AN ANALYSIS OF TEACHERS' PERSPECTIVE ON STUDENTS' SPEAKING SKILL PROBLEMS AT TENTH GRADE STUDENTS OF SMK DWIJENDRA DENPASAR IN THE ACADEMIC YEAR 2019/2020

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Abstract

This research aimed to know the students' problems in speaking skills at the tenth-grade students of SMK Dwijendra Denpasar Based on Teachers' perspective, this research was a qualitative case study. The subjects of this research were two English Language teachers of SMK Dwijendra Denpasar. They were data collected through some instrument namely observation, an interview guide, recording, analysis documents, and interviewing. The findings showed that they were three difficulties faced by students when learning English was the level of mastery of vocabulary students have very less and Grammatical Errors in speaking, students experience difficulties and errors, especially in arranging sentences correctly. The strategies used by teachers to overcome students' problems in their ability to speak English were through strategies 1) small group discussions 2) Reading, 3) Practicing Dialogue and Retelling, 4) Translation According to the subject, 5) staring at the dictionary, 6) taking notes, 7) Provides opportunities for students to use vocabulary in real life contexts. The efforts made by teachers to make teaching and learning activities in English classes more interesting were1) by collaborating learning with games related to teaching materials. 2) play a word game. 3) provides opportunities for students to use vocabulary in real life contexts.

Keywords: Teacher's perspective, speaking skills, Students' problems

Abstrak

Penelitian ini bertujuan untuk mengetahui permasalahan siswa dalam keterampilan berbicara pada siswa kelas X SMK Dwijendra Denpasar bersadarkan perspektif Guru. Penelitian ini merupakan studi kasus kualitatif. Subjek penelitian ini adalah dua orang guru Bahasa Inggris SMK Dwijendra Denpasar. Pengumpulan data dilakukan melalui beberapa instrumen yaitu observasi, pedoman wawancara, pencatatan, analisis dokumen, dan wawancara. Hasil penelitian menunjukkan bahwa ada tiga kesulitan yang dihadapi siswa ketika belajar bahasa Inggris dimana tingkat penguasaan kosakata siswa sangat kurang dan Grammatical Errors dalam berbicara, siswa mengalami kesulitan dan kesalahan terutama dalam menyusun kalimat dengan benar. Strategi yang digunakan guru untuk mengatasi masalah siswa dalam kemampuan berbahasa Inggris adalah melalui strategi 1) Diskusi Kelompok Kecil 2) Membaca, 3) Berlatih Dialog dan Menceritakan Kembali, 4) Penerjemahan Sesuai Mata Pelajaran, 5) Menatap Kamus, 6) mencatat, 7) Memberikan kesempatan kepada siswa untuk menggunakan kosakata dalam konteks kehidupan nyata. Upaya yang dilakukan oleh guru untuk membuat kegiatan belajar mengajar di kelas bahasa Inggris lebih menarik adalah 1) dengan mengkolaborasikan pembelajaran dengan permainan yang berkaitan dengan bahan ajar. 2) Mainkan permainan kata. 3) memberikan kesempatan kepada siswa untuk menggunakan kosakata dalam konteks kehidupan nyata.

Kata kunci: Perspektif Guru, Keterampilan Berbicara, Masalah Siswa

1. INTRODUCTION

The era of advancing science and technology is increasingly rapid, the more open opportunities to communicate internationally and the free market that is immediately implemented demands that the Indonesian people have competitive competence in

all fields. Indonesia can no longer rely solely on natural resources and physical ability to achieve the welfare of its people, but must rely more on professional human resources. In essence, language is signs and symbols that represent something that is expressed, both spoken and written (Swarniti & Yuniari, 2019). One of the requirements to achieve this is the ability to speak English, especially to communicate verbally and in writing. This mastery is very important because almost all global information sources in various aspects of life use English. The mastery of English is not only to achieve goals in a macro course, but the advancement of time is very demanding individuals to improve their capabilities, which in turn will support the achievement of macro goals Titik (2003: 2).

