

SPEAKING PROBLEM OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The research aims to find the difficulties and problem in speaking English which are mostly faced by Junior High School students. This research used qualitative research method. This research instrument is observation, explaining and applying Presentation Production Method (PPP) method. Based on the results, it was found some speaking difficulties, they are : (1) Difficulty in listening and speaking, (2) Lack of vocabulary, (3) Hard to focus, (4) Inhibition (Lack of confident, worried about making mistakes, fearful, or shy of the attention that they speech attract), (5) Nothing to say (Cannot think of anything to say, or they have no idea to express themselves), (6) Low participation. Speaking is a means of communication which affects our daily lives. In relationship, communication allows you to explain to someone what you are going through and what your needs are.

Keywords: Speaking Skill, English, Presentation Practice Produce, Students

1. INTRODUCTION

Many people know that English is one of the international languages, and has even become a subject in various countries in the world. Especially in Indonesia, where language is a foreign language that must be learned so that every student must have good competence in English. The era of rapidly advancing science and technology, the opening of opportunities to communicate internationally, and the implementation of a free market require the Indonesian people to have competitive competencies in all fields. Indonesia can no longer only utilize natural resources and physical capabilities to achieve the welfare of its nation but must make more use of its professional human resources. One of the requirements to achieve this is the ability to speak English, especially to communicate both orally and in writing. Mastery of English is very important because almost all global information in various aspects of life uses this language.

In English lessons at school, there are reasons why English is used as a subject, namely with the aim that students in Indonesia are expected to compete with the global community. Basic competencies made by the Minister of Education and other government parts related to education are made so that students are able to speak English well and correctly, as well as students can prepare themselves to be able to absorb well English language learning in advanced level.

However, if you see the reality in the field, it is not uncommon for students to only get English learning only on the writing skills. In fact, English learning is better to also be focused on oral-language skills, especially speaking skills. This makes many students even do not understand what the opponents are said to be fluent in English. The impact of the lack of learning of speaking skills, students experienced delays in the development of their English speaking. They were ashamed of assuming that they could not speak English. Even

though this sophisticated dipzami, children should be able to master Second Language, or even Third Language. Not only struggling to First Language (mother tongue).

2. THEORETICAL BASIS

2.1. Communication and Speaking

Everyone in this world communicates. The purpose of communication is to be able to interact, or can express something when talking to the other person, and others understand what is stated. Communication is a process of exchanging between people through a common system of symbols, signs, or behaviors. According to James A. F. Stoner, the concept of communication is the process by which someone tries to provide understanding and information by sending message to others (Wirman & Firdaus, 2021). According to Prof. Drs. H. A. W. Widjaya, the meaning of communication is the relationship between individuals and groups (Widjaja, 2008).

Speaking is the oral transmission of language. To speak, we create sound using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. According to Ladouse (in (Yuniar et al., 2021)) speaking is an activity to explain someone in a certain situation or an activity to inform something. Meanwhile, according to Tarigan (in (Yuniar et al., 2021)) "Speaking is a means of communication which affects our daily lives". In relationship, communication allows you to explain to someone what you are going through and what your needs are. The act of communicating not only helps to meet your needs, but it also helps you to be connected in your relationship.

2.2. Defenition of Speaking Skill

Sometimes, people usually judge a person's English ability from the ability to speak. Someone who can fluently convey ideas / ideas in English is said to be proficient in English (Ersoz, 2000). One of the language skills that must be mastered by students is speaking skill. However, pronouncing English phrases or sentences that are in accordance with English culture is certainly not easy for some students who do not have an educational background or have knowledge or interest in English because universally there are differences in accent and intonation. For English language learners, speaking is one of the most important skills that they need to be developed because it is the ability to interact with other people and involves a wide range of skills.

Speaking is the way to express ideas, feelings, and emotions. In fact English speaking is assumed as difficult subject for students. Those difficulties can be the obstacles in speaking so it will be the missing communication. Mastering speaking English is important in our modern society and global area.

Speaking are activities performed by students when learning the English language. Speaking has become an interesting topic of discussion when learning English. Speaking, like most oral communication, plays an important role in building better communication. In the teaching and learning process, speaking is one of the subjects that students have to master in school. Based on the Curriculum 2013, public speaking is designed to train students to communicate in an interpersonal, values-based, and useful way with themselves, family, people, creatures, and things, concretely and creatively with their lives and daily practices at home, school and society.

2.3. Aspects of Speaking Skill in English

In speaking, there are some aspects, such as how speaker pronounce a word, how the speaker use grammar and express idea. Actually, speaking has several components that should understand on speaking ability. According to Harris (1977), there are some components of speaking :

- a) Pronunciation includes vowel, consonants, stress, and intonation.
- b) Grammar, the ability to use sentences in general and structural.
- c) Vocabulary relines to right and appropriate use of the words.
- d) Fluency is the case and speed of the flow of speech.
- e) Comprehension is a subject to respond to speech as well as to initiate. So that, by applying some of components above, speaker can transfer what they want to say.

2.4. Speaking Problem

Speaking have a lot of components that should be mastered by the students, because speaking is a productive skill. Because Indonesian students still encountered English as foreign language, they have some of difficulties to learn English and difficulties to be a good speaker in English. Students' problem in speaking English :

1. Difficulty in listening and speaking.
2. Lack of vocabulary.
3. Hard to focus.
4. Inhibition (Lack of confident, worried about making mistakes, fearful, or shy of the attention that they speech attract).
5. Nothing to say (Can not think of anything to say, or they have no idea to express themselves).
6. Low participation.

