

Speaking Ability of English Department Students of Toraja Christian University of Indonesia

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Abstract. The purpose of this study is to identify the students' speaking ability. The respondent of the current research were 30 students who learn English at UKIT to collect the necessary data a documentation and interview were utilized; the data documentation is taken from students' speaking grade from students' academic report. The descriptive statistical result of this research shows that most students indicated have the fair level of speaking competence. In data interview, the researcher got by interviewing students of English department students, the researcher chose 10 students of 30 students to get interview data. A number of factors affect these learners' speaking ability, including confidence levels, grammatical skills, and motivation. His suggested applying new variety model teaching style such as a model of western teacher's styles in teaching speaking to improve students' speaking ability.

Keywords: Students' English Department, Speaking Ability, Students' Problem in Speaking, confidence level, grammatical level, and motivation

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I. INTRODUCTION

Most people spend a great deal of their everyday live, where the primary purpose of language is the people are talking their social relationship in their live. By speaking, people are able to know what kinds of situations the world and communicate the information to another people. In speaking there is a process to build and share meaning through verbal and nonverbal symbol in various spoken contexts.

Students of English department of Toraja Christian University of Indonesia should equip good English proficiency, if they can speak English well, they can enrich their personal and professional life, and provide opportunities to influence the outside world. Similar results found in a study speaking in classroom, when the researcher interviewed some students in English in preliminary research, sometimes they did not understand English, the researcher translated the questions into "*bahasa*" to get good answer from the students.

Regarding the result of students' speaking of the Toraja Christian University of Indonesia, the researcher collected documentation data (students' academic report) from administration of English department office, academic 2014/2015 the result indicated that the students' cannot fluency speak in English. Based on students' grade data from lecturer who teach speaking, the average of students' grade speaking is indicated fair category Assessment component in speaking competence be viewed into five aspects, namely; spelling, grammar, vocabulary, fluency, and accuracy.

As good students' speaking ability, the students should equip in grammatical competence, discourse competence, pragmatic competence, speak fluently demonstrating a reasonable rate of speech. By grammatical competence is organized on the basis of linguistic or grammatical form such as phonological forms, morphological forms, may be combined to form the grammatical sentence. To improve students' speaking ability can be improved teachers' performance to transfer their knowledge how to speak well. In mastery speaking cannot be separated from vocabulary, grammar, and pronunciation. Based on preliminary research, English department students at Toraja Christian University of Indonesia are lack of vocabulary, self-confident and afraid to make mistake in pronunciation.

A good model in teaching speaking can be influenced toward students' speaking ability, therefore, the researcher suggests to the lecturer to apply model of western teacher's style in teaching speaking to improve students' speaking ability of English department at Toraja Christian University of Indonesia.

Burns, A., & Joyce, H. (1997) "Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the

context in which it occurs, the participants, and the purposes of speaking". Florez (1999) Speaking involves articulation of all components and development of communicative competence at the productive level. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and evolving. However, Speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence") (Nunan,1999, p.216)

Aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations effectively in real life situations.

First, Speaking is face to face so, facial expression, gestures and even body movements are important. Secondly, Speaking is also interactive with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other. Finally Speaking happens in real time and so the speaker's ability to plan, to organize the message, and to control the language being used.

Faezeh (2016) Spoken language usually has two functions: interactional and transactional. The essential goal of the former is to keep social relationships, but that of the latter is to pass information and ideas. Because much of our daily communication is interactional; being able to interact is imperative. Thus, language instructors should facilitate learners with meaningful communicative situations about proper topics by applying learner-learner interaction as the key to teach communicative language "Communication drives essentially from interaction" Classroom communication includes meaning-focused activity and learners can learn how to listen and talk to others, how to negotiate meaning in shared context both verbally and non-verbally with the help of teacher claimed in designing activities, teachers should consider all the skills conjointly as they interact with each other in natural behavior, for in real life as in the classroom, most tasks of any complexity involve more than one macro skill In class room, teaching speaking toward the students should be prepared well to get good speaking for the students as result in teaching speaking.) to be an active speaker is a skill which can be learn by practicing, for furthermore, Satisfied, in teaching English the teacher should prepare appropriate material that will be presented in the classroom, before presenting short talks or presentations students should plan and prepare their talks practice and rephrase, learn to cope with nerves, control their body language, volume of their voice, pitch and speed of the speech.

