



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 6 Tahun 2024 Page 6685-6697

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

A Closer Look at Five Components of Speaking Performance in Indonesian EFL Students

Moh. Ilham^{1✉}, Andi Nurwati², Adimawati Helingo³

¹English Education Department, Faculty of Teacher Training and Education, IAIN Sultan Amai
Gorontalo

Email: ilhamgacchos7@gmail.com^{1✉}

Abstrak

Kenali bahwa berbicara merupakan kemampuan penting untuk komunikasi yang efektif. Studi ini menyelidiki lima komponen utama kinerja berbicara pada siswa Bahasa Inggris sebagai Bahasa Asing (EFL). Secara khusus, untuk memeriksa tingkat tata bahasa, pelafalan, kosakata, kefasihan, dan pemahaman di antara pelajar EFL. Studi ini menggunakan penelitian deskriptif kualitatif untuk memberikan pemahaman menyeluruh tentang kemampuan berbicara siswa. Data menunjukkan bahwa pelafalan merupakan komponen terkuat, yang dapat dikaitkan dengan paparan rutin siswa terhadap Bahasa Inggris melalui musik, sedangkan kosakata merupakan yang terendah, yang memengaruhi kefasihan dan pemahaman secara keseluruhan. Kesimpulan: Pelafalan dan pemahaman umumnya berkembang dengan baik, tetapi keterbatasan kosakata sangat mengganggu kinerja berbicara. Studi ini menyarankan untuk memperkenalkan strategi pengembangan kosakata dan aktivitas berbicara interaktif ke dalam kurikulum. Selain itu, membangun suasana berbicara Bahasa Inggris yang mendalam.

Kata Kunci: *Penampilan Berbicara Siswa EFL, Kemahiran Berbahasa, Pelafalan, Peningkatan Kosakata*

Abstract

Recognize that speaking is an essential ability for effective communication. This study investigates at the five major components of speaking performance in English as a Foreign Language (EFL) students. Specifically, to examine the levels of grammar, pronunciation, vocabulary, fluency, and comprehension among EFL learners. The study uses qualitative descriptive research to provide a thorough grasp of students' speaking abilities. The data show that pronunciation is the strongest component, which can be linked to students' regular exposure to English through music, whereas vocabulary is the lowest, affecting overall fluency and comprehension. Conclusion: Pronunciation and comprehension are generally well developed, but vocabulary limitations considerably impair speaking performance. This study suggests introducing vocabulary-building strategies and interactive speaking activities into the curriculum. Also, establishing an immersive English-speaking atmosphere. Keywords: *EFL Students Speaking Performance, Language Proficiency, Pronunciation, Vocabulary Enhancement*

INTRODUCTION

English speaking ability is one of the most important yet often most difficult skills for students to master. Mastering this skill is important because speaking is the main tool for expressing oneself and communicating directly in daily interactions. Without good speaking skills, students may experience difficulties in communicating, which may affect their academic and social success. Therefore, understanding and improving speaking ability is a very important issue to discuss.

Speaking is basic skill for communication to other orally, Speaking is a very dynamic and complicated talent that requires the utilization of multiple concurrent cognitive, physical, and sociocultural processes. A speaker's knowledge and abilities must be quickly engaged in real time (Burns, 2019). One of the most crucial abilities to cultivate and improve for efficient communication is speaking. Speaking is said to be one of the hardest parts of learning a language. Speaking language expression is a challenge for many language learners (Leong & Ahmadi, 2017). So, it can be said that speaking is difficult to master because speaking is dynamic, more complicated and need specific abilities. Moreover speaking is the crucial skill that really important for students to master. Speaking became more difficult for students because there are five components of speaking must be carried out well if it is said to be perfect in speaking skills, in learning speaking skills, students needed a lot of struggle to master speaking English was not easy English learners should know many significant components of speaking itself (Leong & Ahmadi, 2017).

