

## **Students' Speaking Ability in Interpreting Something (a case study of using Indonesian Language)**

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### **Abstract**

This study intends to convey the ability to interpret and speak especially early childhood in certain areas in Palopo using qualitative research. The instrument in this study was a standard Indonesian speaking test by interview directly. The results found were quite surprising because not all children were able to speak in a standard manner, some of them were influenced by local language even though the messages they conveyed were understood by the researcher well, but it was undeniable that some were also difficult to understand. This study also illustrates that the relationship between children's interpretation ability and speaking ability is related to one another, but in this case the researcher does not see one side only in the sense that it includes the strengths and weaknesses of each child.

**Keywords:** language acquisition, Interpretation, Speaking and Children

### **Introduction**

Every person used language as a tool of communication with each other to express the personal reaction to situation to stimulate a response someone else and think something out. It means that language is a tool of communication to express what we thought. Language also makes us for giving and receiving some information.

Language leads its speakers to interact verbally or in writing with whomever it wants. Therefore, good speaking and writing skills are needed in order to be understood by the target audience. However, before we discuss writing skills, the researcher intends to determine the children's speaking ability, especially in Indonesian language. This was raised after seeing several phenomena in the researcher's environment involving the interaction of children and adults. This interaction certainly includes direct communication using Indonesian, but it is very unique. The uniqueness of what the researcher means here is that basically children are able to speak and convey information to their interlocutors. It's just that the language they use is market language and sometimes is often poorly understood by researcher, even though they use Indonesian which is their national language.

Experts provide different definitions of the meaning of speaking. Tarigan (1985) states that speaking is the ability to pronounce articulated sounds or words to express, express, and convey thoughts, ideas and feelings. He also added that speaking is a form of human behavior that makes extensive and extensive use of physical, psychological, neurological, semantic and linguistic factors so that it can be considered as the most important human tool in social control.

While others Moris and Novia (2002) say that speaking is a natural means of communication between community members to express thoughts and as a form of social behavior.

Based on several studies of the meaning of speaking, researcher tends to combine and conclude the two theories above where the essence of speaking is to convey ideas in the form of information to others orally. But we will see how the effect of speaking on children when interacting using formal language, especially Indonesian which is the national language, and a unifying language which turns out to be very important to note so that these children are able to use it formally, especially in their schools and improve their ability to communicate in a clear and structured manner.

The problems that the researcher adopts were whether the children find it difficult to speak Indonesian? What causes children to be confused in producing formal sentences in Indonesian?

The limitation of the research is that it only focuses on early childhood with special grade of primary school age (Pajalesang, Kota Palopo) through the method used by researcher was descriptive research.

### **The nature of speaking**

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language. Brown (2004) further states that there are some basic types of speaking as in the following taxonomy:

1. Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
2. Intensive. The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.
3. Responsive. Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small 4 talks, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.
4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple

exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

5. Extensive (monologue). Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

### **The components of speaking skill**

According to Vanderkevent (1990) there are three components in speaking a. The Speakers Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated. b. The Listeners Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing. c. The Utterances The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1. Comprehension For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.
2. Grammar. It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.
3. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher
4. Pronunciation. Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.
5. Fluency. Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a

language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency mean the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

### **The Importance of Speaking**

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. According to Brown (1994), listening and speaking are learners' language tools. Efrizal (2012) Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process. Richards and Rodgers (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance. According to Ur (2000), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion. Previous researches approve that persons cannot learn a language without many opportunities for meaningful repetition. Oral language interactions and the opportunity to produce the language in meaningful tasks provide the practice that is

very important to internalizing the language. Asher (2003) supports the idea that very soon after teachers model the language, learners like to imitate what have been said. Krashen (1988) examined the relation between listening and speaking skills. He stated that when students speak, their speaking provides evidence that they have acquired the language. This idea led some teachers to jump quickly from speaking teaching to reading and writing teaching.

