



A Study on Teaching Speaking at English Education Department of Universitas Islam Madura

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Abstract This study was purposed to describe the difficulties in linguistics faced by the students in studying Speaking and the ways taken by the lecturer in solving the students' linguistics difficulties in studying Speaking at English Education Department of Universitas Islam Madura. The research design was descriptive and the subject of the study was fourth semester students and Speaking Lecturer of English Education Department. The data were collected by observing the Speaking lecturer and interviewing the six students and speaking lecturer. They were analyzed descriptively. The finding showed that the materials used in teaching speaking are Describing Object, Simple present and Vocabulary. Meanwhile, the strategies which are used by the lecturer are lecturing, individual task, group discussion, students' performance and role play. The Speaking lecturer had some ways to solve the linguistic difficulties by making the class attractive, giving more detailed explanation and some exercises, giving more detailed explanation in the usage of tenses and some exercises, giving the vocabulary, and identifying the difficulties dealing with the students' condition.

Keywords: Study; Teaching; Speaking, Difficulty; Learning

Abstrak Penelitian ini bertujuan untuk mendeskripsikan kesulitan-kesulitan linguistik yang dihadapi mahasiswa dalam mempelajari Speaking dan cara-cara yang ditempuh dosen dalam mengatasi kesulitan-kesulitan linguistik mahasiswa dalam belajar speaking di jurusan pendidikan Bahasa Inggris Universitas Islam Madura. Subjek penelitian ini adalah mahasiswa semester empat dan Dosen Speaking Jurusan Pendidikan Bahasa Inggris. Data dikumpulkan dengan mengamati dosen serta mewawancarai enam mahasiswa dan dosen. Data dianalisis secara deskriptif. Temuan menunjukkan bahwa materi-materi yang digunakan dalam pengajaran *speaking* adalah mendeskripsikan objek, simple present dan kosa kata. Sedangkan strategi yang digunakan dosen adalah ceramah, tugas individu, diskusi kelompok, penampilan mahasiswa dan *role play*. Dosen speaking memiliki beberapa cara untuk mengatasi kesulitan kebahasaan dengan membuat kelas menjadi atraktif, memberikan penjelasan lebih rinci dalam penggunaan *tenses* dan beberapa latihan, memberikan kosakata, dan mengidentifikasi kesulitan dengan memperhatikan kondisi mahasiswa.

Kata Kunci: Studi; Pengajaran; Speaking; Kesulitan; Pembelajaran

INTRODUCTION

English as international language is needed by the people around the world for communication or interaction each other. McKay explained that English is an international language has some varieties. So many countries use English both written and spoken. English is also clearly needed by many students to speak and interact in a multiplicity of situations through the language (McKay, 2012). The students want to communicate something to achieve the target language. It may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and solving a particular problem, or establishing and maintaining social relationships and friendships. In learning English, the foreign language learners get difficulties both in linguistics and non-linguistics. Brown states that the students faced linguistics difficulties in learning because of some factors such clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation and interaction (Brown, 2007).

Beside, the students also get non-linguistic difficulties in Speaking Subject because they have high anxiety and low self-confidence. They just keep silent during the class because they are afraid of making mistakes and being laughed by their friends. Nabila described that the students faced some non-linguistics problems namely fear of making error/mistakes, fear of ridiculed by friends, inability to speak spontaneously, pressure of limited time, preexisting habit of using Bahasa Indonesia in speaking class, fear of being mocked by friends, lack of confidence to speak English, fluency problem, feeling nervousness and uncertainty in using English. Many students feel that Speaking English is difficult (Nabila et al., 2017). They think when they speak English they should pay attention to the tenses, vocabulary, and other language elements. According to Finocchiaro speaking skill is more complicated than other skills because when the students want to speak, they have to determine what they want to say, select the design they are going to use, select the words that suitable with the pattern and express their meaning, use the correct adjustment of sounds, voice pitch and forms, ensure that what

they want to say is fit to the situation, and position their tongue and lips insert positions to produce the sounds (Finocchiaro, 2016).

The students of English Education Department of Universitas Islam Madura also get difficulties in learning speaking. Speaking lecturer stated that the students have the weakness in speaking subject. The lecturer conducts the elements of teaching speaking in order the students can increase their speaking Skill. There are three main point elements in teaching speaking that the lecturer should conduct, they are materials, teaching process, and evaluation. Chomsky state when study language, teacher should approaching what some might call the human essence that is the distinctive qualities of mind known as the unique to man (Comsky, 2000).

