

**A DESCRIPTIVE STUDY ON THE PROBLEMS FACED BY
TEACHER IN TEACHING SPEAKING TO THE SEVENTH
GRADE STUDENTS OF SMP NEGERI 2 SIMO IN 2017/2018
ACADEMIC YEAR**



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

by:

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SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

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APPROVAL

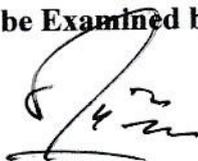
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PUBLICATION ARTICLE

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TESTIMONY

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

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsibility.

Surakarta, March 20 2019

The Researcher,



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A DESCRIPTIVE STUDY ON THE PROBLEMS FACED BY TEACHER IN TEACHING SPEAKING TO THE SEVENTH GRADE STUDENTS OF SMP NEGERI 2 SIMO IN 2017/2018 ACADEMIC YEAR

Abstrak

Tujuan dari penelitian ini adalah (1) mendeskripsikan masalah yang dihadapi guru dalam pembelajaran berbicara bahasa Inggris kelas 7 SMPN 2 Simo. (2) bagaimana cara mengatasi masalah dalam pembelajaran berbicara bahasa Inggris. Jenis penelitian ini adalah deskriptif kualitatif. Subjek dari penelitian ini adalah 2 guru bahasa Inggris kelas 7 di SMPN 2 Simo. Data dalam penelitian ini berupa hasil wawancara dengan guru bahasa Inggris dan observasi yang dilaksanakan saat pembelajaran bahasa Inggris dikelas. Hasil penelitian ini adalah masalah guru dalam pembelajaran berbicara bahasa Inggris. Masalahnya adalah perbedaan kemampuan dan usia, bahasa asli atau bahasa ibu, siswa tidak memiliki motivasi untuk belajar bahasa Inggris, dan siswa tidak bisa berbicara apa-apa. Untuk mengatasi masalah, guru telah melakukan beberapa strategi, seperti: (1) guru harus memilih topic atau materi yang tepat yang mencakup semua kemampuan siswa, (2) guru harus memberi motivasi dan dukungan kepada siswa, (3) guru meminta siswa untuk menguasai kosakata, (4) guru dapat membuat kegiatan yang membuat siswa merasa nyaman di dalam kelas.

Kata kunci: berbicara, kesulitan guru, pengucapan

Abstract

This purpose of this study is aimed at (1) describing the problems faced by teacher in teaching speaking to the seventh grade student of SMPN 2 Simo. (2) how does the teacher overcome the problems in teaching speaking. This study is descriptive qualitative research. The subjects of this study were 2 English teacher in the seventh grade students in SMPN 2 Simo. The data in this study were interview script of information from English teacher when learning English in the class. The results of this study show the teachers problem in teaching speaking. Those problems are different ability and age, native language or mother tongue, students had no motivation to learning English and students have nothing to say. In solving the problems, teacher had done many strategies such as: (1) the teacher should select the appropriate topic or material that might be cover all students' ability, (2) The teacher should give motivation to the students and give support to the students (3) The teacher asks the students to master vocabulary, (4) The teacher can create activities that make students feel enjoy themselves in the class.

Keywords: speaking, teachers' problem, pronunciation

1. INTRODUCTION

Speaking is an important skill which has to be mastered by students in learning English. Speaking is an essential tool for communicating. Communicating is the human way to give and take information with each other, therefore it needs a language to communicate. Language is also the most important aspect in the

human interaction. People communicate and interact using language. In Indonesia, not all of people can speak English, but Indonesian had been studying English from elementary school until university.

Brown (2001: 232) classified the skill at English into four skills namely listening, speaking, reading and writing. But the most important skill is speaking. One of those language skills that influence the language ability is speaking. Speaking skill is the part of communications and one of 4 productive skills that must be mastered in learning foreign language. Good speaking skills are the act of generating words that can be understood by listeners.

The students feel difficult in speaking English because the environment does not support the students to speak English. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them loose their self-confidence to improve their speaking. The students sometimes face many problems in learning speaking because many factors such as shy to speak, have low motivation, afraid of making mistakes and etc.

The solution is a way for the teacher to do. It is considered necessary for the teacher to force the students only to speak English during the class. The teacher must be able to convince his students to be brave to speak English. It doesn't matter if they have very bad grammar. The students are given chance to try speak English whatever they want. And the teacher must convince his students that making errors is a normal thing in learning. This way will raise students' confidence to try to speak English. It will be better if the teacher does not give correction every time his students make errors, but teacher should give feedback and give explanation for every error after the students finish their speech.

The researcher is interested in analyzing the problems to find out on how to solve them. The reason why the researcher chooses speaking skill because speaking is the basic skill that has to be accomplished before going to the next skill, and it is very necessary for the teacher to find out the problems and find out how to solve them.

