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Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia

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Abstract: The present study aims at investigating some English speaking problems found by the students of English language education department at State Islamic Institute of Kudus and exploring some implications for speaking curriculum development of English language education department. This study used a descriptive qualitative approach and the data were taken from semi-structured interviews, observation and focus group discussion (FGD). The results of the analysis reveal that the problems encountered by the students in English language education department in speaking English cover the lack of appropriate vocabulary, the lack of grammar mastery, the lack of correct pronunciation, the lack of input of English outside the class, the lack of confidence and the lack of English speaking curriculum development. There have been some implications for developing English speaking curriculum. First, the curriculum of speaking should be well designed. Second, lecturers should design English speaking curriculum integrated by technology and social media that makes students to enrich some culture, knowledge and experience around the world. Third, lecturers should facilitate the English speaking curriculum with the English speaking community so that the students will have more chance to speak English inside and outside the class.

Keywords: *Curriculum development, English speaking problems, implications, Indonesia.*

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Introduction

The notion of speaking may seem interesting to discuss. It is crucial for students to acquire speaking skills for the purpose of communicative purposes (Iman, 2017). Speaking is normally imitative and reproductive providing students to practice patterns of language and communication (Becker & Roos, 2016). In spoken language, speaking has a crucial role in conveying messages which shows different characteristics from the written one. These could be seen from voice potentials, facial languages, signs, pitch, articulation, stress, rhythm and stopping. As a matter of fact, It may not be easy for beginners to speak English particularly EFL learners including the Indonesian undergraduate students of English language education department at the State Islamic Institute of Kudus. In this sense, they may find problems speaking English that seems complex than their first language. It is in accordance with Gan (2012) revealing that the problems that may be commonly encountered by the students are inadequate vocabularies, complicated structure, inappropriate intonation and pronunciation, lack of exposures in speaking English, lack of language curriculum development.

In addition, there are other aspects needed in speaking skills which include cultural and social matters. These deal with the roles of participants, turn-taking, situations, and so on. Referring to it, teachers have played a vital role in developing the students' speaking skill. It can be done by exploring practices in line with simultaneous communications. In order to enhance the communicative environment, a better spoken communication should take place concurrently (Talley & Hui-ling, 2014). Along with it, considering the significant types of interactions which cover the source, input of speaking, and feedback is meaningful.

Regarding the speaking ability, the language anxiety especially speaking may be taken into account. Language anxiety is sorts of anxiety particularly related to learning foreign languages (Tsai, 2018). Further, anxiety can be considered as a negative emotion comprising of state and trait components (Diehl et al., 2019). In this sense, English language classroom activities are a source of speaking anxiety. Thus, it has correlated with students' unwillingness to speak

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English. This occurs when they have not mastered a foreign language fully. Additionally, this reluctance will decrease the students' interest in speaking English and they do not make any progress in English (Oflaz, 2019; Riasati, 2018). Horwitz & Code (1986) cited in Tsai (2018) mention three kinds of components of foreign language anxiety including communication apprehension (feeling the fear with people), test anxiety (fear of exam) and fear of negative evaluation (the fear of how other people listen). Besides, there are some factors to measure the oral or speaking proficiency including accuracy, complexity, and fluency (Spring et al., 2019). With regard to this, fluency has become the main component of speaking or oral proficiency. In order to enhance the fluency, vocabulary and production of phonological skills are badly essential (Scarpino et al., 2019).

Referring to it, teachers are highly enhanced to design better learning materials and learning activities. In this sense, they can design learning activities based on the vocabularies. Further, the learning activities include drill practice and game-based practice (Young & Wang, 2014). In order to reduce the anxiety of speaking, there are some techniques that can be used by EFL students. First, regular desensitization includes lessening, deep inhalation, conception, and so forth (Tsai, 2018). Second, strategy training involves learning and practicing skills focusing on developing individual speaking behavior. Further, it usually covers contributing in a class which allows the students to acquire strategies of speaking such as establishing thoughts, delivering something, handling the speaking problems, and others.

A tremendous amount of previous studies in accordance with speaking skill has been conducted by some previous researchers. One of them was undertaken by Zhai & Gao (2018) reporting that corrective feedbacks has a main contribution in pedagogical practice especially to promote EFL speaking areas. Another study about speaking was conducted by Ebadi & Asakereh (2017) reporting the role of dynamic assessment in developing EFL students' speaking skills. Their results exposed a substantial increase in the members' understanding and their effort to extra self-regulation.

