**Problems Encountered In Learning Speaking And The Solving Strategies By Eleventh Graders at SMA N 5 Tebo**

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**ABSTRACT**

**Purpose of the study:** The purposes of this research were to investigate the problems encountered in learning speaking and to describe students’ strategies that to solve those problems.

**Methodology:** This research was a quantitative research with a survey approach through questionnaire. The sample of this research were 68 students of natural science class 1 and 2. The data of this research were obtained through 25 questions of the questionnaire.

**Main Findings:** The finding showed that: 1) The problems encountered by students were four aspects ( inhibition, nothing to say, low or uneven participation, and mother tongue). Nothing to say was the problem encountered by students. 2) Students mostly used all the strategies (cognitive, meta cognitive, social, and affective strategies) to help them. The cognitive strategies was the high percentage.

**Novelty/Originality of this study:** The novelty in this research is the strategy for student problem encountered in learning is carried out at Tebo

**Keywords:** Speaking , Speaking Problems , Speaking Solving Strategies

1. **INTRODUCTION**

Speaking is significant thing in to communication which used to share the idea or give the information to the other. Speaking is so complex since it includes many aspects such as grammar, pronunciation, fluency, and vocabularies. According to [1] speaking seems intuitively important where people know a language referred as “speakers” of that language it self. In addition, Nunan as said in Bygate (2008) state that speaking is the same as oral interaction which are conventional ways of speaking information, expressing our ideas, and thought have in our mind. In general, speaking can be said as the process of; 1) delivering an address to utter words or articulating as human being, 2) to expressing thoughts by words. Speaking as a skill by which they (people) are judge while first impression are being formed”.

Therefore, it can be said that speaking is an important skill which deserves more attention not only in the first language but also in the second language because it reflects to the people’s thoughts and personalities. Speaking in foreign language such as English will more difficult since it is not always used in daily activities. Luoma [2] states that speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. Moreover, [3] stated that different students can have 2 different difficulties and problems in learning English. In speaking, learners almost always face some problems. They can make different mistakes. Therefore, it is the role of teachers at schools to help them to overcome the problems. Students should always be given more attention so that learning difficulties can be resolved soon. Problem is a question or matter involving doubt, uncertainty, or difficulty and need solution to be resolved.

Every learner has their own difficulties in learning the language especially in improving students' speaking skills. Ur (1995:121) stated that there are some problems that are usually faced by learners in speaking. The problems include: 1) Inhabitation, learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract, 2) Nothing to say, often learners complain that they cannot think of anything to say and they have no motive to express themselves beyond the guilty feeling that they should be speaking, 3) Low or uneven participation, this problem is compounded of some learners to dominate, while other speaks very little or not a tall, 4) Mother tongue, It is easier for the student to use their mother tongue in their class because it looks naturally.

Speaking is one of the important language skills that have to be mastered by the students. The result of the learning can be seen in speaking ability when they speak the language appears. It means that the process of studying runs well. [4] defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. In competence based on curriculum, speaking is one of the four basic competences that the students should gain well, it is an important role in communication. In addition, [5] points out that speaking ability described as the ability to report acts or situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. In mastering speaking skill, there were some aspects required by students, they are the pronunciation of words should be clear so that the participants understand it; then distinctive sound of language is clear enough so that people can distinguish them; use stress, rhythmic patterns and intonation patterns of the 6 language clearly so that people can understand what they say; use the correct form words, put words together order and make clear to their listener the main sentence constituent [6]

1. **RESEARCH METHOD**

The research was quantitative research by using survey approach. Quantitative research was a research that had to collect numeric data from a large number of people using instrument with preset questions and responses [7]. Survey approach was process in quantitative research that used to investigate the population in order to describe the attitudes, opinion, behaviour, or the characteristics (Creswell, 2012). The research focused on knowing the problems encountered graders of SMA N 5 Tebo in learning speaking and how they solved those problems. According to [8] population was the individuals selected as samples. The population of this research was the eleventh graders of SMA N 5 18 Tebo. The total number of the students are 201 students which divided into 6 classes.

According to [9] the sample was part of population. If the population was than more than 100, the researcher should take 30% from the population, but if the population was not more than 100 , the researcher should take all as the sample. In this research, the researcher takes the sample from the population by using cluster sampling because it was impossible to selected randomly. In the type of cluster sampling, units of individuals are selected rather than individual them selves. Because of that, there were students of two classes who became the participants of this research. They are students of classes (e.g. XI Natural science 1 and XI Natural science

To conduct this study, the researcher used questionnaire as the instrument of the research. A questionnaire was a form used in a survey to be completed by participants and returned to the researcher. In this case, the participants had to choose answer to questions. For this study, researcher used close-ended questionnaire. The researcher adapted questionnaire from

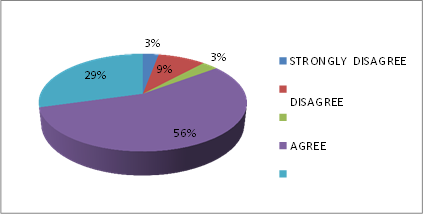
The instrument of this research was a questionnaire for colleting the data about problems encountered in learning speaking and solving strategies by eleventh graders’ of SMA N 5 Tebo. Questionnaire is the most common and effective way to get some data in short period of time In this research, the researcher used close-ended questionnaire which consist of 28 statements (1-20 items about problems encountered in learning speaking , and 21- 28 items about solving strategies) to responded to be fulfilled by them in 28 minutes (one minute for 1 question). The use of close questionnaire was to make the students easy answer. The questionnaire which adapted from

1. **RESULTS AND DISCUSSION**

The statements means, the students have problem if they speak English in front of the class. Students feel nervous to speak in front of their friends.

