Speaking ability of International Class Students of PGSD 2019 of Universitas Negeri Padang

Arsil Firmani[1], An Fauzia Rozani Syafei[2]
Universitas Negeri Padang
Email: arni.firmani@gmail.com,
Correspondence Email: anfauzia@fbs.unp.ac.id

Article History	Abstract
  Keywords: 	*This research aimed to find out the speaking ability of students of PGSD international class along with the type of speaking difficulty found by the students. The researcher chose year 2019 of PGSD international class as the sample consisted of 20 students. A speaking test in the form of interview from UPT Bahasa Universitas Negeri Padang was used in collecting the data. As the result, the speaking ability of the students were 70% fair and 30% very poor. In the other words, 14 out of 20 students were in fair and 6 out of 20 were in very poor. Then, comprehension is in 23,6% as the highest percentage of students' kind of difficulty. It is suggested to the lecturers in international class of PGSD 2019 to provide the students some extra classes of English so that they can perform the better speaking ability during the use of English in the class.*

INTRODUCTION

International class in Universitas Negeri Padang needs English as the medium of instruction (EMI) on the learning process in the class. The students as the non-English speakers have to deal with this language even though English is not the language they use in their daily life. This may lead students to several conditions during the lecture time in the class because all discussions and task must be done in English. Due to its high demand of use during the class, it may lead the students into several unenjoyable feelings. One of those is the feeling of being unconfident and uncomfortable in the mean of using English in communication. (Brown, 2000) said that it appears as the effect of a new language, a new culture, a new way of thinking, feeling and acting when the person is trying to use this language.

As the non-English speakers, they have to deal with the uncommon situation when expressing ideas in English even they are not sure about their ability and competence in using it. Another cause for feeling unconfident and inconvenient for using English as the non-English speaker is that the lack of understanding of English

itself. Because of their limited understanding about it, they cannot deliver anything properly by using English as well. (Ur, 1996) said that they cannot think of anything to say and also cannot express the idea that they want to deliver. Even in learning process. Each of them also speaks in limited time. They do not really engage and each of them will not talk very much during the class (Robertson, et al ,2000) found that a lot of international class participant who studied in Australia feel not comfortable in speaking English; they feeling unhappy, lack of confidence, facing incomplete understanding of lecturers' and classmates' spoken English, that last to reducing of mastering the knowledge of their major. In relation to the previous case, students of PGSD international class of UNP which also use EMI in the learning activity, probably face the same problem.

Every communication in the class is done in English, start from the lecture, discussion and daily communication among lecturers and students. This condition probably brings the unenjoyable atmosphere for the students and affects their mastering of knowledge in their major. There have been several studies observing this issue yet the focused on non-linguistic factors. According to (Ebad, 2014) who did research in a class in Saudi Arabia Education Institutions reported that students become very confused, threatened, demotivated and lost in meaning because they do not have background knowledge of English. Low grades, drop outs, and low achievers were the results of that situation. According to the previous case, it is important for the researcher to do research in international class of UNP's English ability especially in speaking. So that later on it can be figured out whether the students have competency to deliver their ideas in English or not.

To make it clear, this research investigates the linguistic factors found by the international class of PGSD year 2019. There is not many research deeply investigates the linguistic factors of students speaking ability before. Thus, investigating the speaking ability of the students is the main goal of this research, so that the type of speaking difficulties can be found along with the linguistic factors that influence their difficulties.

RESEARCH METHOD
Research Design
This research was carried by descriptive research. The data were calculated and presented quantitatively by using an analytical scoring rubric, and descriptively by relating to the criteria system which was based on theories used.
Population and Sample
The population was the students of international class in PGSD at Universitas Negeri Padang. There are 20 students in a class. The sample was taken by a total sampling. So, all of the PGSD student year 2019 are included into the sample of this research.
Instrumentation
The instrument is a speaking test constructed by UPT Bahasa UNP. It is conducted through an interview done by the researcher under the supervision of UPT Bahasa UNP.
Data Validity
Content-validity was used because this research tried to figure out the speaking

ability of the students. The speaking test is validated by UPT Bahasa UNP.
Techniques of Data Collection

First, the participants' free time and makes appointment was arranged. Then, a team of UPT Bahasa UNP did the interview virtually through *Zoom* application. It took take around 15 minutes for each sample to be interviewed. The researcher recorded the interview sessions by pressing the record button on the application.

