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SPEAKING BOOK SYNOPSIS

Speaking skill are the skill that enable us to communicate adequately. These abilities permit the speaker, to deliver their message in an enthusiastic, mindful, and persuading way. Speaking skill additionally help to guarantee that one will not be misjudged by the individuals who are listening. Therefore, this book offers readers to dive into the deep trench of English speaking skill.

The book opens with a general discussion of speaking, and the main principles behind speaking skill. This first chapter also gives the reader the background to some of the theories and the research findings that have influenced the way we conceptualize and speak about speaking skill.

In further chapters, readers are led to face what are the hindrances in speaking skills. There is also a discussion of how these hindrances are problematic- a topic that is crucial for learning speaking. Not only will that, further reading also guide readers to a chapter where readers may find out how to solve the problems that is faced while learning speaking. Of course, this chapter is one of the most crucial part of this book.

This book has been written for students, teachers, teacher trainers, directors of studies and materials writers involved in teaching English as a foreign language. While the book caters for students or teachers with little or no experience in the EFL classroom, more experienced students and teachers will find fresh ideas and perspectives on learning speaking. In general, this book assumes that speaking is not a skill that we must be afraid of to learn. Speaking is a very essential skill in English language learning.

DAFTAR ISI

FOUR ENGLISH LANGUAGE SKILLS

How many languages do we master? What foreign languages have you studied or are you currently studying? Then is it true that learning English is difficult?

Actually, when we learn any language, we are trying to improve our abilities in four skills, those are, speaking, reading, listening, and writing. These four things are very important if you really want to master a language. For the analogy, it is the same as when you want to build a house, of course the first thing you do is to build the foundation. You will start to make yourself busy with surveying the location of the house that you want, studying the land contour, discovering the needed building materials, because each land contour will require different handling, so that the building constructed on it is well built. After successfully finding what needs to be prepared, your next step will be to start buying the materials needed and immediately build your dream house carefully and step by step.

Likewise with learning a language. The four abilities that have been mentioned above, we cannot choose one or two of them to be called as master of the language. But here is good

news for you, English students major. Judging from the major you choose, you must have mastered the four skills. Maybe some students are good at making sentences into a story, or maybe you have extraordinary hearing that able to understand conversations, even a native one which must be very fast. However, you may also be weak at the other two skills.

So, in this chapter you will be invited to talk about these four skills. How important and how the four skills are related to each other.

Speaking

Speaking is the number one topic of the discussion, because this is the skill that is most feared by English students, even for those who are already in college level. What are the obstacles that could be discovered, will be discussed in detail in the next section.

Now let's discuss what is wrong with Speaking? There are several definitions of what speaking is. According to the Ministry of Education and Culture (1985) speaking is defined as the delivery of one's intentions (ideas, thoughts, heart contents) to others by using spoken language so that the meaning can be understood by others. Meanwhile, according to Brown & Yule (2007), speaking is the ability to pronounce language sounds to express or convey thoughts, ideas, or feelings verbally. So in other words, speaking skills are someone's skills to be able to convey messages or ideas to others in a simple way which can be understood clearly.

To achieve the target of delivering the content well, students

should not rule out things that can affect their speaking skills. In general, speaking skills include 4 factors, which are Fluency, Vocabulary, Grammar, and Pronunciation. If one of these points is not fulfilled, it is certain that there will be miscommunication.

To improve speaking skills, there is no other way than to practice consistently. Because the four factors in speaking cannot possibly be mastered within a day or two. It takes patience and determination to be able to develop fluency, upgrade vocabulary lists, improve grammar, and boost pronunciation accuracy.

This is supported by the experiences that have been gathered from several students majoring in English Language and Literature. They tell their experiences about what the obstacles they faced and how they can give their best performance.

WHAT IS HAPPENING IN THE SPEAKING CLASS?

Student A's Experience: A Dilemma in Confidence

One of the courses that are definitely included in the English Department is the Speaking Class. This English skill builds the image on whether or not the student deserves to be an English graduate. Just like the experience of this one student. Compared to the other three English skills, his score in the Speaking Class always gets an A. However, keep in mind that four skills in English are equally important and in fact it is not allowed to have one of them being less developed. There might be two skills that stand out more, considering that Indonesians are not native speakers, but that is not an excuse to be used as a protection to eliminate the students' obligation not continuously to improve their language skills.

The experience told by this student, of the English Department, is that his ability in Speaking Class actually makes it difficult for him when he has to be in Listening Class, or Reading Class, but that does not mean he has no difficulty in Speaking Class.

Previously, student A was a language major when he was still in high school. By entering the English Department in university, automatically means that he can easily obtain regular training in the speaking aspect. He still remembers that his English teacher liked to hold debate classes towards the end of the class. The class was divided into several groups and presented the points of material that have been studied. That was when he felt the most excited, because he seemed to be able to cover up his weaknesses during Listening, Reading and Writing lessons. Despite the fact that he was speaking nonsense and did not think about whether or not the sentence structure he delivered is right.

It turns out that it did not last long, because they had to pump up their confidence again when they entered the world of lectures with a large number of students who spoke fluently in English.

In his first year of college, he had to live in a campus dormitory. In this moment, the student's self-confidence began to fall off, because during the introduction night for new students at the Student Center Building. One of the student representatives got on the stage and delivered a speech in English very fluently, as if it was his first language, even though he is a native from Malang.

Later he finally found out that the student who gave the speech was the son of a lecturer in the English Department who had moved to Australia because of his father's doctoral program. At that time, when he went to Australia, he was still in elementary

school. So it is not surprising that his speaking ability was far above other students. Oh, and keep in mind, his grammar is really good.

Long before knowing the fact, of the student who gave the amazing speech had the opportunity to study in that native country directly, student A's mentality was already rock bottom. Instead of improving his speaking skills, he "cheated" to the major that he had fought for during high school, the English Department, by learning Japanese, which in high school was a compulsory/obligatory subject in Language Class. His books began to be decorated with *Hiragana* letters, *Katakana* and Chinese characters that he still remembers. Even when he had to translate a new vocabulary, wrote the vocabulary meaning in Japanese. Even so, after he has graduated for several years, student A admits that he is still very interested in studying Japanese again.

Student Experience B: Speaking Class at IEC

Another experience that was experienced by student B in the IEC (Intensive English Class) Program, which make him busy all the time for opening English Grammar book written by Betty Azar. Since the first day of IEC, students in the class have to demonstrate that they have mastered the 16 tenses by writing three sentences for each tense by I Lecturer. Every day they discussed one tense and every day felt like a trial day for the students in class. Student B's writing was completely exposed in front of the class, with all of his mistakes. The sentences that he always remembers from the lecturer are, "Not only you do not understand grammar, *but there is a Grammatical Error. Now we*

know that error has fossilized. "Since then, student B has been afraid to speak and write in English.

When student B was trying to think about a sentence structure pattern, his tongue had already started to say a sentence which again did not know whether the grammar was right or wrong. Not to mention the very few vocabularies he had at that time. Every night he needs to practice Speaking and even record his voice with his cellphone and wrote an important notes about his false grammar. His friends often encouraged him, and willing to listen to him during his presentations practice in front of them. The overwhelming fear of Grammar mistakes seemed to make Student B speechless and made him not knowing what to say after opening the presentation that he delivered.

Even in those situations, student B still had a supply of self-confidence every time he realized that the Lecturer II, who was in charge in his Speaking Class at that time, was quite meticulous with his sloppiness who merely spoke without paying attention to Grammar rules. That calming feeling slowly restored his enthusiasm. The lecturer of student B's Speaking Class, did not give too much material at the beginning of the lecture, in every meeting he only arranged what topics the students needed to present the next day. In the rest of the meeting, the lecturer mostly commented on the sentence structure accuracy of his students.

Luckily at that time, he was able to attract the lecturer's attention because the students managed to bring presentations up to the lecturer's expectations. Without writing too much on the slide, and he focuses on what he really wants to say. The Power

Point display he worked on did not have too many decorations or unnecessary animation. He only added what was necessary to help him visualize his presentation to the class.

The subtopics selection is also very important for the success of the presentation. At that time in the Speaking Class, students had the freedom to choose subtopics. For example, the topic presented was Traveling Around the World, student B would not want to be confused with having to appear as "trying to be English person" by choosing a *native* country like America or Great Britain, just like his friends in the class. He likes Japan, so he presented about Japan. Student B believed that when he is comfortable with what he is talking about, then the feeling of being afraid to make mistakes when speaking can be reduced, and that is what helped him to minimize his errors in pronunciation, grammar, vocabulary, and improve the way he speaks during presentations.

