

An Analysis about Factors Affecting Buddhist Tourism Learners' Speaking Skill Based on Gender Diversity

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ABSTRACT

Qualitative study was applied in this research. This study aimed to identify factors affecting speaking skill of Buddhist Tourism learners and to find out problems faced in performing speaking. Subject of this study were 45 learners which were divided into 19 male learners and 26 female learners of Buddhist Tourism study program. This Data were collected using interview and questionnaires. The data collected were analyzed using qualitative design with flow method which consists of three stages. Those were data reduction, data display, and verification or conclusion. The result of this study showed that the most affecting factors for male learners were time for preparation, confidence, pressure to perform well, and topical knowledge. While the most affecting factors in speaking skill for female learners were confidence, time for preparation, and anxiety. The learners also get difficulties when performing speaking skill. The male learners' difficulties were worry, no motivation, inability to think, and English acquisition. While the female learners' difficulties were worry, shame, speaking less, and fear.

Keywords: *speaking skill, Buddhist tourism learners, male learners, female learners*

1. INTRODUCTION

English has become global language which most of people in the world learn and use. It may be use as daily language or just the lesson that must be learned by the students. As well as in Indonesia, English is one of compulsory subject given to the students. It is done to give general knowledge about universal language, so that they can communicate or just use technologies which applied English. Besides, the students will be able to speak simple expression for their daily life.

Some of students think that it is easy to learn English, but some of them also think the opposite that English is difficult to learn. In the term of conversation, it is not easy for them to learn English because it has very different accent with Indonesian. This makes the students need to learn more about the way they pronounce English words. Moreover if English is not the only subject they learn. They will get more difficulty in learning it because they need to learn the other subjects as well.

That kind of case also happens at Sekolah Tinggi Agama Buddha Negeri (State Buddhist College) Raden Wijaya Wonogiri Jawa Tengah next is called as STABN Raden Wijaya Wonogiri. It can happen because there is no specific English department, but other Buddhist and General Department such as Buddhist Counselling, Buddhist Education, Buddhist Tourism, Communication, and primary teacher education. However, all of those departments were also got English as the lesson they learn. This is as the introduction to English for their life in the future job they have. Otherwise, it can be English knowledge for the beginner, such as General English, English I and II, English speaking, and English for Buddhist Tourism. Those subjects are only general knowledge of English they need to learn because they do not learn them intensively. They just learn those materials once a week for about two till two hours. This makes the students do not focus on English only that can cause errors in their learning activities.

There are some English skill the students should learn in one time such as speaking, writing, listening, and reading. Each skill has certain parts. One of the most visible parts of English use when they learn English is about speaking. There is specific study program which is taught English Speaking Subject. It is Buddhist tourism. Learners of this program get two English speaking subjects, namely English Speaking Basic and English Speaking Advance. Based on the preliminary study, most of male Buddhist Tourism learners learned

English for two to four years while female Buddhist Tourism learners learned English for more than seven years. However, there are many students who do not speak in English well. Therefore, this recent research focuses on two problems. The first one is the factors that influence Buddhist Tourism learners' speaking skill. And the second one is problem faced by them in performing speaking at STABN Raden Wijaya Wonogiri.

2. METHODS

This recent study used qualitative method. This design is expected to provide with specific and extensive information about definite phenomenon. This research method requires analyzing and explaining texts and interview so that consequential pattern descriptive of a certain phenomenon (Auerbach & Silverstein, 2003). In general, this section describes how the study was conducted. In other words, this study applied a method which presents data in the form of text or oral speaking from the interviewee. There were 45 participants of Buddhist Tourism study program in this study that were divided into 19 male learners and 26 female learners. Techniques used to collect the data were questionnaires about factors influencing speaking skills and also interview. The questionnaires were used to answer the first problem and the interview was used to answer the second problem. The data collected were analyzed using flow method of qualitative design. This design consisted of three stages. Those were data reduction, data display and conclusion (Sugiyono, 2013).

