Initial Speaking Ability of English Education Department Freshmen of Universitas Nasional Karangturi

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Abstract

Future English teachers need to have excellent communication skills in English at all cost. One of the important skills to master is speaking because it often represents a teacher overall competence in the eye of the students. This research is aimed to identify the initial speaking ability of the future English teachers who were still in the first semester in their study. This study was designed using descriptive qualitative research method employing observation, questionnaires, students' speaking assessment using IELTS speaking test format, as well as interview. The participants of this study were 8 freshmen of the English Education Department, Universitas Nasional Karangturi. The data analysis employed in this study was inductive analysis based on Burns (2010) and Hatch (2002). The results show that the majority of the students (75%) display low performance (basic user level) whereas only two of them (25%) had quite good results (independent user level). It was due to their lack of practice because they are still at the beginning stage in their English studies and have not been very mush exposed to natural English communication. Obviously, they need to have supportive environment to learn speaking and this is going to be a huge challenge for the lecturers in ensuring that by the time they graduate they have sufficient speaking competence to handle the teaching job. Second, based on the questionnaire, students do not think that their first language hinders their ability in learning English, rather, they are of the opinion that their experience in learning their first language actually helps them to learn English.

Keywords: English, *speaking profile*

Introduction

As the common language used throughout the globe, English plays an important role in almost all countries. English is given the status as the second language as well as the foreign language in several countries including Indonesia. With this status, English surely becomes one of main languages to study in the respective countries. Whereas Indonesia sets English as the language that needs to be studied for the students starting from elementary schools up to university level (Agustin, 2011). Positioning English as the first foreign language to study makes almost all Indonesian people learn English throughout their education level.

Moreover, EFL students majoring in English education need to have high competence in English communication as well. It is essential for them to not only convey the teaching materials, but also to show their students their English-speaking ability as role models. As one of the language skills to master, speaking skill can be regarded as a difficult skill to master. Some people even think that it is the most difficult skill to master (Zang 2014). Unfortunately, in daily life, people spend most of their time communicating in the spoken mode and therefore, one's speaking ability is often used as an indicator of one's overall communicative competence (Bahadorfar, & Omidvar, 2014; Ur, 2008). Many people have their own level of struggle in learning speaking skill since it needs lots of practice in order to be able to achieve appropriate competence. The lack of speaking competence gives a lot of pressure especially for those who are not using English in their daily life for they only learn to meet the educational needs (Thornbury, 2005:27).

Nowadays, not only speaking can be carried in form of face to face interaction, speaking can also be carried in the form of distance communication through technology. With the rapid development of technology especially internet of things, the form of communication shifts to distance communication more compared to several years ago in addition to the covid-19 pandemic. This development of technology surely boosts the needs of English for it crumbles the barrier preventing people around the world to communicate. Through technology, any person can communicate with foreigner in different country without getting any difficulty at all. Myriad platforms also emerged with the intention of catching people to use their service to have a form of interesting communication between users which brought the communication platform to the new level. In addition, the recent condition related to the covid-19 pandemic forces more people to use technology to communicate since it is impossible to gather a lot of people due to the virus spread. It plays significant role in the drastic leap of the use of such technology compared to the previous year before the pandemic time. This communication technology also of a great help in the education field. The tight restriction of in class learning makes distant learning becomes one of the solutions to run the education.

The shift of teaching and learning process in terms of delivery during recent years makes all stakeholders rack their brain to find the most effective way to run the education. Several communication platforms have been used depending on the school's condition such as Zoom, Google Meet, Microsoft Teams, and many more. Not only the delivering system, the way the teachers teach is similarly deemed as essential since it is the core of the teaching and learning process. In the in-class meeting sessions, teachers and students can interact directly without facing any difficulties whatsoever during the process of teaching and learning. The interaction also can happen seamlessly since the teachers and the students are in the same classroom. However, when it comes to distant learning, the teaching and learning process cannot be compared with in class meeting. Due to the lack of control in maintaining interaction between teachers and students, distant learning needs to be more interesting to keep the students focused in the teaching and learning process. The teachers need to be able to deliver their speaking flawlessly in order the students can grasp the teaching material easily. Since distant learning is different with in class learning, the teachers should be able to deliver the material in a way that with any students' condition, they will still be able to understand the material. Therefore, the teachers are faced with high demand of being able to have high speaking competency in order to deliver the learning material easily both for the teachers themselves and the students as well in receiving the learning material.