The next previous study was done by Cheskin (2013) representing that there is a better level of provision for incorporation compared to relegation, parting, or integration. In addition, Ibarra-Shea, (2017) describes a modified system of a public speaking score scale firstly intended for English as a foreign language (EFL) setting to assess the association between this EFL-based scale and evaluation within a main US campus public speaking class.

Different from the previous studies exploring speaking skills in general, the writers mainly focus on investigating English speaking problems faced by the students of English language education department at State Islamic Institute of Kudus and finding out the implications for speaking curriculum development regarding English is neither their mother tongue nor their second language. Interestingly, the English language department is categorized as a new program at this campus.

Additionally, students of English language education department at State Islamic Institute of Kudus encounter various problems in acquiring their English speaking skills regarding English is neither their mother tongue nor their second language. In fact, they use a number of languages including Javanese and Indonesian in their daily communication. Furthermore, English language education department is categorized as a new department at State Islamic Institute of Kudus. Thus, it needs some strategies for English language education department improvements particularly on students' acquisitions in all language skills including speaking. In accordance with it, this paper attempts to investigate some English speaking problems encountered by the students of English language education department and its implications for better speaking curriculum development in Indonesia.

Methodology

Research Goal

The study mainly aims at investigating some English speaking problems encountered by the students of English language education department at State Islamic Institute of Kudus, Indonesia and exploring some implications for speaking curriculum development of English language education department considering that it can be categorized as a new department at State Islamic Institute of Kudus, Indonesia.

Sample and Data Collection

This study employed a qualitative research. Regarding a qualitative research, it seeks to probe deeply into the research setting to obtain in depth understanding about the way things are, why they are that way, and how the participants in the context perceive them. Thus, this study is aimed at English speaking problems faced by the students of English Department at State Islamic Institute of Kudus and finding out the implications for speaking curriculum development in Indonesia. Further, the result is in the form of descriptive analysis or interpretations. Semi-structured interviews were done with all the informants including 30 students consisting of 15 students from the third semester and 15 students from the fifth semester. These students represent the total number of students in English department having the level of third and fifth semester as a new department. Besides, 4 lecturers of speaking course were also interviewed considering that the English department only has 4 lecturers in speaking course. They all have same teaching experiences in speaking class for four years.

Each interviewee was informed to explain their English speaking experience as English language students and teachers. Further, each interview centered on the difficulties with speaking in English that the participant had experienced as an undergraduate students at State Islamic Institute of Kudus. All the interviews were tape-recorded and transcribed verbatim. In maintaining a tradition in qualitative research, the transcripts of the interviews were read and annotated with comments and specific descriptive phrases. Besides conducting the semi-structured interview, a classroom observation was conducted and helped by the lecturers to gain more data in speaking problems encountered by the students. We observed the situation of speaking class, teaching method used by the lecturers in teaching speaking, materials, syllabi and curriculum in speaking class, the participation of students during speaking class, their ability in practicing speaking English in speaking class and problems they encounter in speaking class. Besides, we investigate their proficiency in pronunciation including comprehensibility, intelligibility, accentedness and fluency.

In addition, a focus group discussion was done by inviting 50 students at English Department, 5 lecturers of speaking class and three experts of language teaching from other universities in Indonesia to gain more data. This was done to ensure the validity of the research findings by checking the data revealed by both the students and lecturers.

Analyzing of Data

The transcribed data of interviews, observation and focus group discussion were then analyzed to explore some problems of speaking English encountered by the students and to analyze the implications of this study to speaking curriculum development. This study used triangulation techniques consisting of method and data triangulation as data validation. In method triangulation, we have rechecked the result of the study gained from various methods including classroom observation, semi-structured interview and focus group discussion. Further, we explored more the data from the participants regarding the speaking problems encountered by the students and its implication for curriculum development in English department.

Results and Discussion

Based on the interview and observation, it was found that most students in English language education department encounter some problems in speaking English. These include: lack of appropriate vocabulary, lack of grammar mastery, lack of correct pronunciation, lack of English input outside the class, lack of confidence, and lack of language development in the curriculum. In addition, there have been some implications for developing English speaking curriculum at State Islamic Institute of Kudus. First, the curriculum of speaking should be well designed in accordance with the English curriculum. Second, lecturers should design English speaking curriculum integrated by technology and social media that makes students to enrich some culture, knowledge and experience around the world. Third, lecturers should facilitate the English speaking curriculum with the English speaking community so that the students will have more chance to speak English inside and outside the class.

