ABSTRACT

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

Key Word : Speaking, Speaking Problem’s, Speaking Solving Strategies

INTRODUCTION

1. Background

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 Ur (1995), speaking seems intuitively important where people know a language referred
as “speakers” of that language itself. 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 (Hedge, in Khadidja 2010).

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.

2. Research Questions

1. What are the problems encountered in learning speaking by eleventh graders of SMA N 5 Tebo?
2. What strategies do the students use to solve those problems?

3. Purpose of the Research

The purposes of this research were to investigate the problems encountered by eleventh graders students’ SMA N 5 Tebo in learning speaking and to describe how the students use to solve those problems.

4. Significances of the Research

Theoretically, this research can be useful for the readers to know the problems in learning speaking encountered by eleventh graders of SMA N 5 Tebo and how the
students’ strategies to solve those problems. This research is expected to help readers in finding the solution of student’s speaking skill.

Practically, this research can become a contribution for students and teachers. For students, it hoped that this research can help to solve the speaking problems. For teacher, its hoped this research can help teachers’ to know what are the problems encountered by students in learning speaking and how the strategies to solve those problems.

**REVIEW OF RELATED LITERATURE**

1. **Definition of Reading**
   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. Tarigan (1990) 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.

   However, to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

2. **Language Features**
   Language features are the way a speaker speaks. According to Harmer (in Khadidja 2010), this element has four items as follows:

   a) **Connected Speech**
      In connected speech, speaker should use fluent connect speech that relate to assimilation or omitte, add and weak.

   b) **Expressive Devices**
These items deal with the speakers’ performance to express their ideas which include stress of particular parts of utterances, volume, and speed, and the show of other physical and non-verbal.

c)  Lexis and Grammar
Lexis involves the knowing of words and meaning. Besides that, grammar relates to the construction of the sentence structure such as the use of verbs and parts of speech category.

d)  Negation Language
This item is explains that in order to make the listener understand what the speaker says, the speaker should try to use the simple expressions, so that the listener can understand it more easily.

3. Mental Social Processing
The second element of speaking is mental social processing. Mental social processing comes from the innerself. According to Harmer (in Khadidja 2010), there are three aspects of social processing. They are:

a)  Language Processing
This language processing is done when someone trying to make participant understand what the meaning of the words that speaker saying, so the participant getting involve in the communication well.

b)  Interacting with Others
In speaking, people have to communicate each other, so in this case, the interaction will occur between the speaker and the participant. The different items will affect the way how the speaker interacts with others.

c)  Information Processing
The information processing emphasizes on the ability to catch up with the speaker’s information through what he says.

4. The Language Learning Problems in the Classroom
According to Winkel (2009), motivation of the study is a physical move from the inside of the students themselves that cause learning process ensuring the learning process and give cause for a goal. Someone wants to success in learning something but there is no motivation from them to try the hope true so they will not successful.
5. Some Problems in Speaking Skill

Achieve proficiency in oral communication (i.e. speaking) is the main purpose of learner learning the language. Speaking problem are not longer limited on grammar, vocabulary or structures (linguistic knowledge). Other problem that are commonly in the language classroom are related to individual students’ personalities and attitudes to the learning process and learning speaking in particular. They can be defined as follows (Ur 1995: 121):

1) Inhibition – fear for making mistakes, losing face, criticism; shyness;
2) Nothing to say – learners have problem with finding motives to speak, formulating opinion or relevant comments;
3) Low or uneven participation – often caused by the tendency of some learners to dominate in the group;
4) Mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

6. The Strategies in Solving Speaking Problem

These language learning strategies have been differentiated into four main categories (Brown, 1994) and they are described as follows:

a. 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).

b. 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).

c. 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).
d. Affective strategies, serve to regulate learner motivation, emotions, and attitude (e.g. strategies for reducing anxiety, for self-encouragement and for self-reward). (p.4) 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.

**METHODOLOGY**

To conduct research, researchers used a survey approach. In this study, a survey was conducted at the eleventh grade of SMAN 5 Tebo. Located on Jln. Wirotho Agung, Kec. Rimbo Ulu, Kab. Tebo. The variables of this research are students' problem in speaking and solving strategy. This study uses a close-ended term in determining which classes will participate in this study. There are 28 questions in the test. the researcher uses a closed questionnaire consisting of 28 statements of 1-20 items on problems encountered in speaking lessons, and 21-28 items on solving strategies. To know the reliability and validity of the questionnaire, the researcher conducted a pilot study to IPS class 3. The result of pilot study showed that both problems encountered in speaking and solving strategies tests have high reliability which the value was .736. There were also 3 invalid items in problems encountered in speaking and solving strategies. so, there were 25 questions in each test that were used in this research. After the pilot study conducted, the tests were distributed to eleventh IPA 1 and 2 class and the data were analyzed using SPSS program.
FINDING AND DISCUSSION

Frequency of Problems in Speaking

<table>
<thead>
<tr>
<th>No</th>
<th>Problems in Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inhibition</td>
<td>72.45</td>
</tr>
<tr>
<td>2</td>
<td>Nothing to say</td>
<td>82.7</td>
</tr>
<tr>
<td>3</td>
<td>Low or Uneven Participation</td>
<td>70.58</td>
</tr>
<tr>
<td>4</td>
<td>Mother Tongue</td>
<td>74.12</td>
</tr>
</tbody>
</table>

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.

Frequency of Solving Strategies in Speaking

<table>
<thead>
<tr>
<th>No</th>
<th>Solving Strategies in Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cognitive Strategies</td>
<td>89.7</td>
</tr>
<tr>
<td>2</td>
<td>Meta Cognitive Strategies</td>
<td>83.1</td>
</tr>
<tr>
<td>3</td>
<td>Social Strategies</td>
<td>86.7</td>
</tr>
<tr>
<td>4</td>
<td>Affective Strategies</td>
<td>88.6</td>
</tr>
</tbody>
</table>
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, they try to improve it.

CONCLUSIONS AND SUGGESTIONS

1. Conclusions

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.

2. Suggestions

For theoretical and practical uses, this research has some limitation. This research was done using survey with questionnaire at eleventh graders of SMA N 5 Tebo. Further study with relevant topic may consider carrying out this study with large sample since this study only has small size sample. The scale used in this study can be applied to students with different major who use English for communication. There is
possibility to conduct qualitative research to get natural data related to students’ problems in speaking English and their solving strategies.
REFERENCES


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