

THE WAYS TO OVERCOME THE PROBLEMS IN SPEAKING ENGLISH ENCOUNTERED BY THE STUDENTS OF ISLAMIC BOARDING SCHOOL OF DARUL AMAN GOMBARA MAKASSAR

Hardianti Lestari, Murni Mahmud, Kisman Salija

English Education, State University of Makassar
Email: hardianti@darulaman.sch.id

Every problem in speaking English can be solved by many strategies or efforts. Not only from the students but also from the teacher and all the components that influenced the problems. Regarding to this, the researcher considered it is crucial to investigate the efforts to overcome the problems in speaking English encountered by the students of Islamic boarding school of Darul Aman Gombara Makassar. This research is focused on students' problems in speaking English. The research was conducted in 2018 at SMA Buq'atun Mubarakah in Islamic Boarding School of Darul Aman Gombara Makassar. Twelve students of XI IIS B class were involved as subjects of this research. Qualitative descriptive analysis was used as the method of this research. The data were collected through classroom observation, interview and focus group discussion. The findings indicate that there are some ways to solve the problems in speaking English encountered by the students of Islamic boarding school of Darul Aman Gombara Makassar . More practice (the students), increase the vocabulary mastery (the students and the teacher), increase the motivation (student's psychological), use the interesting strategy (teacher's method), join the extra class of English (the management and system of boarding school) are the ways to solve the problems in speaking English.

Keywords: student's problems, speaking English.

INTRODUCTION

English has become the most important foreign language in the world. At present, English is the language for international communication such as; science, health, economic, commerce, advertising, diplomacy and transmitting advanced technology. Abousenna (1994) expresses that in the age of globalism we live nowadays, the interdependence of nations and countries creates a need for a global language and no language qualifies for this better than English.

Speaking is the most essential part in human communication. We need ability to speak each other to share our ideas, feeling, thoughts, and opinion, to give information and message to others. It is a means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

In line with this, Nunan (1991) states that for most people, mastering speaking skill is the single most important aspect of learning a second or foreign language. Success is measured in terms of the ability to carry out a conversation in the language. Hence, (Tarigan, 1987, cited in Musadat, 2008) argues that speaking is a tool to communicate ideas that are arranged and developed in accordance with listener's need. It means that the speaker must strive to communicate his/her ideas clearly so that those ideas can be accepted well in accordance with what is wanted by listeners.

In addition, people who know a language are referred to as speakers of that language. In almost any setting, speaking is the most frequently used language skill. As Rivers (1981) emphasizes that speaking is used twice as much as reading and writing in our communication.

Speaking English is a big problem for most of the students. They encountered problems to undertake because learning to speak English more than knowing its grammatical and semantic rules.

From the standpoints above, it indicates that teaching and learning second language speaking in EFL context is quite challenging for English learners and teachers. In Indonesia, for example the status of English as a foreign language is not used in daily communication. It is only used either in classroom or school environment. Consequently, talking in English has not become a habitual action for most EFL learners because they still prefer to use their mother tongue instead of target language.

In general, a variety of research reports and findings show that speaking is difficult. In dealing with this, Yusuf and Sewoyo (1997) asserted that senior high school (SMU) graduates should already have mastered the four English skills. Nevertheless, their research finding has shown that the SMU graduates' competence in English is still far from being adequate. Although communicative language teaching method which put emphasis on the use of language in real life situations and social interactions has been introduced from secondary schools up to university level, the result is still far from satisfactory.

As the matter of fact, the difficulty of speaking English occurred not only in the students at general secondary school but also in Islamic boarding school. As far as I'm concerned, Islamic boarding school which speaking English is taught with more practicing also encountered some problems.

The Islamic boarding school emphasizes practicing language in daily communication not only in the classroom but also outside from the class. They try to use Arabic and English in daily communication every day wherever they are. They must use both of the language. They also have programs in increasing their speaking English, for instance; Mufradat (students memorize vocabulary every night after pray magribh, Muhadasah (students are doing conversation in every week), Muhadarah (students take a part in ordering speech twice in a month). But in fact, students in Islamic Boarding School still encountered some problems in speaking English.

