
Speaking Problems in Vocational High School

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Abstract

This study aims to find the difficulties when speaking English which are mostly faced by vocational students. This study used qualitative research methods. This research instrument is observation and interviews. Based on the results of the observation and interviews, it was found that students found speaking difficulties like (1) pause, (2) fillers, (3) mental problems, (4) lack of ideas, (5) grammatical error, (6) poor vocabulary. Speaking skill is very important for us because serves to maintain and establish social relations, and the transactional functions, which focus on the exchange of the informations. Therefore, it is necessary to conduct research to solve the problem of speaking difficulties experienced by students, so that there are improvements for the future and students' speaking skills are increasing.

Keywords: *speaking, difficulties, vocational students*

A. Introduction

In learning English, there are four language skills that must be mastered by all students, namely listening, speaking, reading and writing. The four parts are interconnected with each other and practicing them every day will greatly enhance the learning process. Many people tend to put more effort in certain skills and not enough in others. In this case speaking is a skill that most people want to master well and become the focus of study since students learn English.

According to (Chaney and Burk, 1998) speaking is building and sharing meaning in various contexts through the process of delivering messages using verbal and nonverbal symbols. It forms a meaningful communication between two or more people to get a response and how to follow culturally appropriate rules in communication situations. A speaker must have the knowledge to create meaningful communication. As important as speaking itself is, when teaching speaking it seems important too. Teaching speaking has a goal, namely communication efficiency (Kayi, 2006). It teaches students how to put their thoughts into words so that they are competent to communicate with native speakers naturally. As we know

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the purpose of learning English is to be able to communicate, therefore speaking skills should be given more time to be learned and practiced in everyday life. If students do not have many opportunities to speak in English class, they will lose motivation and lose interest in learning English especially speaking.

Concept of Language

Generally language is a tool to express the thought of people. People use language to express inner thought and emotions, make sense of complexity, and abstract thought, to learn and to communicate with others, to fulfill our wants and needs, and also to let others know how they feel, need and to ask a question. Language is a symbol that enables members of given community to communicate intelligibly with one another.

Language is the most important thing in communication and it is used as a tool of communication among nations in all over the world. Language is one of a tool communication with each that always used by human everyday without language there will not be communication among human life. Fromkin, Robert and Hyams (2014, p.1) state that when you know a language you can speak and understood by others who know that language Among more than thousands of language that exist in the world, English is become a lingua franca which is unite the people around the world.

Concept of Communication

Communication is an important part of people life. By doing communication, human can relate to each other either in daily life or in anywhere or any situation. Communication is a process of transmitting information that is done by the speakers or senders including a message which is transmitted from the speakers or senders to the receivers. Bara (2010, p. 443) explains that communication is a social activity that requires more than one participant for it to take place. There are two types of communication. They are monologue and dialogue. Monologue is one-sided communication. Meanwhile, dialogue is two- sided communication. Monologue has no interaction. It focuses on the speaker or the text only, while dialogue has an interaction between the speaker and interlocutor. Formerly, Rozakis (1999, p. 34-35) states that communication can be classified into five categories, namely:

- a. Intrapersonal communication. It means communication with yourself (e.g. evaluates feedback, construct meaning).
- b. Interpersonal communication. It means communication with other people (e.g. talk with one or more people, work as equal).
- c. Small group communication. It means communication with three or more people (e.g. work together to reach consensus, state beliefs as a group, work with others to solve problem).
- d. Public communication. It means communication with large group (e.g. share as audience and speakers, receive less feedback).
- e. Mass communication. It means communication through mass media (e.g. communication through television, radio, films, and so on).

Concept of Speaking Skill

In general, one of the main productive skills is speaking. Speaking is a skill which enables us to produce utterances, in other words we genuinely want to communicate something to achieve particular end. In addition, McDonough and Shaw (1993, p. 152), state that

speaking is an oral communication as a two-way process between speaker and listener that involves productive skills and receptive comprehension skills. Nunan (2003, p. 217) claims that speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various context. Furthermore Burns and Joyce (1997, p. 72) also argue that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The process depends on the context in which it occurs, including the participants, their prior experiences, the physical environment and the purpose of the communication itself. In other hand, Rizvi (2006, p. 92) also explains that speaking is an interactive communicative process that involves speakers and listeners. When communicating, speakers need to learn to adapt their speech to the listener, for example using expressions, in order to clarify their ideas and develop thinking and reasoning.

