

THE STUDENT'S SPEAKING PROBLEMS FOR SENIOR HIGH SCHOOL IN PEMATANGSIANTAR

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ABSTRACT

The aims of this research were to describing the students' problem in speaking and finding out the factors that influence students' eleventh grade in speaking. This researcher used qualitative method. The results showed that the students problem in speaking such as the students often do not have self-confidence in speaking because they often feel afraid to making mistake, the students do not motivation to perform their speaking skill in front of class, the teaching technique and teaching materials are not interesting for the students, almost students are not able to express their ideas or their opinions in oral communication because they often still use Indonesian and mother tongue in learning process in English class, The students do not speak English well because they lack of practice.

Keywords: Speaking, Speaking Problem, Student Problem.

I. INTRODUCTION

Teaching-learning English in a multilingual country is a big challenge. Since the foreign language is learned by students after getting their local and national language. Moreover, the exposure of English is not common practice on daily basis. Correspondingly, Indonesia has many local languages in which each part of regions all over archipelago has different languages. Even though Indonesia is as a non-speaking country, the role of English is unavoidable to open global insight as well as used as a medium of international communication. By considering the importance of English, as acknowledged in educational curriculum of Indonesia, it has been one of compulsory subjects taught since junior high school; in point of fact many elementary schools implement it as a subject (depending upon school policy). Despite English is a mandatory school subject, in reality many senior high school students still cannot speak in English, whereas they have been learning English for many years. There are some possibilities of this point. Firstly, the time allocated is limited for this subject. Secondly, teaching English through Indonesian language is done by at some schools. Another important reason, it is not used as a medium of instruction for other subjects. That is why the degree of English use is not so frequently in education field. Based on the problems stated, one of senior high schools in Indonesia takes a real action to reinforce practicing English by implementing a language policy.

For English language learners, speaking is one of the most important skills that they need to be developed (Tinjaca & Contreras, 2008) because it is the ability to interact with other people and involves wide range of skills (Hadfield & Hadfield, 2012). Also, Harmer (2007) gives his outlook concerning speaking, he declares that a good spoken communication is not only having the ability of language features knowledge, but also the ability to process information. On account of demand on both language features and social processing, not all students are able to practice the language orally. The problems of speaking English has become become the focus of several previous studies. (Liu, 2007; Tsiplakides & Keramida, 2009; Gan, 2012; Bilal, Tariq, Rasyid, Adnan & Abbas, 2013; Kalanzadeh, Mahnegar, Hassannejad, & Bakhtiarvand, 2013; Zhiping & Paramasivam, 2013; Al Hosni, 2014; Öztürk & Gürbüz, 2014; Mukminin, Sutarno, Arif, Noprival, & Maimunah, 2015). Even though the previous studies have addressed the problems of speaking English faced by students, but not much research specifically focusing on the problems of speaking on English day implemented by schools in Indonesia.

This study is important because it is exploring the experiences of Indonesian students' problems in speaking English as well as an evaluation of English day program applied by one senior high school in Jambi, Indonesia.

II. LITERATURE REVIEW

a. The Definition of Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips. There are many definitions of speaking that have been proposed by some experts. According to Harris (1974, p.81), speaking is a complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates. From this definition, it is clear that speaking develop at different rates. From this definition, it is clear that speaking needs other ability that just speaks. It can be concluded that the aspects of the speaking ability in this research are: pronunciation competence, grammatical ability, vocabulary mastery, the fluently of speaking, and the understanding of the topic of speaking.

Hughes (2002, p.6) states that speaking is the basic thing of interaction and to be able to speak. It means the ability of students should be explored by the school or by the students themselves. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003, p.23). It means that this activity involves two or more 9 people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible. From those theories, it can be concluded that speaking is related to communication.

b. Definition of Problem

A problem is situation, person, or thing that difficult to understand something and needs attention then needs dealt or solved. According to Margono (2010, p. 54) problem is the gap between the expectations of something that should be te reality. For example, the gap between the overflowing numbers of high school graduates in hopes of accommodating ability of university. It means that the cause of problem in mastering English is some differences between English and Indonesian such as pronunciation, grammar and phrase. It can be concluded that problem is thing that difficult to deal and understand, problem occur because there is a gap between the expectation or something and reality. To solve the problem we need to understand the problem and cause the problem occur.

