

A STUDY OF STUDENTS' PROBLEMS IN LEARNING SPEAKING ENGLISH AT THE SECOND GRADE OF JUNIOR HIGH SCHOOL

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ABSTRAK

Penelitian ini bertujuan untuk menyelidiki masalah siswa dalam belajar berbicara bahasa Inggris. Studi kasus kualitatif menggunakan kerangka kerja dalam mengumpulkan dan menganalisis data. Partisipan dalam penelitian ini terdiri dari lima responden; dua guru dan tiga siswa wawancara. Untuk mengetahui masalah siswa dalam belajar berbicara bahasa Inggris, peneliti menggunakan observasi mendalam dan juga wawancara. Penguasaan kosakata yang rendah, tata bahasa yang buruk, pengucapan yang buruk, masalah linguistik, rasa malu, kecemasan, takut salah, kurang percaya diri, kurang latihan, bahasa ibu yang digunakan dominan, motivasi rendah, adalah jenis-jenis masalah siswa dalam belajar Berbahasa Inggris. Ada beberapa cara strategi untuk memecahkan masalah berbicara dalam pembelajaran berbicara bahasa Inggris, baik dari sisi siswa maupun dari sisi guru. Meningkatkan penguasaan kosakata, mendorong siswa untuk berbicara bahasa Inggris, memilih strategi yang tepat, menggunakan teknik motivasi, lebih banyak berlatih, meningkatkan motivasi, menggunakan strategi, memberikan kesempatan kepada semua siswa, ada cara-cara strategi untuk memecahkan jenis masalah dalam belajar berbicara bahasa Inggris. Dalam pembelajaran berbicara bahasa Inggris, setiap siswa memiliki permasalahannya masing-masing baik dari siswa itu sendiri maupun dari faktor lain. Dalam penelitian ini, peneliti menemukan setidaknya 12 masalah dalam pembelajaran berbicara dan beberapa cara strategi untuk memecahkan masalah berbicara yang harus diketahui atau bahkan diterapkan baik oleh siswa maupun guru.

Kata kunci : Siswa, Masalah, Belajar, Berbicara.

ABSTRACT

This study was aimed at investigating the problem by the student in learning speaking English. The qualitative case study was used a framework in collecting and analyzing the data. The participant of this present study consist of with five respondents; two teachers and three students interviews. To know the students' problems in learning English speaking, the researcher used depth observation and also interview. Low of vocabulary mastering, poor in grammar, poor in pronunciation, linguistics problems, shyness, anxiety, fear of mistakes, lack of confidence, lack of practice, mother tongue used dominantly, low of motivation, are the kinds of students' problems in learning English speaking. There are some ways to strategies to solve speaking problems in learning English speaking, both from the students' and the teachers' sides. Improve vocabulary mastery, encouraging the students to speak English, choosing appropriate strategy, use the motivation technique, more practice, increase the motivation, use the strategy, give opportunities to all students, there are the ways of strategies to solve the kinds of problems in learning English speaking. In learning English speaking, every student has their own problems on it either from the students themselves or from the others factors. In this research, the researcher found at least 12 problems in learning speaking and some ways of strategies to solve speaking problems which have to be known or even applied both by students and teachers.

Keyword: Students, Problems, Learning, Speaking.

INTRODUCTION

In learning English, there are at least four language skills that all students must master. They listen, speak, read, and also write. All of these skills cannot be separated from each other. Among these skills, speaking is one of the most important skills that have been the focus of learning since students learn English. As Ur (1996:120) states in her book under the title "A Course In Language Teaching: Practice in Theory".

Of the four skills (listening, speaking, reading, and writing) speaking seems the most important intuitively: people who know a language are referred to as speakers of that language as if speaking includes all other kinds of knowledge and many if not the most foreign language learners especially interested in learning to speak. According to his statement, speaking is one of the four essential skills. So researchers are interested in exploring many things about speaking aspects. Starting from the students' speaking ability, the problems faced by students in learning to speak English, and trying to find ways to solve them.

Speaking is a productive skill that uses a combination of pronunciation, vocabulary, grammar, and even accents. Therefore, when students speak English very well and very often they may think that they have improved another skill that involves speaking. Bearing in mind this issue may be more important because if students rarely speak English, their speaking skills may not improve much.