3. RESEARCH METHOD

This research uses classroom action research method whereas the control class uses ordinary learning used by the teacher. This study uses a qualitative approach. This research is used to collect data in the form of opinions, responses, information, concept, and information in the form of a description of the issue (Sugiyono, 2013). The analysis used in qualitative research is more descriptive analysis which means interpretation of content, is made and arranged systematically or thoroughly and systematically. In addition, there is a method used by researchers, namely Presentation Production Method (PPP) aims Improving Students' ability to use English in Speaking.

The identification of students' speaking problems is limited to grade VII students at SMP Negeri 2 Pematangsiantar. There are 32 students. However, due to the current state of the COVID-19 Pandemic, one class is divided into two parts into 16 students for one class. According to Ary (2010), action research is about actions taken based on research and examining the actions taken. There are four activities carried out in the classroom action research procedure, namely; 1) Activity plan, 2) Activity implementation, 3) Observation, 4) Activity reflection. Researchers see the need to improve students' speaking skills using this method to improve verbal communication in English, so that students' abilities can increase. The main character is the teacher and students.

4. FINDINGS AND DISCUSSION

The problems of speaking English in the research subjects are presented below. Based on the observation, presented that the teacher used some dialogues to teach English. During the speaking lessons, the researcher found that the students spoke poorly. It causes students not to be fluent in English, their pronunciation is poor, and the most important is that sometimes students are shy and afraid to speak. Furthermore, the teacher used question and answer to learn to speak, the Teacher used English when opening the class and then mixed English and Indonesian to explain the materials. During the language learning process, the teacher asked the questions in English and the student then had to answer in English. However, the problem made it difficult to translate and answer the question. they just listen and do nothing. They would wait for the explanation through the use of Indonesia.

The steps taken by the researcher are carrying out activities in class, before the researchers prepare the following :

1. Choose a topic to teach speaking, such as text or so on. The topic chosen by the researcher is Describing Objects, from the supporting books for class VII curriculum 2013.
2. Choose the material used in teaching speaking taken from several sources or books supporting English subjects based on the theme taken.
3. Develop criteria for success in speaking.

Then, the next step, researchers carry out activities by:

1. Involving students in the teaching and learning process that makes the class effective.
2. Invite students to speak English, such as “Good morning. How are you today?” or “Are you ready to study today?”, as a warm-up.
3. Preliminary activities are carried out to increase students' interest in the existing discussion topics and try to find out their ability to recognize a lot of vocabulary.
4. Giving words that are rarely heard by students and then finding out their translations as additional vocabulary and making simple sentences about descriptions, but students do not only focus on writing exercises, but are also included in speaking.
5. Doing practice or presenting their work, and can tell stories using simple sentences they make.
6. The teacher immediately asked what the meaning of what they had spoken was. If there is a meaning of a word that the students do not know, the teacher must tell the meaning. Hence, the other students more easily understand the meaning of what they friend talk about.

Moreover, researcher found some students' problem in speaking English :

1. Difficulty in listening and speaking.

In this case, many students are vacuumed when the teacher asks because they don't understand what is being asked, and even hearing it was also rare, such as :
“Do you ever know what it is describe? And how to describing an object?”

2. Lack of vocabulary.

Many students lack vocabulary, so that the examples of their descriptions only revolve around common words, so they are only able to make 1-4 simple sentences. And it has an error in the sentence pattern too.

3. Hard to focus.

Many students find it very difficult to focus, one of which is because they don't understand. Students find it difficult to digest each sentence so it makes students prefer not to pay attention.

4. Inhibition (Lack of confident, worried about making mistakes, fearful, or shy of the attention that they speech attract).

When teacher asked to read a descriptive text made by themselves, many students are afraid because they lack confidence, afraid of being wrong, shy and even afraid of being ridiculed because they are not good at pronouncing it.

5. Nothing to say (Cannot think of anything to say, or they have no idea to express themselves).

When students are asked to describe objects, many students don't know what to say and just smile.

6. Low participation.

There are students who don't care and don't want to present. Many students don't do because they don't understand what to do.

Solution

There are some various ways that students can do to improve their speaking English. Even teachers can apply it so that students are more active.

1. Have a discussion. Students are allowed to discuss with their friends when asked to make examples, but it is hoped that the results of students and other friends are not the same.
2. When students are asked to read their assignments, the teacher checks them first and shows sentences or words that are not appropriate. This is where PPP works in the produce section, and students also understand the location of the error.
3. Motivate students not to be nervous and convince them well so that they present well.
4. When students say something wrong, the teacher does not blame but corrects the pronunciation so that students can practice better, and this is where the PPP method starts to work.

According to the researcher, this technique is a model for students. Students can understand the material first and understand all its meanings even though there are words that are pronounced the same but have different meanings and other cases. In class action research, observations were made to observe the implementation of research activities. The data obtained in this study are quantitative data, student scores obtained from the researcher's observations on the way students describe activities in pictures which include fluency, vocabulary, pronunciation and grammar, and qualitative data (evaluation aspects), observations made by researchers on evaluation aspects during classroom learning.

5. CONCLUSION

According to the researcher, from the problems that we have in speaking, the important thing to improve speaking skill in English is practice. From practice, we can solve our problems in speaking English, such as correcting the wrong word, improving the pronunciation, learning to recognize many words so that there is no shortage of vocabulary.

We can read simple English books to get a lot of vocabulary. More also we have to change ourselves to be more confident and dare to speak.

Suggestion

- 1) For teacher :
 - The teacher should pay more attention to the students especially in speaking and teach them slowly so that they can produce it well.
 - In speaking lessons, teacher should be able to apply a method that can make the class atmosphere and students more active.
- 2) For student :
 - Students should be aware of what they lack in speaking, so they can practice again. Because in this modern era, speaking English is very important. Students should be able know more about English.

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