

STUDENTS' EXPECTATIONS IN LEARNING SPEAKING: A SURVEY STUDY  
AT THE ELEVENTH GRADE OF MA AL AZIZIYAH PUTRA IN ACADEMIC  
YEAR 2014/2015



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**Abstrak:** Penelitian ini bertujuan untuk mencari harapan-harapan siswa dalam belajar speaking dan menemukan factor-faktor apa saja yang berkontribusi harapan siswa-siswa tersebut. Sampel dari penelitian ini adalah kelas 11 dari MA Al Aziziyah Putra tahun ajaran 2014/2015 yang terdiri dari tiga kelasnya itu kelas XI IPA, XI IPS dan XI Bahasa dengan 90 siswa. Tehnik pengambilan sampel adalah random sample tehnik. Sampelnya adalah semua populasi karna kurang dari seratus. Data dikumpulkan melalui wawancara dan kuesioner. Penelitian ini menemukan ada banyak harapan-harapan siswa dalam belajar speaking: mreka ingin melanjutkan sekolah keluar negeri, mereka ingin berbicara dengan turis, dan mreka ingin mendapatkan pekerjaan yang layak di masa yang akan dating. Penelitian ini juga menemukan bahawa harapan-harapan siswa di pengaruhi oleh factor pendidikan hal itu bisa dilihat pada kuesioner yang diberikan oleh peneliti.

**Kata kunci: harapan- belajar- speaking**

**Abstract:** This study aims at finding out the students' expectation in learning speaking and to find out the factor that contributes the students' expectation. The sample of this research was the second grade of MA Al-Aziziyah Putra in academic year 2014/2015 which consist of three classes namely XI IPA, XI IPS and XI Bahasa with 90 students. The sampling technique used was random sampling technique. The sample was all of the population because it less than a hundred. The data was collected by using interview and questionnaire. The study found that there were many students' expectations on learning speaking English: they want to continue their study on abroad, they want to speak with foreigners, and they want to get a good job in the future. This study also found that the students' expectation was affected by education factor; it could be seen on the questionnaire that the writer gave to the students.

**Keyword: Expectation – Speaking – Learning**

## **I. Introduction**

For the past several decades, English has grown into the primary language for the international language. As a result of complex economic, cultural and technological forces, the growth of international trade, the English language now is used worldwide, with geographic spread unique among all world languages. In Indonesia, English will be so important because Indonesia will face the ASEAN Economic Community (AEC).

Indonesian people should master English especially speaking to increase the nations with the other ASEAN countries. By mastering English especially speaking skill, we are able to communicate with other people in this world, expanding knowledge and skills as well as creating opportunities for economic development. Making Indonesian people master English, it should be started on educational field. By teaching English to the students, it makes Indonesia ready to face the AEC. Students should be taught English seriously. As we know that, English is really important especially speaking for them to make Indonesia succeed in AEC.

As a result, the numbers of people in Indonesia who want to be able to master English keep on increasing. There are many reasons why they want to learn and master English due to their background. Then these reasons will be poured as expectation. Many Indonesian students who want to master English have different expectation in learning all skill. Recognizing students' expectation particularly in speaking skill is important so that teachers can use it as a guide in designing the appropriate material in order to make the students' expectation become true. Thus, by doing this research, I will focus on the expectations that the students have and the factors that contribute to the expectations. Therefore in this study, I want to find out the students' expectation and what factors contribute the expectation at eleventh grade of MA. Al Azizyahputra.

## **Learning Speaking**

Speaking is one of the language skills that need to be comprehended by people chronologically in their life. It also takes place efficiently in oral form. As what Nisan (2005) says that speaking skill is needed by learner in real communication to express any messages and information. Based on the statement above, it can be concluded that speaking is as the fundamental medium which is used to convey messages, knowledge, emotions, feelings, ideas and opinions directly in communication.

Learners' ability to speak is depending on a number of factors which are not solely related to their knowledge of the language. Personally factor such as self confidence gives big effect on learning, as do like attitudinal aspect such as the perception of each student in learning speaking. When teachers teach speaking to their students teachers should aware of some aspects:

### **1. Vocabulary**

Vocabulary is commonly defined as "all the words known and used by a particular person". Knowing a word, however, is not as simple as simply being able to recognize or use it. There are several aspects of word knowledge which are used to measure word knowledge. Vocabulary is the total number of words in a language (Hornby,1995).