Badrawi (1997) identifies a number of potential classroom impediments. For example, in large classes, all students may not be given time to speak, while at the same time, effective teaching of speaking requires focus on the individual learner. Spoken language can also be difficult to assess, especially as much of spoken language is fragmentary and not reflective of standard written language. Thus, speaking instruction is, overall, time consuming and intensive

Goh and Burns (2012: 53) outline the following components of second language speaking

The first is knowledge of language and discourse, requiring mastering the sound patterns of the language, knowing the grammar and vocabulary of the language (spoken structures, grammar and vocabulary features, lexis) and understanding how stretches of connected speech (discourse, genre). The second is core speaking skills is the ability to process speech quickly to increase fluency. It also involves being able to negotiate speech in real time also important is the component of communication strategies, involving developing cognitive strategies to compensate for limitations in language knowledge.

In summary speaking is a process to communicate information to others. To communicate information, speakers need a variety of skills and knowledge to get their meaning across to listeners. According to Canale and Swain (1980: 1-7) states that Factors of speaking effectiveness as follow:

The argumentation of Canale and Swan (1980) about communication competence argued that the ability to communicate requires four different sub- competencies: grammatical, sociolinguistics, discourse, and strategic.

"Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and sounds of letters and syllables, the pronunciation of words, intonation, and stress" (Scarcella & Oxford, 1992, p. 141). To understand the meaning, EFL learners need to have enough knowledge of words and sentences: that is, they must figure out how words are segmented into various round, and how sentences are stressed in particular ways. So, grammatical competence helps speakers to use and understand English language structures accurately and immediately, which facilitates their fluency (Richards & Renandya, 2002). For furthermore information Scarcella & Oxford (1992) In discourse competence is the ability of a learner to arrange sentences in sequence so as to produce coherent stretches of language. It includes knowledge of terms of topic/ focus, given, new, natural sequencing such as temporal, cause/effect (invertible), thematic organization; coherence and cohesion; logical ordering; style and register; and rhetorical effectiveness.

To know language is not enough for EFL learners to speak effectively and appropriately. They should be familiar with the culture of the native speakers to enable to use the target language which in a socially and culturally acceptable way. To achieve to this goal, it is imperative to figure out the sociolinguistic side of language which enables learners to distinguish appropriate comments, how to ask questions during the interaction, and how to respond nonverbally according to the aim of the talk (Richards & Renandy, 2002).

Strategic competence means the ability of appropriate use of language. It can refer to "the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problems. In addition, strategic competence, is "the way learners manipulate language in order to meet communicative goals". Further, it can be the ability to make up for faulty knowledge of linguistic, sociolinguistic, and discourse rules.

The human beings have discourse competence. It allows us to use language appropriately in concrete situations, utter relevant arguments, act properly and be considered a competent communicator, if the student has a good grammatical competence, discourse competence, pragmatic competence, the students can be good in fluency in speaking. according to Ellis (2009:4) holds that fluency means the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems, and accuracy means the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error.

Skehan Foster (199. P.97-97) Fluency means, the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems, and accuracy means the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error. Nation (1991) defines fluency as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication Others define accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language But in generally, accuracy refers to the ability to produce grammatical correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately and easily, which includes the ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively, and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. In other words, accuracy emphasizes precision or exactness and is often emphasized in formal instruction, language acquisition, grammar competence and grammar-translation method, while fluency describes a level of proficiency in communication and is frequently stressed in procedural skill, expression proficiency, lexical phrases, social interaction, necessary topics, and discourse. Accuracy is the basis of fluency while fluency is a further improvement of a person's linguistic competence and a better revelation of his/her communicative competence. They two are so closely related that they are inseparable.

II. METHODS

The present research study is a qualitative description of speaking ability of English department students at Toraja Christian University of Indonesia. In this study explore students and their perceived needs in improving their abilities.

All participants were undergraduate students of English. Research participant of the 137 students enrolled in one academic year, they randomly selected 30 to participate.

