

**Speaking Ability of International Class Students of PGSD 2019 of
Universitas Negeri Padang**

Thesis

**Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
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**By:
Arsil Firmani
16018008/2016**

**Advisor:
Dra. An Fauzia Rozani Syafei, M.A
NIP. 19660424 199002 2 001**

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HALAMAN PERSETUJUAAN SKRIPSI

Judul : Speaking Ability of *International Class Students of PGSD*
2019 of Universitas Negeri Padang.
Nama : Arsil Firmani
NIM/BP : 16018008/2016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 9 Februari 2023

Disetujui oleh:

Pembimbing



Dra. An Fauzia Rozani Svafei, M.A.
NIP. 19660424 199002 2 001

Diketahui oleh:

Ketua Jurusan Bahasa dan Sastra Inggris,



Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 19710525 199802 2 002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan Di Depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang

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Universitas Negeri Padang

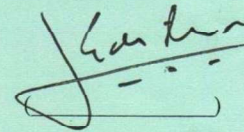
Nama : Arsil Firmani
NIM/BP : 16018008/2016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 9 Februari 2023

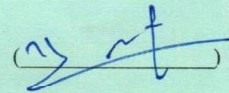
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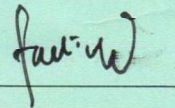
Ketua : Dr. Edi Trisno, M.A.



Sekretaris : Dr. Yuli Tiarina, M.Pd.



Anggota : Dra. An Fauzia Rozani Syafei, M.A.





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Telephone. (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Arsil Firmani
NIM / TM : 16018008 / 2016
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris


Desvalini Anwar, S.S, M.Hum, Ph.D

NIP. NIP.19710525.1999802.2.002

Saya yang menyatakan,


Arsil Firmani

NIM. 16018008

ABSTRACT

Firmani, A. (2023). Speaking Ability of International Class of PGSD 2019 of Universitas Negeri Padang.

This research aimed to find out the speaking ability of students of PGSD international class along with the type of speaking difficulty found by the students. The researcher chooses year 2019 of PGSD international class as the sample consisted of 20 students. A speaking test in the form of interview from UPT Bahasa Universitas Negeri Padang was used in collecting the data. As the result, the speaking ability of the students were 70% fair and 30% very poor. In other words, 14 out of 20 students were in fair and 6 out of 20 were in very poor. Then, comprehension was in 23,6% as the highest percentage of students' kind of difficulty. It is suggested to the lecturers in international class of PGSD 2019 to provide the students some extra classes of English so that they can perform the better speaking ability during the use of English as the medium in the class.

Keywords: speaking, speaking ability, speaking difficulty.

ABSTRAK

Firmani,A. (2023). Speaking Ability of International Class of PGSD 2019 of Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui kemampuan berbicara mahasiswa PGSD kelas internasional tahun 2019 di Universitas Negeri Padang bersamaan dengan tipe kesulitan dalam berbicara yang dialami oleh mahasiswa. Peneliti memilih mahasiswa kelas internasional PGSD tahun 2019 sebagai sampel yang terdiri dari 20 orang. Penelitian ini menggunakan tes berbicara dalam bentuk wawancara yang disusun oleh tim UPT Bahasa Universitas Negeri Padang sebagai metode pengumpulan data. Hasil penelitian menunjukkan bahwa 70% dari kemampuan berbicara mahasiswa adalah cukup dan 30% dari mereka memiliki kemampuan berbicara yang sangat kurang. Dengan kata lain, 14 dari 20 mahasiswa berada pada kemampuan bicara yang cukup dan 6 diantaranya berada pada kemampuan bicara yang sangat kurang. Kemudian, pemahaman memiliki persentase tertinggi dalam tipe kesulitan yang dihadapi oleh siswa yaitu 23,6%. Penelitian ini menyarankan kepada dosen yang mengajar di kelas internasional jurusan PGSD untuk memberikan kelas tambahan Bahasa Inggris agar mahasiswa dapat menggunakan dan memahami Bahasa Inggris lebih baik di kelas.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Non-English speakers might face difficulties in speaking English for academic purposes. They might not be confident and comfortable to use English as a mean of communication. Brown said (2000) it happens because the person is affected by the struggles to reach beyond the confines of the first language into a new language, a new culture, a new way of thinking, feeling and acting. As the non-English speakers, they have to deal with the uncommon situation when expressing ideas in English even they are not sure about their ability and competent in using it.