Due to the previous explanation, the study was conducted to know what are the material used in teaching speaking, how does the lecturer teach speaking, and how does the lecturer evaluate the speaking skill. So, the purpose of this study is to explain the material used in teaching speaking, to describe the ways taken by the lecturer in teaching speaking, and to describe the ways taken by the lecturer to evaluate the speaking skill. The outcome of this research is hoped to give precious ante to the improvement of English learning.

In addition, there are some factors which influenced the success of teaching-learning English. According to Sadtono there are two factors that influenced the successful in teaching-learning English, they are linguistics factors such as the difficulties in pronunciation, grammar, vocabulary, language, style, dialect, sound, and language culture background; non-linguistics factors such as student, teacher, method, material, facilities, and motivations (Sadtono, 1995). Brown mentioned eight factors which cause difficulties in learning speaking, they are **Clustering** (fluent speak in phrasal not word by word); **Redudancy** (make meaning clearer through the redudancy); **Reduced Forms** (contractions, elisions, reduced, vowels); **Reduced Performance Variable** (process of thinking); **Colloquial Language** (reasonably well acquainted with the words, idioms, and phrase); **Stress, Rhythm and Intonation** (Characteristics of English Pronunciation); **Interactions** (the

creativity of conversational negotiation). But some causes the difficulties in learning speaking can be avoided if the students are able to train themselves to have high self confidence and low anxiety (Brown, 2007).

The problems in learning speaking can be solved by many ways. Ur mentioned that the teachers have to have ideas then wish to supplement the ideas by some methods such as Group Work, Close Ended Teacher Questioning, Individual Work, Choral Responses, Collaboration, Student Initiatives, Teacher Answer, Full Class Interaction, Teacher Talk, self-access, and Open-Ended Teacher Questioning (Ur, 1999). The teacher can choose one or more the ways to solve the difficulties in learning Speaking in order the students can be easier in learning speaking.

Evaluation is one of the aspects of teaching-learning which is systematic process containing collection of information, analysis, and information interpretation to make a decision. According to Slavin evaluation is decision making about the students' performances and appropriate teaching strategies. The evaluations given by the lecturer have some purposes, they are Evaluation as feedback will show the result of the students effort in learning speaking and the effectiveness of the lecturer's instruction in teaching learning (Slavin, 2009). The lecturer can give evaluation by some techniques. According to Arikunto there are some evaluation techniques that can be used as the assessment of the educational unit such as written test, observation, performance test, portfolio assessment, and peer assessment (Arikunto, 2009).

METHOD

This research design was descriptive research because this study aims to describe the difficulties faced by the students in the English Education Department in learning speaking and the lecturer's alternative solution to solve. The subjects of this study were 36 students of the fourth semester in the English Education Department and Speaking Lecturer. They were selected by using purposive technique because they had got speaking subject in the first semester. From thirty six, we took six students as the main informant . They

were classified into three. First, two students who got low grade; second, two students who got the medium; and third, two students who got high grade.

The researcher used interview and observation instruments to gather the information, facts, feeling, and intension. The researcher interviewed the students and Speaking Lecturer. For the students, they were asked one by one about the problems faced in learning speaking. The students were given two questions by choosing two different things to be described and tell their nice experience. During interview the students, the researcher found the mistakes made by the students in speaking such as in pronouncing, intonation, grammatical aspects, and vocabulary. The researcher used focused interview because on the respondents' responses in which they were involved and analyzed by the interviewer. So, it was administrated to the six students and a lecturer who taught Speaking to the fourth semester students.

The second intruments was observation. In this study, the researcher as non-participation observer because she only sat in the back and did not interfere the process of teaching-learning. She observed the activities happened during the learning process including classroom' condition e.g. the interaction between the students and lecturer, the students' response during the classroom, and noted the important information that were needed. Non-participation observation is provided to describe the Speaking Lecturer's solution in solving the students' difficulties and creating the class attractive in learning Speaking. In the validity and reliability the data, the reseacher decided to use a combination of interdisciplinary triangulation, triangulation of the data sources, and methodological triangualation.

