

Teacher's Efforts to Overcome the Students' Difficulties in Speaking Ability

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Abstract

This study aimed at finding out the teacher's efforts to overcome the students' difficulties in speaking ability at the eleventh grader of high school in the school year 2017-2018. In this research there are two research question formulated as follow: What are the difficulties of the students' in speaking ability? What are the teacher's efforts to overcome the students' difficulties in speaking ability? Since the study concerned on the students' difficulties of speaking ability for the eleventh grader of high school and the teacher's efforts to overcome the students' difficulties in speaking ability, this research was included as a descriptive qualitative research. The subject of the study was 15 students eleventh grader of high school in the school year 2017-2018. The data in this research were collected through observation, interview and questionnaire. The result of the analysis showed that there were three kinds of the students' difficulties in speaking ability at the eleventh grader of high school in the school year 2017-2018 that was lack of vocabulary, pronouncing the word and fluency. The teacher's efforts to overcome the students' difficulties in speaking ability were; asking the students to memorize the vocabulary, making English group, practicing speaking using English, and offering the students' motivation about the importance of English.

Keywords: teacher's effort, students' difficulties, speaking ability

1. Introduction

Language is a communication which is used by human to communicate and interact each other. From language, people could express their ideas and emotion. Without language, one cannot communicate effectively or express ideas in both oral and written form. According to Edward Sapir (as cited in Bashier, 2015, p.35) "language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."

English is the main language in international communication. The people all over the world speak it when they meet one another in every international meeting, workshop, or conference. In education, English have many function; English plays role to develop science, technology, culture, and art, and the final objective of teaching and learning process is the

students are expected to master the four skills of language such as listening, speaking, reading, and writing.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world recently that is why English becomes important. Since it is important, English is taught widely at formal schools starting from elementary school up to universities even at informal school. According to Al-Sibai, (as cited in Sheila, 2015, p.4), "the use of English as a second language in oral communication is complex activities to be considered when teaching the English language."

In English, there are four language skills that should be mastered by the students, they are listening, and speaking, reading, and writing even every skill have specific features. From the four skills are divided into two types' productive skill and receptive skill. Productive skills are speaking and writing then the receptive skills are listening and reading. One of productive skills is speaking. This skill plays a very important role, especially to obtain information from the speaker who speak, then students have be able to take information from the speaker clearly, effectively, and acceptably.

Speaking is the skill that the students should be mastered well as the proofs that the students are able to speak English and they can receive information well from the other. By speaking, someone can receive information and they can shared information to the other people, and the student can spend their time in a positive thing such as make some conversations, debate, and dialogue. Speaking can be a medium for them to get new information, increase vocabulary, and improved their grammar. According to Joanna Baker and Heather (as cited in Leong, 2003, p.35), "speaking is a neglected language skill in many classrooms. The students may have good knowledge of grammar and wide vocabulary to express ideas orally." Even students are able to write correct grammar, but it does not definite they can express in oral.

Teaching and learning process of English in Senior High School is based on the school based curriculum. The latest approach stresses that the language is acquired through communication. Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to used words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

Speaking is one of the important skills that students should be master in English. Generally speaking is more difficult than the other skill, students have many difficulties in speaking ability such as lack of vocabulary, afraid of making mistake, nothing to say, etc. Generally problem in senior high school in East Lombok is student's fright of making mistake and lack of vocabulary. Actually students in senior high school are active because they are interested in studying English because English is an international language, but when the teachers ask them to speak in front of their friend they are reluctant want because they are afraid of making mistake and they lack of vocabulary. Therefore, the researcher is interested

in knowing efforts of the teacher to overcome the problem and the researcher would like to give some efforts to overcome that problem.

Teachers' effort is the teacher's way to solve the problem and how to teach their student in the classroom to improve their student ability. As we know that teaching in English subject is more difficult to make the student understand than the other subject. Teachers' efforts to solve the problem in speaking ability such as ; teacher asks the student to memorize the vocabularies, takes English course to improve the students vocabulary and practices to speak with their friend.

Based on the description, the present researcher has a great intention to conduct of Teacher's Efforts to Overcome the Students' Difficulties in Speaking Ability for Eleventh Graders at Senior High School.