Speaking is considered a necessary skill because it plays an important role in facilitating students' mastery of English. This helps students to better express themselves when speaking. According to McDonough and Shaw (2002:126) "In many contexts, speaking is often a skill that directly assesses a person". That is, people may often judge our language competence by our speaking ability rather than other language skills.

Speaking English well also helps students to access up-to-date information in fields including science, technology, and health. As Baker (2003:5) says, "By learning to speak English well, students acquire valuable skills that can be useful in their lives and contribute to other communities and countries".

According to Ur (1996:121), inhibition, nothing to say, low or unequal participation, and the use of mother tongue are the main problems in speaking activities. Sometimes students may want to speak English to other people but they don't know what they really want to talk about. Some students may lose words that are actually stored in their minds but they cannot produce. For his statement, the researcher was interested in observing the students' problems in learning to speak English

Problems in learning speaking, are some of the problems that cause a person to be less able to speak. According to Doris and Jessica (2007), language problems are actually one of the important causes behind poor academic achievement. These problems can be an obstacle for students to improve and improve their speaking skills. The reason why students have trouble speaking is that they are bad at grammar, vocabulary, and pronunciation. This problem is included in language problems.

Scope of Study about problem learning speaking English ia analyzing a study of students' problems in learning speaking English as well as to find out the student's response toward problem in learning English speaking.

According to the purpose of the study can be defined as follows:

1. To know the students' problems in learning speaking English
2. To determine the problems that are most frequent (dominant) and closest to the second-grade students of junior high school
3. To find out the ways to improve English speaking skills
4. To know the students and the teachers' ways to solve speaking English problems

METHOD

Research Design

As stated the introduction, the purpose of this study to find out problem in learning speaking English at the second grade of Junior High School. The researcher needs method of research. Therefore, the researcher uses descriptive Qualitative method to get the aim. According to Fraenkel & Wallen, (2008), "A qualitative research is research that investigates the quality of relationship, activities, situations, or materials which frequently appear."

This research focuses on understanding a single phenomenon of interest, which is problem in learning speaking English language. The study was conducted at the second grades a Junior High School. In analysing the data, the researcher did some activities, identifying to find out the problem and solve to strategies for learning speaking English.

This study used case study research since was used to analyzed the single phenomenon occurred in the class Formulated in the research questions, i.e, to find out the student problems in learning speaking as well as to investigate teachers' strategies in improving students' speaking skill. This research was qualitative research because the researcher described about the students' learning speaking English. The site of this research was proposed in Junior High School in Bogor. The participants of this study consist of two teachers and several students. In this research, the researcher takes the data from the primary and the secondary source of data. In primary source data, the researcher collects the data of the research directly in the field of concern problem, at a Junior High School Bogor with their problems in learning speaking English. While insecondary source data, the researcher can collect the data from the teacher's documentation of speaking test.

In the meantime, a class of students to participate in this research was selected from classes of the second grades or eleventh grades of Junior High School.

Data Collection

In this research is to choose the data collecting technique that can be used. According to (Creswell, 2013), data collecting technique is the main step of a research, because the purpose of the research is to collect data. In this research, the researcher collected the data using the following technique:

1. Interview

Interview is meeting of two persons to exchange information and idea through questions and responses, presulting in communication and joint construction of meaning about a particular topic (Sarwono, 2006, p.231). The researcher provides an interview to gain deeper understanding of how the students interpret a situation or

phenomenon that can be gained through observation.

The interview used in collecting the data from the teacher as supporting instrument. The researcher asked the teacher about her/him opinion of the cause of the problem in learning speaking English. The intended of interview was to gain deeper understanding from the teacher's opinion about the cause of students' problem in learning speaking.

2. Focus Grup Discussion

Group Discussion is a type of discussion that will be used in the English speaking learning process in language class of second grade in Junior High School Bogor. Implementing group discussion in the program is aimed to organize discussion in large classes which has students with different levels of proficiency, age, and background of education. As stated by Gawer, Phillips, and Waters (1995), group work is one of ways to organize discussion in large classes. Group discussion refers to an activity done by a small group of people which involves communication and exchange information in order to understand and achieve something.

In the pre-discussion in the stage of discussion proposed by Green, Christopher, and Lam in Richards and Renandya (2002), forming the group is the first activity in a discussion. They add that the most appropriate number of students in a group discussion is group of four. Moreover, Gulley (1960: 62) states that discussion occurs only in groups, and cannot be studied systematically without considering the concept of the group. Therefore, group is an important thing in discussion.