Meanwhile, as the future teachers, the English Education Department students need to be aware to the rapid changes in many aspects of education field. This is essential to make the future teachers ready to cope with the future situation which can be very different compared to nowadays. Meanwhile, the rapid change in communication technology adding with the pandemic era limiting people to gather make the education process shift to distant learning. It needs thorough preparation and high competence of the teachers and the future teachers as well. To make the process of teaching and learning run well, speaking competence is in high demand. Therefore, it needs to be responded by preparing highly competent teachers. In this juncture, future English teachers need to prepare their study to improve their English competence as much as possible in all aspect of the skills to cope with the education situation in this pandemic era. Thus, this research aims to identify the initial speaking ability of the freshmen of English Education Department students in their study at Universitas Nasional Karangturi.

Literature Review

Delivering teaching and learning materials and speaking competence are inseparable. Only with high speaking competence, teachers can deliver the material with ease and clear. Thus, with high speaking competence, teachers are supposed to be able to communicate to the students in relation to the teaching and learning materials being taught. It is in line with the communicative competence which deals with the notion that to be able to communicate effectively and appropriately, ones need to comprehend both linguistic and non-linguistic aspect of communication (Murcia, 2007). This notion emphasized on the importance of surrounding factors of communications which is not only solely deals with the linguistic aspect, but the non-linguistic aspects as well. Further details as follows,

Figure 1. Communicative competence model (Celce-Murcia, 2007)
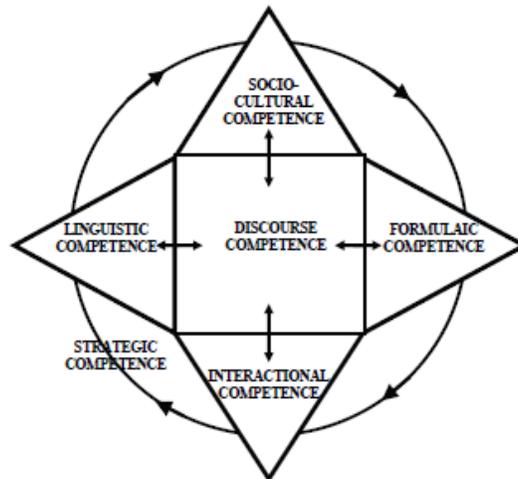
Based on the diagram above, Celce-Murcia (2007) shows the competencies of communicative competence as a whole. Those parts play important role to make communication runs well. The first competence is linguistic competence which deals with the knowledge of the language itself such as grammar, vocabulary, pronunciation, etc. The second competence is sociocultural competence dealing with the cultural aspect and the manner in communication. The third competence is interactional competence which deals with speech acts of English in communication. The fourth competence is formulaic competence dealing with the standard English to use in communication. The fifth competence is strategic competence focusing on the way to overcome communication breakdown in order to make it run appropriately. The five competences above are used in the process of communication simultaneously which is part of the text either in the form of written or oral text. Then the text itself comes from the sixth competence which is discourse competence dealing with the ability to create text either in form of written or oral form.

Meanwhile, in relation to the delivery of the teaching and learning materials, teachers should be able to do that both in the form of oral and written one. Similarly, the teachers need to have discourse competence beforehand to be able to deliver the speaking appropriately. Since the focus in this study is speaking competence, further are the details on this particular aspect.

