ANALYSIS ON STUDENTS' ENGLISH SPEAKING PERFORMANCE AT UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

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Keywords	Abstract
Keywords: English, speaking, performance, analysis	The lack of students' English-speaking performance seems to be common problems found in the department of English education at the University of Muhammadiyah Sumatera Utara. Those problems involve the lack of fluency and proficiency in English speaking skills. This study aimed to analyze the students' English-speaking performance and the challenges faced by them. This research applied a descriptive qualitative design. The data such as the documents, observation, and interviews were applied. In analyzing the data concerning the components of data analysis in the interactive model, it was proposed by Miles and Huberman (2016). The data were taken questionnaire from 125 EFL of second-year students were collected, then the researcher also conducted the individual interviews with lecturers and class observation. The result showed that the most challenging factor faced by the students' speaking performance was related to the students themselves. Speaking errors were frequently made. The errors dominantly covered into 3 categories namely misused forms (44.8 %), incorrect omission (33.6%), and misplaced and confusing words (21.2 %). Concerning the external factors, the updated teaching strategies should be applied in terms of reducing the use of the mother tongue by combining various speaking performances, collaborating with other lecturers to organize more English programs, and share the speaking teaching experience.

INTRODUCTION

The achievement of English-speaking proficiency has been more concerned by most English-majored students of the University of Muhammadiyah Sumatera Utara. English language places as a global language that is mostly used in international trade and telecommunication and even scientific publication. So that the fluency and proficiency in skills of English speaking should be the main concern and objective. (V.P., H.T., & P.T.M., 2018).

However, many language learners in this university find it difficult to express themselves in spoken language in the target language. Thus, it is to simply say that to speak a learned language is believed to be difficult. It can be proven by a lot of different elements of errors that learners might make during spoken production. As a result, some pronunciation, grammar, articles, auxiliaries, prepositions, and possible reasons appear as errors in written and spoken.

To the researcher's final point of view, many learners might also then create errors in producing English especially in speaking (Dayat, 2017).

Some findings during the teaching-learning process emphasized the challenges faced the EFL learners in this university concerning their issues such as a lack of vocabulary and oral skill caused by crowded classes and psychological barriers. The previous research findings similarly analyzed the learners' challenges in speaking English and proposed the lecturers' readiness supports in their teaching (Manurung, 2019).

Based on the phenomena described above, the researcher decided to analyze students' English-speaking performance at the University of Muhammadiyah Sumatera Utara. Furthermore, this research also aims at finding the students' challenges in their English-speaking performance

LITERATURE REVIEW

Speaking Performance Kinds

According to (Brown, 2004) stated that speaking performance is divided into 5 kinds. Firstly, it is imitative. This kind demands the skill to imitate any words, phrase, sentence orally and it is as the dominant criteria being examined. Secondly, the type is intensive. It focuses on practicing some phonological or grammatical aspects of language in any conversation, sentence completion, reading aloud, and other practices. Thirdly, the type is responsive. It concerns with the oral skill of how to respond to the talk or dialogue and

comprehension requires completing this skill. the oral skill. Then it is interactive. It is not similar to responsive skill but the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. This task can take two forms of transactional language which are carried out to convey or exchange specific information and interpersonal exchanges that are carried out more to maintain communication among people. It is boarder than transferring the fact and information. For example, any activities related to the interview, playing a role, and others. Lastly, it is an expansive monologue. This skill includes whole oral skill in any conversation both listening comprehension and responding to the dialogue.

