

**THE PROBLEMS FACED BY THE THIRD YEAR STUDENTS
IN SPEAKING BASED ON THE DRAFT OUTLINE AT
ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY**

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Abstract

In this research the researcher described the problems faced by the third year students at English Department of Bung Hatta University in speaking based on the draft outline. The total population of this research 158 students. The background in choosing this title speaking in English is not easy where need a good skill to communicate and as we know English is not our language. This purpose the researcher wants to develop this research to know the problems faced by the students. The next purpose from researcher wants to know the strategy lecturer used effective or not in speaking activity. In this research the researcher took 40 students as sample then used technique cluster random sampling. To take the sample by gave the test then recorded students idea. The result of data analyze showed in general, 21 students (52.5%) had problems in speaking based on the draft outline. In fact, 18 students (45%) had no problems in express content/idea in speaking based on the draft outline. 22 students (55%) had problems in using vocabulary in speaking based on the draft outline. 21 students (52.5%) had problems in using grammar in speaking based on the draft outline. 24 students (60%) had problems in express pronunciation in speaking based on the draft outline. 14 students (35%) had no problems in fluency speaking based on the draft outline. The findings of problems in speaking based on the draft outline were vocabulary, grammar and pronunciation next had a little problem in content/ideas and fluency.

Key Words: Problems in Speaking, Draft Outline.

Introduction

English is an important foreign language that we use in many aspects of our daily life, especially for students at school by using English. In learning English, students should master four language skills namely; listening,

speaking, reading, and writing. Besides that, there are vocabulary and grammar as language components which are important to support the language skill. Among the four skills above, speaking is difficult one because the nature of

speaking we can produce our idea, thought orally. The reasons why speaking is difficult for student because when the student master or good in English it can be seen how they produce language in communication orally and other reasons are; The first, speaking in English is not our habit. That is why students have problems because our language is Indonesian. The second, English has different language system. It can be seen through structure of word and contextual meaning when we speak. The third, the environment cannot support Indonesian people to speak.

According to Brown (2001:267), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing. In addition, Harmer (2007:123) states that speaking is an active productive skill that needs practicing continuously. Nowadays, speaking skill is the first

Methodology

In this research the researcher applied descriptive design to know the problems found by the students in speaking based on the draft outline. Based on Gay (1987:189) descriptive research is useful in investigating many kinds of educational problem. The

thing that everyone must master to communicate with people in many countries.

Based on experience that the researcher ever had, speaking with our idea is difficult to make audience understand our idea. It means that we must share the information or message clearly. Making the draft outline is one way to speak enjoyable and clearly, but some students have problem to differentiate general ideas and detail idea into draft outline. The researcher did interview and discussed with lecturers they say that many students had a problem when they are speaking English based on the draft outline.

Based on the reason above, the researcher is interested in conducting the research entitled. "The problem faced by the third year students in speaking based on the draft outline At English Department of Bung Hatta University."

population of this research is the third year students of English Department of Faculty of Teacher Training and Education Bung Hatta University in academic year 2010/2011. The researcher chose cluster random sampling technique to take sample, Gay

(2000: 130) says that cluster random sampling is sampling technique in which the sample is in a group and do not individual are randomly selected. In choosing sample, the researcher wrote the name of each class on small piece of paper and put them into a box, where piece of paper is given class A, B, C, D. The researcher shakes the box and took one of the papers in the box with closed eyes. So, class B is taking as the sample of this study. The member of this class is 40 students.

The researcher used tape recorder as media to record the student's voice while they are speaking. As the preparation, the researcher prepared some topics which are taken from internet or other source. Then, researcher asked the students to choose one topic that the researcher has given.

After that the students should write explanation about topic and express idea into the draft outline based on topic that they chose orally. The researcher gave 10 minutes; 5 minutes for drafting outline and 5 minutes for speaking. The test was based on the five components such as content/idea, pronunciation/fluency, grammar and vocabulary.

The procedures in collecting data are as follows:

1. The researcher gave some topics to the students' then give a time 10 minutes; 5 minutes for drafting outline and 5 minutes for speaking in front of class orally.
2. The researcher listened and records the students' description by using tape recorder while checking students draft outline.
3. The researcher found the problems faced by the students in speaking based on the draft outline following criteria below:
 - a) Students had the problems in content, if they don't show idea completely in the draft outline (Heaton, 1989:1).
 - b) Students had problems in organization, if they don't relate each of the draft outline well; ideas are not coherence and no good organization (Heaton, 1989: 146)
 - c) Students had the problems in grammar if their grammar is not on the rules or don't use the appropriate tenses, spelling, punctuation, etc. (Douglas, 1994: 347)
 - d) Students had the problems in vocabulary (choice of word) if

they don't use the appropriate word, little knowledge of English vocabulary and the word is not based on the grammatical function of the word (Heaton, 1989: 146)

e) Students had the problems in pronunciation/ fluency if they are not able to exchange meaning effectively and the unrealistic idea that student should sound and speak like native speakers is fast (Burns, 2000: 5).