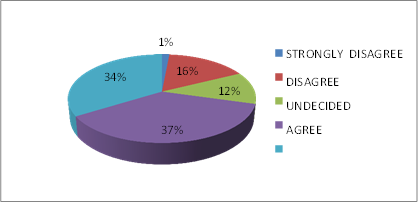
Statement 1: I fell nervous when I have to speak English in front of other people.

Figure 4.3. Findings of Statement 1



The finding showed that there were 85 % (58) participants agree that they feel nervous when they have to speak in front of other people, with 29% (20) participants responded strongly agree, 56% (38) participants responded agree. There were only 15 % (10) participants that don’t feel nervous when they have to speak to other people, with 3% (2) participants responded undecided, 9% (6) participants responded disagree, and 3% (2) participants responded strongly disagree. The second problem was students body will shake when they speak English. Students can forget everything they want to say. Statement 2 :. My body will shake when I speak English then it makes me forget everything suddenly.

Figure 4.4. Findings of Statement 2

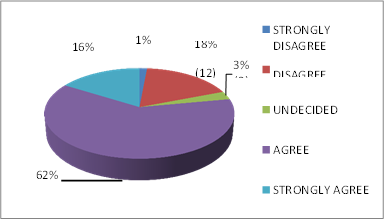


Finding showed that there were 71 % (48) participants agree that their body will shake when they speak English and it will make them forget everything suddenly, with 34% (23) participants responded strongly agree, 37% (25) participants responded agree. However, some students had another perception that they were against this statement which their body will not shake when they have to speak in front of people, with 12% (8) participants responded undecided, 16%

(11) participants responded disagree, and 1% (1) participants responded strongly disagree. The next problem in inhibition aspect was they students gets a ashamed to speak because their English is not fluent.

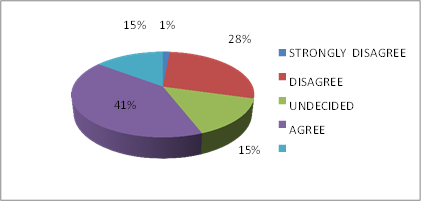
Statement 3 : I do not have fluent English ability, so I get ashamed to speak English.

Figure 4.5. Findings of Statement 3



Finding above showed that there were 78 % (53) participants agree that don’t have fluent English ability which makes them get ashamed to speak English, with 16% (11) participants responded strongly agree, 62% (42) participants responded agree. However, there were 22 % (15) participants disagree to this statement which meant they have fluent ability to speak which won’t make them get ashamed easily with 3% (2) participants responded undecided, 18% (12) participants responded disagree, and 1% (1) participants responded strongly disagree. The other problem was students feel less confidence to speak English because their friends will laugh at them. Statement 4 : I have less confidence to speak English because my friends will laugh at me when I speak.

Figure 4.6. Findings of Statement 4



Related to the confidence in speaking, the Finding 4.6 above showed that there were more than half of total students agree the problems in speaking is related to the confidence in speaking in front of the class. There were 56 % (38) participants agreed that they have less confidence when they speak English their friends will laugh at them, with total 15% (10) participants responded strongly agree, 41% (28) participants responded agree. However, there were still 44 % (30) participants still had more confidence to speak English, with 15% (10) participants responded undecided, 28% (19) participants responded disagree, and 1% (1) participants responded strongly disagree.

Nothing to Say

The other students’ problem in speaking was they have nothing to say which because they had limited vocabulary, they rarely used English outside the class, they don’t have idea verbally, and by listening other people who speak rapidly.

Statement 5 : I have difficulty in speaking English because my vocabulary is limited.

Figure 4.7. Findings of Statement 5

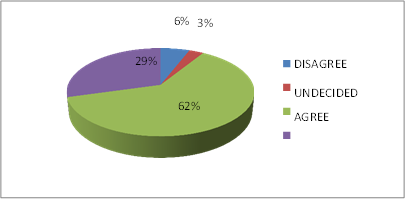


Figure 4.7 above showed that the students’ problem in speaking was related to their vocabulary. There were almost all students which around 91 %

(62) participants agree that they had difficulties in speaking because they have limited vocabulary, with 29% (20) participants responded strongly agree, 62%

(42) participants responded agree. There were only 9 % (6) participants which don’t have difficulties with their vocabulary, with 3% (2) participants responded undecided, and 6% (4) participants responded disagree.