English speaking problems encountered by students of English Language Education Department at State Islamic Institute of Kudus

a. Lack of Appropriate Vocabulary

Lack of vocabulary was regarded as a main obstacle for spoken communication by Indonesian English students. In the current study, lack of vocabularies was also encountered by some students in English Language Education Department at State Islamic Institute of Kudus. It has been reported by the student from the third semester, Nurullita:

“I assume that I have problems expressing the appropriate vocabularies when speaking English. I do not have enough time to think about the exact English vocabularies I use including idioms, phrases and so on. In addition, those phrases do not come to my mind when I try to speak English. Therefore, this hinders me to convey what I want to say”.

In line with Nurullita, Alim the student from the fifth semester reports that he has problems choosing the appropriate vocabularies. Indeed, he should think for a moment before speaking English. It has been proved by the following excerpts:

“The problem that I encounter in speaking English includes I need time to think for a while when expressing English vocabularies. Indeed, I rarely speak English outside the classroom. It needs more time to enrich English vocabularies. This may hinder my speaking proficiency”.

Based on the elaborations above, it could be deduced that almost undergraduate students in the department of English language education agree with the explanations that the problem of vocabularies becomes the main factor why they somehow cannot convey their ideas exactly in English. Furthermore, they believe that the problem of vocabulary may hinder the fluency of their English speaking proficiency. This finding is in accordance with the study of the previous study reporting that vocabulary and morphology have played a significant role in learners' word learning. Additionally, vocabulary knowledge has played a crucial role in improving achievement, comprehension and metalinguistic ability among students (Qureshi, 2018; Wood et al., 2018).

Consequently, in the interview, they almost advocate the importance of mastering English vocabularies in more detail. Along with the speaking problem particularly English vocabularies encountered by the students at State Islamic Institute of Kudus, some English lecturers have reported the same view of the major problem in expressing accurate vocabularies. It has been explained by Nikmah, the head of English Study Program, teaching speaking course at State Islamic Institute of Kudus.

“The main problem of speaking English encountered by the students in English language education department is the difficulties of expressing the appropriate vocabularies. They rarely use English outside the classroom. Besides, they should think for a moment when speaking English. In addition, they use code mixing method in which they somehow use Indonesian and Javanese in their communication”.

In line with Nikmah, other lecturers teaching speaking course, Munir and Amalia report the same view of students’ problem in speaking English:

“The students tend to be passive in speaking class. In this case, the lack of expressing appropriate English vocabularies may become their obstacles in speaking English fluently. Fostering the students to enrich the English vocabularies can be the solutions. In addition, pursuing them to speak English both in the class and outside the class can be one of the ways to improve their English speaking proficiency”.

Based on the above explanations, it could be assumed that from the lecturers and students’ perspective, the lack of conveying accurate English vocabularies may become the main problem in speaking class. Consequently, the students tend to be more passive in speaking English. However, those who are capable in expressing better vocabularies tend to have better speaking proficiency. Referring to this finding, it needs to provide strategies for improving students’ vocabularies. It has been strengthened by Townsend (2009) advocating that in order to improve the students’ vocabularies, teachers can provide more exposures to words, more chances to process words, and support personalization of words. Furthermore, information communication technologies (ICT) and other digital resources can be used as a tool for teaching vocabularies.

b. Lack of Grammar Mastery

Grammar mastery may play a crucial role in enhancing students’ speaking fluency. Most students have problems expressing the appropriate and correct grammar. This is strengthened by Al-mekhlafi & Nagaratnam (2011) emphasizing that EFL students mostly face difficulties in learning grammar. Similarly, Sopin (2015) asserts that EFL students have error correction and grammar in learning language. In this sense, the less mastery of grammar can be considered as one of the common obstacles in their English speaking proficiency. It has been described by the following excerpts advocated by Fahmi, the students from the fifth semester:

“Mastering grammar needs more time. I have to memorize kinds of tenses and its use and function. When speaking English, I need time to translate it into English and consider the tenses I should use depending on the context of speaking I use. Tragically, I often forget the appropriate grammar I should use when I speak English fast making me fail to consider the rule of grammar such as using “do” when the subject is “she”.

