

# **I SPEAK, THEREFORE, I LEARN: OBSTACLES IN ENGLISH SPEAKING AND WAYS TO COPE**

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**Abstract: I Speak, Therefore, I Learn: Obstacles in English Speaking and Ways to Cope.** This article presents the result of a survey on identifying the students' obstacles and ways to cope the obstacles in English speaking at the English Study Program of STKIP St. Paulus, Ruteng, Flores in 2013. By utilizing questionnaire, as a single research instrument, the result of the survey reveals some problems faced by students in English speaking, factors that influence English speaking ability, and their expectations of teachers to cope the problems. It is found that most of the students always practice speaking in English to improve their speaking performance; however, few students frankly acknowledged that they never practice speaking in English. Many students who have bad ability in English speaking claimed that they were afraid of making errors in speaking, so they just keep silent when the opportunities to speak were awarded to them. Some students complained that having bad English speaking performance due to the lack of obligation from environment for them to speak in English and uninteresting teaching methods applied by the teachers. Thus, it is recommended that the teachers should apply various teaching activities to encourage the students to speak, and focusing on the content of speaking, rather than on the form, also suggested to minimize the students anxiety in English speaking.

**Keywords:** english speaking, obstacles in speaking, ways to cope.

**Abstrak:** Kemampuan berkomunikasi dalam Bahasa Inggris bagi Mahasiswa Program Studi Pendidikan Bahasa Inggris merupakan sebuah keniscayaan. Namun, berkomunikasi dalam bahasa Inggris membutuhkan usaha keras, motivasi yang tinggi, dan didukung oleh lingkungan yang memadai. Artikel ini menginformasikan tentang hasil penelitian survei yang dilakukan untuk mengetahui kesulitan mahasiswa dalam berbicara Bahasa Inggris, faktor-faktor yang menyebabkan masalah itu terjadi dan cara-cara untuk mengatasi masalah-masalah tersebut. Hasil penelitian ini menunjukkan bahwa ada banyak mahasiswa yang dengan tekun melatih berbicara dalam bahasa Inggris, namun, ada juga mahasiswa tertentu yang tidak pernah melatih berbicara bahasa Inggris. Masalah-masalah yang dihadapi mahasiswa dalam berbicara bahasa Inggris seringkali disebabkan oleh faktor kepribadian, yaitu mahasiswa malu dan takut untuk berbicara, metode mengajar guru yang kurang efektif dalam pembelajaran, dan tidak adanya lingkungan yang memaksa mahasiswa untuk berbicara dalam bahasa Inggris. Untuk mengatasi masalah-masalah tersebut guru diharapkan mampu menerapkan metode yang bervariasi dalam pembelajaran berbicara, memotivasi mahasiswa untuk lebih memperhatikan isi pembicaraan saat mereka menyampaikan pendapat, dan mendorong mahasiswa untuk terus melatih berbicara dalam bahasa Inggris di setiap kesempatan.

**Kata Kunci:** berbicara, bahasa Inggris, masalah berbicara

## **INTRODUCTION**

Incontrovertible, in the last years, English plays more and bigger role as in the life word society and as in the life of every person. Now is the time when communication between people allows finding solution any problem from global to private. Many

people around the world use English as a medium of communication. Likewise, the English is the main language of most international organization in the world like the United Nations (UN), NATO, European Free Trade Association, ASEAN Economic Community (AEC), etc. Diplomats and politicians from different

countries use this language to communicate with each other and to share political experience and power. Almost all international conferences and competitions are conducted in English. For example, the Olympics and miss word contest, and other regional or international level contests. By the opportunity to use internet as a global medium of interaction among people from different country around the world, now it helps people from all over the world to chat and to share and even to sell products. Men and women and even children from different country can talk about their ideas and opinions in the internet discussions, send e-mail, learn about their life and culture by only English language. If somebody would like to get access to knowledge, he/she needs to know that English is the most useful language in the world for this. Today media - such as internet, television and the press - give us almost unlimited information about our favorite subjects. Most of this knowledge is in English. It cannot be imagined how people live in the era where English is a main tool of communication. What happen, then, to illiterate English people? (Illiterate English people in this paper relate to people who cannot learn and use English; people who have no ability to use English. It is derived from the technical term English literacy used by the writer to describe the ability to use English as a medium of communication).

It is lucky that many people around the world learn English whether it is as a second or foreign language learners. As in Indonesian context many people learn English as a foreign language; they learn English to have access to knowledge about the world and to keep in touch with people from different country, and it is less used for their daily communication. Whether it is a foreign or a second language, learning English has same goal that is for communication. When people learn English, it is primarily to learn to communicate using English. Therefore, the main indicator of successful in learning English language is the ability to communicate in English. Consequently, it will be useless for a language learner who learns the English language if at the end of the study he/she cannot communicate in English.

As a matter of fact, many Indonesian students cannot communicate in English fluently. Mukminatien (1999) in Cahyono and Widiati (2011: 37) found that students of English departments have a great number of errors when speaking, like, errors in pronunciation, grammar, vocabulary, fluency, and interactive

communication (e.g. difficulties in getting the meaning across or keeping the conversation going). Additionally, Ngampu (2013: 2) discovered that students cannot speak in English because of lack of vocabulary and lack of knowledge of sentence pattern, lack of self-confidence, shyness and student's preference in using their mother tongue during learning English. That information relating to the students problem in speaking affirm the fact that during classroom interaction, many students of English department or English study program cannot express their ideas in English fluently. Moreover, many students just show "3S" (silent, smile, and sleep) when the classroom discussion is going on. They just keep *silent* when given opportunity to ask questions or to state their opinion on certain issue, tend to give *smile* in responding their friends' questions in order to hide their incapability to formulate ideas in English, and the worst one is they *sleep* to avoid taking participation during classroom discussion. Then, it is really an urgent to know the students attitude in English speaking, problems faced in speaking, and the factors that influence their speaking barriers, and their expectation of the teachers or lecturers do to cope their English speaking problems. Thus, this current research is conducted to answer the research questions: (1) what are the obstacles or problems faced by the students in English speaking?, (2) What are the factors that influence the students problems in English speaking?, (3) What are the students expectation of their teachers to cope their obstacles in English speaking?