As one of the most difficult skill to master (Sumin, 2002), speaking plays a really important role in communication which is the main way to communicate between people. As the target of learning a language, being able to communicate or speak appropriately in the target language surely becomes every language learner's aim (Nunan, 1991). There are several parts in learning speaking the students need to address which are fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation (IELTS). From each category, the most important part to master is pronunciation which is essential as it becomes the key point in communication to occur (Morley, 1991; Yates and Zielinski, 2009). This happens since without appropriate pronunciation, the communication will likely not able to run effectively. This notion is also being pointed by Harmer (2000) and Bahadorfar, M. & Omidvar, R. (2014) that the first impression in communication between a person with a native speaker is the persons' pronunciation. It can be a great help for the native to understand the persons' speaking although there were lack of other components in his speaking. Another notion that pronunciation is essentials is it can ensure the running of teaching and learning process. If the teachers do not have good or appropriate pronunciation, the students will likely to have difficulties in absorbing the material being taught or even worse. Therefore, it can be drawn that learning pronunciation is the first priority for students especially for future English teachers.

However, being the main priority to learn, pronunciation does not necessarily outcast the other aspects of speaking such as vocabulary or lexical resources, grammatical range and accuracy, and fluency

and coherence. All of them have similar importance to be learned that the students can not abandon one of the speaking aspects. The first aspect is vocabulary or lexical resource focusing on the number of vocabularies the students have as well as their choice of words in conveying their responses in speaking. This aspect is the utmost importance since it functions as the base knowledge of the students in delivering their message. In order to be able to produce words, students need to have prior knowledge of the right words in English or the English vocabulary. The more vocabulary the students have, the better the students speaking will be. In other words, vocabulary or lexical resource plays as fuel for the students in their speaking.

The second aspect is grammatical range and accuracy focusing on the grammatical structure of the sentences and choice of tenses to convey the messages. This aspect often becomes burden to the students in Indonesia that they find it difficult to speak if they lack or forget the grammar part. It is commonly occurred in many Indonesian students for they focus more on the grammar to deal with examination leaving the speaking activity less practiced in school. Meanwhile, the difference in language structure between Bahasa and English sometimes makes the students difficult to learn grammar especially when it comes to the tenses. Bahasa does not need complicated change if the students would like to say particular things in different time range for they only need to add the time specific to their sentences without changing any other words whatsoever. However, when they deal with English, it is not enough if the students change the time specific, they need to change the other parts of their sentences as well such as the verbs. Therefore, it is not necessarily certain that if the students understand grammar more, their speaking ability will be better. However, if the students have insufficient grammar knowledge, it surely affects their speaking as well. Thus, the grammatical range and accuracy are important to learn.

The third aspect is fluency and coherence which focuses on the flow of the students' speaking and the topic development as well as the ideas linking in logical structure without repetition. This aspect is essential since it concerns on the flow of the students' speaking. It is necessary since if the students lack comprehension on this particular part, the sentences produced by the students will be inappropriate. Not only the fluency will make the communication process run smooth, it will also make the message being conveyed becomes clear. This aspect is highly related to the vocabulary or lexical resource since it mostly deals with the choice of words to use in conveying the message in the communication process. Therefore, it can be said that the students should know the vocabulary or lexical resource and they should know how to use them appropriately.

The fourth aspect is pronunciation dealing with how the students pronounce the words, phrases, as well as the sentences they use to convey the responses of the questions being asked. This aspect is the utmost importance since the speaking ability of the students mostly derived from their way of pronouncing the sentences they say. The more native like the students' pronunciation, the more people regard them having good speaking competence. However, the pronunciation not only focus on the pronouncing words by words into sentences, there are several things to learn as well such as intonation, pauses, linking words, etc. (Marks, 2007)

Therefore, with all the aspects of speaking which are connected one another, it is essential to grasp all of the speaking aspect as much as possible in order for the students to be able to have great comprehension in speaking. Moreover, to learn speaking, the students not only need quite long time, but also persistence in practicing the speaking (Collier, 1987; Klesmer, 1994; and Cummins, 2000). In regards of the importance of speaking ability, future teachers surely have heavy burden. Not only they are obligated to comprehend the speaking ability for themselves, they are also need to make sure that they can transfer their knowledge to their students in the future. Such burden need not to be anxiously treated as burden, instead the students should make it as a challenge for them to improve more. This is very important to keep one's motivation high in order to be able to achieve the desired outcome in speaking ability.