The factor influencing the speaking performance

The factors are categorized into 2 types. They are:

1. Internal Factor

This refers to the factor that comes from the learner's self. It is including physiological aspects and learners' language competence (ability).

a. Psychology. As cited in (Schwartz, 2005); and (Chandraloka, 2016) argues that this factor namely anxiety, the lack of confidence and motivation, and being afraid to make mistakes obstacles the learners to express their idea in speaking. Without some degree of self- esteem, self-confidence, knowledge, and belief in their capabilities, the learners will not be successful in those cognitive and affective activities. It is found in classroom learning that the students who have more confidence and positive reflection on themselves will improve their language learning. While the ones who have low self-esteem, they feel less motivated, willing, and confident to speak. Since they are afraid to make a mistake.

b. Language Competence

It refers to the actual use of language in a concrete situation in speaking production. The speaking performance covers the skill to master any aspect of languages such as fluency, intonation, pronunciation, grammar usage,
and vocabulary.

c. Topical Knowledge

It is defined as knowledge structures in long-term memory (Bachman, L. F., & Palmer, 2010) as cited in (Tuan & Mai, 2015). It can be said that topical knowledge is the speakers' knowledge of relevant topical information that enables learners to use

language regarding the world in which they live. This task gets easier for learners who own knowledge about the relevant topics. while the ones who do not have to feel more difficult because of anxiety...

2. External Factors

    a.   Performance Condition

Undoubtedly, performance conditions can affect speaking. The conditions can cover the pressure of time; planning, performance standard, and the number of support (Nation & Newton, 2009 as cited in Tuan & Mai, 2015).

    b. The environment of learning

A good language environment effectively promotes learners' learning. The more active they apply and practice their English learning the more fluent their speaking is. And it suitable as cited in (Minghe & Yuan, 2013) stated that "another eternal factor affecting the learners' skill in oral English learning is unsupported leaning environment.

    c.   Speaking Problems

The various problems faced by students also encounter in speaking English such as linguistic and non-linguistic problems. Linguistic problems include pronunciation, vocabulary, and grammar. While non-linguistic problem covers on inhibition, less topic to say, low or uneven participation and mother tongue use

METHOD

This descriptive qualitative research aimed to analyze the students' English-speaking performance at the Department of English Education of the University of Muhammadiyah Sumatera Utara and investigates the factors contributing to the matters. The subject of the study was 125 EFL learners in the English education department. They were in the second semester in the academic year of 2019/2020.

In reaching the purpose of this study, some steps were applied such as:

a. Close observation technique.

This technique didn't allow the researcher to involve in teaching. She only observed and had a checklist each time the barriers faced by the students in guided English dialogue.

b.   Recording of audio and video.

Each meeting, the teaching-learning process was recorded by both video and audio.

c. Interview technique

This technique was conducted to find out the barriers seen along with the conversation by giving them some questions dealing with the difficulties they were having. Then the researcher was analyzing by applying qualitative analysis.

In analyzing the data concerning the components of data analysis in the interactive model proposed by (Milles & Hubberman, 2016).

FINDING AND DISCUSSION

Concerning the findings from video and audio recording on speaking performance and the situation during the teaching-learning process, the data was analyzed from the result of speaking and difficulties related to internal and external factors faced by EFL learners. The result showed the internal factors more dominantly affected the students' speaking performance than the external factors.

Difficulties dealing with internal and external factors of EFL learners

The difficulties related to internal factors in their speaking performance were shown in the table below:

Table 1. Difficulties dealing with internal factors (n= 125)

When speaking English, …	Agree with %	Not sure %	Disagree %
I lack the vocabulary and how to form the sentences to express ideas	82.1	12.3	5.6
I do not know English speaking strategies	60.7	32.7	6.6
I have limited chances to involve speaking activities	25.4	43.2	31.4
I lack the motivation in speaking English with classmates	31.2	28.9	39.9
I feel afraid of making mistakes and being criticized by classmates	69.2	27.8	3
I feel shy	54.4	28.2	17.4
Mean value	*57.55*	*28.55*	*12*