Speaking is complex skill so that there are five components of speaking as introduce by (Harmer, 2007), those are followings:

1. Comprehension: In communication requires a people to talk and respond. In speaking activities, the recipient and the person sending the message are needed, so comprehension is an important aspect to know someone's understanding when speaking.
2. Grammar: Grammar is structure to build a sentence as Richards and Schmidt state that grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. To arrange a structure of grammar is not easy, surely it make difficult for the students to speak with a good grammar because the structure actually different when speak from source language to transform into target language.
3. Vocabulary: Vocabulary means the appropriate diction which is used in communication. Vocabulary means the appropriate diction which is used in communication. Vocabulary can defined as the knowledge of words and word meanings. And also vocabulary defined as the appropriate diction which is used in communication. It means vocabulary is proper word to use in communication and refers to appropriate word to express human thought.
4. Pronunciation: Another important component in speaking is pronunciation. It includes how we pronounce something well that can be understood by others. According to Richard and Schmidt pronunciation is certain sound or sounds' pronunciation refers to how they are made. So in speaking a language, good quality of pronunciation is needed, in terms of pronunciation there are several aspects that need to be considered, like the students habit, if their used to pronounce a certain word they will mastering it with good pronounce, but also the aspect of students itself has impact for their pronounce example like cause of influence by mother tongue.
5. Fluency: The ability to read, speak, or write easily, smoothly, and expressively is referred to as fluency. In addition the speaker can read, understand, and respond clearly and concisely in a language while relating meaning and context. Fluency is the ability to speak clearly and fluently. Is very necessary for the students to speak with good fluently and clarity to make clear the information they say.

Speaking is important toll for communicating the main goal of speaking is to make understand to people about what we thought. So that everyone must have good communication skills to be able to provide information and knowledge and to express his goals and objectives. In other hand there is speaking performance, definition about speaking performance is performance by students in speaking which is a special skill that is carried out by students such as presentations, monologues, speeches, storytelling and

others (Nst, 2021). Speaking performance is usually one of the efforts to evaluate students' speaking progress, in speaking activities is determining the expected level of performance on a speaking task and the criteria that will be used to assess student performance (Richard, 2008). There are many types to assess students' performance such as presentation, speeches, conversation, monologue, storytelling and so on. The point of speaking performance is talking in front of an audience so that in speaking performance is different to compare with regular speak which is in performance speak the student feeling a different situation and condition. In their performance actually will facing physiological aspect such as nervous and anxiety. And also other condition of the students itself like how well their competency in performance.

In addition there are several factor that faced by the students in their performance there are internal and external factors

1) Internal factor

Internal factor comes from learner itself. It is including physiological aspect, language competence and topical knowledge.

a) Psychology

According to (Horwitz, 2012), in an English learning situation, the students usually have anxiety, students may experience anxiety for a variety of reasons. First, there are concerns about communication; second, there is a fear of negative evaluation; and third, there is a general sense of anxiety.

b) Language Competence

It refers to the actual ability of student's use of language in a concrete situation in speaking production. The speaking performance covers the skill to master any aspect of languages such as fluency, intonation, pronunciation, grammar usage, and vocabulary. (Yayuk. H, 2020)

c) Topical Knowledge

(Bachman & Palmer) as cited from (Tuan & Mai, 2015) topical knowledge refers to the speakers' understanding of relevant topical information. The information given by topical knowledge enables learners to use language in context with the world in which they live. So that students cannot show their best performance if they only have less knowledge about the topic

2) External factor

External factor comes from outside of learner itself. It performance condition, environment condition, and speaking problem

a) Performance Condition

Performance condition is students complete a speaking task in a variety of settings. According to (Nation and Newton) as sited from (Tuan & Mai, 2015), performance conditions can have an impact on speaking performance. Example of types of performance conditions: time pressure, planning, performance standard, and amount of support.

b) Environment condition

A good language environment gives effective learning for students. They more they apply and practice their English learning, they more fluent their speaking becomes. According to (Minghe & Yuan, 2013) "another external factor affecting the learners' skill in oral English learning is an unsupported learning environment."

c) Speaking Problems

Students face a variety of problems when speaking English, including linguistic and non-linguistic issues. Pronunciation, vocabulary, and grammar are examples of linguistic issues. While non-linguistic issues focus on inhibition, less is said about low or uneven participation, and mother tongue use (Yayu.k H, 2020).

