STUDENTS' PERCEPTION TOWARD PROBLEMS FACED IN SPEAKING ENGLISH OUTSIDE THE CLASSROOM

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ABSTRACT

This research paper investigated the problems faced by the students in speaking English outside the classroom. The population of this research is all of the English Department students of Universitas Islam Negeri (UIN) Ar- Raniry. The samples are the students starting academic year 2021. This research was conducted to study the perception of the students' problems faced in speaking English outside the classroom. A mixed-methods approach adopted to gather comprehensive data and insights. The primary data collection methods included observation and questionnaire. Two main problems are faced by students: linguistic and non-linguistic issues. There are five elements occur in linguistic problems:(1) Vocabulary, (2) grammar, (3) pronunciation, (4) comprehension, and (5) Fluency. While non-linguistic problems are: (1) self-confidence, (2) embarrassment, (3) lack of partners, (4) and pride. In addition, this research also found the percentage of English being used based on students' perception in English Department of language teaching. It showed 46 % of the environment, 30 % of the staffs and the lecturers, and 24 % of the students.

Keywords: Perception, Problems, Speaking English

INTRODUCTION

Speaking English confidently and effectively is a crucial skill in today's globalized world. While language learners often acquire proficiency within the structured environment of a classroom, they frequently encounter difficulties when attempting to use English in real-life situations. This research aims to investigate the specific challenges faced by English language learners in speaking English outside the classroom and to identify effective strategies for overcoming these obstacles. The findings of this study will contribute to the development of more practical and targeted language learning approaches. It is important to increase the comprehension of the language. There are four skills of English language: listening, reading, speaking, and writing. In this research, the researcher focused on speaking skill. (Douglas & BROWN, 2001) Speaking involves the act of communicating thoughts and

emotions using spoken language. It is a dynamic process that includes creating, receiving, and understanding information. When individuals engage in speaking, they interact and utilize language to articulate their ideas, emotions, and opinions. Moreover, they share information with others through effective communication. Therefore, fostering a supportive cultural and environmental context is crucial in developing students' confidence in speaking English.

Furthermore, (Kohn, 1999) speaking is an informal spoken exchange of thought and feeling a familiar talk. (Donoghue, 1985) defines that speaking is an informal spontaneous experience that stress primarily on the development of social skill, acquire self-confident, and speak easily and well. (Preston et al., 2022) stated that speaking is the productive oral skill that comprises structured verbal expressions for the purpose of communicating significance. In that light, the researcher concludes that speaking is communication activities among people in expressing and delivering one's formal idea or informal idea in certain condition. In this research, the researcher focused on speaking English outside of the classroom in which students take part in communicating with one another by using English.

Before doing this research, the researcher perceived that most of the students of English department of Uin Ar- Raniry do not speak English outside the classroom. Therefore, the big question comes to the researcher's mind; why do English department students do not speak English while they are outside the classroom? As we know, English is their major and it always relates to the subjects they study. Based on the background of the study, the researcher would like to answer the following research questions: (1) What are the students' perceptions on speaking English outside the classroom? (2) What are the problems faced by the students in speaking English outside the classroom? The aims of this study are to find out the student's perception on speaking English outside the classroom and to find out the students' problem in speaking English outside the classroom. Many students face challenges when it comes to speaking English confidently outside the classroom. In this article, the researcher will explore the reasons behind these difficulties and provide practical solutions to help students overcome them. By addressing these common issues, students can enhance their language skills and communicate

effectively in real-world settings. In regard to working on this study, the researcher had initially searched and found previous works done by various researchers which have had similar genre as the one the researcher intended to examine. The previous studies are as following:

(Abrar et al., 2018) explore the research focused on Indonesian student teachers studying English as a Foreign Language (EFL) at a public university in Jambi, Indonesia. Data was gathered using demographic questionnaires and semi-structured interviews involving eight participants. The analysis of the data revealed several themes and sub-themes, which included language barriers, psychological factors, learning environment, and language practice. These themes were discovered to be intertwined, underscoring the intricate character of the challenges encountered by student teachers while communicating in English. The study highlights the challenges faced by EFL student teachers in speaking English and provides insights into the factors influencing their language skills.

