

**THE DIFFICULTIES ENCOUNTERED BY NON-ENGLISH  
DEPARTMENT STUDENT IN SPEAKING ENGLISH**

**(Descriptive Research at Second Semester in Faculty Teacher  
Training and Education of *Universitas Muhammadiyah Palembang*)**

**THESIS**

**BY**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
*UNIVERSITAS MUHAMMADIYAH PALEMBANG***

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**THE DIFFICULTIES ENCOUNTERED BY NON-ENGLISH DEPARTMENT  
STUDENTS IN SPEAKING ENGLISH**  
(Descriptive Research at Second Semester in Faculty of Teacher  
Training and Education of *Universitas Muhammadiyah Palembang*)

**THESIS**

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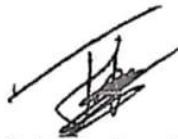
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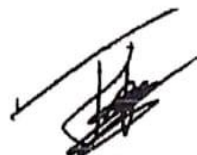
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Menyatakan bahwa skripsi berjudul:

**"The Difficulties Encountered By Non-English Department Student In Speaking English (Descriptive Research at Second Semester in Faculty Teacher Training and Education of Universitas Muhammadiyah Palembang)"**

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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## **Motto**

- ❖ *Learning from yesterday, doing it for today, and believing it for tomorrow!*

## **Dedication**

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## ABSTRACT

**Naufalino, D.A.A, 2022.** *The Difficulties Encountered By Non-English Department Student In Speaking English (Descriptive Research at Second Semester in Faculty of Teacher Training and Education of Universitas Muhammadiyah Palembang).* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of Universitas Muhammadiyah Palembang. Advisor (1) Dr. Tri Rositasari, M.Pd., (2) Dr. Sri Hartati, M.Pd.

**Keyword :** speaking difficulties, Non-English Study Program

The title of this thesis is "The Difficulties Encountered By Non-English Department Student In Speaking English (Descriptive Research at Second Semester in Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*)". This research aims to discover the difficulties faced by Non-English Second Semester Students in the Faculty of Teacher Training and Education Study Program at *Universitas Muhammadiyah Palembang*. The most challenging statements were the difficulty of speaking and the cause of difficulty speaking facing Non-English Second Semester Students in the Faculty of Teacher Training and Education Study Program at *Universitas Muhammadiyah Palembang* in the academic year 2021/2022. The population in this research was all the students of Non-English Second Semester Students in the Faculty of Teacher Training and Education Study Program at *Universitas Muhammadiyah Palembang*, with a total sample of this research was 105 students. The students were taken by convenience sampling. The data were collected through a ready-made questionnaire by Marwati (2020). The data were analyzed by descriptive analysis. Based on the data analysis, there were most common on difficulties in speaking English encountered by Non-English students. Those difficulties got from answer sheets of questionnaire, that three categories, as follows : (1) lack of confidence, (2) afraid of making mistakes, and (3) less of English ability. From those answer sheets, the researcher got the answers of the formulation of the research, it can be concluded the most common factors causing difficulty speaking were afraid of making mistakes and less English ability.

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Palembang, August 2022

The Researcher,

D.A

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter consists of (1) background, (2) problem of the research, (3) limitation of the research, (4) formulation of the research, (5) objective of the research, (6) significances of the research.

#### **A. Background**

Language is an essential aspect of life because we can communicate with other people with a language. According to Putra (2020), language is a tool used to communicate with each other, so there is an understanding between the parties involved. The language can make it easier for us to channel ideas, feelings and many other things (p.2). Nishanthi (2018) says that language is our significant source of communication. Language separates us from animals and makes us human. There are thousands of languages in this world. Every country has their language, and to communicate with others, people need an international language (p.871).

As we know that we live in an era of globalization where English has become an international language and is used in global communication. English has a significant influence on all aspects of life. One of them is in the field of education. English is considered and used as a world language. Since then, it has become more popular, and almost everyone has said and studied it. So far, English has been used as a means of communication for foreigners.

English is the first foreign language taught from junior high school to college or university in Indonesia. Many schools develop into international schools based on standards that use English as the instructional language in all subjects. English is a compulsory subject that taught at Universities or

high schools. Non-English students are expected to have good skills and performance in English.