Learning speaking is deemed to be difficult for EFL students. There are many factors influencing the students' difficulties in speaking such as linguistic and nonlinguistic factor. The linguistic factor is mostly related to the difference between the students' L1 and English. This will escalate if the difference is quite far such as between Arabic and English, they have a very distinctive characteristics in each language thus learning English from the L1 of Arabic gives quite a high burden for the students (Al-Tamimi, Abudllah,

and Bin-Hady, 2020). However, although the difficulty does not diminish greatly if EFL students with L1 other than Arabic, Indonesian EFL students tend to face their own difficulties. As the first foreign language to learn, English has good position in education system in Indonesia. It is taught from the elementary until the university level. Hence, the Indonesian EFL students are most unlikely to have no background knowledge of English. However, since English is not widely used in form of communication as well as the anxiety of using English (Pichette, 2009), the students tend to have difficulties in learning it to the advanced level for learning a language needs a high density of practice. Moreover, the different characteristics between students L1 and English in terms of grammar and sound sometimes become obstacle the students hard to cope (Thornbury, 2005:28).

In the university level, especially for the English Education Department students, English becomes their daily food to consume. However, at the initial period of time the students' start their study, there should be an assessment to determine the level of the students' English proficiency. This is vital to know their initial English proficiency to determine further step the faculty members need to take in order to maximize the desired result at the end of the learning. They should also employ the use of technology to teach English especially information technology which nowadays has tremendous development compared to the previous years (Abram, & Pearlman, 2010; Namaziandost & Nasri, 2019; Paliktzoglou & Suhonen, 2014; and Riswandi, 2016).

Methodology

In relation to the aim of the study to identify the students' initial speaking ability, this study was designed using descriptive qualitative research method employing observation, questionnaires, students' speaking assessment using IELTS speaking test format, as well as interview to gain deeper understanding towards their situations in relation to their speaking ability. The use of IELTS speaking test was based on one of the learning goals of the English Education Department of Universitas Nasional Karangturi Semarang which was the students were able to get high score on IELTS test after they graduated.

The participants of this study were 8 freshmen of English Education Department, Universitas Nasional Karangturi. The data collection in this study were observation, questionnaires, students' speaking assessment, and interview. The obtained data then were used to identify the students' speaking ability and their circumstances related to their speaking. The questionnaires contained of 15 points focused mainly on the students' opinion as well as their brief understanding towards speaking skills and their circumstances related to their speaking skill. Moreover, to obtain more detailed data of the students' speaking ability, interview was administered to all of the students, hence, the data from the interviews functioned as supplementary data supporting the previous obtained data from observation, questionnaires, and students' speaking assessment. Having the obtained data identified, the students' initial speaking ability and their circumstances can be concluded thus further steps can be formulated for further study.

The data analysis of this study was inductive analysis based on Burns (2010) and Hatch (2002) to obtain in-depth picture of the students' speaking profile and their circumstances. In this analysis, categories were developed based on the pattern of the obtained data. Steps in analyzing the data were used based on Hatch (2002) which were data reduction, coding, data classification, data tabulation, and data description and interpretation. The data reduction was carried by assembling the data based on the research questions then the pattern addressed by the research questions were identified by examining the data. Next, the data was thoroughly coded to see the categories appeared on the data. In this phase, more specific categories were divided from the data. After that, to enrich the data analysis in this study, numerical value in forms of percentage was counted from each category. Furthermore, the data description and interpretation were carried out by seeking the meaning of the data from the percentage as well as searching for the ideas being represented in the data and developing explanations in associates to the research questions. Then, based on the analyzed data, a conclusion can be drawn to provide satisfactory answer to the research questions of the study.

The research questions in this study were,
1. How was the initial speaking ability of the English Education Department freshmen of Universitas Nasional Karangturi?
2. How was the students' circumstances related to their speaking ability?