3. RESULTS AND DISCUSSION

Factors Affecting Learners' Speaking Skill

Based on the data collected, result of the study showed that there were some factors affecting Buddhist tourism learners' speaking skill. Those were time for preparation, pressure to perform well, listeners' supports, motivation to speak, confidence, anxiety, topical knowledge, listening ability, feedback during speaking activities, and time to perform a speaking task. Those factors are described as followed:

Time for Preparation

The first factor affecting learners' speaking skill was time for preparation. It is about the time the students required to prepare their speaking materials. Both male and female learners agreed that this factor affected their speaking skill. The needed more time to prepare what they had to say in speaking class. This caused time for preparation also affected their speaking skill. Based on the data analysis, there was 68 % of male learners and 62% of female learners determined that this factor could affect their speaking skill.

Pressure to Perform Well

The following factor affected Buddhist tourism learners' speaking skill was pressure to perform well. They believed that they got pressure from their lecturer to perform well in speaking English. It was like performing well was a must so they get more pressure in speaking. Based on the data analysis, there was 47% of male students and 42% of female students made choice that pressure to perform well also could affect their speaking skill.

Listeners' Supports

The next factor which could affect learners' speaking skill was listeners support. It was about encouragement to heed and listen what they say. The learners needed their friends' support them by heeding and listening them without laughing at them when they were performing speaking. Sometimes, the other learners did not pay attention to the student performed her or his speaking. They just focused on preparing their own performance by practicing. Even if they paid attention, they would just laugh and smile at him or her so he or she could not concentrate to their speaking performance. There was 32% of male learners and 23 of female learners voted that listeners' support could affect their speaking skill.

Motivation to Speak

Motivation is strength which encouraging someone to do something in order to reach a goal (Idzhar, 2016). It meant that motivation to speak was about learners' motivation to perform a good speaking. this factor also affected learners' speaking skill since there was 42% of male students and 35% of female students believed that motivation to speak affected their speaking performance. They believed that sometimes they had motivation to speak and sometime they did not.

Confidence

Confidence also became one of factors affecting learners' speaking skill. It was about someone behavior or self-belief to self-ability so that he or she did not feel worry at all to do something which was suitable to what he or she wanted (Tanjung & Amelia, 2017). There was 53% of male learners and 65% of female learners made this factor affecting their speaking skill. It meant that some of them lack of confidence when the performed speaking.

Anxiety

Anxiety is a condition where someone feels nervous, bad, and afraid of a fact or perception about an actual source threat (Pardede et al., 2020). Buddhist tourism learners believe that this factor influenced their speaking performance. They felt anxious when they performed speaking. There was about 37% of male learners and 46% of female learners determined that anxiety affected their speaking skill.

Topical Knowledge

The next affecting factor in Buddhist tourism learners' speaking skill was topical knowledge. It was the understanding or comprehension related to certain topic that was going to deliver orally. In performing speaking, the learners lacked of topical vocabularies so that they did not know what to say. There was 47% of male learners and 38% of female learners believed that topical knowledge could affect their speaking performance.

Listening Ability

Learners' ability in listening also affected learners' speaking skill. If the learners listen more often, they got better vocabulary mastery and better pronunciation. The learners also believed that this factor could influence their speaking performance. There was 32% of male learners and 23% of female learners chose this factor could affect their speaking skill.

Feedback during Speaking Activities

There was probable relation between student's preferences for their lecturers' feedback and the learning approaches (Diaconu, 2013). This feedback also could affect learners' speaking skill. It was about 42% of male learners and 31% of female learners determined that feedback during speaking activities was required by them. Hence, it was also one of factors affecting their speaking skill.

Time Allowed to Perform A Speaking Task

The last factors influencing Buddhist Learners' speaking skill was time allowed performing a speaking task. It meant that limited time was not preferred by them. The learners need more time to perform speaking task given by the lecturers. There was 32% of male learners and 27% of female learners thought that time allowed in performing speaking task was also affecting their speaking performance.

Based on the research finding above, it could be drawn that the factors affecting speaking skill based on the diversity between male and female learners were similar. However there were three most affecting factors on both male learners and female learners' speaking skill. The factors affecting male learners' speaking skill were time for preparation, confidence, pressure to perform well, and topical knowledge. While for female learners, the factors were confidence followed by time for preparation, and anxiety. These graphics below showed the different factors affecting male and female learners' speaking skill:

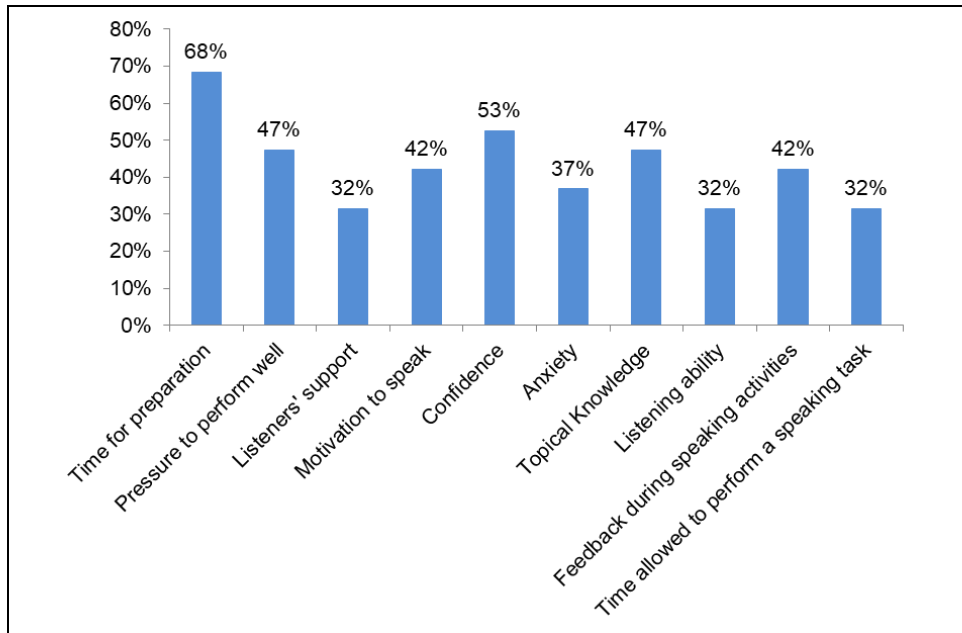


Figure 1. Factors Affecting Male Learners' Speaking Skill

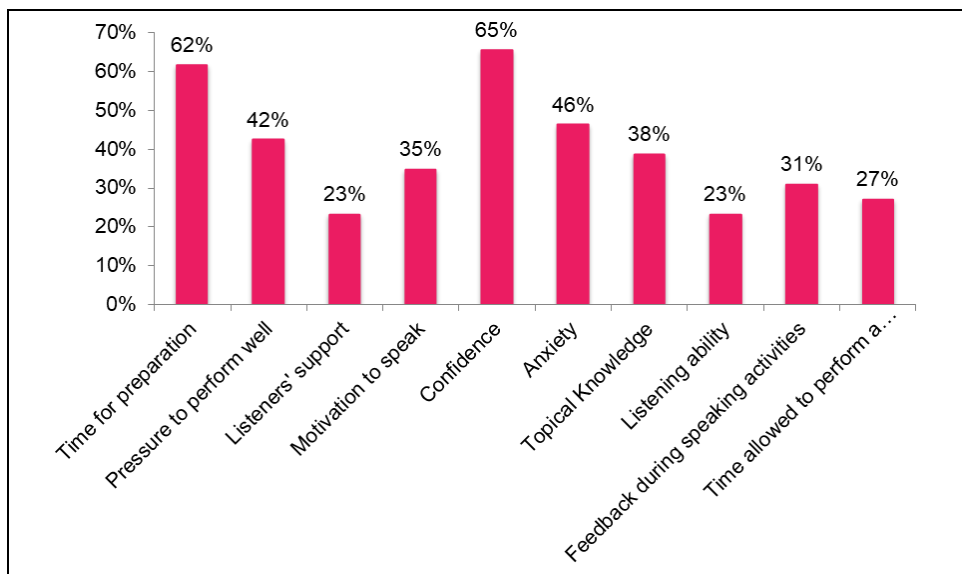


Figure 2. Factors Affecting Female Learners' Speaking Skill

Based on the graphics above, it was perceived that the most affecting factors for male learners in performing speaking were time for preparation followed. This factor got the highest number of students (68% of male students). Then followed by the second most affecting factor belonged to confidence which reach 53% of male students. Then complied by the third factor that referred to pressure to perform well and topical knowledge which got the same percentage (47%). On the other hand, there were three more affecting factors for female learners' speaking skill. The first one was confidence which reached 65% of female learners selected this factor. The second one was time for preparation which was about 62% of female learners determined this factor. The last most influencing factor belonged to anxiety which gained 46% of female learners chose this factor.

