Teacher’s and Students’ Effort in Overcoming the Students’ Speaking Problems

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Abstract

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means the information is included in speaking, people can get information about something they look for by speaking or communicating. However, learning English as a foreign language in fact is still a problematic thing for Indonesian students. This study was aimed at investigating the teacher’s and students’ efforts in overcoming the speaking problems at SMA Negeri 12 Banda Aceh. The research is intended to find out the speaking problems that the teacher’s and students’ faced through interview and document analysis. In order to investigate the efforts of the teacher and students in overcoming speaking problems in this study, the researcher uses qualitative study. The data were analyzed in accordance with Ali (2000) for the data of interview and Miles and Huberman (1984) for the data of document analysis. From the result of interview shows that there were 5 efforts (taking English course, reading English books, memorizing vocabularies, speaking English, and learning English in school) made by students in solving speaking problems and teacher's effort was in increasing students vocabularies. Meanwhile, the result of document analysis shows that, the students got low score in speaking.

Keywords : Speaking, problems, efforts

1. INTRODUCTION

Widiati & Cahyono (2006) said that a lot of students intend to study English in order to be able to speak or communicate in English. In addition, Richards & Renandya (2002) also pointed out that a large percentage of the language learners in this world learn English subject in order to develop proficiency and adroitness in speaking. Burns (1997) stated that speaking is an interactive process of constructing meaning involves producing, receiving, and processing
information. It means the information is included in speaking, people can get information about something they look for by speaking or communicating. Based on School-Based Curriculum (2006) the goal of learning speaking for Junior High School students is to be able to express and comprehend the ideas in simple transactional and interpersonal conversation to interact with nearest environment. Therefore, students should master the speaking skill

However, learning English as a foreign language in fact is still a problematic thing for Indonesian students. During the writer’s internship at SMAN 12 Banda Aceh, the writer found some problems faced by students in learning speaking skill when the researcher interviewed them. First, the students felt anxious because the lack of confidence and the shyness to speak English in front of their friends or others. Second, they did not have enough vocabulary that fits in with the context to speak in English language. Third, they are worried about making mistakes in speaking English because they did not fluent in speaking English. Fourth, the teacher used to speak in English when teaching learning process takes place so that the students could not understand the material presented clearly. Consequently, the students could not express their ideas or give opinion and make dialogue based on their ideas. According to previous study was found by Anggrista & Bahri (2016), she found the problems that faced by students in speaking skill are they did not know how to say something in English because they had lack enough vocabulary, they were not confident to speak because they were afraid of being laughed by their friends and they were reluctant to practice in the classroom because they were afraid of making mistake.

Furthermore in this study the researcher also want to know about the efforts from the students and teacher in solving the students speaking problems. From the information and facts of the speaking skill problems presented above, the students and the teachers should have realized the importance of efforts in learning speaking skill. In solving the speaking problems students should make friends, group such as English club in order to develop their English better.

2. LITERATURE REVIEW
2.1 Definition of Speaking

Speaking seems to be the most important skills of all the four skills such as listening, speaking, reading and writing because people who know a language are usually referred to as speakers of that language (Ur, 1996). Brown and Yule (1983) said that the interactional functions of speaking serves to establish and maintain social relations, and the transactional function, which focus on the exchange of information. According to Chaney and Burke (1998) as cited in Malana (2015) argued that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. It means people or students who know how to speak English well, they will get information easily.

We need linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language (Nunan, 2003). It means vocabulary and mastery of syntax is necessary to make a good sentence and make others understand about information from others. Speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning
(Nunan, 2003). In addition, Harmer (2007) notes down that from the communicative point of view, speaking has many different aspects including two major categories—accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled, guided activities, and fluency, considered to be the ability to keep going when speaking spontaneously.

2.2 Efforts in Speaking Problems

There were some previous research findings conducted by some researcher related to the efforts in solving speaking problems. Farooqui (2007) investigated universities in Bangladesh that help the students in solving their problems in speaking skill, they make it mandatory for all students to speak in English and also to considerably reduce learners’ overall shyness, nervousness and inhibition in speaking.

Nurhanifa and Widayanti (2012) as cited in Heriansyah (2012) also investigated the efforts in solving speaking problems, they found that the students overcome the problems by trying to speak English to the teacher or friends, checking in the dictionary when they did not know the English words they wanted to say, checking in the dictionary when they did not know the pronunciation of words they wanted to say, asking the teacher or friends when they did not know the English words they wanted to say, and taking the chance to speak English in the classroom.

In addition, Heriansyah (2012) said that some efforts had done by English department students. They were; practice English with friends, try to be braver in speaking, making sentences from difficult words, making English club, sitting with friends who give support to speak, looking up the dictionary for words, doing exercise on grammar book, memorizing vocabulary, reading English grammar books, reading English in order to get new ideas, reading conversation books, practice English by themselves, listening to radio, listening to English conversation cassettes, listening to music, watching TV, asking friends if any difficult words, studying 12 tenses, reading English books, looking for difficult words by reading books then memorize them, taking English course, and practice at home.

