



A Case Study of Students' Ability to Speak In EFL Classroom

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Abstrak

Dalam pengajaran dan pembelajaran Bahasa Inggris sebagai Bahasa Asing, partisipasi aktif siswa di dalam kelas memiliki peran yang penting untuk menguasai bahasa target. Partisipasi siswa bisa dilihat dari keaktifan mereka dalam menjawab pertanyaan guru atau teman sebayanya, kemudian memberikan komentar. Hal ini dimaksudkan agar mereka dapat mengungkapkan dan mengklarifikasi maksud, pemikiran, dan pendapat mereka yang memiliki peranan penting dalam proses pemerolehan bahasa. Tujuan dari penelitian ini adalah untuk menyelidiki dan menganalisis Kemampuan berbicara siswa di kelas EFL. Metode penelitian ini adalah kualitatif. Pengumpulan data dilakukan melalui observasi dan wawancara. Hasil penelitian menunjukkan bahwa 40% siswa masih mengalami kecemasan dalam berbicara. Para siswa tidak dapat mengembangkan keterampilan mereka dalam berbicara karena keterbatasan kosakata dan penguasaan tata bahasa mereka. Diharapkan penelitian ini dapat bermanfaat bagi guru Bahasa Inggris, khususnya bagi guru dan dosen yang mengajar Bahasa Inggris sebagai Bahasa Asing. Sehingga mereka dapat mengetahui kemampuan siswa dalam melakukan penampilan berbicara mereka.

Kata Kunci: Kemampuan Berbicara, Mahasiswa yang mempelajari Bahasa Asing, Kelas Bahasa Asing.

Abstract

In the teaching and learning of English as a Foreign Language, the active participation of students in the classroom plays an important role in acquiring the target language. The participation can be seen from the students' replies to the teacher's or their peers' questions and give comments. It means that they are able to express and clarify their intentions, thoughts, and opinions which are essential to language acquisition. The aim of this research is to investigate and analyze the students' Ability to speak in an EFL classroom. The method of this research is qualitative. The data were collected through observation and interviews. The result of the research showed that 40% of the students still got anxiety in speaking. The students could not develop their skill in speaking because of the limited of their vocabulary and their grammar mastery. It is expected that this research could be beneficial for English teacher, especially to English Foreign Language teacher and lecturer who teaches English in order to find out the students' ability in performing their speaking performance.

Keywords: Speaking Ability, EFL students, EFL Classroom.

INTRODUCTION

In Students' speaking performance, there are psychological factors that hinder the students in performing their speaking are possibly caused by the feeling of being too worried about making mistakes and the lack of self-esteem which are related to shyness and their anxiety level (Ariyanti, 2016). There is a correlation between students' speaking performance and their anxiety, if the students have high anxiety automatically she/he have the low ability in speaking performance, or when the students have low anxiety automatically she/he have high ability in speaking performance (Oktavia & Syahrul, 2021). By looking at this phenomenon, there are four main problems that affect the students' anxiety in speaking: they have no confidence in speaking English, they are afraid of speaking English, they cannot get the minimum requirement and the method used is not interesting (Nurnalisa, 2020).

In Indonesia, speaking skill is one of the skills that will give the alumni the opportunity in getting the job, because in EFL classroom they are taught to speak confidently and fluently. In other words, if they can speak confidently and fluently they can work anywhere they want. In order to make it true, the lecturer of speaking had integrated the material to meet the expectations of the millennium era. So, speaking is the most important skill among all the four language skills in order to communicate well in this global world (Srinivas, 2019)

Speaking is the 1st talent to be noninheritable within the method of language production. In parallel, the absence of communication apprehension and also the presence of temperament to speak are the essential stipulations for stringing words together. Creatures of a similar species communicate with each other in varied ways. Man is no exception. Speaking is among the foremost necessary options of civilization that makes them such distinctive beings inside the sphere of second or foreign language learning, it's believed that foreign language learners ought to first decide what they require to say..Next, by using appropriate structures and vocabulary, they will be able to express their ideas in a target language. The process of speaking, however, is much more complex than it may seem at the first glance. In order to improve students' outcomes in speaking, a teacher has an important role to achieve it. The teachers have to understand the problems of the ELLs (English language learners) and try to implement various teaching strategies in their classrooms in order to develop their learners' speaking skills in English classrooms (Srinivas, 2019).

