

**MASALAH YANG DIHADAPI OLEH SISWA KELAS DELAPAN DALAM  
BERBICARA DI SMP NEGERI 1 PALU**

***PROBLEMS FACED BY THE EIGHTH GRADE STUDENTS  
IN SPEAKING AT SMP NEGERI 1 PALU***

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**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui masalah berbicara yang dihadapi oleh siswa SMP Negeri 1 Palu. Penelitian ini menggunakan desain deskriptif. Subjek penelitian adalah siswa kelas VIII SMP Negeri 1 Palu. Jumlahnya 45 siswa yang diambil dari lima belas kelas dengan menggunakan teknik cluster random sampling. Data penelitian dikumpulkan dengan melakukan wawancara, daftar pertanyaan, dan daftar observasi. Hasil penelitian ini menunjukkan bahwa siswa menghadapi banyak masalah yang meliputi 1 mereka khawatir membuat kesalahan; 2 mereka malu; 3 mereka tidak dapat memikirkan sesuatu untuk dikatakan; 4 mereka berbicara sangat sedikit atau tidak sama sekali; 5 mereka takut akan kritikan; 6 mereka menggunakan bahasa ibu; dan 7 mereka tidak memiliki motivasi untuk mengekspresikan diri.

**Kata kunci:** Masalah, Berbicara

**ABSTRACT**

*The purpose of this research was to investigate the speaking problems faced by the students of SMP Negeri 1 Palu. This research applied descriptive design. The research subject was the eighth grade students of SMP Negeri 1 Palu. The number was 45 students taken from fifteen classes by using cluster random sampling technique. The data of the research were collected by carrying out an interview, questionnaire, and observation check list. The result of this research indicate that the students faced many problems which include 1 they worried about making mistakes; 2 they were shy; 3 they could not think of anything to say; 4 they speak very little or not at all; 5 they were fearful of criticism; 6 they used mother-tongue; and 7 they had no motivation to express themselves.*

**Key words:** Problems, Speaking

## INTRODUCTION

English is global language that almost the whole world uses this language for communication with one another. Of course English is a global language. They would say you see it on television spoken by politicians from all over the world. Wherever you travel, you see English sign and advertisements. Crystal (2003:2) stated whenever you enter a hotel or restaurant in a foreign city, they will understand English and there will be an English menu. Based on this, it proves indeed English is really important in this era, no matter where you are or where you are from as long as you want to keep in touch with beyond your country, English is absolutely needed. In addition to communication, English is used to increase our knowledge and create someone life better. That will happen when we learn English.

Speaking is the way someone delivers their ideas, feelings, opinions in their mind by their ways. According to *Brown (2001: 267)* speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener. Because speaking is productive skill, it cannot be separated with listening. When someone speaks he/she produced the text and it should be meaningful. That is why someone who rarely speaks or listen English make he/she feels isolates with English.

Many students both Indonesian and other countries face problems in learning English. It is not only Indonesia put English as foreign languages but also because English is one of difficult languages to learn. The importance of learn English has been felt by Indonesian government especially to face MEA (*Masyarakat Ekonomi Association of Southeast Asian Nations*). Not only the government prepares to face MEA but also the students do. One of the solutions to face MEA is mastering English.

Based on the preliminary observation at SMP Negeri 1 Palu the researcher finds that in carrying out speaking, the students face problems. One of them is about language its self. In fact, most students get problems to speak even though they have a lot of vocabulary and have written them well. They are afraid to make mistakes. There are some facts shown by the English teacher that the students mostly get good score but in the reality only a few of them can respond or answer the teacher when she/he speaks English in the classroom. It means that the students felt hard in expressing ideas or opinions.

Based on the background the researcher intends to conduct her research to investigate the problems faced by the eighth grade students of SMP Negeri 1 Palu in speaking. The main purpose of this research is to describe the problems faced by students in speaking. The

researcher expects that the result of this research could give information to the English teachers about the problems faced by students in speaking and to find out the solution how to solve the problems. This research is conducted under the title “*Problems Faced by the Eighth Grade Students in Speaking at SMP Negeri 1 Palu*”.