Sproule as cited in Sari (2006, p. 7) explains that there are four general purposes of speaking: to inform, to persuade, to inspire and to entertain. The following are some of the micro-skills commonly used in speaking skills which state that the speaker should:

1. Pronouncing the distinctive sounds of a language clearly enough so that people can distinguish them, including tones.
2. Use stress, rhythm, and intonation of language clearly enough so that people can understand what we are saying.
3. Use the appropriate tense, case or gender.
4. Arrange the words in the correct word order.
5. Using and paying attention to the right vocabulary.
6. Using a variety of language according to the situation and relationship with the other person.
7. Clarify the main sentence to the listener, such as subject, verb, object, in whatever way the language uses.
8. Make the main idea or supporting information.
9. Pay attention to the discourse so that the interlocutor understands what is conveyed.

From the above definitions, it can be inferred that speaking skill is the ability to express ideas, opinion, or feelings to others by using words or sounds of articulation in order to inform, to persuade, to inspire and to entertain that can be learnt by using some teaching and learning methods. To sum up, in order to be able to speak, one should master the productive skills. It means that make the listener understands what others deliver in communication. Meanwhile mastering the receptive skill means that someone has ability in listening such as how to catch or understand what he/she listens, how to understand and differentiates the sounds into word meaning. In short, to achieve the goal they should master all aspects of the language especially English because it is a very essential ability to support further oral communication but it is the most difficult skill to develop.

Definition of Speaking

In general, the definition of speaking is stating that communicative is an exchange between people, knowledge, information, ideas, opinions, feelings so that it must be a concept of ideas from what they will say. When people speak, they transmit information or ideas to others.

In Webster's New World Dictionary, to speak is to speak words orally, to speak; to communicate as by speaking; to make a request; to make a speech. In addition, some experts

also expressed opinions about the meaning of speaking. Nunan in Kayip defines speaking as the use of language confidently and quickly with few unnatural pauses, which is usually called as fluency. Kushartanti (2005) argues that speaking is a set of sounds spoken by someone and understood by others. It means to deliver thought or opinion. It will be influenced our speaking skill. According to McKay when people trying to speak, it is not the case that they simply open their mouths and speak the words and sentences. When people trying to speak, they are doing so in a cultural context, they are speaking person or persons (perhaps friends, teachers or aotaster) who bring with them a relative degree of status and power and they are doing in order to meet the purpose required of the interaction, which may be a conversation, or a task that one completing. According to Tarigan (1990) defines that speaking is a language skill that is developed in the life of a child. These speaking skills can be obtained through listening skills. When the child is listening, eating at the same time will learn speaking skills. According to Harmer (in Tarigan, 1990) speaking skills can be obtained by applying three things, namely the introduction of a new language, training, and communicative activities. Meanwhile, according to (Richards, 2015) Speaking as a transaction refers to a situation where the focus is on what is said or done. So, we can conclude that speaking is the ability to produce the language and share the ideas.

The Functions of Speaking

The function of speech in human interaction has been categorized by several linguists. Brown and Yule (2000), as cited in Richards (2008), explain that the functions of speaking are divided into three categories including are talk as interaction, talk as transaction and talk as performance. An explanation of each speech function can be seen below:

a) Talk as interaction

The main function of this type is to focus on social interaction in communication. This is about how people delivers the messages to the others and therefore, they must use their speaking skill to communication.

b) Talk as transaction

In this type, the focus is how information is conveyed so that people understand what we want to say clearly and accurately. For example, students may engage in several activities in a language lesson to understand concepts related to tenses. Furthermore, speaking as a transaction has several main things to consider:

- Focus on key information
- Focus only to the message and not the participants
- Using and paying attention to communication strategies so that someone understands what we convey
- Use questions to check understanding
- Using negotiation
- In this case, linguistic accuracy is not always important.

c) Talk as performance

In this case, speaking activities are more focused on monolog rather than dialog. The function of speaking as performance occurs at speeches, public talks, public announcements, and story tellings. For examples, giving a class report about student experience, conducting a class debate, and making a sales presentation. The characteristics of talk as performance are:

- Focus to the message and our participant

- It reflects organization and sequencing
- Form and accuracy is always important
- Language is more like written language
- It is often monologic

In conclusion, there are three functions of speaking that are categorized by the expert including “talk as interaction, talk as transaction, and talk as performance”. These are the kinds of speaking activities that people usually use in daily life according to their different functions.