However, with regard to the background of the members, the grouping is something that needs to be considered as the first number. Group is the key to the success or failure the discussion will be. Every member of group has accepted their own a common goal, and in the discussion they are attempting to find the way how to get the goal by sharing ideas, thinking together, and doing interaction.

The most natural and effective way for learners to practice talking freely in English is by thinking out some problems or situation together through verbal interchange of ideas, or in simpler terms, to discuss. According to Harmer (2002), discussion is

an activity in which students work in a group and they have a subject to talk about and they react to something that is said. It will arouse problems and they try to achieve solutions to the 34 problem in their talk. This activity involves sharing information, expressing opinions and ideas, agreeing and disagreeing, or reviewing their opinion. Discussion can be an alternative solution to the problem about how to encourage students to speak, because if they are asked to express themselves in a foreign language, they may find themselves reluctant to do so (Harmer: 2002).

In a discussion, students sometimes have nothing to say, no opinions, and they are not prepared to discuss anything. Harmer (2001: 123) further states that part of the problem causing this condition is the approach used by the teacher. If the discussion is on a difficult topic, sometimes students will be reluctant to discuss it in front of their peers in the foreign language. However, a discussion may flow fluently, but it can never be planned.

To make sure that the discussion is fair and polite, a group leader needs to start and conclude the activity as well as pay attention to the time limit, make sure that all group members have an equal chance to participate, keep the discussion on the subject, keep the discussion moving, make sure that all group members can understand each other and summarize the result of discussion (Matthews, 1994: 151).

There are some factors, as Matthews mentioned above, that are required to be considered for they are influencing one another. They have to be gathered to gain excellent teaching learning results. However, discussion is usually related to the term domination, so that in most classes, the most confident students tend to dominate the discussion and the weaker students tend to be less active.

Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. Qualitative data analysis was the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. Meaning-making can refer

to subjective or social meanings. Qualitative data analysis is also applied to discover and describe issues in the field or structures and processes in routines and practices.

Qualitative data analysis combines approaches of a rough analysis of the material (overviews, condensation, summaries) with approaches of a detailed analysis (elaboration of categories, hermeneutic interpretations or identified structures).

The researcher analyzed the data during and after the process of data collecting. After all the data is collected in two processes, the research made conclusion of data that the research found from the teacher efforts in teaching speaking and the difficulties of the students' speaking ability.

RESULT AND DISCUSSION

Result

As Ur (1996, p.120) says that speaking is the most important skill, so English speaking would be interest to discuss. Not only about the speaking itself but also another component in speaking such as some approaches to teach speaking, the strategies to increase speaking ability, and some others.

There are some researcher who has observed about speaking and its components. Lejla (2011) explain that to make students speak the target language is not always easy and there can be several different reasons why this is the case. The current study investigates one possible reason, namely speaking anxiety. Speaking anxiety inhibits students from speaking which has a negative effect on their oral skills. Lejla on his research stated that anxiety is the reason of that question. But actually there are so many kinds of reasons of it. Not only about anxiety, but also the other problems. In order to encourage speaking in a classroom it is important to strive for a pleasant atmosphere where every student can feel relaxed and motivated to communicate orally.

While, Nawshin (2009) explain that in his observation, students face different types of problems such as some might feel shy, not know when speak, etc. His research that the biggest problems or difficulties in learning English speaking is come from the student's internal factors such as feel shy, not know what they want to speak, etc.

Besides the internal or psychological factor, the master of component of speaking itself gives contribution in hinder the students to speak. For example low of vocabulary, not know the pronunciation, and another important component of speaking. Nawshin in his research also gives the solution to solve these problems. He explained that learners should be given enough opportunities to speak in the classroom, because as much as students will speak, their level of accuracy, fluency and confidence will develop.

Meanwhile this research is different with the researchers research before. The researcher is explained about kinds of problems which faced by most of the students in learning English speaking. There are some problems that the researcher found, such as fear of making mistakes, low of vocabularies knowledge, and another. Not only explained about the English speaking problems, in this research she also explained the ways of teacher and students to solve the English speaking problems. That is why the researcher believes that the research is useful for all students who have speaking problem in learning English.