The same view about the problem of grammar mastery is advocated by another student, Rizqina:

“I have problems in speaking English. These include the way of applying correct grammar in context. As the EFL student, I need time to use the correct ones. In fact, there are many kinds of tenses including present tense, past tense, future tense, present perfect, past perfect, and so on. Somehow, I feel confused when I speak English fast”.

Referring to above elaborations, most students report that to make sure the appropriate grammar, they should figure out the certain pattern of grammar before expressing statements. In this sense, this situation denotes that knowledge of grammar plays as a means of editor or monitor. This is in line with Chomsky cited in (Troike, 2006) exploring that the innate language such as grammar knowledge is the component of the human mind physically reflected in the brain and part of the biological endowment of the species. In other words, what all languages have in common is Universal Grammar. As a matter of fact, in speaking case, students do not have enough time to think more about what they really want to say. In addition, they need to have improvisation quickly when they want to produce utterances. This condition clearly states that when second language speakers rely on “feel” for correctness without prior planning, they will make grammatical errors. From the lecturers’ perceptive, all lecturers report that the less grammatical knowledge may become the main problem hindering students in speaking English. It has been proved by the following excerpts:

“Some students have problems in grammatical knowledge. They are bothered by the pattern of tenses such as the mistake of using past tense having inflectional structures of verbs. In addition, when they speak, they tend to change the pattern of past tense to present tense”. (Munir, September 2019)

Like the above description, the head of English language education department, Nikmah, also reports the same view about the less grammatical knowledge among the students:

“Some students do not pay attention to the rule of grammar when they are speaking English. Further, they cannot think quickly about what they are going to express. In addition, they need to remember the inflectional words especially in

past tense form including Verb 1, Verb 2, and Verb 3. Moreover, they should remember the kinds of tenses when they are trying to say something in English”.

In accordance with the lack of grammar mastery, it may seem that the grammar knowledge has played a vital contribution for students’ speaking proficiency. Therefore, lecturers are enhanced to find the appropriate methods and strategies in teaching grammar. Al-Jarrah et al., (2019) highlight that educational games can function as a method to improve grammar achievement among EFL students. Furthermore, authentic materials can be used by lecturers to teach grammar among EFL students (Mestari & Malabar, 2016).

In this sense, they are highly enhanced by practicing speaking English appropriately. Moreover, they can practice grammar or structure through chunks of sentences. Remarkably, through chunks of sentences, students can learn grammar automatically. The need of mastering English has been necessary for improving speaking fluency. In fact, the character of language is systematic. Indeed, language comprises of elements taking place in regular patterns of relationship (Troike, 2006). Languages are created based on the rules and principles which users are generally unconscious of using if they acquired the language as a young child. Importantly, grammar knowledge also covers word order, agreement between sentence elements (agreement between subject and verb), and ways to form questions, to negate assertions and to emphasize on structure information within sentences. Referring to it, grammar knowledge is inevitably accessible to students particularly children for their L1 and is generally mastered with no mindful efforts. Besides grammar knowledge, other knowledge becoming the central element in acquiring language consists of morphology and discourse. Morphology deals with parts of words which have meaning (morphemes), inflections that convey grammatical information such as tenses and prefixes and suffixes which may needed to change the meaning of words or their grammatical category. Discourse deals with strategies to unite sentences and organize information across the sentence boundaries, structures for telling stories, engaging in conversations, scripts for interacting and others.

c. Lack of Correct Pronunciation

Pronunciation is one of the meaningful factors contributing on speaking fluency. It is learned in the study of phonology. Furthermore, it belongs to academic competence that needs to be required for speaking in most educational settings. In interpersonal competence, proficiency in phonology and intelligible productions are crucial for producing successful spoken interaction. Indeed, pronunciation can be considered as a meaningful domain in creating meaning (Müller & Schmenk, 2017). Based on the interview and focus group discussion, some students report that they have to speak accurately in order that they emphasize on pronouncing English words (particularly less common words) and sound correctly. In this case, most students find problems pronouncing particular vowels and consonants. It has been proved by Zamzami, The student from the third semester:

“I have terrible pronunciation in English words. In fact, English words have different sounds. When speaking fast, I often pronounce inaccuracies English sounds. For example: I have problems in pronouncing some certain vowels and consonants such as I am not too clear of saying sound of ‘ae’ and ‘a’, ‘t’ and ‘th’.

