OBSTACLES IN LEARNING TO SPEAK ENGLISH FACED BY NURSE STUDENTS OF STIKES SANTU PAULUS RUTENG, FLORES

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Abstrak: Saat ini pembelajaran bahasa Inggris dipandang sebagai kebutuhan untuk mengembangkan karir, meningkatkan kualitas diri (kemampuan berbicara), dan mengambil bagian dalam persaingaan dunia. Banyak strategi pembelajaran yang digunakan untuk meningkatkan kemampuan berbicara dalam bahasa Inggris. Namun demikian, pembelajaran berbicara bahasa Inggris bukanlah perkara mudah. Masalah dan hambatan selalu dijumpai bahkan hambataan tersebut melemahkan semaangat dan motivasi belajar siswa. Penelitiaan ini bertujuan untuk mengetahui hambatan yang dialami mahasiswa keperawataan dalam belajar berbicara bahasa Inggris. Penelitiaan ini menggunaakan pendekataan kualitatif yang dilakukan pada mahasiswa keperawatan STIKes Santu Paulus Ruteng. Penentuan subject dilakukan secara purposive, dan pengumpulan data dilakukan dengan menggunakan teknik wawancara, observasi dan dokumentasi. Hasil penelitian menunujukan bahwa hambatan yang dialami mahasiswa keperawatan dikelompokan ke dalam empat kategori yaitu masalah minat mahasiswa dalam belajar bahasa Inggris, motivasi belajar bahasa Inggris, masalah kepercayaan diri untuk memulai percakapan bahasa Inggris, dan masalah pengetahuan dasar dan penguasaan kosa kata dalam bahasa Inggris. Masukan yang diberikan mahasiswa dipertimbangkan oleh autoritas sekolah tinggi sebagai upaya peningkatan kualitas pendidikan bagi mahasiswa keperawataan selama proses pembelajaran.

Kata Kunci: hambatan, belajar berbicara bahasa Inggris, mahasiswa keperawaatan

Abstract: Learning English is now seen as a need for expanding career, improving personal quality (speaking ability) and taking part in the world competition. For the sake of improving English speaking capability, many learning strategies are chosen. However, learning to speak English is not an easy task. Difficulties and problems are found during the efforts even reducing learning motivation. This research is aimed at investigating the obstacles encountered by nurse students in learning to speak English. It is a qualitative research conducted at students of Nursing Study Program STIKes St. Paulus Ruteng. The research subject is determined purposively, and the data collection is done using interview technique, observation and documentation. The findings indicated that the obstacles faced by the nurse students were classified into four categories .The obstacles included problems dealing with students interest of learning English, students learning motivation, students self-confident to start speaking, and basic knowledge of English and vocabulary mastery. The comments made by the students could be considered by the school authorities in order to improve quality of education for nurse students during the learning process.

Key words: obstacles, learning to speak English, nurse students

INTRODUCTION

Nowadays, the ability to speak in English is seen as a need for contributing to the complexity of the world. It's a view by which all its proponents agree that speaking ability delivers them to the survival of competitions which put English as one of the prerequisites to be fulfilled. It is obvious that learning to speak English becomes a trend to keep up with this situation.

The learning activity is done for certain reasons; fulfilling the curriculum demand, moving to the target language community, fulfilling the requirement of specific purpose, and perceiving great of being able to speak the language. Whatever reasons, the purpose learners have for learning will have an effect upon what it is they want and need to learn, and its result will influence what are taught (Harmer, 2007:11).

In Indonesia context, English is considered as a foreign language. It's acceptable since Indonesian people use English in certain occasions. Richard and Renandya (2002:204) states that learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also learn how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. As English is a foreign language, it's a must to carry out a careful application of learning to practice for the learners.

Different experts proposed different ways of language learning theory. According to behaviorism, language learning is essentially the formation of habit through repeated reinforcement. It proposed three stages of learning which were known as presentation, practice and production (Thornbury, 2005:38). This process is aimed at developing automatic habits, structuring the language skills including speaking through classroom practice and interaction, modeling, and repetition.

On the other hand, cognitivist views learning as a complex skill. The application of behaviorism is considered as the first stage to reach the autonomy. The cognitivist model prioritizes mental function over the social one. Learning is mediated through social and cultural activity, and to achieve autonomy in askill, the learners first need to experience "other regulation", that is, parent, peer or teacher ((Thornbury, *ibid*).