Based on the real experience when the researcher became a teacher in Darul Aman Islamic boarding for three years since 2015 until 2018, the researcher found the decreasing of speaking English especially for the students in senior high school. Most of them encountered several problems in speaking. First, it is related to students' conditions that are lack of vocabulary that will make them hard to say word and also makes them not confident to speak English. Second, some of those students are not confident to speak English because of the fear of making mistakes. Some of them are afraid because their pronunciation is not as good as native speaker. Third, the students speak more with their first language or their mother tongue even though the punishment will be given to them if they don't speak in Arabic or English in Islamic boarding school.

There are some causes that affect student's problems. Horwitz explained six factors that contribute to speaking problems; they are classified into two parts; linguistic and nonlinguistic problems. Linguistic problems are divided into three called lack of vocabulary, pronunciation, and grammar. Nonlinguistic problems are also classified into three called fear of making mistake, lack of confident, and apprehension of other evaluation.

METHOD

This research employed qualitative research method to describe the strategies to overcome problems in speaking English of Islamic boarding school of Darul Aman Gombara Makassar. The participants of this research are 12 students of eleventh grade of senior high school in the academic year 2017/2018. They were purposively selected as the participants of this study. The researcher chose those participants because they had low performance in speaking. The researcher applied some appropriate research instruments namely the researcher itself, audio recorder, camera, field notes, observation and interview questions. In collecting the data, the researcher employed two ways; observation, interview and focus group discussion.

The analysis to process the data after the obtained results of the research were analyzed by using interactive model of data analysis consisting data collection, data display, data condensation, and conclusion-drawing/verifying (Miles and Huberman, 2013).

FINDINGS

The researcher gained the data from recording the students' English speaking activity in the classroom. Besides, she interviewed English teacher, the head of dormitory counselor, and the chairman of language department of the intra-school organization (OSISDAPI) in order to collect the accurate data. The researcher also took focus group discussion to the students. This part deals with the

problems, the causes and the efforts to overcome the problems in speaking English encountered by the students of Islamic boarding school of Darul Aman Gombara Makassar.

1. The Efforts to Overcome Students' Problems in Speaking English.

These findings are based on the analysis of the causes encountered by the students in speaking English in the previous findings. The solutions to solve the speaking English problems as follows:

More Practice

The common problems of the students were due to the students' intensity to practice English which was so low. The students never practiced English in their daily activities. It was proved by the data from dormitory observation field notes where the students used Indonesian language dominantly. The researcher was rarely to hear the students used English.

Extract 21: Speak Indonesian language

From 12.40 until 17.00 I was in Zaenab dormitory, there is not speaking activity. I never hear students speak English especially from XI IIS students. Because they are always speak Indonesian language. For example calling friend or talking with their friends they usually used Indonesia.

(Zaenab dormitory observation field notes, Saturday, 6th October 2018)

From extract above, it can be seen that the students in Zaenab Dormitory didn't practiced English. As shown in line 3, the students always used Indonesian language. In line with this, extract 29 in previous findings showed that the students also rarely spoke English in dormitory. So the one and the important solution for the students to deal with the problems in speaking English is more practiced English. How they can speak English well if they never practiced. Once more, language is a practice. If the students wanted to speak English clearly, they had to be practice as often as possible.

Increase the Vocabulary Mastery

Another speaking English problem is about mastering vocabulary and other components of English, like pronunciation, grammar and fluency.

This extract below was designed by interview between the researcher and English teacher. In this situation the researcher asked question the teacher about the problems encountered by the students in learning and teaching process in classroom.

Extract 22: The main problems of student's speaking

HR: Masalah utama dalam speaking yang dialami siswa itu skill speakingnya yah? Masalah utamanya eee terkait dengan apa kurangnya kosakata yang mereka kuasai seperti kurangnya motivasi untuk menambah kosakata setiap hari.

[The main problems of students' speaking, speaking skill yah? The main problems eee are related to low of vocabulary mastery such as low of motivation to encourage the vocabulary every day].