The researcher lists collected the course grade for the students for 3 semesters and average them to find a cumulative speaking grade per each. Table 1 presents the raw data for each students (number 1-30) and include in final column, the average score selected based on their ranking as fair (n=5) as poor (n =5)

The researcher asked grammar as stumbling block, inadequate vocabulary, and improper pronunciation, lack of confident, lack of motivation, mother tongue, and personality.

III. RESULTS

The researcher got documentation data such as students' speaking grade from staff of English department students (student' academic report in speaking); the researcher accumulated speaking grade 1, speaking grade 2, and speaking grade 3 and average of them. Then the researcher interviewed 10 students to know students' problem in speaking English. These interviews were guided by a set of questions. Students were interviewed at various locations on campus when the interviewees were relaxed and able to spend time answering questions. The interviews were tape recorded. Given the English proficiency levels of the participants, the interviews were conducted in English but with open opportunities to switch to Indonesian or to translate specific words or concepts.

The students' speaking grades from three semesters were averaged to produce a single overall proficiency level. Then interview data analyzes into descriptive method to analyze students' problem in speaking English. The data presented a descriptive quantitative analysis of the research findings.

IV. DISCUSSION

A. Statistical data

The researcher finds that the average students' speaking ability of English department students of Toraja Christian University of Indonesia by using documentation data from students' academic report in speaking of English department office as follows:

Table 1

Students	Semester I Speaking grade (percent)	Semester II speaking grade (percent)	Semester III Speaking grade (percent)	Average (percent)
1	60	50	60	56.66
2	20	60	40	40
3	60	60	70	63.33
4	60	60	60	60
5	50	60	80	63.33
6	50	60	80	63.33
7	50	70	40	53.33
8	60	60	20	46.66
9	70	60	60	63.33
10	70	50	40	53.33
11	70	60	40	56.66
12	60	60	40	53.33
13	70	60	80	70
14	60	50	40	50
15	50	50	40	46.66
16	60	60	20	46.66
17	70	60	40	56.66
18	50	60	40	50
19	40	50	40	43.33
20	60	60	60	60
21	60	50	60	56.66
22	60	41	60	53.66
23	70	45	40	51.66
24	60	80	60	66.66
25	70	60	40	56.66
26	60	70	60	63.33
27	60	60	60	60
28	50	50	60	53.33
29	60	50	50	53.33
30	60	80	40	60
Σ	58.33	58.53	50.66	55.72

From the average calculation of students' speaking grade above show that the mean score is 55.72, it classified fair score. The data above is indicated to identify students' speaking ability as a preliminary research.

The percentage of the students' earning speaking ratings

Table 2

Level	Classification	Score	Frequency	Percentage
1	Very good	86 – 100	0	0%
2	Good	70 - 85	0	
3	Fair score	56 - 69	16	0%
4	Poor score	40 -55	14	53.34%
5	Very poor	0 - 39	0	46.66%
				0%
Total		30	100	

From the data above can be explain that students' average score of is categorized fair score because the average students score from 30 students is 55.72, the data is indicated that the students' speaking competence is fair in preliminary research. And also from 30 students that there are 16 students are categorized fair score and 14 students are categorized poor score.

a. Qualitative Result

Interview data:

The data interview described as follow:

The researcher interviewed 10 students of 30 students, it means that 5 students are categorized into fair and 5 students are poor categorized, the researcher explains all the problem of the students' in speaking English.

Level 3 (Fair)

All students like speaking English because they said that “English is important language, interesting, and student 1 said that,” as a student of English department, he must know how to speak English” and students 2 said that “he has motivation to learn speaking subject because he learns English at English department, students 2, 3 gave response that they have motivation to learn Speaking subject because it is interesting subject, and student 5 said that English can be used in communication. The factors that make students seldom practice their speaking are lack vocabulary, lack of knowledge about pronunciation. all students said that, they were shy to speak in English. All students practice their speaking in the short time students 1 said that “*kadang- kadang mempraktekkannya bersama teman*” (he sometimes practiced speaking with his friends) and students 2,3,4,5 said that” they practiced their speaking but not usually” and also students 1,4 said that, grammar is important in speaking because without grammar, they cannot make sentences in English, but students 2,3,and 5 said that grammar is important in speaking but when they practice speaking “*saya sudah tidak memperhatikannya lagi*” (she/he did not care it again”) in practice speaking all students said that “*mereka malu karena pengucapan mereka jelek*” (they are shy because they have bad pronunciation in speaking) and also they need vocabulary and sometime a dictionary in speaking. In learning and teaching process students 1,3,4 and 5 did not like their lecturer's methodology in teaching speaking they said that “her methodology was monotone, they did not understand what the lecturer talk about because she speak full in English, *kadang menarik dan kadang tidak menarik* (sometime interesting and sometime is not interested) and the last opinion that “*saya tidak dapat poinnya apa yang dia ajarkan*”(he did not get the main point what the lecturer taught about) Almost students said that, they practice they dominant speak Indonesian that English, but students 5 said that he enjoy speaking English even though he did not speak English fluently.

