

Industrial Engineering's Speaking Problem in Learning English

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Abstract

This study aims to analyze the difficulties faced by industrial engineering college students. It also investigates the way they triumph over those troubles in learning speaking. This study employed descriptive qualitative research. The subjects of this study were the freshman of industrial engineering department at University of Madura who took English course. The data were gathered from the observation, questionnaire, and document. The findings of this study confirmed that industrial Engineering students faced some problems in learning English. They were fear of making mistake, shyness, anxiety, lack confidence and lack of motivation. This study is expected to be useful for other researcher to consider their student in learning English speaking.

Keywords: Industrial Engineering, Speaking English Problem

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Introduction

In Indonesia, English as a foreign language was taught for 6 years in school. Starting from junior high school and senior high school. As college students, English was taught as a compulsory subject, especially for industrial engineering college students. The writer has noticed during teaching English, industrial engineering students face some difficulties in speaking during study English. What are the difficulties that face the students of industrial engineering at

the University of Madura in speaking English? What are the suitable solutions? The researcher has been noticed that there are some psychological factors that hinder students from practicing their speaking in class. Each of them is explained below and the possible solutions to overcome them. In fact, the students face some problems, they were fearful of making mistakes, shy, anxious, lack confidence, and lack motivation.

Method

This research used descriptive qualitative research. The subjects of this observation had been the freshman college students from class A that had been taking English as a compulsory

subject. The sample of this observation consisted of a class of industrial engineering. The instruments used in this research were a questionnaire.

Table 1. Question and Selection

No.	Questionnaire	Selection			
1.	Do you experience fear of mistakes when you speaking English?	Always (25%)	often (50%)	Sometimes (25%)	Never (0%)
2.	Do you experience shyness when you speaking English?	Always (25%)	often (75%)	Sometimes (0%)	Never (0%)
3.	Do you experience anxiety when you speaking English?	Always (50%)	often (50%)	Sometimes (0%)	Never (0%)
4.	Do you experience lack of confidence when you speaking English?	Always (50%)	often (50%)	Sometimes (0%)	Never (0%)
5.	Do you experience lack of motivation when you speaking English?	Always (25%)	often (50%)	Sometimes (25%)	Never (0%)

Discussion

In the discussion, find out the problems that face the student, the cause of the problems, and also possible solutions, those are:

1. Fear of Mistake

As argued by many theorists, fear of mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Hua, 2007; Robby, 2010). Concerning the fear of making mistakes issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or

being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, teachers need to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

1.1 Causes of Fear of Mistake

The primary reason for fear of mistakes is that students are afraid of looking foolish in front of other people and they are concerned about how others will see those (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006) cited in He and Chen (2010) explain that students feel

afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistakes in speaking English. Students' fear of making mistakes in speaking English has been a common issue, especially among industrial engineering students as EFL. As argued by Middleton (2009), most EFL students are afraid to try and speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class.

1.2 Possible Solutions to Overcome Fear of Mistake

In terms of a possible solution to overcome students' fear of mistakes, Zua (2008) gives several suggestions. First, she suggests that emotional bonds between students and teachers should be built. This way, the students are expected to feel comfortable with their teacher and believe that the teacher will help them if they make mistakes. Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supportive learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carrying out communication.

2. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of the problem in students' learning activities in the classroom, especially in class of speaking. Therefore, paying attention to this aspect is also quite important to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter, and feeling of shyness makes their minds go blank or they will forget what to say. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness.

2.1 Causes of Shyness

Regarding the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speak English in front of their friends and teacher. In addition, Saurik (2011) identifies that most English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

2.2 Possible Solutions to Overcome Shyness

In terms of the possible solution to overcome shyness, Pesce (2011) says that teachers must create a friendly and open classroom environment. By doing this, shy students are hoped to feel fine about making mistakes in their learning. This way, students will not worry about their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. In solving the shyness problem, Chinmoy (2007) suggests that to help students to be more confident in their speaking convince students to look upon shyness as a thing to overcome and do not run-on silence.

3. Anxiety

Anxiety is a feeling of tension, apprehension, and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Furthermore, Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning the language. Therefore, paying attention to this factor of learning should also be taken into consideration. The fact that anxiety can affect students' learning is also shared by other researchers like *Horwitz (1991)* as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they are. This explanation suggests that teachers should attempt to create a learning atmosphere that gives students more comfortable situations in

their learning activity. Anxiety is a powerful effective factor that makes a negative impact on foreign language learning and performance. It is important to be aware of the learning conditions that can influence the foreign language anxiety level.

3.1 Causes of Anxiety

Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007) based the findings of their study found three main causes of students' anxiety i.e. communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers to the students' low ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feelings among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluations. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety (Liu, 2007; Zhou, et al 2004). All of these show that understanding students better and being skillful in managing the classroom should be part of the teachers' concern. As suggested by Harmer (2007), to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weaknesses so that they can create a learning method that accommodates all students in the classroom.

3.2 Possible Solutions to Overcome Anxiety

To overcome anxiety, Koichi Sato (2003) in his research about improving students' speaking skills suggests that teachers should be more careful about anxiety which can be intense in students, and find techniques that allow students to participate more in oral activities. In addition, providing students with positive reinforcement (Keramida, 2009), motivating students (Christophel, 1990; Frymier, 1993 cited in Keramida, 2009), and creating an easy environment in class are important to be noticed by the teacher since they can lower students' anxiety, increase their confidence, and encourage their willingness to communicate (Chan, 2002 cited in Noonura, 2008). Dealing with anxiety in students' learning, Tsui (in Nunan, 1999) explains that to deal with reluctant students, teachers should accept a variety of answers. This way, the students can feel more confident in answering the teacher's questions and participating in every activity of it.

4. Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that students who lack confidence in themselves and their English necessarily suffer from communication apprehension. This shows that building students'

confidence is an important part of the teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

4.1 Causes of Lack of Confidence

He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing student that they can speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing to building the students' confidence. Therefore, encouraging students and showing that they will be able to communicate well in English plays a role in students' success in learning.

4.2 Possible Solutions to Overcome Lack of Confidence

Concerning possible solutions to overcome the students' lack of confidence, Ye Htwe (2007) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence. In line with this, Kubo (2009) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation and to converse freely. By doing this, students

will experience a greater sense of ability to speak English. Therefore, the teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

5. Lack of Motivation

Concerning the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have a weaker motivation for success showing that building students' motivation to learn is urgent for every teacher.

5.1 Causes of Lack of Motivation

Concerning the causes of lack of motivation, Gardner in Nunan (1999) elaborates on the causes of the students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials, and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become the source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that

paying attention to those four factors is vital. In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teacher's communication in English. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity, and interest in their students. In other words, students' motivation is influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

5.2 Possible Solutions to Overcome Lack of Motivation

Aftat (2008) suggests that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of security and welcome in their learning. Other suggestions to increase students' motivation are shared by Liu and Huang (2010). They say that to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

Conclusion

In conclusion, dealing with a fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation, they had their solutions to overcome their problems in learning speaking such as

doing self-learning, reviewing the material, enriching vocabulary, having positive thinking about any evaluation, and getting used to speaking practice.

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