It is obvious that from the research problem formulation, this research solely focuses on investigating of the students' oral communication performance (speaking) in English. In point of fact, oral communication or speaking is a main skill of successful pointer in learning English language. This is apparent in Richards and Renandya's (2002: 201) publication where they stated, "A large percentage of the world's language learners study English in order to develop proficiency in speaking". Moreover, students of second/foreign language education programs are considered successful if they can communicate effectively in the language, Riggenback & Lazardon 1991 in Cahyono and Widiati (2011:29). Then, communication in English or have good communicative competence in English, in this sense oral communication (speaking), is the main goal of learning the English language. But, what is

communication meant? What do we mean by communicative competence? Let's clarify further.

### The Nature of Communication

Communication is a crucial part of human civilization and it is a mean of transferring thoughts or opinions and a mean of cultural transformation. Communication by language can be accompanied in two important ways: orally and in a written form. In language learning context, it is popularly assumed that to communicate in a written form (writing) is more challenging than orally (speaking), signifying that writing is a more complex language skill than speaking. It is not trying to say that one is easier than other. Each form of communication has different complexity and characteristics. Thus, as Cahyono and Widiati, (2011:31) commented, "unlike written language, spoken language involves paralinguistic features such as timbre (breathy, creaky), voice qualities, tempo, loudness, facial and bodily gestures, as well as prosodic features such intonation, pitch, stress, rhythm, and pausing". Accordingly, spoken language (speaking) is actually as complex as written language (writing), meaning that each is complex in its own way. Also, the two means of language communication are equally important.

Harmer (1991:46–47) stated three reasons why people communicate in life. First, people communicate because "they want to say something". As Harmer explained further the word 'want' refers to intentional desire the speaker has in order to convey messages to other people. Simply said, people speak because they just do not want to keep silent. Second, people communicate because "they have some communicative purposes." By having some communicative purposes it means that the speakers want something to happen as a result of what they say.

For example, they may ask a request if they need a help from other people or they command if they want other people to do something. Then, there are two things which are important in communication: *the message the people wish to convey and the effect they want it to have*. Finally, when people want to communicate, "they select from their language store". As every people have language storage, they will select certain language expressions appropriate to get message across to other people. Harmer use the three reasons to illuminate the nature of communication which can be further figured out in the following graphic.

According to Harmer, (1991:46–47) when people communicate each of them normally has something to say or to know from the other. The interlocutor gives information or knowledge that the speaker does not have. Thus, in fact, people communicate because there is information gap between them, and they need information from other people. In the context of EFL learning, the ability to convey message in natural communication is important. In order to communicate effectively, the learners need to acquire communicative competence.

### Communicative Competence

The concept of communicative competence is developed under the paradigm of language as context, language as interaction, and language as negotiation. Learning to speak in English requires more than knowing its grammatical and semantic rules. Learners need to know how the native speakers use the language in communication appropriate with the context of interpersonal exchange. In other words, "effective oral communication (speaking) requires the ability to use the language appropriately in social interaction", Shumin (2002:204). Furthermore,