English has different characteristics from the exact sciences or social science, which lies in the function of language as a communication tool. This identifies that learning English is not only learning vocabulary and grammar in the sense of knowledge, but must try to apply and use in daily activities as a communication tool (Hansen: 1984). In everyday life, people usually judge someone's English ability from speaking ability. Someone who can smoothly convey ideas / ideas in English is said to be proficient in English (Ersoz, Aydan: 2000).

The following are the benefits of English that must be known to stimulate interest in learning English: (1) English as a tool to socialize with the wider community

English is one of the most commonly used international languages and is very popular, so it can be called a global communication medium. (2). English for today's technology, computers, smartphones, internet, and software mostly uses English (3) English for education at the university level and in some subjects requires the use of foreign language literature, (4). English vs. the world of work in the era of globalization, the world of work is increasingly developing and advancing in expanding its scope in various countries, opening up employment opportunities and broad career opportunities, so that only people who have mastery of popular foreign languages will be able to take this golden opportunity

Based on PERMEN No. 22 of 2006 concerning Standard Content of High School English Language that there are four language skills that must be mastered by students, namely listening, reading, speaking and writing. One of the four language skills, students often have difficulty in speaking or speaking skills. Speaking for most people is considered the most difficult skill because it covers many aspects of the ability to speak English including pronunciation listening, grammar and vocabulary as well (Yanto, 2015).

Speaking is one of the skills that must be mastered and really must be able to be practiced in the field with others as opposed to talking Astrawan (2013). Speaking skills are usually mastered after mastering Listening skills (Heaton, 1988). Because in general, after someone listens, he will create a "language product" that is speaking (Setiawati, 2016).

Apart from all aspects that must be considered in mastering the ability to speak. The most important thing is that someone must have

confidence in mastering the ability to speak (Yanto, 2015). Feeling embarrassed when you speak English is the same as putting shame out of place. Shame that is not in place is what has killed many dreams of thousands and even millions of people who want to learn English. As a result, later on they regret, why should be ashamed of learning English. Harmer (2007: 96) states that students will not always use correct English. Students will face problems and make mistakes when writing or speaking more freely. In learning to speak English, some students will make mistakes or mistakes when they try to say a word, phrase or sentence. Slips are errors that can be corrected by students, so mistakes are pointed out to them. Mistakes are mistakes they cannot fix themselves and therefore need to be clarified. Talking about mistakes or problems, Rusmiati (2002: 32) argues that these obstacles consist of obstacles that come from the speaker himself (internal) and obstacles that come from outside the speaker (external). Internal Barriers Internal barriers are obstacles that arise from within the speaker. The things that can hinder speaking activities are as follows. 1) imperfections of utterance The errors caused by imperfect utterance of said utilities will affect the effectiveness in speaking, the listener will misinterpret the intent of the speaker. 2) Mastery of the language component includes the language component. Pronunciation and intonation, word choice (diction), language structure, language style. 3) use of content components Content components include, the relationship of content to the topic, structure of content, quality of content, quantity of content. 4) fatigue and physical and mental health

A speaker who does not master the language and content components mentioned above will hinder the effectiveness of speaking. External Barriers In addition to internal obstacles, the speaker will face obstacles that come from outside him. These obstacles sometimes arise and are not realized beforehand by the speaker. External barriers include. sound or sound, room conditions, media, listener's knowledge.

Brown (2000: 270) states that problems in speaking are: (1) Clustering Fluent speaking is an expression, not word for word. Learners can manage their output both cognitively and physically (in the breath group) through these groupings (2) Redundancy Speakers have the opportunity to make meaning clearer through language redundancy. Students can take advantage of this spoken language feature. (3) Reduction in the form of contractions, selection, vocal reduction, etc., all form special problems in teaching spoken English. Students who do not learn everyday language construction can sometimes develop quality speech that is rigid and booqish which in turn stigmatizes them.

