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A STUDY ON TEACHER'S STRATEGIES IN OVERCOMING STUDENTS' DIFFICULTIES ENCOUNTERED IN SPEAKING ENGLISH AT SMKN 1 TANJUNGANOM

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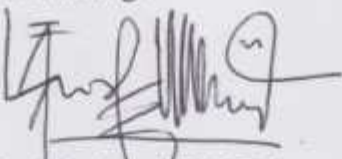## ARTIKEL SKRIPSI TAHUN 2017

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A STUDY ON TEACHER'S STRATEGIES IN OVERCOMING STUDENTS' DIFFICULTIES ENCOUNTERED IN SPEAKING ENGLISH AT SMKN 1 TANJUNGANOM

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ABSTRAK

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the way that some people used to communicate each other. They could share their ideas, information and many more orally by speaking. The aims of this research are to identify the speaking difficulties encountered by Eleventh grade students of SMKN 1 Tanjunganom, and too identify the teacher's strategies in overcoming speaking difficulties. This research used qualitative research design of case study. The instruments used to collect the data were observation, questionnaire, and interview. Observation used by the researcher to get the data during teaching learning process. Questionnaire is used to know the students' difficulties. Then, interview is used to know the teacher strategies and support the data. The result of this research showed that there are six difficulties that faced by eleventh grade students of SMKN 1 Tanjunganom based on those statements above, such as: ideas, what to say, language, how to use grammar and vocabulary, pronunciation, and inhibition. Second is about the teacher's strategies in overcoming the students' difficulties in English. The teacher aware about English is a foreign language to the students, so that she makes a careful choice of topic and base the activity on easy language. Design activities that involve guidance and practice also give students opportunity to speak using group work. The teacher also gives students practice about their accuracy to increase their vocabulary and grammar.

Keyword: Speaking, Students' difficulties, Teacher' strategies

I. INTRODUCTION

English is the first foreign language that is taught started from elementary schools until university. There are four skills in English consists of; listening, speaking, reading and writing. Speaking is one of the four language skills that used by the people to communicate with others to achieve certain goals.

Speaking is a process building meaning to share and get some information orally to communicate each other. According to Florez (1999: 1) cited in Bailey and Nunan (2005: 2) who states "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information". It means that in speaking, the speaker produced and received then processed information to know/understand about some information.

Successful in speaking depend on the students themselves. Ur (1996: 120) states that there are some characteristics of a successful speaking activity: 1).learners talk a lot. It means that as much as possible of the period of time allotted to the activity is in fact occupied by learner talk; 2).participation is even means classroom discussion is not dominated by minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distribute; 3).motivation is high. It means that learner are eager to speak because they are interested in topic and have something new to say about it, or because they want to contribute to achieving a task objective; 4).language is of an acceptable level means learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

In the other hand, there are some difficulties to mastery speaking that faced by the students. According to pollard (2008: 33) Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. It means that, the

difficulties in speaking are about the ideas of the speaker. If the speakers haven't idea to speak, they do not know what to say. Lack of vocabulary and less of grammatical mastery make the speaker difficult to speak.

The difficulties of speaking not only concerned by students but also teachers during teaching speaking class. According to Brown (2000: 7) teaching may be defined as "Showing or helping someone to learn how to do something, giving instructions guiding in the study of something, providing with knowledge, causing to know or understand". The role of the teacher in teaching speaking must become a prompter, participant, and feedback provider, Harmer (2001: 275-276). It means that the teacher should help the students if they find difficulties, create a good atmosphere during teaching learning process and give the students feedback of their activity or task

In addition, to overcome the students difficulties in speaking English, there are some strategies that applied by the teacher. Nunan (2003: 54-56) states that there are five principles for teaching speaking, such as 1).be aware of the differences between second language and foreign language learning contexts. It means a foreign language (FL) context is one where the target language is not the language of

communication in the society earning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. 2).give students practice with both fluency and accuracy. It means accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc; 3).provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It means that Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification); 4).plan speaking tasks that involve negotiation for meaning means that this process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification,

repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand; 5).design classroom activities that involve guidance and practice in both transactional and interactional speaking. It means that interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services. Most spoken interactions "can be placed on a continuum from relatively predictable to relatively unpredictable". Moreover Ur (1996: 121-122) states that there are some strategies that can teacher do to solve the problem when speaking, such as:

a. Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

b. Base the activity on easy language

The level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same same class: it should be aeasily recalled and produced by the participants,

so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review esential vocabulary before the activity statrts.

c. Make a careful choice of topic and task to stimulate interest

The clearer the purpose of the discussion the more motivated participants will be.

d. Give some instruction or training in discussion skills

If the task is based on group discussion then include about participants when introducing. For example, tell learners to make sure that everyone in the group contributes in the discussion;appoint a chairperson to each group who will regulate participation.

e. Keep students speaking the target language

You might appoint one of the group as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group manage to keep to it.

However, in reality, the strategies that are mention have not completely been achieved yet. Based on the writer's observation in Tanjunganom 1 vocational state high school, the teacher do not applied all of strategies above.

This research is focuses on the students' difficulties in speaking English at eleventh grade students of SMKN 1 Tanjunganom and the teacher's strategies to overcome the students' difficulties. This school is choosen as place of the research because this is the only one state vocational high school in Tanjunganom which also got many achievement in English but there are problems that faced by the students in speaking English. So it is suitable for this research while it is going to analyze the problem.