 (Nehe, 2021) investigate students' perception of the teaching and learning process during 16 online meetings conducted via Google Meet video conferencing. The study employed qualitative research methods, utilizing descriptive analysis to explore the perception of 13 English students in a speaking class at STKIP Setia Budhi Rangkasbitung. The research instruments included observation, questionnaires, and interviews. The results highlighted four main aspects: interaction, teaching and learning process, psychological aspects, and speaking skills. The findings revealed positive outcomes, including effective interactions between the lecturer and students, as well as among the students themselves. The teaching and learning process followed a typical classroom structure, with pre-activity, main activity, and post-activity stages. In terms of psychological aspects, students expressed happiness, security, confidence, and bravery. No barriers were reported during the English-Speaking class conducted via Google Meet video conference. The students' oral abilities, encompassing pronunciation, vocabulary, grammar, fluency, and understanding, received ongoing assistance from the teacher. Feedback provided by the lecturer at the end of the class proved helpful for students in their speaking development. In conclusion, the usage of Google Meet video conferencing in the speaking class yielded positive results, with students perceiving more advantages than

disadvantages in the online learning environment.

(Sinaga, 2018) investigates students' perceptions of the English Day Program in terms of its impact on speaking skill development. The research collected data from 35 eighth graders at SMPK Penabur Kota Wisata, Bogor, through questionnaires and interviews. Descriptive analysis was used to analyze both quantitative and qualitative data. The results indicated that students had a high motivation to improve their English-speaking skills and had expectations that the English Day Program would assist them in this aspect. However, slightly over half of the students showed enthusiasm to participate in the program due to previous poor implementation.

(Riadil, 2020) explore students' perception of implementation problems and potential solutions. The study focuses on identifying speaking problems experienced by EFL learners. The researcher adopts a qualitative research method and utilizes a questionnaire based on Penny Tang's (1997) framework on speaking problems in learning a foreign language. The data is collected from thirty-five students at Tidar University in Magelang. The findings reveal that students encounter challenges in learning to speak English.

The most prevalent issue is the use of the mother tongue, with 77% of students admitting to using their native language in English class. Additionally, 83% of students agree that their mother tongue is easier than English.

(Soomro & Farooq, 2018) examine the impact of factors related to teachers, learners, and the learning environment on students' attitude towards learning speaking skills. A questionnaire survey was conducted with 184 undergraduate EFL male and female students at Taif University. Data analysis using SPSS revealed that four out of five variables showed a significant positive effect, while one variable was found to be insignificant. The findings suggest that insufficient measures from both teachers and learners, as well as the classroom setting/environment, hinder the effective development of speaking skills for both male and female students. The study highlights the negative influence of various factors on learners' attitude towards learning speaking skills, contributing to their poor English proficiency.

(Al-Jamal & Al-Jamal, 2014) focuses on the difficulties encountered by English language literature undergraduates in speaking English in an EFL (English as a Foreign Language) setting. The sample consisted of students from six Jordanian

public universities, selected through stratified random sampling. Survey questionnaires and semi-structured interviews were used to gather data. Out of the 566 students who completed the survey questionnaire, 64 students were interviewed. The findings revealed that EFL students perceived a lack of proficiency in speaking English, and the study explored the reasons behind this perceived difficulty. The results highlighted a low level of speaking proficiency among EFL undergraduates, coupled with limited instruction in speaking skills within university courses. The study identified communication in the students' first language (L1), large class sizes, and lack of time as significant challenges.

