

STUDENTS' PERCEPTION OF PROBLEMS IN SPEAKING ENGLISH AT A VOCATIONAL HIGH SCHOOL IN CIREBON

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Abstract

This research is aimed at studying the student's problems in speaking at 11th grade of vocational high school. The research object is only centered on the learning process, while the subject of this research is an English students' at the school. During the learning activities carried out in 2 observations and 4 meetings were conducted. Observe the students' of applying learning process in the speaking class. Data collection techniques include questionnaire and interviews. On the preliminary researcher observed the students' learning process and then proceeded to the next meeting. Based on the data obtained from the observation, it can be seen that there are still many students who have problems when learning to speak English in class. The results of the interview show that after distributing questionnaire, and conducting interview, the researcher found that the 11th grade had many problems on speaking. The main factors of students' problems because the environmental factors which do not support them to use English in their daily communication. This factor also have a big effect for students that they lack of motivation and seldom to practice English.

Keywords: *Students' Problems; Speaking*

INTRODUCTION

In learning English, at least there are four skills of language that actually reality must be mastered by all of the students. They are listening, speaking, reading and also writing. All of these skills cannot be separated each other. Among these skills, speaking is one of the most important skills that become the focus of the study since the students learn English.

The notion of speaking may seem interesting to discuss. It is crucial for students to acquire speaking skills for the purpose of communicative purposes (Iman, 2017). Speaking is normally imitative and reproductive providing students to practice patterns of language and communication (Becker & Roos, 2016). In spoken language, speaking has a crucial role in conveying messages which shows different characteristics from the written one. These could be seen from voice potentials, facial languages, signs, pitch, articulation, stress, rhythm and stopping. In this sense, they may find problems speaking English that seems complex than their first language. It is in accordance with Gan (2012) revealing that the problems that may be commonly encountered by the students are inadequate vocabularies, complicated structure, inappropriate intonation and pronunciation, lack of exposures in speaking English, lack of language curriculum development.

In addition, there are other aspects needed in speaking skills which include cultural and social matters. These deal with the roles of participants, turn-taking, situations, and so on. Referring to it, teachers have played a vital role in developing the students' speaking skill. It can be done by exploring practices in line with simultaneous communications. In order to enhance the communicative environment, a better-spoken communication should take place concurrently (Talley & Hui-ling, 2014). Along with it, considering the significant types of interactions which cover the source, input of speaking, and feedback is meaningful.

Speaking English well also helps students to access up to date information in field including science, technology and health. As Baker (2003: 5) says "By learning to speak English well, students gain a valuable skill which can be useful in their life and contribute to other community and country". According to some facts which found in the real life, it shows some phenomenon of speaking itself especially in the student's areas. Most of the students have problems in learning English speaking. Most of them are unable to speak English well because of many factors included. Most of them were unable to speak English although in very simple phrases or sentences. Actually, that was reasonable enough because generally, the teacher used Indonesian dominantly. The researcher believes that the teacher just wants to make the students understood what the materials are delivered by her, so she used Indonesian as the best tool to give the material to the students. But in spite of that, the teacher has tried to guiding and challenging them to speak in English. And it was proved when the students going to went to the toilet; they have to make permission in English. But once more, that was not really effective. Some students still used Indonesian even the teacher forced them to speaking English. And according to the short interview with students, I got the admission that they were too shy to make permission by using English. Moreover, they have to speak it in front of the class and watched by their friends that reflexively will laugh to them if they made a mistake.

In this research, problems in learning speaking and some ways to solve that problems which have to be known or even applied both by students and teachers. Thereby, the researcher carries out the study under the title: "**Students' Perception of Problems in Speaking English at a Vocational High School in Cirebon**".

METHOD

Respondents

The Researcher was conducted the research in one vocational high school in Cirebon. The reason why the research chooses this title because of includes students' perceptions of speaking problems in English and how students overcome speaking problems in the classroom. Students 11th grade in vocational high school in the 2020/2021 academic year on even semester.

Instrument

The instruments which were required in the research were Questionnaire and interview. Questionnaire will be used to know the problems and difficulties of students when learning English in class and Interview, is prepared to give question some aspects related problems that students face when speaking English in learning English that are not covered in the observation.

Procedures

The data was be collect through questionnaire, interview, documentation and case study in this research will be analyzed qualitative. This method is intended to understand the symptoms of a problem researched by emphasizing the main problem, regarding student problems in English, in the process of learning English in 11th grade, and how to solve these problems.

Data Analysis

Some steps were taken to analyze the data. The steps of data analysis are described as follows:

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcription. The step in the analysis data in this research were: (a) the researcher collected the data through observation and interview, (b) the researcher transcribed, selected and focused on the data by referring to the research problems. In other words, the irrelevant data were discarded and the relevant data were included.

2. Data display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. The process of showing data simply in the form of words, sentences, narratives, table and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion. After collecting and reducing the data about speaking problems, the researcher displayed those selected data in the form of narrative or description.

3. Conclusion Drawing

Conclusion is the last of procedure of analyzing the data of the research. Since the beginning of the research, the researcher made temporary conclusion. Furthermore, it must be perfect conclusion. Making conclusion is the process of drawing the content of data collected in the form of good statements. The conclusion drawing can be started from tentative conclusion which still needs to be completed. Meanwhile, verification means testing the provisional conclusion for their validity. In this research, the temporary conclusion became final conclusion because the conclusion was supported by sufficient data in the field. The researcher got final and perfect conclusion as the answer of research problems.