Based on the background above, the writer tried to raise the case research entitled; **“A DESCRIPTIVE STUDY ON THE PROBLEMS FACED BY TEACHER IN TEACHING SPEAKING TO THE SEVENTH GRADE STUDENTS OF SMP N 2 SIMO IN 2017/2018 ACADEMIC YEAR.**

2. METHOD

This research used qualitative descriptive to collect the data. The researcher conducting the research for the purpose knowing the problems faced by teacher in teaching speaking to the seventh grade students of SMPN 2 Simo. The object this study was the teacher problems in teaching speaking to the seventh grade students of SMPN 2 Simo. SMPN 2 Simo is located in Jl. Pendidikan no.1, Kedung Lengkong, Simo, Kabupaten Boyolali, Jawa Tengah, 7377. The accreditation of this course institution is “A”.

There are two methods for collecting data in this study, namely: observation and interview. The data were from interview transcripts and observation through English teachers in SMPN 2 Simo. The goal from interview was to find out truthful information about the problem faced by teacher in teaching speaking at SMPN 2 Simo. Meanwhile, the purpose of observation is to gather information about teachers’ problem in teaching speaking.

There were two techniques for analyzing data in the methods of collecting data, namely: observation and interview. There were five steps for analyzing data from interview and observation, namely: rereading, classification, data reduction, and data display and drawing conclusion.

3. FINDING AND DISCUSSION

Based on the research finding, the writers discussed the finding on dimension of the analysis on the problem faced by teacher in teaching speaking.

3.1 Different ability and age

Age is one of the decide factors of success or failure in the learning process of speaking. The learning process that involves students an early age will be quickly absorbed compared with those categorized as students who have grown up. The teachers get problems in giving appropriate topic to their students. For example:

some students have low ability in English, some students have high ability in English. Ability in English, namely vocabulary, pronunciation, spelling, and grammar.

3.2 Native language or mother tongue

The native language is the most influential factor affecting a learner's speaking. Mother language of students will be a problem in teaching speaking. Commonly students use Indonesian language when they are speaking. So the teacher cannot handle speaking skill.

3.3 Had no motivation to learn English

The problems faced by teacher in teaching speaking was the motivation to improve their English speaking. Students have a different motivation in learning English speaking. There are a few students who have a high motivation in learning English speaking. But also there are a few students who have low motivation in learning English speaking.

3.4 Nothing to say

Even if they are not inhibited, teacher may often hear learner complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking. Students lack of topical knowledge when they get no familiar topic and they can't express themselves. The teacher said that some students master the topic and some students don't. It caused by their habit. They are lazy to master vocabulary and lazy to open dictionary.

To solve the problem, the teacher had done many strategies such as: the teacher should select the appropriate topic or material that might be cover all students' ability. When the topics do not relate to students' lives, they may find themselves confused or bored. The topic or material was not too difficult and not too easy for the student. It means "not too difficult for learners to understand but difficult enough to encourage them to develop further in the language.

There are four alternatives when the teacher decides the textbook is not appropriate. The teacher can omit the lesson and replace the textbook lesson with one of the teachers' own. Teacher can odd to what is in the book, and the last is teacher to adapt what is in the book (Harmer, 1998:111)

The teacher should give motivation to the students and give support to the students. The teacher should change their mindset that English is not difficult. The teacher should give motivation to the students in order to speak up in the class and say to the students do not worry if making some mistakes, they just try to practice and speak more. One key to increasing motivation is to use activities matched to the personalities, learning styles and characteristics of the learners as practically possible.

The teacher asks the students to master vocabulary. Lacking of vocabulary is one of the problems when they are speaking. The way to cover the lacking of vocabularies the teacher asks the students to listen English songs and then find the meaning of the songs. The teacher also asks the students to bring dictionary in every learning English.

The students are not passive in the classroom but the students must be active in learning English. The teacher can create activities that make students feel enjoy themselves in the class. It is hard for teacher to keep good discipline and make students pay attention to the lesson. A great way to give students meaningful opportunities to apply their learning and lower their affective filter is to make learning fun. When teacher uses activities that make learning engaging and fun, students are more willing to participate and take risks. Having fun while learning also helps students retain information better because the process is enjoyable and memorable.

4. CONCLUSION

Based on the finding and discussion of the research, it can be concluded that the problem faced by teacher in teaching speaking to the seventh grade of the students in 2017/2018 academic year.

The finding of the study showed that teacher have problems in teaching speaking. The teacher should select the appropriate topic or material that might be cover all students' ability. It means "not too difficult for learners to understand but difficult enough to encourage them to develop further in the language". The students also had no motivation to learning English. So the teacher should give motivation and change their mindset that English is not difficult. Students also have a lack of vocabulary. The teacher ask the students to master vocabulary and

give the correction when the students include the mother tongue. The teacher ask the students to listen to English songs and find the meaning of the songs to increase their vocabulary.

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