Jaya (2021) states that teaching English to Non-English department students is referred to ESP (English for Specific Purposes). It is known as learner-centred, which indicates that the needs of students have a significant role in influencing and running the teaching-learning process because the result of the teaching should help them fulfil their needs (p.20). While Rahman (2015) says the importance of ESP is that students are usually adults who already have some familiarity with English and learn a language by teaching and implementing various specialized skills activities related to a particular profession (p.24). The main point of ESP is that English is not taught (or aspired) to real-world learners as a separate subject. Instead, it is integrated into an important topic for students. Speaking is one of the important skills in learning English. Speaking is a productive skill, and it is center of skill. People can define it as the way to carry out our feeling through words, conversations with others. According to Thornbury (2005), speaking is the communication ability between people that take turns exchanging certain information (p.4). Meanwhile, Fulcher (2003) stated that speaking is the language used to communicate with others verbally (p.23).

Brown and Yuke (1983) in Srivinas Rao (2019) says, "Speaking is the skill that the students will be judged upon most in real life situations". Regardless of its importance, teaching speaking skills have been undervalued, and most of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills (p.8). Speaking is a productive skill and it is a center of skill. People can define it as the way to carry out our feeling through words and conversation with others. Speaking entails more than simply pronouncing word sequences correctly. A person is regarded as a good talker if they can effectively communicate what they are thinking and make the listener

comprehend them. It means saying words or talking about something, conversing with someone, addressing someone with a comment, and so on.

Bueno, Madrid, and McLaren (2006) in Govindasamy & Shah (2020) state that "speaking is one of the most difficult abilities language learners must encounter" most crucial of the four language skills in English (p.2281). Even after years of studying the language, learners find it difficult to speak it in real-life settings when it is required. The primary goal of any English language instruction should be to provide students with the skills necessary to communicate effectively and correctly in English. However, due to a lack of basic knowledge, not all language learners can speak effectively and accurately after several years of study.

In the process of speaking, students commonly have some problems caused by some factors that influence their goal achievement in English subjects. In *Universitas Muhammadiyah Palembang*, English is essential, especially for first-semester students in all departments. However, English may be the language they study in their department, but some students in Non- English departments are not very proficient in English, especially speaking. Speaking could be a part of skills in the English language. Speaking English is a way of finding data through auditory communication.

Based on the observation or sharing with English lecturer and interview with some students in the Non-English department in Faculty Teacher Training and Education of *Universitas Muhammadiyah Palembang*, many of them are less in speaking, like in vocabulary, grammar, and pronunciation. In the three components of speaking just only, some students can say well based on the three components. It is caused by a lack of confidence and a fear of making mistakes, whether or not from internal and external factors. One of the internal factors is a lower level of confidence in the scholars. Therefore, the students are less curious about being told a lot concerning English. The external factors are those that characterize a selected learning scenario and the condition of its



atmosphere. Regarding internal factors, some students are hard-pressed to be told to speak English. They are caused by a lack of confidence and a lack of understanding regarding speaking. The external factors are caused by learning scenarios and conditions in their social lives. As a result, some societies rarely use English or do not care about it.

Based on the explanation above, this research was designed to observe and discover the difficulties in speaking English encountered by Non-English students at the Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*.

## **B. Problem of the Research**

The problem of the research refers to difficulties in speaking English encountered in the second semester of the Non-English Students Study Program of *Universitas Muhammadiyah Palembang*.

## **C. Limitation of the Research**

In this research, the researcher limited the problems to the difficulties in speaking English encountered in the Second Semester of Non-English Students Study Programs of *Universitas Muhammadiyah Palembang*.

## **D. Formulation of the Research**

In order to get a better discussion in this research, the researcher would like to compose a formulation of the research as : “what are the most difficulties encountered by Non-English Department students in speaking English?”

### **E. Objective of the Research**

The researcher would like to compose the objective of the research as to find out the most difficult type that encountered by Non-English Department students in speaking English.

### **F. Significance of the Research**

The researcher would like to compose significant of the research for the researcher and for the students. For the researcher to give a set of experience in doing the research and for the students to create and develop students in English class, especially in speaking learning.

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