

AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN ENGLISH CONVERSATION CLUB (ECC) PROGRAM AT THE 3rd SEMESTER

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Abstract: *This research is based on students' speaking ability who had followed the English Conversation Club (ECC) program especially for the third semester of English Department. The purpose of this study was to analyze the students' speaking ability at the 3rd semester in the English Conversation Club FKIP UNILAK Pekanbaru. The type of the research was mixed method in type of explanatory design. The number of participant was 53 students. The researcher used two instruments, those were test and interview. In analyzing the data, it used in descriptive statistics. The result of the analysis showed that the average score of 3rd semester students' speaking ability was 45.42. It can be concluded that the students' speaking ability was categorized into failed. The score of Standard Deviation was 7.02, Variance was 49.30, and Range was 36 points. It means that the students' speaking ability was homogeneous. According to the Z-Score, it can be seen that 49.06% students' ability was higher than average and 50.94% students ability was below the average. In conclusion, the students' ability in learning speaking English was failed, it had been affected by some factors, those were lack of vocabulary, grammar and motivation. It was supported by the interview, even though the students' perception to English Conversation Club (ECC) program was positive, but in fact, the students' frequency to speak English was seldom, they were less practice speaking English everyday.*

Keywords : *Speaking , English Conversation Club (ECC)*

Abstrak : Penelitian ini berdasarkan kemampuan mahasiswa yang telah mengikuti program ECC khususnya mahasiswa Jurusan Pendidikan Bahasa Inggris semester 3 FKIP Universitas Lancang Kuning. Tujuan penelitian ini adalah untuk menganalisis kemampuan berbicara mahasiswa Pendidikan Bahasa Inggris. Tipe dari penelitian ini adalah Mixed Method dengan jenis Explanatory Design. Total dari populasi adalah 53 orang. Untuk mengambil data, peneliti menggunakan dua jenis instrument, test dan interview. Dalam menganalisis data quantitative, peneliti menggunakan SPSS untuk statistic deskriptif. Hasil dari penelitian ini diperoleh nilai rata-rata berbicara mahasiswa adalah 45.42. Ini dapat disimpulkan bahwa kemampuan berbicara mahasiswa semester 3 masih

rendah. Adapun hasil untuk standar deviasi, variansi adalah 7.02, dan nilai range adalah 36 point masih rendah. Ini menyatakan bahwa kemampuan mahasiswa homogen. Menurut Z-score yang diperoleh, dapat dilihat bahwa 49.06% mahasiswa memiliki kemampuan di atas rata-rata, sementara 50.94 % berada di bawah rata-rata. Dapat disimpulkan bahwa kemampuan berbicara Bahasa Inggris Mahasiswa semester III gagal, hal tersebut dipengaruhi beberapa faktor yaitu keterbatasan kosa kata, tata bahasa, dan motivasi mahasiswa. Meskipun hasil wawancara menunjukkan respon positif terhadap program ECC namun dapat dilihat dari aspek lain yaitu mahasiswa jarang dalam berkomunikasi dengan menggunakan bahasa Inggris dalam keseharian.

Kata kunci: Speaking, English Conversation Club (ECC)

1. INTRODUCTION

Speaking is the process of building and giving out meaning through the use of verbal and non-verbal symbols, in a variety of contexts. By speaking, the students can share their opinion, thoughts, and impression in spoken form. Consequently, the audience or other people who listen will obtain information.

Speak English is one of the crucial ability to be developed and enhanced as means of practical-oriented. It is an interactive process of constructing meaning that involves producing, receiving and processing information its form and meaning are dependent on the context, including the participants, their experiences, the physical environment, and the purposes for speaking.

The teaching speaking process is not only running in the formal way, but also in fun way. The Faculty of Education and Teachers Training has programme namely English Conversation Club. This club is created to support learning English in fun way and more enjoyable. This club has 6 classes,

each of class has different activities to motivate students of FKIP in learning English. The aims of ECC are to make students getting familiar with English and to motivate the students to speak English. Therefore, this study wanted to analyze the students' speaking ability at the third semester English students who had joined in English Conversation Club (ECC) and the contribution of ECCs' program in supporting the students speaking ability.

Dealing with this study, it used mixed method. Mixed method is a combination of two designs; quantitative and qualitative. Based on the background above, the study wanted to conduct a research with the title, *"An Analysis of Students' Speaking Ability in English Conversation Program at The Third Semester of English Education Department Faculty of Teachers Training And Education Academic Year 2015/2016."*

2. FACTORS AFFECTING SPEAKING SKILL

Some of the learner centered factors affecting students' speaking skills are discussed here with. (Latha, Madhavi et al. (2012: 2) as follows :

a. Learner inhibition

The most common problem encountered by the learner in the language acquisition process is learner inhibition. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where either they make a lot of mistakes.

b. Lack of motivation

Lower motivation levels or lack of motivation is another reason for hindering the learners from active participation in speaking activities.

c. Lack of proper vocabulary

This is because of lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English Language, which again leads to losing confidence and lack of motivation to speak.

