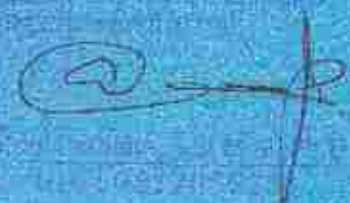


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# PROSIDING HASIL PENELITIAN DOSEN-DOSEN UNISKA

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Al-Banjari



BANJARMASIN, MARET 2017



**POTENSI PENGEMBANGAN KEARIFAN LOKAL DALAM  
MENINGKATKAN KESEJAHTRAAN MASYARAKAT**

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT  
UNIVERSITAS ISLAM KALIMANTAN MUHAMMAD ARSYAD AL-BANJARY  
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Banjarmasin, Mei 2017

TIM LP2M



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**THE STUDENTS' PROBLEMS, EFFORTS AND EXPECTATIONS IN PRACTICING SPEAKING AT MTS AL-INAYATUT THOLIBIN BANJARMASIN**

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**ABSTRAK**

Penelitian ini bertujuan mendeskripsikan permasalahan yang dialami oleh siswa, upaya-upaya yang dilakukan untuk memecahkan permasalahan dan harapan dalam praktik berbicara. Penelitian ini merupakan penelitian deskriptif kualitatif. Permasalahan yang dialami siswa dalam praktik berbicara meliputi perasaan gugup, rasa percaya diri yang rendah, perasaan malu, takut membuat kesalahan/takut diejek, kurangnya penguasaan kosakata/pengetahuan tata bahasa, pengucapan yang buruk, kelancaran yang buruk, sering dikoreksi/diinterupsi saat salah ucap, jarang berbahasa Inggris dan berbahasa Inggris dicampur dengan bahasa Indonesia/bahasa ibu, ruang kelas ribut dan sering diganggu atau diolok-olok. Usaha yang dilakukan berupa bersikap tenang saat mereka gugup berbicara, tetap berbicara semampunya, meminta guru mengingatkan yang lain untuk tetap tenang, membawa kamus atau bertanya kepada teman atau guru, meminta guru menjelaskan tata bahasa, mengucapkan kata setepat mungkin atau meminta guru membetulkan kesalahan pengucapan mereka, mendengarkan apa dikatakan guru, berbahasa Inggris semampunya, tetap tenang, meminta guru mengingatkan yang lain untuk tidak mengganggu/mengolok-olok mereka. Harapan-harapan siswa berupa dalam praktik berbicara diberi atau ditanamkan motivasi, ditanamkan rasa percaya diri, kesalahan mereka ditolerir, banyak diberi penjelasan tata bahasa, dibentuk kegiatan berguna/kelompok belajar bahasa Inggris, tidak dikoreksi/diinterupsi di depan kelas, banyak berbahasa Inggris, kelas kondusif, dan meminta guru untuk mengingatkan yang lain agar tidak mengganggu atau mengolok-olok.

*Kata Kunci: Harapan, Kemampuan berbicara, Masalah berbicara, Upaya*

**ABSTRACT**

The research is aimed at describing problems encountered by the students, efforts done to solve the problems and expectations in practicing speaking skill. The design of this research is qualitative descriptive. The problems encountered in practicing speaking cover nervousness, low self-confidence, shyness, fear of making mistakes/derision, lack of vocabulary mastery and grammatical knowledge, bad pronunciation, bad fluency, often corrected/interrupted while mispronouncing, rarely speaking English and speaking English mixed with Indonesian/mother tongue, noisy classroom and often bothered or yelled. The efforts done were taking it easy when they were nervous to talk, keeping confident to control their shyness, being careful to talk, keeping speaking their best, asking the teacher to remind others to keep silent, bringing their own dictionary or asking their friends/teacher for a question, asking the teacher to explain about the grammar, pronouncing words as correctly as possible or asking the teacher to correct their mispronunciation, listening to what the teacher said, speaking English their best, keeping silent, asking the teacher to remind the others not to bother/yell at them. And the students' expectations were: given or

implanted motivation, implanted self-confidence, their mistakes could be tolerated, their mispronunciation is corrected, introduced a lot of vocabulary, given much explanation about grammar, established a useful activity/English study club, not corrected/interrupted in front of class, speaking English a lot, the class is conducive, and asking teacher to remind the others not to bother or yell.