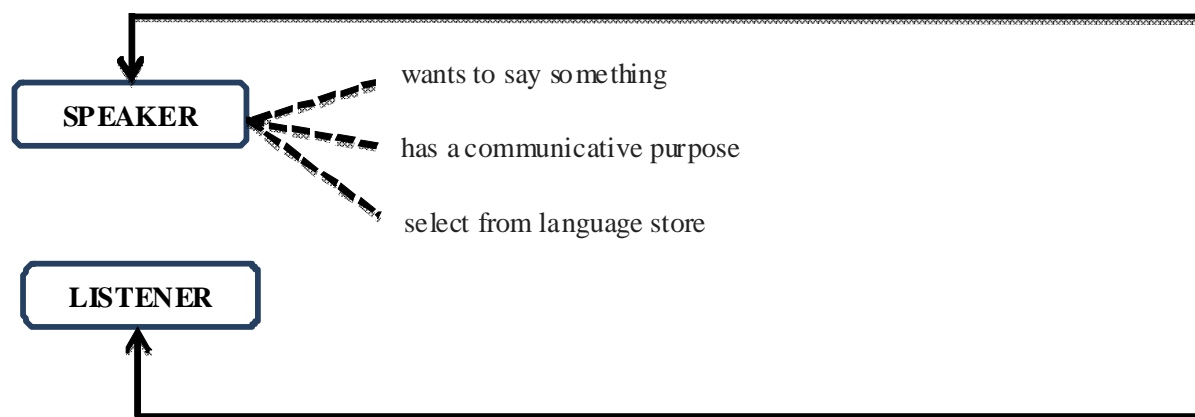


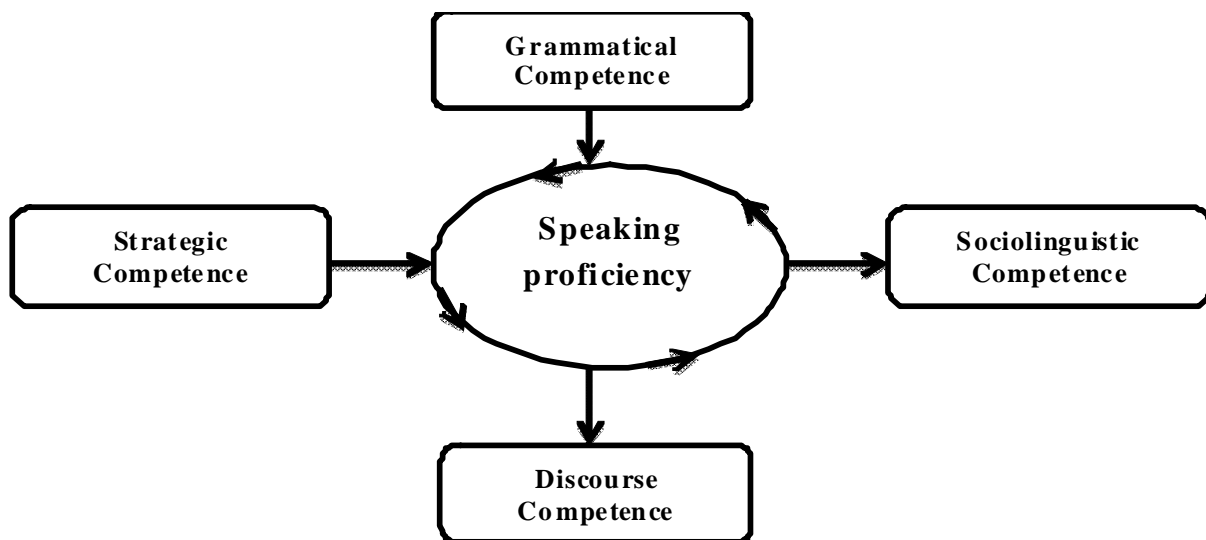
Figure 1. The Nature of Communication with a Focus on the Speaker

Savignon (1983:8) argues, "communicative competence is *context specific*. Communication takes place in an infinite variety of situations, and success in a particular role depends on one's understanding of the context and on prior experience of a similar kind". Thus, it is trying to state that effective speaking or communication happen due to the genuine understanding or acknowledging of situation where it takes place.

Due to the importance of communicative competence in language learning Canale and Swain in Savignon (1983: 35) proposed four components of communicative competence: *grammatical competence, sociolinguistic competence, discourse competence, and strategic competence*. These four components, according to Shumin,(2002: 207) underlie the speaking proficiency which figured out in the following Figure 2.

Another component is sociolinguistic competence, which requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction, (Savignon, 1983:37). This component of communicative competence helps the speakers to be aware of effective and appropriateness use of the target language. Understanding the sociolinguistic side of the language permits the speakers to know what comments are appropriate, how to ask polite questions during interaction and how to respond nonverbally according to the purpose of the speaking.

Moreover, speakers need to know discourse competence. According to Savignon, (1983:38) discourse competence is concerned with the connection of a series of sentences or utterances to form a meaningful whole. In order to become



**Figure 2. Speaking Proficiency and Components of Communicative Competence**

As it is obvious in the figure, speaking proficiency is influenced by all four components of competence. Grammatical competence, the first component, is linguistic competence (Savignon, 1983:36) that is the ability to perform the grammatical well-formedness of the sentences. It is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic and phonological features of a language and to manipulate these features to form words and sentences, (Savignon, 1983:37). In the case of speaking activities, according to Cahyono and Widiati (2011:33) grammatical competence enables the speakers to use and understand English language structures accurately, which in turn contributes to their fluency.

effective speakers, based on the Cahyono and Widiati (2011:34) idea, "students should acquire a large repertoire of structures and discourse markers to express ideas". Thus, discourse competence allows the speakers to understand the cohesion and coherence of sentence produced by the interlocutors during interaction. It is supported by Schumin, (2002: 207) which argued that in discourse, the rules of *cohesion* and *coherence* apply, which aid in holding the communication together in a meaningful way.

According to Richard & Schmid (2002:96) Cohesion refers to the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence. For example:

A : *Is Jenny coming to the party?*

B : *Yes, she is.*

There is a link between *Jenny* and *she* and also between *is ... coming* and *is*.

In the sentence: *If you are going to London, I can give you the address of a good hotel there.*

The link is between *London* and *there*.

According to Richard & Schmid (2002:96) coherence (*n*) coherent (*adj*) is the relationships which link the meanings of utterances in a discourse or of the sentences in a text. These links may be based on the speakers' shared knowledge. For example:

A : *Could you give me a lift home?*

B : *Sorry, I'm visiting my sister.*

There is no grammatical or lexical link between A's question and B's reply (see COHESION) but the exchange has coherence because both A and B know that B's sister lives in the opposite direction to A's home. In written texts coherence refers to the way a text makes sense to the readers through the organization of its content, and the relevance and clarity of its concepts and ideas. Generally a paragraph has coherence if it is a series of sentences that develop a main idea (i.e. with a TOPIC SENTENCE and supporting sentences which relate to it).

Oxford Advanced Learners Dictionary defines anxiety in three modes: (1) The state of feeling nervous or worried that something bad is going to happen; (2) A worry or fear about something. It is clear that anxiety relates to students bad feeling or fear to speak in English.