## **RESEARCH METHO**

In conducting this research, the researcher used descriptive research. The aim of this research is to find out the problems faced by the eighth grade students of SMP Negeri 1 Palu in speaking. The population of this research was the eighth grade of SMP Negeri 1 Palu. They consisted of fifteen parallel classes. The researcher used cluster random sampling technique for this research because the subject was too large. So, the researcher used some steps to get subject in this research. Because they were fifteen classes at eighth grade, the researcher decided to pick three persons randomly for each class for subject. It means the total subject was 45 students.

## **FINDINGS**

### **Findings of Questionnaire**

The questionnaire consisted of eight questions already distributed to the students. The first question is about their interest in speaking English.

Table 4.1 can be seen in the attachment list, shows that not all students like speaking English. Two students selected “not at all”, twelve students chose “little”, twenty students pick “normal”, six students chose “rather”, and five students chose “very much”. It means the students do not like English especially speaking.

Table 4.2 can be seen in the attachment list, is about their habit when practicing to speak English. The data shows the twenty three students chose “sometimes”, eight students pick “rarely”, seven students select “usually”, and seven students also chose “never”. It means speaking English is not really significant at their daily.

Table 4.3 can be seen in the attachment list, is about the important of speaking skills to their future job. Almost all of them chose “very important” for their future, there were twenty five students chose “very important”, eleven students pick “important”, and nine students chose “normal”. The data shows that the students thought that speaking skills is needed for their future.

The fourth statement is about their performance conditions. Among of them are explained below:

Table 4.4 can be seen in the attachment list, the performance conditions is about plenty of time to perform a speaking task, thirty nine students chose “Yes” and six students chose “No”. It means almost of the students are given plenty of time to perform. The second question is about their preparation before they perform. Of 45 students, thirty six chose “Yes” and nine students chose “No”. This proves that preparations before performance was significant for the students. The third question is about pressure to perform well. Twenty eight students chose “Yes”. They got pressured to perform and seventeen students selected “No”, pressure to perform well. It means that most of them feel pressure when they’re going to perform. The last question in this section is about the listener’s responds. Thirty three students chose “Yes”. Their friends were patient, understanding, sympathetic and supportive. However, twelve students chose “No”. They thought that their friends were not patient, understanding, sympathetic and supportive when they performed.

The next statement is about the students’ feeling in speaking class. The results are represented in the following figure.

Based on diagram 4.1 can be seen in the attachment list, there are eighteen students who chose “anxious” when speaking in the class. Eighteen students pick “motivated” and nine students chose “confident”. The data show that the students feel anxious in speaking class.

Diagram 4.2 can be seen in the attachment list, is about the teachers’ habit when the students made mistakes while they were performing their tasks.

The data shows six students’ chose “often”. It proves that their teacher corrected them while they performed. Nine students pick “always”, ten students chose “rarely” and twenty students select “sometimes”. It also proves that their teacher corrected them while they speak or perform in front of class. Based on the data, it means that the teacher sometimes corrected them while heir made mistakes.

For diagram 4.3 can be seen in the attachment list, the students could have more than one choice. From forty five students become the subject, two students chose “unsupported by environment” was problem faced by them in speaking. Five students chose “Motivation to speak” became their problem. Eight students pick “Time allowed performing a speaking task” became their problem. There nine students chose “listening ability”. Ten students chose “Topical knowledge” made them in problem when speak. There are ten students who also chose “Pressure to perform well”. There are twenty one students who chose “Anxiety” and twenty one students who chose “Listener support” became their problem when they should

speak English. Twenty three students who chose “Time preparation” and “Confidence” are problems faced by them in speaking.

The last diagram 4.4 can be seen in the attachment list, is about problems that they were encounter in learning speaking skill. Relatively, the same as the previous statement; the students could have more than one choice. Two students chose “You have no motivation to express yourselves”, five students chose “You use mother-tongue”, fifteen students chose “You are fearful of criticism or losing face”, sixteen students chose “You speak very little or not at all”, twenty students chose “You cannot think of anything to say”, twenty nine students pick “You are shy” and thirty two students select “You are worried about making mistakes”

### **Findings of Interview**

The researcher interviewed four English teachers to get accurate data to support this research on April 17<sup>th</sup> and 20<sup>th</sup> 2018. The interview consisted of five questions. The researcher describes the results of the interview.