*Key words: Efforts, Expectation, Speaking problems, Speaking skill*

## INTRODUCTION

In many areas in Indonesia, as mentioned above, students are not exposed to English, especially spoken one. Consequently, the students should work hard to develop their speaking skill and it is surely not easy for them to learn how to speak because they may have some difficulties or problems in speaking class. Students tend to have difficulties speaking English or saying something in English. Furthermore, most students tend to be passive to use English either in asking or in answering some questions. According Lawtic (2004), most of the research findings have shown that most of the students of EFL are quite difficult to improve their speaking ability. There are some problems dealing with this fact. First, it relates to the condition of the students who are lack of vocabulary mastery that will make them unable to say words during the speaking class. Second, most of students are not confident to use English in speaking class. And the third, students prefer speaking their mother tongue.

This has led to the fact that many students at junior high school are not able to speak yet. This class condition is necessary to solve in order that the students get involved actively in learning English especially in speaking English in the classroom.

From the researcher's experience while doing survey at an Islamic Junior High School, the researcher found that the students were reluctant or had difficulties in expressing their ideas orally in English. The researcher assumed that there must be reasons for their reluctance to speak English, and one of them is they have some problems that inhibit them to practice and improve their speaking skill. In addition, however from my interview with two teachers, those problems do not make them do nothing. Some of them even try to solve their own problems. In addition, they also expected that all of the efforts done either by themselves or from their teachers that may lead to the improvement of their speaking skill. That is why the researcher decides to do the research dealing with the

problems the students' problems in practicing speaking skill, the students' efforts to solve their problems, and the students' expectations in practicing speaking skill.

The objectives of the research are intended to describe the problems encountered by the students in practicing speaking skill, the students' efforts done by the students to solve their problems, and the students' expectations in practicing speaking skill.

### **METHODOLOGY**

The design of this research belongs to qualitative, which is designed to obtain information concerning the current status of phenomena (Ary, et al, 2002). It tries to describe some important events that occur naturally in the classroom. The research is intended to describe the students' problem, efforts and expectations in speaking practice.

The researcher prepares a number of instruments to collect the data. The instruments consist of observation sheet, interview guide and field notes. The observation is the important technique to record (1) the problems encountered by the students in practicing speaking skill, (2) the students' efforts to solve their problems encountered. Meanwhile, the interview is also needed to (1) the problems encountered by the students in practicing speaking skill, (2) the students' efforts to solve their problems encountered, and (3) the students' expectations in practicing speaking skill. Data analysis in qualitative research is a process of categorizing, description and synthesizing the collected data (Ary et al, 2002). After the data have been collected through interviews, observations, field notes, the data will be selected, simplified, organized, and then reduced. It is done to make the researcher easier to understand, interpret and make sense out of the collected data. Data analysis in qualitative research is a process of data collection, data reduction, data display, and conclusion/verifying of data (Miles and Hubberman, 1994: 128).

### **FINDINGS AND DISCUSSION**

Based on the research problems, this research focuses on (1) the problems encountered by the students in practicing speaking skill, (2) the students' efforts to solve the problems encountered, and (3) the students' expectations in practicing speaking skill.

#### **The Problems Encountered by the Students in Practicing Speaking Skill**

Based on the four classroom observations and five interviews above, in general, it can be concluded that the problems encountered by the students in practicing speaking

skillare 1) they were nervous to talk, 2) they had no self-confidence, 3) they tended to be shy to talk, 4) they were afraid of making mistakes to speak or afraid of derision. All of those problems mentioned could be categorized as internal problems. Moreover, the other problems encountered by in practicing speaking skill are 5) they were lack of vocabulary mastery, 6) their grammatical knowledge was poor, 7) their pronunciation was bad, 8) their fluency was bad. All of those problems mentioned could be categorized as external problems. The other problems encountered when speaking in front class were 9) they were often corrected/interrupted when mispronouncing, 10) they rarely spoke English and tended to speak English mixed with Indonesian/Banjarese, 11) the classroom situation seemed noisy while talking and 12) they were often bothered or yelled by other classmates.

One of the big problems that affect EFL students to practice speaking English is psychological barrier. Psychological barrier included low self-confidence, shyness to talk, fear of making mistakes/derision, and nervousness/anxiety. Self-confidence is one of the personal factors, which are highly correlated with anxiety self-confident can be negatively influenced when the learner thinks one oneself as deficient and limited in the target language. Thus, it will make EFL students less-confidence to perform oral speech. On the other hand, according to Heyde (1979) as cited in Arsyad (2014:12), high self-confident can be positively correlated with oral performance. He and Chen (2010) state that the main cause of students' confidence is their low ability in speaking English. Shyness to talk is one of psychological barriers encountered by the EFL/ESL learners. In other word, shyness is one of mental problems encountered by EFL/ESL students that must be overcome. This is also in line with Gebhard (2006) who points out that the students' problem in speaking is caused mostly by their shyness or anxiety. All these indicate the importance for teachers to help students reduce those feelings to maximize their learning to speak in English.