The fourth component of communicative competence is strategic competence, that is, the ability to employ strategies to compensate for imperfect knowledge of rules, (Savignon, 1983:39), be it linguist, sociolinguistic, or discourse rule. With reference of speaking activities, strategic competence refers to the ability to keep a conversation going. For example, when foreign language learners encounter communication breakdowns as they forget what a particular word in the target language is to refer to a particular thing, they try to explain it by mentioning the characteristics of the thing, thus employing a type of communication strategies.

The ideas of communicative competence previously explained implies also the essential aims of spoken language which functions as interactionally and transactionally. Interactionally, spoken language is intended to maintain social relationships, while

transactionally, it is meant to convey information and ideas, (Yule, 2010). Speaking activities involve two or more people using the language for either interactional or transactional purposes. It is because much of our daily communication remains interactional, (Schumin, 2002: 208), interaction is the key to teaching language for communication. Furthermore, as believed by the "interaction hypothesis" in second language acquisition, learners learn faster through interacting, or active use of language, Miller, 1998 in Cahyono and Widiati (2011:35). It is also crucial to note that effective interaction is happen due to understanding of sociocultural aspects that the speaker bring with them.

It is clear then that speaking or oral communication is considered important skill for foreign language learners to be developed because it has function not only to convey message that someone else needs or to get information which has not been known, but also to interact with other people. In the global era, speaking in English is then considered crucial to be improved due to the demand of many fields of work and many various needs which employs English as a medium of interaction. Thus, to be survive in the global era is one must be a good speaker of English language.

### **Speaking English in Indonesian Context**

By considering the current status of English as a foreign language in Indonesia, there are not so many Indonesian people use it in their daily communication. However in fact, some of people in this country use English as a tool of interaction. For example, in the academic life, some of the scholars are quite familiar with English speaking and sometimes use it as means for communication. Moreover, the development of tourism leads to the fast growing number of people who use English in communication, such as tour guide and hotel receptionist. It is also supported by the fact that many schools in Indonesia, from playground or elementary level up to university, consider English as important subject to be taught to students and demand the students to be proficient in English.

Despite of the fact that more Indonesians use English in communication, many consider that English instruction is a failure in this country. Many students, for example, who are still lack of proficiency in English. According to Huda in Cahyono and Widiati (2011:36) of the reasons for the failure is that there has been unified national system of English

education and therefore, improvements of English communicative ability are painstakingly (seriously) made. As it has been recognized in fact, as the world is very rapidly changing towards a global village, which is indicated by global markets places, ability to communicate internationally or communicate using global language, English, is an important issue to be taken into granted. Today, individuals need English in order to communicate with others at international forum. Accordingly, efforts of improving English speaking or oral communication skill need to be continuously made. More particularly, curriculum of English education that can be effective to promote graduates who are able to communicate at international level is needed. Perhaps it is included in the changing of policy of English, from as it is a foreign language becomes a second language. By doing so, many Indonesian people are able to compete with other people from different country at international level.

### **Obstacles of English Speaking in Indonesian Context**

The expectation of learning English in Indonesia is not only to be competent on the linguistic knowledge but also in language use. This requires adequate exposure to the language in the classroom as the language is seldom used outside the classroom. However in fact, many Indonesian learners do still have problems in using English for communicative purposes. The students often develop negative attitudes towards learning EFL due to the lack of stimulation for communication, limited chance to practice in the language that they learn, inadequate teaching methodology applied by teacher, difficult materials, or lack of good relationship with the teacher. It is true that during classroom interaction between teacher and students, it's common to find that students were reluctant to speak, to ask questions during instruction process. It is frequently found that the students have no enough words or lack of vocabulary, lack of self-confidence, and have low motivation in speaking. The class interaction is very limited, since most of the students do not show active participation. It is supposed that the students should transfer what they have learned inside of the classroom to outside so that their knowledge and skill that they acquire in the classroom can be reinforced and retained. However, this expectation seems too idealistic to force students to speak English outside the classrooms since even most of

them who come to practice speaking in English keep silent during class interaction and some others use Indonesian language.

### **METHOD**

This study employed a survey research to find out the students attitude toward speaking in English as a Foreign Language at the English Study Program of St. Paul STKIP, especially their obstacles or barriers in speaking and expectation of teachers or lecturers do to cope their speaking ability. There were 125 students involved in research as respondents randomly selected from the first grade until the third grade students in the academic year 2013/2014. A questionnaire was utilized to get the intended data which was developed and adapted from Togatorop (2011:56–63) covered the statements or categories of Practice Speaking in English, Obstacles in Speaking English, and Students Expectations of Their English Teachers (Lecturers) Do to cope their English speaking barriers.

In collecting the data, the students were reminded to fill the questionnaire by giving a check (√) on the column "Yes" or "No" based on statements given in accordance of their opinion and preference of speaking performance and allowed them to give additional comments on the space provided. Avoiding the students took the questionnaire home and filled by different person, the researcher asked the students to fill the questionnaire during 15 minutes before the class began at the time. Thus, the researcher asked for recommendation from some lecturers who had lesson at the time to allow the students filled the questionnaire before starting the lessons. After the students filled the questionnaire, the researcher directly collected it and counted the number of students who gave responds on "Yes" or "No", described their responds, and then took conclusion.

### **FINDINGS**

The following tables are the recapitulation of the students responds based on each categories: Practice Speaking in English; obstacles (problems) in Speaking in English which Covers Obstacles Related to Self (Personality), obstacles related to Environment, obstacles related to Teacher; and Students expectation of their Teachers. The data got from the questionnaire are presented in the following tables.