2.3 The Characteristics of Successful Language Learners

Success is thought to be based on such factors as checking one’s performance in a language, being willing to guess and to take risks with both comprehension and production, seeking out opportunities to practice, developing efficient memorizing strategies, and many others (Nasir, et al., 2016). It means, there are many efforts that students try to be better in English. According to Rubin & Thompson (1994) a good language learner possesses some of these characteristics;
1. Good learners find their own way
2. Good learners organize information about language.
3. Good learners are creative and experiment with language.
4. Good learners make their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom.
5. Good learners learn to live with uncertainty and develop strategies for making sense of the target language without wanting to understand every word.

3. METHODS

The research design used in this study was qualitative research with qualitative approach. It is commonly known as descriptive qualitative research. It is based upon the observations and interpretations of people's perception of different events and it takes the snapshot of the people's perception in a natural setting (Guba & Lincoln, 1994). It means, descriptive qualitative research focuses on events that happen without setting. In this study, the researcher takes the data from interviews and document analysis.

Regarding the data obtained from the results of interview, the researcher designed it into interview transcript and they were translated into English then the researcher presented in the form of narration.

The researcher used the method of Kvale (1996), in elaborating the data from interview. Then, he transcribed the recording data from the audio recorder and he also translated the data from Bahasa Indonesia into English. These were presented through the several stages of an interview investigation. First, was transcribing; prepared the interview material for analysis, which commonly included a transcription from oral speech to written text. Second was analyzing; decided on the basis of the purpose and topic of the investigation. Next was reporting; communicating the findings of the study and the methods applied in a form that lives up to scientific criteria. Researcher took the ethical aspects of the investigation into consideration and the results wrote in a readable product.

4. FINDINGS AND DISCUSSION

4.1 Findings

This is the finding of the interview that the researcher conducted toward 10 respondents. The interview was done in Indonesian. The researcher asked 3 questions for each respondent the teacher's and students' efforts in overcoming speaking problems. From the findings of interview, it is shown that all of students have their own efforts in overcoming the difficulties of speaking skill.

Excerpt number 1, Question : What is effort that have you did to solve the students' difficulties in speaking English?
ED & HR answer : I study with my English teacher at school.
FR answer : I read English book and comic.
FD, ND, SL, & ZR answer: My effort is by taking English course.
FS answer : I try to speak English with my sibling and my friends at school.
PI & RA answer : My effort is by memorizing the vocabularies.

From the results of interview above we know that, all of respondents have their effort in overcoming the difficulties of writing skill. Based on the data above shows that it almost fifty percent of the respondents they increase or overcome their problem in speaking is by taking English course. They believe that by taking English course it can improve their speaking skill. But others respondents also believe that by doing others effort also can improve their speaking skill.
Excerpt number 2. Question: What are the others effort that you did to solve the students’ difficulties in speaking English?

ED, FR, FD, FS, ND, & SL answer: Memorizing the vocabularies.

PI answer: Now, when I look at to my facebook, sometime the content is English, so I try to translate it by using google translate and memorize the vocabulary.

HR & RA answer: There are no others effort.

The students believe that by memorizing the vocabularies can increase their speaking skill. In proof that from the students answer they said that one of their efforts in overcoming the difficulties in speaking skill is by memorizing the vocabularies. It is supported the theory of Whute (1986, p.337) said that vocabulary is the word used in language. It means, the mastery of vocabulary is important to make people understand of speaking context. It means that if the students have a lot of vocabularies in their mind, so it can be easier for them to speak English and to understand what people say when they do conversation with other people. In the other hand, vocabularies also can increase their writing skill, reading skill and listening skill.

In addition one of ten students, his effort in improving his speaking skill is by translating the texts from English to Bahasa by using Google translate. The students believe that, by studying like that can improve their speaking skill. It can be seen in document analyses that shown their score in speaking skill is above of standard minimum (KKM).

From the data two of ten students did not have other effort to overcome their difficulties in speaking skill, they just memorizing the vocabularies and reading the English text and comic. By reading the English text indirectly it also can improve the students vocabularies, because the student will find the new word in text and they will try to find the meaning and of course the will memorize it.

Excerpt number 3. Question: Effort that you have did, is it improved students speaking in English?

All of students answer: My speaking skill was improved, I can speak English well and clearly, I can say the word correctly and my vocabularies were increase.

By doing all of their effort all of the students was can overcoming their difficulties in speaking. It proofs that their speaking skill increased, students can pronoun the word correctly and their vocabularies was increase. As we know that, all of the students have their effort to improve or overcoming their problem in speaking skill in order to make them to be master in speaking skill and can past the national exam.

From the result of interview with the English teacher in the garden in SMAN 12 Banda Aceh regarding the teacher’s efforts in solving speaking problems in the following interview transcript. The teacher said that, she has some effort in overcoming students’ difficulties in speaking skill. One of her effort is by increasing the students’ vocabularies. She increases the students’ vocabularies with the several ways, such as by teaching listening skill by using the music. The teacher believes that by teaching the students using the music it can improve
students’ vocabularies and their speaking skill will increase. The other ways is by teaching the students about storytelling. By teaching students with storytelling it also can improve the students’ vocabularies, because the student will find the word in the text and will memorize it. The story that teacher used is narrative text. And the last effort that the teacher does is the teacher and students watching west movie. By watching west movie it can improve students speaking skill because the actors of the movie is native speaker, so easily for students to listen the word or sentence what the actor say and it can increase the students vocabularies.