### **Performance conditions**

At the part of performance condition, all the teachers said they gave plenty of time before they asked the students to perform at the class. They also saw the students prepare the task before they performed. Three of the teachers said that some of the students got pressure when they performed in front of their friends. One left said that her students had no pressure when she/he should perform in front of class. She said “because almost my students had high confident, so I never saw them under pressure when should performed or spoke, even they had no ideas to delivered their opinion, but they are confident.” The last question in performance condition is about listener’s responses. All the teachers said that they always told the students to not become unsupportive listeners. However, there are always students or listener who became unsupportive, not sympathetic, not patient, and sometimes not understand about what their friends said, but all the teachers concluded that all students became supportive, sympathetic, patient, and understanding depending on the conditions.

### **Students in speaking class**

All the teachers said that the students feel motivated when they came to the English subject. It because they realized which English is global language that should be learned by them. But one teacher said that her class feel confident in learned English. She said confident is number one for her, because the students were never feel motivated if they were not confident at the class, so she prefer to choose confident.

### **Teacher reaction when students made mistakes**

In these sections the teachers can have more than one option depending on their fact in the class. Of the four teachers, there are three teachers who answered that they prefer keeping quiet, smile and encourage the students to go on their task (oral task). Two teachers also choose to promote forwards the students when they could not think. All the teachers also pick watch, listen to students and write down points to give feedback afterwards.

### **Problems faced by students in speaking by teacher's opinion.**

The first problem faced by students in speaking is time preparation. Time preparation selected by three teachers that they thought time preparation is one of problems for speaking. They said if the students did not give time for prepared it will be hard for them to perform. The second is confidence which is also a real problem for students if they were not feel confidence they were not give the best to perform, this problem pick from all teachers that interviewed by the researcher.

The fourth is anxiety became problem when the students cannot handle their feeling that what the teachers said that pick anxiety as problem in speaking. The fifth is two teachers chose unsupported by environments is also the problem why students cannot speak well. The reason that the teachers chose this point is because they thought that the environment really influence for someone who want to learn English. The sixth is pressure to perform well select by two teachers. They thought every person who in the pressure condition will be hard for them to speak well. The last is sometimes students are hard to explore their ideas because they do not know much about the topical knowledge given by the teacher. Two teachers tend to have this attitude.

### **Speaking problems encounter by eighth grade students at SMP Negeri 1 Palu**

The first, speaking problem encounter by students is the students worried about making mistakes. Two teachers thought that this option mostly students encounter. The second, only one teacher thought that this option faced by her students. She said that her students are fearful of criticism or losing face. The third, one teacher picks this point to categorise her students. She said that some of her students have no motive to express themselves. The fourth, they spoke very little or not at all. This point selects by two teachers who thought that their students are speaking very little or not at all when they performed. The fifth, they used mother-tongue. Three teachers pick this point because some of their students used mother-tongue when they speak English. The last, three teachers select this point. They said that their students were shy when they asked them to speak in front of class.

## **Finding of Observation**

The researcher observed three classes while they were in the learning process. The first class was VIII D that consists of 35 students. From the observation the researcher got the results as follows;

Eventually the students had no ideas to speak, they keep speak cause they had enough time to speak. They also had motivation from the teacher when they made mistakes. Suitable topics were given by the teacher even sometimes the teacher asks the students to speak Bahasa if they do not know how to say a word. Based on the observation, none of the students look like worried about making mistakes. Some of the students were fearful of criticism but they were keeping performed. Just a few of them shy when they became attention.

They had given enough time to prepare the task, which is none of the students cannot think of anything to say but some of the students had no motivation to express themselves even the teacher gave them enough time to speak, but almost the students want to end the topic as soon as possible. Some of the students still used some word in Bahasa and felt uncomfortable but they still try to speak English.

The second class was VIII CI (Cerdas Istimewa) this class was consist 35 students. In this class the researcher observe the students while they were in learning process. The results of the observation as follows;

Same as the first class, in this class the teachers also gave the students enough time to speak. The teacher always gave them motivation when they made mistakes and gave them suitable topic. The teacher asks them to try speak English but while they were trying and they do not get the word than the teacher allow them speak Bahasa. The students had good confidence so they not worried making mistakes. The researcher were not found that the students fearful of criticism. None of the students of VIII CI shy to become attention. Some of them cannot think of anything to say but they had motivation to express them and had enough time to speak. Some of the students used mother-tongue but just a little. They enjoyed to used English even they felt English is difficult for them.

