SPEAKING, ITS PROBLEM AND SOLUTION IN SMK STUDENTS

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ABSTRACT
Language means the human’s way to communicate each other by using three ways namely spoken, written, and sign language. In learning English, there are four basic skills should be mastered namely listening, speaking, reading, and writing. From those four basic skills, speaking is seemed to be hard skill for SMK students in Purworejo regency. The main problem are the differences of sound system (due to having Javanese and Indonesian mother tongue), having shy to speak in front of their friends and to be a shame when they are laughed by their friends because of their mistakes in pronouncing English words, and the teacher found them to be kept in silent when he gives questions or asking for their comments. The key solution of the problems above is making the students have self confidence in speaking and one of the media might be used is by using real objects or realia. In this research, the researchers want to know how realia could increase students speaking skill of descriptive text SMK at Batik PerbaikPurworejo in the academic year of 2016/2017. Here, the researcher did treatment on one class only which has low performance of speaking. After being treated using realia, it shows that the mean score increased from pretest (52.9) to posttest (67.3).

Keywords: problems in speaking, realia, smk students

Introduction
The existence of human race can be seen from the number of the speaker of the language. The more of the speakers of the language, means that the bigger language it is. As being found internationally, each nation has their own language which interprets the culture, habitual, and tradition of the nation. The use of English can vary and it goes as its needs at least when going abroad, when having an appointment with foreigners and when they have a business partnership with people from different countries.

In Indonesia, English is a foreign language that is important to learn because it is not a mother tongue. As a foreign language English is taught in school that is as compulsory subject from elementary school, junior high school, senior high school and university. Furthermore, to master English, there are four basic language skills should be learned by the L2 learners and from those four basic skills, speaking is regarded as the important skill because it related to many components of English such as vocabulary and grammar.

For vocational high schools’ (SMK) students, speaking is not an easy skill to be mastered. The students are confused what to speak although they know the topic which has been given by the teacher. They are confused to express their ideas. The students have rare chance to speak up because the lack of the vocabulary, low pronunciation, limited knowledge of grammar and they never practice to speak. The fact has shown that the students are quite difficult to improve their speaking skill because they are accustomed to use their native language in their daily life than using English. Moreover, they feel shame and they tend to be silent when the teacher gives question to them, and as a result they got low experience in communication using English. Besides, the students have low confidence to speak due to worry that they are going to make a mistake or the listeners do not understand what are
saying. When someone speaks, he or she interacts and uses the language to express her or his ideas, feeling and thought. He or she also shares information to other through communication. Many English teachers do not concern to teaching speaking. They assume that speaking is not important because it is not included in National Examination material. Furthermore they do not use a various strategies to teach speaking. In the classroom, the teacher must create the situation that can encourage real communication, many activities can be designed to make majors’ element lively.

To overcome the students’ problem in speaking, the researchers used realia as a media in teaching speaking on descriptive text. There are some additional points might be got such as the teaching process will be more interesting so that the students are motivated to learn the material given by the teacher, the material will be clearer so that students can understand the material easily, realia can motivate students to express their idea orally. It is because realia is the real objects which are brought into classroom, it allows the students to see or hear and in some cases touch the material directly.

Method

In conducting the research, the researchers use descriptive qualitative research (Sugiyono, 2015:109) because they would like to answer three questions as the research problems found during the observation and interview with the English teacher of SMK Batik PerbaikPurworejo. Those questions are 1) what are the problems faced by the students in speaking? 2) What media can be used as trigger for students to speak? 3) Is the media used effectively?

To answer those three questions, the researchers analyzed the speaking skill of the tenth grade students of TKJ Class at SMK Batik PerbaikPurworejo in the academic year of 2016/2017 and it is used as the subject of the research and the instruments used are observation which goal to know the problems aroused and oral test to know the students’ speaking skill before and after the treatment using realia.

