

AN ANALYSIS OF ADVANCE LEVEL STUDENTS TO PERFORM THEIR SPEAKING

Trisna Dinillah Harya*

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan tentang masalah siswa ketika mereka berbicara bahasa Inggris. Hal ini dikarenakan Mahasiswa Tingkat Lanjutan tidak dapat berbicara dengan baik ketika mereka melakukan Seminar Proposal dan juga Ujian Akhir di IAIN Metro. Pengambilan data dilakukan dengan wawancara kepada 10 mahasiswa, wawancara dengan Kaprodi Pendidikan Bahasa Inggris, dan angket. Hasil penelitian menunjukkan bahwa sebagian besar siswa dari siswa tingkat lanjut tidak dapat berbicara bahasa Inggris dengan baik ketika mereka mengikuti seminar proposal dan Ujian Akhir atau Munaqosyah adalah karena mereka terlalu khawatir membuat kesalahan pada kinerja mereka karena mereka tidak memiliki cukup kosakata dan penguasaan tata bahasa, sehingga akan berdampak pada pengucapan dan kepercayaan diri mereka.

Keywords: English, Speaking, Students' Problem

Preliminery

English as international language is of course needed to communicate with people around the world. It is started when at the first time we meet other people, then there will be communication there between two or more people. Richard states that when people meet, they will greet one another and engage in small talk (Harmer, 2001). Speaking can be defined as an activity to talk with the English language. Through speaking we can interact with the world community. It indicates that speaking as international language is absolutely important and can not be avoided.

* Penulis merupakan dosen tetap pada Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro-Lampung

In performing Speaking skill, the speaker requires to use the language in all kinds of occasions or when the speaker communicate with their partner. Related to this case, Bailey and Savage state that Speaking English fluently is most demanding of the four skills (Bailey, 1994). To be fluent in speaking English becomes the main dream and motivation for every learners (Richards, 2002). The learners will do more practices to make their speaking better.

Another reason that being able to speak is that it is always used in our daily life as verbal communication, so the speaker should be able to strive and communicate the idea clearly until the message is conveyed to the listener. a good speaker will always pay attention to the topic spoken, the arrangement of the sentence used, and have enough confident. The speaker will be success when the interlocuter understand what the speaker say. In line with this, Nunan explain that mastering English is important as a second language and the speaker is success if he is able to carry out a conversation in the language (Nunan, 1991). In addition, human as social creatures will surely meet and interact with other people, of course a strategy is needed so that the message which is delivered to the interlocutors can be received and understood well (Septiyana, 2019).

Students at English Department have to master English both in written and oral communication, because the aim of English Department is to provide the learners with the capabilities to understand the language and the ability both in written and oral forms (Ratih, dkk, 2017). Based on the result of Pra Survey, It was found that more students find these kinds of problem. They are in advanced level but they reluctant to speak English when they perform their Research proposal seminar. They prefer using mix language and tend to use bahasa in giving the explanation about the content they have in their research proposal. Some students said that they were too worry about making mistakes because they have never been confident to speak English. When the lecturer asked some questions, they only kept smile without giving the answer at all. This reality becomes the serious problem because the students' in that high level should be able to communicate using English without thinking the mistakes anymore. They should be

able to speak fluently with high confident and enough vocabulary in their mind.

There are some factors about why students can't speak english fluently. Ur conveyed that the problems of students include inhibition, nothing to say, students with low participation, and the use of mother tongue. They are scared in doing mistakes when they speak, they can not express what is in their minds due to the lack of vocabularies, they are also shy and too nervous, and they feel that they are not competent in Englishn (Megawati, dkk). Another problem is that students use their mother tonue when they speak English in a class. For these cases, Harmer explains some reason why students use their mother tongue because when the students are asked to have discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother tongue is a natural thing to do (Harmer, 1991).

Researchers founded some related researches which discuss about students' fluency in speaking. The first, Haidee Thomson entitle "Building Speaking Fluency with Multiword Expression". This study investigated the effect of fluency-oriented class-room teaching on speaking fluency, with special attention to multiword expression. The results showed that significant gains under the experimental condition for cued recall of multiword expressions (N=73) but speaking fluency and the number of multiword expressions used in speech (n=23) did not increase significantly when compared with the control group. The data also lend further support to the thesis that speaking fluency and use of multiword expressions are positively correlated (Thomson, 2017). This study is different with the previous study. This study was descriptive qualitative while the previous study was quasi-experimental study. The subject of this study was 10 university students of English Department at IAIN Metro Lampung, yet in the previous study took 73 students in an engineering university in Japan. This study focused on analyzing the students difficulties to perform their fluency in speaking. Nevertheless, in the previous study investigated how to build speaking fluency with multiword expression.

