

## A STUDY OF SPEAKING PROBLEMS ENCOUNTERED BY NURSING DEPARTMENT STUDENTS AT UNIVERSITAS SUMATERA BARAT

ASIS WARNI<sup>1</sup>, ALLEN CHRISTY JUFRY<sup>2</sup>

Universitas Sumatera Barat<sup>1</sup>, Sekolah Tinggi Teknologi Industri Padang<sup>2</sup>

Email: iniasis@unisbar.ac.id<sup>1</sup>, Allenchristy086@gmail.com<sup>2</sup>

**Abstract:** The study is intended to figure out the problems of speaking encountered by Nursing Department students at “Universitas Sumatera Barat”. In conducting the research, the researchers used descriptive method. Total sampling technique was employed as the methodology in gaining the sample. The data of the research was collected by using speaking test in the form of interview. The result of the research shown that the most to the least problems of speaking encountered by the Nursing students of “Universitas Sumatera Barat” as the followings; the first position is comprehension about thirteen students or 50%. The second, vocabulary around 38,4% or ten students. The third, fluency 34,9% or nine students. The fourth position is grammatical problems, consists of eight students or 30,7%. The last position is pronunciation, they are seven students or 26,9 % of sample students get problem on pronunciation.

**Keywords:** Speaking, Speaking-Problems, Nursing Students

### A. Introduction

English is one of compulsory subjects in Nursing department of ‘Universitas Sumatera Barat’. It is taken by the students once during their studies in the university. The main focus of teaching English to Nursing students is giving adequate communicative competence in nursing field as included in Teaching English for Special Purpose (ESP). In other words, the focus of teaching is giving them basic knowledge and competence in communication or speaking. Davies & Pearse (2000) mention that the important part of teaching English is giving students competences to use language effectively in communication or speaking.

Although, speaking becomes crucial part in learning, the fact convey that students face some difficulties in conducting speaking. Most of them even do not eager to speak and avoid to deliver their ideas in speaking activities in or outside the classroom. Such problems of speaking almost happen in all English classes around the world, especially for non English speaking countries. This due to the lack of speaking abilities of the students and their failure to improve their speaking performances. As a result, they often get problem to develop themselves and thier careers after graduating from university because they cannot speak well in English. Ur (2000) states that speaking is a significant skills to develop an effective communication among other skills such as writing, reading or listening and a good speaking ability gives contribution to a better communication. A better communication skill gives more apportunities to develop relationship in working environment.

Moreover, to create an effective communication, problem of speaking have gained attention from reserchers around the globe. For instances, Evan and Green (2006) investigate the speaking obtacles in Hongkong University, the study indicate that students get problems about grammar, vocabulary, pronunciation, fluency and comprehension. In line with the previous research, this research is conducted to find out the speaking problems encountered by Nursing Department students of “Universitas Sumatera Barat” on the academic year of 2024-2025.

### B. Research Method

The descriptive method was applied in this research in order to find out the problems of speaking faced by Nursing students at “Universitas Sumatera Barat”. Gay (2000) mentions that the descriptive research is intended to explain the way things are and collect the data to show the characterisric of some phenomena. Through this type of research the researchers investigated the problems of speaking faced by Nursing students of “Universitas Sumatera Barat”. The population of the study was second year students of Nursing Department that taken English Subject at the third semester of academic year 2024-2025.

The sample of this study was gotten by using total sampling technique. So, all member of the class became the sample of the research. Sekaran and Bougie (2013) writes that total sampling

technique is a type of sampling that taken the entire population as the sample based on the same particular characteristics. In this study, the total amount of population was consists of 26 students, and all of them were taken the same courses and classes so that they were regarded have the same abilities.

The data of this research ware taken using a speaking test, the test was in the form of interview. The students were given fives topics in medical field. Then, they chose one of them and after that students answered the interview test on their own abilities without using any dictionaries. Next, the students answered were scored and classified based on the formula developed by Arikunto (2002).

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

Where :

P = Percentage.

M = The student' score

N = The total score of the test.

Additionally, the students' scores were also classified based on the five aspects of speaking based on the qualification categories that refers to BSNP 2007 as the following.

**Table 1.** Qualification Categories of Student's Ability

No	Range	Category
1	81-100	Very good
2	70-79	Good
3	56-69	Fair
4	46-55	Poor
5	0-45	Very poor

Buku Model Penilaian (BSNP) 2007

### C. Discussion

The speaking test conducted to the sample students in order to find out the problems encountered by them. The problem classified into five aspects of speaking proposed by Brown (2004). The distribution of the cores can be seen on the following table.