4. Then, the researcher gave check “√” in the table checklist about problem faced by the students in speaking based on the draft outline by using the table below:

To know the percentage of students who have problem, the researcher analyzed the data as follows;

1. The researcher played the record and made transcription of students' speaking.
2. The researcher and the second assessor identify students' speaking problems using table checklist.
3. The researcher found the average number of problems faced by the students.
4. The researcher calculated the percentage of the students who had problems and had no problems, the researcher used the formula stated by Arikunto (1993: 267) as follow:

$$P = \frac{f}{n} \times 100 \%$$

Findings and Discussion

Based on the data analysis, the students are said to have problems when there are more than 50 % students who had problems. In general, the students had problems in speaking based on the draft outline. It is supported by the fact that 21 students (52.5%) (see Appendix 8) had problems in speaking based on the draft outline. In detail 18 students

(45%) (see Appendix 9) had no problems in expressing content/ideas, 22 students (55%) (see Appendix 10) had problems in using vocabulary, 21 students (52.5%) (see Appendix 11) had problems in using grammar, 24 students (60%) (see Appendix 12) had problems in pronunciation, 14 students (35%) (see Appendix 13) had no problems in

fluency in speaking based on the draft outline.

4.1.2 Students Problems in expressing content/idea in speaking based on the draft outline

The students had no problems in expressing content/idea in speaking based on the draft outline. It is supported by the fact that 18 students (45%) had no problems (see Appendix 9). The researcher explains about students' problems in expressing content/idea in speaking based on the draft outline. The number of students who had no problems is listed below (table 4.1.2).

4.1.3 Students' Problems in using vocabulary in speaking based on the draft outline

The students had problems in using vocabulary in speaking based on the draft outline. It supported by the fact that 22 students (55%) had problems (see Appendix 10). The researcher explains about student's problems in using vocabulary in speaking based on the draft outline. The number of students who had problems is listed below (table 4.1.3).

4.1.4 Students' Problems in using grammar in speaking based on the draft outline

The students had problems in using grammar in speaking based on the draft outline. It is supported by the fact that 21 students' (52.5%) had problems (see Appendix 11). The researcher explains about student's problems in using grammar in speaking based on the draft outline. The number of students who had problems is listed below (table 4.1.4).

4.1.5 Students Problems in pronunciation in speaking based on the draft outline

The students had problems in pronunciation in speaking based on the draft outline. It is supported by the fact that 24 students' (60%) had problems (see Appendix 12). The researcher explains about students' problems in pronunciation in speaking based on the draft outline. The number of students who had problems is listed below (table 4.1.5).

4.1.6 Students' Problems in fluency in speaking based on the draft outline

The students had no problems in fluency in speaking based on the draft outline. It supported by the fact that 14 students (35%) had no problems (see Appendix 13). The researcher explains about student's problems in fluency in speaking based on the draft outline. The number of students who had no problems is listed below (table 4.1.6)

Based on the findings, the researcher found that students had no problems in expressing content/idea and fluency based on the draft outline. Based on data analysis, the researcher found that the students had no problems in expressing content/idea based on the draft outline. It means that students understand in expressing content/idea based on the draft outline. Based on data analysis, the researcher found that the students had problems in using vocabulary based on the draft outline. It means that the students do not have enough choice of word to make easy the topic that they want to present. Based on data analysis, the researcher found that the students had problems in pronunciation based on the draft outline. It means that the students must practice

to produce sound anytime. Then, don't forget about the types of word such as: vowel and consonant in pronunciation. Based on data analysis, the researcher found that the students had no problems in fluency based on the draft outline. It means that the students can control the idea by using a speed in improving their speaking for audience to get a point of the topic that students present based on the draft outline. Based on data analysis, the researcher found that the students had problems in using grammar based on the draft outline. It can be seen when the students make drafting the outline and it is not grammatical. It is not easy to make the audience understand our statement.

Based on the criteria of problems stated in Chapter III, the students have problems if they are more than 50 % and students have problems in using vocabulary, grammar and in pronunciation.

Conclusion

The caused that students' had problems in using vocabulary, grammar and expressing pronunciation based on the draft outline is students not pay attention to the aspect that include vocabulary, grammar and pronunciation. For example in vocabulary pay attention to the meaning of word.

In grammar is the pattern that use in English. In pronunciation is the sound

that we produce.

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