The second research was taken from Jungyoun Choi and Min-Chang Sung entitled "Utterance- Based Measurement of L2

Fluency in Speaking Interactions: A Constructionist Approach”. This study examines L2 fluency in speaking interaction based on the number and type of utterances. The results showed that learners of different levels of L2 fluency greatly varied in their frequencies of sentence-level utterances. Construction-based analysis found that the frequency variation in sentence-level utterances was primarily attributable to the transitive construction and a small set of intransitive constructions (Jungyoun, dkk, 2020). This previous study has differences with this study in the focus of the research. This previous study focused on examining L2 fluency in speaking interaction based on the number and type of utterances with the participants were 25 Korean eight-grade learners of English as a foreign language. Whereas, this study aims to seek the advance students’ level difficulty especially in English department students of IAIN Metro Lampung at the last semester to perform their fluency in speaking.

The third research was coming from Hendra Heriansyah from Syiah Kuala University, Aceh. The research entitle “Speaking problems faced by the English Department Students of Syiah Kuala University”. The study revealed that all the students encountered various difficulties in English speaking ability. The prevalent problem faced by the students was lack of vocabulary and being afraid of making mistakes was the prime cause of problem which hindered them to speak (Heriansyah, 2012). This study and the previous study have similarity in the objective of the research. The differences were on the focus of this study, in this study the researchers focused on the aspect of fluency.

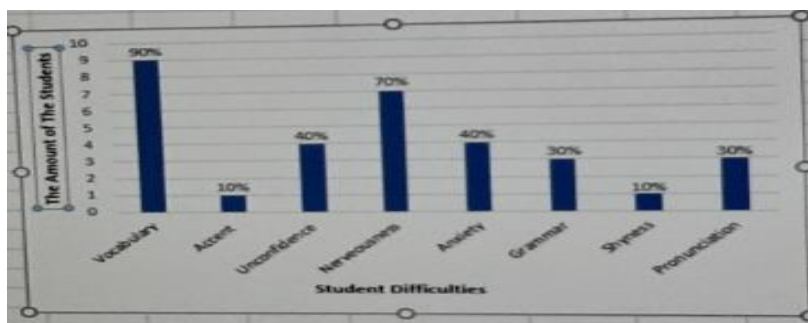
Referring to those explanations above, this study was conducted to seek the advance students’ level difficulty to perform their fluency in speaking by the English Education Department students of Tarbiyah and Teacher Training Faculty IAIN Metro.

Discussion

The research method in this study was Descriptive Qualitative. The data were collected through documentation by finding information about the rule of academic and final examination/ munaqosyah. The researchers also applied the interview to get the data by doing in-depth interview to 10 students selected as subject of the study to get information why they face the problems in

detail, interview to the head of study program to get data about munaqosyah regulation. Beside documentation and interview, the researchers prepared the questionnaire and widespread it to the selected students that they had programmed Speaking courses for four semester, they are now at 7th or 9th and ready to do the research proposal seminar and have undergraduate thesis examination. It was expected that the students have good capabilities in performing speaking naturally and communicatviely both in academic by building communication with their friends and lecturer and in social life by performing their speaking during their practice of Teaching.

Some data about students' problem in Speaking were taken throuh some ways and it was explained in detail as follow:



Source: Data from the students

From the table about students' difficulties above, it can be described as follows:

1. Low of Vocabulary Mastery

The students have limited of vocabulary and it makes the students difficult to speak in English. Some students were difficult in speaking English even in very simple sentence. When the researchers conducted the depth interview, the main problem that faced by most of the students were the vocabulary mastering. "...I seldom speak English because I do not understand about the question in English. The level of vocabulary is too high to understand, the spontaneous

questions make me unready to answer....” (EL). He stated that generally his vocabulary mastery was limited. In addition, Some students answered that they do not know how to say a word in English which actually they want to say. Vocabulary becomes the major problems from them. “.....The first problem in speaking English is the vocabulary. I do not want to say that word in English...” (VN)

2. Accent

During the interview, the researchers found that the students were not confident in speaking because of their accent. It was supported by VN that she sometimes feel unconfident because of her accent was still in Javanese accent so that she did not confident to speak English in public area.