### Students Habit in Practice Speaking in English

Knowing the students habit in practice speaking in English is one concern in the current survey. This is crucial to know the students effort in improving their English proficiency, especially in speaking due to the reasons that English is their major of study. It is assumed that all students who English are their major of the study have good effort in practicing their speaking. Table 1 shows the information about the students' habit in practicing their English speaking.

**Table 1. Practice Speaking in English**

No	Categories	No. of Students	No. of Responds		Percentage (%)	
			Yes	No	Yes	No
1	Often practice speaking in English	125	63		50.4	
2	Sometimes practice speaking in English		54		43.2	
3	Never practice speaking in English		8		6.4	

It is interesting to note that, from the findings, there are 8 (6.4) students among 125 students who never practice speaking in English. There are 63 (50.4%) students who always practice speaking and 54 (43.2%) students sometimes practice speaking in English.

### Obstacle (Problems) in Speaking in English

The following three tables are the information got from the respondents relating to their problems in practicing speaking English.

**Table 2. Obstacles Related to Self (Personality)**

NO	CATEGORIES	No of Students	No of Responds		Percentage (%)	
			Yes	No	Yes	No
1	Being Afraid of Making Mistakes (Afraid of making mistakes in pronunciation, vocabulary, and grammar)	125	80	45	64	36
2	Feeling Lacking of English Ability (have limited vocabulary, bad grammar, and poor in listening)	125	98	27	78.4	21.6
3	Being Shy to be Laughed at (Being shy to be laughed at by friends or classmates or teacher)	125	67	58	53.6	46.4
4	Feeling that it is not important to Practice Speaking in English (Speaking in English is not important to practice, there is no obligation to speak in English)	125	8	117	6.4	93.6
5	Feeling Lazy (Unwilling or has no effort to speak in English)	125	17	108	13.6	86.4

From 125 students who become the respondents of the current survey, major of students who did not practice speaking in English because of affective

factors, factors from the students themselves, students personality: being afraid of making mistakes, feeling lacking of English ability, being shy to be laughed at, feeling that it is not important to practice speaking in English and feeling lazy to practice speaking.

Having good atmosphere or environment is an ideal place or situation to develop English speaking skill. Having a partner in practice English speaking is important to develop someone's speaking proficiency. From 125 students, there are 41 (32.8%) students

who complain that because of no partner to practice English with, their English speaking ability is not developed well. Furthermore, 66 (47.2%) students want obligation from environment to develop their English speaking skill.

There are some students, 65 (52%) students, who do not practice speaking because of the strategies used or applied by the teachers during teaching and learning English. Furthermore, only 24 (19.2) students claimed that uninteresting personality of the teacher has little influence of problem of speaking.

### Coping Problems (Anxiety) of Speaking

The respondents in the survey really expect their teachers or lecturers to cope their English

**Table 3. Obstacles Related to Environment**

NO	CATEGORIES	No of Students	No of Responds		Percentage (%)	
			Yes	No	Yes	No
1	No Partner to Practice (No friends to practice speaking in English)	125	41	84	32.8	67.2
2	Non-compulsory environment (There is no obligation from environment to speak in English)	125	66	59	52.8	47.2

**Table 4. Obstacles Related to the Teacher**

NO	CATEGORIES	No. of Students	No. of Responds		Percentage (%)	
			YES	NO	Yes	No
1	Improper teaching methodology or strategies	125	65	60	52	48
2	Uninteresting personality	125	24	101	19.2	80.8

speaking problems. They wish their English speaking information about the students' expectation of their teachers or lecturers do to empower their English lecturers. Thus, the following table is data or speaking.

**Table 5. Students Expectation of Their English Teachers (Lecturers)**

NO	CATEGORIES	No of Students	No of Responds		Percentage (%)	
			Yes	No	Yes	No
1	<b>Understanding</b> (Understand the students' feeling and their limited ability in English)	125	107	18	85.6	14.4
2	<b>Friendly</b> (Be kind and friendly to the students and see them as the way they are)	125	114	11	91.2	8.8
3	<b>Practice Speaking English</b> (Use English when teaching)	125	117	8	93.6	6.4
4	<b>Motivating the Students</b> (Motivate the students to practice speaking in English; the teachers can stimulate, ask, train, and unconsciously force the students to practice speaking in English)	125	118	7	94.4	5.6
5	<b>Explaining the Lesson Clearly</b> (Explain the Lesson clearly)	125	110	15	88	12
6	<b>Enjoyable</b> (Make class alive, fun, and interesting)	125	116	9	92.8	7.2
7	<b>Giving games in Learning English</b> (Use games in teaching; the teachers can use games as icebreaker)	125	56	69	44.8	55.2
8	<b>Close to Students</b> (be close to students)	125	84	41	67.2	32.8
9	<b>Accepting and Correcting the Students' mistakes</b> (Accept the students' mistakes and be willing to correct students mistakes kindly)	125	110	15	88	12
10	<b>Patient</b> (Be patient in teaching and guiding students with low ability.	125	98	27	78.4	21.6
11	<b>Humorous</b> (Be humorous and not authoritative)	125	111	14	88.8	11.2
12	<b>Practicing Speaking directly with the students</b> (Be willing to practice directly with the students; the teachers are willing to become one of the students' partners to practice speaking in English).	125	114	11	91.2	8.8
13	<b>Not always giving homework</b> (Giving homework not too frequently; too often and too much homework makes students get bored)	125	50	75	40	60
14	<b>Code-Switch into Indonesian</b> (Be willing to use code-switch into Indonesian when explaining difficult concepts)	125	95	30	76	24
15	<b>Firm attitude</b> (Have a firm attitude; the teacher should be able to make all students obey him and her)	125	96	29	76.8	23.2



From 125 students, most of the students, 118 (94.4%) students agree that giving motivation, stimulate, ask, train, and unconsciously force the students to practice speaking in English is good way of building up the students good habit in English speaking and to develop their hard effort in practicing speaking.