English is also being targeted as a language that must be mastered by students, especially in Class X of SMK Dwijendra Denpasar. Based on research experience as a teacher of the English Field Experience Program (PPL) in Class X students of SMK Dwijendra Denpasar, researcher found that most students rarely use English in English classes. Actually, that makes sense because in general, teachers used Indonesian with the dominant language. The researcher believes that the teacher only wanted to make students understand what the

material is delivered by him, so he used Indonesian as the best tool to provide material to students. But apart from that, the teacher tried to guide and challenge them to speak in English. And that was evident when students went to the toilet; they had to make permission in English and they were also given a challenge from the English teacher when they entered the class to take lessons especially in English they had to use English so that they were accustomed to and their speaking ability increased but again, it was not very effective. Some students still used Indonesian even the teacher forced them to speak English.

It aims to find the gaps, strength, and weakness. It is helpful for this research to fill in the gaps and to be a different research (Wayan Swarniti, 2019).

2. METHODOLOGY

This research was conducted at SMK Dwijendra Denpasar. The technique of determining the informants used purposive sampling technique, the informants in this study were two people. This type of research was qualitative research.

The data collection techniques used were observation, interview, domination, and after the data was collected then it was processed and analyzed. After that it is described systematically so that the analysis technique is descriptive qualitative.

3. FINDING AND DISCUSSION

The problem faced by students in speaking is mastery of students' vocabulary was still minimal, causing students to have difficulty in speaking English Vocabulary is the main foundation in speaking. The more vocabulary known, by students the more comfortable and easier to express their opinions. If students are at the beginner level, students can speak naturally by releasing all of their idea abilities. Aside from that, students can combine the language used when they cannot express their ideas in English. According to Arista (2015: 9) a person's vocabulary is defined as a set of all words understood by that person or all words that are likely to be used by that person to compile new sentences. The vocabulary collection of persons considered to be a picture intelligence. Understanding vocabulary is generally considered to be an important part of the learning process of a language or the development of students' abilities in a language that is already mastered. Students are often taught new words as part of subjects certain and many students who consider the formation of vocabulary as an interesting and educational activity (Arista 2015: 9-10). Vocabulary is a very important component and can even be called a key in learning a foreign language, because the wealth of one's vocabulary also determines the quality of the person's language skills. According to Nurgiyantoro (2001: 146), vocabulary is a vocabulary or whatever is owned by a language.

From some of the above meanings, it can be concluded that vocabulary is one component of language, and there is no language without words. The word is a sign or symbols to express ideas or an idea. These words are tools used to exchange ideas. The more words used by a person the more ideas or ideas that he/she masters, so that he/she can or is able to communicate his ideas well and effectively.

According to Purwo (Aris Yunisah, 2007: 11) Mastery of vocabulary is a measure of one's understanding of the vocabulary of a language and its ability to use the vocabulary both verbally and in writing, the most basic things students must master in learning English which is a foreign language for all student. How can someone express a language if he does not understand the vocabulary of that language? Moreover, if what is learned is a foreign language, so mastery of the language vocabulary is something that is absolutely possessed by language learners. If a student has an adequate vocabulary of English, it will automatically support his ability to speak English and vice versa without having adequate vocabulary, a student will experience difficulties in learning English. By mastering the ability to speak, students can express their ideas and feelings according to the context when he speaks. Speaking skills will be better if you have a lot of vocabulary mastery. Vocabulary will increase. The more vocabulary students have, the easier it is for students to communicate. Speaking skills will be better if you have a lot of vocabulary mastery. Vocabulary will increase. The more vocabulary students have, the easier it is for students to communicate. Speaking skills will be better if you have a lot of vocabulary mastery. Vocabulary will increase. The more vocabulary students have, the easier it is for students to communicate.

However, the facts found in Class X SMK Dwijendra Denpasar based on the results of an interview with Mrs Diesinta, the problem of students when English lessons took place was that the vocabulary was lacking where the level of vocabulary mastery of students could be seen when they expressed their ideas and feelings verbally. The level of speaking ability in students also varies from the level of good or fluent, moderate, and less. There were some students who smoothly express their opinions. There were also still look confused to express what was on their minds. Some even hesitated to go ahead in front of the class. The mixing of regional and Indonesian language vocabulary still often occurred when children speak.

