

1875 / HD/96

**SOME FACTORS THAT INFLUENCE
SMA STUDENTS' FAILURE
ON ENGLISH ORAL PRODUCTION**

~~~~~

DRS. ZUL AMRI

ENGLISH DEPARTMENT FPBS IKIP PADANG

1994

THE UNIVERSITY OF CHICAGO  
LIBRARY  
1207 EAST 58TH STREET  
CHICAGO, ILL. 60637

DATE RECEIVED  
BY  
LIBRARY NO.

APR 11 1961

1961

# **SOME FACTORS THAT INFLUENCE SMA STUDENTS' FAILURE ON ENGLISH ORAL PRODUCTION**

## **A. INTRODUCTION**

Language - whenever, wherever, and whatever form it is - is a tool for communication, therefore, teaching a language should provide the learner(s) with the ability to communicate with the language. Furthermore, before coming to such communication the learner should have the four skills of the language, namely: listening, speaking, reading, and writing. In general, teaching a language should provide the learners with the ability to communicate in written or oral (spoken form).

Speaking, one of the four skills, gain more attention nowadays compared to the other skills. This is due to some assumptions that one is said to be able to use a language if he can speak in that language. Morris (1991, p.17) stated that a "living" language communication. It is speaking with considerably serves as naturalness of communication between member of the community, both for expression of thought and as a social behavior.

English is one of and the most compulsory foreign language for Indonesian students. English is a compulsory subject in colleges, SMAs, SMPs, even in elementary school. Especially, at SMA level, the purpose of teaching English is aimed at the teaching of the language for communication (GBPP SMA 1984). In order to reach the goal, many efforts have been done; renovation and revision of English curriculum, training and upgrading for English Teachers, and developing teaching materials and manuals. All of which are aimed at increasing the result of teaching and learning, especially in using the language for communication.

However, the present fact is still far beyond the result expected by the curriculum. Based on their



MONITORING TABLE  
ENTER - RATHER  
ORAL PRODUCTION

TOO MANY  
TOO MANY  
TOO MANY

TOO MANY

observation, the writer found that the number of the students who are able to speak English is very limited. Such 'handicap' might come from the teacher, such as the methods or managing the classroom activities, and so forth; from the students themselves, such as lack of motivation, attitude toward English, and some other factors. This paper will be dealing with a little bit discussion on some factors that influence SMA student's failure in English oral production.

## **B. P R O B L E M**

As it has been stated in the previous part, one is considered successful in learning a language, if he can communicate in that language, especially is oral communication (oral production). However, in relating to teaching and learning English at SMA, most of the students are not able to speak English eventhough they have studied English at least for three years when they were at SMP. Based on the phenomena above, there is a question coming to the writers' mind: waht are the factors that influence the SMA students failure on English Oral Production (Speaking)?

## **C. D I S C U S S I O N**

English is one of the foreign language which is studying in Indonesia schools. The other languages may be Arabic, French, German, Japanese and some others. Among the languages, English is the most frequently used because it is compulsory for any levels of formal education of Indonesia. As a goreign language, English is quite different from bahasa Indonesia, such as its structure, pronunciation, spelling. Such differenses might be the great problems for most of students. These will psychologically affect the students in learning the language.

In reaction to speaking as one of the four language skills that should be taught, there are many of Indonesian students are not able to perform their oral production (speaking) skills in their daily speaking. Although some of the students have taken a private English course outside the classroom, skills their speaking ability remains a big question mark. Instead of the differences found in English compared to Bahasa Indonesia, or their mother tongue, there might be other factors. Such factors can be viewed from two points of the students themselves, on the other side, and from the students themselves, on the other side. The idea of pointing these two factor is because they are the most important and the most affective factors for the success of teaching and learning of English.

## 1. Students

According Krashen (in Kamla, 1992) there are at least three affective psychological factors that influence the language learning process. They are: a) motivation, b) self-confidence, and c) anxiety.

