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# THE TEACHING STRATEGIES IN SOLVING STUDENTS' PROBLEMS IN SPEAKING AT XI GRADE OF SMKN 1 PURWOASRI KEDIRI

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# THE TEACHING STRATEGIES IN SOLVING STUDENTS' PROBLEMS IN SPEAKING AT XL GRADE OF SMKN 1 PURWOASRI KEDIRI

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## ABSTRACT

In vocational high schools, speaking English is essential for the successful future career of a students, but students have some problems whey they learned to mastery speaking English. To solve those problems, the aims of this research are to find out the students' problems in speaking and to describe the teaching strategies applied by teacher in solving students' problems. This research uses qualitative research design in the form of case study. The instruments of the research were observation, interview, and documentation. By observing and interviewing students and teacher, the researcher gets the data about students' problems in speaking and teaching strategies in solving students' problems in speaking. Documentation such as (lesson plan, students' worksheet, and picture) is also used to support data from observation and interview. Then, there were three stages in analyzing the data which consist of data reduction, data display, conclusion drawing. The researcher conducted the research in XI grade of Accountancy 2 of SMKN 1 Purwoasri Kediri. From the analysis of the data, the problems faced by the students in speaking English at XI grade of SMKN 1 Purwoasri are inhibition, nothing to say, mother tongue use, conflict between fluency and accuracy, lack of confidence and pronunciation. To solve her students' problems, the teacher applied some strategies namely cooperative learning, role play, and drilling. Based on the finding, it can be conclude such as, 1) The students of Xl grade of SMKN 1 Purwoasri have some problems and speaking as difficult skill for students. So, it is suggested that English teacher should stimulate, motivate and pay attention to students who have problems. 2) The English teacher of Xl grade of SMKN 1 Purwoasri can solve the students' problems in speaking by using some strategies. For students who have problems such as inhibition, nothing to say, low or uneven participation and lack of confidence are appropriate for practice by using role play and cooperative learning, for students who are weak in pronunciation and conflict between fluency and accuracy, teachers can train them with drilling. So, it is suggested that other English teachers can use those strategies to solve students' problems in speaking.

Keyword: Teaching Strategies, Students' Problems, Speaking

## I. INTRODUCTION

As a formal educational institution, a vocational high school has responsibility to design outcomes with prepared-skills for working. For this reason, graduates of vocational schools need to master basic knowledge to communicate in the society, including the ability to communicate in English. The ability is closely related to both spoken and written forms.

In vocational high schools, students usually learn more about language functions rather than language forms (Depdiknas, 2006). They have to be able to

gain communicative skills, especially the spoken form, such as, listening and speaking. The students are also required to be able to communicate in real situations such as uttering and responding to statements orally.

By speaking, students can share ideas, information, and many more orally. Here the definition of speaking by many expert. Caney (1998:13) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Moreover, Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In addition, Ur (1991: 48) cited in Rahman (2009: 7), say that "Speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning". From those definitions above, speaking is the productive skill to process of building and sharing though the use verbal and non-verbal symbol in a variety of context to convey meaning between speaker and listener.

Nowadays, developing speaking become important skill for students, especially in vocational high School. Florez (1999: 1) states that speaking is probably a priority for most English learners. Speaking English are also essential for the successful future career of a student. In today's competitive world, speaking English ability in business are the most thought after quality of an educated person. Fluency in speaking English can ease to apply for abroad universities after graduation or for working where English is mainly used.

Indicating that one can be called have speaking competence, if the students have four competence based on the communicative competence model, according to Scarcella & Oxford (1992: 154) there are: (1) Grammatical competence includes language rules such as vocabulary; (2) Strategic Competence use of communication strategies (for example: gestures, circumlocution, topic selection) when words are unknown, use of conversation management strategies formation of words or sentences, and pronunciation; (3) Discourse Competence includes coherence and cohesion in speech; (4) Sociolinguistic Competence appropriate use of language (including register, speech acts, intonation).

To be successful in speaking, there are many aspect that should be developed by learners. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important components.. According to Syakur (1987:

5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

In the other hand, according to Nunan (2003: 330), teaching speaking could include not only learning speech sounds / patterns, use of words and sentence stress, intonation patterns, use of appropriate words and sentences according to the proper social setting, audience, situation and subject matter but also the fluent use of language as a means of expressing values and judgments. It means that students in speaking activity should to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand who, when, where, why and in what to produce language.

In improving speaking skill is not easy for the students. The students have their own problems in learning the language. According to Ur (1995:121) there are some of the problems in speaking skill, they are inhibition, nothing to say, low or uneven participation and mother tongue use. In addition, According to Scarcella and Oxford, (1994: 165) some problems that the students' face when they learning speaking there are, the conflict between fluency and accuracy, lack of confidence, and pronunciati

Students' problems to communicate in English must be solved as soon as possible considering their needs in facing the working world in the future. When we look at reality in the field, most of the students' have some problems in learning English especially in speaking. Some students are difficult to express something that they wanted to say because they did not know the English words or expressions. They were not confident to perform their speeches. They often do mistakes and errors in pronouncing some words. When learners face learning difficulty, it will obstruct their learning process because they can't connect. That's why solving students' problems are so important to investigate.