d. Lack of confidence

A constant practice and patience are necessary to learn English Language. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them from learning the speaking skills.

e. Poor non-verbal communication

Lack of knowledge of the nonverbal communication system of the target language usually results in the inability

to pick up non verbal cues by the ESL learners, which often results in misunderstanding.

f. Lack of proper orientation

They must understand how words are segmented into various sounds, how sentences are stressed in particular ways. Grammatical competence enables speakers to use and understand the structure of English-language accurately and unhesitatingly, which contributes to their fluency. According to Mary Spratt, Alan Pulverness and Melanie Williams: "We can develop learners speaking skills by focusing regularly on particular aspects of speaking e.g.-fluency, pronunciation, grammatical accuracy, body language.

g. Building confidence

This will encourage the slow learners to participate in the activity and boost their morale. Instead of correcting the mistakes, the teacher can go for peer correction which would encourage them to come out of inhibition. The teacher should be a guide, mentor and facilitator.

3. ENGLISH CONVERSATION CLUB (ECC)

English Conversation Club (ECC) simply a forum where people usually students of English, possibly aided by one or more native speaker, gather to converse and in the process refine their language ability (Webster's Online Dictionary in Firdaus 2013: 9). According to Jackson (2012 : 1)

said that the conversation class occupies a unique place in the process of learning English as a second or foreign language.

It supported by Kurniawan in Firdaus (2013) he said that an English learner community that developed by the best graduate of College Foreign Languages. This club provides English Learner English courses that material is international standardized quality. (<http://kurniawantrisaputra.wordpress.com/tag/about-ecc>)

ECC is an extracurricular program established by FKIP UNILAK to facilitate the students' need in motivate and enhancing the students English communication skill. It established in 2008 and it become as obligated to be follow during four semesters. The participants of the program are the entire first until fourth semester of FKIP UNILAK students, English Education Department students, Biology students and Early Childhood Department students.

4. METHODOLOGY

The research conducted used mixed methods research. Mixed method research is a procedure for collecting analyzing and “mixing” both quantitative and qualitative data in a single study to understand a research problem. The study used an explanatory research for this mixed method research. According to Creswell (2005: 515) an explanatory design (also called a two-phase model) consists of first collecting quantitative data and then collecting qualitative data explain or elaborate on the quantitative

results. It is explained that researcher has been collected the quantitative data first and followed up with qualitative data to build a stronger results.

The study conducted at the third semester English students in Faculty of Education and Teachers Training UNILAK in Jl. Yos Sudarso Rumbai. The study had been conducted in January 12th 2016.

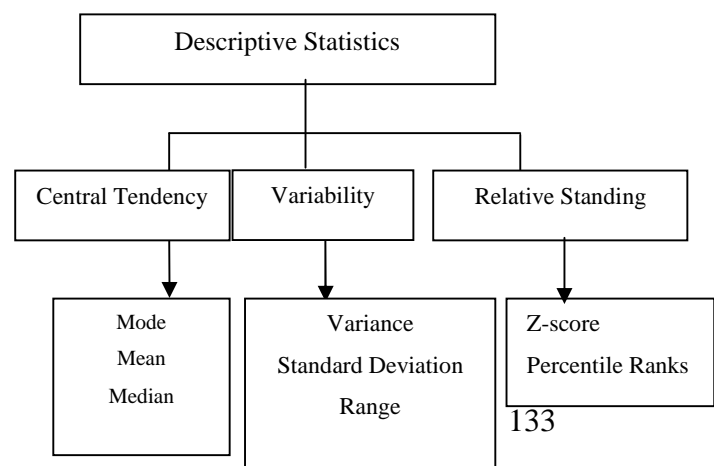
The population of this research was the third semester students of FKIP UNILAK Pekanbaru. As for the sample of this research used total sampling. It means all the students of English Education Dapartment who had joined English Conversation program at third semester is as sampling. The number of each classes at the third semester of English Education students were 26 students in IIIA and 27 students in IIIB. It can be seen the population in the following Table.

Table 3.1
Population and Sample

CLASS	TOTAL
IIIA	26
IIIB	27
TOTAL	53

To analyze the quantitative data, this present study applied descriptive analysis as presented at the following Diagram.

Diagram 3.1: Descriptive Statistics



5. FINDINGS AND DISCUSSION

The ability of students' English at the third semester can be categorized in the failed level. The calculation above showed that the total of the students' speaking score is 2407,1, mode of the students' scores is 47, median of the students' score is 45, the mean of the students' scores is 45,42, variance of the students' scores is 49.30, and the standard deviation of the students' scores is 7,02. The score ranges from a low 30 to high 66, a range of 36 point. It can be identified that the level students' speaking ability in the third semester is Failed. Based on the lecturer of speaking III. It can be identified the level of students' speaking ability at the third semester of English student.

5.1 The Students' Common Problems

Based on the test has been given to the students, this study found some problem of students in speaking English. It can be proved by the students' speaking scoring from raters of speaking. These are grammar, vocabulary, pronunciation and it is supported on the interview, it can be seen from the students' answer about the

"What problem do you face in learning speaking?"

