Article

The Analysis of EFL Students Lackness of Speaking Skills

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Abstract

Speaking Skills is the most challanging language ability by EFL students. It becomes topic of this research which aimed to collect the experience of EFL students lackness of speaking skills and analyze and examine the experience of their lackness. This study was conducted in qualitative method. The analysis of the data in this study uses the thematic analysis by Barkhuizen, Benson & Chik (2014:74). This research was held in the educational environment of University of Swadaya. The data were collected through quesionnaire and interview session. The result of this research showed that, Grammar is the most dominant factor that affect their speaking skills. And there are so many factors that affect their speaking skils, both from internal factors and external factors. In addition, students can improve their own abilities by learning in a joyful way, like watching movie, listen to the song, etc.

Keywords: *EFL Students, Lackness, Speaking Skills*

Sari

Keterampilan berbicara (Speaking Skills) merupakan kemampuan berbahasa yang paling menantang bagi siswa EFL (English as a Foreign Language). Hal ini menjadi topik dalam penelitian ini yang bertujuan untuk mengumpulkan pengalaman siswa EFL terkait kekurangan dalam keterampilan berbicara serta menganalisis dan mengkaji pengalaman tersebut. Penelitian ini dilakukan dengan metode kualitatif. Analisis data dalam penelitian ini menggunakan analisis tematik dari Barkhuizen, Benson & Chik (2014:74). Penelitian ini dilaksanakan di lingkungan pendidikan Universitas Swadaya. Data dikumpulkan melalui kuesioner dan sesi wawancara. Hasil dari penelitian ini menunjukkan bahwa tata bahasa (grammar) merupakan faktor paling dominan yang memengaruhi keterampilan berbicara mereka. Selain itu, terdapat banyak faktor lain yang memengaruhi keterampilan berbicara siswa, baik dari faktor internal maupun eksternal. Di samping itu, siswa dapat meningkatkan kemampuan mereka secara mandiri dengan belajar melalui cara yang menyenangkan, seperti menonton film, mendengarkan lagu, dan sebagainya.

Kata kunci: *Siswa EFL, Kekurangan, Keterampilan Berbicara*

Introduction

In our world, the person we talking everyday, both during our waking hours and in our dreams (Guerrero, 2018). We do this to understand, to comprehend what we see, read, and hear, to comment on and assess, to decide, to sustain ourselves, to amuse ourselves, to control our emotions, and to choose and practice what to say or write. Speaking can be divided into two basic production skills: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into the ability to keep going when speaking spontaneously (Derakhshan, Khalili, & Beheshti, 2016).

Speaking appears to be the most important of the four language skills (listening, reading, speaking, and writing), according to Kosdian (2016) and Rifa'at (2018), because language learners are often referred to as "speakers" of the language, as if speaking includes all other types of language knowledge. Not only in University of Swadaya Gunung Jati itself, According to Parmawati & Inayah (2019) The majority of the students at IKIP Siliwangi actually struggle with various speaking-related issues. They often think about whether there is something wrong with the way they study or the many mistakes they often make so that it is still difficult for us to master speaking skills. But if we read the journals written by Parmawati and Inayah, they say that the majority of EFL English students do have the same shortcomings in mastering speaking skills. Speaking is crucial for communication, and speaking is another useful skill in addition to writing, as may be inferred from the phrase above. However, the majority of students in the English Education Department's second semester at University of Swadaya Gunung Jati continue to struggle with learning the language, particularly when it comes to speaking. Along with hearing, reading, and writing, students also need to be proficient in speaking, one of the four language skills. According to Dewi (2016), a number of variables can lead to students speaking abilities failing, including the following: A lack of exposure to English in the community and environment, a lack of

emphasis on speaking skills in campusbased English instruction, shame and fear of making mistakes during speaking exercises, a lack of use of English outside of the classroom, a lack of community use of English as a foreign language, a lack of exposure to English in the community and environment, a lack of exposure to English in the environment.

Speaking is one of the challenging skills that must be explored in language, be it English or any language. Susanty, Ritonga, & Tursina (2017) they conducted that one of the most challenging skills for students to develop is speaking. When one considers all that goes into speaking ideas, what to say, language, proper usage of syntax and vocabulary, pronunciation, listening to and responding to the other person this is hardly unexpected. Dealing with this, speaking practice should begin in elementary school because this is the ideal time to learn new skills. Derakhsahan et al. (2016) Stated that speaking can be divided into two basic production skills: accuracy and fluency. Accuracy focuses on the use of vocabulary, grammar, and pronunciation via a variety of tasks whereas fluency considers "the ability to keep going when speaking spontaneously, it is focuses on fluency and comprehension". According to Harmer (2007), there are three basic fundamentals for requiring students to talk in class. First, speaking exercises give students the chance to receive training to be ready to go outside, giving them a safe environment in which to practice speaking in public. Second, speaking exercises in which students attempt to use one or more of the languages give feedback to instructors and students. Everyone can see how well they are doing, including their success and any linguistic difficulties. Finally, the more opportunities for the students have to employ the many language components they have stored in their brains, the more of these components they will use and the more they will talk.

