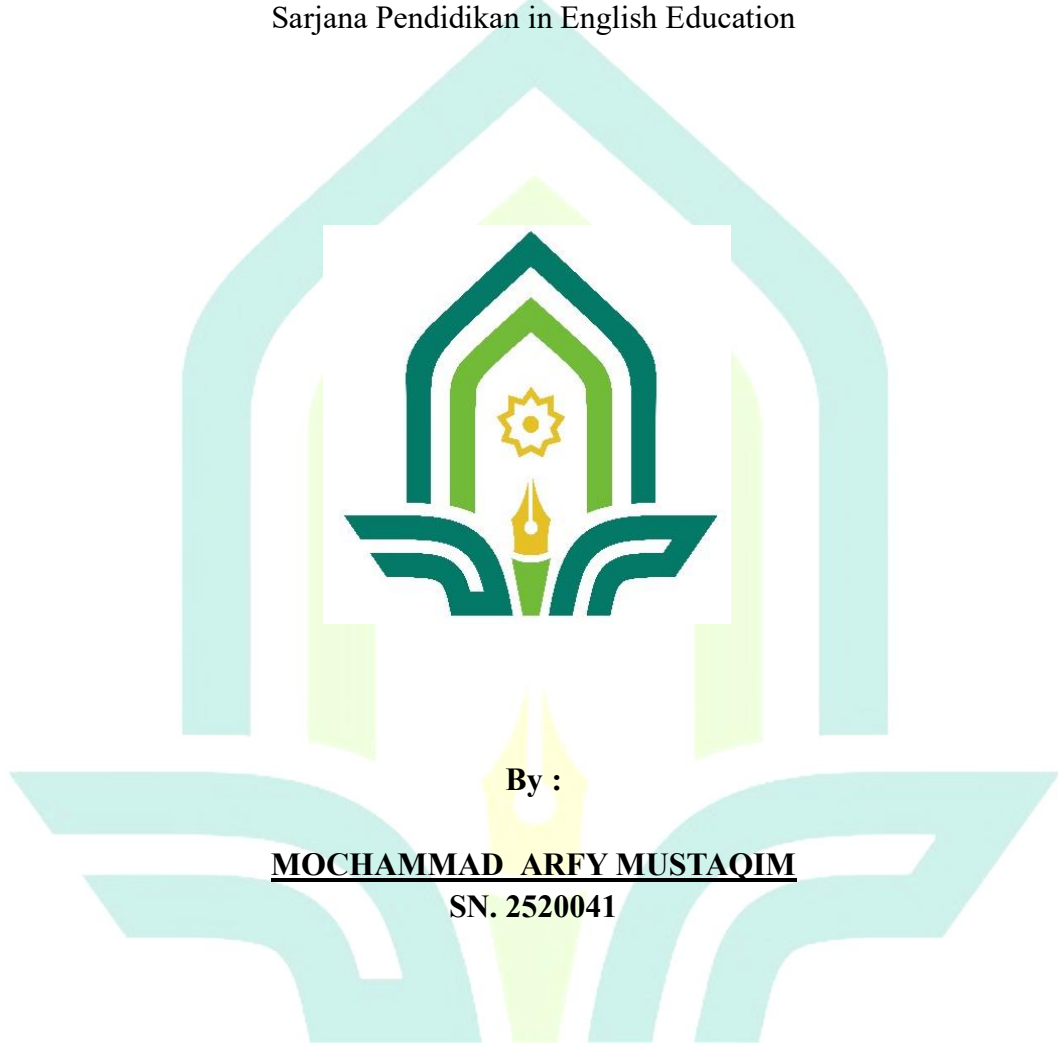


**AN INVESTIGATION OF LOW SPEAKING ENGLISH  
PRACTICE OF ENGLISH EDUCATION DEPARTMENT  
STUDENT OF UNIVERSITY IN PEKALONGAN**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education



By :

**MOCHAMMAD ARFY MUSTAQIM**

**SN. 2520041**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
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**2024**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan bahwa yang tertulis dalam skripsi yang berjudul “AN INVESTIGATION OF LOW SPEAKING ENGLISH PRACTICE OF ENGLISH EDUCATION DEPARTMENT STUDENT OF UNIVERSITY IN PEKALONGAN” ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti di temukan pelanggaran terhadap etik keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 02 Juli 2024

Yang menyatakan



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*Assalamu 'alaikum Wr.Wb.*

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya.

Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

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## APPROVAL SHEET


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The Examiners,

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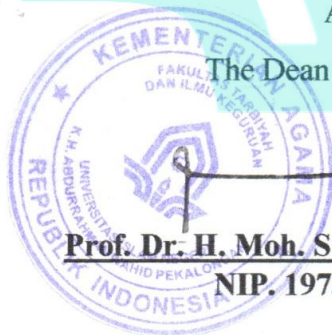
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## **MOTTO**

“Kalau hidup sekadar hidup, babi di hutan juga hidup.

Kalau bekerja sekadar bekerja, kera juga bekerja.”

- Buya Hamka -



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7. For all people who always help me, I pray to Allah, may Allah make easy all of your affairs dunya and akheerat aamiin

## **ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan apa saja faktor yang menyebabkan mahasiswa tadrts bahasa Inggris salah satu kampus Islam Negeri di Pekalongan mengalami masalah low speaking English practice. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Partisipan dalam penelitian ini adalah 5 mahasiswa tadrts bahasa Inggris dan 2 dosen tadrts bahasa Inggris salah satu Universitas Islam Negeri di Pekalongan. Pengumpulan data pada penelitian ini menggunakan wawancara dan dokumentasi dimana hasil penelitian dianalisis dengan menggunakan deskriptif analisis. Berdasarkan hasil penelitian. Pada penelitian kali ini dapat disimpulkan bahwa penyebab terjadinya low speaking english practice ada 3 faktor yakni kurangnya kosa kata yang dikuasai, kurangnya percaya diri, rendahnya motivasi, dan lingkungan belajar yang kurang mendukung dalam pembelajaran bahasa Inggris.

