

**PROBLEM FACED BY TEACHER IN TEACHING SPEAKING AT SEVENGRADE OF
SMPN 5 SUKOHARJO**



**Submitted as a partial Fulfillment of the Requirements for Getting the Bachelor Degree of
Education in English Department**

By:

ANDIKA TOMI SRIHARTO

A320130228

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2017

APPROVAL PAGE

PROBLEM FACED BY TEACHER IN TEACHING SPEAKING AT SEVENGRADE OF
SMPN 5 SUKOHARJO

PUBLICATION MANUSCRIPT

By:

ANDIKA TOMI SRIHARTO

A320130228

Has been approved by:

Consultant,



Aryati Prasetyarini, S.Pd, M.Pd.

NIK.725

ACCEPTANCE

PROBLEM FACED BY TEACHER IN TEACHING SPEAKING AT SEVEN GRADE
OF SMPN 5 SUKOHARJO

By:

Andika Tomi Sriharto

A320130228

Accepted and Approved by Board of Examiner Department of English Education
Muhammadiyah University of Surakarta on October 20, 2017

Team of Examiner:

1. Aryati Prasetyarini, S.Pd., M.Pd.
(Chair Person)
2. Mauliy Halwat Hikmat, Ph. D.
(Member I)
3. Susiati, S.Pd., M.Ed.
(Member II)

(*Aryati Prasetyarini*)
(*Mauliy Halwat Hikmat*)
(*Susiati*)



Dean,

Prof. Dr. Harun Joko Pravitno

NIP. 19650428199303001

PRONOUNCEMENT

Herewith, I testify that in this publication article there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or pasterpiece which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary review and bibliography.

If later, the result of this study are proven as plagiarism, I will be fully responsible and willing to accept sanction in accordance with applicable regulations.

Surakarta, February 14, 2018

Author

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

ANDIKA TOMI SRIHARTO

A320130228

PROBLEM FACED BY TEACHER IN TEACHING SPEAKING AT SEVENGRADE OF SMPN 5 SUKOHARJO

Abstrak

Penelitian ini bertujuan untuk mengetahui masalah yang sering dihadapi oleh guru bahasa Inggris di SMPN 5 Sukoharjo dalam hal mengajarkan berbicara menggunakan Bahasa Inggris khususnya untuk kelas 7 dan juga bagaimana guru yang bersangkutan dapat mengatasi masalah tersebut. Tipe dari penelitian ini adalah penelitian kualitatif dengan menggunakan wawancara guru kelas 7 SMPN 5 Sukoharjo yang bertujuan untuk mengetahui masalah yang kerap dihadapi oleh guru dalam mengajarkan speaking kepada muridnya. Metode yang digunakan untuk menganalisis masalah tersebut adalah dengan menggunakan wawancara, yaitu menanyakan pertanyaan, mendengarkan, dan merekam jawaban dari guru yang bersangkutan. Faktor yang dihadapi oleh guru dalam mengajar berbicara dalam Bahasa Inggris kepada muridnya dapat berupa kurangnya motivasi, kurangnya perhatian dari orang tua, minimnya kosa-kata, pengaruh dari bahasa bawahan, identitas dan ego bahasa, dan faktor dari luar siswa. Kesimpulan dari penelitian ini yaitu guru di SMPN 5 Sukoharjo masih menemukan masalah dalam mengajarkan berbicara menggunakan Bahasa Inggris kepada muridnya, baik masalah internal maupun eksternal.

Kata kunci: Masalah pembelajaran speaking, Bahasa, Kosa-kata

Abstract

This study aims to identify the problems often faced by English teachers in SMPN 5 Sukoharjo in teaching English speaking especially for grade 7 and how the teacher solves the problems. The type of this research is qualitative research. Data collection was done interviewing the teacher of English in SMPN 5 Sukoharjo. To analyze the data, the researcher took the procedures, namely collecting the data, Organizing and preparing the data, Coding and preparing the data, Classifying and categorizing the data, Connecting and relating the data, and providing the meaning and make conclusion of the research. The finding shows that the problem often faced by teacher in teaching speaking are the lack of motivation, the lack of attention from the parents, limited number of vocabulary, the influence of native language, the identity and ego of language, and external problem. The conclusion of this research is that the English teacher of SMPN 5

Sukoharjo still has problem in teaching speaking to the students. And the teacher of English in SMPN Sukoharjo takes particular strategy to solve the problems.