3. Unconfidence

Having good confidence is a key in speaking English. When the students have a good confidence, it will help them to speak no matter how bad their speaking ability they will still stand up and continue their speaking. Many students felt that their ability in speaking English was not good, so they do not believe that they can speak English correctly. “... I am not confident to Speak English because I afraid making mistakes...” (EL). Besides, some students were not unconfident because of limited time to practice. They almost never practice to speak English in front of the class or with their friends.

4. Nervousness

Another problem faced by the students during speaking English was about nervousness. Some of the students whom the researchers interviewed said that they were often nervous when they had to speak English in public area or in front of many people. This condition made a new problem, because if

they felt nervous, it would be very possible for them to lose their words in mind. “ I seldom speak English because the spontaneous question make me unready to answer so that I become very nervous, and I lost my ideas..”

5. Anxiety

From ten students, there were four of them find it very hard to speak English because they were too worry about making mistakes, it can be from internal and external factors. Making mistakes was just like a ghost that will always follow wherever they go so they prefer not to say anything or their friend would laugh at the mistakes they did. Their anxiety also appeared when suddenly they had to speak without any preparation. Everything will be a mess.

6. Grammar

It was almost the same with the problems of lacking vocabulary. Almost all of the students have problems in mastering the grammar. Many students made mistakes in some simple grammar such as to be , verb, auxiliaries and others. For example the students used “do” when the subject is “she”, or they did not used verb 2 when they made sentences in past tense forms. Sometimes making mistakes in grammar made the students feel unconfident in speaking English. “.... I am still unconfident in speaking English because my grammar mastery is still low..” (AT).

7. Shyness

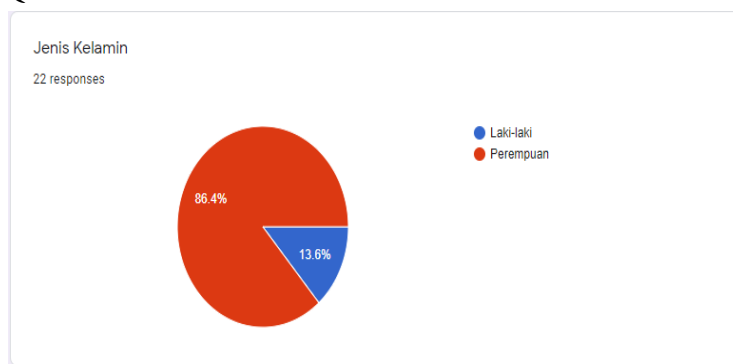
According to the interview with some students, most of them felt shy when they tried to speak English. They felt shy in making mistakes. They were afraid if the lecturers angry to them or their friends would laugh at them. All of that feeling was hinder them to speak English. This condition of course psychologically gave bad effect for them who tried to show

themselves in front of their friends. Besides, the students may never be tried to speak in front of another people again because it was such as a traumatic for them.

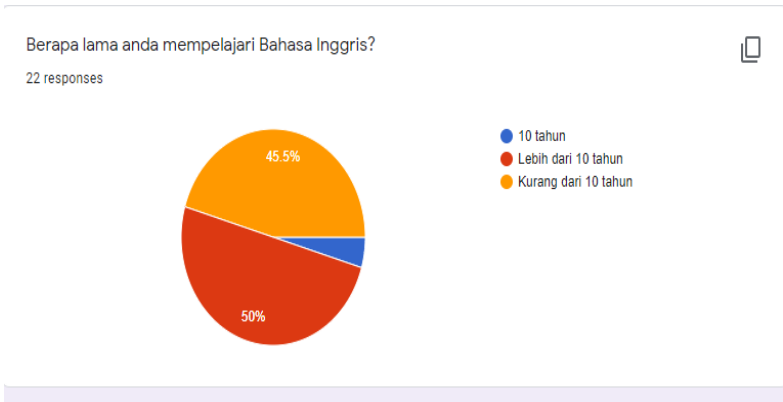
8. Pronunciation

The students had difficulties in pronouncing English words, and then they cannot pronounce the words correctly. In the interview, the students mentioned that they have difficulties in pronouncing some English words. Even if they knew how to pronounce it, sometimes they were not believe in themselves. “..... My difficulty in speaking English is when I face to the examiner who master the English well, besides I felt nervous and I am not confident with my pronunciation...” (MA). Most of the students were lack of confidence to pronounce the English words. They are afraid in making mistakes in pronouncing the words, because their classmates sometimes laugh them. ... “ Sometimes, I feel unsure with my pronunciation....” (AT).

