yang sulit yang tidak saya mengerti dalam sebuah percakapan.</i>				
<b>The cause of linguistic difficulties (inhibition)</b>					
7	I have difficulty to give ideas verbally when speaking English. <i>Saya mempunyai kesulitan untuk memberikan ide secara lisan ketika berbicara dalam Bahasa Inggris.</i>				
8	I do not want to make mistake in speaking English because it will show how poor my English is. <i>Saya tidak ingin membuat kesalahan dalam berbicara Bahasa Inggris karena itu akan menunjukkan betapa buruknya Bahasa Inggris saya.</i>				
<b>The cause of linguistic difficulties (nothing to say)</b>					
9	I feel nervous when I have to speak English in front of other people. <i>Saya merasa gugup ketika saya harus berbicara Bahasa Inggris di depan orang lain.</i>				
10	I less confident with the one who has fluent English. <i>Saya kurang percaya diri dengan seseorang yang lancar berbahasa Inggris.</i>				
<b>The cause of linguistic difficulties (low participation)</b>					
11	I rarely have chance to speak English. <i>Saya jarang mempunyai kesempatan</i>				

	<i>untuk berbicara Bahasa Inggris.</i>				
12	I would rather work alone than work in a team which will force me to speak English. <i>Saya lebih memilih bekerja sendiri daripada bekerja dalam kelompok yang memaksa saya untuk berbicara Bahasa Inggris.</i>				
<b>The cause of linguistic difficulties (mother-tongue used)</b>					
13	I have a habit of using mother tongue in the English class. <i>Saya mempunyai kebiasaan menggunakan bahasa ibu di dalam kelas Bahasa Inggris.</i>				
14	I have no motivation to speak in English. <i>Saya tidak punya motivasi untuk berbicara dalam Bahasa Inggris.</i>				
<b>The cognitive strategies to overcome linguistic difficulties</b>					
15	I describe an object or something to give the meaning of specific word and vice versa. <i>Saya mendeskripsikan sebuah obyek atau sesuatu untuk memberikan pemahaman dari kata yang spesifik, dan sebaliknya.</i>				
16	I use additional expression to give time for myself to think before saying, for instance, <i>well, um, hm</i> , and etc. <i>Saya menggunakan ekspresi tambahan untuk memberikan waktu berpikir untuk saya sendiri sebelum berbicara, seperti</i>				

	<i>baik, umh, hm dan lain sebagainya.</i>				
17	I try to use easier vocabulary which I really understand its meaning. <i>Saya mencoba untuk menggunakan kosakata yang lebih mudah yang saya benar-benar mengetahui maknanya.</i>				
<b>The metacognitive strategies to overcome linguistic difficulties</b>					
18	I notice the words I do not understand, then I look for its meaning. <i>Saya memperhatikan kata-kata yang tidak saya mengerti kemudian saya mencari tahu maknanya.</i>				
19	I have self-evaluation to notice the mistakes I have done. <i>Saya mengevaluasi diri sendiri untuk memperhatikan kesalahan yang telah saya lakukan.</i>				
20	I often practice speaking in English language for conversation at least two times in a week. <i>Saya sering berlatih berbicara dalam Bahasa Inggris untuk percakapan setidaknya dua kali dalam seminggu.</i>				
<b>The interactional strategies to overcome linguistic difficulties</b>					
21	I use some gesture to make a clear understanding about what I am trying to say. <i>Saya menggunakan beberapa gerakan untuk memperjelas pemahaman tentang apa yang sedang saya ingin sampaikan.</i>				



22	<p>I give an example to make one's point clear and I also ask for an example to make my point clear.</p> <p><i>Saya memberikan sebuah contoh untuk memperjelas pemahaman seseorang dan saya juga meminta sebuah contoh untuk memperjelas pemahaman saya.</i></p>				
23	<p>I ask for repetition to make my point clear at least for two times.</p> <p><i>Saya meminta pengulangan untuk memperjelas pemahaman saya setidaknya dua kali pengulangan.</i></p>				

## APPENDIX IV

### C. INTERVIEW GUIDE

These questions below are aimed to know linguistic difficulties, its causes, and the strategies to overcome it by non-English department students in speaking English. Before answering the questions, the researcher will give a brief explanation about linguistic difficulties in order to make the participants insightful about the research topic.