After the IEC program, Speaking is no longer a scary thing for him. In fact, miraculously, student B's Grammar is gradually improving. He began to be more optimistic, and the grammatical Error that he always experienced, began to fade. The next semester, student B lived to be more enthusiast and optimist kind of person.

Student Experience C: Mr. Lecturer "Grammatical Error"

As the saying goes, "Life is like a wheel that keeps on turning. There are times when our position is high, sometimes our position low". That is what other students experienced when taking Speaking Class III. Who would have thought that the Lecturer

who had criticized student B last time, became a lecturer in student C's Speaking Class. The lecturer's speaking class was designed to be like a film review event, his students were required to present the film they have watched plus a list of *idioms* (expressions) that were delivered by the characters along with its meaning.

So, have you understood the challenges that students got in that Speaking Class? Yes, they have to listen carefully and precisely to the dialogue if there are any new expressions that the character has said. During the process, student C often had to repeat a scene just to be able to transcribe the dialogue. Watch it again and again to see if there are any expressions he missed. Then what if it turns out that none of the expressions or *idioms* are used in the film? The answer was: he had to find another film to research.

Unlike the presentation in the IEC Speaking Class Program, where students can still focus and calmly compile PowerPoints, practice, and also take notes for the presentations, this time it seems as if student's time and energy have been sucked in by the process of finding films, listening, transcribing dialogues, and making list of *idioms*. Student C have almost no time to practice, and to prepare a Power Point presentation he did it and at the same time struggling with exhaustion.

Several times he also given up and looked for a shortcut, by looking for the *soft file* of the film's scenario that he has chosen. Even with that method, the idiom still needs to be checked again, because most of the times what is written in the script is not the same as what the characters said. Previously, the

improvisation of the actors in the film was an interesting thing for him, but when working on the Speaking Class assignment it was as if student C was traumatized by the improvisations. Since then watching films seems to be a transcription process for him.

However, luckily, the competitiveness in the class that student C chose was not too fierce. Often they gathered together to share what films that were interesting to be used as presentation materials, they also discuss with friends who happen to have watched a film before and the friend is gladly willing to tell some *idioms* that appear. This condition makes the burden of students in that class lesser. Even at night, they still contacted each other and gave encouragement to others.

Student D Experience: "The Jakarta Post Class"

Different pond, different fish. When in the Speaking Class that student C chose have a film review event. The Speaking Class that student D chose, held a talk show on the articles published in the Jakarta Post. For those who liked to read newspapers in English or at least were accustomed to read newspapers in English, of course this was not a big problem. However, what student D felt was the opposite. Let alone discussing the articles he chose, reading and sorting out which articles to choose did not peak interest in him at all.

Student D feels really pressured every time he has to prepare a presentation in the Speaking Class. Not to mention, the *"killer"* lecturer who taught these courses was not hesitated to stop students in the middle of their presentation if there are students who only read the writing on the *slide* without explaining

it in his own language. The most frightening part is that, not only did the student who made the mistake have to stop the presentation and return to his seat, but all members of his group were also affected. One group was forced to stop its presentation that day, if that was the case then there would only be two choices: to pass the class or to repeat it again in the next semester with the possibility of getting the same lecturer for the second time. Even worse, the presentation stopping also had an effect on the other students in the class. The tense atmosphere often broke the concentration that had been built carefully by the students.

The problems accumulated when student D faced hindrances when he had to pronounce a sentence, he felt nervous because before his presentation he still had to adjust the grammar and *pronunciation*. When he was accurate with the *structure of the* sentence, his *pronunciation* was less clear. In other side, when he was sure of the pronunciation of a word or sentence, then the Grammatical Error disaster happened.

Realizing that his hindrances cannot be solved by himself alone, student D also tried to have a discussion with his classmates. Another problem appeared. The competitiveness in this class was even fiercer than the class that student C attended. Not all classmates are willing to be asked for help or just discussing about the content of the articles that wanted to pick. Some of them even put on unfriendly faces every time they entered class. If such thing happened, then student D will try to solve the problem all by himself. Because discussing with other friends was not always helpful. If both of them were still confused and unsure, then what will be resolved?

Student E Experience: American Accent vs. Indonesian Accent

In other speaking classes there were also problems that were quite confusing for students in that class. The speaking articulation of a lecturer in the Speaking Class, which was taken by one of the student, was not very clear, even when he was speaking in Indonesian. This became worse, because of the lecturer educational background which took part in making the tense atmosphere even worse in the Speaking Class. The lecturer was graduated from a *native* country, America, which also lived in that country for a long time.

That was where the determination of student E put to the test. Imagine how hard does it take when you found out that the lecturer who teaches the Speaking subject, is a graduate from a university in America which will certainly affect the mindset and attitude of the lecturer greatly. And the most obvious thing was how the lecturer's campus helped him in forming the speaking accent, which made him demanded a better *pronunciation* from the students.

This did not mean that he never not allow his students who have accustomed to use the other accents, for example an Australian accent. However, for student E who is still very Indonesian in style, he felt that being "forced" to use the *American accent* was one of hindrance for him.

In other conditions, according to student E, he and other students in the class -even those outside the class- still could not remove of their original accent which was Indonesian, so when

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there was a lecturer who had an accent that was close to how *native* would speak, it would be even more difficult. If we take a closer look at the correct pronunciation of sentences in English, as how native speakers do, it could be seen that they — native speakers — do not chop off one word into another word in one sentence, or so-called *gliding words.*

It was at this point that distinguishes between *foreign* and *native learners.* As an English student who grew and resided in Indonesia, of course the differences and hindrances will be felt when faced with Indonesian lecturers who have lived long in a native speaking country. The problem of mastering Grammar has not resolved, and now added the other problem which was, the accent which requires a lot of regular practice.

As we have known, English accents are generally divided into three, those are *American, British,* and *Australian.* These three accents have their own uniqueness. Not only from how the intonation is pronounced, but also the vocabulary or even the expressions used of the three accents are completely different. For example, in America they call a type of light shoe that has a lot of straps and is commonly used for sports, as *sneakers.* In Great Britain, they call them *trainers.* Meanwhile in Australia, they are more familiar with the term *runners.* Of course, these vocabulary differences cannot be learned in short time, especially for the *pronunciation* and intonation.

Student E himself liked to see a YouTube *channel* that introduced and learning English accents from each of these *native* countries. One of the *channels* that these students like

was Oxford Online English. In one of their videos, they introduce what were the differences between *American* and *British English*. He has also been trying to learn a *British* accent in a few weeks by watching the ETJ English channel. But of course only a few weeks learning was not enough to get used to the accent.

Regardless of whether or not there is obligation, *pronunciation* still was a serious problem, even for students majoring in English. In everyday life, many of these students are more familiar with *American* accents because from movies, songs, and maybe cable TV shows. Most of them are dominated by American artists. It is not surprising that many students majoring in English prefer to match their English accent with an American accent.

This is certainly not a problem if the classroom lecturer also used the *American* accent, although extra effort is still needed to understand some sentences. What if the lecturer's accent is more of a *British* accent? For some people, the *British* accent may be more beautiful to hear, but at the same time the most difficult to imitate. The same condition is that if the students are more familiar with *British* accents, and turns out that the lecturer who is in front of the students explains the material using an *American* accent. Accent problems will never be solved if you are not used to it.

Experience of F and G Students: There are different fluctuations in the speaking class

Every lecturer must have a trick or method to make the class more lively and lead students to be more creative and think *out of the box* to complete their assignments. When the lecturer design

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a Speaking Class to imitate a film review show, the next class will require the students to select and review one of the articles in the newspaper. There is also a more thrilling level, which is an impromptu presentation that will definitely happen every time you schedule it. This is what experienced by student F.

The impromptu presentation was actually intended to test how much *vocabulary* that the students had in the class. Other goals were to find out whether students are familiar with the concept of speaking, which was about conveying ideas or concepts that were easy to understand. This goal is certainly very good to improving each student's speaking ability, but that is a hindrance for most students in that class.

As a *foreign learner, of* course English is not the mother tongue that is used every day. That also caused the little number of vocabulary the student had. However, for someone that has received an English education at the university level, other people will surely think that person can communicate in English well.