Harrell and Jordan (2000:23) state that realia is a term for real thing (concrete object) that are used in the classroom to build background knowledge and vocabulary. Furthermore, Anitah (2009: 628) states realia is a model and a real object of an object, such as, plants, animals. So, realia means the real object which is used in the classroom to build background knowledge and vocabulary. There are three types of realia and those are model (imitation of the object), specimen (the example of the object) and manipilatif (the doll which consists of marionette and hand doll) (Sudjana and Rivai, 2011: 156). The researchers chose realia because it has advantages namely 1) provide experience directly, 2) Show the whole object both construction and how it works, 3) show clearly the organizational structure, 4) show the rule of a process clearly (Daryanto, 2013: 29).

Because the subject of the research is the students of TKJ class, the researchers used specimen as the media in teaching speaking and the media is the part of computer, in this case the motherboard and the computer peripherals. The reasons are the students have already known about the computer but they did not know well the specific parts of the computer itself such as the part of motherboard and its function. Here, the key is making the students feel confident to tell his/her friends about the part of computers in detail.

In teaching speaking using realia, the researchers followed the theory of Harrel and Jordan (2000:23) in which starting from identifying the use of realia, then collecting realia, followed by building library of realia, and the last is using field trip as realia. Moreover, the
conducting the teaching process, the researcher did pretest to know the students’ speaking skill and after the teaching process, it ends with posttest to know the effectiveness of the media.

**Result**

The sequences of process in having the research are having an observation and interview, conducting pretest, having treatments, and the last is conducting posttest. The researcher will explain the result of each sequence

1. **Observation and interview**
   
The initial steps of the research are having an observation and interview with the teacher and the result of it are it is known that there are problems faced by the students in speaking. Those are as follows:

   a. **The differences of sound system**
      
The first problem is the differences of sound system between Indonesian as their mother tongue and English as the target language. Indonesian words are read as its letters and English words are read as words. For example, the word *meja* in Indonesia are read as [m3jΛ] but the word “table” is read as ['t3ibel] not [table]. Then, English knows diphthong (e.g. ei in word cake) but Indonesian does not. It makes the students got problem in pronouncing words consists of diphthong.

   b. **The limitation of vocabulary and grammar**
      
The second problem is the students are having limited vocabulary and grammar. They have low stock of English words and they got difficulties in arranging those words into sentence correctly. In speaking, those two components are vital and when the students do not have those two components, it would be hard for them to speak.

   c. **The low self confidence**
      
The key of success in speaking is having high self-confidence. If the students do have it, they would have no worry to have mistaken in speaking. In fact, the students have low self-confidence when speaking in front of the class. They are afraid to be laugh by their friends or they are worry to be ashamed when making mistakes or when they pronounce the wrong words.

   d. **The unvaried media used**
      
The next problem is the unvaried media used by the teacher. The teacher frequently uses the only one teaching aid that is students’ worksheet or LKS. Of course, it makes the students confused to develop their speaking skill because worksheet only train the students to read and write, not to listen and to speak. The teacher needs certain media which can trigger to build the students’ motivation and vocabulary and the media might be used is realia.

2. **Pretest**

   Before giving a series of treatments to students, the researcher did pretest to know the students’ competency in speaking. From the pretest, it is known that the mean score of the students is 52.93 and based on table of achievement proposed by Arikunto (2009: 245), it is categorized as fairly sufficient.

3. **Treatments**

   The treatments were done for 5 (five) times with the goal to maximize the students’ result of speaking and to make their self-confidence increase. From the researcher’s observation, it seems that the students followed the treatments enthusiasm and when they
are asked to come forward, firstly they feel ashamed but since the third treatments, they feel encouraged to explain in front of the class. There are three factors as the researcher observes, they are the rate of self-confidence, the vocabulary mastery, and the way they speak. The result of progress can be seen in the chart below.

![Chart of Progress](image)

Picture 1. Progress chart of treatments using realia

4. Posttest
The posttest was held to know the significance of students’ speaking skill after the treatments done and the result shows that the mean score of students’ speaking skill is 67.3 and based on Arikunto’s table of achievement, it belongs to Good.