Strategy is important in solving problems in speaking. According to Brown (2001: 59) teaching strategies is the methods to allow learners to access the information in teaching. So, Strategy is a detailed plan for achieving success in teaching process. Every teacher has strategy in in teaching speaking English based on the students' ability. As professional teacher the English teacher should have their own strategies in teaching speaking English. Using their own strategy, the students will be easier and they can understand the material well.

Teaching strategies is necessary to investigate. Many teachers do not know how to solve students' problems. Teaching strategies can help the student to understand easily, to build the students motivation and to make the students interested in learning English. Successful English teachers are people who know how to help the student who has problem in learning.

In reality, problem in teaching strategies is complex. The points of those problems are related with condition of the students. Teaching speaking has challenge to make suitable classroom hours, because usually in the vocational high school English lesson only four hour a week, so they do limited time and they do not maximize in their ability in English. They do not have time to practice outside the classroom because they do not have suitable partner to speak in English and the fact, they speaking their native language. Then, big class is difficult for students to understand the material. Another problem, students are uncoopertaive like not pay attention to the teacher, blunt refusal to do certain activities, sometime make noise to they can disturb other students. And the last, student don't want to talk.

Currently, strategies that are used to solve the problem of students in speaking is according to Ur (1996: 121-122) there are use group work, based on activity on easy language, make a careful choice of topic and task to stimulate interest, give some instruction or training in discussion skills, keep students speaking the target language. This strategies can solve the problem of students such as inhibition, nothing to say, low or uneven participation, and mother tongue use but this strategy can only solve problems from the psychological and social side. While students also have problems in linguistic side such as fluency, accuracy and pronunciation that cannot be covered with this strategy.

In this research, here the strategies to solving students problems from psychological, social and linguistic side. Based on Anjaniputra (2013) there are some strategies to solving students' problems, cooperative learning, role play, creative task, and drilling. But in this study researchers only focus on three strategies, they are cooperative learning, role play, and drilling.

The best place to start in trying to use the strategies is to understand the purposes first. There are basically four main reasons why cooperative learning is to be recommended; 1) More children actively learning; 2) Students learn to help one another; 3) Student-to-student learning support; 4) Improved motivation through

success. According to Brown (2001: 1) Cooperative activities provided the students with contextual and meaningful topics important to relate new material with what has been learned and experienced by students.

Same important with cooperative learning, role play also can be applied in solving students' problems. According to Orlich et.al (2010: 264) role play is a process-oriented group technique in which students act out or simulate a real-life situation. Role-playing gives 'students the opportunity to practice interacting with others in certain roles'. Those situations which make use of the vocabulary to be learnt, the students can be encouraged to use language in a free and interesting way. By using role play, student can expresses hidden feelings, student can discuss private issues and problems, enables students to empathize with others and understand their motivation.

Drilling also has an important effect to solving students' problems in speaking, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory,

provide means of gaining articulator control over language.

Therefore, this study aimed to found out students' problems in learning speaking and to describe the strategies applied by the teacher in solving students' problems. The researcher is interested in conducting research about in speaking skill is because Indonesian learners especially student at vocational high school do not use English every time when they communicate with other people in daily life. So, it is common if some students feel that speaking English is very difficult. Other reason that the researcher is interested with students' problems and the teacher strategies is because it will make teaching and learning speaking to be better because the problem of the students' in learning English has been found and help the teacher who has same problems.

The researcher will conduct the research in SMKN 1 Purwoasri at XI grade. The researcher choose vocational high school because speaking is very important for student in vocational school. The student should be able fluently talking and communicating by using English to prepare for their career. SMKN 1 Purwoasri is one most favorite vocational high school in regency Kediri. This school said to be a favorite school because students who attend from various regions

and they choose SMKN 1 Purwoasri even though their home also near with another vocational high school.

The researcher need the data from the teacher. The English teacher of XI grade at SMKN 1 Purwoasri has been teaching in this school for six years. She is the youngest English teacher in SMKN 1 Purwoasri. Most the students feel comfortable in the class because the teacher very communicative and the teacher consistent speak English and very little using Indonesian or Javanese.

Based on the all description above the researcher is interested to identify how does the teaching strategies in solving students' problems in speaking English of XI grade at SMKN 1 Purwoasri? Therefore, this study focused in students' problems in learning speaking they are inhibition, nothing to say, low or uneven participation, mother tongue use conflict between fluency and accuracy, lack of confident, and pronunciation. Not only study about students' difficulties but also this research focuses on teacher's strategies in solving students' problems by using cooperative activities, role play, and drilling.

