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SPEAKING PROBLEMS IN VOCATIONAL HIGH SCHOOL

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Abstract

The purpose of this study is to discover the issues that frequently arise among students at one of the SMK Insani International Pematangsiantar. The students were found to have the following issues: For starters, the pupils had difficulty pronouncing some terms, particularly those with nearly identical pronunciations, such as leave (pergi) - life (tinggal), dessert (hidangan penutup) - Desert (gurun pasir), and snack (cemilan) - snake (ular). Besides that, apprehension about making mistakes and a lack of confidence when speaking English. This study was conducted using the Direct Method, which is a method of teaching foreign language subject matter in which the teacher directly uses a foreign language as the language of instruction, rather than using the students' native language, and where the teacher uses some tricks to pique the students' interest so that they do not become bored while learning English using this method. This research reveals that, pupils are no longer perplexed when pronouncing words that seem similar and are less fearful of making mistakes, implying that they are more secure in speaking English.

Keywords: *Speaking, Errors, SMK Insani International Pematangsiantar*

1. INTRODUCTION

According to Cameron (2001: 40) speaking is the lively use of language to explicit which means in order that other humans or listeners can recognize it. It can additionally be stated that the potential to speak a language is synonymous with understanding language because speech is the most basic human verbal exchange device. Here are the evaluations of professional approximately speaking. Talking is an effective aural/oral ability. Aural can be interpreted as a valid this is felt by the ear even as Oral pertains to the mouth or spoken in place of written. Through speakme, college students can speak with different humans and may use as a benchmark to decide the capabilities and weaknesses of every scholar in speaking English. Speaking is a skill that can be determined immediately and empirically. If students are capable to talk English properly, its method that they are correct at speaking English. Nunan (2003) said that in speakme English isn't always an easy aspect, because anybody must grasp a few aspects of speakme. Talking could be very essential in our existence, due to the fact without speakme we cannot recognize what other people are talking approximately and thru talking we will have interaction with different human beings. From the statement above, the author can conclude that speakme is a vital aspect of getting to know English. There are five basic varieties of speaking or oral manufacturing in line with Brown (2007, p.142), consisting of:

1) Imitation. Students will imitate the pronunciation of local audio system.

2) Intensive it is one's capability to derive meaning from a conversation based totally on its contents.
3) Responsive. It refers to a person's understanding of short, fashionable conversations greetings and small communicate and so on.
4) Interactive. Interaction includes two paper work, namely transactional language, which has the motive of exchanging precise and interpersonal data trade, which ambitions to keep social family members.
5) Significant (monologue). Large oral production consists of speeches, oral presentations and tale telling wherein possibilities for oral interplay from listeners are very constrained.

2. THEORETICAL REVIEW

According to Harmer (2007) speaking is the potential to speak fluently and presupposes no longer most effective understanding of language functions, however also the capability to process facts and language. In everyday life styles, we frequently speak and socialize with people around us. Because of this participant can specifically words, ideas, emotions and system data nicely. Many of the four skills in English, specifically analyzing writing listening and speaking, talking is a very crucial skill. According to Kawai (2008), he stated that the capability to talk English as an overseas language or a second language well is a crucial goal for many college students. However, primarily based on observations, when studying English talents, there are nevertheless many students who've trouble speaking the language.

The complexity of the principle that lies with students is the student's tension about the lack of motivation in the student. In response to the above clarification, this study was conducted in speaking elegance from SMK Insani Internasional Pematangsiantar. In process, investigation through being attentive to instructors who teach through topics along with language, shape, reading, talking, and writing inside the wish of guiding them to have right skills in Language. Though, the spoken English overall performance was observed to be the heaviest for college students to face. Consequently, so one can discover a manner to improve college students' speaking performance, this research changed into carried out to find out college students' mistakes in talking performance which includes analysis of pronunciation mistakes, shape, vocabulary, and smoothness. Further, students' reviews about their level in of learning English, especially in talking an such explored. Its miles were hoping that the results of this examine can be used as cloth for university students as prospective educators, to find higher strategies in teaching talking to college students. Facts series become carried out in the eleventh grade college students' room with cloth about expressions intentions. The issues studied on this study are: First, college students are stressed to pronounce a few words, specifically words that have almost the equal pronunciation, for example : Leave (*pergi*) – live (*tinggal*), dessert (*hidangan penutup*) - desert (*gurun pasir*), and snack (*cemilan*) - snake (*ular*). Second, beings cared of making errors and not assured to speak English. Alternatively, linguists have denoted some techniques which can be applied in the coaching of English as foreign, mainly within the coaching of speakme talent by using the use of Direct method.