2. Method

This study used case study research because the researcher analyzed the students' difficulties in speaking ability and the teachers' effort in teaching speaking to overcome the students' difficulties in speaking ability. This research was qualitative research because the researcher described about the students' difficulties in speaking ability and the teachers' efforts in teaching speaking to overcome the students' difficulties in speaking ability.

2.1 Participants

The participant of this study was the English teachers and the students' of high school in East Lombok. The participants of this study consist of 3 teachers and 15 students.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

The research instrument is a tool that is used by the present researcher in collecting the data. According to Suharsimi (as cited in Muh.Zainuddin, 2015, p.21), "the instrument is the tools or facilities to collect the data." In this research the researcher used questionnaire, interview and observation as instruments of the study during the teaching and learning process.

2.2.2 Techniques for Collecting Data

Observation

Observation is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena.

Interview

Interview is used to gain the data about the teachers' efforts and students' difficulties in speaking ability. In the process of gathering the data, the researcher interviewed five teachers. The types of questions which were prepared by the researcher for the five teachers are similar. The types of question refer to the teacher related to the activities and strategies of the teacher while the teacher was teaching in the classroom, and the type of questions of the students was related to the students' identity and daily activities.

There are 10 questions to the teacher, in the process of interview, the researcher speaks English occasionally, and the researcher speaks Indonesian language. Indonesian language is used to obtain intended data easily.

Questionnaire

The data collected from the observation was used in con the research. In this case, the present researcher makes some questions which related to the teachers efforts and the teacher responses to the questions.

2.3 Data Analysis

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.

Often, 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.

3. Findings

Based on the result of interview to the teacher, the researcher get some efforts of the teacher to overcome their students difficulties in speaking ability such as; making a speaking group, making additional time to study English, memorizing the vocabulary, memorizing some dialogue and practiced in front of class, making a specific program like speaking club and some activity that related to speaking skill, it could be improved the speaking skill and overcome the students difficulties in speaking ability.

From the result of questionnaire of the students, the researcher found many reasons of the students difficulties in speaking ability, such as the habitual to study English especially in vocabulary, from 15 students only 2.3% students' always memorize vocabulary every day, 4.8% seldom to memorize the vocabulary, 1.9 difficult when memorizing the vocabulary, 60% of the students very difficult to make a sentence using the vocabulary that they had been memorized, 3% of the students ever memorizing the vocabulary every day and 2.1% never study English. It was the problem in our country the students lazy to study, there is no motivation to study before the teacher gave them task. Teacher asked the students to memorize the vocabulary but the students difficult to memorizing it. If the teacher asked the students to practice speaking by using the vocabulary that have been memorized by the students, it would be improved the students speaking ability.

4. Discussion

The students had many difficulties in speaking ability such as; lack of vocabulary, pronouncing the word, fluency and difficult to string up the word to be a sentences. Generally it was the problem in every student in speaking ability that should be overcome of the teacher. Because if the teacher did not tried to overcome that problem the students speaking ability did not would be improve.

Based on description above, the teacher should have an efforts and strategies when they were teaching speaking to overcome their students' difficulties in speaking ability. There are some efforts that could be applied by the teacher to overcome the students' difficulties in speaking ability and improve the students speaking ability such as making speaking group, memorizing the vocabulary, practiced speaking using English, and teaching English by smiling. Thus, if the teacher tried to apply the efforts and the strategies above it could be overcome the students' difficulties in speaking ability and could improve the students speaking ability.

According to Revola (as cited in Hakim, 2015, p. 13) the students were unwilling to speak English because they are lack of words and phrases to express their ideas in English.

4. Conclusions

Based on the result of observation, interview, and questionnaire in the classroom about teacher's efforts to overcome the students' difficulties in speaking ability, the researcher finally continued to the conclusion. The teacher's effort to overcome the students' difficulties in speaking ability at the eleventh grader of high school in East Lombok in the school year 2017-2018 there were making speaking group, memorize the vocabulary, making English day, teaching by smiling, and making additional time to study English. The reason of students' difficulties in speaking ability were the way of the teacher when teaching in the classroom, lack of vocabulary, nothing to say, difficult to understand the meaning of a word, and difficult to pronounced the word. The difficulties of students in speaking ability were pronunciation, fluency and nothing to say.

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