The experience felt by student F in the Speaking Class with the impromptu presentation method, was that he could only stay silent without knowing what to say in front of the class. When he knew what to talk about. The next problem came when the message conveyed by the student were confusing in terms of grammar, he had a hard time to explain the meaning of his presentation, with the lack of *vocabulary* that he had, he explained his ideas. Even though that was forcing him to use just the same vocabulary over and over.

Then what happened in the class was the lecturer stopped his presentation, when he was still deliberating about his ideas. Then you can already imagine what happened to the student, right? Harsh criticism which can influences his scores in the Speaking Class that day.

This impromptu learning system also existed in other classes. Not a presentation, but *role play* with a topic chosen by the lecturer himself. If the impromptu presentation above quite confusing student F about how to convey his ideas coherently. Then when asked for an impromptu *role play*, G student in the class not did only need to convey something in English but also told a story that other students could enjoy in the class.

Student G admitted that he could not imagine the setting, time and conditions for *role play*, it also took a long time to think about what he would do and stand in front of the class. For example, there was a day when he was asked to come forward to demonstrate a *role play* as if he was on a plane. The confusion immediately started when he had to determine what would have happened while he was on the plane. Was it the scene of ordering a drink to a flight attendant? Or the scene of getting know with the stranger sitting next to him? Or maybe his condition of being disturbed by the activities of the person who happens to sit beside him? Whatever the scene, he has to think quickly about what he will say at that time, then after one scene is finished, what about next scene?

Luckily the Speaking Class has friendly lecturer, so that even though the lecturer really likes to give challenges to their

students, the impromptu *role play* isn't as scary as the impromptu presentation class. At the end of class, the lecturer gave several expressions related to the topic of *role play* which made the students in his class chill.

Student Experience H and I: "Blank space Syndrome."

Another experience was also found in the Speaking Class, which was during the question and answered session in the presentation. Student H suddenly could not find a word or sentence immediately that could represent his idea regarding to the answer for the question. Even though at first the presentation went quite well, but when conditions outside the presentation "scenario" occurred, he faced difficulties in handling the situation. In fact, this is a situation that is often worried about by many students when the question and answer session begins.

The questions they ask are often not deeply thought of, and to answer *"I don't have any idea about that"* is an unforgivable thing to do. Critical questions that were asked either from classmates or from a class lecturer, made their minds, which were initially filled with memorizing material about presentation materials, suddenly lost their thinking ability. They felt like they didn't understand anything that has been explained during the initially long presentation.

Then what happens when the students were confused looking for the right answer? They paused. The length of time for thinking is like prompting them to mutter "eee", "uhm", or *"well"*. This is what students H often experienced *"blank space syndrome"* and he tried to avoid it. He tries to not do the

habit, which often occurs during the question and answer session in the presentation. Actually, this habit does not only occur in the Speaking class, but in any class that he attended. If you are in the English Department, of course there is a demand to do presentations in English. Except for a few general courses.

At every presentation opportunity, there are those people who buy time by muttering. Because it has become a habit, finally such an attitude is considered normal and it is okay if it happens. The problem is why do they muttered if they really have mastered the material? With the initial presentation condition which was quite good, it actually shows that they have mastered the material, right?

Student H who was willing to share his experience revealed that he needed time to translate the answers into English. He admits that he already had the answer, but the idea is still in Indonesian. The sudden *translating* process prevented him from expressing the answer immediately. It was at this moment that the Speaking Class turned into a Translation Class.

Now let's try to think this way, what do students need to do when they have a translation assignment to finish? Opening the dictionary, *browsing* about the right word combination *(collocation)* or if you have a dictionary which can help to combine words. If this is the problem then you can be sure that their table or bed will become a stack of dictionaries. Student H himself will feel very guilty if he only opens the English-Indonesian, Indonesian-English dictionary. Then the Oxford Dictionary in the application form on a laptop and a *hard file format* will be

ready to accompany him. All of that process was only to look for suitable words to compose the answer into sentence.

Next is the problem of assembling the correct sentence according to the Grammar rules. Changing the form of verb, must be adjusted to the 16 *tenses,* not to mention if he suddenly forgets one of the *tenses.* If this was not occurred during the presentation in front of the class, it is certain that he would open Betty Azar's book to ensure whether or not the *tenses have been* used correctly.

That's how troublesome it is when it comes to translating a text into English. The time used to answer one question earlier takes a long time. In order not to be confused, finally mumbling "eee", "ehm", or *"well"* is considered a powerful way to fill the time gap.

On the other side, have you ever felt in the middle of a presentation that the score you will get was not what you expected? It could be because you noticed an error in the *paper* that you have written or a sentence error when explaining the material. This kind of thought came because you thought too hard about getting good grades in the Speaking Class. Turns out, it is also one of the reasons why students took a long time to answer the questions and make the session feels so long.

Afraid if the answer given is not what the lecturer wants, afraid that the answer will actually make individual or group scores falling off. Student I, another student who was willing to tell a story, also often experienced this during group presentations. Do you still remember the story about a lecturer who did not hesitate to stop a presentation if there were mistakes made by his students before?

Every time the presentation assignment is carried out in groups, these students always remind their group members to master the material as a whole, not just the parts they write on the *paper*. Because there are also lecturers who do not like it when in the presentation group only one member answered every time there is a question. If this only affects the individual grades of one or two students, perhaps he will not overstate his focus on grades. But if it turns out that this presentation also has an impact on the group's score, of course it will be very disturbing.

As a result, every time they got this kind of assignment, this student and his group discussed how to do an assignment, they would make a turn for who would answer the questions. They even prepared possible questions that might come up. However, as smart as they are to prepare everything, there are things that deviate from expectations, and usually the trick questions came from the lecturer himself, that's when it feels like the life and death of the group is at stake.

Another hindrance in the Speaking Class is the assumption that the presentations are not interesting because the responses from classmates are mediocre or they did not even seem to understand what has been discussed. Student I also shared his experience when presenting in the Speaking Class, he would lose his concentration if he saw that her classmates looked unenthusiastic, some looked busy with preparing for their own presentation without paying attention to what was about to be presented by the students who were presenting in front of this class.

As soon as his focus broke, he also began to stutter in delivering his material because at that time the goal was no longer to present his ideas or concept about something. At that moment, he changed the orientation of his presentation to become a way for his classmates to divert their attention, from somewhere or whatever they were doing at that time, to focus with the group's presentation material. Because he was busy thinking about ways to get his presentation noticed by his friends, it made the material that he had learned from a few days before class, suddenly disappeared. The delivery sentences that he had arranged in such a way as to be correct according to the grammar and easy to understand, suddenly became unclear.

What is wrong with the speaking class?

After reading some of the experiences above, is there anything that you have felt too? Can you guess what the hindrances in the Speaking Class are?

In this section a conclusion will be written as well as an introduction for the discussion in the next section. The next section will discuss about what causes English Department students who expected to be more qualified in their speaking skills, but in fact, they often encounter hindrances in their lesson.

From the experiences that you have read before, problems that often occur in the Speaking Class can be divided into:

1. **Mental Problem**

Many students are still experiencing low self-esteem every time they have to express their opinions in English.

2. **Grammatical Error**

Fatal mistakes that continuously made and repeated again and again without being detected could cause inaccuracy to the sentences that they say. Those are always a big problem that many students find difficult to handle.

3. **Poor Vocabulary**

Although students speak English almost every day in class, the vocabulary they have is still limited and tend to use the same terms every time they speak, which can hinder the improvement of speaking skills.

4. **Mispronunciation**

When new vocabulary is obtained, students are often lazy to double-check how to pronounce it. Or in other cases, even though the students already know how it should be pronounced, due to the infrequent phrasing on every occasion, pronunciation errors still occurred.

5. **Lack of Ideas**

Sudden presentation and *role play* could make students confused to find the ideas by themselves to make the presentation done as soon as possible. Although maybe the

topic or theme has already been mentioned by the lecturer, due to the student's lack of imagination, then anything that he about to deliver eventually cannot be expressed by the student.

6. Pause

The process of finding ideas, words, *tenses,* and sentences which are the best according to English grammar, could make student paused when students required to express an idea or material suddenly. Or when a student about to deliver the material in his own language, it is necessary for him to simplify the sentence so that the message he that he delivers is well accepted, but if he himself is still confused with his choice of words and sentences, then he will require more.