The other problems encountered by FSI/EFI students in speaking practice are fear of making mistakes/derision. In line with this, Tsui (as cited in Nunan 1996) identified at least 5 (five) principal factors dealing with the students' reluctance to speak up in class, one of them is students' fear of derision and mistake.

Most of the students said that they became anxious (nervousness, shyness, fear of mistake or derision) when practicing speaking skill in English in the classroom, and this indicated that they did not become apprehensive in informal setting. Horwitz, Tallon, and



Luo (2010: 99) argued that "approximately one-third of students studying a foreign language experience at least a moderate level of foreign language anxiety". Dealing with the students' anxiety, Tsui (Bailey and Nunan, 1998:157), students who have low English proficiency tend to be anxious. However, this does not mean that the students with high English proficiency have little or no anxiety.

The other problems encountered by in practicing speaking skill were they were lack of vocabulary, it was difficult to construct the sentences, most of the students had had pronunciation and fluency and did not know what to say. All of those problems mentioned could be categorized as external problems.

Dealing with the internal problems above, according to Brown and Nation (1997), in speaking classes, students must be always exposed to three key items, namely (1) form-focus interaction, (2) meaning-focus interaction, and (3) opportunity to improve fluency.

Form-focus interaction is defined as attention to details of vocabulary, grammar, and pronunciation, and so forth.

Vocabulary is one of vital aspects of a language that students master. Vocabulary has a very dominant role in language learning. Therefore, vocabulary is viewed central (Nunan, 2003:23). It cannot be separated from any other skills including. In other words, we can say that without good structure one cannot speak well enough, but without vocabulary one cannot speak at all.

Grammar is also another vital aspect of a language that students master. Grammar plays an important role in a language to construct correct and understandable.

Pronunciation is viewed as one of the vital aspects of a language. It is important for every teacher to teach pronunciation to their students because it deals with the way certain sound or sounds are produced (Richard and Schmidt, 2002: 429). Students' speaking ability closely deals with the pronunciation of the target language. It is not surprising that students are required to perform good pronunciation in order to make listeners understand their utterance.

The main goal of teaching productive skill is to improve students' fluency (Byrne, 1997). Fluency is described as a quality of being fluent. Listeners are probably unable to understand the messages from speaker who has poor fluency when the communication which is not held fluently.

The other aspect of productive skill is comprehension (Hornby: 235). Comprehension is viewed as the ability to understand what other speaker says. Since oral language requires a "give and take" approach, sometimes we speak, sometimes we listen, and thus, comprehension is actually very crucial.

#### **The Students' Efforts to Solve the Problems Encountered**

Based on the interviews carried out, it was known that the students' efforts to solve the problems encountered were as follow 1) many of them preferred keep calming down or taking it easy when they were nervous to talk, 2) some of them tried to keep confident or to control themselves, 3) some of them were careful to talk, and 4) they even did not care and kept speaking their best, 5) they asked the teacher to remind the others to keep silent, 6) they preferred bringing their own dictionary or asking their friends/teacher, 7) when they did not know how to construct appropriate sentences, they asked the teacher to explain the grammar, 8) they tended to pronounce words their best and asked the teacher to correct their mispronunciation, 8) since most of them did not speak English fluently or since their oral proficiency was low, they speak their best, 9) they just listened to what the teacher said while they were interrupted/corrected, 10) they tended to speak their best even though many of them speak English mixed with Indonesian/Banjarese language, 11) they attempted to keep calming down when the classroom was noisy and 12) they asked the teacher to remind them not to bother or yell at them.

All of the efforts done by the students to solve the problems encountered should be appreciated. As ESI/EFL learners, they have their own ways to overcome their own problems. The use of dictionary when they speak in front of class is regarded logic and possible to solve their oral performance problems. Therefore, a dictionary plays an important role to help reduce students' problem in practicing skill.

Asking friends or teacher directly who know more is also considered not only crucial and an effective way as well. It indicates they are not passive learners. Therefore, students should be facilitated. And one of teacher's roles is as a facilitator. It means that a teacher facilitates the process of learning, making learning easier for students; helping them to clear away feedback, to find shortcut, to negotiate rough terrain (Brown 2007:167). One of the ways to do is by helping students share vocabulary the students do not know and the way to pronounce each word.