Keyword: Problems speaking, Language, Vocabulary

1. INTRODUCTION

Communicating is the human way to exchange information with each other. To communicate, human needs a language. Speaking is the main skill that must be mastered by the language to convey information orally. Speaking is also an important aspect of the four skills that must be mastered by the students. In the context of teaching speaking, teachers should be able to apply suitable strategies to teach speaking.

A teacher's teaching strategies affect the progress of students' understanding in language learning in terms of teaching. A strategy in teaching is one of the ways to make teaching learning process effective. Strategies are some peculiar undertaking that we make to face problem (Brown 1994:114). The effective strategies from teachers can remind the student's ability to sharpen their knowledge of speaking in language learning, and therefore teachers are required to have a capability that is creative in developing strategies for teaching speaking.

Since teaching speaking is not a simple thing to do, teachers often face problem. There are many factors that might inflict the problems in teaching English to the students. A creative teacher will always have ideas to overcome the problems. Especially when teachers have to teach students who are new in learning a foreign language, it will be difficult for them to understand the sentence and the topic that contain a complex verbal topics or difficult discussion to understand.

It is as similar as teaching toddlers who want to learn to stand up for the first time, a teacher of foreign languages has to teach a student who had just become acquainted with the new language would seem difficult if the strategy did not match to student's ability to accept the lessons. Many problems in teaching speaking must go through, and there are many factors that influence students in accepting a language learning which

will be delivered by a teacher of foreign languages. For instance, is lack of vocabulary and the influence of native language. Teachers found it hard to teach student that is not familiar with English language. It is very important for a teacher to know the influences experienced by students in a lesson of speaking in a foreign language, and the authors hope will find these influences and then can help teachers of foreign languages to minimize the problem and then be able to teach English effectively. As time goes on how to teach a foreign language for students is also different. Foreign language teaching has undergone changed, various influences have affected foreign language teaching (Endang, 2014). It requires special skills of the teacher to create the motivation to learn a foreign language for students. There are many benefits to be gained from mastering a foreign language, especially for the international language of English.

There are some difficulties of English language learning, such as spelling, homework, some pupils do not appear interested in English, disruptive (upsetting) behavior, pronunciation difficulties, writing composition, terrible (very bad) hand writing, learning vowel letters, and etc. A professional teacher of English language teaching has to be able to find what kind of the difficulties faced by the students in learning English and then make the solution of how to solve those problems.

The researcher chose SMPN 5 Sukoharjo because SMPN 5 Sukoharjo is a school that is located in the countryside and away from the modern environment. In order to make the class comfortable, it is important to find the source of why the students get difficulty to follow the lesson before the teacher take the necessary steps to cope with the students' problems.

2. RESEARCH METHOD

This research is using qualitative research method, which is a systematic subjective approach used to describe life experiences and give them meaning and the data are collected by the resources using interview. This research will deal with the question of why there's any problem on teaching speaking and what kind of problem are those. The researcher is interested to analyze the problem to find out on how to solve it. The reason why the researcher chooses this skill as his research paper because speaking is the basic

skill that has to be accomplished before go to the next skill, and it is very necessary for the teacher to find out the problems and find out how to solve it.

The object of the research is the problem faced by teacher on teaching speaking, and the data will be collected from the interview, which are completed by the interviewer based on what the respondent says. And the subject of this research is the English teacher of SMPN 5 Sukoharjo and also the students of SMPN 5 Sukoharjo in grade seven.

The data in this research are the information about the problem in teaching speaking in the form of interview script and field note. They are taken from the following resources: Informants, which The researcher interviewed Mrs. Suparmi as the teacher of English on seventh grade in SMPN 5 Sukoharjo. The data of this source is tape script, then Event, which The researcher observed two classes of seventh grade in SMPN 5 Sukoharjo. The data of this resource is field note. Then Document, which The data of this resource is students' attendance and list of students' scores.

Data collection approaches for this qualitative research involves the direct interaction with individuals on a one to on basis. In collecting the data, the researcher applies documentation. The steps done by the researcher are as follows: Interview, where researcher will do the interview with the respondents in SMPN 5 Sukoharjo. The Informants' name is Mrs. Suparmi, She is the teacher of English in seventh grade in SMPN 5 Sukoharjo. And then the Observation, After the interview, the researcher will observe the class twice in which suggested by the teacher to get the data.