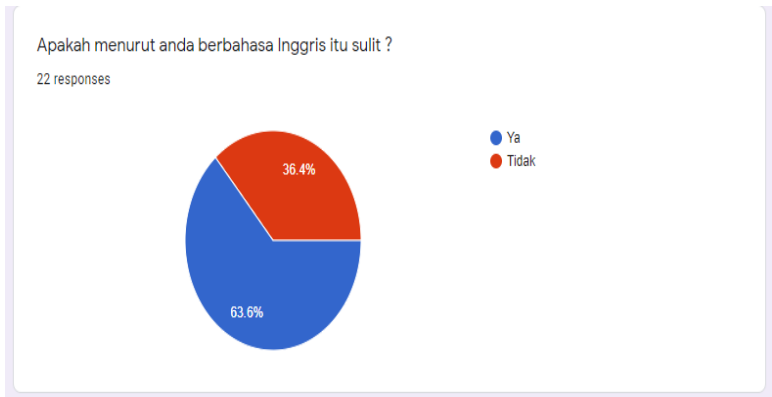
The information about students’ problems in performing their speaking were also collected through widespering the Questionnaire and the results show as follows:



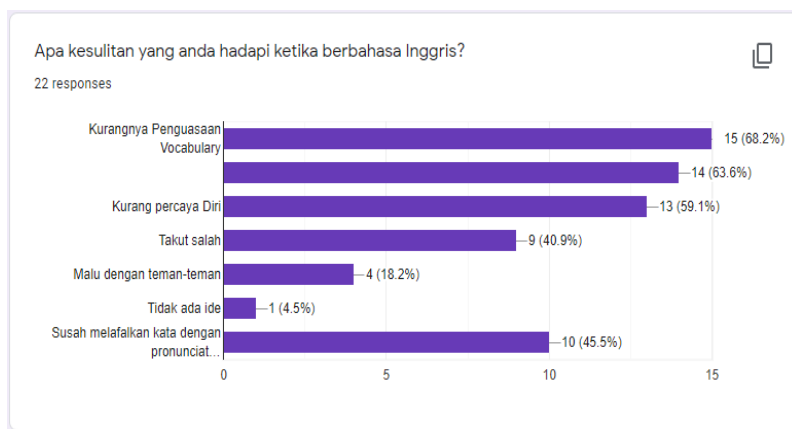
this is about the total number of the responses. it was given to the students of English and there were 22 giving back their answer.



It is about the length of students learning English in their life, it can be from kindergarten, Elementary, Junio High School, and Senior High School. the data show that 50% of students have learnt English more than 10 years, 45.5% less than 10 years.

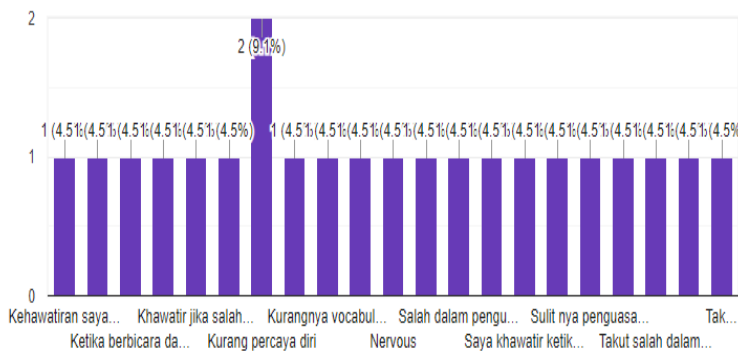


The data above show the perspective of the students about English, 63.6% answer that English is difficult and 36% answer that English is not difficult to say.