Meanwhile according to Mrs Purwantari the problem of students were vocabulary and grammatical error, because both of them were difficult for students especially in arranging the sentence. This was not separated from the grammar material that has been studied. There were important things that must be considered to improve the structure of speaking sentences.: First, understanding grammar material, Second, practicing the material in speaking until students could use it. She said that vocabulary was one of the components that determine a person to succeed in learning languages. If we did not know the meaning of vocabulary, how could we succeed in learning languages?

Based on the opinion from the both teacher of SMK Dwijendra Denpasar it could be concluded the problem of students in speaking skill were: grammar and vocabulary.

To solve those problem, there were several strategies used by the teachers. One of them was small group discussion**. Mrs. Diesinta actually trying to find new learning strategies or techniques, creatively small group discussion strategy.

According to Usman (2005: 94) states that the meaning of discussion is an organized communication process by involving a group of people in informal face-to-face interaction by sharing experiences or information, drawing conclusions, and solutions / problem solving. As a method of group counselling, discussion usually addresses a topic of general concern where each group member has the same opportunity to ask questions or give opinions.

In a simple understanding of the small group discussion, according to Usman (2005:94) is describe as follows, small means small, group means dynamic group, discussion means the exchange of opinions to solve a problem / search for truth.

Small group discussion according to Djamarah (2005: 156) is part of many learning methods that stimulate student activity. This method aside from being a discussion method is also a problem-solving method. Small group discussion is done by dividing students into groups. The implementation starts with the teacher presenting the problem in general, then the problem is divided into sub-problems that must be solved by each group. After the discussion in a small group, the group leader presents the results of the discussion. In small group discussion students make small groups (5 to 6 people) to discuss the material provided by the teacher or the material that is obtained by the group members themselves.

Small group discussion is a learning method that provides opportunities for students to learn more actively by working together in groups to achieve a set goal. In small group discussions students are stimulated to explore ideas, increase understanding of new things, techniques to solve problems, encourage the development of thinking and communicating effectively, improve group cooperation, and enhance student involvement and decision making (Djamarah, 2005: 159). The method is based on several learning theories that emphasize that students can be independent and active in their learning.

Djamarah (2005: 157) learning with the method of small group discussion is closely related to basic and advanced questioning skills, strengthening skills, as well as the skills of opening and closing lessons. Not all discussions in small groups are said to be discussions, but what is meant by learning small group discussions is an organized process that involves a group of individuals in a face-to-face interaction cooperatively for the purpose of sharing information, making decisions, and solving problems. From this understanding, small group discussions have four characteristics, namely: 1) Involving a group of individuals. 2) Involving participants in informal face-to-face interactions. 3) Having goals and cooperation. 4.) And follow the rules.

Meanwhile, according to Roestiyah (2001: 5), teaching with this small group discussion technique contains the understanding: 1) Classes are divided into groups. 2) Encourage student participation individually. 3) Turn on class activities. 4) Develop a social sense among students, because it can help in solving problems together. 5) Encourage students to express their opinions. 6) Encourage a democratic approach. 7) Help develop leadership

From the explanation above it can be concluded that the small group discussion is learning methods that discuss a topic carried out by small groups of 4-5 people between students and students.

The Purpose of the Discussion, 1) Practicing communication skills with others, 2) Training students to achieve student cantered learning methods, 3) Adding knowledge and information, 4) Helping each other group members, 5) So that students have the skills in solving problems, both related to the subject of learning and the problems faced in everyday life. 6) Train students to learn with others, because learning does not have to be with the teacher, 7) Train students how to respond to others, 8) Train students how to maintain cohesiveness, 9) Learn about decision making techniques

The purpose of this small group discussion is: 1) Discussion encourages students to actively use their knowledge and experience in solving problems without relying on others. 2) Students are able to express opinions verbally. Because this is needed for a democratic life. 3) Discussion gives the possibility for students to study critically and participate in talks to solve a problem together. 4) Can provide opportunities for students to use questioning skills and discuss a problem. 5) Can provide opportunities for students to more intensively conduct investigations regarding a problem case. 6) Can develop leadership talents and work on discussion skills. 7) Can enable teachers to pay more attention to students as individuals in learning.