### **Language Function**

#### **Interpretation**

A language function is the purpose of speaking that sentence or phrase. Language functions refer to the purposes in which use language to communicate. We use language for a variety of formal and informal purposes, and specific grammatical structures and vocabulary are often used with each language function. For example, "I'm sorry" represents the function of apologizing and, "Good morning" represent the function of greeting. In this research, the writer used language function particularly expression of opinion, agreement and disagreement.

**Expression Opinion** An opinion is a subjunctive belief, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same sets of facts. Opinions are never right or wrong, they are merely a figment of what someone believes. However it can be reasoned that one opinion is better supported by the facts than another by analyzing the supporting arguments.

#### **Expression of Agreement and Disagreement**

Expression agreement and disagreement is closely related to discussion text as it explores an issue from different points of view. This type of text is labeled s pros and cons. There are examples of expressing agreement and disagreement.

Therefore, it can be concluded that the function of language in the above discussion is to convey information to the target clearly so that it is easy to understand. In speaking, speakers as much as possible are able to express their meaning by choosing the right words and supported by accurate explanations. One example of the illustration is how a speaker interprets something with an explanation that is easily understood by the target, whether using one or more languages. Therefore, the ability to speak really supports one's ability to explain and convey something in an organized manner.

### **Method**

Qualitative is the method in this research, where all data from observation, interview and distribution of questionnaires to students will be analyzed and concluded. That it will be presented with a general description of what actually happened in the research sample. The research sample was class 5, totaling 25 people at SDN 65 Pajalesang, Palopo

## **Result**

### **Speaking Problems**

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. A language classroom can also create inhibitions and apprehension for the students.

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. The researcher thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. Another also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them. There are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their own language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

The final reason refers to the fact that if teachers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class. The researcher investigated learners and the findings of this research indicated that proficiency in Indonesian was a significant factor in the academic success of an Indonesian environment. The findings also showed that that some of learners' language difficulties were related to the productive skills of writing and speaking.

Therefore, the results of this study represented that the students' difficulties centered on the academic speaking such as grammar, fluency, and pronunciation and the academic writing like style, grammar, and cohesion.

### **Factors Affecting Speaking Skill**

The *first factor* is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support

The *second factor* is related to affective ones. One of the important factors in learning a language is the affective side of students.

Listening ability is the *third factor*. Learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue.

Topical knowledge is the *fourth factor*. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live

The *fifth factor* is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance.

The results obtained from this study show that learners face a lot of speaking difficulties such as inhibition, nothing to say, low participation, and mother tongue use in their speaking classes. The other result of this study demonstrate that learners did not better their speaking skill because they had not learnt three components of speaking called vocabulary, grammar, and pronunciation.

### **Conclusion**

This paper reviewed the factors that affect students' Indonesian speaking performance. The mentioned factors in this paper have an important role in developing learners' speaking skill. The factors make learners less self-confident and less comfortable in their speaking classes. The findings of this paper indicated that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills.

The paper showed that students who have higher motivation and lower anxiety can speak easily and effectively. Thus, students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance. Based on the review of the literature of the study, teachers should understand their students' interests and feelings, improve their learners' self-confidence, and choose the best teaching method to keep their learners' involved in the speaking activity.

Teachers should praise their students to speak Indonesia. They should build a friendly relationship with their students, make them feel very happy in the class and have a feeling of great enthusiasm and eagerness to study Indonesian in general and speak Indonesian in particular. The literature review of this study represented that teachers should give their learners enough time for speaking skill, help them through friendly behaviors to make them feel comfortable when speaking, remind their learners not to worry about making mistakes, and give them true instructions and enough guidance.

Teachers should give their learners more opportunities to speak Indonesian through using some speaking tasks that help them to speak and urge them to take part in speaking activities. In addition, teachers should know when and how to correct their learners' mistakes so that they are not afraid of making mistakes.

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