

## Students' Speaking Problem in English Daily Language Program at One of Islamic Boarding School in Majalengka

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### **ABSTRACT**

This study aims to determine the problem of speaking in one Islamic boarding school in Majalengka. The purpose of this study is to find students' problems in learning English speaking skills. The design of this study uses a qualitative descriptive method. The subjects of this study were class IX students of At-tadzkir Islamic Boarding School. The research data was collected using observation, interviews, and documentation. From the findings and discussions, students have problems in speaking. These problems consist of shyness, grammar, vocabulary and meaning, pronunciation, lack of confidence, fear of making mistakes, and anxiety. From the dominant problem is the problem of pronunciation. Most of them stated that they were afraid to speak because they did not know how much vocabulary and how to pronounce the words. They are afraid if they make mistakes in terms of pronunciation and use of vocabulary.

**Key words:** *Students, Problems, Speaking skill*

**Article History:**  
Received 2023-03-23  
Accepted 2023-05-30

### **INTRODUCTION**

In the globalization era challenges and competitions are very competitive, everyone is demanded not only have a high level of education, but also required to have a special capability, commonly called skill. One of the skills that most needed today is English ability. English has been determined to be one of an international language as verbal language to communicate. English is also as a universal language of instruction used in almost every corner of the world. (Caine, 2018) has noted that English is spoken worldwide as the first, second, foreign language or other language. It is clear that English language has become more dominant around the world.

Today, English is very needed in the life. English has influenced some factors such as education, economic, social, technology, politic, culture, etc. Everyone needs to learn and master English especially students. English has some roles for students' learning and future. Since almost all technology used English, students need to master English for mastery technology as the supporting source and tool in learning. According to the research that have been noted by Maurais and Morris, (2015), "the field of science and technology also rely on the English language". Some of the book sources used English, for understanding the lesson students need to master English., English ability is also needed in working requirements, good ability in English will be one of the considerations to get better working. Including among informal schools, especially Islamic boarding schools, it is very important for the realization of advanced students. English has four skills such as listening, reading, writing, and speaking. One of the important skills which have to be mastered is speaking. Brown (2014: 140) defines that speaking as a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

Speaking is one of four skills in English, and it has an essential role in the language learning process. Speaking is an important skill to develop communication. Spoken language is a skill to express ideas, thoughts, feelings, sharing information, and building a social relationship. Based on those

definitions speaking is an essential activity of producing words with an intonation that includes a speaker and listener to communicate. The researcher concludes that speaking is an activity between two people or more that they are listener and speaker having to act what they listen and make a contribution in high speed. Since speaking is very important, students need to master it well. But the fact showed that students are lack to speak English.

There are some problems which found in learning and teaching speaking based on researcher's experiences in one of daily English language program at Islamic boarding School in Maja. English daily language program is important to be held so that students have a place to practice and drill speaking for getting better speaking ability. This program consist of some activities such as English speech, discussion about religion study, English conversation, games, etc. Unfortunately, the researcher found some problem in that program. First, teaching learning process lacked the use of learning media. The teaching and learning process was not attractive because it lacked the use of learning media as the teaching aids helping to improve students' motivation in English class. Second, students had difficulties to use the appropriate vocabulary in the speaking skill. Students speak in Bahasa or in inappropriate English vocabulary.

## METHODS

This recent study employed a qualitative research design. This particular design is considered to be appropriate to this study for at least three reasons. The first was by considering the function of a qualitative design, which is for "...exploring and understanding the meaning of individuals or group ascribe to a social and human problem" (Cresswell, 2019). In this case, the study seeks to explore and understand students speaking ability, the found problem and the ways to overcome the problem.

The second was by considering the collected data for answering the research questions. The nature of the data collected, which was in observation and interview forms, requires the research design to be qualitative (Dornyei, 2015). The third is to do with the analysis. The analysis carried out to present the answers for the questions posed in the present study is interpretive which mirrors the product of the researcher's subjective interpretation of the data, which is grounded in empirical evidence captured in the data. This is the nature of data analysis in qualitative method (Hatch, 2016; Dornyei, 2015). In the purpose of collecting data, several instruments are used during the class taking process, they are:

### 1. Observation

Observation is commonly used in education as tool to support understanding and development. It is one of some common ways to getting information which can help make sense of educational situation, gauge the effectiveness of educational practice and plan attempts for improvement. ((Cohen et al, 2017).