In speaking, there are two knowledge which should be known by learners. Those are extralinguistic and linguistic knowledge. The extralinguistic knowledge is independent knowledge of language such as sociocultural knowledge which is the relationship between language, culture and its context. Meanwhile the linguistic knowledge is knowledge of language features such as knowledge of speech function, grammar, vocabulary, turn-taking structures, pronunciation, and the appropriateness language used and its context. Thus, the researcher would like to only focus on linguistic aspect which may difficult for the English language learner but not an English department student.

Here, the researcher would like to investigate the linguistic difficulties in speaking English which is in interpersonal speaking (dialogue to maintain social relations) and it might be like grammar used, limited vocabulary mastery, improper pronunciation and improper language used.

**Instruction:** Please answer each question based on your opinion.

1. Do you enjoy or not enjoy speaking in English? Why?
2. What do you know about linguistic aspect or linguistic knowledge for speaking in English such as the use grammar,

pronunciation, vocabulary, word and sentence in an appropriate context?

3. What is difficulty in speaking English you mostly face?
4. What makes you get that kind of difficulty when speaking in English? Why?
5. What is your strategy to overcome your difficulty in speaking English especially in the linguistic aspect you have mentioned?

## APPENDIX V

### THE RESULT OF OBSERVATION (TRO) I

Time : 21 of June 2019

Place : Beside of the auditorium

Tutor : Jihan

Material : Present Perfect

#### A. Observation of the tutor

No.	Tutor's activity	Yes	No	Note
1	Giving warming up before the class will be begun	√		The tutor review the last material
2	Giving the students chance to ask material which they still don't understand	√		The tutor ask the students about their comprehension in the material
3	Encouraging the students to convey and express their idea	√		The tutor using English in class to encourage the students speak in English as well
4	Involves all of students to be active in the class	√		The tutor invites students to make sentence related to the material
5	Evaluating and correcting the students' mistakes	√		The tutor give correction for incorrect grammar and pronunciation

## B. Observation of the students

No.	Students' activity	Yes	No	Note
1	Paying attention to the material	√		Students give attention to the material explanation
2	Giving examples	√		Students have difficulties to arrange the example grammatically correct. They discuss with their friends to make sure their example is correct or not before convey it
3	Asking for further explanation	√		Students have difficulties to convey their ideas in English.
4	Responding and giving feedback	√		Students still have difficulties to give respond and giving feedback when the tutor ask their opinion.

### Students Standard Competence

Domains covered:

4. Grammar
5. Vocabulary
6. Pronunciation

No.	Domain	Competencies	Note
1	Grammar	<ul style="list-style-type: none"> <li>• Use complete simple and compound sentences</li> <li>• Use different kind of sentences (declarative, interrogative exclamatory)</li> <li>• Arrange words into correct sentence</li> </ul>	Students got difficulties to arrange compound sentences in giving example. They discussed the the sentence before stated it.
2	Vocabulary	<ul style="list-style-type: none"> <li>• Use various words in explaining example</li> <li>• Determine words meaning</li> <li>• Use appropriate word combination</li> </ul>	Students had poor vocabulary in combining word and they tend to use familiar vocabulary which they have known.
3	Pronunciation	<ul style="list-style-type: none"> <li>• Use correct pronunciation</li> <li>• Use linking sound</li> </ul>	Most of the students faced pronunciation difficulties and didn't use linking sound in speaking.

### C. Observartion of the material

No.	Classification	Yes	No	Note
1	Provide speaking practice	√		The students have a chance to speak English through asking and

				conveying their examples of the material.
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## APPENDIX VI

### THE RESULT OF OBSERVATION (TRO) II

Time : 24 of June 2019

Place : Beside of the auditorium

Tutor : Nawas Ainun Najib

Material : Present Perfect

#### A. Observation of the tutor

No.	Tutor's activity	Yes	No	Note
1	Giving warming up before the class will be begun	√		The tutor plays game before teaching the material
2	Giving the students chance to ask material which they still don't understand	√		The tutor ask the students about their comprehension in the material
3	Encouraging the students to convey and express their idea	√		The tutor using English in class to encourage the students speak in English as well
4	Involves all of students to be active in the class	√		The tutor invites students to make sentence related to the material
5	Evaluating and correcting the students' mistakes	√		The tutor give correction when students have mistakes in arranging



				sentences
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**B. Observation of the students**