(Toomnan & Intaraprasert, 2015) investigate the communication strategies employed by 949 Thai university students majoring in English in the Northeast of Thailand. Additionally, the study aimed to explore the relationship between the use of communication strategies and students' attitudes towards speaking English. The researchers administered the Communication Strategy Questionnaire (CSQ) and the Attitudes towards Speaking English Questionnaire (ASEQ). Data obtained from the questionnaires were analyzed using

descriptive statistics, One-Way Analysis of Variance (ANOVA), and Chi-square tests. The findings indicate significant variations in students' attitudes towards speaking English. Students with a positive attitude towards speaking English reported a significantly higher overall use of communication strategies compared to students with a negative attitude.

"The study conducted by (Lee et al., 2011) focused on evaluating the level of English language exposure and usage among EFL learners outside the classroom in a Japanese international university. Similarly, Pawapatcharaudom's research, conducted at Mahidol University, examined the language challenges faced by Thai students in an international program, along with their learning strategies. Additionally, (Riasati, 2012) qualitative study explored EFL learners' perceptions of the factors influencing their willingness to speak English in classroom settings, addressing the common issue of student reluctance to participate. These prior investigations greatly informed the researcher's work, as they shared similarities with her own study. However, it's crucial to note that the researcher introduced significant distinctions and novel challenges to her research, aiming to contribute original

and substantially innovative findings to the field.

METHODS

A mixed-methods approach adopted to gather comprehensive data and insights. The primary data collection methods will include;

Observation

Observation is a way to collect the data in completing this research. Marshal, as cited in (Sugiyono, 2013) explains, "Through observation, the researcher learns about behavior and the meaning attached to those behavior. The researcher conducted observations with the assistance of a junior student from Uin Ar-Raniry from July 25th, 2023, to July 27th, 2023. The checklist of observation was designed to obtain whether English is used as communication tool in English department. The steps of observation were examining the using English among students, lecturers, the staff of department of English, and the environment.

Questionnaire

The questionnaire of this research consists of 16 questions which are 11 questions of close questionnaire, and 5 question of open-ended questionnaire and the questionnaire was created in Bahasa Indonesia. It is related to the students' perception toward speaking English outside the classroom. The questionnaire was given for students on July 26th 2023. The first to the eleventh questions were employed to address the first research question, while the second research question was addressed through an open-ended question. The questionnaire was adapted based on the findings of the observation checklist. The obtained data subsequently quantified with a score that has been determined based on a Likert-scale into four (4) categories of answers. Based on Linkert-scale, Sevilla et.al defined "each question contained of four available answers, are: Strongly Agree (SS), Agree (S), Disagree (D), and Strongly Disagree (STS). The following statistical formula is used in analyzing the questionnaire result:

$P = F/N \times 100\%$

P	= Percentage
f	= Frequency
N	= Number of respondents
100	= Constant value

The population of this research is all of the English Department students of UIN Ar- Raniry Banda Aceh. From the population, the researcher chose English Department students from entrance year 2021 which consisting 3 units total 74 students, but only 66 students who

being respondents. The researcher chose the sample purposively. (Margono, 2007) The selection of a group of subjects in purposive sampling is based on specific characteristics that are deemed closely related to the known characteristics of the previously identified population sample. The researcher chose them because they had already studied each level of speaking subjects from Speaking I to Speaking IV.

FINDINGS AND DISCUSSION

Findings

There were three parts of observation that the researcher tried to find in the observation checklist. There were several questions, which are organized in the observation checklist. The options of observation checklist asked for "yes or no" statement. The first part of the observation was about the use of English among the students, the researcher took ten students of the sample to observe. The reason of choosing ten students is that it would represent 10 % of the total sample. The second part was the using of English among lecturers and the staff of English Department. Here, the researcher took two lecturers and two staff to be observed as the sample. The last part was about the using of English as communication tool in environments such as reading room and EDSA (English Department Student

Association) office. The explanation of result could be seen as follow:

1. Students

Based on the observation result in the list of observation, the researcher found that half of the students greeted each other in English and the rest of them used Bahasa Indonesia as communication tool while greeting each other. This action occurred in English Department area especially outside of the classroom or out of teaching learning process. Furthermore, the next observation checklist was focusing about students' speaking English with their classmates. The researcher found most of the students have English speaking classmates in the classroom. Nevertheless, while they were outside the classroom, the students switch the language, from English to Bahasa Indonesia.

