

**PROBLEMS AND STRATEGIES IN IMPROVING STUDENT'S  
SPEAKING ABILITY. A CASE STUDY AT GRADE EIGHT OF SMPN 1  
KURIPAN ACADEMIC YEAR 2016/2017**



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### RATIFICATION

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**Problems and Strategies in Improving Student's Speaking Ability. A Case Study at Grade Eight of SMPN 1 Kuripan Academic Year 2016/2017**

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**ABSTRACT**

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This journal is entitled "Problems and Strategies in Improving Student's Speaking Ability. A Case Study at Grade Eight of SMPN 1 Kuripan Academic Year 2016/2017". The objective of this research is to find out the problems faced by English teacher in improving students' speaking ability and the teacher's strategies in dealing with those problems. The subject of this research was an English teacher who teaches at grade eight of SMPN 1 Kuripan. The data were gathered by using observation, interview, and questionnaire and analyzed by using descriptive qualitative method. The research found that the problems faced by the teacher in improving student's speaking ability were: (a) the lack of students' vocabulary (b) the student's shyness and reluctance to speak (c) the limitation of the time. Therefore, in solving those problems, the teacher used Role-play as the strategy and it was combined with Small Group Discussion. The strategy can increase student's interests and motivation in following the teaching and learning process and the students were considered to be more active in the class.

**Keywords:** *Strategy, Speaking Skill, Role-play, Small Group Discussion.*

**Problems and Strategies in Improving Student's  
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**ABSTRAK**

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Jurnal ini berjudul “Masalah dan Strategi dalam Meningkatkan Kemampuan Siswa Berbicara Bahasa Inggris pada tahun ajaran 2016/2017. Tujuan dari penelitian ini adalah untuk menemukan masalah-masalah yang dihadapi guru bahasa inggris dalam meningkatkan kemampuan siswa dalam berbahasa inggris dan strategi guru terkait dengan masalah yang dihadapi. Subjek dari penelitian ini yaitu guru bahasa inggris kelas VIII SMPN 1 Kuripan. Berdasarkan dari hasil penelitian, ditemukan bahwa masalah- masalah yang dihadapi guru dalam meningkatkan kemampuan berbicara bahasa inggris siswa yaitu: a) kurangnya kosakata siswa dalam bahasa inggris b) siswa merasa malu dan takut untuk berbicara c) kurangnya waktu. Oleh karena itu, dalam mengatasi masalah tersebut, guru menggunakan *Role Play* sebagai strategy dan dikombinasikan dengan *Small Group Discussion*. Strategi tersebut dapat meningkatkan ketertarikan dan motivasi siswa dalam mengikuti proses pengajaran dan pembelajaran dan siswa cenderung lebih aktif di kelas.

**Keywords:** *Strategy, Speaking Skill, Role-play, Small Group Discussion.*

## 1. INTRODUCTION

Language is needed in social interaction as a tool of communication. There are so many countries in the world and not all of them speak the same language use. In this globalization era, English becomes an international language which is used to communicate with other people from all over the world in formal or informal situation. Nowadays, English also is one of the requirements for looking a job both in international and local business. Thus, all of students have to master English because it plays important role in developing and spreading the technology and science. English as a foreign language make the students are difficult to master, because there is no enough time to learn. They only learn English in their school and are taught around twice a week based on the curriculum 2013.

In English, there are four skills that students must learn. They are reading, writing, listening and speaking. As we know listening and reading as a receptive skill where the students need to understand the meaning of what they learn and what they listen. While, speaking and writing is as a productive skill where the students are required to explore and to produce the language skill. One of the most important skills is speaking. By mastering speaking, students are able to give some ideas and express what they feel in English. Actually, teacher faced many problems in teaching speaking because students have different ability and also have some difficulties in using English. Therefore, the teacher must know the appropriate strategy to improve students' interests in learning English. The strategy of teacher is important here in improving students' speaking ability. The researcher chose SMPN 1 Kuripan, because the researcher did the practical teaching program there around five months, so the researcher has observed the students and the school. And it was because the students still regard English as the subject that is difficult to understand.

Regarding the explanation above, this study was intended to discover about Teacher's Strategies in Improving Student's Speaking Ability. A Case Study at Eight Grade of SMPN 1 Kuripan Academic Year 2016/2017.

## **2. LITERATURE RIVIEW**

### **A. Teaching English as a Foreign Language**

In Indonesia, English has become a foreign language where the students are not accustomed to speak English. Thus, it can be said that teaching English is the challenge for the teacher. The students are usually difficult to understand the meaning and the structure of the sentence in English. Rivers (1968:160) states students in a foreign language class will not learn to speak fluently by hearing speech, although this is important in familiarizing them with the acceptable forms of the code, the teacher will need to give the students many opportunities to practice the speaking skill; the teacher will need to use his imagination in devising situations which provoke the student to the use of the language in the expression of his own meaning within the limits of what they have been learning.

In teaching speaking the students are not only listening, but they also need to practice. According to Bailey and Savege (2010 in Fauziati: 15), “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”.