Findings and Discussion

The participants of the study were 8 freshmen of English Education Department of Universitas Nasional Karangturi Semarang. The majority of the students had English as their compulsory lesson in their early education level which were 4 out of 8 students started to get English lesson in their elementary school whereas the other 2 got their English from their kindergarten level. However, there was one student who started to get English lesson in her third year of junior high school. This circumstance showed that all of the students had quite a long time since the first time they learned English which in line with the time span needed to learn second language as stated in the notion that it needs minimum of five years with highly rated practice in second language to achieve great understanding (Collier, 1987; Klesmer, 1994; and Cummins, 2000). From the notion, it can be drawn that not only time, but the intense practice is also highly needed in learning a second language.

Having ample time, the students had more opportunity to improve their English comprehension. It depended on their motivation to practice in acquiring English. However, based on the IELTS speaking test results, the majority of the students achieved low results in the speaking part. With only two students had better score compared to the others with 5,5 and 6 on their speaking part whereas the others ranged from 3 to 3,5 on the speaking score. The detailed results of the students' speaking test were as follow,

Table 1. Students' speaking score

Participant	Fluency and Coherence	Lexical Resource	Grammatical Range and Accuracy	Pronunciation	Total
Student 1	5	6	6	5	5,5
Student 2	3	3	3	3	3
Student 3	3	3	3	3	3
Student 4	3	3	3	3	3
Student 5	4	3	3	4	3,5
Student 6	5	6	6	7	6
Student 7	3	3	3	3	3
Student 8	3	3	3	3	3

From the obtained data of students' speaking performance, it could be seen that there was gap on each category of the score. There were four categories being scored in the students' speaking performance which were fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. From each category, most of the students obtained low score with only had 3 band whereas the highest performance was on the pronunciation category with the score of 7. The first category was fluency and coherence which focused on the flow of the students' speaking and the topic development as well as the ideas linking in logical structure without repetition. The majority of the students (5 out of 8) had score of 3 while only one student had 4. However, there were two students obtained score of 5. It indicated that most of the students' speaking ability belonged to the early comprehension of speaking.

The students with the low score in this category tend to produce sentences with long pauses and the responses given were only the simple ones. They were sometimes unable to compose basic message with complete sentences instead they only uttered one or two words. The rest of the students who obtained higher score, they were considerably well in responding the questions of the test. One student responded quite slowly and often repeated several words in conveying the messages. While the two students with the score of 5 were already adequate enough in answering the questions both to the topic they were familiar with as well as the unfamiliar one. They could answer the questions while maintaining their flow of speech and they used simple sentences. Whenever they came to complex sentences, they had difficulties in conveying their message so that mostly they were using simple sentences to keep the flow of the conversation.

The second category was lexical resource dealing with the number of vocabularies the students have as well as their choice of words in conveying their responses in speaking. The scores obtained by the students were ranged in the score of three and six with no students obtained score in between. The students with the score of six had quite wide range of vocabulary in conveying their responses towards questions being asked. They could also sometimes utter certain messages in different sentences to make it clearer and easy to understand but limited in the simple sentences whereas the students with the score of three had a bit lack of vocabulary resulted in their limited choice of words being used. The students used simple vocabulary to convey responses to the familiar topic, but when it came to the less familiar topic, they had difficulties in choosing the appropriate words to respond the questions.

The third category was grammatical range and accuracy dealing the grammatical structure of the sentences and choice of tenses to convey the messages. Similar to the previous category, the students' performance on their speaking was only varied between the score of three and six. The students with the score of three tended to have difficulties in formulating their sentences resulting in only simple sentence being able to be produced by them. The lack of vocabulary also played part in the sentence formulating process. Often the students use the same tense to convey different messages with different characteristics such as time which affected the choice of tenses to be able to convey the message appropriately. It resulted in confusion whether the students would like to say occasion happened at the present or in the past. Moreover, for the less familiar topic, the students often uttered sentences containing one or two words for they were unable to compose the desired sentences to convey. Meanwhile, the students with the score of six, they were able to use simple structure in their responses using simple sentences as well as more complex one in their responses using longer sentences. The tenses used were also vary and they can use them appropriately with several errors but they were able to make correction of such part.