Student 1 : mm..I think vocabulary,

Student 2 :I think practice and vocabulary ,

Student 3 : eee... I think the first vocabulary and the second practice.

Student 4 :I think I'm I dont have problem but Im too lazy to speak with others

Student 5 : Vocabulary and practice,

Student 6 : Vocabulary and practice

a. Lack of the Vocabulary

It is the common problem that faced by the student while speaking English, they are difficult to speak English well and fluently because lack of the vocabulary. According to Latha et. al (2012 : 3)

"The Problem encountered with ESL learners is that they often have to search for an appropriate word. They don't find one to fit into the context/content. This is because of lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English Language, which again leads to losing confidence and lack of motivation to speak. As a result learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements."

Most of the students face the some problem about vocabulary, they are not able to give more explanation about what they want to speak because they are lack of vocabulary.

b. Grammar

The second problems that affecting the students' speaking ability is grammar. While they are speaking most of them think about the arrangement of the sentences or words is true or wrong. It makes them difficult to speak English fluently. It can be seen from

the students' answer in interview. According to Baker & Westrup in Tuan (2015).

"It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly."

Student 1 : aaa vocabulary and grammar

Student 2 : less in English(grammar, vocabulary),

Student 3 :vocabulary and grammar,

Student 4 :vocabulary and grammar,

Student 5 :Vocabulary and grammar,

Student 6 :grammatical and vocabulary,

c. Lack of Motivation

According to Latha et al. (2012) Lower motivation levels or lack of motivation is another reason for hindering the learners from active participation in speaking activities. It leads to reluctance in active participation in the speaking activities leading to poor practice or no practice.

Student 2 : Vocabulary and practice.

Student 3 : I think vocabulary and practice.

Student 4 : I think I dont have problem but I'm too lazy to speak.

5.2 Factors Affecting Speaking

Refers to this point about factors affecting the students' speaking ability had been answered by the interview the students.

These answers can be seen in the subsequent below:

"What factors affect your speaking performance?"

student 1:mmm... mmm nervous and afraid for mistake

student 2: aa.. mmm. If I have no preparation before speak up and my speaking is bad.

Student 3:Aaa...just Vocabulary,

Student 4: nervous and tidak ada persiapan.

Student 5: no preparation aaa to speak up.

The Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities. (Tuan and Mai, 2015). In can be concluded that the factors affect students' speaking abilit are topical knowledge, self-confidence, preparation, inspiration, willingness and less practice speaking English.

5.3 The Contribution of the English Conversation Club (ECC) Program

Based on the interview of students, all of the students gave answer that English Conversation Club program was given positive persepction towards their speaking ability. It can be seen from the students' answer belong to the question about

“Do you think that the ECC program can helping your speaking performance?”

Student 1 : I think yes because ee from ECC can to improve our English

student 2 : I think ee..eee..eee. because ECC program aaa..aaa my English can improve speaking,

Student 3 : Yes I think because aaa we can learn aa.. we can ee aaa.. speak of english to

Student 4 : of course yes aaa because we can practice English with our friends and senior and junior, an aa our instructor in ECC say we must try to speak English ,

Student 5 : yes because we can practice English, Yes I think ECC program is good for us becauseaaa it can support us to practice our English conversation and must make uhave confidence.

Based on the interview, the students' perception to English Conversation Club (ECC) program was positive but the frequency of the students to speak English everyday was seldom, it gave affect to the students' speaking ability, it's not just enough to give the positive perception only.

6. CONCLUSION

Based on the data analysis and also the research question explained in the chapter IV, it can be concluded that the students' speaking ability was failed level. Referring to the descriptive statistics in analyzing the students' speaking ability. They are not categorized fluent in speaking English, it can

be influenced with some problems and factors to the students' speaking ability. These are lack of vocabulary, grammar and preparation. Most of students were confused in speaking, the mostly used repetition such as *eee...mmm... and... and...aaa...aaa...mmm..the first.. the first eee never give up eee eee never give up eee.* and also the comprehension to the language itself.

Secondly, The English Conversation Club did not more support students to improve their speaking ability. Based on the analyzing data and interview the students about ECC, the result is very different. From the analyzing data the students' speaking ability is failed level but the students' perceptions to English Conversation Club (ECC) program was positive but their frequency to speak English was seldom so, it means that there are problems that influence their speaking ability. The common problems of students' speaking ability are lack of vocabulary, grammar, and lack of motivation. The factors affect the students' speaking ability are topical knowledge, self-confidence, preparation, inspiration, willingness and less practice English. Preparation to speak is mostly become the factors affect the speaking ability, the students need to prepare what they have to say and if they do not have preparation about the related topic, they are not accustomed to speak English spontaneously because they need time to remember the word by word to speak. So it makes they did not able to speak fluently. Therefore, the program Evaluation for

English Conversation Club must be competed to improve students' speaking ability, make a

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