In the related literature, there are several main focuses that are often discussed regarding speaking skills. on several previous studies an analysis on students' pronunciation for speaking presentation of tourism industry at the second grade in SMK 1 by Siti Nurul Azisyah (2022) Gowa the study using descriptive quantitative research, the researcher found that Students' pronunciation at the time of presentation still really needs to be improved and trained again. This can be seen from direct observations another effect of the poor performance of students due to internal and external factors. Internal factors, namely lack of motivation, mood, nervous, unconfident, and memory ability, while the external factors are the students' social environment, the class condition, inadequate media, poor learning methods, incomplete facilities, and lack of practice.

There is also a study conducted by Des Adean Fitri, Andi Idayani about an analysis of students' speaking ability (2021), in this research the writer took the students' speaking results on aspects of grammar and pronunciation. In the aspect of pronunciation, it was found that the students' pronunciation was good although there were still many incorrect

pronunciations, then in the aspect of grammar it was found that the students' grammar was very good, they could control the grammar when speaking.

Another research related to the title above is that conducted to regarding an analysis of students speaking learning constraint at the eleventh grade in senior high school kartikatama metro by Y. Nadia Cindi Regina (2019) using qualitative research. The results found that in this study, in terms of pronunciation and grammar, the students still had difficulties in pronouncing certain words and constructing grammar.

Based on the literature review, there is one main problem related to speaking skills that needs to be solved is Which components of speaking ability (grammar, pronunciation, vocabulary, fluency, comprehension) are most challenging for students?

METHOD

In this study, researcher applied qualitative descriptive research. Qualitative descriptive research is carried out by means of researchers participating directly in the field, recording things that happen, making observations, analyzing and making reports of the results studied. The following scheme of rating scale used to measure the students' achievement in speaking skill and scoring rubric was adapted from (Brown, 2004) which has some criteria to measure oral test.

The classification of students' was administered to score students' work and classify students' scores in speaking ability:

Table 1. The Classification of Students' Speaking Scores

No	Test Score	Level of Ability
1	81 – 100	Very good
2	61 – 80	Good
3	41 – 60	Mediocre
4	21 – 4	Poor
5	0 – 20	Very poor

The participant were 18 students of Education of English Education Department on 3rd semester. Researcher chosen of students of Education of English Education Department because they have basic ability to speak English.

The instruments to collect data are: 1) Test; Test is the technique of collecting data to know how students' speaking performance is. 2) Observation; in this observation, the researcher will enter the class and monitor all activities that occur in the class. After that, to

obtain data from the subject to be researched, the researcher, through the teaching lecturer, will give an assignment that must be carried out by the student, the kind of assignment is monolog test and topic will be given from lecture, and time give for students speak is only two minutes. The aim of giving assignments is to ensure that students fully unleash their potential in speaking. So that researchers get data that will be analyzed.

The question for the test is "Do you agree or disagree about plastic bag should be ban? Explain the reason.

During the data collection process, the researcher prepares recordings as a tool for recording all student activities. Recording also functions as a tool for conducting assessments after all data collection processes.

The data analysis of this research are following:

1. The collecting data comes from evaluating students in performance speaking recording audio
2. Analyzing data using by percentage, formula analyzing for statistic for descriptive data: (Malik & Chusni, 2013)

$$P = \frac{N}{F} \times 100$$

Where:

P = percentage

N = frequency

F = Number of sample

100 = Constants value

Activities in analyzing qualitative data are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis are as follows: data reduction data display, and conclusion Miles and Huberman, in (Sugyono, 2015). After calculating the student's speaking percentage, the next step is to determine the average value (mean). To determine the average in the data, add the total data for each component and divide by the number of respondents. Formula to determine the average (mean):

$$\bar{x} = \frac{\sum fi}{f}$$

Where:

\bar{x} = Average

fi = Sum of score

f = Total of data

RESULT AND DISCUSSION

Result

The result of test consist with 18 students using oral test and researcher have analyzed students speaking After calculating the real scores of the students, then researcher categorized base on classification students and percentage of students score . The result of it can be seen as in the following table:

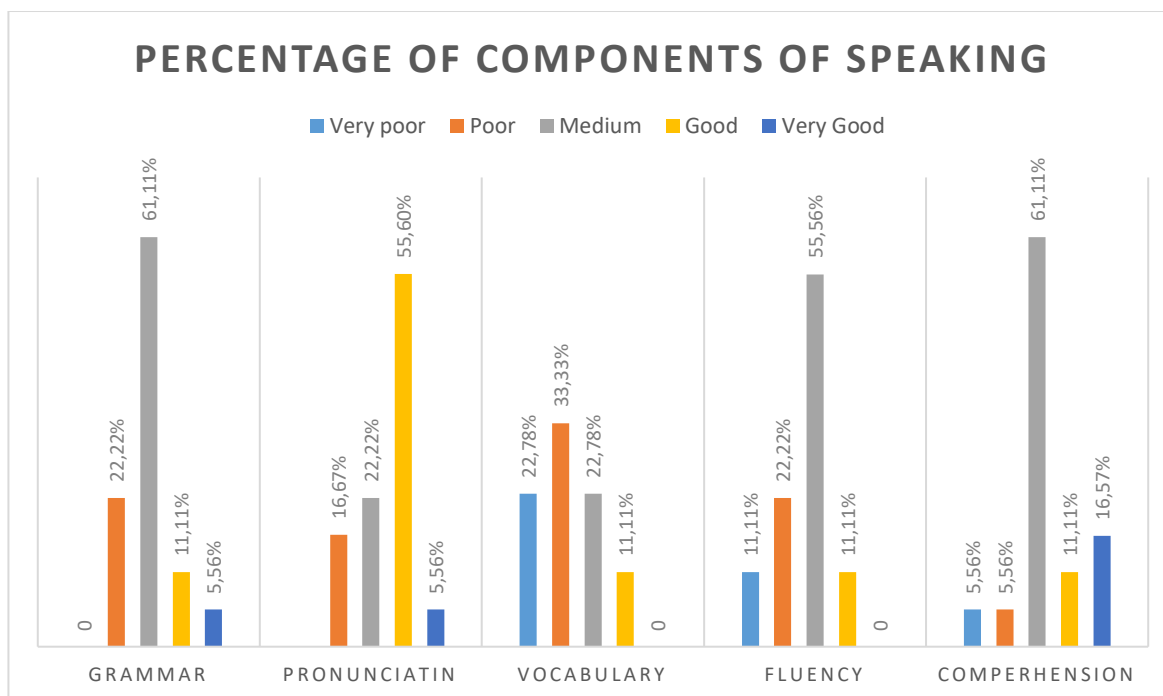
Table 2. Classification of individual students' score

Score	Point	Description	Total of students
0-20	1	Very poor	-
21-40	2	Poor	2
41-60	3	Medium	11
61-80	4	Good	3
81-100	5	Very good	2
Total			18

According table above the significant score is came from "medium" ore 11 student, 2 students "poor", 3 students "good" and then only 2 students "good".

After counting students individual score, researcher made classification based on students speaking components. The following are:

Chart 1 the students' ability in term components of speaking



In grammar component, 4 students (22.22%) scored of 2 points, indicating a 'poor', 11 students (61.11%) scored 3 points, indicating a "medium", 2 students (11.11%) scored 4 indicating a "good" level, and only 1 students (5.65%) student scored 5 point, indicating a "very good" level. No students scored very poor in grammar, with the majority (61.11%) demonstrating a medium proficiency, indicating that most students can speak with reasonably good grammatical structure. In pronunciation, 3 students (16.67%) scored 2 points ("Poor"), 4 students (22.22%) scored 3 points ("medium"), 9 students (55.56%) scored 4 points ("good") and only 1 student (5.56%) scored 5 points. This suggests that most students (55.56%) have good pronunciation skills.