### a) motivation

Several studies on motivation and its relationship to achievement have show that students whose high motivation in learning tend to get better achievement than those whose low motivation. Based on their short observation and interview with some of the students and some English teachers, the writers found that the students take subject mostly because English is the compulsory one. If they do not take it, they will not be promoted to the higher level. They have external motivation, little internal motivation. In other word, motivation of the Indonesian Students, even in college students are still low. As a result, what is expected

from the student - after learning English - is not satisfied ; most of them cannot use English as a tool for oral communication.

b) self-confidence

A high self confidence student can perform oral production of English better than those the lower ones. His self confidence really motivate him to speak. Yet, self-confidence in speaking English, or other foreign languages, is rarely owned by most of Indonesia students. It is very easy to get the fact, for example, when they are asked to talk in front of people, or asked to say something in English, or in some speech contest, only few of the students are able do to it. Lack of self-confidence may be caused by being afraid of making mistake in speaking, and/or lack of the knowledge of the language itself. So, they do not know what and how to say something in that language.

c) anxiety

Anxiety and self-confidence are related to each other. Students' lack of self confidence make them worried too much about something. As well as self-confidence, high level of anxiety tends to cause difficulties in speaking.

Beside the three factors mentioned above, there is another one that might be the cause of the students' failure, namely, linguistics competence. Linguistic competence (Savignon 1983) can be seen as the knowledge of the learners about the language which they acquire consciously or subconsciously. By having such competence the students are theoretically able to use the language, especially in speaking because they have already known how to use the language.

## 2. Teacher

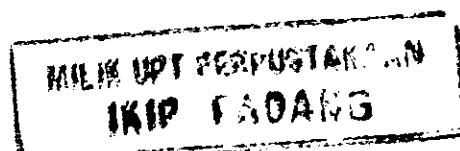
Teacher is the most affective factor which mostly determines the success of learning and teaching activities. The problems that the students have - dealing with psychological ones - will be easily overcome by a qualified teacher. Dembo (1977) added that teacher in the classroom activities run well. She is the decision maker of the classroom management.

In relation to the role of the teacher and its relationships to successful teaching and language English in SMA, especially in motivating the students to speak in the language. Baradja (in Kusni, 1990) said that lack of speaking ability of the students is caused by several factors, one of which is the qualification of the teacher itself. To mention some of the qualifications of the teacher, the writers will focus the discussion on three issues. They are: a) basic knowledge of English, b) basic knowledge of methods of teaching and c) classroom management.

### a) Basic knowledge of English

What we mean by basic knowledge of English here is the teacher has capable knowledge of the language itself. As Larsen-Freeman (in Celce-Murcia, 1991) says that in learning a language, one should know the form, meaning, and pragmatics of the language. Form refers to how the language is constructed or how to order word by word. This order has certain meaning so that one will understand what a speaker said. Then, pragmatics refers to the appropriateness of using language function.

This basic knowledge is very important because the teacher actually will present the knowledge to the





#### b) Basic knowledge of methods of teaching

Teacher should realize that teaching of English is not merely of transferring the knowledge. They should have realized that the teaching should promote the students' ability to use the language, especially for speaking. While about teaching, she has to consider the appropriate methods/techniques, media, evaluation, classroom activities, and so forth.

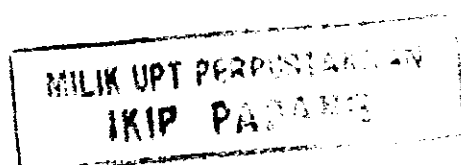
The reality that can be seen today is that only few numbers of school use techniques/methods in which the students are not attracted to speak during the lesson. Sometimes inappropriate to the topic they are teaching. Furthermore, they also really use media for teaching. As the result, teaching seems like a lecture. Evaluation on the lesson tends to be done on students' written ability and the last one, classroom activities tend to be monotonous because the teachers (some of them) tend to use single or conventional classroom activity, such as lecturing, question and answer and such activities. All of these elements do not attract the students to develop their speaking ability.

#### c) Classroom Management

Classroom management is the other skill that the teacher must have. As Ancker (1991) proposed classroom management is one thing that deals with the role of the teacher.

Nowadays, there are still some of the teacher do not know how to manage the classroom well, Especially English classroom. Such teachers should realize that running a language class is different from that of other classes, but they do not realize that managing language class should provide the students familiar with the language.