7. Filler

The emptiness in finding ideas, words, *tenses,* and sentences eventually made most students mumble "eee", "ehm", or *"well"*. Instead of answering in English, what came onto his mind was using Indonesian, so that many students still have to do the *translating* process to be able to convey their ideas or material. That muttering became his savior when he had to think about the sentence form in English.

Those are the seven things that can be concluded from the experiences that some students have experienced in the Speaking Class. These seven things will be explored deeper in the next section, including what students and lecturers should do to overcome problems in the Speaking Class.

COMMON HINDRANCES IN SPEAKING LECTURES

A. The Interrelation of the Four English Skills

Actually, why does this Speaking Class included as the toughest class experienced by students majoring in English? What about the other three English skills? Are we doing fine in Reading, Listening, and Writing Class?

According to Fika (2016), it was discovered that students actually experienced difficulties in all of these English skill classes. However, of the many voters, the Speaking Class ranks first as the hardest class during college. There are several reasons why the Speaking Class is the most difficult to conquer, those are, lack of vocabulary in English, memorizing difficulties, pronunciation differences from Indonesian pronunciation, fear of making mistakes, fear of being laughed at by friends, lack of Grammar knowledge, lack of frequency of personal habituation, expressing opinions or ideas in English.

Meanwhile, it turns out that there is a connection between the difficulties that occurred in other skill classes and the difficulties experienced by students in the Speaking

Class. Paaki (2013), states that the difference in accents that Japanese and Finnish students have greatly impacted their ability in the Listening Class. For Japanese students that have different languages and writing compared to the language and writing in English, the hindrances are even greater. Students' comprehension when listening to English audio or video is very low in level, in which it could affect the way they say or express something in English.

One of the students before, was willing to share his experience of learning Japanese when he was in high school, during that study he noticed that there was a very obvious difference from the aspect of vocabulary in Japanese which is a word that came from English language, for example the word *ice cream*. As a native of Indonesia says *ice cream* (aıs'krim) into "ice cream", which is in fact the resemblance is close, whereas in Japanese they call it *"aisukurimu"*.

In pronunciation, the vocabulary in Japanese is not much different from the writing, so this pronunciation feels very different. In Japanese there are no consonants, the ending sound of words tends to the vowel "u" or "o". So that when the vocabulary in foreign languages, especially English, is absorbed into Japanese, the difference can be easily distinguished.

Returning to Paaki's thesis results, the accent possessed by every resident of a country that is not a *native* country is very influential to achieving target in the Listening Class. When students from Japan struggle because of their native language, Finnish students who have a close British accent benefit more in

learning English. They can quite easily ace the classes. So it can be concluded that this factor also affects the success of achieving the target in the Speaking Class.

Furthermore, according to Johnson (1930), the difficulty in the Reading Class is due to the lack of vocabulary in English that mastered by students, making it difficult for the comprehension process when reading a text. Johnson suggests that English teachers can use the level of understanding of each student or student as a reference for giving assignments, so that their level of ability can be systematically improved.

Some students also often experienced concentration problems when reading texts or passages in English. It is common for them to understand just one paragraph, they need to check the dictionary several times and take notes so that students can compile the fragmented word to their understanding. Discussion with friends can help lessen the difficulties that caused because of their lack of vocabulary.

In more detail regarding the difficulties that exist in each English skill point, there is one student who has an experience which he had never forgotten when he was in Writing Classes and work so hard. To the extent that it feels like the process that this student has done is like doing a thesis. In writing, there are several things that must be done so that in the future our writing form will be better. The Writing process consisted of *outlining* (preparation of making the framework for the paragraph)*, drafting* (drafting the beginning of the paragraph)*, editing* (checking the writing accuracy)*, revising* (checking the accuracy and relevancy of the

contents)*,* and *publishing* (publish the results of the writing to be read by a friend or reader).

In addition, these students must also use APA (American Psychological Association) standards when working assignments during the Writing Class. Starting from the preparation of a writing framework, this student should never get away from the lecturers' guidance and constantly discussing with friends. Even the lecturer who taught the Writing Class at that time said that, if student wanted to go deeper in elaborating his writing ideas, that written work, that was only meant to complete the assignment in the Writing Class, could become a thesis material. Yes, it was so hard for this student to finish his work in the Writing Class at that time because he realized that his weakness laid in understanding Grammar.

The conclusion is, as previously stated, the conditions that students face in other classes have an impact on their abilities in the Speaking Class. The more they read, the more vocabulary they obtain, the more often they write in English the better the understanding of the grammar, the more often they practice speaking in English and listening to audio or video in English, their *pronunciation* and *fluency* will increase even more.

Therefore, keep in mind, there is no skill that is more dominant of the four English language skills. The four skills in it are all important and should be mastered by students to improve their English language as English learners. If the reality is reversed, then it is certain that more hindrances will be encountered, especially in the Speaking Class. Because in learning language it

is not only about whether or not someone has reached the extent of proficiency in mastering English, but there are other factors that play an equally large role in giving impact to their skills in the Speaking Class.

B. Speaking Factors

Before further knowing factors that are not originated from students, it is better to understand that there are still many factors that can also affect the four English skills. As we know, in speaking skills there are other things that could greatly contribute or affected someone's quality of their speaking skills. Fluency, Vocabulary, Grammar, and Pronunciation, are the four basic things in speaking skills. However, if we examine deeper, we will find supporting factors that influence the four core factors.

1. Fluency

A person's fluency in speaking is determined by how can he maintain an interesting topic or idea that he wanted to convey to the speaking partner *(keep talking),* keep the topic interesting which can be discussed further, he must continue to associate his ideas with the topics he suggested in the talk *(connect ideas),* if his ideas fail to form an image that is related to the topic then, it would resulted in pausing and hesitating *(Pauses & hesitations)* when he want to continue what he should say. In the end, this could force the speaker to keep repeating the points that he has conveyed *(repetition).*

2. Vocabulary

To be able to convey an idea or concept, of course, many words are needed so that idea is well described and does not cause a double meaning (ambiguous). So the used word must be clear *(specific)*. The words chosen must be used properly, when to use a noun, when to convert them into a verb, etc. However, the *word form* in English is indeed more complicated than in Indonesian. Changing words from one form to another sometimes takes a lot of time to understand their purpose. If you already understand the pattern, the words used will definitely coincide one another. The suitability of the use of the word *(appropriacy)* in speaking is a very important factor to avoid ambiguity.

3. Grammar

Another factor that is no less important is grammar. Compared to the mother tongue, Indonesian, the grammar in English is indeed more complicated. There are at least 16 *tenses* that students majoring in English Department must master. The *types of structure* that change based on the division of time in English, is one of the biggest hindrances if you go back to reading from the experiences listed before. Lack of understanding and practice in making sentences that collide the sentence structure in English is what causes *mistakes* to be made that often go undetected, so they still carry on those mistakes even in college. The *effect of* the undetected mistakes feels even greater when students have to deliver a presentation in front of the class, especially

if the class is taught by a lecturer that demanded a high level of speaking accuracy. This creates a frightening and tense atmosphere every time the Speaking Class starts.

4. Pronunciation

The last factor that greatly affects the quality of students' speaking skills is the pronunciation of the words that they articulate. Let alone pronouncing words in English, they still often make mistakes in Indonesian when they are nervous about speaking in public. Pronunciation of words must be clear and able to differentiate between the sound of a consonant and vowel. Every student majoring in English Department must also receive a Phonology course, even though he has received many theories regarding the sound of vocabulary pronunciation in the class, if it is not accompanied by continuous practice, the results will not be optimal. It will also affect how the intonation should be spoken.

If students speak in English, they must be careful and know when they need to raise the tone *(rising tone)* and when should lower the tone *(falling tone)*. Apart from *tone,* in English there is also something called *stress* which is divided into two, those are emphasizing on sentences *(sentence stress)* and emphasizing on words *(word stress)*.

Both of these affect the rhythm of speaking whether or not it is comfortable to listen to. So that the intended message can be conveyed properly. Rhythm of speech includes two other things which are pause or stop and the speaking tempo

(speed). The speaking tempo also needs to be adjusted to not confuse or possibly making those who listen to the topic feels tired. The key so that listeners don't get bored is by adjusting the speed of the speech, the students need to know when they need to speed up *(fast), and* when they need to speak slowly, so that even Speaking Class will be no longer scary.

