



## AN ANALYSIS OF STUDENTS' ERRORS IN SPEAKING PERFORMANCE

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### **Abstract**

*English is not the new subject for students, but it still needs a better preparation in order to make the teaching learning process to be conducted successfully and to reach the quality target. There are many conditions to create a good bilingual Teaching program, the requirements which is in line such as Teacher as a model for the students, their knowledge and ability in implementing the subject in the class. In this reaserch the writer found that the problems encountered by the teachers and students in the bilingual class were: Students found difficulties in developing their four skills of English, most of non English teacher got difficulties in teaching materials using English as the medium of instruction. Based on the experiences above, the writer tried to present illustration of the situation, the problem and how to solve it. To improve the bilingual teaching, Based on the result of the research, the writer suggested to encourage teachers of bilingual class to attend the seminar of English teaching by any institution suitable for their subjects and the teacher should vary their teaching performances in presenting the materials to the students so that the subjects are more understandable by the students. The teacher should use various English textbooks which are suitable with their major to supplement the English textbooks that the students had already got.*

**Keywords:** Bilingual, English, Bilingual Class

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### **INTRODUCTION**

Oral and written English language are the objectives of learning a language in our educational system. According to Pontillas, M. S. D. (2020) communicating is one of the 4Cs in Learning Skills under 21st Century Skills. It is similar with Maretha, C. (2021) English is the language spoken in Britain, the United States and many other countries. This absolutely becomes familiar and more urgent to transfer almost all systems of human life such as science and high technology.

One of the most important distinction to be aware of is that between ESL and EFL. The implementation of Bilingual Teaching process has been started a few years ago in many schools in our country, especially the schools that are prepared

to be school with international standard. But most of the teachers assign the classroom to teach English without good preparation or management, whereas learning English or foreign language needs much more time and intense attention.

There are few vocational teachers with medium English ability and they use Bilingual Teaching in delivering the materials of vocational competency. It has a purpose to make students get used to speaking English not in English class only, and try to comprehend the materials that have been given. Usually the students only speak or listen English when they learn it in the classroom. In fact, the students find difficulties to understand and comprehend the content or information they listen from teacher or other people, it happens because most of the students have limited vocabularies, they are not familiar with the sounds, grammar as well and they get difficulties to comprehend the ideas in speaking.

According to Pontillas, M., & Talaue, F. (2021) the number of teaching experiences is also a significant factor in improving the educators to master their communication skills. That is one of reasons why the teacher take challenging to use Bilingual teaching in delivering vocational materials. At least, it will give new experiences and will make the students get used to. The result of this research is aimed as to highlighting essential factors that are imperative for successful Bilingual Teaching in multilingual contexts. Learning language is learning to communicate by using the language to learn. To communicate effectively in English both the speakers must be provided with the knowledge and the skills of the language. For example, one must complete with vocabulary mastery, grammatical pattern of the language that enable them to understand and comprehend each other. Grammatical competence is one of main problem faces by the learner of second language, Jack Richard described, "this type competence remains concerned with mastery of the language code (verbal or non-verbal) it self. Thus included here are formations, pronunciation, spelling and linguistic semantic." (Richard, 1983).

From the above explanation, language as a means of all important facilities to all those activities is not more than uttered communication especially for teaching material. According to Paderan, M. P. C. (2016) an educational material is the

output of the study which will be useful in preserving and showcasing the indigenous healing practices. All people are not only able to deliver their feelings to each other but also can express their entire communicative needs. On the other word, it can be stated how important the language is. It is clear that language is what we are using in communication to the other people.

Wilkins states a definition about foreign language "A foreign language is one in which the target language is not the mother tongue of any group within country where it is being learned and has any internal communication either" (Wilkins, 1980). The success of learning and teaching English in class is also determined by the professional teacher of English it self. Then, the nature of language, the characteristic of the students, and the kinds of suitable technique will enable students to be easy to get the target language. The teacher also acts mainly as organizer, facilitator and motivator rather than instructor. Rivers also states that "one of the objective learning a foreign language to provide the students with the skills that enable him to communicate orally with the speakers of other nationalities who are also learned this language." (Rivers, 1981).

It is significant thing about Bilingual Method is that it insists on the creative use of language, where the target language is a tool rather than an end itself. Bilingual Method attempt to develop and achieve genuine communicative competence in each situation, no matter how limited the range in both the oral and the written word ignoring the learners' needs for structural simplification and orderly progression of technique.

## **METHOD**

There were some important aspects related to the research methodology, such as the research design, population and sample, data collecting methods and analyzing data technique. To give the perspectives to the reader what qualitative research is, the writer cites a Creswell definitions : Qualitative research is an inquiri process of understanding based on distinct methodologicaltradition of inquiri that explores a holistic picture, analyzes words, report detailed views of informants, and conduct a study in natural setting. (Creswell, 1997).