Level 4 (poor) Low- grade category

The researcher interviewed students who have a low grade in speaking to identify the factors that make students' cannot speak English. Student 1 said that”*Saya suka berbicara bahasa Inggris tapi kadang saya tidak tahu mau berbicara bagaimana*” (I like speaking English but sometimes I did not know what I should talk about”) the other students said that “*kami malu berbicara bahasa Inggris karena pengucapan kami saat berbicara bahasa Inggris jelek dan kurang perbendaharaan kata*”) (“they like practicing English but they were shy because they have bad pronunciation and lank of vocabulary”). Students 1,2,4 and 5 said that “*saya jarang mempraktekkan bahasa Inggris saya*” (I seldom practiced my speaking), and student 3 said that “*saya mempraktekkan bahasa Inggris saya tetapi sebentar kadang mempraktekkannya di dalam kamar saya bersama teman*” (I practiced my English in the short time and also I practiced it with my friends in my bedroom) all students said that grammar is important when they want to practice their speaking but when they practiced speaking they did not care anymore the function of the grammar in speaking. Then students 1 really need vocabulary and how to pronounce well English in speaking, and the other students “*saya malu sekali saat berbicara bahasa Inggris karena tidak percaya diri*” (I really shy when I practiced English because I do not have self confident). In teaching Speaking process, students 1 said that “*dosennya mengajar tidak sesuai apa*

yang harusnya dia ajarkan” (the materials were not taught well by The lecturer) and the other students said that “ *dosennya kebanyakan berbicara bahasa Indosia dan bahasa Toraja saat mengajar speaking* “(the lecturer spoke in Indonesian and Torajanise or mother tongue in teaching speaking)

Across both groups interviewed, six general areas of difficulty were found about the difficulties encountered the English department students in speaking English at Toraja Christian University of Indonesia. Then, the researcher would like to explain the difficulties such as:

1. Lack of confidence

Almost students said that students have difficulties in speaking English because of they afraid when they would like to speak English, they are shy speak in English, the lack of confident and prefer to keep silent to avoid mistake.

2. Improper pronunciation, the data indicated that some students have difficulties in speaking English because they do not know how to express properly and written and pronounce in English.

3. Inadequate vocabulary the data indicated that they hard to remember and memorized, and low of mastery in vocabulary.

4. Mother tongue, few of students have difficulties in speaking English because of they familiar to used mother than familiar in English

5. Grammar as stumbling block the data indicated that the students have difficulties in speaking English because they low of comprehension in English about grammar, they do not know of using grammar and function of using the words properly.

6. Lacks of motivation, students have less of motivation to practice English and less of relevance of material about the goals of learning process.

The interview showed that most problems that make students cannot speak in English are: lack of self-confident, improper pronunciation, inadequate vocabulary, and mother tongue. The grammar as stumbling block and motivation are the second factors that make students cannot speak English.

English department students of Toraja Christian University of Indonesia are required to have knowledge about how to speak English well. Good speaking for students in the English Department of Toraja Christian University of Indonesia can enrich the students' personal and professional life. And also provide opportunities to influence the outside world.

To get the goal above, the students must be helped to develop their spoken English skill. In this research explains that the factors that make students cannot speak English are: lack of self- confident, improper pronunciation, inadequate vocabulary and mother tongue. Therefore, the researcher suggests using model of western teacher's style in teaching speaking to improve students' speaking ability because this model uses personal model, facilitator and delegator in teaching to improve students' self- confident, teacher as expert to improve students' pronunciation, and vocabulary, and authority to improve speaking practice.

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