Now let's look at the summary of the previous description in the chart below.

Source:https://www.komunikasipraktis.com/2019/09/keterampilan-berbicara-speaking-skills.html
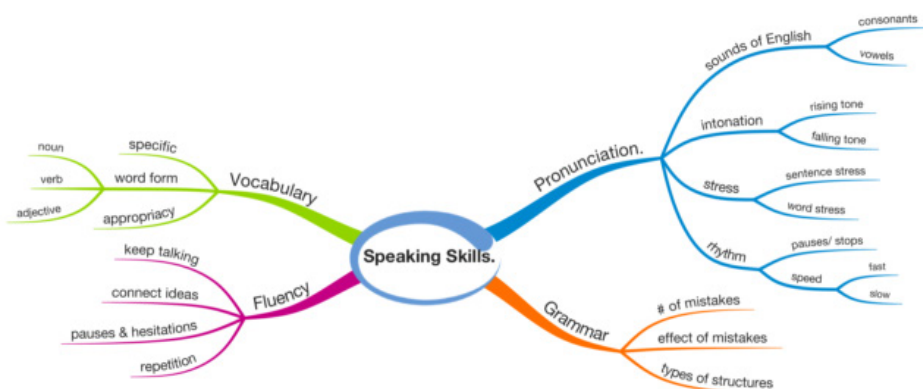
C. Speaking Class Barriers Classification

The four core competences in English and their supporting factors are very vulnerable to being influenced by other factors that come from students themselves or from external factors. Before this section, we have concluded about the seven problem groups in the Speaking Class, namely Mental Problems, Grammatical Errors, Lack of Vocabulary, Mispronunciation, Lack of Ideas, Pause, and Fillers. Now, let's explore further where the problem could arise and hinder the learning process in the Speaking Class. There are two major factors that greatly influence speaking skills in the classroom, namely internal factors and external factors.

1. Internal factors

This factor includes of plenty factors, which are:

1.1 Mental/Self-Confidence

Usually, at their first experience, students feel insecure towards their friends who are more fluent in speaking English. Instead of pushing themselves to be better, what appeared to them was that they were misdirected. Learning a foreign language while they should focus more on what they were doing at that time would make them feel more depressed.

1.2 Material Mastery

The ineffective duration of preparation regarding presentation materials has an impact on the students' presentation results. Do you still remember the incident of a student whose presentation was stopped when he only

read what was written in his Power Point? Usually such an incident begins with an attitude of being too dependent on a groupmate whom they considered to have a higher level of ability. Even if it is a group presentation assignment, every single member should have mastered the material that was going to be brought by the group.

1.3 The Lack of Vocabulary

Impromptu presentation and *role-play* sometimes making students being silenced in front of the class thinking about what they will say in a scene. This problem is very common, even outside of the classroom when students are faced with conditions where they must present an idea using English, often they find it difficult to get the right words or phrases to describe it.

1.4 Student Interest of the Topics Raised in Class

The experience of one student who encountered obstacles in the presentation assignment of an article in Jakarta Post is an example that students' interest towards a topic has a very important role. If the student already feels the topic or theme proposed by the lecturers is outside of their interests or talents, certainly the eagerness to prepare everything before the presentation is not maximized.

1.5 Frequency of English Accents Usage

Confusion in answering or explaining ideas makes students take a long time to express ideas. Usually,

murmurs such as "eee", "ehm", or *"well"* will appear. Such situations often occur if there are unexpected events, for example a question asked by a friend in class or maybe a lecturer is very critical, so students need to think of the right answer.

1.6 The Habit of Reading Texts/Manuscripts in Bahasa Indonesia

The lack of habituation to devouring books or texts in English is also a problem that must be solved immediately by students majoring in English. The improper habits will become a *boomerang* for their own if they are not changed. It is only natural that as a student majoring in English, enrich reading in English. The use of English to express opinions or ideas about something. It also resulted in difficulties that students face when they have to finish the assignment of listing idioms out of a movie.

2. External Factors.

The influence from outside of the students themselves cannot be underestimated. The followings are external factors that have worsened the quality of our speaking in the classroom:

2.1 Competition among Students

Competition within the English learners makes them often reluctant to discuss with other friends whom they feel are better than them in terms of speaking. Friends could mean friends in different classes or friends in different

social groups. Whereas healthy competition is a condition where they support each other but they still are trying to improve their quality without having to drop or avoid each other just because they feel that they are at different levels.

2.2 The Attitude of the Lecturer

When there are professors who are frankly correcting errors in grammar sentences when students are still talking, led to the decease of students' confidence. It is undeniable that the attitude of such lecturers actually weakens the enthusiasm of students to be more courageous in speaking in public using English. The intentions and goals of the lecturers meant are actually for the good of the students themselves, but the execution is not quite right.

2.3 The Demands of the Lecturers in the Classroom

It is not that we want to judge lecturers, but the difficulties faced by students in class cannot be separated from the conditions in the class itself. When the lecturer emphasized the mastery of speaking using an accent in a short time, it certainly led to the unpreparedness of many students. It is different if the level of ability of the students in the class is advanced. In that class, lecturers only need to polish on their accents.

2.4 Assessment System from Lecturers

The emergence of the term "killer lecturer" is indeed not far from the way in which grades are given to

students. However, this does not mean that this can justify lecturers who are too generous in giving grades to their students. The contrasting circumstances — some are stingy, some are generous — both have an impact on their students. For example, in the experience that students wrote above, the existence of a lecturer who equalized the value of group presentations with individual scores, of course, made it difficult for the position of the students. Doesn't it feel unfair if individual scores should be decreased because the group's presentation performance is not good? Or if the situation is reversed, it would be very disturbing to meet a friend who has their name on the *paper,* doing nothing but they have good grades, while other members had to master the material better, right?

2.5 Appreciation from the *Audience*

The last thing students would face when they are in a Speaking Class, and it has a big influence on their performance in front of the class is appreciation from friends. Surely, many of them experienced that when they advanced their presentation, they explained it at length, but apparently none of their friends even paid attention to their presentations. Students who are not presenting are more preoccupied with preparing for their respective group presentations, or if someone has finished their presentation they will feel the burden in the class is gone, then choose to be ignorant to other friends who are speaking in front of the class. It could be that you yourself also do the same thing when

a friend is presenting. The willingness to pay attention to other people speaking in front of us without realizing it has a big impact on the mood of the presenter themselves.

So now you know what causes the ongoing obstacles that many students face in each Speaking Class. Now the question is that; how do these multiple problems can be resolved immediately? Of course, the methods that will be discussed in the next section will not work as expected if they are not supported by all parties, namely from students, motivation from lecturers, and friends in the Department or in the Speaking Class itself.

HOW TO OVERCOME COMMON BARRIERS IN SPEAKING CLASSES

A. Solving Individual Barriers

According to E.S. Astuti & I. Pusparini (2019), in order to be able to achieve speaking effectiveness so that the desired message or idea can be conveyed well, it requires the target language itself, target language mastery, courage, and calm. For the problem of the target language, of course we already understand that what we are discussing now is English. That means we just need to find solutions to problems of language mastery, courage, and calm.

It has been dissected that there are so many things that affect the language mastery of students majoring in English, especially in the Speaking Class. Of the many influences, it turns out that in essence there are two factors, namely internal and external factors. In this section, several ways have been presented that even English graduate students still need to practice, considering that they have become a graduate, of course the opportunity to be more awake for learning activities is heavier.

1. Love The Language

What underlies us from the beginning by choosing the English Department? Is it really because you are interested and

want to learn more about English or are you just pursuing prestige?

It is very important to ask these questions to students, the spontaneous answers that come to mind immediately are the real answers. If it turns out that their goal from the start is not strong enough to be self-motivated, then they should "pause" for a bit. Think about what you might have gone through before finally entering the English Department. The struggle and how many prayers have been said in order to pass the admission selection for one of the most interested study programs. How worried about prospective students when waiting for the selection announcement. How can they finally smile happily or maybe cry in tears, when finally learning and their hard efforts are paid off by having their names listed on the list of selected participants. Will they be willing if their struggle becomes vain because of slack enthusiasm as soon as lectures begin?

Love what you do. Do what you love. What has been done now must be the choice. It is the responsibility of every student to do their best. Do it all in the belief that it is what you should live for. Feeling bored, tired, and almost give up-there was even a *joke* "marriage is the way out" when entering the final semesters, but keep in mind what was your original purpose of choosing English Department.