No.	Students' activity	Yes	No	Note
1	Paying attention to the material	√		Students have awareness to give attention to the explanation
2	Giving examples	√		Students have difficulties to arrange the example grammatically correct. They put their experience as the examples and use easier vocabulary which they have known well.
3	Asking for further explanation	√		Students have difficulties to convey their ideas in English.
4	Responding and giving feedback	√		Students still have difficulties to give respond and giving feedback when the tutor ask their opinion. They have improper pronunciation in some words, such as <i>really</i> [rɪəli] which still

				pronounced [rili] and the word <i>think</i> [θɪŋk] which still pronounced [tɪŋ].
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### Students Standard Competence

Domains covered:

7. Grammar
8. Vocabulary
9. Pronunciation

No.	Domain	Competencies	Note
1	Grammar	<ul style="list-style-type: none"> <li>• Use complete simple and compound sentences</li> <li>• Use different kind of sentences (declarative, interrogative exclamatory)</li> <li>• Arrange words into correct sentence</li> </ul>	Students mostly used simple sentences to give example. They didn't use variation of sentences except declarative and interrogative. The students also got difficulties in arranging words into correct sentence such as <i>I have been ate in the morning</i> , while the proper one is <i>I have eaten bread in the morning</i> .
2	Vocabulary	<ul style="list-style-type: none"> <li>• Use various words in explaining example</li> </ul>	Most of students

		<ul style="list-style-type: none"> <li>• Determine words meaning</li> <li>• Use appropriate word combination</li> </ul>	were poor in vocabulary mastery. They used easier vocabulary which they usually used in daily activity.
3	Pronunciation	<ul style="list-style-type: none"> <li>• Use correct pronunciation</li> <li>• Use linking sound</li> </ul>	Most of the students didn't use linking sound in speaking. There were incorrect words pronunciation which repeated for several times such as <i>really</i> [rɪəli] which still pronounced [rili] and the word <i>think</i> [θɪŋk].

### C. Observartion of the material

No.	Classification	Yes	No	Note
1	Provide speaking practice	√		The students have a practice to arrange sentence in order and say it out loud. Moreover, they are also encouraged to give their

			examples related to the material.
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## APPENDIX VII

### The Result of Questionnaire Data

#### 1. Linguistic Difficulties

No.	Statements	SD	D	A	SA
<b>Linguistic difficulties in grammar</b>					
1	I have difficulty to arrange the words into sentences to speak in English.	0 0%	7 35%	10 50%	3 15%
2	I have inadequate understanding of spoken grammar.	0 0%	6 30%	11 55%	3 15%
<b>Linguistic difficulties in vocabulary</b>					
3	I have limited vocabulary for daily activities conversation.	0 0%	7 35%	11 55%	2 10%
4	I am lack of knowledge about the appropriateness of the English language use in its context.	1 5%	7 35%	9 45%	3 15%
<b>Linguistic difficulties in pronunciation</b>					
5	I have difficulty in pronouncing some syllables which are not available in my first language.	0 0%	6 30%	12 60%	2 10%
6	I often find some difficult words which I do not understand in a conversation.	0 0%	6 30%	11 55%	3 15%

#### 2. The Cause of Linguistic Difficulties

No.	Question	SD	D	A	SA
<b>The cause of linguistic difficulties (inhibition)</b>					
1	I have difficulty to give ideas verbally when speaking English.	0 0%	9 45%	7 35%	4 20%

2	I do not want to make mistake in speaking English because it will show how poor my English is.	3 15%	7 35%	4 20%	6 30%
<b>The cause of linguistic difficulties (nothing to say)</b>					
3	I feel nervous when I have to speak English in front of other people.	0 0%	8 40%	8 40%	4 20%
4	I less confident with the one who has fluent English.	1 5%	4 20%	8 40%	7 35%
<b>The cause of linguistic difficulties (low participation)</b>					
5	I rarely have chance to speak English.	1 5%	10 50%	5 25%	4 20%
6	I would rather work alone than work in a team which will force me to speak English.	8 40%	8 40%	3 15%	1 5%
<b>The cause of linguistic difficulties (mother-tongue used)</b>					
7	I have a habit of using mother tongue in the English class.	0 0%	11 55%	6 30%	3 15%
8	I have no motivation to speak in English.	14 70%	6 30%	0 0%	0 0%