This study provides input as well as knowledge to find out a qualitative picture of how much our home work and duty to create a good and comfort place so that our learning environment is more aware of the importance and need for us to know that many things we unconsciously do can make us not have an increase in mastering our speaking skills. Especially for our test subject, the students of faculty Science Education and Science University of Swadaya Gunung Jati and all of the university students around Cirebon.

This study will focus on these questions:

1. What is the dominant component that affect EFL students lackness of speaking skills?
2. What are the factors that affect EFL students lackness of speaking skills?

Methods

The writer chooses descriptive qualitative research as the research methodology. This study comes in the form of case study research. In descriptive research, a writer examines and describes a phenomenon with the aim of explaining and forecasting it based on the field data collected. This research focuses on answering the most dominant factors that influence EFL students speaking skills, especially in Cirebon. A group of respondents will be joined as a subject to answer the quesionnaire. And also 3 (Three) participants will be collected as an interview subject. These participants are the around the English educational environment in University of Swadaya Gunung Jati Cirebon.

The most popular method of data collecting in qualitative research is the interview. In qualitative research, interviews are dialogues in which questions are posed in order to gather data (Gay et al., 2011). The format of the interview is based on a questionnaire with a flow of questions. In this instance, the writer spoke with blended learning-using EFL students. Ten questions with ties to the title made up the questions. The gathered information will then be used to create a conclusion that describes the examination of the lackness of EFL speaking abilities.

1. Quesionnaire

A questionnaire is a list of questions used to gather information about the study's subject. Which contains the respondents answer about the dominant component of speaking skills that effect at their lackness of speaking skills, especially in Cirebon. Additionally, the data will be collected by Google Form which will be spreaded by online by Google Form.

2. Interview

As what Ary said (2010), One of the most popular and fundamental techniques for gathering qualitative data is the interview. A discussion between the interviewer and the

subject is called an interview. To avoid misinterpretation of the stated intentions and to create a more relaxed environment, the interview in this study was performed in Bahasa Indonesia. Three EFL students Those who have filled out the questionnaire will be used as resource persons in this interview as material to parse information that has not been completely answered in the questionnaire.

The results of the interview data will be collaborated with quesionnaire that have been made so that later conclusions can be drawn or outlines using Thematic Analysis Technique. After all the data has been obtained, both from quesionnaire data and interview data. Then the results of the analysis will be made in the form of a description. Thematic analysis will be used by the writer to examine the data. Thematic, content, or grounded theory analysis is a method used in qualitative research, according to Barkhuizen, Benson, and Chik (2014:74). The writer will provide a brief description of the data analysis in this thematic analysis, which discusses qualitative data analysis in detail. The writer will carefully read the data again, process it, and categorize data extracts before rearranging it for theme analysis and the description.

Results and Discussion

This section is the main part of the article. This is where the author/s should explain in words what he/she discovered in the research. It should be clearly laid out and in a logical sequence. The results of the research presented in this section are the result of a clean process of data analysis such as statistical calculations and testing process or other processes for the achievement of its research. State the findings of the research concisely. Besides, This section is also a major part of the research articles and is also usually the longest part of an article. The discussion of the research presented in this section are the results, the process of data analysis such as statistical calculations or other processes for the achievement of its research. Please present the discussion narratively.

To answer the most dominant component that affects EFL students speaking skills factors, the writer made 2 questions for the five components of speaking skills ability. The five components are Comprehension, Pronounciation, Grammar, Vocabulary, and Fluency. The question stems from the measurement made by Hughes (2007), he makes

six level measurements for each component, the writer uses the measurement he made to serve as a question that will accommodate the writer to be able to assess which component has more dominant influence on EFL Students Lackness to use Speaking Skills as a communication tool. There are 10 questions that be answered by the students about Speaking Skills From the questionnaire that distributed got the following data.