As well as we know that the goal of the second language and foreign-language learning is to facilitate better communication and understanding between an individual from different cultural backgrounds and different languages. Successful foreign language learning and teaching requires exposure to communicative practices because the development of communicative competence is a prerequisite for learning a language (Yeşilçınar, 2019). Learners need to be not only able to communicate but also willing to communicate in the L2. Research has shown that all the subscales of WTC are positively and significantly predicted by verbal and nonverbal immediacy. Verbal immediacy has the highest positive correlation with speaking WTC (Sheybani, 2019). Thus, (MacIntyre & Wang, 2021) propose WTC changes as speakers' motivations and emotions are influenced by the deep, personal relevance of the topics under discussion. Pedagogical implications for the results of this study and the use of the idiodynamic method in L2 classrooms are discussed.

To sum up, there is a body of evidence that brings the EFL students' reluctance to speak in L2 within oral communication courses and this is one of the biggest problems widely encountered in EFL settings. There is a considerable number of researches that have been conducted in order to surmount this reluctance problem among L2 students. A study conducted by (Riadil, 2020) discovered the most problematic for the students is mother tongue use, 77% of students use their other tongue in English class and 83% agree that mother tongue is easier than English.

This article, firstly, presents the theoretical framework concerning the importance of English speaking skills for West Sumatran learners and also the role of vocabulary and synchronic linguistics in this skill.

Secondly, it puts forward the relevant literature review and analysis questions. The study, then, delves into the small print of research methodology and information analysis. Before the conclusion, some helpful recommendations to students and academics are suggested.

In order to find the solution to the problems in the classroom, the researchers have found the fact of it, there is no topic about speaking in EFL classroom before in English Department of FKIP Ekasakti University Padang. In this case, there was so much research about speaking with descriptive and classroom action research. This is the first time the topic about speaking by using the case study research method. Compare to the recent study, it seeks the explanations of keeping silent in English voice communication categories. the aim of this study is to get the issues of ESL students to talk in their speaking subject classroom, to relinquish the concrete data of those reasons, and propose some methods which will be ready to facilitate lecturers to beat the difficulty of acting reluctant in oral communication courses. Furthermore, the background of the students are varied and some of them come from a rural area in West Sumatra.

The theory in speaking in front of the class is something new for them. It has a relationship with their cultural background which they did not use to talk about in front of so many people. Although it is a major obstacle to foreign language learning in general and to speak more specifically, anxiety can be reduced. Understanding the nature and the sources of foreign language speaking anxiety can offer more insights on how to deal with it. It can help teachers to support and encourage anxious students to be actively involved in foreign language speaking classrooms, as well as to ensure a relaxed low-anxiety environment for the improvement of their speaking skills.

RESEARCH METHODOLOGY

Since the aim of this analysis is to gather knowledge on the issues and therefore the ways throughout ESL students learn to speak English because of the second language and one of ability that must be mastered by the students of the English department. the researchers used qualitative techniques to induce the outline information in the shape of words or photos instead of variety concerning the phenomena.

The data was collected via interview and note-taking. Then, this information was studied and correlate with the present theory so as to induce valid information. Intentionally, the report is often acknowledged as information on however an EFL speaker has processed to realize their skill in speaking English and additionally as data for more study. the main focus of this report was on the speaker's accomplishments and weaknesses, significantly in speaking English. It ways to beat the weaknesses from the speaker's perspective and completed with some suggestions from works of literature concerning his conditions in order to amass English as a foreign language successfully.

Case study research is increasingly popular as it has been widely used in multiple disciplines (Flyvbjerg & Flyvbjerg, 2016) shares a similar opinion, saying that if we decide to use a case study in our research, this does not mean the selection of a method, but rather a selection of what will be explored. An individual case can be studied from different perspectives – both qualitative and quantitative es (Bartlett & Vavrus, 2017) with its extensive use in social sciences(Crowe Sarah, 2011). Particularly it has gained its credibility as a research methodology in exploring complex phenomena based on the real context (Harrison et al., 2017). However, case study research has gone through conflicting realities as it is, on one hand, practiced widely but on the other, it is also looked at skeptically among influential academicians(Flyvbjerg & Flyvbjerg, 2016). Indeed, it has gone through different phases with a mix of high and low recognition in different time periods (Harrison et al., 2017).