### 3. The Strategies to Overcome Linguistic Difficulties

No.	Question	SD	D	A	S A
<b>The cognitive strategies to overcome linguistic difficulties</b>					
1	I describe an object or something to give the meaning of specific word and vice versa.	1 5%	5 25%	10 50%	4 20%
2	I use additional expression to give time for myself to think before saying, for instance, <i>well</i> , <i>uhm</i> , <i>hm</i> , and etc.	0 0%	2 10%	14 70%	4 20%
3	I try to use easier vocabulary	0	1	6	13

	which I really understand its meaning.	0%	5%	30%	65%
<b>The metacognitive strategies to overcome linguistic difficulties</b>					
4	I notice the words I do not understand, then I look for its meaning.	0 0%	1 5%	10 50%	9 45%
5	I have self-evaluation to notice the mistakes I have done.	1 5%	2 10%	7 35%	10 50%
6	I often practice speaking in English language for conversation at least two times in a week.	0 0%	7 35%	8 40%	5 25%
<b>The interactional strategies to overcome linguistic difficulties</b>					
7	I use some gesture to make a clear understanding about what I am trying to say.	0 0%	1 5%	10 50%	9 45%
8	I give an example to make one's point clear and I also ask for an example to make my point clear.	1 5%	2 10%	12 60%	5 25%
9	I ask for repetition to make my point clear at least for two times.	0 0%	1 5%	12 60%	7 35%

## APPENDIX VIII

### TRANSCRIPT OF INTERVIEW

#### 1. Transcript of Interview (TOI-01)

Name: Syamsudin Haris

Date: Monday, 24 June 2019

Time: 4 pm

Turn	Speakers	Utterance
1	A	“Do you enjoy or not enjoy speaking in English? Why?”
2	B	“Especially, <i>I not enjoy</i> because in my place is not using language English or not speaking English.”
3	A	“What do you know about linguistic aspect or linguistic knowledge for speaking in English such as the use grammar, pronunciation, vocabulary, word and sentence in an appropriate context?”
4	B	“Yes, I know. I know grammar, I know pronunciation, but it’s not perfect.”
5	A	“Can you tell me what do you know grammar in speaking?”
6	B	“Grammar is susunan kata, word structure for in the past, for in the present or the future.”
7	A	“So, what’s about pronunciation? What do you know about pronunciation?”
8	B	“Pronunciation is .. apa ya .. cara kita speaking kayak (how we pronounce) like God, good, beach, bitch.”
9	A	“How about the word and sentence used in an appropriate context? Do you ever consider your word or sentence in speaking? Why?”
10	B	“No. I know, but I don’t care about that because I think it use for formal situation, in informal is unimportant.”
11	A	“What is difficulty in speaking English you mostly



		face? Why?"
12	B	"I think I don't have enough vocabulary because my memorize is ... ingatan saya pendek gitu."
13	A	"Can you tell me more about the reason why you get the difficulty you mostly face when you are speaking in English?"
14	B	"Okay, in vocabulary. In my brain, I don't know the vocab seperti bahasa itu ngga sering saya dengarkan (unfamiliar words) terus ini apa .. and then I don't read the dictionary, I don't use my vocab for my speaking in the mostly day."
15	A	"Have you ever used dictionary? In what's situation?"
16	B	"Ever. I use it if I hear vocabulary is unfamiliar for me, I open dictionary for I got the translate"
17	A	"What is your strategy to overcome your difficulty in speaking English especially in the linguistic aspect you have mentioned?"
18	B	"My strategy is I, I think is I in my phone, I download dictionary. I am follow the account instagram for study English. I study in Walisongo English Club and I want to go in Pare Kediri but I don't have money."
19	A	"Does it help you to increase your vocabulary by using the dictionary and following an instagram account?"
20	B	"Yes. I have more if I hear music or I watch movie."