The data were collected in the following steps: interviewing the six students, collecting the results and indentifying the difficluties, interviewing Speaking Lecturer, observing Speaking Lecturer while teaching speaking subject, collecting all the result and indentifying the alternative solutions to the difficulties. Then, the data that has been obtained would be analyzed in the following stages: the data were divided into four divisions which are in accordance with the divisions of data collection. After the data of the whole division had already been presented, analyzed, and concluded, the researcher

made tentative conclusion. After consulting with the informants, the researcher drew final conclusion.

RESULT AND DISCUSSION

1. Material Used in Teaching Speaking at English Education Department of Universitas Islam Madura

The researcher did three times observation in the classroom in order know the materials used by the lecturer in teaching speaking.

The English lecturer explained the material "Describing Object", she showed panorama and described it from location, beauty and its function. She also turn on the native speaker's video dealing with describing object and ordered the students to imitate their difficult words to be pronounced and the students were asked to bring the picture of animal, photos and thing to be described next week. The students presented their topic to be presented one by one and there were four students who got difficulties in pronouncing some words like "motif", "fan", etc. The lecturer gave the correction directly and she also gave the material of simple Present Tense that was accustomed to be used in daily activities. For the vocabulary, she often gave the vocabulary or diction that is familiar for the students that is used in daily life like activities that they do.

The lecturer made some learning activities like Role Play; the students were given a situation, problem or task printed down on cards. It was performed in groups or pairs. The audiences were provided the chance to present their idea about the problem solving which is selected from the cards.

Based on the observation, it was known that the speaking lecturer used some materials in teaching speaking. On the first day the lecturer gave Describing Object about panorama and used video as media. It focused on imitating and pronouncing the difficult words. In the following meeting, the lecturer used Simple Present tense as her material of teaching in relation with the language focus in describing object. Besides, she also asked her students to present and describe their own pictures as they had been asked to bring them to the class previously. She gave vocabulary of daily words too. In the last day

of observation, the lecturer used role play strategy by giving situations and problems to the students.

2. How the Lecturer Teaches Speaking at English Education Department of Universitas Islam Madura

The lecturer used some strategies in teaching Speaking, they are as follows:

a. Lecturing

The lecturer gave materials of describing object. She showed a video dealing with the material. Then she explained and asked the students to imitate particular words based on the level of difficulties.

b. Individual Task

The lecturer also used individual task strategy by asking the students to bring pictures of animals, panorama, people or place to be brought in the following meeting.

c. Students' Performance

The students were asked to come forward one by one to describe their own pictures.

d. Group Discussion

The researcher noticed that in most of her teaching process, the lecturer often used group discussion strategy. It was shown when she asked her students to practice the difficult words, doing some tasks after explaining Simple Present tense, and of course when the students were given problem and situation which then they developed them in dialogs and performed in a form of role play.

e. Role Play

Here, the students were formed into pairs and discussed the situation given by the lecturer and then performed role play.

3. How the Lecturer Evaluates Speaking Skill at English Education Department of English Education Department

There are two dominant evaluation techniques which was used by the lecturer

a. Performance

Here, the students demonstrate skill in performing certain activities or work, to be specific, in this case they describe object and do role play.

b. Assignment

Here the lecturer asked the students to complete the task individually or in group. The lecturer asked the students to complete some tasks and discussed with the group. The individual task was given to be completed at home and submitted in the following meeting.

4. The Students' Linguistic Difficulties in Learning English Speaking

The researcher found some students dealt with the difficulties in linguistic ssuch as lack of using grammar, poor vocabularies, language style, and Maduresedialect. In non-linguistic difficulties, some students were shy and afraid of making and being laughed by their friends. The researcher found that the students dealt with three major linguistic difficulties in studying English speaking such as pronunciation. They got difficulties in pronouncing the certain words and intonation. Moreover, in grammar, they faced difficulties in constructing the grammatical patterns. In addition, in vocabulary, they faced difficulties in nothing to say of vocabularies. These linguistic difficulties are covered into three classifications:

a. Pronunciation Aspect

In pronunciation, the students had the difficulties in pronouncing the certain words such as "purple"(parpel, purple), "cheap"(chi:ps), "agree"(agri), "fan"(pen, fun), "causarina"(esuari). In intonation they also had the difficulties in pronouncing the sentences such as:

o OooOoOooOoOoooOoO

" I want to describe this bag, the colourparple and the motive is stripes"

ooOOoOoOOoOoOo o O

" This model such as umbrella", " Many esuari in there"

The symbol “oo” shows that the intonation goes down whereas the symbol “OO” shows that the intonation goes up. The students pronounced the certain words and sentences without paying attention to the phonetic structure in the dictionary. The difficulties of pronunciation at the level of the word may be distracting for the listener, but they rarely lead to miscommunication or misunderstanding.