### **2. Pronunciation**

Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. According to Hornby (1995) pronunciation is the way in which the language is spoken. In learning speaking another thing that the learners should be familiar with is pronunciation since it can also help the learner how to pronounce every vocabulary they have memorized.

### **3. Grammar**

The teacher and the learner are often confused by the disconnection due to knowing the role of grammar and being able to play those roles automatically in speaking and writing. Teaching grammar plays a central role in every ESL/EFL teacher's classroom since many students are afraid to speak when they have no knowledge of grammar. In learning speaking as a foreign language, grammar can help the learner to learn a language more quickly and more efficiently. It is important to think of grammar as a language, with which we can understand many things.

### **The Function of Speaking Skill**

Speaking is described as an articulation of sound to express. By using speaking students are able to communicate with others. Speaking is one of the skills that students learn from the school. It is the skill like learning a second language or foreign language. Nunan (1991) says that speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.

In EFL, Brown (1994) states that speaking is an aspect that needs special attention and instruction. In order to provide effective instruction it is necessary for the teacher of EFL to carefully examine the factors, conditions, and components that underline speaking effectiveness.

### **The Importance of Speaking**

O'Malley and Pierce (1996) say that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the inability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. In addition, Burn and Joyce (1997) state that one of the aims of most language programs is to develop spoken language skill and most programs aim to integrate both spoken and written language. Learning a language means using it in

communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. Lado (1964) states that to know the language is to use it. He further states that students do not know a sentence until he can speak it.

### **The Teaching of English Speaking**

According to Hornby (1995) teaching means giving the instruction to (a person): give a person (knowledge, skill, etc). While speaking meant to make the using of words ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues..

### **Technique in Teaching Speaking**

In teaching speaking, teacher is suggested to use various techniques in teaching speaking. Teacher should have ways in teaching speaking in fun way which makes students feel happy when the teaching and learning process occurs. The ways in teaching and learning process can be changed depending on who the learners are. Harmer (1998) presents six examples of speaking activity.

#### **a. Acting from Script**

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning.

#### **b. Surveys**

Survey here means to find out detailed information about a lot of different people or things, usually by asking people a series of questions. If these activities

conducted in teaching learning process by the teacher, this activity will be useful for students. Through this activity students are able to use their speaking to ask about what the teacher assigns them. For example, teacher asks the students to take a lot of information's about how important English is.

c. Discussion

Group discussion on study is essential for effective learning. In group discussion learning is shared and student participating in discussion are beneficial. When students study a topic, ask the student to discuss it with their classmate. This activity in which students have turn to talk and participate in group discussion has many benefits

d. Role-play and Simulation

Role-play activities are those where the students are asked to imagine that they are in different situation and act accordingly .The purpose of role play that applies to practical usage in communication demand the flexibilities of participants' words generally speaking. The more interested students take in, the more important the choice of role and contexts will be.

e. Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible, students should speak for notes rather than from a script.

f. Communication Games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide well fluent activities.

## **The Student's Expectation in Learning English**

Students' expectations are strong beliefs which they have about the proper way something should happen especially in learning and using their English speaking skill. Gonyea (in Sofyan 2011) argues that expectation is more than a wish or hope; it is something the students believe will happen. The expectations of students' will increase the students' willing to learn English especially speaking.

The success or the failure of teaching and learning depends on the students' desire or expectation of the subject that the teacher gives. According to Ross (2001) expectations are double-edged swords, raising or lowering student and teacher outcomes according to the positive or negative nature of the expectations. Students usually have two kinds of expectation when they learn something. The first is positive expectation. This kind of expectation can make the students want to study hard because they have lot of ambition that they want to reach. The second is negative expectation, if students have negative expectation in teaching and learning process, it will be hard for them to get the knowledge that the teacher gives.

## **II. Method**

This study used qualitative descriptive method, aimed at finding out information about students' expectation in learning English, particularly the speaking skill. Firstly, writer provided some questions in the interview that would be asked to the students in order to know their expectation. Next, the statements were distributed to the students in order to know how many students choose "yes" and "no" in each statement provided in the questionnaire.