RESULTS AND DISCUSSION

The data were through questionnaire and interview. It showed the factors of students' perception problems in learning speaking English and how do the students cope with their problems learning of speaking English in class. In this study focused on analyzed the factors of speaking problems by the 11th grade when learning in Subjects.

The Factors of Students' Problems in Speaking English

To get the data, researcher used a questionnaire in the form of distributed to students. The statements in the questionnaire represent students' problem in speaking English. The questionnaire consists of twenty-three statements.

a. Nothing to Say

There were nine statements given to reveal of problems speaking English in class.

No	Statements	SA	A	NA	DS	SD
1.	I never feel quite sure of myself when I am speaking my English class.	11%	36%	50%	0%	3%
3.	I tremble when I know that I'm going to be called on in front of the class.	0%	50%	36%	7%	3%
4.	It frightens me when I don't understand what the teacher is saying in the foreign	3%	46%	43%	3%	3%

	language.					
6.	I start to panic when I have to speak without preparation in front of the class.	7%	57%	25%	7%	3%
13.	I am afraid that my language teacher is ready to correct every mistake I make.	14%	43%	21%	18%	3%
14.	I can feel my heart pounding when I'm going to be called on in front of the class.	14%	61%	21%	3%	0%
17.	I feel very self-conscious about speaking the foreign language in front of other students.	7%	50%	32%	11%	0%
20.	I get nervous when I don't understand every word the English teacher says.	11%	54%	29%	7%	0%
22.	I am afraid that the other students will laugh at me when I speak the foreign language.	0%	25%	61%	11%	0%

Table 1 based on data Questioner's result of nothing to say

In the questionnaire data section which includes statements 1, 3, 4, 6, 13, 14, 17, 20 and 22. Can be concluded that in English speaking class students feel ashamed, unconfident to speak English. They are also afraid to pronouncing, the grammatical incorrect and they have a limited vocabulary. There is also a feeling intimidated by friends because of the error pronouncing. So most of them choose to be silent and do not speak while English speaking class.

b. Students' Habit Using Their Own Language

No	Statements	SA	A	NA	DS	SD
2.	I don't worry about making mistakes in front of the class.	14%	46%	21%	18%	0%
23.	I get nervous when the language English teacher asks questions which I haven't prepared in advance.	11%	46%	36%	7%	0%

Table 2 based on data Questioner's result of Students' Habit Using Their Own Language

In the questionnaire data section, which includes statements 2 and 23. Can be concluded that In Indonesia English is a foreign language where the first language in Indonesia using local language. It also very influences of their mother tongue use.

c. The Material do Not Fulfill the Need of Students

No	Statements	SA	A	NA	DS	SD
8.	It embarrasses me to volunteer answers in my in class.	0%	39%	32%	21%	7%
10.	I get upset when I don't understand what the teacher is correcting.	7%	57%	14%	7%	11%
15.	The more I study for a language English test, the more confused I get.	0%	39%	32%	18%	11%
19.	I get nervous and confused when I am speaking English in class.	0%	50%	36%	14%	0%
21.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	0%	25%	61%	11%	0%

Table 3 based on data Questioner's result of The Material do Not Fulfill the Need of Students

In the questionnaire data section which includes statements 8, 10, 15, 19 and 21. Can be concluded that Sometimes taught English lessons at school are not directly related to the situation outside the classroom. So that for students who understand of subject there that find difficult to connect directly with his own experience. Because the meaning of learning is when students receive subject in school and comprehensible then can connect directly with their life experience.

d. Low Motivation to Learn English

No	Statements	SA	A	NA	DS	SD
5.	I keep thinking that the other students are better at languages than I am.	18%	43%	39%	0%	0%
7.	In front of the class, I can get so nervous I forget things I know.	0%	64%	32%	4%	0%
9.	It would not be nervous speaking the foreign language with teachers.	7%	36%	14%	36%	7%

11.	Even if I am well prepared for learning speaking English, I feel anxious about it.	3%	50%	32%	14%	0%
12.	I feel confident when I speak in foreign in front of the class.	3%	14%	32%	32%	18%
16.	I always feel that the other students speak the foreign language better than I do.	18%	46%	36%	0%	0%
18.	I feel more tense and nervous in my speaking English than in my other learning.	0%	39%	32%	14%	11%

Table 4 based on data Questioner's result of Low Motivation to Learn English

In the questionnaire data section which includes statements 5, 7, 9, 11, 12, 16 and 18. It can be concluded that Motivation is the key for the students to learn. Low learning motivation would greatly affect the learners even some students who have low learning motivation difficult to be invited to learn. As the teachers of language, especially the teachers of English language which is a foreign language must have a way to motivate students to advance the next learning to be easy.

CONCLUSION

Based on research finding and discussion, the researcher makes conclusions as follows:

1. The speaking English ability of the students of vocational high school was in low level and need to be increase. Most of the students were unable to speak English clearly and they also were difficult to produce words, phrases and sentences in English. But however, there were some students who have good ability in English especially in speaking English. Unfortunately, the numbers of students who have good result in speaking English were only minority. The class was dominated by the students who have been in low skill of speaking English.
2. There are some ways for the students and also the teacher to solve the speaking English problems. The first is practice, because according to one theory language is practice. So, to make them good in speaking English is making them to practice it as much as possible. Besides that, the teacher also can use some interesting strategies to make them try to speak in English. For example, by using games, role play, describing pictures, discussion, or other ways to allow them to speak English as good as possible.

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