Based on table 1 above showed the barriers experienced by the EFL learners during the speaking. From all elements, the lack of vocabulary dealing with idea-expression was the dominant challenge. It was covering 82.1 percent. Lacking vocabulary contributes to students' speaking errors. From the findings, they are in line with those of the previous studies (Ariyanti, 2016) and (Al-Jamal & Al-Jamal, 2014) dealing with the lack of vocabulary, confidence, and motivation as inhibiting challenges for EFL students in their performance in speaking. and it is also supported by the previous research as cited (Juhana, 2012). It can be seen that the learners dominantly got misused on the forms identified by several aspects such the use of part of speech, tenses as the most misusage, preposition, pronouns, verb present, past and perfect, singular & plural nouns, infinitive/gerund, articles, clause, and pattern choice. Then speaking errors were found caused by incorrect omission, misplaced, and confusing words. Those aspects are specified in the table below.

Table II. Speaking Errors (n=125)

No	Error Categories	Error Categories	Percentage
		56	44.8
1.	Misused Forms		
		42	33.6
2	Incorrect omission		
		27	21.2
3.	Misplaced and confusing words		

From the table above, it was seen that the most dominant speaking error was the students' misused form in constructing the sentence in their conversation. Those misused forms covered to tenses, preposition, pronouns, the agreement expression, the choice of word choice, the selection of singular & plural nouns, infinitive and gerund, articles, clause, and the choice of grammar. And the errors got the highest percentage of all (44.8 %) then incorrect omission was taking the second place of speaking error. It was 33.6 %. In terms of an incorrect omission, the speaking errors were classified into the use article, nouns, clauses, and conjunction. During speaking, frequently the students' awareness in the use of those categories was still low. They did not concern much about the correct omission as long as they could understand each other. Then the last speaking errors found were the students' misplaced words and used the words. Its percentage was 21.2. Some students still pronounced the words unclearly and used incorrect pronouns and grammar choices.

Table III. Difficulties related to external factors (n= 125)

Statements	Agree to %	Not sure %	Disagree %
During learning English speaking skills, the lecturers did not produce fun activities	5.1	21.5	73.4
I find that she did not improve speaking mistakes	19.4	20.1	60.5
Teaching curriculum borders learners' practice in speaking.	23	15	62
The assessment was irregularly applied	22.1	6	71.9
There are only a few numbers of native teachers in language skill class	18	34.2	47.8
The better students dominated speaking	12	40.9	47.1

Table 3 indicated that some challenges obstacle from outside of learners in performing speaking. Most of them did not agree that the difficulties were from the teaching methods applied by their lecturers. Particularly, the interviewed students complained about the limitation of native lecturers in the class of language skills. And it dominantly was contributing as the outside factors for them. The interview results in both lecturers and learners underlying similar findings. It had to do with unsupported classroom design. The crowded class affected their speaking performance.

These findings supported the previous studies (Husnawati, 2017) (Souriyavongsa, Rany, Jafre Zainol Abidin, & Lai Mei, 2013) in terms of obstacle factors for students' speaking performance. The speaking errors have been placed as the dominant factors that hinder the students' speaking performance. Those errors don't stand alone because they appeared to cause an internal factor. This finding also gets in line (Brown, 2004) that classifies five personality factors in language learning namely intrinsic side of affectivity, self-esteem, inhibition, risk-taking, anxiety, empathy.

CONCLUSION

The conclusion can be drawn into some points. First, students' English speaking performance at the department of English education at the University of Muhammadiyah Sumatera Utara was affected by internal and external factors. Secondly, the most challenging factor faced by the students' speaking performance was related to the students themselves. Speaking errors were frequently made. The errors dominantly covered into 3 categories namely misused forms (44.8 %), incorrect omission (33.6%,) and misplaced and confusing words (21.2 %). Furthermore, they were in a need of having independent learning styles and critical thinking so that they could be more active and their English speaking performance was improved. Lastly, concerning the external factors, the updated teaching strategies should be applied in terms of reducing the use of the mother tongue by combining various speaking performances, collaborating with other lecturers to organize more English programs, and share the speaking teaching experience. Providing and improving the curriculum and syllabus related to speaking performance should be reconsidered by the department of English education at university.

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