The method of analyzing data is Interview, which involves asking questions, listening to and recording answers from the English teacher of SMPN 5 Sukoharjo. The researcher wrote down the result of the interview, the audio of recording tape, and the observation. The data analyzed using thematic analyze, which follow these process: Data collection, The researcher collected the data using interview and observation. Organizing and preparing the data, where researcher organizing and preparing the data and wrote the data into the notes. Coding and describing the data, which researcher explained the contents of the collected data. Classifying and

categorizing the data, which researcher classified and categorized the data to make it easy to find and retrieve. Then, Connecting and relating the data, where researcher the researcher connected and related the data to make it easy to find the differences between the previous studies result. The last is Providing the meaning and write the conclusion of the research, where The researcher wrote the conclusion of result of the research.

To establish the data credibility the researcher using methods triangulation, which involves utilize different data collection methods in order to check the consistency of the findings. The researcher will observe two different class of seventh grade in SMPN 5 Sukoharjo.

3. RESEARCH FINDING AND DISCUSSION

From the observation that has been conducted, the writer will describe the result of the interview which is the problems faced by the teacher in SMPN 5 in teaching speaking as follows; Lack of motivation, English language is difficult to learn due to the fact that the students are not well-motivated. This kind of factor is one of the problem that exist in SMPN 5 Sukoharjo in teaching speaking in SMPN 5 Sukoharjo. Furthermore, the teacher said that the students do not practice speaking English with English native speakers, and class environment is crowded and noisy. During observation, the class was crowded and noisy when the teacher gave the students exercise. Lack of attention from parents, Attention from student's parent is one of the factors that affect students' ability to learn and speak in English as stated by the English teacher in SMPN 5 Sukoharjo. The teacher said to get extra support in school, the students will have to be evaluated in learning and attention issues. Limited number of vocabulary, Lack of vocabulary is also a general problem faced by teacher in teaching speaking in SMPN 5 Sukoharjo. The teacher also said that the teacher should prepare and find out the appropriate techniques, which will be implemented to the students. The influence of native language, The influence of the native language in learning a foreign language is also the most common problem in teaching speaking in SMPN 5 Sukoharjo. While observing, the researcher saw a student thinking so hard for a word that he want to say in English and sometimes

the students looked confused of words they had been heard. This reflects the fact that in SMPN 5 Sukoharjo, the students of seventh grade are still having the lack of vocabulary. Time management, There is still also a problem commonly faced by the teacher in teaching speaking in SMPN 5 Sukoharjo which is time management.

Not only to find out the common problem on teaching speaking, the writer is also ask the way the teacher overcome the problem. The writer wrote down the solution stated by the teacher as follow; The lack of motivation, To solve this problem, in the interview the teacher said that she often give motivation in the form of guidance when teaching. She told them that English is the key to find a job, if someone has mastered English, it will be easy for those people to get a job, so that she/he can increase his/her family dignity. Then, The lack of attention from student's parent, The teacher's statement about the way to solve this problem is to tell the parent to give more attention and motivation to well-speaking, in order to create a good manner of their children, so that they can have a good personality in school and also in their environment. Then Limited number of Vocabulary, The teacher said, to face this problem, she often gave the students drills training and memorizing some vocabulary so that their knowledge also increases. Then influence of native language, The teacher also has the solution to this kind of problem, which is first, the teacher asks the student to pay attention to what teacher said, and then the student repeat the word of what the teacher had been said. According to the teacher, drills and exercise on pronunciation is also the way to face this problem. Then Time management, to overcome this problem the teacher of SMPN 5 Sukoharjo is often given exercise to practice more speaking rather than just theory. The teacher also said that the teacher gave drills as an exercise while teaching English.