Aspects of Speaking English Skill

Speaking is the most crucial skill that should be mastered. It brings the ability to carry out the conversation. Through conversation people can do a spoken communication to apply the function of communication itself, whether it is transactional or interactional. According to Harmer (2007, p. 343) speaking is a complex skill that requires the simultaneous use of a number of different abilities. They are included the aspects of speaking. There are some experts that explain about the aspects of speaking. There are some aspects of speaking English:

- 1) Pronunciation : Pronunciation is the act or manner of the speakers produce clearer language when they speak. It is closely related to the phonological process which refers to the grammatical elements that consist of principles that can determine how sounds vary and how patterns are in language. For example segmental features, vowels, consonants, word stress, tone pitch and intonation patterns. This is why if speakers want to be able to speak English fluently, they must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech. Speakers must be able to pronounce words and create physical sounds that carry meaning.
- 2) Grammar : Grammar is the basic units of meaning, such as words and a set of rules to combine them into a new sentence (Fromkin & Rodman, 2014, p. 14). It is needed for the speakers to arrange a correct sentence in a conversation. The speakers must be able to manipulate and to distinguish appropriate grammatical forms in appropriate ones. As we know grammar is used to learn how to properly acquire expertise in a language in spoken or written form.
- 3) Vocabulary : Vocabulary is a very basic element in language. It is included a single word, set phrases, variable phrases, phrasal verbs and idioms. If one does not have sufficient vocabulary then one cannot effectively communicate or express their ideas both in spoken and written form.
- 4) Fluency : Fluency can be defined as the ability to keep going when speaking spontaneously. In a simple term, fluency is the ability to talk freely without too much stopping or hesitating. Speakers should be able to convey a message with whatever resources and abilities they have, regardless of grammatical and other errors when speaking.
- 5) Comprehension : Comprehension is discussed by both speakers and listeners. It is because comprehension can make people getting the information they want.

Comprehension is defined as the ability to understand something with a reasonable understanding of the subject or as knowledge of the actual situation. Among the four skills such as listening, speaking, reading and writing, the most important is speaking. People who know a language are usually referred to as speakers of that language (Ur, 1996, p.43). The main objective of teaching English is for students to be able to use English effectively and accurately in communication. However, not all language learners can communicate fluently and accurately even after years. This is because they may face some difficulties in speaking English as a foreign language.

Definition of Problem

Problems are conditions or situations that can prevent individuals or organizations from achieving the expected goals. In Oxford Learning's Pocket dictionary the word 'problem' is thing that difficult top deal with or understand. So, problem is situation, person, or thing that difficult to understand something and needs attention then needs to be dealt or solved. Margono said that problem is a gap between the expectations of something that should be the reality. For example, the gap between the overflowing number of high school graduates in hopes of accommodating ability of university. Pronunciation, grammar, and phrases are the differences between English and Indonesian which cause problems in mastering English.

According to According to Mustika Zed, a problem is something that has not been found a solution or answer, which becomes a puzzle that requires scientific solving (research), and finding the answer is only possible through research or a scientific work. According to Notoadmojo, the problem is a gap between what should have happened and what has happened about a thing or the gap between what actually happened and what should have happened and the expectations and reality of the problem. According to Jeffrey Liker, problems are an opportunity to lead a better life. According to Prajudi Atmosudirjo, a problem is something that deviates from what has been expected, planned and determined to be achieved so that the problem becomes an obstacle or challenge to the achievement of a goal.

So it can be concluded that the problem is something that must be solved or resolved so that something to be achieved can be realized.