Besides, they also report the errors of articulation especially dropped final consonants clusters. However, those errors may not lead to unintelligibility. Surprisingly, most students reveal that they feel confused about words having British and American pronunciations. It has been reported by one of the students in the fifth semester:

“I am a little bit confused in the use of both American and British pronunciation. Thus, it makes me inconsistent in the use of those styles of pronunciation. Somehow I use British and American styles in speaking English.

Most students in the English education department have admitted that they have not been able to improve the intonation and accentedness as the native speaker’s style. With regard to this, these can be regarded as an important element of their English improvement (Levis etc., 2016). The problem in pronunciation has been elaborated by Fatin, the student from the fifth semester:

“I think I have weaknesses in expresses English sentences using good intonation. Moreover, I have difficulties using correct stress in pronouncing English words. Consequently, my production of English sentences does not run smoothly. In addition, it will be a strange thing for listeners”.

The result of interview with students is in accordance with the lecturers’ response teaching phonology course:

“The background of students is beginners in learning English. Some students find problems in pronunciation and intonation. For example: they feel difficult pronouncing sound ‘a’ and ‘ae’. As a result, those English words have different meaning since the wrong pronunciation. Another example is students have problems in pronouncing the sound of consonant ‘t’ and ‘th’, ‘v’ and ‘w’.”

The above description denotes that intonation and pronunciation play a main role in producing correct utterances. Indeed, based on the observation and interview, students have not been able master the pronunciation proficiencies which include comprehensibility, intelligibility, and fluency (Levis et al., 2016; Saito & Plonsky, 2019). Besides, some students do not have more opportunities to the English speaking area or environment at the previous stages of their

learning. In other words, they need more input of English to improve their pronunciation and speaking (Liontas & Siegel, 2018).

d. Lack of English Input outside the class

Input of English may have better contribution on students' English proficiency including speaking, listening, reading and writing (Liontas & Siegel, 2018). Indeed, linguistic input comprises of the sounds, words, phrases, sentences and other units of a particular human language (Troike, 2006). With regard to this, some students in English language education department have less inputs regarding English interaction especially the English speaking environment. As a matter of fact, some of them only speak English in classroom and they rarely speak English outside the class. The lack of input outside the class may not enhance their English development especially in speaking since they rarely hear sounds and words from others using English outside the class. In addition, the role of social experience is considerably important for improving the students' English proficiency in speaking. Moreover, sources of L1 input and communication may vary depending on social and cultural factors (Troike, 2006). In this case, the culture of students is mostly using Javanese language in their interaction in the neighborhoods. Thus, they rarely receive English inputs. Referring to this description, students in English language education department may vary in obtaining linguistic inputs. The poor input of English is proved by Fitriani, the student for the third semester through the following elaboration:

"It is really difficult for me to find partners speaking English. I only speak English in speaking class. I use Javanese when having interaction at home and neighborhoods. In addition, I use Indonesian at campus in which my friends are using Indonesian. They are from various departments such as biology, physics, Islamic education, Math and so on. This does not allow me to get more inputs of English sound and words".

In addition, the student from the fifth semester advocates that the lack of inputs in English may hinder their fluency in speaking English.

"I find difficulties finding friends to speak English. In fact, not all of people living in my area care about English students. They cannot speak English. That is why I only speak English at campus especially in speaking class with my friends and lecturers in English language education department".

Along with the above elaborations, it seems that students have less input of English which makes their English speaking does not well improve. In fact, they are not enhanced by the English speaking environment especially in their home and neighborhoods. They just speak English with their friends in speaking class. Surprisingly, in other courses they use Indonesian. This condition signals that improving speaking skills among EFL students in Indonesia may present various barriers and complexities including the lack of input in English communication (Indah et al., 2020).

The lack of inputs about English is also reported by the lecturer of speaking course:

"I do realize that most students are living in a village where English is not used in their environment. With regard to this, the students do not have social experience of using English in their interaction. Thus, they rarely receive inputs and feedback of English except in the classroom especially in speaking class. Moreover, lecturers have not provided English speaking area at campus meaning that students just speak English with their friends at the same departments".

Unfortunately, some students and lecturers use Indonesian when they communicate with lecturers in the office. This proves that the English atmosphere and environment have not been developed at campus. There have been some factors of the less English environment at campus. These cover the lack of awareness among students and lecturers in creating English speaking area at campus, the lack of confidence in speaking English, and the lack of motivation depending on someone's personality.