Extract above showed the problem encountered by the students in low vocabulary mastery. As seen in the extract, the teacher agreed with the main problems of students in speaking English or skill in speaking that is low of vocabulary mastery. The teacher gave reason why the student got this problem. In line 7-9, we can see the statement of the teacher who said that "*related to low of vocabulary mastery such as low of motivation to encourage the vocabulary every day.*" The conclusion that the researcher gained from the extract is that the problem was caused by the low motivation of student that was not increasing in vocabulary every day. Not only from teaching and learning process in the classroom but also from the all programs outside in classroom which was not increasing the vocabulary of students.

The system of all the programs must be revised such as *mufradat, muhadarah, and muhadrasah* in increasing the students' vocabulary. Then, the Head of language school evaluate the program in right schedule. So, all of the programs contribute to encourage the students' speaking skill.

Increase the Motivation

Most of the students of this boarding school were on low motivation to learn and study English, especially English speaking. Although the teacher had given much motivation, actually the biggest motivation came from the students only.

According to the focus group discussion with all of the students, the researcher got the point that most of them always had motivation but they did not like English especially if the speaking class was boring.

Extract 23: Students' opinion of how is teaching process in their class

SS: Boringjiki

[it was bored]

SS: Harus ada metode yang lebih asyik yang lebih cocok dengan remaja-remaja yang umur seperti kita ini. Karena kalau gurunya kek baca buku menjelaskan sesuai dengan buku jadi kita mengertinya bahasa buku.

[There must be the enjoy method which is match with us as the teenagers. If the teacher always explained the material based on the book then we just also understand the language of the book].

From extract 23 above, the student reveals the problems in speaking English because of low of motivation. So to increase students' ability in speaking, it was not only the obligation of the teachers to give them any kinds of everything to make them have big motivation. The function of the teacher was just to help them. If they have the big motivation to learn English speaking they would be able to increase their ability in speaking English.

Join the Extra Class of English

Most of the students only learn and practice to speak English in class activity, they have limited capacities and opportunities to speak outside the classroom. Visiting the new place, discussing or debating in meeting club, meeting with native speaker are also good ways to reduce the students' bore. According to the focus group discussion with all of the students, the researcher got the point that most of them want felt bored study always in classroom.

Extract 24: Students' opinion of how is teaching process in their class

SS: Tidak ada meeting club atau semacam eskul atau kursus bahasa. Di kelas tonjiki belajar.

[There is not meeting club or for example language course. We just study in classroom].

From extract 24 above, the student wanted to study English in different situation not only in the classroom . The students were interest with meeting club and language course. So another way to solve the English speaking problem is by joining the extra English class. The extra English class can be an English course, English club or English extracurricular activities in the school.

Use the Interesting Strategy

Another cause for the problems in speaking English is poor teaching English strategy. This part happened in focus group discussion between the student as informant and the moderator (the researcher). We talked more about the strategies in speaking English.

Extract 25: Students' opinion of how is teaching process in their class

M: Kenapa membosankan?

[Why is it bored?]

SS: *Kurang menyenangkan*
[less of fun]

M: *Maksudnya?*

[What do you mean?]

SS: *Gurunya tidak mendukung.*

[The teacher doesn't support]

Gurunya lebih terpaku ke buku jadi tidak diselingi dengan games- games

[The teacher is more attached to the book so it is not accompanied with games].

From extract 25 above, the students felt bored in learning English in class because of poor teaching in English strategy. The teachers have to make them interested in the material. However they were just children that need something interesting and sometimes need something enjoyable. There are so many methods of teaching or strategies in English class to make them speak English up. But, unfortunately the teachers did not use it because of some reasons. Most of the teachers only used traditional strategies. It is better for the teacher to find out creative strategies in teaching. Today is modern era with many kinds of technology which can be found in everywhere.

DISCUSSION

There are so many ways to solve the speaking English problems. According to Brown (2002: 275) one of the solutions to solve the English speaking problems is the use the techniques. The teacher should remember to use the techniques that cover the spectrum of learners needs. It means that the teacher must make sure that the techniques were helping the learning process and appropriate with the tasks. It also has to be meaningful. Some English teacher also said that the motivation of the students is too limited. They actually know that English is important to be mastered but there was some problems that make them not confident to speak up in front of their friends who sometimes will laugh of every mistakes that she did.