**Table 2.**

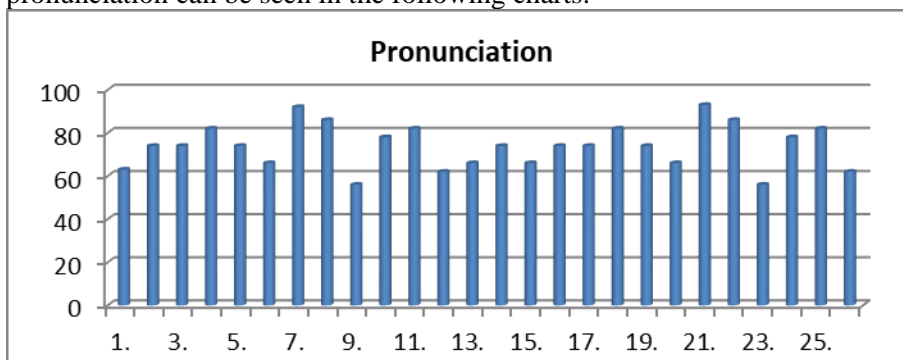
No.	Name	Pronunciation	Grammar	Vocabulary	Comprehension	Fluency
1.	ED	63	74	60	61	48
2.	ES	74	72	74	46	52
3.	BA	74	72	66	92	74
4.	DS	82	54	85	45	52
5.	FS	74	66	86	92	52
6.	JP	66	74	48	74	92
7.	IH	92	74	78	72	66
8.	YT	86	82	48	72	74
9.	JG	56	74	62	92	74
10.	KL	78	51	82	66	82
11.	KS	82	90	46	62	74
12.	MR	62	86	72	48	88
13.	NG	66	50	72	66	92
14.	RM	74	78	82	92	92
15.	SB	66	82	50	86	66
16.	SF	74	66	74	56	74
17.	SRJ	74	74	74	78	74
18.	SPP	82	74	72	82	82
19.	SR	74	82	72	66	74
20.	WS	66	74	86	45	66
21.	AM	93	62	52	86	92
22.	AA	86	52	74	56	86

23.	BI	56	86	74	78	56
24.	DS	78	52	51	82	78
25.	FS	82	78	74	62	82
26.	JP	62	82	66	66	62

From the table, the students score are ranged from 45 to 93, this means that the students ability are in the level of poor to very good. The problems encountered by them are classified on the following.

1. Pronunciation

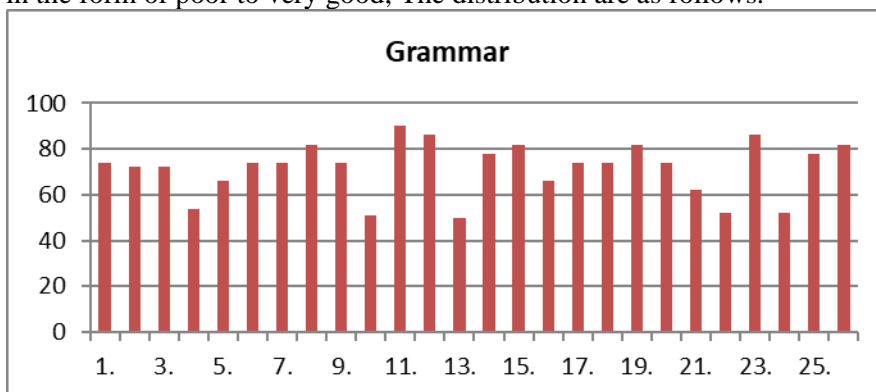
The lowest scores for pronunciation is 56 and the highest one is 93. This means the students speaking ability is in the rang fair to very good. The distribution of the problem of pronunciation can be seen in the following charts.



From the chart 1, it is shown that seven students get marks from 55 to 69 so there are in the rang of fair position.

2. Grammar

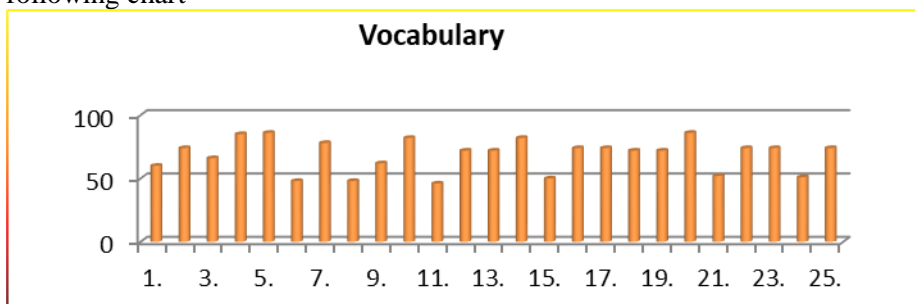
The highest score for grammar is 90 and the lowest score is 50. Thus, the score of grammar is in the form of poor to very good, The distribution are as follows.



There are five leaners get score under 55 or in the poor position,three of them under 69,they are in the range of fair position.