Techniques of Data Analysis

The recording was transcribed and watched in order to get the results. Then, the team from UPT Bahasa UNP scored them by using Brown's Analytical scoring rubric and interpreted them into several categories. The categories are very poor, fair, average, very good and excellent. After finding the results of the speaking ability, the data from the speaking test were interpreted by the researcher with the help of native speaker (Ingrid Brita Matthew, a visiting lecturer at English Department of UNP) in order to find students' linguistic speaking difficulties.

RESULT AND DISCUSSION

Refer to the speaking test, it was found that 14 out of 20 students were in category fair, its percentage was 70%. 6 out of 20 students were in very poor category, its percentage was 30%.

Finding 1
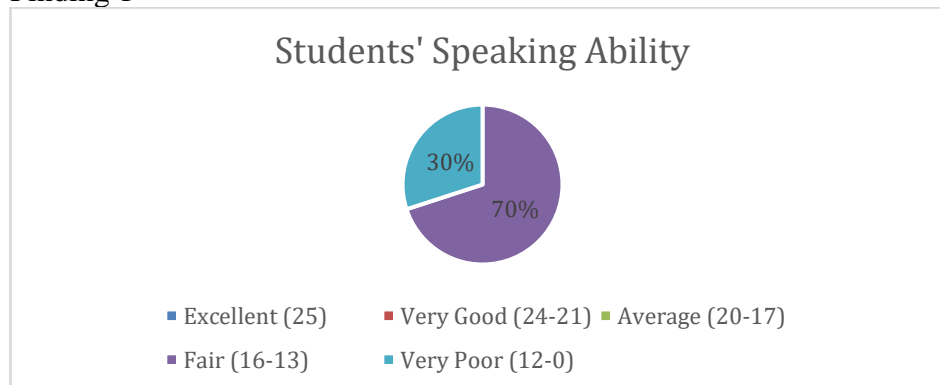
It was also found that comprehension appeared as the highest percentage in type of speaking difficulties followed by vocabulary, fluency, grammar and pronunciation which means that if the students do not comprehend the lessons in the class, it becomes the most difficult component found by the students.

Table 1. Type of speaking difficulties

		%
1	Grammar	17.83%
2	Vocabulary	21.3%
3	Comprehension	23.6%
4	Fluency	20.9%
5	Pronunciation	16.2%

Discussion

Finding 1 explains the speaking ability of international class PGSD year 2019 and table 1 explains type of difficulties found by the students. Most of them were in fair category (70%) and majority of the students had problem on comprehension (23,6%). This result supported (Mahripah, 2014), who found that there several things that affect EFL learners' speaking skill those are phonology, syntax, vocabulary, and semantics. Meanwhile, students have to comprehend how words are differed from one to another and how to specifically stress the sentences. Not only that (Latha, 2012) said grammatical competence can assist speakers identify and implement their fluency by making well-structured of English.

CONCLUSION

The result of this study indicated that majority of the 2019 PGSD students' ability in speaking English were in fair (70%) and very poor (30%) category. The results indicated that the students experienced linguistics difficulties in speaking. Linguistics difficulties were shown by insufficient grammar, insufficient vocabulary, lack of comprehension, un-fluent and inaccurate pronunciation on their speaking. From those linguistics factors, comprehension (23.6%) was the highest percentage as the type of difficulty, followed by vocabulary (21.3%), fluency (20.9%), grammar (17.83%) and pronunciation (16.2%). Thus, this research allows the other researcher to investigate more deeply the non-linguistic factors that might be found by the EFL learners while using EMI in any other international classes.

REFERENCES

Brown, H. D. (2000). Principles of Language Learning and Teaching . White Plains, NY: Longman.

Ur, P. (1996). A course in Language Teaching . United Kingdom: Cambridge University Press.

Robertson, M., Line, M., Jones, S., & Thomas, S. (2000). International Students, Learning Environments and Perceptions: A case study using the Delphi technique. Higher Education Research and Development, 19:1, 89-102.

Ebad, R. (2014). The Role and Impact of English as a Language and a Medium of . Study in English Language Teaching, Vol 2:140-148.

Mahripah, S. (2014). Exploring Factors Affecting EFL Learner's Speaking Performance:

from Theories into Practices. Proceeding of the 3rd UAD TEFL International Conferencce 2014 "Materials Development in Asia and Beyond: Diretions, Issues, and Challenges". English Education Department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia.

Latha, B.M. (2012). Teaching English as a Second Language: Factors Affecting Learning   Speaking Skills. International Journal of Engineering Research and Technology (IJERT), 1(7), 1(6).