Compared to the students who tend to be passive and have nothing to say, students do not care how bad their own speaking ability, but are still willing to speak are still better. It indicates they still have confidence. However, it should be teacher's serious attention to motivate them in order to perform better. Therefore, a teacher is required to able to play his/her role as motivator (Brown 2007:167). Thus, teaching English cannot be separated from the role of students' motivation and a teacher play an important role in motivating students to be involved and participate in learning process. Student's motivation in learning is viewed as an important factor to be considered by teachers in teaching and learning process. It can be said that the teaching and learning result is influenced much by the motivation of the students in learning.

#### **The Students' Expectations in Practicing Speaking Skill**

Based on the five interviews administrated above, in general, it can be concluded that the students' expectations in practicing speaking skill as follow the students expect that: 1) they were given or implanted motivation, 2) they were implanted self-confidence, 3) their mistakes could be tolerated when they slip of tongue 4) their mispronunciation was corrected, 5) they were introduced a lot of vocabulary, 6) they were given much explanation of grammar, 7) they were given a extra activity such as English study club, 8) they did not want to be corrected/interrupted in front of class, 9) the teacher and students speak English a lot and at the same time the use of Indonesia/Banjarese is minimized, 10) the class keep silent in order that they keep concentrating, and 11) at the same time the teacher remind other students not to bother or not to yell at them while practicing speaking skill in front of class.

Arends (2004) considers the importance of teacher's role to help students construct their own knowledge and to be actively involved in their own learning. Therefore, to help students, teachers need to know their students' expectations to be fulfilled in the learning.

The students' expectation that the teacher gives them enough time is something that should be appreciated. It is very important for students in which they could use their short time proportionally. So that, it is expected they could perform optimally in front of class.

The students' involvement in many speaking activities is considered vital. It is one of the ways to enrich their learning experience in class.

Motivation is regarded important and plays very vital role for students' development intrinsically and extrinsically. Students' motivation in learning is an important factor to be considered by teacher in teaching and learning process. In other words, teaching and learning result tends to be much influenced by motivation of students in learning. Thus, motivation is probably the most important characteristics that students bring to a learning task (O'Malley, 1990). So, teachers need to motivate students in learning English. Dealing with this purpose, some efforts need to be done to arouse their students' motivation in order to gain a good achievement. According to Gardner (1985) in Arsyad (2014: 12), motivation includes positive attitudes towards learning the language.

The students' expectation in term of the teacher's willingness to exemplify how to speak well is very important and should be appreciated. A teacher is viewed as a model that could transfer the cognitive knowledge to the students.

### CONCLUSION

Dealing with the problems encountered by the students in practicing speaking skill, the researcher draws conclusion that the problems encountered by the students in practicing speaking skill could be intrinsic (such as nervousness to talk, low self-confident, shyness to talk, fear of making mistakes to speak, or fear of derision) or extrinsic such as lack of vocabulary mastery, lack of grammatical knowledge, bad pronunciation, bad fluency. The other problems encountered when speaking in front class are correction/interruption done when they mispronounce words, speaking English mixed with Indonesian or a mother tongue (such as Banjarese language), noisy classroom situation while talking and any other obstacles such as they are frequently bothered or yelled by other classmates.

Meanwhile, dealing with the students' efforts to solve the problems encountered in practicing speaking skill, the researcher draws conclusion that are any possible solutions could be done to solve or to minimize the problems encountered such as keeping calming down or taking it easy when they were nervous to talk, trying to keep confident or trying to throw their shyness, being careful to talk, and trying not to care and keeping speaking one's best, asking teacher to remind the audiences to keep silent, bringing their own dictionary or asking their friends/teacher, asking the teacher to explain the grammar,

pronouncing words one's best and asking the teacher to help them pronounce the wrong words correctly, speaking one's best even though having low oral proficiency, just overhear what the teacher said, speaking one's best even though many of them speak English mixed with Indonesian and their mother tongue, attempting to keep silent when the classroom noisy and asking the teacher to remind the others not to bother or yell at them.

And dealing with the students' expectations in practicing speaking skill, the researcher draws some conclusions that there are so many expectations that cross students' minds and it is very important for the teacher to pay some more attention to the students who expect that the teacher could give or implant motivation/self-confidence, tolerate their mistakes, correct their mispronunciation particularly after class, introduce a lot of vocabulary, give much explanation of grammar, give a useful activity/English study club/speech community/speech contest, etc. Besides the students also expect that the teacher does not interrupt them in class while practicing speaking skill, speak English language a lot and minimize the use of Indonesia/mother tongue at the same time, make conducive class, so that they keep concentrating, and remind other students not to bother or not to yell at them practicing speaking skill in front of class.

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