In this research paper, the researcher had identified the problems in teaching speaking in SMPN 5 Sukoharjo which are motivation, attention, vocabulary, native language and time management. The researcher will try to compare the result of his study with the previous study. The result of the problems faced by the teacher in teaching speaking as written by the researchers of previous study as follow: Arita (2008), in this research, the researcher found that students of SMA POMOSDA Tanjunganom Nganjuk had many problems, such as: the students' difficulty to make the sentence and to make

the sentence with the correct structure. Students' insufficiency and difficulty to remember all the vocabularies used to communicate with others, students vernacular patois problem that give 36 bad effect of students' pronunciation, intonation, accuracy and fluency and problem of punishment. The researcher had found the equation of the result between his result and of Arita's (2008), which are the lack of vocabulary. But, the researcher found more factor problems in teaching speaking which are not listed in Arita's (2008), those problems are lack of attention from students' parent, lack of motivation, the influence of native language, and time management. Gebre-eyesus (2014) The research findings indicted that a considerable number of students were reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes psychological factors like fear of stage, self-undermining, shyness, lack of confidence, and fear of making mistake and factors related to psychological factors related to classroom procedure like, nervousness, anxiety, fear of comment, fear of over correctedness and stern, fear of peers, seating arrangements, language difficulties, performing real life situation in class or socio-cultural factors. None of the result between Gebre-eyesus (2014) and the researchers' are equal. The researcher had found the new problems faced by teacher in teaching speaking which are lack of students' parent attention, lack of motivation, the influence of native language, and time management. Loubazid (2012), The research is the case study of third year LMD (License Master Doctorate) students at the English 37 department of Biskra University. Throughout the study, they hypothesize that the students do not participate in oral courses due to psychological problems (lack of self-confidence, shyness, fear of making mistakes, and anxiety), linguistic problems (lack of vocabulary, mispronunciation and grammatical mistakes), poor listening practice, lack of interest subject, none motivating atmosphere, mother tongue use, large classes, and time allocated. The result between Loubazid (2012) research and the researcher are equal, which both of research have found the problems of lack of motivation, the influence of native language, and time management. But, but there is one problem that is not written in Loubazid's, which is lack of parent's attention. By seeing these comparison, the researcher conclude that there a similarities between the result of the research. Such as, lack of vocabulary, the influence of native language, and time management. This research had found problems which are

not listed in the result of the previous study, which are, lack of students' parent, and lack of motivation.

4. CONCLUSION

This research is conducted to know and to understand the teachers' problems in teaching at SMPN 5 Sukoharjo and how the teacher overcome the problems. There are seven problems.

The interview data shows that there are problems faced by teacher in teaching speaking at SMPN 5 Sukoharjo such as by motivation, attention, vocabulary, native language, and time management.

Motivation, According to the teacher of SMPN 5 Sukoharjo, when the students have a low motivation, then they might fail in reaching their goal in speaking.

Attention, According to the teacher of English in SMPN 5 Sukoharjo, one of the problem in teaching speaking is the lack of attention from students' parent. Parents who fail to provide an environment that promotes education and encourages good grades will keep their child from working to his highest ability.

Vocabulary, Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean.

Native language, The influence of native language in seven grade of SMPN 5 Sukoharjo is quite large in term of teaching speaking, according to the English teacher of smpn 5 Sukoharjo.

Time management, One of the problem in teaching speaking in SMPN 5 Sukoharjo is time management. Time management is also a crucial part in teaching speaking to the students because to teach speaking, it takes more time than the other skill learning because it might needed to have time to practice rather than just theory.

References

Brown, Douglas.1994. *Principles of Language Learning And Teaching*(Third Edition): Englewood Cliffs, N.J. : Prentice Hall Regents

Brown, Douglas. 2001. *Teaching by Principle*. Pearson Education, Inc.

- Brown, H. D. 2007. *Teaching by principles: An interactive approach to language pedagogy*. Longman: New York.
- Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher's guide* (2nd ed.). London: PenguinBooks.
- Chaney, A.L., and T.L. Burk. 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn&Bacon.
- Fathman, A. (1975). The relationship between age and second language productive ability. *Language Learning*, 25, 245-253.
- Harmer, Jeremy. 2007. *How to Teach English*. Edinburg. Pearson Longman.
- Lier, Leo Van. 1995. *Introducing Language Awareness Introducing Applied Linguistics Series Penguin English applied linguistics*.Penguin English.
- Lado, R. (1957). *Linguistics Across Cultures*. Ann Arbor: University of Michigan.
- Nunan, D. 1989. *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- WONG, R., 1987, "Learner Variables and Prepronunciation Considerations in Teaching Pronunciation", in MORLEY, J. (Ed.), *Current Perspectives on Pronunciation: Practices Anchored in Theory*, Alexandria, TESOL.