## 2. Transcript of Interview (TOI-02)

Name: Mahmudah

Date: Wednesday, June 26, 2019

Time: 11 am

Turn	Speakers	Utterance
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1	A	“Do you enjoy or not enjoy when you are speaking in English? Why?”
2	B	“I am enjoy in speaking English, but I am not confident with my speaking English. I am not confident because of the language structure.”
3	A	“What do you know about linguistic aspect or linguistic knowledge for speaking in English such as the use grammar, pronunciation, vocabulary, word and sentence in an appropriate context?”
4	B	“I know about grammar, pronunciation, but penggunaannya kadang kurang tepat gitu lo mbak.”
5	A	“How’s about Grammar?”
6	B	“Kesulitan utamanya sebenarnya di grammar, ngga bisa paham banget grammar, susah banget paham grammar karena susah menghafal banyaknya struktur bahasa yang ada.”
7	A	“What’s about pronunciation?”
8	B	“Pronunciation lumayan bisa, masih aman. Masalah utama lebih susah menghafal grammar.”
9	A	“How’s about vocabulary used?”
10	B	“Vocabulary masih oke”
11	A	“Have you ever count it?”
12	B	“Never”
13	A	“What is difficulty in speaking English you mostly face? Why?”
14	B	“Grammar, because karena penggunaan sehari-hari tidak selalu mengacu dengan grammar.”
15	A	“What is your strategy to overcome your difficulty in speaking English especially in the linguistic aspect you have mentioned?”
16	B	“Lebih sering nonton video yang berbahasa Inggris tapi bukan film”
17	A	“Have you ever try something else?”
18	B	“Jadi kadang mencoba buat dicatet, ditempel kemudian dihapalkan.”

### 3. Transcript of Interview (TOI-03)

Name: Melida Sholikhah Dwi Fametya

Date: Wednesday, June 26, 2019

Time: 12.30 pm

Turn	Speakers	Utterance
1	A	“Do you enjoy or not enjoy when you are speaking in English? Why?”
2	B	“Yes, I am really enjoy if I speak English maybe in daily activity because when I was in senior high school, my major also used English speaking so I have an obligation to speak English every day. So, that’s why because of my previous time, I absolutely enjoy with English because maybe there is supported teacher and supported friends that always speaking English and do something used English, that’s why I follow it and enjoy it.”
3	A	“What do you know about linguistic aspect or linguistic knowledge for speaking in English such as the use grammar, pronunciation, vocabulary, word and sentence in an appropriate context?”
4	B	“Like because of English is general like grammar, pronunciation something like that.I think that all of that make speaking become so fluent, because if we speaking with the grammar and pronunciation, the other friend will be interested of that. But actually if we speaking in English, we can’t devide how to know the grammar is well or not because if you speaking as just speak that make the other people can understand. Because the other people especially the foreigners, they just know whether Indonesian people speak with the grammar is correct or incorret, but maybe like the other people that come from Indonesia just speak in general like didn’t know the grammar is well, the pronunciation is good or not, but just

		make the understanding from the other people like that”
5	A	“What do you know about grammar in English?”
6	B	“As we know that grammar has sixteen tenses, so Indonesian people just know a little bit of that like simple present and simple past that as we know that simple present is for speaking right now and simple past is for the previous time. So I think that in general, Indonesian people, especially me just speak right now and how to explain the speaking in the previous time. I absolutely believe that we can’t catch or we can’t develop sixteen tenses in the grammar become the main speaking in daily life or daily activity, so I don’t know why to use all the tenses in daily life. That’s why grammar is so difficult in our daily life.”
7	A	“What do you know about pronunciation?”
8	B	“Everyone wants to get or to have a good pronunciation in speaking English, but just a little bit person that use a good and very well pronunciation, maybe because like a good pronunciation come from the daily habit/ habitual action. So I think that the one or Indonesian people who have good pronunciation is just from the daily activity, they do speaking oftenly. So precision is not so difficult, but the pronunciation is more than grammar because everyone maybe has good grammar, but not all people has a good pronunciation too.”
9	A	“Do you get difficulties in pronunciation?”
10	B	“Yes, of course. I feel 50% get difficulties in pronunciation.”
11	A	“What do you know about the vocabulary used in speaking English?”
12	B	“I know about vocabulary, I ever count the vocabulary when I was in junior high school, maybe 300 hundred or less. Now, I never meet