In fact, the students did not use English while they met in certain places of English Department area such as hallway, rest room, and reading room. From the result of the observation, the students did not use English while they were not in the classroom. They speak to the lecturers in English when they were inside the classroom. When the lecturers gave the students material of the subject and the material should be discussed in some groups, most of students have conversation in English. They used

English when they were forced to have conversation in English because the material is written in English. It is suggested that students will use English when they are motivated by their surroundings.

Other parts of the observation object were the EDSA canteen. It is a place where the students usually have a rest or meeting. The researcher found none of the students was using English when they interacted during making a purchase or ordering food. In fact, there was an instruction in the canteen which is written "English Area" on the wall, however the students are still speaking in Bahasa Indonesia to their classmates, junior, or even senior. The researcher also found that the students did not speak English when they were crossing by hallway. They asked their friends whether the lecturer was in or still outside the classroom in Bahasa Indonesia. In addition, some female students also have discussion in Bahasa Indonesia when they are inside the toilet.

2. Lecturers and staff

The observation result showed that lecturers encourage the students to ask question in English. It can be seen from the way lecturers greeting students when they are together such as in the classroom. In teaching learning process, the lecturers started the class by evaluating students' comprehension about the material that has learned by them in English. In contrary, the staff did not encourage the students to ask question in English. The students tend to start asking about the administration using Bahasa Indonesia. However, the staff response the questions using Bahasa Indonesia either.

Furthermore, some of the lecturers and the staff speaking English to each other. Intensively, the researcher found a partner that depends on who initiates the talking in English. For instance, if the lecturers started saying the utterance in English, the staff will respond in English. It also applies in reverse. In other case, the researcher found that the lecturers used English while they were in teaching learning process. The lecturers interacted with the students by English. While outside the classroom, English is used to communicate between the students and the lecturers depend on the lecturers' initiation. If the lecturers started to speak by using English, the students would respond it by English also. If they started it by using Bahasa Indonesia, the students would respond in Indonesia also. Therefore, the using of English outside the classroom between the lectures and students depend on lecturers' initiation.

3. Environment

Environment was one of the researcher's objects to be observed. The environment here is the environment print. Based on the observation, there are some environment prints that provided in English. It showed that the instructions are written in English. For instance, the instruction in the department is written "You are in English Area" this instruction can be seen in appendix. Another aspect is the information. It is given to the students in English too. The information pictures provided in appendix. In conclusion, the researcher found most of the environment print are used in English. The Analysis of Questionnaire Result as follow:
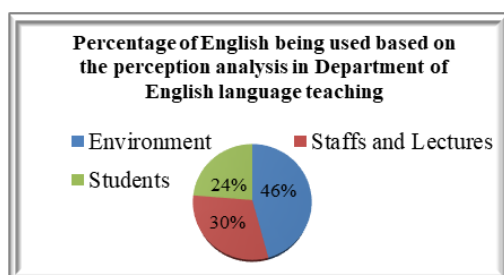

Figure 1. Percentage of English being used based on the perception analysis in Department of English language teaching

The chart above indicates the use of English in the three elements. They are environment, staffs and lecturers, and the students. From the chart, the percentage shows 46 % of the environment, 30 % of the staffs and the lecturers, and 24 % of the students that

use English in the English department area. The three elements are: First is the environment. The researcher tried to find the data about the students' perception in English department by asking them whether the department provides instruction, information, and the announcement in English. The result can be seen in the table questionnaire result number on figure 1. The next data was about the lecture and staff. It is provided in in the figure 1 given. The last elements are the students.