3. RESEARCH METHOD

A teacher must have the suitable method for teaching speaking skills in order for a lesson to be completed properly and accurately. A method is a systematic approach, methodology, or method of research that is employed by or appropriate for a specific subject or art form. In this study, the direct technique is used to teach English by speaking as a procedure. The direct method is a foreign or second language teaching approach in which the teacher employs a foreign language as the language of instruction and does not use the student's language at all. In this case, the teacher will use the target language as simply as possible while also providing a variety of ways to pique students' interest in learning. As a result, students will not be bored while learning English using this method because they will be given games to keep them engaged throughout the lesson. The teacher, on the other hand, will employ movement, visuals, and graphics to avoid misunderstanding the information delivered. If students lack confidence in speaking or make mistakes, the teacher will address them right away, allowing pupils to recognize and remedy their errors. The target language is the medium in the Direct approach. Students will avoid from utilizing their native tongue when employing the direct technique, instead focusing on the target language.

When it comes to teaching speaking, the direct technique offers both advantages and down sides, as follows :

1. Benefits of the Direct Method
    a. Oral exercises are the main focus. His pronunciation improved as a result of this.
    b. This method is effective in teaching vocabulary such as words and idioms.
    c. Because there is a direct link between thought and expression, it aids in the learner's fluency. A teacher can assist students master English by employing the direct technique.
    d. The teacher uses this method to move from the specific to the general and from the concrete to the abstract.
    e. It makes English teaching easier and more enjoyable. A teacher illustrates his argument with a variety of images.
    f. This method creates a conducive learning environment for English.
    g. Because the Direct Method's speech unit is a sentence, students learn to pronounce complete sentences with ease. As a result, acquiring good English gives them confidence.
2. Method Disadvantages
    a. Other skills, such as reading and writing, are largely neglected as a result of the overemphasis on verbal practice.
    b. Students with average and below-average abilities, particularly those from rural backgrounds, will struggle to understand what is being taught using this method.
    c. This is a costly method because the teacher employs a variety of teaching aids.
    d. To use this method, the teacher must be qualified. This strategy cannot be used successfully by inept teachers.
    e. This method did not work at all in the early stages of learning.
    f. For this method to work, the background at home must also be conducive to learning a foreign language. This strategy will be more beneficial to students whose parents are fluent in English.

Teaching speaking skills, a teacher must have the right method in teaching it so that a lesson can be carried out properly and correctly. A method is a systematic procedure, technique, or manner of investigation used by or appropriate for a particular discipline or art. In this research, the direct method becomes a procedure in teaching English through speaking. The direct method is a teaching method for foreign or second language lessons where the teacher directly uses a foreign language as the language of instruction, without using the student's language at all in teaching. In this case, the teacher will use the target language as simple as possible and also provide several ways to attract students' interest in learning, so that students do not feel bored in learning English using this method because they will be given certain games that will make them enjoy the lesson. On the other hand, the teacher will use several ways to avoid misunderstanding the information provided, through movement, pictures, and graphics. If students lack confidence in speaking or sometimes make mistakes, the teacher will immediately correct them so that students will realize and correct them. In Direct method, the target language is the medium. By using the direct method, students will refrain from using their mother tongue and only use the target language. According to Brown (2001), the direct method is a second language learning method similar to first language learning that involves a lot of oral engagement, spontaneous use, no translation, and no grammatical rule analysis. The teacher will utilize English as a medium to transmit knowledge to students during the implementation phase. The teacher will utilize English (the target language) even when providing directions or engaging in conversations, which is referred to as the direct technique.

