

Exploring Vocational High School Students' Problem in Speaking Skill

Ria Fitriana
SMKN 01 Rejotangan
Email: rifitriana@gmail.com

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ABSTRACT

This study was qualitative research and the participants were the tenth grade students of AP-1 at SMKN 01 Rejotangan. The objective of this study was to analyzed students' speaking problem and the factor that affects the problem, especially for vocational students. This research used questionnaire, observation, and interview as the instruments. The result of those instruments showed that the common problem that faced by the students in speaking skill come from language aspect with mean percentage 82% from vocabulary mastery that caused the students do not have idea to speak in English. While the factors that affect the problem are nervousness and pronunciation.

Keywords: speaking problem, language aspect, factor that affect.

Introduction

Speaking is one of important aspect in language learning especially in learning English. Being able to speak English is necessary for communication, because English develop in all areas of human life such as education, work, or social life. In addition, some people give a judgment about English competence based on speaking ability rather than from any other language skills (Gopur, 2008).

English is not only learned for communication and getting jobs but also English has become a requirement in school and university (Sayuri, 2016). Especially for vocational school, students must be able to speak English well to prepare their future work. Being able in speaking means the students should be both speaker and listener, because listening have closest relation with speaking. From listening students can learn how to pronounce the word correctly, so they can increase their speaking skill.

However, learning speaking becomes big problem for the students. In fact, students know the benefits of studying English as a second language. Nevertheless, they have low vocabulary mastery and less confidence to speak, they are also afraid of making mistakes and they often use their mother tongue. Most of Indonesian students say that they can no speak English because they are not foreign people and never speak English in daily life, thus, make students have low motivation and lack confidence when teacher asked them to speaking in front of the class.

The variety of research reports and findings show that speaking is difficult. In dealing with this Sayuri (2016) asserted that fourth semester students of English Department at

Mulawarman University still have problems in speaking skill related to pronunciation, fluency, grammar, and vocabulary. The students also showed other problems which were obtained from personal students' information, namely not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, inhabit in speaking English, never practice, and nothing to say. At the university level, few students can communicate in English and give responses to their lecture's questions. Most of them tend to keep quiet. On the other hand, a research conducted by Azizah (2016) with the participants were eleventh grade students of MA AL Muslimun NW Tegal showed that students' difficulties in speaking also related with the lack of vocabulary, nervousness, fear of making mistakes, the use of mother tongue, and lack of motivation. Those result showed that language aspects more influence in their speaking skill.

Those all problems were supported with the concept by Ur (1991) about problems in speaking skill that is related to language aspects. Those are inhibition, nothing to say, less participant, and mother tongue use. Learners are often feeling inhibited trying to say foreign language in the classroom, fear of making mistakes and being laugh by their friends. The second is nothing to say. It means students do not have idea to speak their idea in English. The third is less participant that makes the students passive during English lesson. The fourth is mother tongue use. In the class the students more comfort when teacher explain the material in English, because it is easier to understand than makes the students unnatural to speak English.

From the explanation above, we can conclude that most of students' problems in speaking skill are related to language aspects. The purpose of this research was to know what the common problems in speaking skill that faced by vocational students and the factors that affect the problems in speaking skill by the tenth grade of AP-01 SMKN 01 Rejotangan academic year 2018/2019.

METHODOLOGY

This research was conducted at SMKN 01 Rejotangan with the participants were 34 students at tenth grade of AP-01. Many students in this class taught that English is difficult lesson because they never speak English in daily life. Thus, many students had low performance in speaking performance. According to the teacher, he said that most of students have problems in pronunciation, nervousness, afraid of making mistakes, and low of vocabulary mastery. To collect the data, the researcher used observation, questionnaire, and interview. An observation was carried out to know the real atmosphere during English class. For questionnaire was to know the students problem in speaking skill based on their condition. An interview was conducted to tenth students randomly and the teacher. Each students ware asked 5 questions also for the teacher there was 5 questions.

The procedure of data analysis, researcher used the model by John W. Creswell, (2004, p. 247). The first thing that done by the researcher was transcribing interview,

scanning material, typing up field notes, sorting and arranging the data into different types depending on the sources of information. The data were summarized to know the difficulties in speaking skill and the factors that affected based on each instruments. Then, the researcher grouped into problems and causes of problems in speaking skill.

A triangulation technique has done to verify the data by comparing the results of all instruments. In this research, the triangulation has done by checking data from classroom observation, questionnaire, and interview. The result of observation is written in observation sheet, the result of questionnaire and interview is to know more about the students' problem in speaking skill.

To support the data to be more valid, researcher used documentation during observation class to record all of students' behavior when speaking performance. Also the researcher used type recorder during interview with students and teacher.

FINDING AND DISCUSSION

1. Result of Observation

From the class observation that was done by the researcher in tenth grade of AP-1 at SMKN 01 Rejotangan, the researcher found that students did not really interested in speaking English. Some of the students still confused with the pronunciation that made them passive in English class. They thought that English is complicated lesson because it is not they mother tongue.

2. Result of Questionnaire

From the students' answer showed that most of students realized that able in speaking English is important to be taught, but they still have many problems to increase their ability in speaking performance. There were four problems in speaking skill faced by the students with language aspects. They were lack of motivation, nothing to say, vocabulary mastery, and mother tongue use. It caused the students felt inhibit and worried of making mistakes when speaking English. See the table bellows:

Table 1. Percentages of Students Problem in Speaking

No	Speaking Problem	Intensity	
		Yes	No
1	Lack of motivation	35%	18%
2	Nothing to say	79%	5%
3	Vocabulary mastery	82%	1%
4	Mother tongue use	65%	2%

From the table above can be seen that the big problem in speaking skill that faced by the students is vocabulary mastery then followed nothing to say. Because the low of vocabularies students have no motive to express themselves or they cannot think of anything to say.

3. Result of interview

From tenth students that interview showed that most of them said English was difficult lesson because the pronunciation. The others said that, they become passive during the lesson because they do not familiar with the vocabularies. Then the students felt nervous when asked to speak in front of the class. While the result from teacher showed that, the common problems in speaking skill were pronunciation, mother tongue use, and lack of motivation.

From the explanation above, almost all students have problems in speaking skill related to language aspects, these are inhibition, nothing to say, less participant, and mother tongue use. While the factors that affect those problems are nervousness and pronunciation. almost all students all students feeling nervous when have to speak English that makes them

CONCLUSION

Based on the research finding and discussion, the researcher found that the students in tenth grade of AP-1 at SMKN 01 Rejotangan faced the speaking problems those are; 35% lack of motivation, 79% nothing to say, 82% vocabulary mastery, and 65% mother tongue use. It showed that the common problem that faced by the students is vocabulary mastery. In this case, the students cannot express their idea with the suitable vocabularies that caused nothing to say.

The students feel that English is difficult, so the students feeling inhibit when they have to speak in front of the class. Therefore, the researcher concluded that the common problem in speaking skill face by the students at tenth grade of SMKN 01 Rejotangan, especially for AP-1 is nothing to say. Moreover, the factors that affect the problem are nervousness and low of pronunciation.

Based on the discussion, some suggestions have been proposed. The most important one, speaking must be habit in every school. Speaking English daily will supported their vocabulary, pronunciation, and grammar. For increasing vocabulary, here are some ways that can be done the students including listening English song, watching movie, and reading aloud by checking the pronoun in online translator. Another strategy is students try to memorize the vocabularies and try to use it in daily communication. In this case, the teacher should support the circumstance during English lesson by give the student's opportunity to speak English.

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