Speaking Problems

There are some studies that have conducted by some researchers about English speaking problems. Emma Rosiana Febriyanti in his study found that students may have some problems when speaking is taught, such as students do not want to talk or say anything, students keep using their own language, it is difficult to handle the students in large class, students are not discipline, the material do not fulfill the need of students, students have lowmotivation to learn English. She concludes that teaching speaking is very important part of foreign language learning. Students must have some activities to encourage students to speak up, some principles that teacher must consider in designing speaking techniques, and some suggestions that students must do in teaching speaking. According to Chaney in Kayi many students in other countries, Indonesian students have difficulties and constrains in learning English such as limitation of vocabularies

Usually students' problem in learning speaking comes from the difficulties in speaking activity that faced by students, there are :

- a. Pause : Pause means to stop sending messages. The speaker here is silent for a moment while thinking about the topic of conversation.

- b. Fillers : Often the speaker fills the gap in Speaking with a certain voice, for example with ‘emmmmm’, ‘hmmm’, and others. These sounds are called filler.
- c. Mental Problems : No matter how good your conversation is, of course it will be very different when you talk in front of the crowd, because all eyes are on you.
- d. Lack of Ideas : Some say, no matter how smart a person is if he doesn't have something to talk about, he will definitely be silent have few ideas tend to speak briefly or repeatedly.
- e. Grammatical Error : In Speaking, you can experience errors, especially in arranging sentences correctly.
- f. Poor Vocabulary : No doubt, vocabulary is the foundation main Speaking, the more the more vocabulary you master, the more flexible you are in speaking.

While According to Juhana, there are some factors that included in psychological factors that related with second language learning among them are as follows:

- 1) Lack of Motivation : Motivation is the power of some who will achieve something.
- 2) Anxiety: Anxiety simply speaking is kind of troubled feeling in the mind.
- 3) Self-confidence : Self-confidence is the most significant in language learning. It provides learners with the motivation and energy top become positive about their own learning.
- 4) Shyness : Shyness is one of the difficulties that every student faces while learning a new language and factor that cause reluctant to speak in English class.
- 5) Students' fear of ridicule or laughter.

B. Methods

The research method used in this study is a qualitative approach using interview techniques. According to Mack et al (2005) interview is an effective qualitative method to get people to talk about their feelings, opinions, and personal experiences. Researchers obtained data by selecting class II students of SMK PERBINA NUSANTARA Pematangsiantar Hospitality Department to be used as samples for this study. In this case, the researcher only chose 3 students to be interviewed based on their learning achievements. This is done because the student is still underachievement, and the researcher wants to know his perception.

In this study, the researchers used several instruments to obtain valid data from students. The instruments used by the researcher include (1) Observation, where the author observes students' speaking activities when they express their ideas; (2) Interview, according to Sugiyono, interview is a data collection technique that is carried out in a structured or unstructured manner and can be done face-to-face or directly or by using the telephone network. In this case, the researcher used interviews to find out how students perceived their vocabulary mastery and speaking ability.

C. Findings and Discussion

English as an international language is used by some people to talk to others who speak different languages. However, speaking English is not an easy task for certain people, especially those whose first language is not English. They have to consider proper words,

pronunciation, and grammar for various occasions. According (Pinter, 2006, as quoted in Sudjasmara, 2013), they must speak fluently while thinking about the correct grammar. Difficulties in speaking English were also experienced by some students. Speaking is the most problematic skill for students to master (Al-Saadi; Tonawanik; Al Harthy, 2013). Some students may understand what others are saying in English, but conveying their ideas in English may still be difficult for them. Difficulty in speaking English is caused by many factors, such as, feeling worried about other responses, using the first language instead of English, limited vocabulary, having difficulty pronouncing some words, and lack of confidence in speaking English or it can be said mental problems who don't have the courage. The students often produce incorrect and incomprehensible speech whenever they are nervous. As a result, students may tend to be passive and lack practice in class which leads to poor speaking skills.