## DISCUSSIONS

### Students Habit in Practice Speaking in English

Habit can be defined as an action or pattern of behavior that is repeated so often that it becomes typical of somebody, although he or she may be unaware of it, (Encarta Dictionary, 2009). Habit in practice speaking in English relates to a repeated action of a person or a student taken to perform good English speaking in order to be fluent in communication.

From the finding, it is found that there are 8 (6.4%) students, among 125 students, who never practice speaking in English. The number of students who *never practice speaking in English* (8/6.4% students) correlates with the number of students (8/6.4%) who claimed that it is not important to practice speaking in English, as shown in *Table. 3.2. Obstacles Related to Self (Personality)*. This fact-finding shows contrary to the aims of learning English language in which students are able to communicate in the target language. Furthermore, when the students never practice speaking in English, their English will not well-developed. We can infer that those students have bad attitude and ability in English speaking. Those students should aware of their being students of English Study Program in which their main job is to study English and to practice speaking in English. It is because, as claimed by Pitoy, (2012: 102), practicing the use of English in a communication situation helps the learner pursue his fluency development actively. Thus, this English language involvement in a particular speech communication activity gradually becomes a way of life or a habit.

In contrast of the previous finding, one of the students, in the survey, who always practice speaking in English commented,

*"I like speaking in English, so I always speak in English everyday, even though, I have problem with grammar but my principle is learning English is to speak whether it is not perfect"*.

The effort of this student to speak in English is highly appreciated because in the process of learning, making mistakes can be the best experience to make progress. Practicing speaking in English may be difficult at first or commit many mistakes, but the more a learner practice using English, the more he becomes used to it. Thus, it becomes his or her habit.

Additionally, one student, who genuinely aware of his status of being an English student said,

*"I often practice speaking in English with my friends because I think it is very important for me as an English student to speak up. I couldn't imagine if I, as an English student, cannot speak in English"*.

It is true that by always practicing speaking in English, speaking proficiency can be gradually improved.

### Obstacle (Problems) in Speaking in English

#### Obstacles Related to Self (Personality)

From 125 students who become the respondents of the current survey, major of students who did not practice speaking in English are because of affective factors, factors from the students themselves, students personality: being afraid of making mistakes, feeling lacking of English ability, being shy to be laughed at, feeling that it is not important to practice speaking in English and feeling lazy to practice speaking. As one student said, *"I'm always feeling nervous when I talk in English because I'm afraid of my language and I feel shy to talk in front of my classmates or friends"*. This survey finding is also supported by research finding done by Sulistio (2013: 15), the students are not active in English speaking class because they are worried that they would speak in wrong grammar, bad pronunciation, or wrong choice of words. Because of this, the students felt nervous and did not have self-confidence when they practice their English. Those bad feeling are highly related with *anxiety* (Oxford Advanced Learners Dictionary defines anxiety in three modes: 1) The state of feeling nervous or worried that something bad is going to happen; 2) A worry or fear about something. It is clear that anxiety relates to students bad feeling or fear to speak in English).

Thus, Fitriana (2012: 130) argued, "anxiety may influence success in (speaking) oral presentation".

It is then, she continued, "(speaking in the classroom) oral presentation can be a face-threatening activity for most of English learners", (Fitriana, 2012:130). Moreover, MacIntyre and Gardner in Fitriana (2012:134) show us an easy behavioral assessment of speech anxiety which "includes a quivering or tense voice, lack of volume, no fluencies, rigidity or tension, heavy breathing, fidgeting or motionless arms and hands. Everyone can easily identify with sweaty palms, accelerated heart rate, and memory loss". It is then easily detected from the students standing in front of the class. Perhaps they feel their knees like shaking or trembling when they have got up and speak in front of a group or they fell like the next words out of their mouth are going to be the dumbest words ever uttered by a human.

According to Ely in Fitriana (2012:134), the fear of speaking in public is the first fear of all fear. The fear of dying is the seventh. Over 41% of people have some fear or anxiety dealing with speaking in front of dozens of people. People who have this fear can experience all kinds of symptoms. Sweaty palms, accelerated heart rate, memory loss and even difficult in breathing are such type of symptoms.

From the findings, it is interesting to note that there 8 (6.4 %) students who feel that it is not important to practice speaking in English. It is in accordance with the number of students who never practice speaking in English as shown in the table 1. Moreover, there are still 17 (13.6 %) students are *lazy* to practice speaking in English. OALD defines lazy as: 1) unwilling to work or be active; doing as little as possible; 2) not involving much energy or activity; slow and relaxed; 3) showing a lack of effort or care; 4) moving slowly. It is obvious from those definitions that the students who are lazy to practice speaking in English are those who have no willingness and effort to learn. Those lazy students can be traced by observing their participation during teaching and learning process. Then, we can infer that the students who just keep silent during instruction process are lazy students.

### **Obstacles Related to Environment**

Having good atmosphere or environment is an ideal place or situation to develop English speaking skill. Having a partner in practice English speaking is important to develop someone's speaking proficiency. From 125 students, there 41 (32.8%) students who complain that because of no partner to practice English with, their English speaking ability

is not developed well. Furthermore, 66 (52.8%) students want obligation from environment to develop their English speaking skill. Relating to poor environment of practice speaking in English, one student commented, "*In our college, there are no rules to force students to speak in English, for example English Day...it must be made by the campus or especially by English Study Program*".