In the vocabulary component, 5 students (22.78%) scored 1 point ("very poor"), 6 students (33.33%) scored 2 points ("poor"), 5 students (22.78%) scored 3 points ("medium"), and only 2 students (11.11%) scored 4 points, with no students achieving a perfect score of 5 points. This highlights significant vocabulary challenges among students. Fluency results show 2 students (11.11%) scored 1 point ("very poor"), 5 students (22.11%) scored 2 points ("poor"), 10 students (55.56%) scored 3 points ("medium"), and 2 students (11.11%) scored 4 points ("good"), indicating that while most students (55.56%) are at a medium level, many still struggle with fluency. In comprehension, 1 student (5.56%) scored 1 point ("very poor"), 1 student (5.56%) scored 2 points ("poor"), 11 students (61.11%) scored 3 points ("medium"), 2 students (11.11%) scored 4 points ("good"), and 3 students (16.67%) scored 5 points,

indicating that most students (61.11%) have a medium level of comprehension, with some demonstrating higher proficiency.

These results indicate four trends. Firstly, Medium Proficiency Dominance in Grammar and Comprehension: The research indicates that most students perform at a medium level in grammar and comprehension. Specifically, 61.11% of students received 3 points (medium) for grammar and the same amount for comprehension. This implies a regular pattern in which students have an average level of skill in forming sentences with proper grammar and understanding spoken English. The presence of a medium skill level in these main areas suggests that, while students have a basic understanding of grammar and comprehension, there is still significant potential for progress to obtain higher competency levels. Secondly, Pronunciation Strength: In the pronunciation component, 55.56% of students received 4 points, indicating good pronunciation skills. This is a favorable trend, as more than half of the students have a strong understanding of English pronunciation, which is essential for efficient communication. The superior success in pronunciation compared to other components could be ascribed to concentrated practice or innate talent. However, it is worth mentioning that a smaller fraction of students scored very well (5 points) in pronunciation, indicating a potential area for improvement in order to reach greatness.

Thirdly, Vocabulary Challenges: The vocabulary component demonstrates a considerable percentage of students suffering, with 33.33% scoring 2 points (poor) and 22.78% scoring 1 point (very poor). This distribution indicates that a significant proportion of students have a limited vocabulary, which can impede their general communication abilities and fluency. The lack of students receiving 5 points in vocabulary highlights this issue, highlighting a vital area in which targeted interventions and vocabulary-building tactics are required. Fourthly, Fluency Issues: For fluency, 55.56% of students are at a medium level, but there is a considerable proportion (22.11%) at the poor level and 11.11% at the very poor level. This shows that, while the majority of students can communicate at an average rate and with coherence, a considerable percentage of them fail to speak fluently and confidently. The absence of students scoring extremely well (5 points) in fluency indicates that acquiring a high degree of fluency is a common issue among students.

Finally, the researcher categorized students' speaking abilities into five levels: Very Poor, Poor, Medium, Good, and Very Good, each with its own value. The total scores in this research were: 53 for grammar, 63 for pronunciation, 46 for vocabulary, 48 for fluency, and 59 for comprehension. To determine which aspect students excelled in, the mean scores were calculated using the following formula.

$$\bar{x} = \frac{\sum fi}{f}$$

Table 3. Results of the average student ability are:

No	Category	Total	Average	Description
1	Grammar	54	3.0	Medium
2	Pronunciation	63	3.50	Good
3	Vocabulary	40	2.22	Medium
4	Fluency	48	2.57	Medium
5	Comprehension	59	3.28	Good

The calculation reveals that two components, vocabulary (2.22 points) and fluency (2.57 points), are categorized as "poor." Three components are categorized as "medium": grammar (3.0 points), pronunciation (3.5 points), and comprehension (3.28 points). None of the components achieved a "good" or "very good" rating. These results indicate that students excel most in pronunciation, have a standard grasp of grammar and comprehension, but struggle significantly with vocabulary and fluency.