Discussion

This research demands research and investigation. Student problems in learning to speak, this study was found from students and teachers. Students have many obstacles in learning to speak English that they face in class and school, some of which are: lack of practice, increased vocabulary mastery, and lack of motivation. There are problems for English teachers teaching speaking English for all students taught in every class that has English lessons. The problems faced by English teachers in their class include: motivational techniques, choosing the right strategy, lack of opportunities, and encouraging students to speak English.

The first lesson is about improving students to continue practicing speaking English. In this connection it is necessary to be told to know about what Brown (2000) believes about what is suitable for practicing speaking English.

There are many ways to solve speaking English problems. According to Brown (2000: 275), one solution to solving the problem of speaking English is to use the techniques. But teachers must remember to

use techniques that cover a spectrum of learners' needs. This means that the teacher must ensure that the technique helps the learning process and is in accordance with the assignment. It also has to be meaningful.

On the other hand, student motivation is still limited. So, the big task of teachers according to Brown (2007: 275) is to provide intrinsic motivation techniques. Give them advice that everyone is special and that everyone has a chance of being successful. So, everyone also has the opportunity to show himself in everything especially in speaking English. In motivating them, the teacher must approach each student. Not only active students but all students. Ensuring that all of them can speak English and English will serve them well in their next life. Make them feel comfortable with the teacher so that there are no deep boundaries between students and teachers and it will make them trusted to share every difficulty, every problem they face in learning English. Actually, big motivation does not come from other people but comes from ourselves. So students themselves have to motivate themselves. The teacher's obligation is only to help them open their minds and provide a little quality motivation.

Another solution to solve the problem of speaking in English is to provide the widest possible opportunity to all students, not only certain students but all. This is in line with Brown (2000: 275) which states that teachers must provide opportunities for students to initiate oral communication. According to him, part of oral communication competence is the ability to start conversations, nominate topics, ask questions, master conversations, and change topics.

According to Brown (2007), there were so many speaking sequences that could be used in the learning process of English speaking. Some students were happy when they heard other people's stories, but sometimes they unable to told their own stories.

According to Brown (2007), however, the students needed to be able to told stories in English. The teacher could be encouraged students to retell stories that they had read in books, newspapers, or from the internet. It could be from many kinds of sources. But the better was they told about

themselves and their family, their friends or their unforgettable experiences. When one student told the stories based on personal experienced, their classmates could be asked them questions in order to found out more about what happened. Actually, storytelling like this often happens spontaneously, but at other times, students needed time to think about what they were going to say. Especially for the students in junior high school, with their limited in some things. Besides telling stories, role play also could be an alternative way to solved speaking problems.

Brown states that: "In the simulation, students act as if they were in a real-life situation. We can ask them to simulate a check-in encounter at an airport, for example, or job interview, or a presentation to a conference. Roleplay simulates the real world in the same kind of way, but the students are given particular roles- they are told who they are and often what they think about certain subjects."

According to his statement, simulation and role-play has a very close relationship. Both simulation or role-play gives contributions in terms of making students increased their ability in English speaking. By used simulation or role-play, the students would be allowed themselves to be actived in all of the processes of learning English speaking.

CONCLUSION

The speaking English ability of the students of Junior High School was at a low level and need to be increased. Most of the students were unable to speak English clearly and they also were difficult to produce words, phrases, and sentences in English. But however, there were some students who have good ability in English especially in speaking English.

In learning speaking English, most or even all of the students have problems. Those problems make them feel so difficult to say everything by using English. That problems itself can be caused by many factors. It can be caused by the teacher's factors, the class factors, the environmental factors, or even their own factors. Actually, the big problem was about practice. They have not enough time to practise speaking English. Not only practice to speak but also practice to hear. Because speaking was

includes listening comprehension. While the teacher dominantly used the mother tongue than the target language. It means that the students were not habitually making interaction with English. Most of them also have no opportunities to speak English. Another problem that faced by the students was shyness, nervousness, afraid of making mistakes, do not know how to pronounce words, and the most important thing was their vocabulary mastering is very low.

There are some ways for the students and also the teacher to solve the speaking English problems. The first is practice because according to one theory language is practice. To make them good in speaking English is making them to practice it as much as possible. Besides that, the teacher also can use some interesting strategies to make them try to speak in English. For example by using games, role play, describing pictures, discussion, or other ways to allow them to speak English as well as possible.

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