The small group discussion activities can include: 1) Generating ideas. 2) Summarize important points. 3) Hone skills and knowledge levels. 4) Review the previous topic. 5) Tune in to exercises, quizzes, writing assignments. 6) Process learning outcomes at the end of class. 7) Give comments about the course of learning. 8) Compare theories, issues and interpretations. 9) Resolve the problem. 10) Brainstorming.

It can be concluded that the objectives of the small group discussion are: 1) Exploring ideas. 2) Summarize important points. 3) Access many student skills. 4) Review the previous topic. 5) Compare theories. 6) To solve the problem. 7) Mutual help group members

While the strategies used by Mrs Purwantari were: Reading, Practicing Dialogue, and Retelling Translations by subject, staring at the dictionary, taking notes, giving students the opportunity to use vocabulary in real life contexts. (1) Reading in reading texts automatically students were asked to understand the text. In general, the teacher reads or asks students to read the text. There were various types of texts such as notifications, narration, and recalculation. She explained the words before, during, and after the text was read. Before reading, students were given pre- teaching of unknown words in the text. In this case, the teacher has a preparation about what type of text was taught; the vocabulary used there, and decided which words were new, key or difficult words and were presented before reading activities. When reading, the teacher guides students to read texts or examples of words in a list. After the text was read, the teacher explained what the text was talking about, discussed new words, and then asked students to answer questions related to the reading

text. Through this activity, students' vocabulary mastery could be increased because students discover many vocabularies that they have never known before. As said Mrs Purwantari "By reading, students can improve their new vocabulary". So, it gave them new knowledge. This activity also helps teachers to manage student vocabulary through various types of texts. (2) Translation by subject students need to know the meaning of foreign words or vocabulary by translating them. The English teacher at SMK Dwijendara Denpasar used two languages when they explained the words in the teaching process. For example, teachers used Indonesian translations to explain the meaning of words. In discussing the material, the teacher asked students to read and translate the exercise verbally. It starts from the back row rather than continuing in front. The teacher discussed difficult words from the exercise by translating them in Indonesian. As the word ground was translated into ground, the route was translated into the route, translated loudly to hard. From this illustration it could be seen that in explaining meaning, the teacher used translation. Translation was done when the teacher discusses the exercises in a textbook or module. (3), Staring at the dictionary on several occasions, the teacher accustomed students to look at the dictionary. That was done by the teacher to help students become independent learners. This activity could be done by students not only at school but also at home when they find difficult words. If students find a difficult word, the teacher asked students to look for a dictionary. They should translate a few words themselves in most cases with the help of a dictionary. First; the teacher gave instructions on how students use what they find in the dictionary so they can transfer the meaning they find into something useful. Students may be confused by different meanings for the same word but then they will get used to doing it themselves. From these methods, students know the meaning, spelling, and vocabulary pronunciation. As stated, Mrs Purwantari, "By asking I or their other friends and looking at the dictionary, students could easily learn vocabulary." (4) Taking notes on the role of notebooks was very important in vocabulary teaching. Some very useful information was stored there. It's necessary to keep a well-organized and well-designed notebook. In this case,