In this qualitative research, the data were collected through conducting interviews with the headmasters, the teachers of all subjects including English, and the students. Doing classroom observation and by distributing questionnaires to students. The writer analyzed the data immediately after finish conducting the first interview or observation and continued to analyze the data during the reasearch. The writer applied naturalistic qualitative approach , this is consideration that the writer focused on observing, describing, interpreting and understanding what the students and the teachers usually did in implementing the bilingual teaching.

In this research the populations were the whole phenomena elements, event and objects that are related to study. The whole Bilingual class of Analyst Chemistry at the second semester consisted of the students, the English teacher and the non English teacher that used bilingual in transferring the materials and referrences to support learning – teaching process. The writer's reason's choose the respondents above are as follows:

Besides collecting data from The teacher and the students of bilingual class, the writer also collected data from the principal and his staff, it include the team leader of Bilingual program, the head of curricullum program and the parents to be the resources of the study. In collecting data, the writer used four techniques, namely: Observation, interview, questionnaire and document collection.

During the observation, the writer observed teaching and learning activities from the back seat, made memoes and notes about the events including situation in the classroom in the observation sheet.

The writer used formal interviews to all respondents except for the English teacher used the informal interviews form too, means when the writer had some question to ask in the observed session,the writer will directly confirm to the teacher. Furthermore, the students were choosen because they were considered to present the average students in bilingual class. By interviewing them, the writer expected to get some data about students opinion and expectation towards the bilingual teaching program. The interview was done in the room of Quality Management at the school during school hours. In the interview, the writer took the form of face to face interview for both of teacher and students, this kind of interview

is to make all of the respondent feel comfort during the interview and to avoid them in giving artificial answer towards the interview questions. The equipment that the writer used to record the interview was the Camcorder and to get more detail information the writer applied the transcriptions in the appendix section of this paper.

The writer used an open questionnaires to gain the data from the students about their opinion, expectation and how the bilingual teaching running during the time. The writer also gave the questionnaires to the parents of bilingual class students and the teachers, because it is important to know their respons and their expectation towards the bilingual teaching program in this school.

The writer gave 12 questionnaires to the teachers, 15 questionnaires to the parents and 20 questionnaires to the students. There were 59 respondents contains of 24 students, 24 parents and 11 teachers, all of them were the people who involved in the bilingual teaching program.

In presenting this paper, the writer applied inductive analitical approach in which provided fact and general statement from the data acquired to come to the conclusion. There were some stages of technique in analyzing data. Firstly, the writer interviewed the respondents directly and recorded it in the Camcorder and then listened to it and the observation record prior to transcription and then described them, Second, the writer read the interview transcripts, observational notes, questionnaires and the other documents. The third, the writer made a note based on the information what she had seen, heard and read during the research and then after that the writer developed information of categories and relationship with this research. Then the writer used categorizing strategy that involve coding and sorting the data. Finally the data will be displayed in thick description of the study.

## **RESULT AND DISCUSSION**

This kind of teacher is superior teacher, smart and competent. He is strong, not easy to give up although he faces so many problems in teaching bilingual, he has high willingness in learning English so he can be a perfect teacher.

Mister A started learning English when he was in the junior high school, then he entered the university majors of chemistry in one of the reputable universities in Jakarta. He likes English very much and always tries to improve his English all the time. He think he is fully functional in both languages until teaching practice begin and he find himself having to teach in two languages at bilingual class. In the first month he found himself confused because of his limited information about consep of bilingual teaching, he feel frustrated and constrained to teaching his subject through English. But then he realized of his responsibility and he had to solve his problem somehow, by trial and error he found the way to teach properly in bilingual class. He grow more competent and now he is handling his subject through English easily.

In the bilingual teaching program, the students have a chance to practice their English and learn the other subjects like Gravimetry, cromatogravy and microbiology at onces if the teacher using Theme-Based Teaching approach in the learning teaching activity.

Teacher B is typical of stuffy person, actually she is smart because she master her subject well but she is lack of confidence in speaking English, she get trouble to figures the terminology terms of chemistry in English. She is too strict in leading the students to understand the materials, makes the student became more frustation and feel bored. By the way, her english is good enough, she was able to use English in social oral communication sometimes.

One of the suitable techniques in faced this cases of teaching in bilingual is Learning-Center teaching, here the students places at the center of the teacher thinking and the curriculum planning because it focuses on learners' needs that allow the students to develop their creativity and innovation.

Attending the training of bilingual teaching is the best suggestion for her so she can change her manner in teaching and take the English for special Training course to increase her English. Miss C often uses lokal language in her Bilingual classroom to explain the materials of her lesson and meanings of words related her subject to the students. while almost her whole lesson has been

Conducted in both English and Indonesia but she prefer to give the explanation in lokal language, eventhough she has ever been trained to teach in English before. She is not confident and feel unable to present her subject through English. She uses lokal language almost all the time.

In fact, teaching foreign language to the vocational students is different from teaching in regular school. The students seems less spirits in taking a new or difficult words or sentences, if the teacher using kind of wrong technique. They will have an activity the teacher instructed even when they do not understand why and how, they will also lose interest on the task or practicing that they find difficult and surrender to use lokal language.