The last category was pronunciation dealing with how the students pronounced the words, phrases, as well as the sentences they used to convey the responses of the questions being asked. In this category, the students obtained quite a bit varied of the score distribution. Most of the students had three as their score, only two students who obtained four and five on each of them. However, there was one student who obtained a comparatively higher score than the rest of the students with the score of seven in the pronunciation category.

The students' speaking score then categorized using Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) published by the Council of Europe in 2001 describing the language learners' ability in all language sills which were divided into six levels as follows:

Figure 2. Six levels of CERF (Cambridge ESOL, 2011; Little, 2020)

C2 Mastery
C1 Effective Operational Proficiency   } Proficient user
B2 Vantage
B1 Threshold   } Independent user
A2 Waystage
A1 Breakthrough   } Basic user

As for the detailed description on each level as well as the IELTS band conversion to CEFR were as follow:

Table 2. IELTS Band Conversion to CERF Level (Cambridge ESOL, 2011; Little, 2020)

Category	English Level	IELTS Band Score	Description	Number of students	Percentage (%)
Proficient user	C2	9	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points. Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker.	0	0
	C1	8 7.5 7	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently	0	0

			without any support, and handling interjections well.		
Independent user	B2	6.5 6 5.5	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	2	25
	B1	5 4.5 4	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	0	0
Basic user	A2	3.5 3	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.	6	75

| | 2.5 | Can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.

Can answer simple questions and respond to simple statements in an interview. | | |
| | A1 | Can produce simple mainly isolated phrases about people and places.

Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. | 0 | 0 |

From the table above, it could be drawn that the majority of the students (75%) were in Basic user level with the ability to give simple description about things they were familiar with. They could also answer the simple questions as well as responded to simple statements in an interview. Whereas only two students (25%) belonged to Independent user level with the ability to respond clearly and to give detailed description on subject related to the students' interest. They could also deliver fluent responses towards the questions in the interview as well as took initiatives in the interview. The overall performance of these two students were quite a distance compared to the rest of the students in this study.

The above data answered the first research question in this study which was related to the students' speaking performance. It indicated that there was gap in the students' speaking performance. This finding also showed that speaking skill was difficult to master. Moreover, it was also supported by the results of the questionnaires and interview that the students were still having difficulties in learning speaking. The first notion as one of the focuses on the questionnaire and interview was the students' opinion as well as their brief understanding towards speaking skill.

Further explanation answered the second research questions in this study which was the students' circumstances toward their speaking ability. Related to the students' opinion towards speaking skills, almost all of the students (7 out of 8) believed that speaking was really important thus it was essential to have good English-speaking skill in recent time since it would give many benefits to them. There was only one student felt that English speaking was not that important.

Moreover, only three students (37.5%) whom two of them got relatively high score, said that speaking English was relatively easy for them while the rest of the students felt that speaking English was quite difficult. However, related to their motivation, all of the students had high motivation to learn English speaking. The students' brief understanding towards speaking was also considerably good. They felt that the basic parts of speaking were clarity and pronunciation. As long as they could achieve mastery on these parts, they would likely to be able to perform better in their speaking. But of course, they did not neglect the other parts such as grammar, intonation, pauses, etc. that were needed to put attention to.

In relation to the grammar part, most of the students (6 of the 8) thought that it was essential and they needed to master it first before learning to speak English while the rest of them thought that it did not necessarily to be mastered beforehand. However, despite of thinking that they needed to learn grammar first before learning speaking, the majority of the students (6 of the 8) thought that it was important to learn

speaking while learning grammar. In other words, while they were learning to speak, they would likely to be able to use grammar appropriately.

The second notion was the students' circumstances towards their speaking ability. The majority of the students (6 out of 8) were confident enough to practice speaking and they were also not nervous if they were communicating with foreign people. This was also played part to their speaking performance which it could hinder their speaking, but it only affected to half of the students of this study. However, the issue affecting the students' performance in speaking was mostly on their grammar (7 out of 8) and their learning circumstances (6 out of 8). Most of the students found it hard to speak whenever they forgot the grammar should they use, with only one student found it manageable. If he forgot the grammar, he just said whatever in his mind.