The findings revealed that vocabulary and fluency were the weakest areas, both categorized as "medium," with mean scores of 2.22 and 2.57 points, respectively. Grammar, pronunciation, and comprehension were categorized as "medium," with mean scores of 3.0, 3.5, and 3.28 points, respectively, indicating a basic but not advanced understanding. Pronunciation was the strongest among these three components, showing a relatively better grasp of word sounds. No component achieved "very good" rating, highlighting that students perform adequately in some areas but do not excel in any. Overall, the results suggest that students focus more on pronunciation and somewhat on grammar and comprehension, but their speaking performance is hindered by poor vocabulary and fluency, indicating a need for targeted interventions in these areas to enhance overall speaking competence.

The research aimed to address the following questions: Which components of speaking ability (grammar, pronunciation, vocabulary, fluency, comprehension) are most challenging for students? The findings showed that vocabulary (2.22 points) and fluency (2.57 points) were the most challenging components, categorized as "medium." Grammar (3.0 points), pronunciation (3.5 points), and comprehension (3.28 points) were categorized as "good," with pronunciation being the strongest among these three. No components achieved a "very good" rating. The highest scores in pronunciation, followed by grammar and comprehension, suggest that students prioritize these components over vocabulary and

fluency, supporting the hypothesis that students focus more on pronunciation and grammar. The absence of high ratings across all components indicates that even the prioritized areas need improvement. These insights validate the research questions by demonstrating that vocabulary and fluency are the most challenging, and that while students perform at a medium level in grammar, pronunciation, and comprehension, their overall speaking performance is hindered by weaknesses in vocabulary and fluency. This underscores the need for targeted interventions to enhance students' overall speaking abilities.

CONCLUSION

There are two categories based on the result on students' speaking. Those are "good" and "medium" categories, the first one is components got "good" category, those are pronunciation and comprehension. Overall, the student's pronunciation was good, but it is influenced by the local accent, which makes the speech less good, and in comprehension was most students when doing speaking, is prioritizing providing their understanding of what they are saying. Even though they lack of vocabulary in conveying their opinion.

The second is "medium" category, those components are grammar, vocabulary, and Fluency. In grammar it can be said that the students' abilities are mediocre, but this is quite good because the students' abilities are close to good. Vocabulary is the lowest score, students really have lack of vocabulary to express their ideas, some students even use code mixing if there are words they do not know and also the choice of words is inappropriate. And the last is fluency there are two factors that influence students' fluency abilities, including internal factors, namely the students' own ability to master language. Then external factors are outside of language, for example nervousness, fear and embarrassment.

REFERENCES

- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. San Francisco State University.
- Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom1. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 1–11.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Fourth Edition. England: Pearson Education Limited, Fourth Edition.
- Horwitz, E. K. (2012). *Foreign Language Classroom Anxiety in Willey Blackwell*. Retrieved.
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34–41.

<https://doi.org/10.18869/acadpub.ijree.2.1.34>

- Malik, A., & Chusni, M. M. (2013). *Pengantar Statistika Pendidikan Teori dan Aplikasi* (I. Fatria (ed.); 1st ed.). CV BUDI UTAMA.
- Manurung, Y. H. (2020). Analysis on Students' English Speaking Performance At University of Muhammadiyah Sumatera Utara. *Vision*, *16*(2), 35–44.
<https://doi.org/10.30829/vis.v16i2.809>
- Minghe, G., & Yuan, W. (2013). Affective Factors in oral English Teaching and Learning. *Higher Education of Social Science*, *5*(3), 57–61.
<https://doi.org/10.3968/j.hess.1927024020130503.2956>
- Nst, H. A. (2021). *An Analysis Of Students' Speaking Performance Problems In Presentation Of The Third Semester At English Language Education Of Fakultas Keguruan dan Ilmu Pendidikan (Thesis Master)*. Universitas Islam Riau.
- Richard, J. C. (2008). Teaching Listening and Speaking From Theory to Practice, available on: www.finchpark.com/courses/tkt/Unit_07. *Richards-Teaching-Listening-Speaking. Pdf*, 1–37.
- Sugyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif Dan R & D*. Alfabeta.
- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien high school. *Asian Journal of Educaitional Research*, *3*(2), 8–23.