		people that I can ask for help to continue my study English because I am in science major, so there is no one who speaks English, just from the English Department and WEC that can increase my speaking English.”
13	A	“Word and sentence used in an appropriate context? Have you ever consider that?”
14	B	“Yes, I consider my words when I speak in English.”
15	A	“What is difficulty in speaking English you mostly face? Why?”
16	B	“Grammar. We had learn English especially in grammar and pronunciation, but if we can’t apply that, in my head is like how, I can’t apply that. Because in speaking is we can’t consider what should I speak in a good way. that’s why I want to apply all the grammar in my speaking. As we know that in debate, there is no an obligation that we have to speak perfectly. I think it is better to have an obligation to speak grammatically so we can improve our grammar. In debate, you just speak what do you want to speak and stand in your argument.”
17	A	“What is your strategy to overcome your difficulty in speaking English especially in the grammar aspect you have mentioned?”
18	B	“I still read some of grammar books or searching how to become a public speaker with a good grammar. Step by step using a good grammar in my speaking English.”

#### 4. Transcript of Interview (TOI-04)

Name: Dinda Niswatul Umah

Date: Wednesday, June 26, 2019

Time: 1.15 pm

Turn	Speakers	Utterance
1	A	“Do you enjoy or not enjoy when you are speaking in English? Why?”
2	B	“In speaking English, sometimes I feel so enjoy in daily activity with my friend in the class or my dormitory friend. Because this is in daily activity, not for discussion or debate. I think that’s different between in daily activity and in debate.”
3	A	“What makes them different?”
4	B	“In the daily activity so enjoy, I feel enjoy in daily activity because it doesn’t like debate, when in debate we must increase vocabulary.”
5	A	“What do you know about linguistic aspect or linguistic knowledge for speaking in English such as the use grammar, pronunciation, vocabulary, word and sentence in an appropriate context?”
6	B	“I think grammar is like tata bahasa dalam penggunaan bahasa Inggris yang baik seperti apa. Kemudian pronunciation like tongue twister. And for vocabulary like kosa kata, but I feel so kurang about vocabulary because every day we use Indonesian language, tidak terlalu menggunakan Bahasa Inggris.”
7	A	“What do you know about grammar?”
8	B	“Grammar. I think grammar is so difficult because grammar manage tata bahasa for English language, for example I am singing, from I am singing berarti saya sedang bernyanyi, nanti ketika saya sudah bernyanyi, nanti sudah berubah lagi, jadi harus konsentrasi and must teliti.”
9	A	“What do you know about pronunciation?”
10	B	“Pronunciation itu tata ucapan like Cinta Laura accent, for example I can’t say gayung, when I am in a dormitory, I will say, “excuse me, can you take me a gayung?”
11	A	“What do you know about vocabulary?”
12	B	“Vocabulary is kosa kata buat diri sendiri, jadi

		ketika mau berbicara, tidak tau apa yang mau kita bicarakan kita harus menambah vocabulary yang banyak. Every day I try to latih latih vocabulary because I think vocabulary is very important, so we must know a lot of vocabulary.”
13	A	“What is difficulty in speaking English you mostly face? Why?”
14	B	“Vocabulary, because I feel so poor of my vocabulary. And sometimes also includes pronunciation and grammar, but I am very feel difficult in vocabulary.”
15	A	“Why do you feel poor in vocabulary?”
16	B	“Because I am to lazy to memorize, to increase my vocabulary, padahal ya buat diri saya sendiri and my lingkungan not use English language every day, kurang dalam melatih diri, karena dalam Bahasa Inggris yang diutamakan adalah latihan speaking.”
17	A	“Do you use English in your dormitory?”
18	B	“Actually in my dormitory also use both of English and Arabic language, but it’s not full and doesn’t strict.”
19	A	“What is your strategy to overcome your difficulty in speaking English especially in the vocabulary aspect you have mentioned?”
20	B	“My strategy, the first I must better than before, increase my vocabulary, my grammar, latihan lagi, train.”
21	A	“How do you train yourself?”
22	B	“In my room, ada tempelan-tempelan vocabulary but it’s so little. Latihan in daily activity with English language untuk memperlancar, dengan kita latihan berbicara dengan lawan bicara, sedikit-sedikit akan mencambah vocabulary kita. And I also watch a movie, when I don’t know the meaning, I can ask my friend and use the subtitles to know and it can increase my vocabulary as

		well.”
23	A	“When you are speaking English, have you ever repeat your words or sentence when your partner don’t really understand what you say?”
24	B	“Sometimes I repeat and sometimes no.”