### **Obstacles Related to the Teacher**

There are some students, 65 (52%) students, who do not practice speaking because of the strategies used or applied by the teachers during teaching and learning English. Furthermore, only 24 (19.2%) students claimed that uninteresting personality of the teacher has little influence of problem of speaking.

It is true that teacher factor contributes the students' proficiency in English language learning, especially in oral communication. Lack of creativity in teaching may influence bad achievement of good speaking ability of the students. As it is supported by Patil (2010) in Pitoy (2012: 98) claimed that the problems of students in speaking English are due to lack of creativity of teachers in teaching approaches, uninteresting personality and attitude towards his students, and lack of giving motivation and incentives to students to speak. It is also supported by the result of the research done by Rahman, (2005: 48) toward the students' motivation in learning English in Bangladesh which claimed that English teachers' lack of competence in teaching English contribute to the students poor English proficiency. Another reason of poor performance in English is tendency of teachers to foster the students to memorize some rules of language without understanding; and limited use of English during classroom activities.

### **Coping Problems (Anxiety) of Speaking**

Improving English speaking skill is a main issue currently blown up. It is said so due to the fact finding on the students problem in English speaking. Actually, the main key of successful in language learning is the learners themselves. Building up positive attitude toward English speaking is an initial way of breaking up the code of English speaking obstacles. It is supported by Oxford in Shumin (2002: 200) argued, "the affective side of the learner is probably one of the most important influences on language learning success or failure". The affective

factors in the relation to foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. It is worthy because in the context of classroom interaction, many students feel anxious, nervous, and afraid about what to speak. Accordingly, 'destroying' (coping) the students' anxiety in English speaking is urgent.

Relating to obstacles or problems of speaking previously found, it needs hard effort to build up the students' good attitude in English speaking and to improve their speaking skill. Both students and teachers (lectures) need good collaborative effort to cope all the problems that hamper the students' proficiency in English speaking. Students should have positive attitude toward themselves and their ability in English speaking. Students should actively develop their ability in speaking without fear of making errors. They should focus on the content of what they want to say rather than on the form of the language they use. In dealing with the reluctant or anxiety speaker, Tsui in Nunan (1999:234) suggested to *focus on content of speaking rather than form*. This is appropriate among lower proficiency students, presumably because they were not inhibited about making mistakes. It is supported by the research finding done by Par, (2011:79), focusing on the content of the language that the students use during classroom interaction can minimize the students being afraid of making errors in their language production.

### **Motivating Learners to Speak**

Giving motivation is good effort to develop the students' positive attitude toward speaking proficiency. According to Nunan (1999:232) *giving motivation* is a key consideration in determining the preparedness of learners to communicate. Furthermore, Nunan (1999:232) states that motivation refers to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes toward learning the language. Motivation is appropriate to reluctant or anxiety students to develop their favorable behavior toward English speaking. According to Gardner in Pitoy, (2012:100) states that a highly motivated individual will want to learn the language, enjoy learning the language and strive to learn the language. The language teachers hold the highest responsibility of motivating the learner to press on learning English speaking.

From 125 students in the current research, most of the students, 118 (94.4%) agree that giving

motivation, stimulate, ask, train, and unconsciously force the students to practice speaking in English is good way of building up the students good habit in English speaking and to develop their hard effort in practicing speaking.

### **Encouraging Learners to Practice Speaking**

Other ways of developing English speaking skill is by *practicing*. According to Pitoy (2012:102) practicing the use of English in a communicative situation helps the learner pursue his fluency development actively. This English language involvement in a particular speech communication actively gradually becomes a way of life. How can a person speak in English if he has never been exposed to using the language in speaking. In English speaking, practice always brings the learners to be competent and fluent in English, because people agree that practice makes perfect. It may be difficult at first, but the more a learner practice using English, the more he becomes used to it. Practice also sets up learners' confidence and improves their communication skills.

Teachers also should directly practice speaking English with the students' even inside or outside of the classroom. Creating good relationship or rapport between teachers and students also can be an effective way of helping the students to grow their self-confidence in learning. The teachers are not supposed to laugh at students' mistakes or allow other students to laugh at the mistakes. Brown in Togatorop (2011:63) says that "laughing with students and not at students" is one way of how to establish rapport with them.

### **Creating the English Speaking Environment**

One of the obstacles faced by the students to practice speaking is poor environment. The language teacher's skills in communication must be used as an instrument in creating the atmosphere of English language speaking and learning of the students. The reason is that he may be the only English speaker among his peers. His regular interaction with the students using English can help them become used to in English speaking because they are given opportunities to use the language in any real communicative situation. Kristmanson in Pitoy (2012:102) suggest to create an atmosphere in which students are not afraid of making mistakes and are encouraged to take risks. Furthermore, encourage and support students at all times but especially when

they are struggling or lacking confidence in certain areas are helpful to develop students speaking ability. Still, creating speaking English environment as an obligation of the students to speak in English, that is 'English Speaking Area', for instance, when they enter the school or campus environments they must use English as a medium of communication, can foster the students to upgrade their speaking proficiency. "English Day Program" is also a good policy to be implemented to oblige the students to speak in English. It is because creating English environment is relating to providing English exposure to the students to experience the real use of the language. As it is defined that, exposure is "the experience of coming into contact with an environmental condition or social influence that has (a harmful) or beneficial effect", (Encarta Dictionaries, 2009). Thus, our physical and social environments are the right place of exposure. Provide much exposure for students to use English in communication encourage the students to make progress in learning English. Remember that the development of English speaking fluency does not happen overnight. It develops gradually. As Pitoy, (2012: 95-96) argued that the practice of English speaking is a continuous experience of borrowing, listening, recalling, associating, and using the language as a medium to express something. Then, it happens only in the "English Speaking Area" created by good policy maker.