Learning circumstances also had a significant part in the students' speaking development. They (6 out of 8) had a quite unsupportive circumstances related to their peers. The students found obstacles in learning to speak since they did not have any partners to communicate in English. It hindered them from being exposed to real communication in English. They said that by having real communication, they would feel as if they were not learning but more of practicing it in the real situation. They felt the urge to study more when they had companion to learn together.

It was also supported by the notion that although internet of things was already massively used by the people including the students in this study, most of them (5 out of 8) were still found it hard to connect and to communicate with foreigners. Thus, it became additional obstacle for the students in learning speaking. Another point in the questionnaires was the existence of their L1. According to the students, their L1 did not hinder them in speaking since they did not mind if their speaking was influenced by their L1 and it did not reduce their confidence in speaking. This was a good notion for the students that they could embrace their own uniqueness as one of the supporting parts to learn speaking.

Both of the questionnaires as well as the interview added the notion that learning speaking was difficult. It could be seen from the students' speaking performance and their circumstances that despite they had ample time in learning English, without high density of practice, they would not likely to have better gain in their speaking ability. This is in line with (Thornbury, 2005:28) that the students need to have more opportunity to practice in order not to fail in speaking. He also added, practice was not only in the form of learning grammar as well as vocabulary, but more on practicing the overall components of speaking in interactive ways such as communicating with other people using English.

This was important for the students to point out since lack of practice in speaking often made them felt depressed because their performance was not to their liking or they felt not good enough to speak English. This was very crucial moment in their learning process that they need a supportive environment in learning speaking. The students need to keep their motivation high in order not to succumb to their not good performance as they felt depressed and stop learning. Learning speaking was a long process and the students need to take audacious decision not to stop in the middle of it.

In regard of their low performance in their speaking, the students could learn from some of their friends who had quite high score in their speaking test. This could also become new opportunity for them to develop new community to learn speaking together so that they would not suffer from lack of partners in learning English speaking. This was important since most of the students felt burdened because of their circumstances which pushed them to learn speaking without any company which could result in their diminishing motivation to learn.

These findings shed new light to the English Education Department lecturers and faculty members that it can be formulated the actions needed to overcome the problems found in the study. From the students' speaking ability, it is clear that the level of students' speaking competencies are considered in a low position, while only two students get fairly high score. In addition, the students' speaking circumstances play important role on their speaking ability since they are close to their daily life. Therefore, there are challenges for the department to maximize students' speaking ability in particular and students' English comprehension in general. They need to give more exposure for the students in practicing speaking; creating interesting and encouraging learning atmosphere so the students will develop confidence in speaking English and keep them highly motivated; and; providing learning materials that can accommodate the

students' need who have high level of competence and low level. It is essential for the English Education Department of Universitas Nasional Karangturi as the newly developed department to respond these challenges in order to help the students develop their speaking skill.

Conclusion

Speaking is one of the four skills that need both time and frequent practice in order to master. Not only focusing on grammar and vocabulary, learning speaking tend to be more effective if the students were directly use it in the real communication (Thornbury, 2005:28). Therefore, learning speaking needs both time and tenacity in practice in order to be successful thus, students are supposed to have high motivation in doing so.

There were several things can be drawn from the results of the study, the first, the majority of the students in this study had low performance in their speaking ability with only two of them had quite good result. Second, the students' low performance was mainly due to their lack of practice because of their circumstances in learning speaking. All of the students had considerably high motivation in learning speaking thus it was a good sign for them to be able to keep learning. However, since they were lacking of company in learning speaking, they had less time to practice in the form of direct communication in which they had to utilize all of the material they had learnt into utterances to convey messages in speaking.

Therefore, it was essential to have supportive environment to learn speaking. This environment can be developed within the students' community themselves. They could create an English club with the goal of learning together and be supportive to each other. The lecturer could also give guidance in their learning process. Last, the influence of their L1 did not really hinder the students in learning speaking and they were also had opinion that the influence L1 should be the helping part in learning English for some of the sound can be found in the students' L1.

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