The Analysis of the Open-Ended Questions; The first question was about the reason why the students did not communicate in English with the lecturers. Most of the students argued they were afraid of making mistakes in the sentence they used. They also avoid misunderstanding while speaking to the lecture. Besides, the students have problem with their vocabulary mastery, which possibly make them hard to express their ideas. Other problems are they were not confident to speak English because they feeling shy to express their though.

The second question was about the reason why the student did not communicate in English with the department's staff. The students admitted they were lack of vocabularies, afraid of making mistakes, difficult to

talk around the administration process in English, limited of grammar understanding, avoid misunderstanding, and the staff speak in Bahasa Indonesia. Moreover, Students were unconfident to deliver their message in English because they were shy. They tend to use Bahasa Indonesia because they think it is easier to understand.

The third question was about the reason why the English Department does not have intensive English environment. Based on the result, it shows that most of the students assumed that there is no rule that force the students to speak English. They lack of self-awareness (students, lecturers, and staff). The next question was about what sources students use to improve their English. Most of them used two kinds of media to improve their ability in speaking. There are print media and electronic media. The last question was about the obstacles that students faced while speaking English outside the classroom. There were several reasons were answered by them. According to the students, there is no partner to speak with, lack of vocabularies, unconfident, afraid of making mistakes, feeling shy, low grammar understanding, and unsupported environment (they used to speak in Bahasa Indonesia).

Following the analysis of the data collected from both the observation and the questionnaire, it is imperative to delve into the study's findings. The aim of this discussion is to gain insights into the students' perceptions regarding the challenges they encounter when speaking English outside the classroom. Based on the results, it is evident that a significant proportion of students are cognizant of the importance of speaking English beyond the classroom setting. This awareness is substantiated by the findings of the questionnaire, which reveal that one of the primary reasons students face difficulties in speaking English is the lack of conducive environments that encourage frequent English communication. In this context, the term "environment" pertains to individuals encountered outside the classroom.

The second contributing factor is related to issues with grammar. English often involves the reference to time, which is not a feature of the Indonesian language. Consequently, many students frequently grapple with the complexities of English grammar. Given that grammar plays a pivotal role in constructing accurate sentences, students with weak grammar skills often feel self-conscious when attempting to articulate English sentences verbally.

The third factor is the perception held by many students that they lack conversation partners. Instead of speaking English, the students prefer to speak Bahasa Indonesia because it easier for them to understand as their first language. As the result, most of the students seldom practice their English speaking outside of the classroom. In conclusion, the frequency of the students' English-speaking practice outside of the classroom was very poor.

There are several phenomena occurred when the students prefer to use Bahasa Indonesia rather than English outside the classroom. These phenomena can be categorized into the term of "Language anxiety" (Cutrone, 2009) is defined as "the apprehension experienced when a situation necessitates the use of a second language in which the individual is not entirely proficient."." Furthermore, according to Horwitz et al. there are three categories of language anxiety that can be attributed to the performance of non-native speakers: communication apprehension, social evaluation, and test anxiety (Cutrone, 2009). In addition, the researcher also found language anxiety in English Department students. Horwitz et al provided this phenomenon into three categories:

a. Communication Apprehension

Communication apprehension is defined as the fear over the real or anticipated act of speaking. (1) Lack of confidence. Some students avoid speaking English due to lack of confidence. Actually, this problem occurred because of themselves, not influenced by the environment or the lecturers. hey feel hesitant to use English because they are concerned about making mistakes while speaking it. One student provided feedback, saying, "I experience nervousness when communicating in English in front of others, primarily due to my limited vocabulary. Consequently, I struggle to convey my intended message accurately. Whether or not I have prepared in advance, I always feel anxious when speaking English." Therefore, the point is they are afraid to be laughed at by their friends or everybody who listen their speaking. Developing confidence and fluency in spoken English is a continuous process that extends beyond the classroom. Students may lack the opportunity to practice their speaking skills in real-life situations, leading to a lack of confidence and fluency. The pressure to respond quickly, maintain a natural flow, and keep up with the pace of conversation can further impede their progress.

b. Social Evaluation

Secondly, social evaluation can be described as the concern about how one's actions will be perceived by others in a social context. The students over thinking of what other people or society will think and judge about them. They tend to consider all of people opinion and judgment.