### **Population**

Population is the object or the subject that is in a region and fulfills certain requirements related to research problems. In this case, the population of this study was the eleventh grade of MA Al Aziziyah Putra with the total number was 90 students which were divided in to three classes namely XI IPA (natural science class)

consisting of 30 students, XI IPS (social science class) consisting of 30 students and XI Bahasa (language class) consisting of 30 students.

### **Sample**

In this research, the writer used random sampling technique in the eleventh grade of MA Al-Aziziyah Putra. The writer took 30 students from each class. There were only three classes of the eleventh grade of MA. Al-Aziziyah Putra, so the whole number of population in this research was 90 students. Based on what was stated by Arikunto (2006) if the population is less than hundred then it is better to take all of the population as the subject of the research. If the number of population is more than a hundred it is suggested to take 10-15% or 20-25%. In this research, the number of the population is less than a hundred so the writer took the entire sample.

### **Method of Data Collection**

The data of this study will be collected through interview and questionnaire. The interview is the major information which can complete the data obtained from the questionnaire. These methods could help us to know the students' expectations in learning English speaking.

### **Interview**

The interview was used as one of the techniques for collecting data and information about student's expectations since interview is a meeting of two people or more to exchange information and idea through question and response. An unstructured interview was used in this study in order to get more information. Sugiono( inSudirman 2009) explains that free interview is the one through which the interviewer will only provide the highlights of the question before doing the interview.

### **Questionnaire**

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the

case. Nunan (1991) states that a closed item is one in which the range of possible response is determined by the researcher.

### **III. Finding and Discussion**

#### **Finding from Interview**

Findings were obtained from interview, in this activity the writer interviewed some students about their expectation in learning English speaking. Some of the interview questions are as below:

The following explanations are the students' responses toward the questions above:

1. Students' responses whether they like English or not are: almost all of the students said they like English speaking because English is challenging, English is easy subject, English is fun, and English is an international language that makes them interested in learning English especially speaking. In addition, they hope they can practice more based on what they have learned in the class, they can memorize lots of vocabularies, they can communicate in English with their English to the friends and the teacher either inside or outside the class and even with foreigners. However, some students do not like English. It happens because of some reasons, some of whom are; they were lazy to memorize vocabularies, afraid of the western culture affecting their culture, and both the teacher and the students are lack of effort to learn it because the students feel English is difficult to be understood from the beginning they learnt it until now.
2. The students learn English speaking because some of them expect that they can speak with foreigners continue their study to university and take English department, play for a job in foreign corporation. Besides, they also hope that by mastering English, exactly by being fluent to speak English they can study abroad, speak with teacher and friends, help their friends who do not

understand English, be a tour guide, be a travel agent, and some of them said that English is international language that motivates them to learn it.

3. Some students said that English speaking is important in learning English because they expect that it can help them in learning English in the classroom, improve their speaking ability, and the most important reason is that they can speak with their teacher and friends by using English in the classroom. However, some of them said that speaking skill is not so important in learning English because they donot want their teacher to explain the material in English but the teacher should explain it in Bahasa Indonesia because they think by using Bahasa Indonesia in explaining the material they can take the lesson clearly.
4. For some students, speaking fluently is very important for them because by mastering English speaking fluently they can get and apply some job because they think that many jobs need those who are able to speak English. For example: some students said that when we work in BIL ( BandaraInternasional Lombok), work in foreign company, work in travel agent, and also work at harbor , English will be so important. However, some students do not agree that English is important for applying job because they think that not all kinds of job will be tested orally in English so, they do not need English speaking.
5. There are students' expectations to their English teacher in order that their expectations can be reached from learning English in the classroom: they hoped their teacher can gives them chance to practice their English to a native speaker and then the teacher check the students' grammar and pronunciation, give them the material which can build their characters in the future, the teacher give them some assignment to interview native speaker in some tourism objects, the teacher explains the material in English and translates it into Bahasa Indonesia, teach them in interactive way and teach them in fun

way like games, teach them slowly and clearly, and the last is give them motivation in learning English.