### **B. Definition of Speaking**

Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Speaking is the productive skill. It could not be separated from listening. Nunan (2003) defines that speaking is the productive aural/oral skill. It can be said that oral is the process of listening about someone talking and oral is the process of giving respond to what is someone talking.

By speaking, the speaker can deliver the message about a topic to the listener orally and listener gives feedback. In other word, speaking is as social interaction which happens in our belief. In addition, students of English Education Department of University of Mataram have little chance to communicate with native speaker because almost student in this university are Indonesian. They have to practice more in speaking English. Such speaking activities as split information tasks, interview, and ranking, making decision, strip story and problem-solving

role play require learners not only to repeat language items but also produce the generative use of the language (Meng, 2009: 223).

#### C. Teacher's Strategies

The teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Teacher's strategies are tool that enable learners to take the responsibility for their foreign language learner. Strategies that used in achieving the ability would be different because the goals of each skill are not the same. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected result. Furthermore Volya (2009) stated that, a professional teacher should consider suitable strategies in teaching speaking.

#### D. Types of Teacher's Strategies in Speaking

Sujana (2010:24) stated that there are a variety of teaching strategies that teacher can use to improve student's speaking ability. The kinds of strategies below will show some ways to make the class more engaging such as:

##### 1) Role-Play

Many experts have different opinion in defining role play. According to Gower (2005:105) "a role play is when students take the part of particular person: a customer, a manager, a shop assistant, for example. As this person take, the take part in a situation, acting out conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. Ladousse (1997:13) viewed there are several types of role in role play:

1. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such as doctors dealing with patients, or a salesman traveling abroad.
2. The second type of role is the students play themselves in a variety of situation, which may or may not have direct experience. The example,

which includes in this category, is a customer complaining or passenger asking for information.

3. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have much vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life.
4. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

Overall, the types of role play are very similar in teaching students to deal with the unpredictable nature of language.

## 2) Small Group Discussion

In teaching speaking skill, small group discussion can be a technique used by the teacher in order to make the students explore their ability in speaking. Kindsvatter (1996: 242) states that:

“A small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach”.

From the definitions above, it can be concluded that a small group discussion is a technique or a methods in teaching which consists of two or more persons in a small group for exchange of thought orally to achieve the result of team work. So, this method is better used in teaching and learning process.

## 3) Describing Picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. According to Solahudin (2009: 99) the purposes of this activity are to train students' imagination and retell story in speaking English.. This activity will be more attractive and make students get enjoyable in the class.



#### 4) Using Games

Games are usually used in teaching and learning to increase students interested in Learning English. According to Hadfield (1996:4) a game is an activity with rules, a goal and element of fun. He also said that there are two kinds of games: competitive games and co-operative games. A competitive game is games in which the player or teams race to be the first to reach the goal. And co-operative game is games in which the players or teams work together towards a common goal.

### **3. RESEARCH METHOD**

#### **A. Research Design**

This research employed qualitative descriptive study design. A Case study was chosen to observe and to analyze the English teachers' strategies in improving students' speaking ability and the students' responses toward the strategy used. The data was collected by using observation, questionnaire and interview. It is a general term that includes participant observation and interview.

As the study aimed to find out the problems faced and appropriate strategy used by the teacher in improving students' speaking ability at grade eight of SMPN 1 Kuripan, before doing the research, the instruments that were needed for this study had been prepared. They were: 1) camera 2) questionnaire inquiry and 3) list of question for interview in questionnaire for the English teacher at SMPN 1 Kuripan.

#### **B. The Subject Research**

The subjects of this research were an English teacher at grade eight and the students of VIII-A of SMPN 1 Kuripan.

#### **C. Method of Data Collection**

The instruments which were used to collect the data are observation, questionnaire and also interview.

##### **1) Observation**

The English teacher and the students were observed in teaching and

learning process). The instruments used to do observation were sheet of observation, video recorder or observation directly. In this research the data were collected by using unstructured observation. Because of the limitation of the time, the researcher did the classroom observation only once. The classroom observation was conducted in order to identify the strategies used by the teacher and also to identify the students' responses toward their teacher strategies in teaching speaking skills.

## 2) Interview

The English teacher of grade eight was interviewed in order to know the teacher's perception- evaluation of students' problems and it was done around 30 minutes. Also, it was conducted to find out the teachers' concept and detailed information about their reasons in using the strategies for teaching speaking skills.

## 3) Questionnaire

The questionnaire was taken from Tasliman's thesis (2015) that is used as the reference in this research. The data gathered from questionnaire used to support the main data from the observation. They were analyzed to find out the students' responses toward their teachers' strategies in teaching speaking. The instrument used to do the questionnaire for students was sheet of questionnaire and it was given after observing the class.

## D. Method of Data Analysis

The method of data analysis obtained from the result of observation, interview and questionnaire can be described below:

- a. In the observation, the teacher and the students was observed and the strategies used by the teacher in teaching and learning process of speaking skill was analyzed and the students' responses were described.
- b. The interview was done after doing the observation, then the teacher was interviewed based on the questions that had been prepared, from the interview the teacher's problems in teaching speaking was described.