Excerpt number 4: What is effort that has you did to solve the students’ difficulties in speaking English?
The efforts that I have done to improve vocabulary students by listen to music, storytelling, and watching west movie in order to make them can speaking English.

The efforts that I have done to improve vocabulary students by listen to music, storytelling, and watching west movie in order to make them can speaking English. From the data above show that the teacher has effort in overcoming the students’ difficulties in speaking skill, her effort is she teach students by improving their vocabulary, she teach listening skill to students by using the music. Teaching storytelling and watching west movies. The teacher believes that by doing that effort the students’ problem in speaking skill will overcome and students writing skill will increase.

More over the teacher also did the other effort to make her students speaking skill increase that is the teacher asked to the students to take the English course. By taking English course exactly it will improve students speaking skill. But the most important thing in learning a language the students should be brave to practice speaks in English. To speak in English the student can do that with their friend or family in their home. The students should not to be afraid to speak English; they should practice English more if they want to be master in English especially in speaking skill.

Excerpt number 5: What are the others effort that you did to solve the students’ difficulties in speaking English?
I also suggested them to take English course in order to improve their vocabulary and the most important they should be brave to speak although with their friends.

The others effort that teacher did was the teacher suggested to the students to take the English course. It is congruent with students’ effort; the students also take coursing to improve their speaking skill. The student just study English at school about six hour a week. It is not enough time for them to study English. So, if the students really want to have good skill in English they should take English course in another time, in order to improve their skill and can increase their vocabularies. It is the same with the answer of the students; one of the efforts of students to overcoming their problem in speaking skill was by taking the English course. By taking the English course their English will be improve and their vocabularies will increase.
Excerpt number 3: Effort that you have did, is it improved students speaking in English? Their English is much better in speaking. They can say hello and speak with their friends.

The teacher said that by doing all of her effort the students English skill was improve. The students' English skill is much better than before. They can speak English with their friend, they did not afraid to practice their speaking with their friend or family. They have a lot of vocabularies in their mind. When they watching the west movie they can understand what he speaker say by did not using the subtitle. In addition they can say hello and say other word with their friends. They can speak English well and their vocabularies were increase.

Table 1. Document Analysis.

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From the data above, the researcher got the students who got low score in speaking. The document analysis explains about the specific students who had problems in speaking skill.

4.2 Discussion

As stated on the research objective of this study that the aim of this study is to find out teacher's and students' effort in overcoming the difficulties in speaking skill based on the interview with students, the students said that they have efforts in improving or overcoming their problem in speaking skill. The
students did their effort in order to increase their speaking skill, and their vocabularies in speaking skill. Many students taking English course to overcome their difficulties.

All of the students and teacher have their effort in overcome their problem in speaking skill. There are efforts that the same with students and teacher did in overcome students’ speaking skill. Those are by increasing the students’ vocabularies (Safrida & Kasim, 2016). The teacher and students increasing vocabularies can overcome the students’ difficulties in speaking. If the students want to have good communications in English, they should have a lot of vocabularies in their mind. They did not know what they say if they do not have vocabularies. So vocabularies are one of the important things in overcoming the difficulties in speaking skill (Rasyid, 2016).

Based on the result of interview with the teacher and 10 students, the researcher found that the teacher and students have some efforts in speaking English, such as taking English course, being more active in learning English, increasing vocabulary, speaking English with friends, just learning English at school, and daily communication, storytelling, listening to the English music, and watching English movie.

The researcher also found the similarly of the efforts, Anggrista & Bahri (2016, p. 36) said that the efforts to solve speaking problems are being more active in learning English, memorizing vocabulary, taking English course, studying grammar, discussing English subject with friends, learning tenses, learning pronunciation, speaking English with teacher and friends, trying to speak English in daily life, and learning how to make sentences.

5. CONCLUSION AND SUGGESTIONS

Based on the research findings and discussion, there were five efforts made by students in solving their speaking problems. The teacher also gives her efforts to help students in solving speaking problems. Their efforts such as reading English books and comics, taking English course, memorizing vocabularies, speaking with friends, and study at school. The most common effort that students had done in learning speaking skill were taking English course and memorizing vocabularies. The students had improved their speaking better because they always practice together.

In this research the researcher only focused on the teacher’s and students’ efforts in overcoming the speaking problems. The writer expected this study can be a reference for other researchers to conduct the study about efforts in overcoming the speaking problems.

From the 10 students who become respondent in this research, most of them said that their effort in solving speaking problems is memorizing vocabularies and taking English course. Therefore, it will be more interesting for other writers to conduct the same research in different level of respondents. The writer believes that not only the respondents in this study who have the efforts but also other students have the efforts to solve speaking problems.
REFERENCES