## 5. Transcript of Interview (TOI-05)

Name: Yulina

Date: Monday, July 1, 2019

Time: 1.15 pm

Turn	Speakers	Utterance
	A	“Do you enjoy or not enjoy when you are speaking in English? Why?”
	B	“If I call it enjoy, I don’t not really because mostly I am not. I am not English department students. Maybe I can speaking English just little bit and I can speaking as what I know, but so far I am enjoy.”
	A	“How do you think when you are speaking in English? what should you do?”
	B	“I just say what I know about it, I know the vocab and I know how can I say that.”
	A	“What do you know about linguistic aspect or linguistic knowledge for speaking in English such as the use grammar, pronunciation, vocabulary, word and sentence in an appropriate context?”
	B	“I just really know about, ya I can’t speak English so very fluent. I am not a good speaker of English, but I just little know about grammar maybe, but I can’t arrange the word inside of grammar. I just say what I know about it.”
	A	“What do you know about grammar?”
	B	“I know about present and also past tense, just it. Present is we can use the present what we talking about now or this time, while past time we can use



		it to tell the past.”
	A	“What’s about pronunciation?”
	B	“I am not good in pronunciation because the first time I can speak English is come from I am listening. Listen what people say and the word from who say speaking in English. So, the first time I can speak in English, I don’t really know the better or good pronunciation about it. I just really know how can I say it.”
	A	“Besides listening what others say, what else do you like to listen?”
	B	“I can learn from music because I like it.”
	A	“What do you know about vocabulary used in speaking English?”
	B	“Beside of grammar and pronunciation, maybe I have a good vocabulary, but I don’t, I always forget about it. When I say something, I don’t know the word. After that I can think for a long time then maybe I can remember.”
	A	“Have you ever count it?”
	B	“No, never.”
	A	“How can do you know the meaning of vocabulary?”
	B	“I listen the music. By listening music, I can guess, relate the word and I know the meaning about it. For example word you, so it tells someone that it is called you. I rarely search some words in dictionary, but exactly when I have to know I will open it. I have never had time to learn, exactly to learn.”
	A	“How about word and sentence used in an appropriate context? Have you ever considered what you should say?”
	B	“I never. I know the vocabulary, but I can’t think that it’s correct sentence or incorrect.”
	A	“What is difficulty in speaking English you mostly face? Why?”

	B	“Grammar because I never exactly learn about grammar at all. When the first time I can speak English is come from my junior high school which is international school, but the main point when my teacher teach us is you just can be brave. So, you just ignore the grammar, pronunciation, and etc then it comes until now.”
	A	“What is your strategy to overcome your difficulty in speaking English especially in the vocabulary aspect you have mentioned?”
	B	“Until this day, I start to learn English by listening music and also I have to watch some videos that it is basically speaking in English, like TED and I like Trever Noah, a comedian from America. I just learn to grow my English language is start from my favourite activity, because I can’t push and press my ability about English so I just keep my hobby for studying.”
	A	“Do you use subtitles when you are watching the English video?”
	B	“Using subtitles but in English language.”
	A	“What else of strategy do you use beside watching the English video?”
	B	“I use English language for texting my friends and giving voice note. And in the real conversation, sometimes I use it when I meet my friend from English Department.”

## APPENDIX IX

### List of Respondents

No	Name	Student Number	Faculty
1	Des Mayang	1805026123	Ekonomi dan Bisnis Islam
2	Rozana Fakhrunnisa	1807016088	Psikologi dan Kesehatan
3	Dinda Niswatul Umah	1802016147	Syariah dan Hukum
4	Muhammad Rafi' Sidqie	1805046039	Ekonomi dan Bisnis Islam
5	Ahsanul Buduri Agustiar	1808086015	Sains dan Teknologi
6	Eling retno kholifah	1803036116	Tarbiyah dan keguruan
7	Saibatul Aslamiyah	1805036055	Ekonomi dan Bisnis Islam
8	Siti Lutfiatun Nisa'	1705046122	Ekonomi dan Bisnis Islam
9	Elsaputri Dyahayu Fatmawati	1605046082	Ekonomi dan Bisnis Islam
10	Vivi al hidayah	1705036014	Ekonomi dan Bisnis Islam
11	Cik'ana	1708076065	Sains dan Teknologi
12	Salsabila Rasuna Hawa	1605046026	Ekonomi dan Bisnis Islam
13	Pristina Eka Aryani	1705036160	Ekonomi dan Bisnis Islam
14	Melida Sholikhah Dwi Fametya	1808076057	Sains dan Teknologi