### 2. Speaking test

It was conducted by asking the students to tell some opinion. In this case, the students were given a chance to choose one of the topics given by researcher (the topic of Internet and Corrupts were preferable) based on controversial issues because they were effective to trigger student's speaking ability as claimed by Chaffee et al (2014). The test was given in about seven minutes to each student.

### 3. Interview

In this study, the interview used Bahasa as the language to convey some questions. A semi-structured interview was utilized in order to get a comprehensive answer from participants (Emilia, 2015). It was used for two reasons: (1) it allowed the sequence of themes and suggested questions to be covered; and (2) in order to evaluate the answer and the story conveyed, it was permitted that an openness to changes of sequence and forms of questions at the same time. The questions were leading questions which should link to the central theme of the research and were guided by theory (Cohen et al, 2017).

After the researchers got the data, they analyzed it and described the result of the observation, speaking test, and interview. The first data which has been analyzed is the observation data. The result of the observation was students' condition and some information related to students' activities in classroom. It was analyzed as consideration to choose appropriate tools to continue the research.

The score of speaking tests was analyzed to classify students' ability in speaking and critical thinking. The score of speaking did based on speaking guide score and some elements which have explained by some experts. The result of analysis is students' higher ability, mid ability, and lower ability.

The result of the interview was in a record. It was some students' opinion related to their preparation before speaking, and how does student get and generate some ideas to be conveyed in speaking. It was analyzed to make sure the result of speaking test and reinforcement the analysis.

Triangulation

After collecting and analyzing the data, triangulation was used to test validity and to maintain the reliability as proposed by Alwasilah (2020), and Cohen et al (2017). In this case, triangulation of the research used two resources of data: students' speaking test and interview as proposed by Cohen et al (2017). The aim of triangulation is to match between what was said and what was in speaking test, and to give opportunity for the students to say "I did not mean it".

## RESULTS AND DISCUSSION

### 1. Students' Critical Thinking in Speaking Activities

To identify problems in the field and to know how was students' critical thinking in speaking activities, the researcher did classroom observation. The researcher observed the teaching and learning process of English Attadzkir Club (EAC) in Attadzkir Maja, the classroom observation was done on July 15th 2023. The researcher presented an observation sheet which explains the process of English teaching and learning especially students' speaking and critical thinking ability.

**Table 4.1 Observation sheet**

No	Observed aspects	Students' condition	
		Yes	No
1	Students give their opinion in the class	.	
2	Asking question	.	
3	Answer the question	.	
4	Make a conclusion	.	
5	Talk each other in the class use English		.
6	Correct each other		.
7	Self-evaluation		.
8	Identify, define, enumerate, analyze something		.
9	Generating ideas		.
10	Recognizing the main information	.	
11	Exploring a sentence		.

Based on the observation it can be implied that the process of teaching and learning run well. The students were active and easily conditioned during the lesson. It was stated by Sanjaya (2018), that the characteristic of effective class was there was an involvement of students physically, mentally, emotionally, intellectually, and personally in the learning process. Students of EAC were easily conditioned in the classroom after the bell rang. They were ready to study when the tutor came to the class. The tutor greeted the students. All student answered the greeting. She asked students' condition and gave them some motivation. The tutor's behavior guided the better learning process. As said by Richard (2018), that the successful of learning teaching process was caused by some factors one of them was teacher manages the class before the learning begins. She asked the students to give some opinion about some issues. She asked some questions to the students dealing with the topic. She also gave some sentences dealing to the topic to stimulate students for exploring the sentence and collecting the ideas. Questioning skills are important in learning in addition to stimulate students to be more active, in asking questions as well as making the situation warmer and focusing students' attention (Asril, 2016)

AMost students could answer tutor's question but, there were some students who cannot answer it and they felt difficult to speak English because they have not ideas in their mind or cannot generate the ideas well. It is showed when the tutor asked them to write their opinion on the paper first but there

were not a lot of written sentences on it. Another reason where they did not have ability to correct each other, did self-evaluation, identify, define, enumerate, analyze something (Hughes, 2017). By some indicators in observation above the researcher concluded that students' speaking ability was low. One of the reasons was the low of students' critical thinking. There was another reason why they could not speak English well which could be found in observation, those were vocabulary, lack of practice, and less motivation. The problem was mentioned by Brown (2020), it was classified into two kinds internal and external problem some of them were the mentioned problem in observation. Based on the observation, speaking test, and interview generally students' speaking ability was still low. It could be seen clearly from the speaking score in speaking test that many students got the low score.