- c. And then, the questionnaire for students was given in order to know the effect of the teacher's strategy that is used in teaching speaking. It was classified as positive and negative responses.
- d. A final conclusion was written based on the analysis data.

#### **4. FINDINGS AND DISCUSSION**

##### **A. Research Findings**

##### **1) Observation**

Observation was conducted and facilitated using a camera to take some pictures of each activity in the classroom. There are some aspects to be checked during the observation, such as the materials, the strategy, the media, and also students' responses in teaching and learning process. The teacher explained about the material that the students were going to learn, which was "*Asking about the Price*". The teacher also explained about the use of "*how much*" in asking the price and giving some examples. The media used was real object. However, it was found that the teacher faced some problems in teaching speaking such as; the lack of student's vocabulary and the students' shyness and reluctance to speak. Therefore, as the researcher had been observed, the teacher used role play as the strategy and it combined with small group discussion.

##### **2) Interview**

During the interview, the teacher stated that she has some problems in teaching English especially speaking.

The first problem was the lack of student's vocabulary. The students were usually asked about the meaning of the word that they did not understand every time during the teaching and learning process and it became the obstacle in speaking.

The second problem was the student's shyness and reluctance to speak. It was very hard to invite them speak in front on the class.

The last problem was the limitation of time. Unfortunately, there were only four hours a week to learn English at school. Since the students were not only learning the speaking skill, but also other skills, the extra time is needed.

The teacher had some ways to solve the problems. The teacher said that in facing the student's problem, she needed to give a lot of practice. Moreover, the teacher applied the appropriate strategy based on the material. In speaking the teacher used role play as the strategy to improve student's speaking ability. Further, a small group discussion is also created to ease the students explore their speaking skill. In teaching and learning process, the teacher also stated that she usually used real objects as the media to support her teaching.

### 3) Questionnaire

There were several indicators in the question to represent the variable that were researched.

Table 4.1 the result of the questionnaire

Indicators	Number of question	Students' response	
student's motivation	1	Motivated	26
		Unmotivated	0
Student's interest	2	Interested	26
		Uninterested	0
Topic/ materials discussion	3	Like	26
		Dislike	0
Strategy used by the teacher	4	Satisfied	26
		Unsatisfied	0
Student's level difficulties in teaching and learning process	5	Difficult	11
		Easy	15

Based on the questionnaire, it was found that the students were interested in teaching and learning process and were motivated to learn English under the teacher's strategy. It was proven by the students' responses to the items number 1 and 2 which dealt with student's interest and motivation in teaching and learning. The questionnaire also revealed that the students found some difficulties during the teaching and learning process. Some students stated that they found

difficulties to arrange the words when they speak and the students were not confident to speak because of lack of vocabulary, shyness and reluctance in speaking, thus the teacher used an interesting strategy which made the students were satisfied and understood the material more easily. It was shown by the students' responses to the item number 4. Although the topic of the material was difficult, the students regarded that the class was easy to follow even in other activity they have a problem as well.

#### B. Discussion

Based on the data obtained from the observation, interview and questionnaire, the result was analyzed to find out problems and strategies in improving student's speaking ability at grade eight of SMPN 1 Kuripan.

Some difficulties that the teacher faced in class were:

- 1) The lack of students' vocabulary.
- 2) The students' shyness and reluctance to speak.
- 3) The limitation of time.

Related to the problems that the teacher faced, the teacher's strategy in improving student's speaking ability was using role play. For the reason, using role play can improve the number of possibilities in communication (Gower et-al, 2005:105). Based on the result of observation, the strategy used was able to make the students confident to come to the front of the class to speak because role play asks the students to be others in various social context and various social roles (Solcova, 2011). The limitation of time was also the problem for the teacher in improving speaking skill. because of there was no certain time available for speaking, the teacher needs to give a lot of practice in speaking, therefore the teacher used role play as the strategy in improving student's speaking ability. It was proved from the observation which was the time more efficient to use when the teacher applied the strategy in learning speaking. Besides teaching speaking skill, the teacher also needed to increase student's vocabulary because speaking and vocabulary are related to each other. Based on the result of the observation, the student's just spoke about around the material given by the teacher. During the

demonstration of the dialog, the students sometimes asked to the teacher about the meaning of words. Although the teacher sometimes explained in Bahasa Indonesia, the student's still did not memorize of the vocabulary that they will use. Therefore, in solving that problem the teacher needed to use a different strategy that makes the student memorize the vocabulary more easily, for example, using songs or games.

## **5. CONCLUSION AND SUGGESTION**

### **A. Conclusion**

In conclusion, there are some problems faced by the teacher in improving student's speaking ability, they are; 1) the lack of student's vocabulary 2) the students' shyness and reluctance to speak 3) the limitation of time. Therefore, the teacher applied the strategy that can cover the problems faced by using Role-play. The teacher combines the strategy with some strategies such as collaborative and cooperative learning. Therefore, this strategy was so effective because it motivated and made the students were interested. Also, the students were considered to be more active in the class.

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