From the cases above, most of the students used Maduresestyle of speaking in pronouncing the certain words and sentences. It caused them have difficulties in using intonation. After teaching and learning process was conducted, the last interview was given to the students in order to know the students’ improvement in learning speaking. In pronunciation, the students had the difficulties in pronouncing the certain words such as “motive” (mutif), “cheap” (chi;ps), “fan” (fan), “product” (prodec).

b. Grammatical Aspect

The students got difficulties in constructing the grammatical patterns, modal auxiliary, conditional sentence, linking verb in opinion adjective, simple past tense and parallel structure. In terms of grammatical patterns, the students had difficulties dealing with the use of “ to be “. In this case, they did not use “to be” after the subject in a sentence. For instance, “ the color purple and the motive stripes”, “This bag expensive, “ I think this bag very very cheap”, “You can be call me”. Besides, in modal auxiliary they used “You can to buy this bag”. In conditional sentence, they also used “ if you can to buy this bag, you want to the market”, “ I think if go to slopeng beach”, “ if I feel hot, we can use it”. In linking verb in opinion adjective, they used “My experience beautiful”. Moreover, in simple past tense (in experience) and parallel Structure, they often had difficulties such as “when I promotion this bag, my friend agree and can help me?”, “last week I go to Slopeng beach, I’m swimming. I go home and I buy some food and drink”, “And take picture the panorama and travelling to Puncak”. The students’ wrong sentences and their correction are presented in the Table below:

While speaking English, the students did not pay attention to the pronunciation and grammar they used. They only talked what they wanted to tell without considering the two facets above. When the last interview was conducted, some students got the difficulties in using modal auxiliary like "I will to go to Bali" and simple past tense like "I travelling to Malang last week".

c. Vocabulary Aspect

The students got difficulties in nothing to say and poor of vocabularies like the use of "ehm.." while they want to speak something and some words which they did not recognize such as "garis-garis=stripes; murah=cheap and pohon cemara = casuarinas tree. Those three aspects make the students feel the difficulties in learning

5. The Lecturer's ways in solving the students' difficulties in learning English speaking

The lecturer took several ways to solve the students' linguistic difficulties and the ways to create the speaking class attractive. In solving the students' difficulties in pronunciation, grammar and vocabulary, generally, the lecturer gave more detailed explanation concerning with their daily life. In pronunciation, she explained the material "Describing Object" and pronounced the certain words dealing with things that will be described. The students were asked to repeat and imitate them and the lecturer turn on the native speakers' video, the students were asked to imitate orally. Besides, she also gave some exercises to practice orally. Furthermore, in grammar, she explained in more detailed the usage of tenses in context of daily life like simple present tense, she gave some exercises and additional tasks to be done in the classroom or even in their home in order that they understand the material and their functions. In vocabulary, the lecturer has to give the vocabulary that is familiar to the students that is used in daily life like activities for instance describing place, person, animal, etc. After that, it can be continued by giving complicated vocabulary and diction continually learned by them.

Moreover, the lecture used the ways to make speaking class attractive such as a) group discussion, the students are splited into some groups to talk about some attractive themes. Each narrow group may be composed from five up to ten students. It is performed to provide a bigger opportunity to the students to tell and convey their opinion about the topic in daily life activities for instance describing place, person, animal, etc. Then, the lecturer gave complicated vocabulary and diction continually learned. b) Dialogue; this is the conventional language studying technique which is a bit outdated in recent years. The students are taught a short dialogue. They do it personally in pairs or publicly in front of other students. They can be ordered to do the dialogue on the distinct topics like their connection with their relatives, culture and other opinions. C) Role Play; the students are provided a condition, case, problem or task printed down on cards. It is performed in groups or pairs. The other students are provided the chance to convey their opinion about the problem solving which is selected from the cards. D) Speech in front of the audience; it is an activity that is a bit difficult for students to do. In this problem, they ought to be able to create a paper to perform in front of the other students, and then they will perform one of the topics with their opinions. E) Debate; in this activity, the students are splited into two groups, the teacher will provide one topic to debate. They will convey their idea freely related to the topic. At the end, the teacher may like to place the issues to choose or to conclude the topic that has already been debated.