Kata kunci : Speaking English, low speaking English, Tadrts bahasa Inggris,

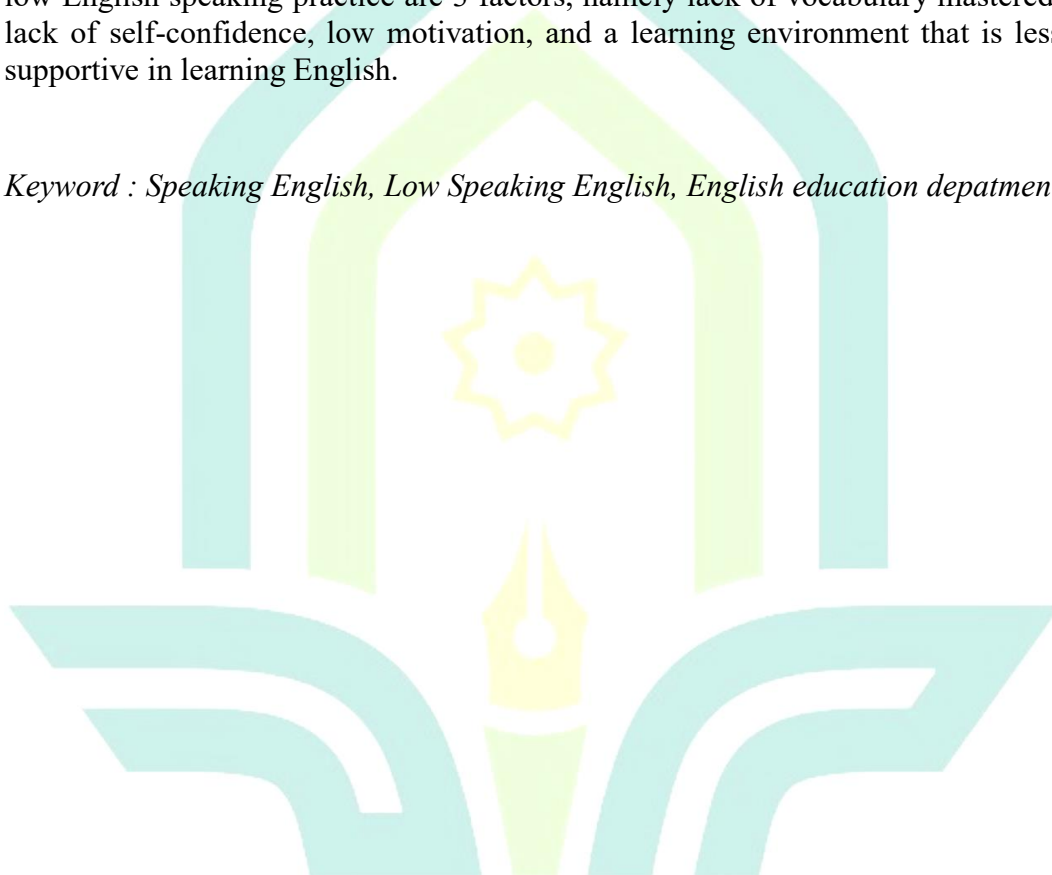




## ABSTRACT

This research aims to describe the factors that cause students to experience low English speaking practice problems. This research uses a qualitative method with a case study approach. The participants in this research were 5 students of Tadris English and 2 lecturers of English education department at one of Islamic State University in Pekalongan. Data collection in this research used interviews and documentation where the research results were analyzed using descriptive analysis. Based on research results. In this research, it can be concluded that the causes of low English speaking practice are 3 factors, namely lack of vocabulary mastered, lack of self-confidence, low motivation, and a learning environment that is less supportive in learning English.

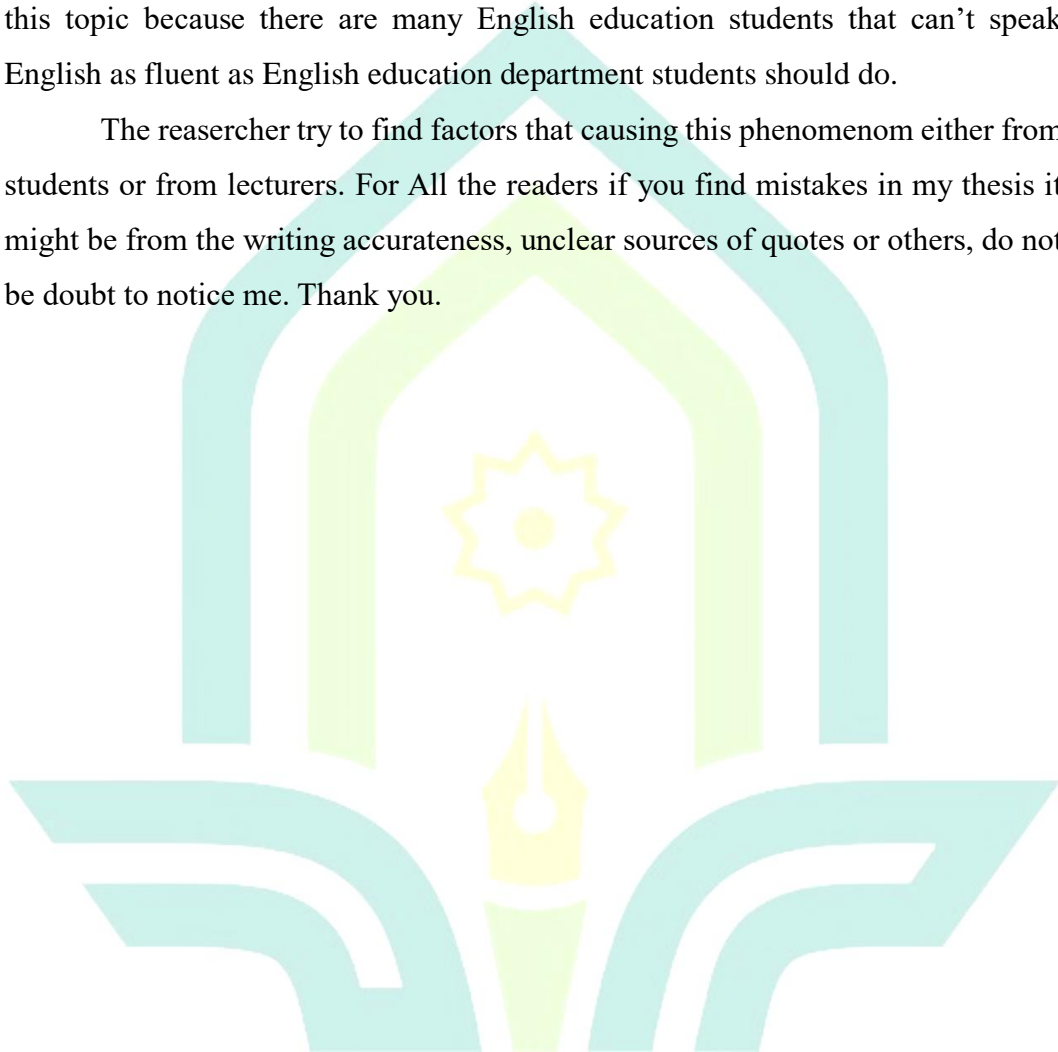
*Keyword : Speaking English, Low Speaking English, English education departmant*