If you feel compelled to choose this Department, then actually the place for you is not in the English Department. There is no point if students read this article because they think this book only contains nonsense to haunt their feelings.

So, how do you determine the answer? If indeed there is a strong intention to choose this Department to continue their studies at a higher level, then students majoring in English need to correct what was not good in the past.

That it is important to add love to what is being done now. How is it possible for these students to be able to do all the assignments given by the lecturer if they don't like it? First of all, love all the complexity of Grammar material, love all incidents of tongue-wracking when practicing the *pronunciation of* a vocabulary, love every night spent doing assignments, love all debates with friends or maybe with lecturers about a material, love all activities related to English in class. That is, first of all, to be instilled in student thinking.

There will never be anything if what is done is only done half-heartedly. Especially in this era of globalization, all people, all countries, are competing to be able to show off in the international arena. Starting kindergarten level, nowadays many are based on English, then what else do those who are involved in this course want to do? If it had not put his heart in every effort and focus on the goal to be the best.

Like loving parents, siblings, friends, and spouses, of course anything will be willing to do anything for their happiness, right? When you see people closest to you happy, happiness is definitely contagious. It is like that if you have paid total attention to this study. Any difficulties that lie ahead will never make students complacent about keeping looking for it to be resolved properly.

If it turns out that love is fading, raise it again. This is not just a joke. It's about the future, about happiness and loved ones who keep encouraging. When it is at the most tiring level, it is very necessary for students to take a short break, then contact both parents. Asking both of him to pray so that everything about his studies will be facilitated. There is nothing else that can be done but pray and the blessing of both parents. After that, take a deep breath, let it out slowly, and convince yourself that every student can find solutions to the obstacles that exist in this lecture.

2. Take Away Excessive Focus of Grammar

If the previous section has introspected on the goals, now students must immediately realize their intentions. Since the beginning of this discussion, do not forget always to include the Grammar factor which is a major obstacle in the Speaking Class. Yes, it is true that Grammar mastery affects the level of speaking skills, but it must be remembered that anything excessive is not good. Set the right time, when to learn the Grammar rules, when to just think about how to convey ideas.

Emphasize to yourself that it is normal to make mistakes in the learning process. So that when students are required to express their opinions in English immediately, they do not need to experience a long *translating* process. However, that does not mean mistakes in grammar should not be ignored. Grammar is still important, so it is very necessary for students to be good at managing the time when to focus on grammar, when to think of efficient ways to explain ideas in English.

Force yourself to let the sentence come out naturally, this is one of the tricks to be fluent in speaking. Now let's imagine being in a conversation with a friend from America who is learning Bahasa Indonesia. Are you going to necessarily blame your friend if he unintentionally made a mistake in the sentence structure that he said? Well, it is the same as if a foreigner speaks Indonesian, there is no way we will be busy researching the person's grammar or deliberately stopping the sentence just because we find some grammatical errors. Herein lies the *trickiness* of speaking skills. Native speakers won't really care about the grammar mastery we have while we speak, as long as they can understand what we are saying, then everything will be fine. All they need is what information we want to convey.

This assumption can be practiced by students whenever they are faced with a situation where they have to explain something using English immediately. Suppose you are talking to a *native* who will not have the heart to tell you to repeat a speech if there is an accidental Grammar mistake. Gather up courage at a time like that. Then what about Grammar? Believe me when you become comfortable with the spontaneous way of speaking in English, Grammar will follow. If they are able to place themselves comfortably when speaking in English, it means that they are used to managing time to focus learning with grammar and time to focus on delivering messages.

3. All Out

Put all your thoughts and energy into practicing Speaking. As stated above, it is only natural that students majoring in English

do their best to achieve the best targets. There are many ways to overcome the difficulties they experience, if you really want to be observant about the situation. Many media and facilities can actually be used to solve problems related to speaking. There are several ways that can be done as follows:

3.1 Immersion

Judging from the leading English tutoring in Indonesia, English First (EF), we found a term in English for the expression "placing oneself in a supportive environment", namely *immersion.*

The environment as a student majoring in English is certainly appropriate compared to other students who come from other majors but still have to learn English because of the compulsory courses in their Department. This golden opportunity should not be missed.

One student who is also majoring in English Language and Literature, said that he often visits SAC (Self Access Center) which is one of the facilities in the faculty that provides books, journals, audio, video, and even *channels* that are all in English. Whenever there is a chance, unlike most other students who choose to unwind by *hanging out* after class, he is engrossed in watching news from the BBC, watching the exciting discoveries on the Discovery Channel, downloading and reading international *e-books* or journals with an external internet network which is usually fast in the SAC.

Utilizing this condition must now be the top priority. Do not make excuses because of the limited monthly allowance, which prevents us from accessing the facilities to improve speaking skills.

3.2 Implicit learning

Almost the same as *immersion,* students need to put themselves in a favorable environment. If perhaps the facilities available at the faculty or campus are not very adequate, then there should be no protest blaming the situation. Find another way by creating that English-speaking environment. For example, forming study groups that require each member to speak English, make fun activities such as discussing the latest Hollywood movies, discussing the latest news at home and abroad, helping each other if there are members who have difficulty in carrying out their duties, and other activities that are all in English.

If that is still not possible, then look for such communities at the campus. Students can register to become English tutors. In addition to honing their skills in explaining material as well as during presentations, they also inevitably will always prepare the subject matter well in advance so that it becomes a habit. As well as learning to make money yourself, although not much. The experience must have been useful because what they do is everything related to English.

3.4 Abundance of Information

The Speaking learning method with this model is also mentioned on the EF website. This method focuses on exploiting the subconscious mind of someone. It is said that the body's subconscious mind will quickly and deeply absorb an abundance of information. With that, it is hoped that students will be able to have various ways to hone their speaking skills.

For example, if students only focus on grammar, they may quickly forget the information they have obtained. However, if coupled with other techniques, such as listening to songs or watching English films, the Grammar knowledge they have acquired can be connected unconsciously when they find or read a sentence in song lyrics or dialogue in a film.

In other words, this is a form of development from method number 2 above. There will be no function if students only memorize grammar without knowing its use. Learning English is the most fun and easy way from songs or movies, not just enjoying the tone and storyline, now students need to really position themselves that practicing speaking is as fun as listening to and watching English films.

This method may sound common to students majoring in English, but in fact there are still many students who only consider songs and movies as entertainment. So that they do not fully learn from songs or movies.

On another occasion it was discovered that this unique method had been done by another student. While

in Listening Class, he rarely encountered difficulties, after being asked what his secret was, he replied that his love of playing games brought him unconsciously to an advanced level of vocabulary and *pronunciation.* He did not experience any significant difficulties when the Audio Listening was in the form of a quick chat containing several new vocabulary words. Even though in the Speaking Class he admits that he still has to practice *pronunciation, his* vocabulary is quite large so that it is fast enough for him to answer questions during a presentation, which also increases his self-confidence.

3.5 Distributed Practice

This strategy of practicing speaking also does not require extraordinary energy to do it. What is needed is only consistency, because this method basically adheres to the concept of *'alon-alon asal kelakon'* which means doing everything slowly. This method is referred to as the practice Speaking category of *monologue* (conversation of one person), because of the way it does not require the other person to respond talks at the same time, it can even be done when a student alone in a room without worrying about anyone else who would be correcting themselves. This method is an initial step to increase students' self-confidence when practicing speaking in the *dialogue* category (conversation of two or more people).

Some of the things students can do using this method are as follows:

a. Repeating a story that has been read in one's own language;

b. Compose a story with your own sentences;

c. Have an opinion about something;

d. Record your own voice when practicing speaking;

e. Presentation practice; and

f. *Speech* practice.

This also applies when studying grammar. Instead of exerting energy and mind memorizing the 16 *tenses in* order to catch up in class, it is better to learn one *tense* per day. Likewise, by adding vocabulary or phrases/phrases, it's better for one phrase, one day, than having to memorize 20 phrases overnight in the hope that tomorrow's presentation will run smoothly.

When entering the world of lectures, students are required to be independent in all things, especially studying. Do not implement SKS (One Night Working System) anymore to improve your speaking skills. Do not just memorize the material the night before, and it is better to quickly finish the *paper* so you can read it every day before the D-day of the presentation. In this way what is understood is much deeper and more mature. Careful preparation will certainly result in good mastery of the material, because good mastery of the material means that maximum performance in front of the class is no longer impossible.