6




#### D. SUGGESTED SOLUTION

It is clear that, from the discussion above, the failure of SMA students on English oral production skill (speaking) might come from students and/or teacher. Moreover, referring to the roles the teacher in the classroom, it is the teacher who is mostly responsible for the way out of the problems.

The following solutions are some answers of the problems. Since they are only examples, teachers are expected to find more appropriate and, of course, more effective and efficient ways too.

The first solution is dealing with lack of basic knowledge of English. Since teaching of English is aimed at providing the students with the knowledge of the language (both its usage and its use), the teachers should always be prepared with any possibilities. The teacher should keep enriching his knowledges, especially with current issue the language. This can be done by reading book, participating in language seminar/discussion, and some other useful activities. Teacher should realize that she is the knower in her students mostly consult. Feeling satisfied because their problems can be overcome by the help of the teacher, students might be more interested in learning English. In relation to speaking, knowing what to say in particular occasion and with continuous motivations the teacher, it is possible for the students to speak more frequently.

The second one is dealing with basic knowledge of methods of teaching. By having basic knowledge of methods of teaching, a teacher can perform meaningful teaching. Appropriate methods/techniques, attractive teaching media, well integrated evaluation, various classroom activities, especially those which students are involved to use the language, will attract the student to learn. Especially in prompting students participation in using the language orally. In this case, English teachers should:



- a. choose suitable methods/techniques in which students are required to use the language.
- b. include speaking as one of the point of evaluation.
- c. vary classroom activity in such a way so that teaching and learning English will no become boring, and attract the students to speak during the activities.
- d. can take any possible ways.

The third is dealing with classroom management. In promoting speaking in managing classroom, the following advice might be useful.

- a. Use the target language in class. English should be used for all communication in class, as what Juric (1989) said that the teacher and students use target language (L2) only to communicate to one another.
- b. Speak at the students' level of communication. Save the students comprehensible language while teaching, and avoid using textfull of unknown vocabulary and satructure because such text create frustation and demotivate the students.
- c. State the objective of the lesson at the beginning of each class. It will be more meaningful for the students, and they will develop regular studies.

## **E. CONCLUSION**

Language is a tool for communication, therefore teaching a language should provide the learners with the ability to communicate both written and spoken. Futhermore, since a living language is basically oral communication, then, give more emphasis on oral production.

Teaching English in Indonesia, especially at SMA is aimed at the teaching language for communication. Though many things have been done to meet the goal, there are still many students unable to communicate in that language, particularly oral communication. Such problem might come from the teacher and the students themselves.

The problems coming from the students are: lack of motivation, lack of self confidence, and high level of

373.011  
A 142  
S 2

anxiety. The problems coming from the teachers are: insufficient basic knowledge of English, insufficient basic knowledge of teachings methods, and lack of classroom management skill. Possible solutions have been given but the teachers are suggested to find better ways which really suit them in accordance with certain problems they find.

## REFERENCES

- Ancker, William (1992). "Advice on Language Teaching from Language". English Teaching Forum. XXX/4.
- Celce-Murcia, Marianne. (1991). Teaching English as a Second or foreign Language. New York: Newbury House.
- Dembo, Myron H. (1977). Teaching for Learning. California: Goodyear Publishing Company, Inc.
- Departemen Pendidikan dan Kebudayaan. (1987). Kurikulum Sekolah Menengah Tingkat Atas (GBPP). Jakarta: Departemen Pendidikan dan Kebudayaan.
- Juric, Slododan, (1989). "Communicative Teaching". English Teaching Forum. XXVII/2.
- Kusni. (1990). Kumpulan Makalah Seminar TEFLIN di Surabaya dan Beberapa Tulisan Ilmiah Tentang Pendekatan Komunikatif dalam Pengajaran Bahasa serta Pemerolehan Bahasa. Unpublished paper.
- Savignon, Sandra J. (1983). Communicative Competence Theory and Classroom Practice. Massachussetts: Addison-Wesley Publishing Company.

1875/K/95-S<sub>2</sub>(2)

S

MILIK UPT PERPUSTAKAAN  
IKIP PADANG