Speaking Problems

Speaking is not simply expressing something orally. However, the students need to acquire some speaking indicators to have a good speaking skill. Jill (2008, p.66) stated those aspects are pronunciation, grammar, fluency, vocabulary, and accuracy.

1) Vocabulary

Based on Nunan and Carter (2001) vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately. According to Edge (1993) knowing a lot of words in a foreign language is very important. By knowing variative vocabularies make students easier to speak and deliver their idea effectively and communicatively.

2) Pronunciation

Based on Nunan and Carter (2001, p.14) pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. In Addition, Thornbury (2005, pp. 128-129) has said pronunciation refers to the students' ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, pp.28-33) deliver more issues about pronunciation. He suggests pitch, intonation, individual sounds, spelling, and stressing. It is clear showing pronunciation one of the aspect that has become important for the students to pay more attention. Wrong pronunciation may cause misinterpretation and misunderstanding.

3) Grammar

According to Heaton (Kurniati et al, 2015:5) students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. Grammar is needed for students to arrange a correct sentence in conversation. From the result of the students speaking test, there are some students still made some errors in grammar like error in using tenses, article, and verb. The examples of grammatical errors based on the findings were; (1) "My hobby is watching and reading", The word "hobby is" should be replace by using "hobbies are". (2) "when I go to Toraja with my friends", for "I go to" should be replace by using "went". (3) "She is a singers", for "singers" should be replace by using "singer". (4) "I have one idols", for word "idols" should be replace by word "idol".

4) Fluency

Hedge (2000, p. 54) stated that fluency is an ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. It means that fluent speaker should be able to speak coherently and using correct words with good pronunciation.

Foster and Skehan in Nunan (2004, p.87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying "um" and "ah" by subjects as they complete a task

5) Accuracy

Thornbury (2005) stated that correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. So, learners should be able to use words and expression correctly. According to Nunan (2015) accuracy refers to the extent which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary. So that accuracy is also the important role for the students/learners of English language to pay attention in learning.

III. RESEARCH METHODOLOGY

The purpose of this paper was to report some of findings from the qualitative interview data on the problems of speaking English encountered by students on English day at one senior high in Pematangsiantar, Indonesia. Marshall and Rossman (1999, p. 33) declared that the aim of doing a qualitative study was historically "to explore, explain, or describe the phenomenon of interest" and a case study is one of the five qualitative traditions (Cresswell, 2007; Merriam, 1998; Johnson & Christensen, 2008). Moreover, a qualitative case study was 'an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are clearly evident; and in which multiple sources of evidence are used (Yin 1984 in Nunan 2010). In this study, We used a qualitative case study tradition as the research strategy to help describing the sources of speaking difficulties.

IV. FINDINGS AND DISCUSSION

There are some problems faced by the Students in Speaking, the problems that faced by students are below:

a. Vocabulary

According to Brown (in Novianda, 2017: 391) Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, someone cannot communicate effectively or express their ideas both oral and written form. From the result of speaking test, the researcher found that there were students still lack of vocabulary and they used a simple vocabulary. The examples of the using of inappropriate vocabulary based on the findings were; (1) "Why I can't forget that experience? because I **wants** drowned", it should replace with "**almost**". The correct sentence should be "Why I can't forget that experience? because I **almost** drowned". (2) "He many gave experiments ee.. in in front of of education", the correct sentence should be "He gave many

contribution for education”. (3) “She is cute and my inspire”, the appropriate sentence should be “She is cute and she is my innspiration”.

b. Pronunciation

For the pronunciation, generally students often made errors. They pronounce some words inappropriate. These errors such as words: experience, because and vacation. Some students pronounce experience by saying eksprens where as it should /ɪk'spiəriəns/ (oxford dictionary). For the word: because, there was student said bekaus whereas it should /bi'kɒz/ (oxford dictionary) and for the word: vacation, there were students said fokesien whereas it should /veɪ'keɪʃn/ (oxford dictionary).