15	Syamsudin Haris	1705026109	Ekonomi dan Bisnis Islam
16	War Rahmat Nariya U	1807026053	Psikologi dan Kesehatan
17	Iqbal Hammam Pratama	1605036123	Ekonomi dan Bisnis Islam
18	Serviana	1805046115	Ekonomi dan Bisnis Islam
19	Mahmudah	1705046101	Ekonomi dan Bisnis Islam
20	Yulina	1701026158	Dakwah dan Komunikasi

## APPENDIX X



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7501295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor: B.4065/Un.10.3/D1/TL.00/06/2019 21 Juni 2019

Lamp : 1 Bandel Proposal

Hal : Mohon Izin Riset

a.n. : Siti Ulin Nikmah

NIM : 1503046058

Yth.

Ketua Walisongo English Club  
di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Siti Ulin Nikmah

NIM : 1503046058

Alamat : Dk. Karang Tawang 01/04 Ds. Langgenharjo, Juwana, Pati

Judul Skripsi : LINGUISTIC DIFFICULTIES ENCOUNTERED BY NON-ENGLISH  
DEPARTMENT STUDENTS IN SPEAKING ENGLISH (A STUDY AT  
WALISONGO ENGLISH CLUB UIN WALISONGO)

Pembimbing :

1. Lulut Widyaningrum, M. Pd.
2. Nuna Mustikawati Dewi, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama dua minggu, mulai tanggal 21 Juni – 4 Juli 2019.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



a.n. Dekan,

Dekan Bidang Akademik

Dr. Fatah Syukur

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## APPENDIX XI



DAILY OFFICER  
WALISONGO ENGLISH CLUB  
UNIVERSITAS ISLAM NEGERI WALISONGO  
2019



Kantor: Gedung PKM Kampus III UIN Walisongo Jl. Prof. Hamka Km 2 Semarang, CP: 085225920793 (Mahmudah)

### SURAT KETERANGAN

Nomor : 10.02/DO/WEC-DEMA/UIN-WS/VII/2019

Yang bertandatangan dibawah ini :

Nama : Salsabila Rasuna Hawa  
NIM : 1605046026  
Jabatan : Ketua Umum UKM-U Walisongo English Club UIN Walisongo Semarang

Dengan ini menerangkan bahwa :

Nama : Siti Ulin Nikmah  
NIM : 1503046058  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Universitas : UIN Walisongo Semarang  
Judul Penelitian : *Linguistic Difficulties Encountered by Non-English Department Students in Speaking Englis (A Study at Walisongo English Club UIN Walisongo)*

Yang bersangkutan benar-benar telah melaksanakan penelitian di Walisongo English Club UIN Walisongo pada tanggal 21 Juni – 4 Juli 2019 dan telah selesai dengan baik.

Semarang, 13 Juli 2019

**Salsabila Rasuna Hawa**  
NIM: 1605046026

## CURRICULUM VITAE

Name : Siti Ulin Nikmah  
Student Number : 1503046058  
Department : English Language Education  
Place and Date of Birth : Pati, September 19<sup>th</sup>, 1996  
Adress : Langgenharjo 01/04, Juwana, Pati  
Phone : 0899 7778 320  
E-mail : [ulinnikmah775@gmail.com](mailto:ulinnikmah775@gmail.com)

### Educational Background

- RA. Matholi'ul Falah Langgenharjo, Juwana
- MI. Matholi'ul Falah Langgenharjo, Juwana
- Madin. Matholi'ul Falah Langgenharjo, Juwana
- MTs. Matholi'ul Falah Langgenharjo, Juwana
- MA. Matholi'ul Falah Langgenharjo, Juwana
- English Language Education Department UIN Walisongo Semarang

Semarang, July 17<sup>th</sup>, 2019

Siti Ulin Nikmah  
1503046058