Additionally, Indonesia is merely predominantly Indonesian speaking community. Therefore, English may be often considered as having a less input environment since most interaction outside the English speaking class is in Indonesian and Javanese. Surprisingly, English is rarely used in social interaction. In other words, outside the English speaking settings, students tend to speak Indonesian and Javanese and do not have better chance to speak English in their daily activities.

Furthermore, the fact that the majority of Javanese students at campus, it becomes natural when they interact with others by using their first language outside the class. In this sense, if they accidentally switch Javanese or Indonesian to English, they would be an awkward feeling. Thus, it is not surprising that students have not received many inputs of English in their society and neighborhoods.

Additionally, it has been known that English is not widely used and spoken in Indonesia. In this context, English is not spoken as a means of instruction at schools and universities. Regarding this, Indonesian students find difficulties understanding and speaking the language. In fact, English has been introduced to Indonesian students in elementary school. This condition has also been experienced by the students in Thailand in which the low English proficiency is usually associated with the process of English language teaching and learning in the classrooms (Ulla, 2018). There are a number of factors that may cause the English learning in Indonesian is less productive. First, teachers tend to

emphasize more on grammar. Second, teachers are using code switching in delivering the lesson. Third, students have lack confidence in speaking English. Fourth, the lack of exposure of speaking English. Fifth, the process of teaching English is done in a teacher-centered classroom, causing the students get bored and passive. Referring to it, the use of technology is considerably crucial in enhancing the teaching and learning process particularly speaking. In this sense, lecturers can integrate their speaking class to technology and social media such as YouTube, Facebook and so on. In fact, YouTube can be used as a means of project-based learning to foster speaking skills among EFL students (Wahyuningsih & Dewi, 2019). Further, the use of technology such as video blogging can improve students' performance in English presentation (Hung & Huang, 2015).

e. Lack of Confidence

Confidence is badly needed in pursuing students' speaking proficiency. English language education department includes students and lectures with some tutorials and activities. In addition, most lecturers in English language education department have been characterized by a transmission and didactic style in teaching. As a result, it may lead to have no well interaction so that it could not improve the students' oral communication. Moreover, students in English language education department have less networking outside. Indeed, they have no chance to obtain culture, knowledge and information from various perspectives. Therefore, they feel less confident when they speak English with others especially new community. In this sense, some students have less chance to have public speaking. This condition leads the students to feel anxious when speaking English. It is in line with the study of Chou (2018) that EFL students may feel anxious in speaking English. The less of confidence among the students are described by Fahmi, the student from the fifth semester through the following excerpts:

"I have not found the class especially contributing me developing my English speaking proficiency. Further, I have less chance to express something English. This makes me unconfident in interacting using English with others. The role of English students association has not run well. It needs some interesting activities to attract students' motivation in learning English".

Based on the elaboration above, it could be deduced that students are needed to have more chance in performing public speaking (Liontas & Siegel, 2018). The learning activities given by the lecturers are not yet enough to make students speak up in the class. Indeed, lecturers are enhanced to design some fantastic learning activities outside the class through maximizing the role of English organization especially STEC (Stain English Club) and EDSA (English Department Student Association). Likewise, another lecturer reports the same opinion related to the lack of students' confidence in speaking English.

The above comments have denoted us that the lack of interesting programs regarding English organization outside the class has led the students to have less opportunity in speaking English and making them less confident when they are asked to perform English communication. In addition, students are rarely engaged to English activities and programs outside such as workshop, seminar, competition, public speaking and others. Consequently, the lack of the exposure of English among students may not develop their confidence in speaking English. Considering this, it is considerably crucial to facilitates them with fantastic learning activities and innovative English programs outside the class to arouse their confidence when interacting with others using English. In addition, confidence in speaking English can be fostered by an interesting-designed set of lecturer education and experiences in speaking class (Wessels et al., 2017). Furthermore, students are highly fostered to join a number of programs dealing with their English proficiency including workshops, seminar, students' exchange, short course and others so that they will be knowledgeable about culture, information and others. Interestingly, they will have more confidence in speaking English.