Learners are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts. students feel inhibited to speak a foreign language, for lack of vocabulary that they know, causing English pronunciation errors or shy to perform (Ur 1995:121). From the students’ responses, the majority of the students believe that one of the reasons of their speaking problem was related to inhibition. In total ,72.45% or 49 students agreed that inhibition was became the great problem for students in speaking success felling nervous, body shaking, don’t have fluent ability and less confident.

From the students’ responses, the majority of the students believe that one of the reasons of their speaking problem was related to nothing to say. In total, 82.7% or 55 students agreed that nothing to say was became the great problem for students in speaking they have limited vocabulary, and difficulty to give idea. It is related with problems in speaking by Cohen (1991), the said stated that some students might avoid a certain topic that they don’t feel they master the related vocabulary items to discuss. Students do not know what they have to say it is caused by a foreign language that must be perform by them, so that they do not have any idea or can not afford to think. Low participation due to the concept of thinking in students who say that English is difficult because it is a foreign language. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all (Ur 1995:121). From the students’ responses, the majority of the students believe that one of the reasons of their speaking problem was related to low or uneven participation. In total ,70.58% or 47 students agreed that low or uneven participation was became the great problem for students in speaking success to practice speaking in pair and others speak very little or not at all.

The use of mother tongue is attach to the students to make the students are not accustoming use a foreign language in learning. the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less „exposed‟ if they are speaking their mother tongue (Ur 1995:121). From the students’ responses, the majority of the students believe that one of the reasons of their speaking problem was related to mother tongue . In total ,72.45% or 48 students agreed that mother tongue was became the great problem for students in speaking they using mother tongue in English class, switch into my mother tongue and they feeling less natural to speak in English.

From the table above, it could be seen that the most problem faced by students was nothing to say aspect, students at SMA N 5 Tebo are not familiar with speaking English. They still think that foreign language is difficult to learn. Moreover, they still ashamed to speak English in front of the class because they afraid to make mistakes. Then, the lack of vocabulary also become problem for them so they have noting to say if they perform speaking in front of the class. The second problem was mother tongue, most of the students prefer to speak with their mother tongue than speak English. Because, of that they usually switch to their mother tongue when they speak English in front of the class.

Inhibition became the next problem for the students most of the students feel nervous when they have to speak English in front of the class. Beside, that the students also feel anxious and less confidence to speak English. If they do not have fluent English ability the get ashamed to speak.

The last problem was low or uneven participation. In the class only students with good ability active to speak English. Meanwhile, other students prefer not to participated in the class.

In responding statement 19, majority of the students solving strategies in speaking was related to cognitive strategies. In total 89.7 % or 60 students agreed that cognitive strategies was became the great solving strategies for students in speaking they using cognitive strategies in speaking they was trying to guess the word and to translate word by word. It is related with strategies by Brown (1994), Cognitive strategies, usually they involve the identification, retention, storage, retrieval of words, phrase, and other elements of the target language ( e.g. using prior knowledge to comprehend new language material, applying grammar rule to a new context, or classifying vocabulary according to topic)

Meta cognitive strategies, the deal with pre-planning and self-assessment, online planning, monitoring and evaluation, as well as post evaluation of language learning activities. (e.g. previewing the language materials for the day’s lesson, organizing one’ thoughts before speaking , or reflecting on one’s performance) Brown (1994). Majority of students showed that student’s the solving strategies to meta cognitive strategies. In total 83.1 % or 56 student’s agreed that meta cognitive strategies.

In total, majority of participants showed positive responses toward problem encountered in learning speaking and the solving strategies by eleventh graders of SMA N 5 Tebo. There were only total 86.7 % or 58 students showing positive response. It is related with strategies by Brown (1994), Social strategies include the action that learner select for interacting with other learner, a teacher, or with native speakers (e.g. asking questions for clarification, helping a fellow student complete a task, or cooperating with others) language learning and use strategies consists of the steps and actions chosen by the learners to take one step further in learning of the foreign language (Brown 1994). Based on data found survey, the students reported that some solving strategies in speaking. From the frequency distributors, the total 82.3 % or 55 participants.

The strategies that mostly used by the students were cognitive and affective strategies. The students prefer to guess the word than ask to friends of find the meaning in dictionary. Meanwhile, in affective strategies, the students try to do not stare to audience to reduce nervous when they speak English. Then, they try to improve their vocabulary to make they fluent in speaking English so, they more confidence in front of the class.

The next strategy was social strategy. The students ask the teacher and friends when they do not understand the word. Beside, that they also ask friends that sitting next to them before they participating in the class.

The last strategy was meta cognitive strategy. Before perform in front of the class, students try to memorize what will they say. Then, if they forget what they want to say, the try to improve it.

1. **CONCLUSION**

Based on the research there were four speaking problems that find at SMAN5 Tebo. The problems were, inhibition, nothing to say, low or uneven participation, and mother tongue. From that problems the students agree that nothing to say was the most problems for the students (82,7). The other problems were mother tongue (74,12), inhibition (72.45), and low or uneven participation(70,58). Students used some strategies to solve the problems. The strategies that mostly by students used were, cognitive, metacognitive, affective, and social strategies. Cognitive strategies was the high percentage with 89,7.

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