Based on the observation in VIII F, the teacher gave the students enough time to speak, when the students made mistakes the teacher motivated them to be better, and gave suitable topic for the students. Sometimes the teacher allows students to use mother tongue. Several of the students look worried about making mistakes and fearful of criticism but they were not shy to become attention even some of them cannot think of anything to say. Some of them are

not having motivation to express themselves but they had enough time to speak. They are also using mother-tongue and comfortable used mother-tongue.

Based on the observation, the researcher concludes that there are some habits that often happen in speaking class which the teacher and the students must deal with together such as the students shy, they are using mother-tongue, cannot think of anything, etc.

## **DISCUSSION**

Generally speaking, there is consistency among data from the teachers' interview, students' questionnaire and class observation. With regard to the first research question, the results indicated that there are a variety of problems that faced by the students' in speaking. A majority of the teachers said that the students' speaking performance affected by confidence. The next two important problems mentioned time preparation. Besides, the listening ability, unsupported environment, pressure to perform well and topical knowledge are also reported to affect the students' speaking performance, its clarify by Mai (2016:14) the students' speaking performance was affected by topical knowledge. Finally, anxiety and feedback during speaking activities considered to be a problem that had influence on students' performance.

The results from student's questionnaire were quite similar to those of the teachers, most of the students thought that their speaking performance affected by confidence and time for preparation. The next important problems were listeners' support and anxiety. In addition, the students thought that they felt that topical knowledge and pressure to perform well was problems that faced by them in speaking. Next point, the students reported that their performance also affected by their listening ability. Last but not least, time allowed performing a speaking task and motivation to speak was problems faced by the students.

The data from class observations revealed that the students' speaking performance is also affected by time for preparation. In all the three classes observed, mostly the students were shy to become attention so their performance was not good.

In the current research, the findings from the interviews delivered to the teachers show that when the students learn speaking, they encountered many problems. According to the teachers, the most common speaking problem was the students are not confidence in speaking classes. Most of the teachers said that the students need more time preparation. Moreover, listening ability was also became problem that the students faced in learning speaking and they said that the environment was not supported them. The results from student questionnaire were nearly the same as from the teachers' interviews. The students reported



that confidence and time preparation are the mostly problems that students faced in speaking class. Most of the time, listeners' supporter and anxiety were also problems that the students must dealing with while speaking class. A significant number of students also claimed that topical knowledge and pressure to perform well were also problems that the students must face.

Some more speaking problems that the students encountered in the classrooms observed also noticed. The first problem is the students often translated the information in the textbook into mother tongue before they did the tasks. The second problem is most of the students' speaking performance sounded unnatural because they did not remember the structures and vocabulary when they spoke. Some of them just looked at their book and read.

Furthermore, uneven participation in all the lessons observed was also considered to be another problem. Some students participated in the classroom activities actively while the others did it unwillingly.

In general, from the results of the investigation, it was evident that the students encountered many problems in the speaking class. Moreover, there were many factors that contributed to their success and failure in performing speaking tasks. On the whole, the current teaching and learning of speaking skills at SMP Negeri 1 Palu need to be improved.

## **CONCLUSION AND SUGGESTION**

This research aims to investigate the problems faced by eight grade students of SMP Negeri 1 Palu in speaking lessons. The research indicates that the students faced many problems that are (1) they were worried about making mistakes; (2) they were shy; (3) they could not think of anything to say; (4) they were speak very little or not at all; (5) they were fearful of criticism or losing face; (6) they used mother-tongue; (7) they had no motivation to express themselves. Based on the results of the research, some recommendations are made for both the teachers and the students at SMP Negeri 1 Palu. Firstly, the teacher should first improve the performance conditions by giving their students time to prepare for a speaking task. Secondly, they should help their students overcome inhibition and shyness. Thirdly, the teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their lives.