Brown stated that there were several principles of education that might be applied to the direct style of instructions (Brown, 2001):

1) All classroom instruction took place in the target languages
2) Only common vocabulary and sentences were covered.
3) Oral communication skills were developed through a carefully planned development centered on teacher-student question-and-answer sessions in small, intensive classrooms.
4) Grammar lessons were delivered inductively.
5) Modeling and practice were used to teach new teaching concepts.
6) Demonstrations, objects, and drawings were used to teach concrete vocabulary.

As previously stated, the Direct Method can provide language instruction in a variety of ways. Everyone can create their own teaching methods as long as they adhere to the direct method's principles. The basic idea behind this method is that language is first presented through the ear, then reinforced through reading and writing through the eyes and hands. According to Larsen-Freeman, the technique is as follows: (Larsen-Freeman D., 2000)

a) Each student has a reading assignment.
b) Each student is called to read the material aloud one by one.
c) Each student will be asked a question in the target language when they have finished reading the book.
d) The teacher will respond to inquiries from pupils in the target language, which is English.

e) The teacher helps pupils with pronunciation by simultaneously saying a reading or a word.
f) In the classroom, the teacher asks students questions and makes statements about the students themselves.
g) Students formulate their own questions and assertions, which they then direct or fling at other students in the class.
h) The teacher directs the pupils to fill in the blanks in the lesson's exercises or examinations.
i) Students read a sentence aloud or in a loud, clear voice, paying close attention to any missing words.
j) The teacher instructs all students to take out their notebooks and transcribe the passages covered.

4. RESULT AND DISCUSSION

Based on the results of a survey done by the researcher, the researcher discovered various solutions to tackle the speaking skill concerns of eleventh graders in this study. The technique is implemented using the researcher's method in order to address the issues that students have in speaking skills class. Repetition was one of the tactics adopted by the researchers.

The researchers in this study concluded that pupils will experience boredom when studying if they merely read since their interest in learning is low. As a result, the researchers paid great attention to the teacher and discovered that the teacher was able to pique pupils' interest in learning by repeating each word with nearly identical pronunciation. The teacher, as a student partner, can use the word repetition technique to repeat terms with multiple pronunciations or lines in a dialogue that are similar. For example, if a teacher gives or shows students the difference between words with the same pronunciation (for example, leave vs. live), the teacher will practice pronouncing the words in front of the students by repeating them. When the pupils comprehend the difference in pronunciation between leave-live and leave-live, the teacher will proceed to the varied pronunciations of the snacks, repeating them slowly and clearly.

The researchers discovered, on the other hand, that the teacher can also display a brief video on how to pronounce the different words to help students realize the differences. Because the direct method uses the target language or second language as a medium for teaching English, it is particularly effective in overcoming student faults when pronouncing words with the same pronunciation.

5. CONCLUSION

Speaking the transmission of words or linguistic abilities in a productive manner is referred to as speaking. Many students, as stated by Kawai (2008, p. 218-230), want to be able to speak English fluently as a foreign language or as a second language. However, based on my observations, many pupils still struggle to speak the language when mastering English skills. The most common issue among students is their fear about their lack of motivation. The issues investigated in this research are as follows: For starters, students have difficulty

pronouncing several terms, particularly those with very identical pronunciations, such as leave (*pergi*) –live (*tinggal*), dessert (*hidangan penutup*) – Desert (*gurun pasir*), and snack (*cemilan*) – snake (*ular*). Second, fear of making mistakes and a lack of confidence in speaking English. The researchers opted to employ the direct technique of teaching to overcome or solve the challenges mentioned above.

According to Brown (2001), the direct approach is a second language learning method similar to first language learning that involves a lot of oral engagement, spontaneous use, no translation, and no grammatical rule analysis. The teacher will utilize English as a medium to transmit knowledge to students during the implementation phase. Students, on the other hand, will be better able to understand the pronunciation of words that sound similar. As a result, there searchers concluded that the direct method was very effective in teaching English to students because it used the target language as a medium, allowing students to avoid making mistakes in pronouncing the same words and to gain confidence in speaking English without fear of making mistakes.

Suggestion

Because the findings of this study are far from flawless, we researchers anticipate comments and criticisms that will help us improve or develop the findings of our next investigation.

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