Non English speakers are also afraid of making mistakes (Ur, 1996), so they cannot express the idea fluently. There is a psychological barrier that makes them even harder to be comfortable to speak English. The barrier is related to the language that they use in their daily communication. Ur (1996) said that they tend to use mother tongue, because it is easier for them to communicate rather than use the foreign language. Moreover, they feel unnatural to speak to one another in a foreign language and they feel less 'exposed' if they are speaking not in their mother tongue. The more they try to speak, the more they feel the pressure. It is happening because they are worry of making mistakes while speaking English. Ur (1996) also said, unlike reading, listening, and writing, speaking requires some degree of the real-time

exposure to an audience. Non-English speakers are inhibited about trying to say things in a foreign language; they are worried about making mistakes, fearful of criticism or losing face and feel shy.

Furthermore, as the non-English speaker, this inconvenient comes from the lack of the understanding of English itself. Because of their limited understanding about English, they cannot deliver anything properly by using English as well. According to Ur (1996), they cannot think of anything to say and also cannot express the idea that they want to deliver. Even in learning process, they less participation and each one will have only very little talking time. Robertson et al (2000) found that some international students who studied in Australia feel not comfortable in speaking English; they feeling unhappy, lack of confidence, facing incomplete understanding of lecturers' and classmates' spoken English, that last to the reducing of mastering the knowledge of their major.

In relation to the above case, students of PGSD International class of UNP which also uses English as the medium of instruction (EMI) in the learning activity, probably will face the same problem. Every communication in the class is done in English, starting from lecturing, discussing and also daily communication among lecturers and students.. This condition brings the unenjoyable atmosphere for the students, that might also affect their mastering of knowledge. In relation to this case, Dil (2009) have investigated Turkish EFL learners' communication obstacles in English language classrooms, and it was reported that anxiety and unwillingness during the English-speaking process are considered as two of the biggest obstacles for

EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. This study also revealed that students who perceive their English as poor, feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level as very good, good, and OK.”

Additionally, the use of EMI impacting the understanding of the students and the knowledge they are studying. Ebad (2014) investigated the role and impact of English as the medium of instruction in the class in Saudi Arabia Education Institutions and it reported that students with no prior knowledge of English language end up completely confused, threatened, demotivated and lost in translation. This sudden change takes a direct hit on their knowledge and learning, performance and learning outcomes. Then, the results are often poor grades, drop outs, and low achievers.

Due to this condition, it is important to do research on students' of PGSD International class of UNP's English ability, especially in speaking. In order to know whether the students have competency to deliver their ideas in English or not. Because, as Luoma (2004) said, the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are reflected in our spoken performance. Being able to speak to friend, colleagues in the language which both speakers can understand, is surely the goal of

the students. Yet speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.

Moreover, this research also investigates students difficulties in speaking English, so the department can make a program to improve the students' speaking ability and help them to reduce their difficulties.

B. Identification of the problem

There are many problems faced by students who use EMI in learning process. Usually, the problems come from insufficient ability in listening, speaking, reading, and writing.

PGSD students who learn by using EMI have difficulties in learning, especially in speaking. They have some psychological disturbances dealing with English is not their native language. They have unconfident and uncomfortable feeling in using that language to communicate.

Furthermore, the students face difficulties in speaking due to the low speaking ability such as not able to discuss in the class, not able to respond or ask some questions during the class, feeling anxious of making mistakes due to the lack of vocabulary mastery and knowledge of grammar. So, from those possibilities of difficulties that are faced by the students, the unenjoyable atmosphere happens, affects, and reduces their mastery of knowledge.

C. Limitation of the problem

In this research, the researcher focuses on analyzing the speaking ability of PGSD international class students' year 2019 of Universitas Negeri Padang and find out the difficulties they encounter during speaking English.

D. Formulation of the problem

The research problem is formulated as: How is PGSD international class students speaking ability in English ?

E. Research Question

The researcher formulates the research questions as follow:

1. How is the 2019 PGSD International class students English speaking ability?
2. What kind of speaking difficulties faced by the 2019 PGSD International class students?

F. Purpose of the research

The purposes of this research are:

1. To find out the English speaking ability of 2019 PGSD International class students.
2. To find out the type of speaking difficulties faced by 2019 PGSD International class students.

G. Significance of the research

The research results expect to have positive contributions to the development of international class students. This research let the student know their English speaking ability also their difficulties in speaking. This research help students to find out their speaking ability and speaking difficulties. Helping the lecturers to find out the best method and the solution. Helps the head of the study program in doing follow up action, do anticipation, and take the best solution for the problems.

H. Definition of key terms

1. Speaking is the important and productive skill that fulfilled the language learner's needs in learning English.
2. Speaking ability is the ability to express and speak by using English.
3. Speaking difficulty is the difficulties encountered by students in their oral production of English that consist of comprehension, grammar, vocabulary, fluency, and pronunciation aspect.