There was also the error in pronouncing word because it was adopted from English to Bahasa therefore students pronounce it by using Bahasa. For example the word basket it should /'bɑːskɪt/, “admire” there were students said “admir” whereas it should be “əd'maɪə” (oxford dictionary). Then, some students pronounce “because” by saying “bikaus” whereas it should be “bi'kɒz/” (oxford dictionary) and for the word “ambition” there were students said “ambesion” whereas it should be “am'bɪʃ(ə)n/” (oxford dictionary). Then for the word “public” there were students said “pablik” whereas it should be “pʌblɪk”(oxford dictionary). Then, for word “experience” there were students said “eksperien” whereas it should be “ɪk'spiəriəns”(oxford dictionary). Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.

c. Grammar

According to Heaton (Kurniati et al, 2015:5) students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. Grammar is needed for students to arrange a correct sentence in conversation. From the result of the students speaking test, there are some students still made some errors in grammar like error in using tenses, article, and verb. The examples of grammatical errors based on the findings were; (1) “My hobby is watching and reading”, The word “hobby is” should be replace by using “hobbies are”. (2) “when I go to Toraja with my friends”, for “I go to” should be replace by using “went”. (3) “She is a singers”, for “singers” should be replace by using “singer”. (4) “I have one idols”, for word “idols” should be replace by word “idol”. Then, Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Brumfit in (Yang, 2014) considered fluency as natural language use like the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. From the result of speaking test, the researcher found that there were some students did not speak fluently and accurately with little using pauses like “ums”, “ers” and etc.

Students usually hesitant, they often forced into silence by language limitation. For examples, (1) “They have ee.. good body, they have ee.. good voice”, (2) “mmm.. I can't I can't I can't forget about that”, (3) “ee.. My hobby is aa.. singing . They often have to search for desire meaning, stop talking, incomplete utterance. However some students have been fluent when speaking although they have to make an effort and search of words but succeed in conveying the general meaning. When students speak, there were pauses marked by the words: a., a... and e... These words were said while thinking what they would convey anymore.

In addition there were fragmentary word such as “interes ted” and incomplete utterance such as: * for me and... * which was done by students when speaking. Then comprehension, comprehension is defines as the ability to understand completely and be aware of understanding whatever said by speaker or toward the topics that are discussed during the conversation. From the result of speaking test, it was found that there were some students occasionally understandable but sometimes still less understandable.

e. Accuracy

The researcher found that most of students made errors in terms of verb, to be, preposition of place and using of pronoun. In the verb term, the errors such as students still used V1 when talking about unforgettable experience whereas they have to use V2. For example: I have an impressive experience when I join the singing competition in Makassar. She still used V1 that is: join, whereas it should be used V2: joined. In the terms of to be students made errors such as used to be: is, which should: are. For example: My hobby is swimming and reading. It should: My hobby are singing and reading because she mentioned her hobby more than one.

In term of preposition of place, students made error such as used inappropriate preposition. For example to explain address, generally of students mentioned the street by used: in. Whereas it more specific than city. Therefore it should be used: on for example: I live in Tandi Pau street. It should: I live on Tandi Pau streets. The other error was used inappropriate pronoun. There were students who used subject: she, for explains a man. For example: My favorite idol is Lionel Messi, she as player football. It should be: My favorite idol is Lionel Messi, he as football player.

V. CONCLUSION AND SUGGESTIONS

a. Conclusion

From the discussion above the researcher found that the students problem in speaking such as accuracy, pronunciation, vocabulary, grammar, and fluency. Beside that the students still used their local accent include their pronunciation and the tone of the students' speaking are still too pitched like Indonesian accent. Furthermore the students also used code mixing by inserting Indonesian vocabulary in English sentence. Code mixing used by the students due to the lack of vocabulary to express the words they want to convey in English.

Whereas, there were several factors that influence students in speaking that were performance condition which includes standard of performance, planning, time pressure and the amount of support. The second factor was affective factor. In this case there were categorizes of affective factor that are motivation and anxiety. The next factor was listening ability. Students must understand what the others say to made them respond it therefore speaking was closely related to listening. The last factor was topical knowledge. To made students good in their performance they have to master or knew about what the topic was. Therefore topical knowledge was a factor that can affect students' speaking performance.

b. Suggestions

Based on the finding, the researcher would like to propose several suggestions, as follows:

For the teachers, many factors of students' speaking problems that faced by students in speaking English in this school. Therefore, the teachers should make the students get motivated to use English in school environment at least when they are in English learning classroom. Then, the teacher better be focused on the factors making the students difficult to use English orally and overcome that inhibiting factors. For students, they would be better keep improving their speaking ability especially in practicing English in English way, not in mother tongue structure since it has been found that their mother tongue frequently interfered their English speaking production.

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