RESULTS AND DISCUSSION

The findings of the present study revealed that the lecturer maintained and promoted student talk in meaning and fluency contexts by drawing on various interactional resources in a teacher-led EFL classroom at the tertiary level. Classroom observation allows the researchers to see how and what methods the lecturer used

to create a positive atmosphere for learning. It helps students and teachers familiarize themselves with the classroom setting, course materials, and teaching strategies, teacher interactions with students, and student interactions with each other. It allows the students and teacher to prepare methods to deal with problems that could arise. In this research, it was found that it is better for the lecturer to give an opportunity to the students to present their topic in speaking by themselves first. This finding was based on the interview with the students. They felt so motivated to explore the topic to be presented in front of the class. On the other hand, the lecturer did not suggest giving the topics based on the lecturer's choice. This solution will be one of the ways in reducing students' speaking anxiety in the classroom. Hence when they speak without any preparation and present the speech with the topic they dislike it will cause another problem. However, students appear to have a negative attitude if they had to speak without preparation. The second finding is about students' problems in developing their topic because of their limited vocabulary and unable to construct correct grammar. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategies competence and communication competence can be another reason as well for not being able to keep the interaction going. The data was taken in English student's classrooms, yet some of them are still unable to construct correct grammar when they speak.

Communication in a second language is a very complex process that embraces a dynamic interplay between the context of learning and the psychology of learners (Macintyre et al., 2011). In this respect, (Xin, 2017) stated Communicative competence is a term that alludes to tacit knowledge of the language and the ability to understand and use the language effectively for communication purposes. As it can be seen, having positive motivation toward communication is of paramount importance while communicating with others. In addition, Harold (Maulana et al., 2020) concentrated on three fundamental duties which motivated people's communication: The desire to control the environment and to keep away from whatever endangers it. Second, the attempt to adapt themselves to nature implies communication that helps the society to live happily in peace. Third, through communication, society can protect and exchange morals. In other words, there must be another factor that influences a person's communicative competence and his attempts to put that competence into practice. This factor, which is the result of a combination of a number of psychological, linguistic, and contextual variables, is called willingness to communicate.

Based on this research, the researcher found that the students' unwillingness to speak in EFL classroom mainly because of their limited vocabulary and afraid of making mistakes in their grammar. Many students did not develop their speaking topic well because they did not master the basic vocabulary. And some students got stuck when they delivered their speaking material because they were in doubt in determining the form of tenses they should use. The result can be seen from the table below:

Table 1
Students' speaking performance score

No	Students	Score
1	Student 1	75
2	Student 2	75
3	Student 3	76
4	Student 4	82
5	Student 5	83
6	Student 6	90
7	Student 7	86
8	Student 8	65
9	Student 9	65
10	Student 10	70
11	Student 11	83

12	Student 12	75
13	Student 13	72
14	Student 14	72
15	Student 15	92
16	Student 16	85
17	Student 17	70

The result of the speaking performance/scores shows that 40% of the students still faced anxiety in speaking. It was affected their ability to speak in the classroom. Based on the researcher's interview with the students it is found that the students couldn't develop their skill in speaking because of the limited of their vocabulary and their grammar mastery.

Willingness to engage in speaking activities is considered important because unless students have ample opportunities to practice oral fluency and accuracy skills, they will not develop these skills. To measure willingness, a classroom diary was kept in which these students' willingness to participate in speaking tasks was recorded. Research findings provided strong evidence that at the end of the school term these anxious students were significantly more willing to participate in speaking activities.

Actually, these students showed improvement when the lecturer asked them to present the speaking in front of the class based on the topic they like. Performance was measured in terms of both accuracy and fluency in a speaking test conducted at the end of the school term. Although a similar speaking test was not conducted at the beginning of the school term, improvement was evident for these students. As proven by (Drajati, 2018) the use of questioning can develop students' speaking fluency in academic speaking classes. As an implication, teachers can give questions followed by feedback to enhance the students' fluency. They still made errors, however, but in most instances, this did not stop them from trying to communicate.

At the end of the school year they exhibited many characteristics of fluency, such as increased ability to concentrate on content rather than form, and increased conversational speed, compared to the beginning of the school term. As stated by (Lutviana, 2016), Speech contests helped students to show their potential and directed students to work hard eliminating their negative feelings that might hinder their confidence to speak fluently. Finally, their tendency to revert to their mother tongue when they encountered difficulty disappeared almost completely.

CONCLUSION

From the findings above, the researchers are able to sum the conclusion as: First, the problems found on the research finding is students limited vocabulary and afraid to commit any mistakes in grammar. In order to increase their vocabulary mastery, the lecturer may use the strategies in teaching English with better media especially in speaking class. Based on this research, the vocabulary development of the students when speaking English was not good enough and their anxiety must be reduced by giving them the trust to choose their own topic in their speaking performance. Second, the creation of a friendly classroom atmosphere is important to gain the students' motivation in speaking class. The final conclusion is that lecturer needs to assume the role of the researcher in their own classrooms. The material that they like the most was the topic was chosen by themselves. They were able to develop it into good content in speaking even though some of them still commit some mistakes in grammar and choice of words.

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