4. Be confidence

After succeeding in making distributed practice a habit, students can immediately upgrade themselves to become more confident in talking with other people (dialogue). The mindset of "Grammar mistakes in speaking is not paying much attention to the other person to talk to" should never fade if you are at this stage. Once again it needs to be underlined that this mindset is not a justification for the inability to understand grammar, the trick is only used so that self-confidence can emerge and then continue to be sharpened so that fluency in speaking can be achieved.

Some of the things students can do at this stage are:

4.1 *Voice chat*

Instead of typing messages in a chat application, try to take advantage of the *voice chat* feature. You can invite some friends to try this method so that learning becomes more exciting.

4.2 Create a conversation

Create conversational conditions when relaxed using English. When we are used to chatting utilizing the *voice chat* feature, automatically, the courage to speak directly in English will be honed.

4.3 Challenge yourself

Challenge yourself to join the English Debate or Speech Contest. It does not need to be a high level, just at the campus

level. Test yourself to find out to what extent the results of your efforts in improving your speaking skills have been. There was a student who often experienced Grammatical Errors in the early days of lectures. In the following semester he tried hard to improve the quality of his Grammar and Speaking. Then this student ventured to take part in the English Debate held by the faculty. When he was able to get the charter with the "Best Speaker 1" category, there was a certain satisfaction and helped him to be more enthusiastic and less insecure in speaking.

4.4 Social learning

Learning from the social environment in question is to make friends with foreigners or as many *natives* as possible. There are two ways to make it happen, that are *online* and *offline.* In today's digital era, we can easily use remote chat applications to connect easily. Use secure apps to avoid bad things, and stay focused on our learning goals. There is a way that one student mentioned, he is passionate about looking for English-speaking communities with members from many countries via Facebook and is actively chatting in it. For the *offline* method, we can register as *volunteers* for exchange program students , such as AIESEC (International Association of Students in Economics and Commercial Sciences) , or if there is a BIPA (Indonesian Language for Foreign Speakers) program on campus register to become one of the volunteers for students *the foreigner* . These activities will facilitate students in terms

of relationships or friendships, experiences, and our level of learning to increase. That is what another student from the English Department felt when he succeeded in becoming a *buddy* for students from Deakin University in Australia who joined the BIPA collaboration program with the faculty and his experience as a *volunteer* for AIESEC participant students from several countries such as America and Germany.

5. Evaluate and revise

This is not the last way to do it, because actually this method should always be in every way students do. For example, when practicing a presentation in your room, record your own voice with your cell phone. When finished, listen, then note what needs to be improved from pronunciation, intonation, and sentence structure that is spoken. It could also be that when you have started face-to-face conversations with friends, make an agreement with friends that each member can correct each other's sentence at the end of the chat so that correction of mistakes is not done while still talking. Then when you decide to take part in a debate or speech event, don't hesitate to ask for help from a lecturer or friend who you feel is more qualified to guide the preparation. Every correction from them becomes motivation to get better and when students finally have the opportunity to speak natively, they will get more benefits by asking the native speakers directly how the actual speaking skills they already have.

B. Learning Method in Speaking Class

As is well known, the factors from the lecturers also have an impact on the condition of students' readiness to be in the Speaking Class. So there is nothing wrong with the lecturer being able to rearrange the strategies in the classroom so that students can be more motivated to improve the quality of their speaking.

1. "Selective Cutting"

From the experiences written above, it can be seen that the discomfort felt by students in the Speaking Class, one of which occurs when the lecturer is merciless for wrongdoers such as stopping the presentation and giving unfair marks for group presentations.

If a lecturer wants to help students to improve their speaking skills, then the lecturer must understand what causes stagnation in the improvement of abilities in the classroom. Tuan & Mai (2015) stated that the performance of students in class during presentation is influenced by several things, namely the condition of the student at the time of presentation, interest factors, listening ability, and feedback in class.

Talking about the condition of students during presentation, of course there are many factors that may influence it (Nation & Newton, 2009). Factors that affect the quality of student presentations in class include planning or preparation for presentation, limited presentation time, quality of appearance, and the amount of support or appreciation in class. Referring to these factors, the lecturers' attitude that is excessive in blaming their students is certainly considered not wise. For example, from one

of the student experiences that was written above, there was a group that was forced to stop the presentation process when one of the members was not ready to explain the material and seemed to only read what was written on the paper or in Power Point, here there would be no partiality to one side only, but rather looking at both parties.

Of course, students who only read the material is wrong. At the tertiary level, each student should be able to compose his own sentence to explain an idea or idea, not just reading the text. Tertiary students are no longer students in elementary school who still have difficulty explaining material in their own sentences or terms. The presentation talks, explains, and explains the material raised, no longer reading the paper. When it is time for the presentation, students must be demanded to be more professional in presenting their group material. One English graduate student who currently works as an English teacher at the elementary school level, admitted that he had started teaching students not to rely on texts when he asked them to retell a short story in English. What happens if at a tertiary student level still reading text during a presentation?

However, on the other hand, it is not nice if the lecturer has to stop the presentation and reduce the score of each member of the group just because of one student's mistake. What if it turned out that the other members of the group were more prepared and performed more satisfactorily than the one student who made the mistake? What if it turns out that the other members have prepared more thoroughly than those who just read the paper? It is very certain that it will harm other students. This can affect his

enthusiasm for the next presentation, while there is still a lot of work to be done.

For this reason, it is highly recommended that lecturers use the "selective cutting" system. If there are only one or two students in the presentation group who are judged to have poor performance, then give bad feedback only to them without having to tell the group to stop the half-way presentation. The lecturer can stop the "explanation" of the student who just read earlier, and instruct the students in his group to continue the material. The group continues to make presentations, the individual scores will not be affected because of one student's mistake.

Another student who has now become alumni and works as an English teacher at the junior high school level understands that he has used such a system when teaching. When there was one of the presentation groups whose members were just silent and did not explain the material, he told the student to return to his seat and rewrite the material presented by his group and at the end of the session he was called to explain alone in front of the class. Group scores are adjusted according to the percentage of success in delivering the topic, while the value per student remains based on the ability of each of them.

2. Topic determination

Based on the experience of one student who told when he had to force himself to like reading news every time in the Speaking Class, adding to the long line of obstacles in the Speaking Class that is experienced by him. According to Rivers (1968), it is

likely that the reason students cannot smoothly express opinions or ideas about the material in class is because the topic chosen by the teacher does not match their interests or the topic has been raised too often in the Speaking Class.

The condition can be circumvented by means of determining a topic that varies. It is not only the lecturer who determines what topics the students will bring in their presentations, but students are also given the freedom to choose the topics they want. In addition to the topic, the determination of group members can also be done, so that the change in the atmosphere is not monotonous as an encouragement for students not to get bored and generate more enthusiasm than usual. Based on the opinion of Krashen (1982), he said in his book that there are many things that are influenced by the factor of interest in learning foreign languages, the three main ones are the process of acquisition and motivation, self-confidence, and the anxiety or worry that is felt by students.

According to a graduate of the English Department who is now an English teacher at the junior high school level. How enthusiastic are the students in their class when they are given the freedom to choose their group members, and it turns out that for many students this is still true. However, again, that students are at a higher level of education, so the granting of freedom in learning must be regulated in such a way. The demands for students are heavier, that's why it is highly recommended to vary the selection of topics and groups. For example, after several set-free variations are given, when the time for the exam comes, the lecturer can determine the topic so that target achievement is more focused.

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3. Time

According to Nation & Newton (2009), planning or preparation is one that affects the condition of students when presenting. How mature they prepare is directly proportional to the results that can be seen in class. When the time given by the lecturer is sufficient to obtain data of the topic, of course, mental readiness is also sufficient for students. Unless, when the reality is reversed, insufficient time will inevitably lead to unpreparedness of the students both mentally and materially.

This time factor became the reference for this discussion when students found out that one of the students said that in the Speaking Class, the lecturer always imposes sudden moments. Students are told to come to the front right after the name is called and the topic is mentioned. This topic is also defined by the lecturer. This successive condition causes students to need time to be quiet in front of the class without knowing what to say immediately.