Problem Faced by Learners' in Speaking Performance

In performing speaking, the male learners faced some problems. Those were worry, no motivation, inability to think, and English language acquisition. In contrast, problems faced by female learners were worry, shame, speaking less, and fear. Those problems were discussed below:

Worry

Both male and female learners stated that worry was the main problem faced in performing speaking. Their worry was about making mistake when they speak in English. one of male learners stated that “*nanti kalau salah ngomong gimana bu*” – “what if I make mistake in speaking”. one of the female learners affirmed that “*ya cemas bu ketika mau ngomong pakai bahasa Inggris takut salah*” – “Just worried if I make mistake when I speak English”.

No motivation

The male learners believed that they had no motivation in speaking English. this caused no motivation became one of the problem faced by the male learners. One of them stated that “*Tidak bersemangat bu karena tidak bisa bahasa Inggris*” – “I not excited because I can't speak English”. It meant that they have no motivation to express what they were going to say in English.

Inability to think

The next problem faced by the male learners was inability to think. One of them said that “*suka nge-lag bu kalau ngomong bahasa Inggris*” – “I cannot think of any word when I speak English”. Based on the interview, the problem faced by the male learners was that they could not think about any English vocabularies when they speak.

English Language Acquisition

The following problem faced by the male learners in performing speaking was English language acquisition. Based on the interview, they stated that “*Saya seringnya ngomong menggunakan bahasa Indonesia bu, tidak bisa berbahasa Inggris*” – “I often use Indonesian in my daily conversation and I cannot speak English”. It meant that their English language acquisition was low.

Shame

The female learners believed that shyness was one of problem that faced in performing speaking activity. Based on the interview, one of them stated that “*malu miss kalau ngomong Inggris didepan orang*” – “I'm shy if I speak English in front of other people”. It meant that the female learners felt shy when they spoke in front of their friends and lecturers.

Speaking Less

The next problem faced by female learners in speaking class was speaking less. They did not speak very little or even not at all. One of them stated that “*Suka speechless bu kalau maju harus berbicara menggunakan bahasa Inggris*” – “I'm speechless when I must speak English”. it meant that speaking less also could be the problem they faced in performing speaking.

Fear

The last problem faced by the female learners when performing speaking was fear. They are afraid if their lecturers would criticize them and they are fearful of losing face if they make mistake in speaking. one of them stated that “*takut sama dosen bu kalau salah ngomong. Takut dibuli juga sama temen-temen kalau salah ngomong*” – “I'm afraid to the lecturer and friends will bully me if I make mistake in my speaking”.

Those seven issues above were the problems faced by male and female learners of Buddhist tourism in performing speaking. The male and female learners almost faced different problem. However, there was same problem faced namely worry. It was the similar problem faced by both male and female learners.

4. CONCLUSION

There were four most affecting factors influencing male learners of Buddhist tourism in speaking. Those were time for preparation, confidence, pressure to perform well and topical knowledge. While, there were three most influencing factors for female learners' speaking skill. They were confidence, time for preparation, and anxiety. There were different problem faced by male and female learners in performing speaking. The male learners' problems were worry, no motivation, inability to think, and the use of Indonesian language. On the other hand, speaking problems faced by female learners were worry, shame, speaking less, and fear.

Based on the discussion, there were two homogenous factors affecting male and female learners in speaking skills. Those were confidence and time for preparation. In addition, there was similar problem faced by both male and female learners which was called worry.

Hence, there are some suggestions for the Buddhist tourism learners and the English lecturers. First, the learners should practice speaking English more so that they can have better English acquisition, speaking more, get more motivation to speak, and able to think when they speak in English. Secondly, the learners should increase their confidence to get rid of worry, shame, and fear. The last but not least, the lecturers should give additional time so the students will have enough time to prepare their speaking materials.

ACKNOWLEDGMENT

All praises just be for Allah SWT for His blessing to the writer so that this article is complete. The writer also received support, guidance, advice and assistance from many people. Thus, she would like to express her gratefulness to those who give great contribution to the writer to finish this article. All of people at campus (State Buddhist College Raden Wijaya Wonogiri) who helped the writer in completing this article started from the license letters to complete the research. The next is my husband and my lovely son who always support and accompany me to finish this article. the writer hopes that this article will be beneficial for others.

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