Besides, the teacher should vary their teaching performance to present the materials to the students so that the students will more interested. In the bilingual teaching program, the students have a chance to practice their English and learn the other subjects like Gravimetry, cromatogravy and microbiology at onces if the teacher using the suaitable techniques in the learning teaching activity. To test the result of the implementation of bilingual teaching, the school holds the whole test and competence for the bilingual class independently. The school arrange the time and kind of test for both writen and practices, the test are usually do in English instruction and the questions for the theory test are written in English too. This is to check and measure whether the learning teaching activities in the bilingual classroom run well or not.

Bilingual teaching program is one of many ways for this school to increase students skill and competency level especially in terget language besides the main subject of chemistry. The bilingual students study the school subject through the target language many times in a week , gave them big opportunities to have much more experience and it will affect positively to practice their English when they learn other subjects.

Eventhough this program has not proved something significantly yet but the bilingual teaching team is sure that it will be prospectable in the future. The students are more familiar, more experient with the terminology terms; their listening comprehension benefits most and their pronunciation in English words are fluent

than the others. Based on the daily class observation, the writer see that English were taught delightly and seems the English teacher are very innovative in leading the class, he was succsesful teacher in making a meaningful teaching and learning process.

Based in interview with the headmaster, there were some problems in assigning teachers for bilingual class, not all bilingual teachers are competent enough to teach in bilingual class, especially for non english subjects. Lack of information concept of good bilingual teaching program. The school that implement Bilingual Teaching program has a lot of conditions that must be compliant, the school must be able to fulfill some requirements such as qualified teachers, funds and the proper facilities.

The general problem for the teachers in bilingual class is that they found difficulty in designing the syllabus in English, because they must use English for special purpose that contains of different terminology terms of words. They have to design the syllabus and select the materials by themselves then translate it into English. From the interview and observation, the writer revealed that the teachers faced some problems. The bilingual teachers did not use English, as they have not mastered English which was appropriate with the materials of the lesson. It was difficult to express their ideas related to their subjects by using English and therefore, the teachers inclined/disposed using lokal language than English.

Most of the bilingual teacher did not stimulate the students to use English consistently as the media of habitual interaction, whereas the students have started the lesson by greeting the teacher using English. Generally, the bilingual teacher use lokal language not only to explain the lesson when the students get difficulty to understand the materials. It means that the teacher speaks more than 50% lokal language in classroom's interaction during the lesson, especially in the class of Microbiology subject, the situation of bilingual classroom does not appear, it just the same with the regular classroom because the teacher use lokal language almost 80% to interact with the students, while in the class of Gravimetry and Cromatogravy are more challenging and attractive because the teacher tries use English in presenting the lesson and it makes the students become more enthusiastic



and familiar with the words related to the lesson. The students would be more active to express their ideas if they had a chance to practice their English and develop their English as much as possible that they choose because they have different ability in English than the students of regular class.

Through interview with some students of bilingual class, Most of the students like English very much and expected through bilingual class they can increase their skill in English, able to compete and easy to get job after graduating school. In the practicing class often using English as the deliverer and interaction language, teachers have to be able to speak or using proper technique in presenting the materials related the subjects or the students will faced the difficulties in learning receiving process, the writer concludes that the problem comes from the teachers that didn't use appropriate techniques and it influenced the students.

Here the writer also found the fact that some supported equipment in the bilingual classroom are not functioned well, besides the teachers and students seldom use it in order to make the learning teaching process running well. Lack of the facilities in the classroom becomes one of problems and it makes the situation of the classroom not comfortable enough, the students also complain about the facilities that they hope will be more than those in the regular class because they have paid much more than in the bilingual class.

## **CONCLUSION**

The implementation of bilingual teaching has run well enough eventhough there were still many weaknesses. The fact is that communication habitual is still very low inspite of in the bilingual class and in daily activity. In the non English subject for example Microbiology, English just the introductory language so, the uses of it is very limited while in the other subjects they are more active. The facilities in the school are limited, the teacher and students cannot use them whenever they like to use . The problems are faced by the teachers in the implementation of bilingual teaching are : a). Not all the teachers are capable of using English b). Problem in designing the syllabus for non English teacher c).The bilingual teachers did not use variety of instructional techniques and suitable strategies so it makes the students become passive students. Meanwhile,

Cooperative-Colaborative learning is the kind of method which must be implemented in the bilingual classroom, in deed cooperative does not merely imply collaborative learning. That is why the writer would like to give the suggestions for the team of bilingual class program.

Based on the questionnaires analyst toward the bilingual teachers, the writer concludes that most of the bilingual teachers do not know the whole concept of bilingual teaching program, they don't exactly know how and what is the ideal teaching formulation in bilingual class. The school needs to encourage their teachers to attend the seminar about Bilingual Education program or special training held by the competence intitutions . Most of the parents have no idea of what the bilingual class is, but they know that through the bilingual class their children can improve their competence and that be the reason of why they obey to the schools agreement including to pay more for the additional facilities.

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