The lecturer has done the preparation to teach them in order that the linguistic difficulties can be avoided by:

1. Identifying of the linguistic difficulties that were considered important for the students. Then, the lecturer tried to look for the simple solution but that was more effective dealing with the students condition because they sometimes got the difference from each class. So, we must give different treatment in each class depending on their situation and condition
2. Using lesson plan before teaching the students

The lecturer used the appropriate ways in presenting the material such as gave direct example the way to describe a picture supported using the

authentic video of native speaker, gave Simple Present Tense as it is necessary in describing something, and gave vocabulary which is familiar with the students. It is in line with Brown lists possible categories imitative that is drilling offer students an opportunity to listen and orally repeat certain strings of language that may pose some linguistics difficulty either phonological or grammatical aspect of language (Brown, 2007).

The lecturer used some strategies in teaching speaking such as Lecturing, Individual Talk, Students' Performance, Group Discussion, and Role Play. It is similar with Ur talked that are some actions can be functioned in studying speaking such as group discussion, dialogue, role play, speech in front of the audience, and debate (Ur, 1999). According to Arikunto evaluation techniques that can be used as the assessment of the educational unit are written test, observation, performance tests, portfolio assessment, and peer assessment (Arikunto, 2009). In this research, there were two dominant techniques used by the lecturer in teaching speaking. They are performance and assignment.

The students faced three aspects of linguistic difficulties in learning speaking, they are 1) lack of using grammar. Fromkin states that the grammar of language consist of the sounds and sound patterns, the basic units of meaning such as words and rules to combine all of those to form sentences with desired meaning ; 2) difficulties in pronouncing certain words and intonation (Fromkin, 2003). At the level of word pronunciation, second language learners regularly have problems in distinguishing between sounds in the new language that do not exist in languages they already know (Fulcher, n.d.); 3) difficulties in nothing to say and poor of vocabularies, language style, and Madurese dialect. Allen and Campbell confirm the frequency with which a word occurs in English is not the only thing of importance about it (Allen & Campbell, 1972). It is proved by Sadtono states that the major linguistic factors influence the language learning are pronunciation, grammar, and vocabularies (Sadtono, 1995). The main difficulties faced by the students were vocabulary because they feel difficult to say something whereas the uncommon words

that are unusual they used. In non-linguistics difficulties, some students were shy and affraid of making mistakes, so being luaghted by their friends.

However, the English lecturer was able to overcome those linguistic difficulties by 1) giving more detailed explanation about the material, using native speakers' video, oral repetition and giving some exercises, 2) giving more detailed explanation in the function of tenses in daily life context and severalexercises, 3) giving the vocabulary used in daily life activities, 4) identifying the difficulties dealing with the students' condition. Those solutions are supported by Ur states that the solutions of the teaching and learning problems are group work, closed-ended teacher questioning, individual work, choral responses, student initiates, teacher answers, full-class interaction, teacher's talk, self-access, open-ended teacher questioning(Ur, 1999).

Moreover, the lecturer used the ways to make speaking class attractive such asgroup discussion, Dialogue, and Play, Speech in front of the Audience, and Debate. Ur also states the characteristics of a successful speaking activity, they are: talking a lot, participating, high motivation and an acceptable level of language that influences the students success in learning English speaking(Ur, 1999).

CONCLUSION

The materials used in teaching speaking at English Education Department of Universitas Madura are describing object, Simple Present, and vocabulary and the lecturer's strategies in teaching Speaking are lecturing, individual task, students' performance, group discussion, role play. The lecturer used 2 dominant techniques to evaluate speaking, namely performance and assignment.

The students face three major linguistic difficulties like pronunciation, grammar and vocabulary. In pronunciation, they faced difficulties in pronouncing the certain words and intonation. In grammar, they faced difficulties in constructing the grammatical patterns, modal auxiliary, conditional sentence, linking verb in opinion adjective, simple past tense and

parallel structure. And in vocabulary, they faced difficulties in nothing to say and poor vocabularies.

The Speaking lecturer had some ways to solve those linguistic difficulties by 1) giving more detailed explanation of describing object 2) giving more detailed explanation in the usage of tenses in daily life context and some exercises. 3) giving the vocabulary is closely used in daily life activities. 4) Identifying the difficulties dealing with the students' condition. Moreover, the lecturer used the ways to make speaking class attractive such as a) group discussion, b) dialogue, c) Role Play, d) Speech in front of the Audience, and e) Debate

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