Different theory of language learning doesn't become a problem for language learners as it is seen as the initial stage to facilitate language learning. It then ought to know learning strategies that are effectively implemented to enhance the learners learning achievement. Oxford (1990 in Richard and Renandya, 2002:121) differentiates learning strategies into some categories: (1) *cognitive strategy*. It involves the identification, retention, and retrieval of language elements. In learning a language, students use a memory that makes them easy to remember and comprehend the language they are learning. It usually uses the "key word method" to help them remember new words. (2) *Metacognitive strategy*. It deals with planning, monitoring, and evaluation of language learning activities. It can be undertaken by language teachers or students themselves by monitoring the progression of their learning achievement and comparing to the course goals outlined in the curriculum. (3) *Affective strategy*. It is undergone by those who serve to regulate motivation, emotion

and attitudes when learning a language. Affection is put forward to enhance the learners intention to learn a language.

Learning a language is aimed at being able to speak the target language, and the strategies mentioned help learners facilitate learning achievement. However, speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. In the process of learning to speak, Richard and Renandya (2002:205) stated some factors affecting learners' oral communication ability; (1) age or maturational constraints. Age is one of the determinant factors of success or failure in learning English. There is a great differences of retrieving language proficiency between a child and an adult. It is affirmed by Krashen, et.al (1982) in Richard and Renandy (*ibid*), those who begin learning a second and a foreign language in early childhood through natural exposure gain better proficiency than those begin learning at adult phase. Many adults fail to achieve language proficiency. This proves that learners' age affect the ability of pronouncing the target language fluently and naturally. (2) Sociocultural factor is one the factors affecting learners' oral communication ability. Pragmatic perspective defines that since linguistic communication occurs in structured social context, language seen as a form of social action. Thus, to speak a language, one must know how the language is used in certain social context. In addition, the oral communication applied, involves a nonverbal communication system, which sometimes contradicts the message conveyed through verbal listening channel. (3) The affective factor is also affecting the learners' oral communication ability. It is

related to emotion, self-esteem, empathy, anxiety, attitude, and motivation. Brown (1994) in Richard and Renandy (*ibid*) states that learning a second or a foreign language is a complex task. It is associated with feeling of uneasiness, frustration, self-doubt, and apprehension.

It is obvious that the use of English in healthcare sector has the implication to force the medical personals to apply English in day-to-day work. International standard hospitals have applied it to improve the quality and expand the range of services to the clients. The prerequisites that should be fulfilled by the professional nurses who happen to contribute to this kind of hospitals are possessing the main competency and supporting competency. One of the supporting competencies that should be owned is the capability to speak in English as the media of communication. For this purpose, nurse students have to learn to speak in English.

However, learning to speak English for nurse students in Indonesia is a challenging task. In a macro scope, maturation, affection and sociocultural side are the factors affecting nurse students oral communication ability. Since the ability to speak in English is a must to be possessed, it is as well a must to know the difficulties found in learning to speak English.

RESEARCH METHOD

For the purpose of this study, a qualitative approach was chosen. The existent data are in the form of field note, observation and interview results which are described qualitatively. This research is conducted at students of nursing study program STIKes

St. Paulus Ruteng, Flores, NTT, academic year 2016/2017. The data are obtained through observation, documentation and interview. The participants of the research are determined purposively based on the criteria which have been set up by the researcher. The number of participants are ten (10) students. The technique of data analysis is undertaken using a qualitative description, and to describe the systematic, factual, and accurate data, inductive description is applied by implementing the model of analysis proposed by Miles and Habermas consisting of data collection, data reduction, data display, and conclusion. Test of data validity is done using test of data credibility which conducted through extending the observation, increasing the intensity of perseverance, discussing with others, analyzing negative case, member check, and applying confirmability test.

FINDINGS AND DISCUSSION

FINDINGS

Findings of this research are divided into two parts based on the two research questions. The first part deals with the obstacles faced by nurse students in learning to speak English as a foreign language, while the second discusses the implication to the teachers as the direct instructors. Through the data collected, it has been revealed that the nurse students are facing problems in learning to speak English. These are as the following:

Having lack of interest in learning English

Nurse students posses lack of interest in learning to speak English. This factor makes them reluctant to learn. It as well disturbs the learners learning focus. When it appears the nurses students tend to change their attention to other subjects which are more attractive according their concepts. The emerge of being interested in learning certain subjects is determined by who are in charge for teaching and how she or he teaches. The data revealed that the nurse students carry out certain concept of learning to speak English. According their view, English is difficult to learn. This view then influences their learning styles which is supposed to help them facilitate learning success, and they are not interested in learning to speak English for this reason.