## II. RESEARCH METHOD

The research approach is qualitative research. Ary et.al (2010: 424) states that qualitative inquiry takes place in the field,

in setting as they are found. It is not a setting contrived specifically for research, and there is no attempt to manipulate behavior. In this research, the researcher wants to know the teaching strategies in natural setting and in deep description.

Then, type of this research is case study. The researcher conducted the research in SMKN 1 Purwoasri Kediri at XI grade. The case in this research most the students feel comfortable in the class because the teacher very communicative, fluency speaking English like native speaker and the teacher consistent speak English during teaching process and little use Indonesian or Javanese in her class. So, the teacher can as a model and facilitator for the students to become fluency in speak English as we know that speaking as one of difficult skill for EFL. From the students side, the case in this research are most of students in XI accountancy 1 have highest score in speaking than the other class.

The researcher did the research from March until July 2017 in academic year 2016/2017. In this research, the researcher played a role as the full observer. The researcher was the key instrument who has function in collecting, analyzing and interpreting the data. Ary et.al (2010: 424) states that the human investigator is the

primary instrument for the gathering and analyzing of data.

The instruments of the research were observation, interview, and documentation. By observing and interviewing student and teacher, the researcher gets the data about students' problems in speaking and teaching strategies in solving students' problems in speaking. Documentation such as (lesson plan, students' worksheet, and picture) is also used to support data from observation and interview.

Futhermore, in analyzing the data, the researcher used qualitative data analysis. According to Miles and Huberman (1984) the activity in analyzing qualitative data are done interactively and continuously until the data are saturated. The data analysis consists of three activities, they are data reduction, data display, conclusion drawing.

To get the valid data the researcher uses triangulation technique. Creswell (2012: 259) states that triangulation is the process of corroborating evidence from different individuals (e.g a principles and a student), types of data (e.g., observational fieldnotes and interviews), or methods of data collection (e.g., document and interviews) in descriptions and themes in qualitative research. In this research, the researcher will use some types of data such as; observation, interview, and

documentation. So, the data finding were accurate and credible.

## III. RESULT AND CONCLUSION

In this point, the researcher would like to write about the result and conclusion related to the research. It will describe about the fact that happened in the field.

### A. Result

The Frist, from the observation and interview result, the problem faced by the students in speaking English, such as 1) Inhibition, the student felt shy to speak English. Students were ready and not confident to perform in front of the class. 2) Nothing to say, the students often did not know the vocabularies that should be used and they also confused about the topic. It caused them to be difficult to say. 3) Low or uneven participation, there were dominant students in the class, it was making difficult for other students to express themselves freely and passive students only listen, sit, and become a viewer in the class. 4) Mother tongue use, they still used Indonesian to answer their teacher's questions. The students also still mixed with the Indonesian language when they spook English. So, they felt clumsy when speaking English. 5) Conflict between fluency and accuracy, most students more

concerned with accuracy than fluency. They were difficult to apply fluency and accuracy at the same time. 6) Lack of confidence, most of students felt nervous, unconfidence, still be glued by the notes, and they are not sure of their ability. 7) Pronunciation, the students still incorrect in pronounce some words, influenced by the written form and still show the Javanese dialect when they speak.

The second, to solved students' problems in speaking, the teacher applied some strategies such as: 1) Cooperative learning. The English teacher applied this strategies to solve student problems such as inhibition, nothing to say, low or uneven participation and lack of confidence. This strategy could make students become active in the class and students learn to help another. Students become more enjoy and can improved their motivation. 2) Role play. The English teacher applied this strategies to solve student problems such as inhibition, nothing to say, low or uneven participation and lack of confidence, by using role play could encourage student ability in speaking because students practice with real situation. Students also will have experiences related to the roles who they had played. With role

play, all students were given the responsibility to play a role. So, nobody who dominant and passive in the class. 3) Drilling. The

English teacher applied this strategies to solve student's problem such as pronunciation, conflict between fluency and accuracy. This strategy accustomed the students to pronounce well in English, helps students to pronunciation correctly but can also help students to remember new vocabulary or expressions. So, the students would be easier to selecting the word, correct in grammatical pattern, and fluent in speaking English.

## B. Conclusion

The purpose of the research is to explain about the student's problem in speaking and the strategies applied by the teacher in solving students' problems in speaking English. Based on the result, it can be conclude such as:

The first, the researcher conclude that speaking as difficult skill for students because from observation and interview, the students of Xl grade of SMKN 1 Purwoasri showed that they have problems in speaking. That problems are inhibition, nothing to say, mother tongue use, conflict between fluency and accuracy, lack of confidence and pronunciation. So, it is

suggested that English teacher should stimulate, motivate and pay attention to students who have problems

The second, the teacher can solve the students'problems in speaking by using some strategies. For students who have problems such as inhibition, nothing to say, low or uneven participation and lack of confidence are appropriate for practice by using role play and cooperative learning and for students who are weak in pronunciation and conflict between fluency and accuracy, teachers can train them with drilling. So, English teachers are suggested to use cooperative learning, role play, or drilling.

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