As for the students, they should first understand the importance of speaking skills. Their awareness of their studies may result in their motivation for learning. Secondly,

they should practice speaking English outside the classroom more often by doing the speaking tasks in the textbook at home with their classmates, joining speaking club where they can use English to communicate and speaking on their own in front of a mirror. Finally, they should use English in the class instead of Indonesian to make it a habit. Hopefully, the research can contribute to the improvement of English teaching and learning at SMP Negeri 1 Palu.

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## APPENDICES

**Table 4.1**  
**Interest in speaking class**

N O	Statements	Very Much	Rather	Normal	Little	Not at All
1.	How much do you like speaking English in class?	5	5	20	12	3

**Table 4.2**  
**Practice speaking outside the classroom**

NO	Statements	Always	Usually	Sometimes	Rarely	Never
2.	How often do you practice speaking outside the classroom?	0	7	23	8	7

**Table 4.3**  
**The importance of speaking in the future**

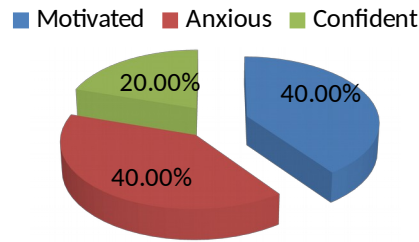
NO	Statements	Very important	important	Normal	Unimportant	Very un important
3.	What do you think about the necessity of speaking skills to your future job?	25	11	9	0	0

**Table 4.4**  
**The condition at speaking class**

<b>Performance conditions</b>		<b>Yes</b>	<b>No</b>
Are you given plenty of time to perform a speaking task?		39	6
Do you prepare for a task before the task is performed?		36	9
Do you have the pressure to perform well?		28	17
Are the listeners patient, understanding, sympathetic and supportive?		33	12

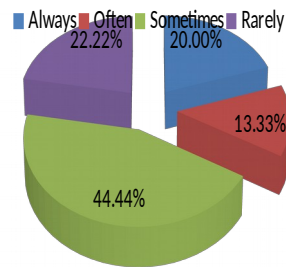
**Diagram 4.1**  
**The students' feeling in speaking class**

## How do you feel in Speaking Class?



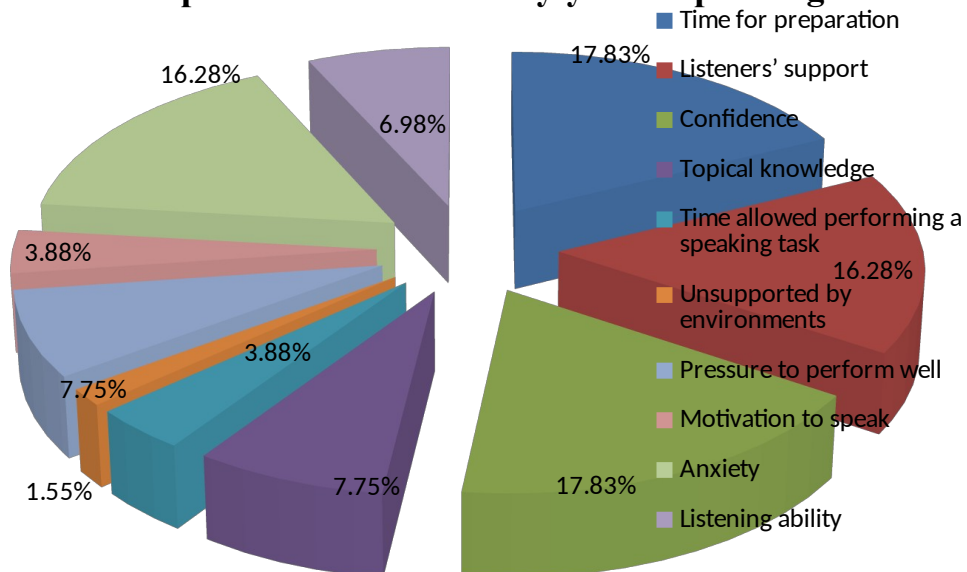
**Diagram 4.2**  
The teacher's correction during the task

How often do the teachers correct your mistakes while you are performing your tasks?



**Diagram 4.3**  
The problems faced by the students

What problems that faced by you in speaking?



**Diagram 4.4**

**The problems encountered in learning speaking skill**

**Which problems do you encounter in learning speaking skill?**