The second activities were speaking test. The chosen activity which given was giving opinion. There are many activities to promote speaking as Kayi (2016) said such as discussion, brainstorming, simulation, role play, information gap, storytelling, interview, and so on. The speaking test was conducted to know students' speaking ability by asking them giving some opinion related to some topic that have been mentioned in the previous chapter. It was conducted on August 23rd 2018. The participants were the member of ECC that consist of thirty-one members.

Brown (2020:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance such as imitative, intensive, and responsive. This research took responsive test when the students were given their opinion about some topics. And the researcher gave the score based on the rubric which consist of speaking components that was described by Fulcher (2013) such as pronunciation, grammar, and content. Here are the result of the speaking test.

Table 4.2 Scoring Rubric

No	Name	Component of Speaking			
		Pronunciation	Grammar	Content	Total
1	S1	5	6	7	18
2	S2	7	8	8	23
3	S3	6	6	5	17
4	S4	5	6	7	18
5	S5	7	6	5	18
6	S6	5	5	6	16
7	S7	7	6	6	19
8	S8	5	5	5	15
9	S9	7	7	7	21
10	S10	6	7	6	19
11	S11	5	5	7	17
12	S12	6	6	5	17
13	S13	5	6	7	18
14	S14	6	6	6	18
15	S15	7	5	7	19
16	S16	6	5	6	17
17	S17	8	8	8	24
18	S18	6	6	8	20
19	S19	7	6	8	21
20	S20	5	6	8	19
21	S21	6	7	7	20
22	S22	7	6	5	18
23	S23	7	7	6	20
24	S24	6	5	6	17
25	S25	6	6	7	19
26	S26	5	7	8	20
27	S27	6	6	6	18
28	S28	7	6	5	18
29	S29	7	7	5	19
30	S30	8	6	6	20
31	S31	5	5	5	15

**Table 4.3 The Conversion table**

NO	CLASS INTERVAL	CATEGORIZATION
1	30 – 26	Excellent
2	25 – 21	Very good
3	20 – 16	Good
4	15 – 11	Fair
5	10 – 6	Poor
6	5 – 1	Very poor

The result showed that there were two highest achiever who got score twenty-three and twenty-four and categorized very good. Both of them were good enough in conveying the opinion and ideas but they have to read some sources and practice more to explore some sentences and develop their critical thinking ability. Reading activity can improve students' critical thinking because when students are reading some sources, they do critical thinking stages such as analyse the sentences, make a conclusion, and they will get lots of information, ideas, and knowledge (Anderson, 2011). Meanwhile there were two lowest achiever who got fifteen score and categorized as the poor and the fair. They have not been able to explore word or sentences in English, they were lack of pronunciation, grammar, knowledge and less practice. Another member was belonging to fair categorization or the middle one which only have enough pronunciation or grammar but they have not be able to develop their critical thinking.

### CONCLUSION

The low of students' speaking ability and the importance of critical thinking in 2013 curriculum guided the researcher to take this research. It was conducted at English Attadzkir club (EAC) in Attadzkir Maja. The object were thirty members of ECC. The focus of this research consisted of two research questions, those were how is EFL Students' critical thinking in speaking activities and to what extent is the role of critical thinking in students' speaking ability. The aims were to find out how is EFL Students' critical thinking in speaking activities and to determine the role of critical thinking in students' speaking ability. It used descriptive qualitative design and some types of data collection such as observation sheet, speaking test and interview.

Based on the result of the analysis and discussion in the previous chapter, this research concluded that the students' ability to think critically in speaking activities was low. It was based on the students' speaking score and critical thinking indicator achievement. There was another result which was gotten from the research such as students' preparation before speaking, students' problem in speaking, indicators of students critical thinking that were shown in speaking activities, and the role of critical thinking in speaking activities.

### ACKNOWLEDGMENT (optional)

Based on the conclusion above, researcher suggests to teacher Researcher suggest to English teacher to use some strategies and give more exercise for developing students' ability to think critically especially in speaking class. It is because critical thinking as important skill which is needed whether in education world, in work place, or in social life. Student. The students should be more active to practice English, especially in the speaking. Discussion and giving opinion are some ways to practice speaking. Those activities could help students in generating ideas, organize them into good speaker.

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