## PREFACE

Alhamdulillah, all praise be to Allah who has allowed me to complete this thesis. Hopefully this thesis can provide benefits for all readers. This thesis focuses on what factors that causing low speaking English practice in English education department in university in Pekalongan. The researcher was interested in choosing this topic because there are many English education students that can't speak English as fluent as English education department students should do.

The reasercher try to find factors that causing this phenomenom either from students or from lecturers. For All the readers if you find mistakes in my thesis it might be from the writing accurateness, unclear sources of quotes or others, do not be doubt to notice me. Thank you.



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**ENCLOSURE**



# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

English is an international language used all around the world and has an important role in various aspects. English is not only for communication but is also used as a technological language, so mastering English is one of the most important things needed in this era. In various kinds of international affairs, English is used as a harmonizer and connector between parties who have different mother tongues so that there are no misinterpretations or misperceptions. Graddol (2002) explains that English is in third place with the number of first language speakers estimated at 508 million people by the middle of the 21st century.

Quoted from various sources, there are more than 58 countries that use English as an official language. Meanwhile, according to the University of Sheffield, there are 18 countries where the majority of the population are native English speakers. More than 50 countries use English as an official language (Roinah, 2022). This proves the importance of mastering English beside our mother language, Indonesia. Sutrisno (2021) also said that English language skills are very important in today's world for a number of reasons, such as making it easier to find work, improving social and career interactions, simplifying the process of acquiring knowledge and expanding the range of reading materials available.

Fluency in speaking is often regarded as a crucial aspect of language proficiency, overshadowing the other three language skills despite their interconnected nature. Individuals proficient in a language are commonly labeled as "speakers," implying that speaking encompasses various forms of language knowledge. It is worth noting that a significant number of individuals learning a foreign language prioritize developing their speaking abilities above all else (Bergil, 2016). Speaking ability is the most important aspect of communication that every individual must have, this also applies to English. Learning to speak well has increase self-confidence and it will be easier for the person to compete in the world of work because they have an advantage in speaking English.

The 2019 study "Pola Pikir Penggunaan Bahasa Inggris Pada Masyarakat Perkotaan Di Jabodetabek" by Prayoga and Khatimah came to the conclusion that English speaking persons are perceived as cooler, smarter, and of higher social status. The usage of English as a symbol for vertical mobility in obtaining a better job was also determined by the results of interviews conducted with the Vicel Principal of Student Affairs at Global Prestasi School Iman Safari (Interview 19/09/2016).

People who have a good speaking skills have a good impact, because of the positive stigma that exists in society regarding people who are fluent in English and make English a way to access many connections to many people with various backgrounds and in order to get a better job.

Looking at the facts above, it is not surprising that English language skills are really needed in the current era. Good speaking skills certainly support someone in doing things, especially those that are global in nature and involve a lot of foreigners. Like it or not, we have to be required to speak, and it is not impossible that we can also make presentations in English on several work projects. So, learning to speak English has become also be a plus for someone in a job.

However, in reality, many English students are not good at speaking English. This is an anomaly, where English students should be required to continuously improve their English language skills are not able to speaking English. This is often found in several universities, one of them is at one of Islamic State University in Pekalongan. Many English students are afraid of practicing English in their activities, some even tend to be afraid to practice it or choose to use Indonesian rather than having to bother using English.

We can see this during lessons and in student activities on campus. Students rarely use English in their conversations or presentations, we can also see this during lessons. The presentation, question and answer should have been done using English as the main language in the English education department but instead they translated it and used Indonesian as the main language during the lesson. This things has become a normal under the pretext of better understanding the material being presented, but in reality students find it difficult to experience difficulties in developing their English speaking skills. We can see together that many students who have enrolled the English

education department for many years are not good at speaking English. In fact, in several cases that researcher encountered, some students could not even say a simple phrase in English.