3. Vocabulary

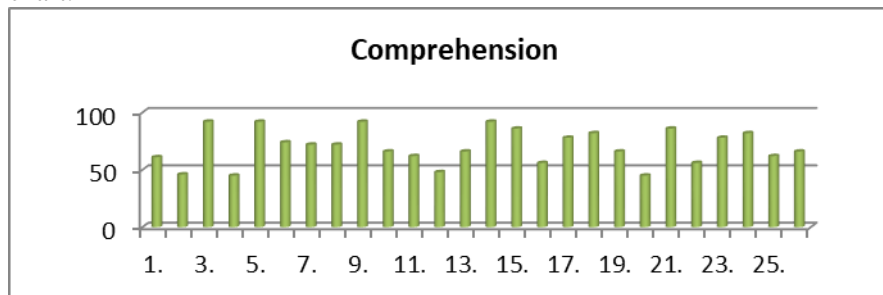
The vocabulary score is 46 the lowest and 86 the highest, two students get 48 and for 50,51,52 is gotten by one student for each of them.The distribution can be seen on the following chart



From the chart, four students get score under 69 or in the fair position. It means that 10 students get problems on vocabulary.

#### 4. Comprehension

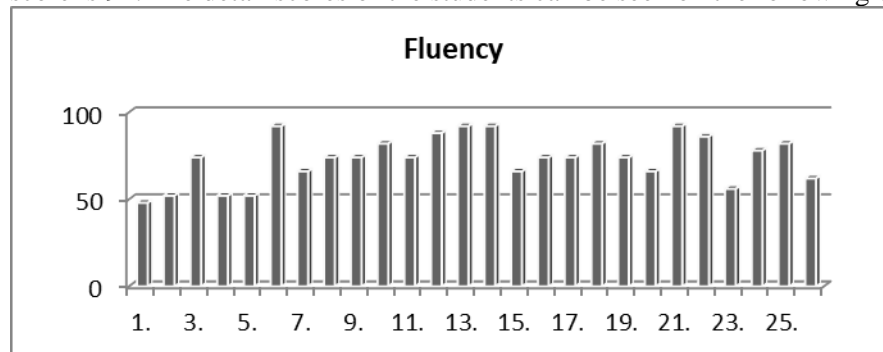
The comprehension score for the test is from 45 to 92. Five students get score below 55 or very poor ability on comprehension. The scores' distribution can be seen on the following chart.



The chart also figures out that nine students get mark under 69 or in the fair position.

#### 5. Fluency

The fluency scores of the learners shown that four learners got score under 55 and highest score is 92. The detail scores of the students can be seen on the following chart.



The chart conveyed that three students are in the rang of 56-69 so they are in the fair position.

### D. Conclusion

The problems of speaking encountered by the students are categorized for each aspect or component of speaking. It is stated briefly as the following; For the criterion of pronunciation, seven students or about 26,9 % are in the fair position and 73,1% in the level of good to very good. Next, grammatical problems, five students or 19,2% are in the poor position while three of them or 11,5% are in the fair position, So, totally eight students or 30,7% have problem on grammar. Additionally, on vocabulary, six students or 23% are in the poor position, they get marks under 55 and four of them or 15,4% are in the fair position, they are ten students all together that get grammatical problems.

Futhermore, thirteen students or about 50% get problem on comprehension. Four of them or 15,4% get score under 55 and nine of them or 34,6% are in the fair position. Lastly, the fluency, four students or 15,4% are in the poor position because their mark below 55 and five of them or 19,2% are in the fair position because their scores are below 69. In short, the most to the least problems of speaking encountered by the Nursing students of "Universitas Sumatera Barat" are; the first position is comprehension about thirteen students or 50%. The second, vocabulary around 38,4% or ten students. The third, fluency 34,9% or nine students. The fourth position is grammatical problems, consist of eight students or 30,7%. The last position is pronunciation, they are seven students or 26,9 % of sample students get problem on pronunciation.

### References

- Arikunto, S. 2002. Metodologi Penelitian Suatu Pendekatan Proposal. Jakarta:PT. Rineka Cipta.  
Brown, D. H. 2009. *Principles of Language Learning and Teaching* (5thEd). New York: Pearson Education Inc.

- Cameron, J. E. (2004). *Three Factor Model of Social Identity. Self and Identity*, Vol 3, p. 239-262, Psychology Press, Taylor & Francis Group
- Davies, D., & Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University Press.
- Evans, V and Green, M. 2006. *Cognitive Linguistics an Introduction*. Edinburgh, Edinburgh University Press
- Goh, Christine C. M. dan Burns, Anne. (2012). *Teaching Speaking*. New York: Cambridge University Press.
- Harmer, Jeremy. (1998). *The Practice of English Language Teaching* (4thEd). London: Longman Group Ltd.
- Mackey, William F. (1968). "The Description of Bilingualism". Dalam Joshua A. Fishman (ed.) 1972 (First printing 1968 in The Netherlands). *Readings in the Sociology of Language*. The Hague Mouton; 554 – 584.
- Scrivener, Jim (1997). *Learning Teaching: a Guide for English Language Teachers*. Oxford: Heinemann.
- Sekaran-Bougie. (2013). *Research methods for business : a skill-building approach – 6th ed*. West Sussex, UK : John Wiley & Sons Ltd.
- Ur, Penny. 2000. *A Course in Language Teaching*. Cambridge University Press:Cambridge.