Mrs Purwantari was not only talking about the list of words used by her to check students' vocabulary knowledge but the notebook should be a tool for students to store the vocabulary they have learned. So, in asking students to make vocabulary notes, in addition to the teacher giving vocabulary to students, the teacher asked students to decided which vocabulary they will record in their notebooks. In this case, students will feel responsible for choosing the right expression and paying more attention to what they actually decided to write in their notebooks. That was in accordance with the teacher's statement, "she often asked her students to find some kind of text they have learned and ask them to make a list of some words in the text that they find difficult or they have never known before." This was very important because students would decide which vocabulary was important and which ones are good to know. This would help students to remember the vocabulary

they have written in a notebook. (5) Practicing Dialogue and Retelling as the teacher said, "she teaches vocabulary that was integrated with other skills such as reading, writing and speaking. To talk and listen, she often asked her students to make a dialogue based on the text they have learn, then she asked to practice it, or retell it. From that statement, we could be seen that another useful way to teach vocabulary was practicing conversation. The teacher first read dialogues and stories so students must listen carefully to get ideas about the text and provide brief information about the story. Second, listening was done after the text was read and students listen and read the consequences. After this, reading they should be able to provide more detailed information. According to the level of difficulty of the text, the teacher discussed unknown words and phrase, and then the teacher asked students to make a dialogue based on information then to practice dialogue. Meanwhile retelling after discussing unknown words or phrases, it continued with a student's final reading. This final reading should prepare students to be able to retell the story in their own words, to paraphrase it or summarize it. Meanwhile retelling after discussing unknown words or phrases, would be continued to a student's final reading. This final reading should be prepared in order to make student could retell the story in their own words, paraphrase it or summarize it. (6) providing opportunities for students to use vocabulary in real life contexts. Students sometimes found difficulty in expressing certain situations they or were reluctant to communicate in English when they were in class. As the teacher said, "her students

ignored when she talked to them in English, but she continued to talk to them in English so they got used to it". The purpose of the teacher speaking in English was to facilitate students to practice so that they were accustomed to have communicative abilities. Student vocabulary could be improved by practicing it in real life contexts. Therefore, the teacher made students speak as often and freely as possible and insists on using their English for every comment they make, and asked questions to the teacher if they experience the difficulties in learning. The teacher picks up words either accidentally or intentionally and talks about them in order to stimulate student to speak using the vocabulary they have learned.

Based on the opinions of the two Class X English Teachers at the Dwijendra Denpasar Vocational School above, it could be concluded that the teachers always have the characteristics so that students could learn English easily. The strategy used was the Small discussion in Group strategy, reading, dialogue and retelling, translator by subject, staring at the dictionary, making notes, providing opportunities for students to use vocabulary in real life contexts.

4. CONCLUSION AND SUGGESTION

Based on the results of research and discussion in previous chapters, the writer could took the point that: the difficulties faced by students when English lessons took place are 1), the vocabulary and the level of mastery of vocabulary possessed by students was seen when they express ideas and feelings verbally were still lack. The level of speaking ability in students also varies from the level of good or fluent, moderate,

and less. There were some students who smoothly express their opinions. There were also those who still look confused to express what was on their minds so that when they speak, they took. Some even hesitate to go ahead in front of the class. Mixing regional and Indonesian vocabulary still often occurred when children speak. 2), Grammatical Error in speaking, students experience difficulties and errors, especially in arranging sentences correctly. This was not separated from the grammar material that has been studied. There were important things that must be considered to improve the structure of speaking sentences, was understand grammar material.

The factors that affect the ability of students to speak English are internal and external factors, internal factors included 1) students' intention and interested to learn vocabulary, 2) different levels of student understanding, 3) time for student learning disrupted by other business than the students themselves. External factors include, 1) the interaction of students both inside and outside the class who tend to use local languages, 2) come from the daily environment of the students themselves, could be from families as well, 3) the influence of technological development.

The strategy used by the teacher to overcome the problem of students in their ability to speak English was through strategic 1) small group discussion 2) Reading, 3) Practicing Dialogue and Retelling, 4) Translation According to the subject, 5) staring at the dictionary, 6) making notes, 7) Provide opportunities for students to use vocabulary in real life contexts.

The efforts made by the teacher to make teaching and learning activities in English class more interesting were 1) by collaborating learning with games related to teaching material. 2) play word games.

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