### **Applying 'Eclectic Method' of Teaching English Speaking**

Efforts to improve the students' English speaking skill have been shown up by many teachers, including some researchers who concern on the students problem of English speaking. The results of their research show improvement of the students speaking skill, then, they suggest the English teachers to adopt or adapt the intended method to be applied in teaching. Sulistio, (2013:72) recommended to apply the content based instruction which she claimed could make the students be able to speak English spontaneously, freely and meaningfully based on the topic being talked. Additionally, Pance (2013:75), Yanda, (2012:151), Syamdianita, (2012:161) suggested to implement debate technique in teaching speaking. It is claimed that debate technique can improve the students speaking skill, because during classroom speaking activity, the students are given chance to state their own ideas based on the given topic, state

their argumentation without hesitation and the students are trained to think critically. Moreover, Lurum (2014:83) requested to apply group discussion technique in teaching speaking due to it encourages the students to participate actively during speaking activity.

From the result of the previous mentioned research, the researchers claimed that the application of the single method of teaching English speaking has brought best effect on the students speaking skill. However, in fact, reliance upon a single theory of teaching has been criticized because the use of a limited number of techniques can become mechanic. The teaching and learning activities, then, has no benefits for the students learning outcome. It is because, actually, different student has different way or style of learning, has different learning preference. One method of teaching may fit to certain students' learning preference, however, it conceivably not suitable to some students' learning styles. The most important issue is that the teacher must acknowledge different students learning style; then, applying *eclectic method* of teaching can motivate the students to learn better. Eclectic method is a popular method these days because students are heterogeneous and have multiple intelligences to be developed. But, what do we mean by *eclectic method*?

In order to have similar understanding about the technical term, *eclectic method*, in this writing, it is better to clarify the two terms, *eclectic* and *method*, in separated ways. According to Encarta Dictionaries, (2009), the word *eclectic* means choosing what is best or preferred from a variety of sources or styles. Similarly, the Oxford Advanced Learner's Dictionary (OALD), (2006:465) defines *eclectic* as "not following one style or set of ideas but choosing from or using a wide variety". Accordingly, eclectic relates to using or applying more than one style of ideas. Eclecticism involves the use of variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumption. The use of eclecticism is due to the fact that there are strengths as well as weaknesses of single theory based method.

Let's now clarify the lexical meaning of the word *method*. OALD, (2006:925) defines method as (1) a particular way of doing something, (2) the quality of being well planned and organized. Likewise, Encarta Dictionaries (2009) defines method as a way of doing something or carrying something out, especially according to a plan. Hence, method can

be defined as a way of doing or presenting something to achieve certain target.

Pertaining to the lexical definition of *eclectic* and *method*, it can be simply inferred that eclectic method is applying various best ways of teaching to achieve certain goals of learning. The basic assumption of applying eclectic method in teaching, exclusively teaching speaking, is that there is no single method or technique claimed as best way of teaching within the complexity of problems faced by the students in the classroom interaction. There is no ideal method in language learning. Each approach contains its merits and demerits. The experts in foreign language teaching (FLT) who, since the early 20<sup>th</sup> century, have been seeking the best method for FLT realized that no single method seems good enough to be universally accepted as best. There is no loyalty to certain methods. Then, applying various best methods, eclectic method, are earnestly endorsed. Teachers should know that they have right to choose various best method to be applied in teaching based on the students' need and learning situation.

Ali, (1981) in Wali, (2009:39–40) presented some principles of applying eclectic method in teaching as follows. (1) Giving teachers a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson (2) Flexibility in choosing any aspects or method that teachers think suitable for teaching inside the classroom. (3) Giving a chance to students to see different kinds of teaching techniques that break monotony and dull on one hand and ensure better understanding for the material on the other hand. (4) Solving difficulties concerning presenting the language material in the students' textbook. (5) Using different kinds of teaching aids which leads to better understanding. (6) Saving a lot of time and effort in presenting language activities.

In a nutshell, applying eclectic method in teaching English speaking can serve the goal of learning effectively, save the time efficiently, empower the students learning outcome, and encourage the joyful learning activities.

## CONCLUSION

English has been upgraded its status as a global language. As a global language, English is used by many people from many different countries around the world as a medium of communication. In order to compete with other people at international level,

a person should have good ability in English communication. In order to develop oral communication or speaking in English learners need practice of their English speaking without being afraid of making mistakes and feeling shy to be laughed by others. English teachers as model of students' speakers in language learning should create good atmosphere in order to students freely involve in using English in communication. Focusing on the content of the students speaking rather than on the form of their language is also good way of promoting effective speaking practice to students. Furthermore, applying eclectic method in teaching can minimize the students learning burden and can minimize anxiety of the introverted students. Thus, one indicator which easy to assess whether or not students have been successfully learned the language is in the form of their speaking performance. It is because speaking in English is a main indicator of successful in learning English language. Still, if students cannot speak English indicates that they fail to learn the language; therefore, they are not worthy to be English teachers. Fluent speaking in English indicates good result of foreign language learning. Thus, *I speak, therefore I learn*.

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