### Description of Students' Expectation based on questionnaire

#### a. Social Factor

**Table 2A.** The percentage data of students' expectations on learning English speaking based on Social factor.

No	Students' expectations in learning English speaking	Statement	
		Yes	No
1	In order that I am able to speak with foreigners.	73 (81.11%)	17 (18.89%)
2	In order that I am able to exchange the information with tourist.	72 (80%)	18 (20%)
3	In order that I am able to make friend with tourist from other countries.	62 (68.89%)	28 (31.11%)
4	In order that I am able to chat with other people from abroad through social media such as face book, tweeter and soon.	58 (64.44%)	32 (35.56%)
<b>Number of students (N/4)</b>		66.25 (73.61%)	23.75 (26.39%)

According to the data above, it is shown that about 73.61% students totally answered "Yes", it means the students have almost the same expectation based on the questionnaire. About 26.39% of the students answered "No", it means those students did not agree with the expectation in the questionnaire

**b. Economic Factor**

**Table 2 B.** The percentage data of students’ expectations on learning English speaking based on Economic factor.

No	Students’ expectations in learning English speaking	Statement	
		Yes	No
5	In order that I am able to get good job.	62 (68.89%)	28 (31.11%)
6	In order that I am able to be a tour guide.	54 (60%)	36 (30%)
7	In order that I am able to get job on abroad.	67 (74.44%)	23 (25.56%)
8	In order that I am able to work in foreign company.	74 (82.22%)	16 (17.78%)
<b>Number of students (N/4)</b>		64.25 (71.39%)	25.75 (28.61%)

This variable shows little bit differences from previous variable. There are about 71.39% of the students answered “Yes”, while 28.61% of the students choose “No” in responding the questionnaire.

**c. Education Factor**

**Table 2C.** The percentage data of students’ expectations on learning English speaking based on Education factor.

No	Students’ expectation on learning speaking	Statement	
		Yes	No
9	In order that I am able to get good score in school.	76 (84.44%)	14 (17.78%)

10	In order that I am able to represent school in speech contest and debate.	73 (81.11%)	17 (18.89%)
11	In order that I am able to enter good university.	76 (84.44%)	14 (17.78%)
12	In order that I am able to continue my study abroad.	78 (86.67%)	12 (13.33%)
<b>Number of students (N/4)</b>		75.75 (84.17%)	14.25 (15.83%)

The data above shows that 75.75 (84.17%) of the students were answering yes on the questionnaire. It means that the students agreed with the questionnaire that the writer gave. On the other hand, 14.25 (15.83%) of the students did not agree with the questionnaire, because they absolutely responded “No” on the questionnaire.

Based on the students’ opinion explained in open-ended questionnaire, the writer describes the result data from all factors of students’ expectation, to know the number of students in each factor. The Number of Student From all Factors of The Students’ Expectation on Learning Speaking. The data are as follows:

No	The Factor of Students' Expectation	Yes	No
1	Social factor	66.25 (73.61%)	23.75 (26.39%)
2	Economic factor	64.25 (71.39%)	25.75 (28.61%)
3	Education factor	75.75 (84.17%)	14.25 (15.83%)

The e data above describes the total number of students who responded on the questionnaire. The factor that affected most of the students' expectation in MA Al-Aziziyzh was Education factor. They definitely agreed about the questionnaire that the writer gave. There were 75.75 (84.17%) students chose "Yes" on the questionnaire, and about 14.25(15.83%) answered "No" on the questionnaire. The second factor that affected the students' expectation was social factor. There were 66.25 (73.61%) students answered "Yes" on the questionnaire, on the other hand, there were 25.75 (28.61%) students answered "No" on the questionnaire. Furthermore, the lowest factor that affected the students' expectation was Economic factor. There were 64.25 (71.39%) students agreed with the questionnaire and 25.75(28.61%) students answered "No" on the questionnaire. Thus, we can conclude that the education factor was the strong factor that affected the students' expectation on learning speaking English.

#### **IV. Conclusion**

- a. Based on the data obtained from both interview and questionnaire, there are many expectations that the students have in learning speaking. They expected that by learning speaking: they can speak with foreigners, they can exchange information with tourist, they can study abroad, they can enter good university, they can work in BIL (Bandara Internasional Lombok), and they can work in travel agent. Those expectations showed either in learning English generally or practically in speaking English.
- b. The data obtained from interview and questionnaire about the students' expectation in learning speaking English were contributed by such factors as economic, social and education factors. However, almost all of the students' expectation in the eleventh grade of MA Al Aziziyah Putra was contributed by Education factor. It can be seen on the students' responses both on the questionnaire and interview.

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