Table 1. Result

Number	Question	Yes	No
1.	Grammar	85%	15%
2.	Comprehension	85%	15%
3.	Vocabulary	80%	20%
4.	Pronounciation	75%	25%
5.	Vocabulary	75%	25%

All of the five components assessed, it can be seen that the EFL students studied had big problems in each component of their assessment. The most dominant component faced by EFL students is grammar. Haussamen, Benjamin, Kolln, and Wheeler (2003) assert that grammar is the skunk at the language arts equivalent of a garden party. It implies that for that language specifically, grammar is an art. Ismail (2010) argues that grammar is important in communication because it demonstrates how language is used. Tiara (one of the respondents) said that she still often gets bad thoughts about the difficulty of learning grammar, so that it makes it difficult for her to use English to speak outside of class. She also added that because of his fear of grammatical construction errors, she thought twice about speaking in English. However, she can outsmart her difficulties by writing the words he wants to say before she starts speaking in English. Like when she was in a speaking skill class, she would start talking or asking questions after she arranged the words she wanted to say in a book, then she just started speaking in English. Sari also stated that, she thought that grammar was a frightening specter for her when she wanted to speak English outside of class. Because many see grammar as a

challenging, frightening, and dull topic, not all EFL students are intentionally motivated to master it. In his study, Poyatos (2005) found that advanced language learners described their grammar instruction as boring and demotivating.

However, it does not close the fact that the other four components are still far from being mastered by EFL students, from the five components they still have a very dominant number of lacks of speaking skills. So that more attention is needed to the five components, especially grammar. Everything can be learned if we do the activities that are fun and comfortable for ourselves, as stated by Dalimunthe (2020) she stated that students who want to master speaking skills need to find appropriate learning methods outside of their class, and also students who learn speaking skills must do this. These activities are repetitive and frequent.

1. Internal Factors

Internal factors are things that are the reason why something can affect you and change your perspective on things from within yourself. In this case, the internal factors are factors that influence you in using English as a tool of speaking in class and outside the classroom within yourself. Internal factors imply cognitive and affective factors such as motivation, intelligence, anxiety, risk-taking and ability. Many studies have confirmed that motivation correlates strongly with proficiency, indicating both that successful learners are motivated and that success improves motivation (Mahmoudi & Mahmoudi, 2015). Siegel in Mahmoudi and Mahmoudi state motivation is affected by learners' attitudes toward the second language, its speakers, and the speakers' culture.

a. Lack of Confidence

One of the reasons why students is afraid to use English in the classroom and outside the classroom is because of the many concerns that if we as speakers use English incorrectly, there will be corrections made by the people around them, either it's insulting or constructive correction. From the interview that was conducted, the writer found that one of factor that influence students speaking problems is lack of confidence. EFL students do not want to continue talking when laughed with their friends, EFL students afraid to speak English because other people don't understand, and the students lack of confidence because they are afraid to be laughed by their surrounding. They afraid of making mistakes because of

misspronounce some of the word. For example, from what one of the interview respondent name Sari, she stated that she is afraid for making some of mistakes both from grammar and pronounciation.

b. Shyness

From the interview that was conducted, Tiara said that she faces the speaking problems namely shyness. She doesn't want to talk because of shyness, she thinks if her speaking skills are not yet usable in public space. In addition, when she makes wrong in pronunciation, she usually don't want to continue her phrase. And it will make a big problem with her quality of conversations. However, Caca and Sari did not state that they were embarrassed, they remained confident. And, Sari also added that she feels that everyone makes mistakes, and she doesn't feel that she should be ashamed of a mistake that might happen when she speaks English.

c. Low Motivation

Apart from the fear that has been mentioned, motivation in learning to speak using English also needs to be possessed by EFL students to be able to master the use of English as a speaking tool correctly. Students that are motivated are more likely to be engaged, love studying, and find speaking skills challenging. Students learning styles, learning experiences, and willingness to learn a skill all contribute to motivation. Several things can affect motivation.

2. External Factors

External influences are causes that alter how we see the world from a distance. Typically, we have little control over this because, in essence, everything outside of us originates from outside of us. For example, environmental factor from outside to be able to master English, the use of a more dominant mother tongue, and the lack of attention from parents.

These are all external factors that can change our perspective and habits to improve our speaking skills.

a. Environment

The majority of our respondents very infrequently use English outside of class, especially at home, which is another similarity we discover here. Because it is unimportant for us to be able to speak English in public situations, whether from our social circle, families, or society as a whole not supporting us to mastering speaking skills. However, one of the respondents of this research, named Tiara, said that she learned English not from her desire but from the encouragement of her father who has a background as an English teacher at school. Tiara has an environment that is very supportive of her in using English, even her father often invites her to speak English at home, but because her motivation to learn English is still lacking, she still struggles even though her home environment is very supportive of her in using English.

b. Mother of Tongue Use

EFL Students still use Indonesian as a means of speaking, even though they are in an English environment. As Tiara said, she only uses English as a communication tool in under 10 minutes outside of class, and that is a very small number to support her desire to master English as a communication tool. Caca only uses English as a speaking tool for only about 20 minutes per day, also conveyed by Sari that she uses English as a speaking tool for only under 20 minutes per day. This figure is still very minimal in supporting their desire to master speaking skills as a communication tool. There are no exact numbers on using English as a communication tool, but they gave testimony that using English to talk for about 20 minutes still doesn't help them to be fluent in speaking skills, so it takes more than one day to be able to master speaking skills effectively.