This is ironic, considering that they are prospective teachers who will later teach English to their students in the future. So what are the reasons why this could happen? Is this a fault with the running system? Or is this a form of student laziness to improve themselves? Therefore, it is necessary to find a solution to this problem together with the relevant stakeholders so that there are no more English students who cannot and do not want to speak English anymore.

## **1.2 Formulation of the Problem**

In this study, the research question presented is the question "What are the factors that make English students less likely to practice speaking in the both inside and outside lectures environment and what is the solution from students and lecturers" which be investigated by researcher. Researcher conduct case studies to obtain facts and factors that influence this to happen so that this can become a reference for all related parties to do improve it in the future.

## **1.3 Limitation of the Problem**

The scoop of this study covers Problems encountered by English language education students in Pekalongan during practicing English speaking and why they are hesitant to train or practice English. This study also indicate how



lecturers have responded to this phenomena and what has been done to fix the issue.

#### **1.4 Operational Definition**

1. The language environment : Everything that is heard and seen by language acquirers related to the second language being studied.(Dulay et al., 1982)
2. Low speaking English : Speaking is person's skills that produce sounds that exist at the meaning and be understood by other people, so that able to creat good of communication. (Siahaan & Shinoda, 2008). So, low speaking practice is a situation when someone does not want to practice their speaking skills, so this causes a person's lack of ability to communicate.
3. English Learning : Developing English language skills contextually and accepting it according to the context of students' daily conditions and situations. (Wijaya, 2017)

#### **1.5 Aim of the Study**

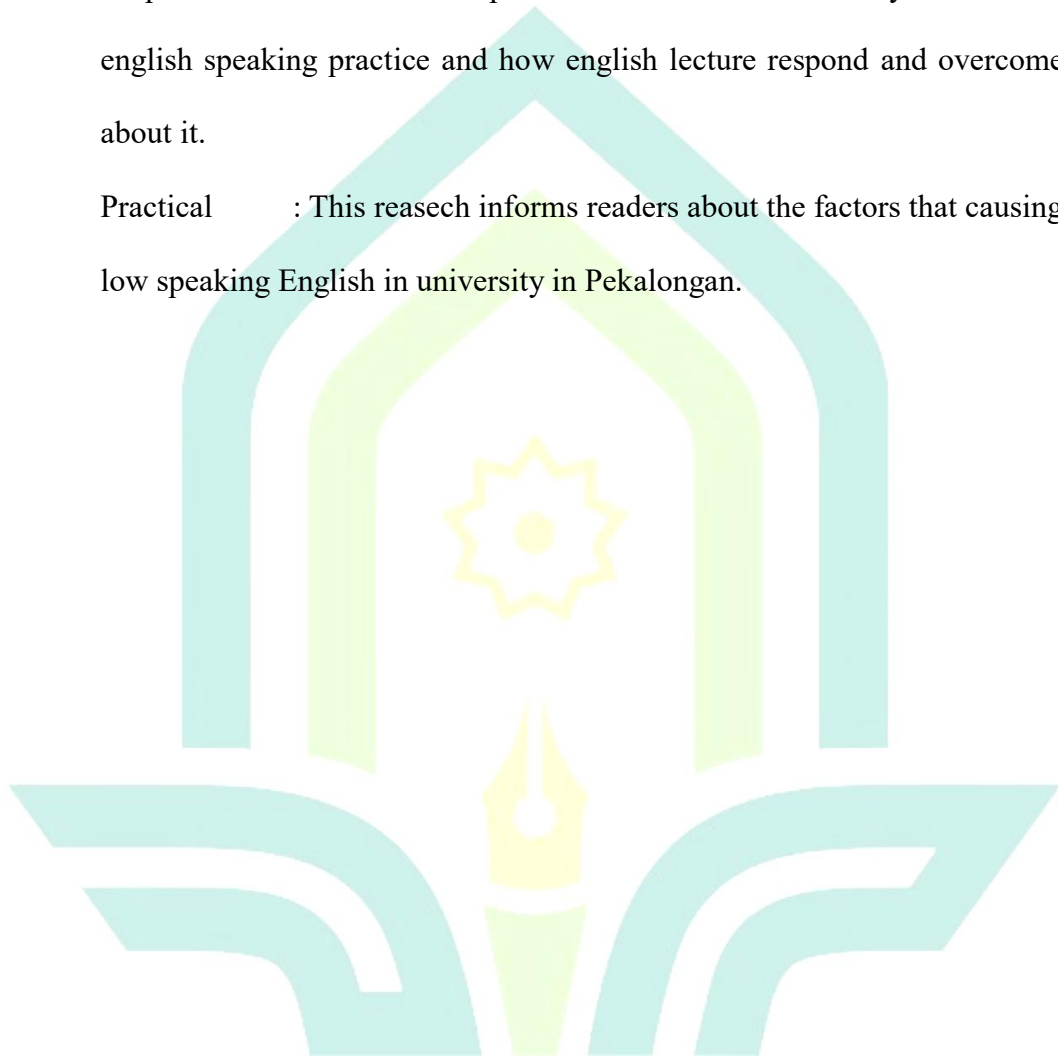
The purpose of yhis study is to find what factors that causes low speaking practice in English education students and responded from lecurers about this phenomnom and What efforts have been made to overcome this problem?