1. Pride

The students' social environment uses Bahasa Indonesia to communicate. Therefore, they chose to use Bahasa Indonesia as well. They have many considerations to start speaking in English. Moreover, they have the fear that other people or environment will blame them as a proud person if they try to use English to communicate. They do not want the people think negative about them

2. National Language use

English is not the students' first language or second language. It is the foreign language to them. Therefore, the students usually use Bahasa Indonesia that is their national language rather than English. They tend to use it because communicating with their national language is easier than using foreign language. They might feel unnatural to speak in foreign language. In addition, their environment uses Bahasa Indonesia, so they feel exposed if they are speaking in other language. A national language serves as a common medium of communication, fostering unity among diverse populations within a university. It allows students from different linguistic backgrounds to interact, collaborate, and understand each other more effectively.

3. Test Anxiety

Finally, test anxiety can be described as the apprehension of failing, particularly when one's abilities are being formally assessed, as in examinations. The students fear of their producing of mistake in their test or feeling insecure of potential embarrassment. One of the problems that students have is the feeling of embarrassment. Some students feel shy to speak English because of the fear that people will laugh at or the they have feeling about what people think of such as "she uses incorrect words." Actually, it usually comes from the way the students learned English at school. Some teachers, if they ask the students a question in class in English, when students answered and made a mistake, the teacher said "no that's wrong" they corrected in front of all of the class. Therefore, it makes students feel embarrassed. Another prevalent challenge that students encounter when conversing in English beyond the

classroom is the fear of making mistakes. This apprehension is frequently rooted in the expectation of flawless speech and the prospect of facing judgment or embarrassment from others. Such apprehension can hinder students' confidence and hinder their ability to communicate effectively.

CONCLUSIONS AND SUGGESTION

Understanding students' perception of the challenges they face in speaking English outside the classroom is essential for addressing these issues effectively. By acknowledging and actively working towards solutions, educators can empower students to overcome their fears, expand their vocabulary, understand native speakers better, and build confidence and fluency. It is through consistent practice, exposure to authentic language, and supportive learning environments that students can bridge the gap between classroom learning and real-life English usage, enabling them to communicate effectively in a globalized world. The purpose of this study was to investigate the problems faced by the students in using English outside of the classroom. In this section, the researcher would like to draw some conclusions. As it was mentioned in the introduction that the main specified object of this research is to study what is the English Department students' perception toward problems faced in speaking English outside the classroom. Based on the explanation and the data that the researcher gained and analyzed during the research, the researcher would like to draw some conclusions:

1. English department students have less supported environment to practice their English outside the classroom because they used to speak Bahasa Indonesia in daily conversation.

2. There are several problems faced by the students that make them not using English outside of the classroom. It categorized into two parts: linguistic and nonlinguistic problem.

The Linguistic problems are vocabulary, grammar, pronunciation, comprehension, and Fluency. While non-linguistic problems are self-confidence, embarrassment, lack of partners, and pride.

1. Self-awareness of the students to speak English outside of the classroom was very low.

2. There is no rule that obligate the students to speak English outside the classroom.

3. The lecturers and the staff seldom to speak English when they are not in the classroom.

4. The students need encouragement and facilitation to improve their English.

5. The students did not use English while they met in certain places of English Department area such as hallway, rest room, and reading room.

6. The students did not use English while they were not in the classroom.

Suggestion:

1. The students need more supported environment to practice their English outside of the classroom because it important to increase their English-speaking ability.

2. The lecturers and the staff should encourage the students to speak English by interacting among the students using English.

3. The English Department must create the policy of using English in English Department area.

4. Future research is needed regarding English usage of the students outside of the classroom.

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