c. Shyness

From the interview that was conducted, Tiara said that she faces the speaking problems namely shyness. She doesn't want to talk karena rasa malu karena dia merasa kalau speaking skills dia masih belum bisa digunakan di public space. In addition, when she makes wrong in pronunciation, she usually don't want to continue her phrase. And it will make a big problem with her quality of conversations. However, Caca and Sari did not state that they were embarrassed,

they remained confident. And, Sari also added that she feels that everyone makes mistakes, and she doesn't feel that she should be ashamed of a mistake that might happen when she speaks English.

d. Lack of Parent attention

Support from family is the next factor. The student capacity to talk will be influenced and much helped by the parent, who serves as their teacher at home. They will be inspired to learn and hone their communication abilities because of their parents' knowledge and the way they encourage their learning. Caca and Sari said that their parents did not pay much attention to the progress of their ability to speak English. So they need to find other places to hone their speaking skills outside the classroom and outside the home. We can use Tiara's case as a lesson, that her father always supports her in learning to use English at home. Tiara also added that her father often invited her to speak in English at home, as well as when speaking in the living room. However, because his motivation was very low to learn English, he finally found it difficult to improve his ability to use English as a speaking tool.

These two factors make EFL Students very rarely use English as a speaking tool. That outcome also showed the students solutions to the issue, including understanding the lesson thoroughly, remembering more vocabulary, being well-prepared, learning more about tenses or proper grammar, being more self-assured, trying to speak English more actively, listening to the original pronunciation of western music, asking the teacher about any difficulties they are having, and having a discussion with friends to study with.

Both factors, both internal and external, must have a balance in supporting learning activities to speak using English. it will be very difficult to be able to master the use of English without the influence of internal factors and external factors. The case of Tiara is a very clear example, she has a family that supports her in using English. However, because she does not have a strong motivation to learn English, it is very difficult for her to master English as a speaking tool. Although her father often accompanies Tiara in speaking English, Tiara still finds it very difficult to be able to speak English effectively. Also, to enchance speaking skills, don't forget to have ways

to improve speaking skills in likeable ways. As stated by Dalimunthe (2020) that he said that to hone the use of English as a speaking tool, it is necessary to have fun and comfortable learning and practice for the students. As said by Caca, that at the very first time she could not speak English. However, after she got to know friends from abroad, she used English more often as a speaking tool. She sometimes takes about 10-20 minutes to talk with his friends on Twitter and she thinks it is very helpful to improve her speaking skills.

Conclusion & Recommendation

As we know, there are four basic skills in english which should be mastered. One of them is speaking. However, in using English communicate speaking is widely considered to be a principal skill among others. In the application of speaking skills as a communication tool, EFL students still show very minimal quality and slow progress. With so many problems that we face to only say a word or two, we need to think about many things, one of the most difficult components faced by EFL students in this research is grammar. Almost all respondents in the questionnaire stated that they had difficulty in applying grammar when speaking in English. Grammar is not the thing that makes us start learning to speak in English, but it is courage and confidence that makes us dare to start learning to speak in English. as pointed out by Harmer (1998) that he defines communication happens when the listener can give the response to the speaker after the listener understands the message given. He also advises EFL Students if speaking skill depends on how often we use it, and it is courage that can make us fluent and accurate speakers, and do not forget it also need repetition activities to learn it. EFL students can enrich these five components in fun and fun ways, such as watching movies, listening to music, talking to international friends in English, and many more ways.

Student habits, particularly in speaking, can aid in the learning of English. For instance, playing music, utilizing apps to communicate with friends abroad, or even watching movies. Particularly when viewing movies, this practice aids pupils in developing their speaking abilities in a relaxed and enjoyable way. Students can expand their academic or even informal vocabulary by watching English-language movies. Additionally, when utilizing social media to interact with foreigners or while listening

to music, students can practice their pronunciation. In the other hand dalimunthe (2020) conducted on her thesis that speaking skill should be trained regularly so that the skill can get better. Without activities that are carried out repeatedly, it will be impossible for students to master speaking skills. Apart from that, support from the surrounding environment is also needed to help develop their speaking skills.

This research only focuses on basic themes of EFL students lackness in speaking skills. This research is far from the perfectness, so for another research, researcher should prepare well before and during the research. Actually, there are still various topics that can be explored related to students' lackness of speaking skills, such as: factor that dominates the affect of EFL studentss lackness of speaking skills, the influence of environmental factors on EFL students fluency, the correlation between students' motivation in learning speaking and their speaking ability.

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Conflict of Interest

No potential conflict of interest is reported.

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