f. Lack of Language Development in the Curriculum

Curriculum plays an essential role in a successful education. A good curriculum can produce the better personality types which can live functionally in a changing world (Setiawan et al., 2020). Besides, it is needed to integrate the social and cultural setting in educational setting to provide better individual classrooms (Mason & Payant, 2019). English language education department is a new study program at State Islamic Institute of Kudus. The curriculum of English program consists of 50 percent of language materials, while the rests are emphasizing on pedagogy and Islamic materials. The obstacles of English courses generally focus on literature, language theories, grammar, and phonology, second language acquisition having the emphasis on developing the awareness and knowledge related to the language system instead of using the theories and knowledge in real interaction. Therefore, language developments tend to fail in its implementation. In addition, the knowledge and pedagogical materials of English curriculum possibly fail to adopt the students' obstacles expectation to develop their English communicative purposes which can be used by them in real communication confidently. Moreover, lecturers are highly enhanced to provide more attention to activities of conversation in speaking class to reduce the speaking anxiety of speaking English (Hamzaoglu & Koçoğlu, 2016).

As the student reports in her interview:

"I think my campus has an assumption that students have possessed better proficiency in English before registering to this campus. It needs more time to adapt the English curriculum. Further, the curriculum covers various Islamic materials as the characteristics of Islamic Institute. Thus, the students will not focus more on the English curriculum

emphasizing the English materials. Furthermore, they should focus on the pedagogical contents including methods of teaching, strategies of teaching and practice of teaching”.

In line with the students’ response, English lecturers also remark the same opinion regarding the structure of English curriculum at State Islamic Institute of Kudus. It has been reported that the curriculum of English comprises of some Islamic materials, national materials and language materials. Thus, it makes students do not clearly focus on the linguistics acquisition. In fact, they should learn other courses to fulfill the curriculum implementation at campus. Consequently, the curriculum of English development needs to have reviews and improvements for the sake of students’ English mastery. Besides the need of speaking curriculum development, instructors or lecturers play a vital role in determining the students’ outcome of speaking English. Indeed, they function as a role model for the students related to well behavior, critical thinking and meaningful values (Almzary et al., 2020). However, they may face a complex atmosphere that comprises of students, peers, parents and stakeholders in various circumstances (Alhebaishi, 2019).

Some implications for speaking curriculum development of English department at State Islamic Institute of Kudus

Having reviewed various problems encountered by some students in English language education department, there have been some implications for developing English speaking curriculum. First, the curriculum of speaking should be well designed by considering the adequate content of language curriculum particularly speaking. In fact, curriculum has been a crucial element in improving the quality of education (Dilekli & Tezci, 2019; Sulistiyo et al., 2019). Second, lecturers should design English speaking curriculum integrated by technology and social media that makes students to enrich some culture, knowledge and experience around the world. The advances of technology give contribution on the development in educational settings (Sofyan, et al., 2019; Wahyuningsih, 2018). Further, the use of technology in education needs evaluation from students’ perspectives (Alshehri et al., 2019). Third, lecturers should facilitate the English speaking curriculum with the English speaking community so that the students will have more chance to speak English inside and outside the class. Fourth, the need of building a better networking with some stakeholders to improve academic outcomes among the students. This is in line with the finding of (Fedorov et al., 2019) reporting that innovation and networking are vital to improve the quality of education.

Conclusion

To this point, this study presents the undergraduate students’ problems in speaking English and its implications for speaking curriculum development at State Islamic Institute of Kudus. Based on the observation, interview with students and lecturers and focus group discussion, it was found that the problems encountered by the students in English language education department in speaking English cover the lack of appropriate vocabulary, the lack of grammar mastery, the lack of correct pronunciation, the lack of input of English outside the class, the lack of confidence and the lack of English speaking curriculum development. In addition, the findings of this study present a number of implications for speaking curriculum development including the need of designing appropriate speaking curriculum, the importance of integrating speaking curriculum with technology, the need of providing English speaking community for students to give more chance in speaking English and the importance of building a better networking outside.

Suggestions

It is kindly recommended that English lecturers integrate technology in speaking class, use numerous creative strategies in teaching speaking, pursue the students to speak up during speaking class, create an English atmosphere like speaking community both inside and outside the class and redesign the English speaking curriculum by considering adequate contents of English material particularly in speaking curriculum.

Limitations

It should be noted that this paper attempts to investigate a number of problems encountered by students of English Department at State Islamic Institute of Kudus and its implications for speaking curriculum. It is highly suggested that future researchers undertake studies of speaking curriculum in more detail from different countries. By undertaking this study, we would possibly gain beneficial insights on how to teach speaking properly and design the curriculum appropriately.

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