## 1.6 Significance Study

**Theoretical** : This reaserch invertigate about why there is English education student that still have low english practice and what kind of factors that cause it.

**Empirical** : This reaserch provide factual information why there is low english speaking practice and how english lecture respond and overcome about it.

**Practical** : This reasech informs readers about the factors that causing low speaking English in university in Pekalongan.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the Findings**

##### **5.1.1 Factors That Cause Low English Speaking Practice**

From the entire research conducted by researcher, 4 main factors were found that caused low English speaking practice among English language education students at one of Islamic State University in Pekalongan.

The first factor is the lack of vocabulary they master. This is the problem most often experienced by English language education students where of the five people the researcher interviewed, all of them experienced a lack of vocabulary. The reason behind the lack of vocabulary mastered by students is the low level of student literacy which is caused by students being lazy to improve themselves and being lazy about reading. This causes students to have difficulty when making a sentence because of the limited vocabulary they know. The second factor is lack of confidence and fear of making mistakes. Of the three students who have been interviewed, four of them experience the same problem, namely lack of confidence and fear of making mistakes. This is due to excessive anxiety in students when speaking in front of the crowd, especially using English.

The third factor is lack of motivation. Of the five students interviewed, three of them experienced problems with their learning

motivation. This problem arises because there are several students who are majoring in English education but it is not the major they want. This causes a lack of motivation in students due to their disappointment in entering a major they don't really want. On the other hand, some students do not have the motivation to study because they are quite lazy and do not have enough interest in learning English.

The fourth factor is a student learning environment that is less supportive. This was conveyed by Participant 7 as secretary of the English education department at one of Islamic State University in Pekalongan. The learning environment at is felt to be less than supportive for learning English. This is due to the lack of support in the existing environment and the lack of media that can be used by students to continue to be enthusiastic about learning English, especially speaking.

### **5.1.2 Solution of the problem From Students and Lecturers**

In this research, researcher found several efforts made by students and lecturers to overcome low English speaking practice in the one of Islamic State University in Pekalongan.

Some students have their own methods for learning. The first method is to use songs and films or videos as learning tools. The second method is using the self-talk method. This method is used with students talking in front of a mirror to train their confidence in speaking in public. The third method is by speaking using "broken English". This method focuses on continuing to talk to colleagues using English without caring

about correct grammar. The aim of this method is to train confidence in speaking using English.

Apart from students, lecturers are also working on solutions to respond to this phenomenon. They stimulate students by giving assignments that train students to speak English and also provide input to them regarding the importance of mastering English speaking. Apart from that, some of the lecturers also always provide information to students regarding activities they can take part in to improve their abilities.

## **5.2 Recommendation**

In the research that has been carried out, researcher are certainly aware of many things that can be used as input and suggestions for the future. In the research entitled Investigation of Low Speaking English Practice of English Educational Department Students in Pekalongan, there are several things that can be improved in the future. Some of them are the need for more in-depth observation and research to find more concrete factors regarding this problem. Researcher hopes that future researcher will evaluate this topic with different perspectives and provide concrete evidence and references.

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