Lack of learning motivation

The study presents a data that a majority of students are less motivated to practice speaking in English out of the class. One of the basic reasons is that the nurse students have less time to learn English, and it happens because the students spend more time learning other subjects given by other lecturers. It is affirmed by Khan (2016:158) through his study the absence of many required needs for learning makes them look not to be motivated. It emphasizes upon the need of creating motivation among students. Students need a lot of things in learning. It is important to know what they need and how to fulfill their needs. Getting students to do various kinds of homework, such as written exercise or composition is one of the best ways to encourage students autonomy. However, it will reduce the students motivation if it is given at the same time when they have to complete other tasks.

Having lack of basic knowledge and vocabulary mastery

Having lack of basic knowledge and vocabulary mastery reduce the nurse students learning motivation and interest.

Since they tend to focus on achieving main competency, they seem to be careless to learn English. The intensity of learning changed hinders the mastery of vocabulary that should be learned and understood by the students.This factor causes further problem that is nurse students findingdifficulties to understand English materials learnt. It deals with the complexity of English language either its semantic aspect, pronunciation or its sentence structure.

Having lack of self confident to speak

Nurse students have lack of self confident to speak English. They seem to be under pressure and feeling nervous when they try to practice speaking. It causes losing of time to practice and being fear to speak. It fits what Leo (2013:206) says students lose their self confident and will never try again if they feel embarrassed, unappreciated, disappointed, frustrated, or being looked down by others or even teachers. It will be worse if negative comments are given. Students then are losing opportunities to try even though they have a good intention to posses English speaking ability.

DISCUSSION ON FINDING

From the above analysis, there is a great need to study the problems or obstacles faced by the nurse students and then develop suitable strategies to improve their speaking ability in English as a foreign language. This study made an effort to seek pedagogical methods which could help deal with the problems of learning to speak English. By adapting the process-oriented approach could be a more effective strategy maintaining a positive, encouraging and collaborative learning**.**

After conducting and analyzing the research result, researcher realized that learners had difficulties in learning to speak English. However it is not possible to help them overcome all their problems in a short teaching program and practices. It was evidence that the learners are not confident enough to practice speaking in English. The learners failed to posses speaking ability since they tend to focus on main competency while neglecting supporting competency that is affecting the success of main competency existent.

Valuable input is hoped to assist nurse students find out the best way to make them posses interest and motivation to learn speaking English. One of the basic considerations is that a need to speak in English cannot be postponed. English teachers are encouraged to apply effective and interesting teaching method and technique which can improve nurse students motivation to always practice speaking in English. Facilities are also supporting factor that can improve nurse students learning motivation and interest. The unavailability of good facilities leads the students to be reluctant to practice.

CONCLUSION AND IMPLICATION

CONCLUSION

In summary, although nurse studentshave applied various leaning strategies and teachers have strived to conduct effective and interesting teaching method to achieve speaking capability, they keep facing obstacles in learning to speak English. It seems that the obstacles are mostly intrinsically. The problems are coming from the students themselves. Having lack of

learning motivation and interest, lack of basic knowledge and vocabulary mastery, and lack of self-confident to speak. Having lack of learning interest and motivation is caused by the unavailability of good facilities, supporting learning circumstances, interesting materials that fit learners need, beside putting forward negative concept of learning to speak English. Having lack of basic knowledge and vocabulary mastery makes the students find difficulties to understand the materials studied, meanwhile having lack of self-confident to speak makes the students fear to involve in practice with their interlocutors.

IMPLICATION

These obstacles should be considered as great problems that hinder the nurse students success in learning to speak English. Multiple solutions are addressed, including administrative support, professional development, curriculum, textbooks, media, and other literacy materials, home-school connections and community support. Beyond these aspects, teachers as direct instructors can also provide assistance in various ways such as understanding nurse students learning needs and learning goals, broadly cooperating with students to facilitate practices, using technology to facilitate their learning success, and provide bilingual or transitional instruction.

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