The next question given was about 'The students' problem when performing their speaking. there were 7 options given and students could answer and choose more than one option. from the data, it can be seen that there were 15 students or 68.2% found that Vocabulary mastery become serous problems when they speak, the second position here is about their lack of Grammar mastery 14 students or 63.6% choose this option. Lack of confidence in this research is also having high rate as the students' problem, 13 students or 59.1% feel that they didn't have enough confident to speak English. worry about making mistakes when they perform their speaking was also felt by 9 students or 40.9%. being shy to speak English was felt by 4 students or 18.2%. there was no idea become the lowest because only 1 student or 4.5% choose this option, and the las is they found it hard to pronounce every single word well, it is proven that 10 students or 45.5%

When they were given question about anxiety when performing English, they gave various answers from one students to another. the result of data was actually not far from previous question.



One of the students explained that She was worry about making mistakes at grammar when speaking english. She also explained that she didn't have enough vocabulary mastery so it makes her not confident to speak although she has prepared everything before. The next students said that he was very nervous. Lack of vocabulary mastery was also felt by three other students. 6 students have same problems with their grammatical mastery so they were not confident to speak English. 7 students said that they were not good at all at grammar, they have less mastery about it, They even couldn't differentiate the use of active, passive, present, Pat tense, perfect. Mispronounce of every single word also become the problem for problem for 4 students. Being not confident also faced by 6 students when they have to speak English, what is more, they have to speak up infront of the team of proposal seminar and Also Munaqosyah.

Beside giving questions to the students of English Education, the researchers also gave some questions to the head of English Education department to know further about the regulation about the use of English when the students perform their Proposal seminar and also undergraduate Thesis examination or its is called as Munaqosyah at IAIN Metro. The head of English education Department explained that there is a rule about language that must

be used by students is English. It means that students must speak 100% in English and not for other languages even in Bahasa.

Furthermore, he also explained that at IAIN Metro was also applied the bilingual since 2008. In other word, the students should communicate using English or Arabic in their activity during they are in Campus. it indicated that students must speak English as they have learning process and ofcourse for Their final Examination or Munaqosyah.

Conclusion

Based on the description about students' problem in Speaking above, it can be stated that they could not perform their speaking because they have many problems with themselves. problem with cofidence, Grammatical Mastery, Vocabulary mastery, and pronunciation. It is expected that students will have more effort to make their speaking better by having more practices before they have Proposal seminar and also Munaqosyah. If they do more mistakes when speaking, go on and just let it go until they accomplish their speaking. Because practice makes perfect, it better that students will also practice their English with the people from one department around them.

References

- Choi, Jungyoun, and Min-Chang Sung. "Utterance-Based Measurement Of L2 Fluency In Speaking Interactions: A Constructionist Approach." *English Teaching* 75, no. 특별호 (2020). <https://doi.org/10.15858/engtea.75.s1.202006.105>.
- Harmer, J. *Practice of English Language Teaching*. New York: Longman, 1991.
- Heriansyah, Hendra. "SPEAKING PROBLEMS FACED BY THE ENGLISH DEPARTMENT STUDENTS OF SYIAH KUALA UNIVERSITY." *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa* 6, no. 1 (December 17, 2012): 37–44.

- Inayah, Ratih, and Ida Lisdawati. "Exploring Students' Difficulties in Speaking English and Their Attitude In Speaking English." *Acuity: Journal of English Language Pedagogy, Literature and Culture* 2, no. 1 (2017): 12–23. <https://doi.org/10.35974/acuity.v2i1.585>.
- J, Harmer. *The Practice of English Language Teaching*. Third Edition. London: Longman, 2001.
- Kathleen M, Bailey, and Lance Savage. *New Ways in Teaching Speaking*. Illinois: Panthagraph Printing, 1994.
- Megawati, Fika, and Vidya Mandarani. "Speaking Problems in English Communication," n.d.
- Nunan. D. *Language Teaching Methodology. A Textbook for Teachers*. New York: Prentice Hall International, Ltd, 1991.
- Richards J.C and Renandya. *Methodology in Language Teaching*. Cambridge: Cambridge University Press, 2002.
- Septiyana, Linda. "Designing English Speaking Materials Using Task- Based Language Teaching (TBLT) for Islamic Economics Students." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 7, no. 2 (December 31, 2019). <https://doi.org/10.24256/ideas.v7i2.1031>.
- Thomson, Haidee. "Building Speaking Fluency with Multiword Expressions." *TESL Canada Journal* 34, no. 3 (2017): 26–53. <https://doi.org/10.18806/tesl.v34i3.1272>.
- Ur, P. *A Course in Language Teaching*. Cambridge University Press, 1996.