5. Students’ response
Besides having speaking test to measure the students’ speaking skill, the researcher also spread out the questionnaire to know the students’ response when they are taught by using realia. The result shows that 55% students have high enthusiasm, 30% students have middle enthusiasm, and 15 students have low enthusiasm. Then, the researcher also wants to know the students’ response about the use of realia and the result is 70% of students say it is good, 20% of students say that it is common, and 10% of students say it is not good.

6. The effectiveness of realia
In order to know the effectiveness of using realia in teaching speaking, the researcher employs statistics that is using t-test. From the computation, it shows that t-value is higher than t-table (4.169 > 2.000) which means that it is effective to use realia in teaching speaking at the tenth grade students of TKJ Class at SMK Batik PerbaikPurworejo in the academic year of 2016/2017.

Discussion
After the researchers got findings, they then would like to discuss in detail the findings and the discussion is as follows:

1. Observation and interview
The goal of observing and interviewing is to identify the problems arisen in the class of TKJ. Then after recognizing the problems, the researchers would like to determine the appropriate media to be used to solve the problem. From the observation and the
interview, it is known that the students faced problems in speaking, in vocabulary mastery, in grammar, and in pronunciation. Moreover, they also get problem in self-confidence, too.

2. Determining media
Knowing the students’ problems in speaking are many, the researchers then decided to use realia to teach speaking. The aim is to make the students have high self-confidence, increasing their vocabulary mastery on computer, and make their speech correct in grammar and pronunciation. The researchers chose realia because it is real object in which the students can see and touch it directly so that they can explain it real time.

3. Pretest
The result of pretest shows that the mean score of students’ speaking is 52.93 which belong to fairly sufficient category. From the pretest, it can be said that the students’ speaking skill is fairly bad because from the five aspects of speaking skill which consists of comprehension, grammar, vocabulary, fluency, and pronunciation, the students did not fulfill the qualification of good speaker.

4. Treatments
The treatments are designed with the goal to make the students’ speaking skill better. From the five meetings, there are always some improvements of the students speaking skill each meetings. There are three aspects that the researcher observed during the treatments that are self-confidence, vocabulary mastery, and speaking skill. The self-confidence increases from 40% at the first meeting then rose till 70% at the fifth treatment. Then, vocabulary mastery also got increased from 45% goes to 75% and speaking skill from 35% to 76% at the fifth treatment.

5. Posttest
The posttest was done after the treatments end and from the test, it is known that the mean score of students’ speaking skill is 67.3 which belongs to Good category. From the test, it is also known that there is an improvement of students’ speaking skill compared to mean score of pretest. From the achievement, it can be seen that the students speaking skill got improved well.

6. Students’ response
There are two responses that the researchers asked the students to comment that is their enthusiasm and their comment about the media used. From the questionnaire given, the result shows that most of the students have high enthusiasm (55%) and most of them also said that the media used (realia) are good (70%).

7. Effectiveness of using realia
As the end of the research, the researchers calculate the effectiveness of the use of realia in teaching speaking and he uses t-test to calculate it. From the computation, it shows that the t-test is higher than t-table (4.169 > 2.000) which means that it is effective to use realia in teaching speaking at the tenth grade students of SMK Batik PerbaikPurworejo in the academic year of 2016/2017.

Conclusion
After having a series of research and computation, the researchers draw the conclusions as follows:
1. There are 3 problems in speaking: differences of sound system, English speaking skills, self confidence
2. The trigger to push them speak is by using realia
3. The real objects used are computers peripherals because the object of the research is TKJ students in SMK Batik PerbaikPurworejo
4. The result shows that they have good progress (posttest > pretest), they can use vocabulary well, they have high enthusiasm, the media is effective to be used to teach speaking in SMK Batik PerbaikPurworejo

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Then, as the wise-word says “there is nothing perfect” and so does this paper. He welcomed to those who want to have critics, comments and advice related to the paper. However, the writer expects that it will give some contributions to assessment especially related to test.

References