Based on the above explanation, the writer is going to specify the teacher's strategies to overcome the students' difficulties in speaking English. The researcher wants to conduct a research entitled "**A Study on Teacher's Strategies in Overcoming Students' Difficulties Encountered in Speaking English At SMKN 1 Tanjunganom**"

II. RESEARCH METHOD

This study employs qualitative research case study as the research method. Ary (2006: 420) states that Qualitative inquiry begins from a different assumption, namely that the subject matter of the social or human sciences differs fundamentally from the subject matter of the physical or natural sciences and therefore requires a different goal for inquiry and a different set of methods for investigation. Case

study was chosen because in Tanjunganom 1 Vocational State high school most of students have a difficulty in speaking English. The researcher chose this type of research because she wanted to explain the difficulties that face by the students and the teacher's strategies to overcome these difficulties especially in eleventh grade students of TKJ class at SMKN 1 Tanjunganom.

The participants of this study were XI TKJ 2 class consisting 35 students of the total number. In the collecting the data, the researcher' role as non participant observer. According to Creswell (2012: 214) the role of a nonparticipant observer in some situations is the researcher not familiar enough with the site and people to participate in the activities. A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities.

To collect the data, the researcher used observation, questionnaire, and interview. Observation was conducted in speaking class. Creswell (2012: 214) states that Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The researcher observed the activity by using observation checklist, and video recording. Then the researcher gives questionnaire to the students to know their

difficulties in speaking English. To get information about the teacher's strategies to overcome the students' difficulties in speaking, the researcher did interview to the teacher. The researcher uses semi structured interview in collecting the data because the researcher can change the order of question and omit the question depending on what happen in the interview.

After the data were got, the researcher analyze by using stages taken from Miles & Huberman (1984) in Sugiono (2014: 337-345), the stages are:

1. Reduction Data

Reduction data refers to the process to eliminate the useless data from process colleting the data by choosing the important data, summarize the data, make a categorize of the data and delete the useless data. Reduction the data will give clear representation and make researcher easier to colleting the further data. Then data from observation, questionnaire, and interview, were reread and selected to make the data stronger by the researcher based on its scope.

2. Data Display

Data display is the process in which the data from observation and interview are described, so that it enables the researcher to make conclusion.

3. Conclusion Drawing/verification

Here, conclusion is a new finding. In addition, after data display the researcher made conclusion. The last technique of analyzing the data was made verification. To verify the result of the research, the researcher presented the notes that are related to research as the teacher's strategies in overcoming students' difficulties encountered in speaking English At SMKN 1 Tanjunganom Nganjuk.

III. RESULT AND CONCLUSION

A. Result

1. The Students' Difficulties in Speaking English

For eleventh grade students, English is not a new language to learn because they have learned it since they are in Elementary school. Although English was not new language to learn but they faced difficulties to mastery it. The difficulties that faced by the students are: they have high motivation to speak using English but they did not know what they will want to say because they have no idea when they wanted to start speak English. Then they have an idea but they cannot express their idea. Next, the students have less vocabulary, grammar and still confused to apply the used of vocabulary and grammar. In addition, it is difficult to the students to pronounciate the word when they were speak, did not understand the used of

expression, with whom we will speak with. So that why the students felt that English is a difficult language to learn. The students also feel shy and afraid when they make mistake when tried to speak English. They did not use English in their daily life to communicate with the other person and make them felt difficult to start speaking using English.

2. Teacher's Strategies to Overcome Students' Difficulties in Speaking English

After know the students' difficulties in speaking, here the strategies that applied by the teacher to overcome those difficulties.

To overcome the students' difficulties during speaking class, first, the teacher makes a careful choice of topic and task to stimulate interest that help the students to make a clearer purpose of the discussion and motivated them to raise their ideas. Second, to make the students speak up and didn't confuse when started to speak, the teacher base the activity on easy language. Third, the teacher aware of the differences between second language and foreign language learning context, so that why she used a little Indonesian language when the students did not understand. Fourth, giving the students practice both fluency and accuracy, it is refers to the ability to speak properly-that

is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English. Fifth, to accustomed the students to pronounciate well in English, firstly the teacher should give an example to pronounciate some word correctly, and then the students repeat the correct pronounciation from the teacher. So that why the teacher should design activities that involve guidance and practice. The last is provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. By using group work or pair work it can increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

B. Conclusion

Based on the result of data analysis and discussion in the previous chapter, the researcher concluded that speaking is important skill to mastery by the students. But there are difficulties to mastery it. The student's difficulties in speaking are about ideas, what to say, language, how to use grammar and vocabulary, pronunciation and inhibition.

Second is about the teacher's strategies in overcoming the students' difficulties in English. The teacher aware

about English is a foreign language to the students, She also gave students' opportunity to speak English in pair and, she also gave explanation firstly and then sks them to practice speaking about the material in front of class. The teacher also give students practice about their accuracy to increase their vocabulary and grammar.

Therefore Considering the result of this research the researcher offers some suggestions for the teachers, students, and the next researcher, they are as follows:

1. For the teacher

The teacher should stimulate the students with the interesting topic to motivated them to raise their idea, use an easy/common word to speak. Give the students practice to increase their vocabulary and also their confident by using group work or pair work. And also guidance them firstly then ask them to practice.

2. For the students'

The students should increase their vocabulary and also learn about grammar more, because it can help and facilitate them improving their speaking skill. Don't be shy and afraid to make a mistake while try to speak using English because mistake is the beginning of the success. If you want to speak English well, you also brave to make a mistake.

3. For the further researcher

For other researcher, the researcher realizes that this research is far from perfect. So it is need some improvement. The researcher hope the research can be the reference to the next researcher. Hopefully for the next research will more perfect and complete to increase the students' ability in studying English especially in speaking English. The next researcher should be more deeply to know the strategies that applied by the teacher to overcome students' difficulties in speaking English.

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