The student's motivations were limited. So, the big task for the teacher according to Brown (2007: 275) is providing intrinsically motivating techniques that is giving them the suggestion that everyone is special and everyone has opportunities to be success. Everyone has an opportunity also to show her or herself in English speaking. Helping them to see how the activity will give benefit and use for them. The researcher believe that all of them knew that English was so important in their life, both today and tomorrow or even some years later. In the way of motivating them, the teacher has to make an approach to every student. The teacher must make them sure that they all can speak English and English would be useful for their next life. The students also should feel comfort with their teacher so there were no deep limitations between the students and the teacher and it will make the students believe to share every difficulties, every problem they encountered in learning English.

Actually, the big motivation does not come from another people but come from ourselves. So the students must motivate themselves. The obligation of the teacher is only to help them open their mind and give a little quality of motivation.

Another solution to solve the speaking problem English is by giving opportunities as much as possible to all of the students, not only a certain student but all of them. It was in one line with Brown (2002: 275), who states that the teacher has to give opportunities for the students to initiate oral communication. According to him, part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations and to change subject. In one class, usually there are some dominant students. Although they are just minority of the class, they dominate in all of the class activity. Actually it can be a good thing if they were ready to help other students who have lower ability. However they can be a threat for other students because they can make them lose their opportunities to be active to speak English in their own class. Unfortunately, sometimes the teacher focuses more on the active students than inactive or silent students.

The researcher has explained before that the teacher has to use an interesting strategy to make the students interested in the subject. Brown (2002) states that encouraging the development of speaking strategies can be a way to design English speaking class. However, an interesting class and interesting strategies used by the teacher could increase their interest to learn. Talking about strategy, actually not only the teacher who needs the strategy, but also the students. They have to develop their

personal strategies to accomplish oral communicative purposes. Every person has their own strategy to solve their problems. Not only the problems of their life but also their problems in learning English speaking. The strategy would be different from one student to other students. The subject matter of these cases was the students of senior high school; they actually need some strategies to control from the teacher.

Another way to solve the speaking English problems is by using group work such as course or meeting club. Based on Ur (1996: 121) on her book "A Course in Language Teaching", at least there are five ways to solve the problems of speaking. The first one is by using group work. The students are more active to speak because they are in smaller environment so they can express everything more confidently. It was in line with Brown (2002: 345). He states that one of the things that the teacher can do to help the students' problems in speaking is big group and small group. According to them, the researcher concluded that using group work is one solution to encourage the students to speak English.

The other strategy to solve speaking English problems according to the research finding is by using evaluation to all the programs of OSIS. It will be started by making a language boarding curriculum which is settled. All the programs of OSIS such as *muhadarah*, *mufradat*, *muhadasah* must be controlled by language department of boarding. The environment must be built to encourage the students in speaking English.

CONCLUSION AND SUGGESTION

There are some ways for the students and also the teacher to solve the speaking English problems. Firstly, conducting a practice so that the students can be more familiar with English language and by more practice, they can enhance more vocabularies in order to speak confidently. Secondly and more importantly, set the environment to be more comfortable for the students to encourage their skill in speaking English. Thirdly, supervisor of school conducts a regular evaluation to the program of internal student organization. Lastly, the stakeholders provide some facilities to the students and arrange a special curriculum for English language in boarding school.

Besides that, the teacher can use some interesting strategies to make them try to speak English in English. For example by using games, role play, factual questions to recall the material that they have learned before in order to involve students' participation and to recall their memory their memory in their teaching and learning process.

The boarding school should plan new exact programs exactly the new English program as a solution of the students' problems especially in speaking English is a good alternative ways to solve the students' speaking English problems. Teacher should give motivate and stimulate students' opinion to increase students' attention in teaching and learning English especially speaking. Choose the most interesting method that is suitable with the condition of class and the material given so that the students will not feel bored to receive the material delivered by the teacher. Students should study hard and do more practice in speaking because it is the key to be able to communicate well in English. Students should not be shy to express their ideas and afraid of making mistakes. To be a qualified researcher, they must be creative to make something unique in teaching and learning process in order to conduct research effectively and efficiently which can contribute positive merits to students and to teacher

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