The sudden situation is not good if it is always applied. Give students sufficient time to think, it could be about 10 minutes after their name and the topic to be brought up are mentioned. If that is what the lecturer does, then it will give more space for students at least to feel calm because they don't have to be afraid before class even starts. The feeling of calm that is felt even though students know they have to move forward to present a topic, really helps them to be able to focus on the data or material they are looking for. This on the spot of presentation model can also be used as a variation in the classroom so that presentations are not only done in groups but can also be done individually. In addition to

training their speed of thinking, students are also required to make preparations every day because they do not have any clue about who will advance on what topic. This is a form of challenge that can trigger the desire to continue learning for students.

4. Feedback

As English teachers, to be honest, many teachers or lecturers often want to immediately correct the speech of their students or students when they are presenting in front of the class or when they are just talking casually. However, the experience experienced by some students who received direct feedback when making mistakes in sentences can actually have an impact on students' enthusiasm to improve their speaking skills, so there is a need for wisdom from the lecturers themselves. It is undeniable that students still have more to learn, they still have a long way to go to improve their English language skills. It is not wise if the lecturer is too passionate about giving corrections when they are still talking.

Giving appropriate feedback is also needed by students. Whether it is elementary students or college students, they are both ESL (English as Second Language) who still have to do a lot to improve the quality of their English. As noted by Baker & Westrup (2003), it is very difficult for English learners to come up with an idea about a topic because they are afraid of being corrected right away when they speak. They hesitate to pronounce a single word, because of the interruption the teacher makes regarding pronunciation. Moreover, to speak in long sentences, the concern will be on Grammar error which

is looming ever since. The feeling of anxiety also increases when the teacher — in this case, the lecturer — is used to interrupting the students when speaking.

Try to refrain from letting students say what they want to say. There should be no verbal or nonverbal interruptions. This nonverbal interruption can be in the form of a lecturer's expression when he hears a sentence from a student. It may be that the expression shown is not visible to the students or the group presenting because the lecturers' sitting position is outside their field of view. However, it could still be seen by other students who were getting ready to wait their turn to present. When those who were still waiting for their fate saw the attitude of the lecturer who showed dislike of the Grammar mistakes in the students who presented, of course this discouraged the enthusiasm of all the students in that class. Finally, any student will know that this is the attitude of the lecturer when someone makes a presentation and accidentally makes a mistake. In fact, they will identify one characteristic when the lecturer feels that there is something wrong with the structure of the sentence they say.

It turns out that the anxiety and fear are formed unconsciously. On the other hand, it is inevitable that as a language teacher, there must be a desire to correct whatever the students say. In his book, Harmer (1991) states that the decision to correct students by English teachers is based on the level of learning, the tasks they do, and the mistakes they make. Lecturers must be anxious to know that at their level, students still make mistakes that are fairly trivial and which should no longer happen when they are already a tertiary students. It should be remembered

again, they are also ESL, there is no denying that even as teachers, the knowledge they have may also be limited when compared to natives.

Create a friendly atmosphere with students, therefore, without bothering to correct their mistakes, the students themselves will realize their mistakes and improve their skills. Such conditions are listed in the student experience section above. Even though lecturers already know that grammar is their biggest weakness, because other lecturers painstakingly let their students express themselves when explaining their presentation material, the enthusiasm to improve the quality of their grammar has returned and even increased. Even in the same semester when the faculty held the TOEFL test, there were students who made it into the top 10 even though initially grammar was the biggest difficulty.

It was an extraordinary achievement for a student at that time, then another achievement when he was awarded the Best Speaker 1 category in the English Debate event held by the faculty. This achievement is like proving to himself that he is capable and can as long as he continues to practice and learn. It is true that all the achievements are only at the campus level, but are not big things born from small things? Likewise, the attitude of the lecturer which looks like it doesn't have any impact, gives students the freedom to say anything related to their presentation material, which turns out to be a turning point for their enthusiasm that may have been down.

One way to keep the eagerness of the students is by dividing the time during the presentation session, namely by dividing the number of groups that will advance in one day. For example, if one class hour is 40 minutes and there are two hours of class in the class, and there are 10 presentation groups, just give 5 groups of presentation time that day. Then the other 5 groups on the second day, the remaining time available in each meeting can be used to provide feedback so that there will be no anxiety or worry during the presentation. Does not everyone feel nervous when they have to appear in public? Try to think about how it will affect students if nervousness is mixed with fear of speaking because the lecturer will interrupt if there is a Grammar error, you can imagine that the presentation will not be as good as what the lecturer expected, right?

C. Problem Solving in The Speaking Class as An Audience

Even though this point is written at the end of the discussion, it does not mean that this is the smallest factor. According to Astuti & Pusparini (2019) in their journals, there are two aspects that affect student performance in the Speaking Class, namely the linguistic aspect which includes the accuracy of speech, the placement of tone, appropriate joints or duration, choice of words, correct use of sentences and grammar, and accuracy of target conversation. Besides, the second is the nonlinguistic aspect which includes a reasonable, calm and not rigid attitude, the view must be directed to the other person, the willingness to respect others, the right gestures and expressions, loudness of voice, fluency, relevance and reasoning, and mastery of the topic.

Referring to the experiences collected above, one of them is the assumption that friends in the class do not really pay attention when a student or group is presenting in fact it also affects the presentation performance that day. Not only indifference during the presentation, but when the presentation was finished and the question-and-answer session began, none of the *audience* asked questions, was an indication that there was a weak willingness to respect other people in the class.

Students who are the audience may not always realize this kind of attitude, especially if the situation is for example, the next turn is for them or their group. Surely they will be preoccupied with preparing themselves or their own group. As a result, they do not even understand what the student or group in front of the class is describing. They do not pay attention at all because they are more concerned with their own personal and group matters. Without knowing that such an attitude can mess up the concentration that has been built up by the student who is presenting.

This point is not to defend students who make presentations, so that they can be unprepared and only expect the activity of their friends in class to listen to the material. However, both parties must understand the situation and conditions together. Who plays what? There are stories of other students who always choose seats in the first or second row from the front in every class they attend. The first goal is that the lecturer can see it clearly, that way when the student begins to show his activity in class, the lecturer will recognize and then remember that the student is one of the students who are active in the class. This will affect its value.

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By sitting in the front row, besides being able to get the benefits mentioned above, students can also easily grasp what the presenter said while presenting. In addition, maintaining eye contact with the presenter in front of the class can help students "steal" their way of doing presentations. Students can find tricks when they are nervous, how to calm themselves when they get critical questions from lecturers or other friends.

Being a judge does not mean being able to judge students or other groups' presentations as bad, other presentations that are not fun, or judgments like that. Being a judge is a way to help students evaluate the processes and results obtained from other students or groups, so that they can imitate the good ones, and avoid things that are not good in their presentations. It is an advantage if you get the second or third turn and so on. Then what if you become the first presenter who has to go forward? What should be done if the next student or group is presenting?

This condition is even more profitable for students. Making himself a judge on student presentations or other groups will add knowledge for presentations at other times. Being the first to present does not mean you can sit in a chair casually without listening to the presenter afterwards. The student who always sits in the first row also admits that he prefers such conditions because then he can focus more on the delivery of material by the next presenter. He will have more time to write down what he gets from the presentation in front, as well as help him to muster up the courage to ask questions or even objections to the ideas of other presenters.

Position yourself as a party who will experience the same thing if you do something about someone else. *Karma does exist.* The adage is true. Of course no one wants their presentation to be considered less than optimal even though the preparations have been done well, just because when you see the audience the enthusiasm goes down, right? Suppose that one day an unfavorable situation can also be experienced, if each student does not cultivate empathy to appreciate other students who are presenting in front of the class. If it turns out that there are students who do not have the courage to ask questions or give other opinions about a material that the presenter is presenting, simply listening carefully and paying attention to the presenter is very helpful for the presentation of friends.

According to the experiences of other students, when they have to make a presentation, they will circulate their views to all corners of the class in order to find who is focusing their attention on the presentation that they or their group is bringing. Maintaining eye contact with those who pay attention seems to increase the enthusiasm of these students to explain better the material that the students convey. This is a symbiosis of mutualism that can be used when there is a presentation in a Speaking Class.

Remember, big things are born out of small things. Start with yourself. When focusing on the presenter in front of the class, then when you become a presenter, your attention will also be obtained easily. This positive energy obtained from the audience is one of the important points that can maintain the enthusiasm and confidence of students during the presentation.

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