- a. **Pause** : Pause means to stop sending messages. The speaker here is silent for a moment while thinking about the topic of conversation. Usually occurs five to ten seconds in the middle of a conversation. For those of you who experience this, it's a good idea to prepare a small note containing ideas. Don't focus too much on the Vocabulary that you forgot.
- b. **Fillers** : Often the speaker fills the gap in Speaking with a certain voice, for example with 'emmmmm', 'hmmm', and others. These sounds are called filler. On the one hand, filler is very helpful to get ideas in the middle of a conversation. But if you do it continuously, it can make Speaking sound boring. To overcome this, it is necessary to practice speaking by minimizing filler, it is more effective if assisted by a partner. And of course do this exercise as often as possible.
- c. **Mental Problems** : No matter how good your conversation is, of course it will be very different when you talk in front of the crowd, because all eyes are on you. If not balanced with a strong mentality, speaking can be disturbed. It could be a sweaty body, nervousness, or even an idea that has been designed to be scattered. There are many ways that can be done to overcome it. However, the most important thing is habituation. Speak in public as often as possible. At first I was nervous. But if you do it regularly, you will get used to it.
- d. **Lack of Ideas** : Some say, no matter how smart a person is if he doesn't have something to talk about, he will definitely be silent. have few ideas tend to speak briefly or repeatedly. To overcome this one speaking problem, you need to enrich your knowledge reading, discussion, and other activities. Plan and record your material in advance. View and Read the notes in case you forget while speaking.
- e. **Grammatical Error** : In Speaking, you can experience errors, especially in arranging sentences correctly. This cannot be separated from the Grammar material being studied. There are two actions that need to be taken to improve the sentence structure in your speaking. First, understand first grammar material. Both practice the material in Speaking until you get used to.
- f. **Poor Vocabulary** : No doubt, vocabulary is the foundation main Speaking, the more the more vocabulary you master, the more flexible you are in speaking. If you are at the beginner level, don't worry, keep talking as natural as possible. Don't be too busy thinking about Vocabulary that you don't know. Mix your Speaking with Indonesian vocabulary.

Solutions

There are various ways that can be done so that students have more time to practice their English speaking skills not only in the classroom but also outside to help them become more sociable and make them more active in the process of learning to speak and make their learning more meaningful and enjoyable. in class, for example :

- a) Discussion : In this case, students are required to share ideas about an event and find solutions in their discussion groups. The teacher can form groups of students to work on a topic and the results will be presented in front of the class. The main purpose of group discussion is to improve fluency; grammar in a natural communicative context.
- b) Role play : Role play involves students taking roles and having discussions with everyone who plays their role. In this case, the teacher explains and manages the situation. The students prepare themselves in groups, and those who play the role.
- c) Story Completion : Story completion is a free speaking activity, where students sit in a circle. For this activity, the teacher will start telling from the point where the previous one stopped. In this case, each student is expected to add four to ten sentences. Students can add new descriptions related to the story.
- d) Brainstorming : In this case students will be given a topic and students can generate ideas in a limited time. The ideas depend on the context, and it is hoped that the student can generate ideas quickly and freely.
- e) Debate : In a debate, a speaker presents one point of view on a topic and a second speaker presents a different opinion. This involves choosing a controversial topic. This activity can be done by listening or reading activities on the same subject. In this case students can prepare themselves in groups and practice debating in groups before they present them to the whole class. Students can ask each other questions after the presentation and choose which opinion is the most convincing.
- f) Students will not talk or say anything. It can be solved by arranging the classroom desks differently, in group instead of lines. Giving positive feed back also help to relax and encourage students to speak more.
- g) Students will chat in their own language when working in pairs or groups.
- h) When all the students speak together it gets too noisy and out of hand and lose control of the classroom.

D. Conclusion

From the problems above, it can be concluded that practice is the most important thing in speaking. Accustomed to speaking English will help many problems in speaking. English areas or areas that are required to speak English are a powerful way to practice speaking skills.

When speaking problems are in vocabulary or vocabulary, there is one way that might help, namely a small pocket book that if possible and easy to carry anywhere, in the booklet students will later record some vocabulary while memorizing it.

Suggestions

Considering the result of the research, the researcher would like to give some suggestions as follow:

- 1) For the Teacher :
 - The teacher should give more attention to apply all the procedure in teaching speaking to the students in process of teaching and learning speaking.
 - The teacher should manage the class in order to apply all the procedure in teaching learning speaking and wisely find the comfortable class for the students in the learning speaking because it will influence their spirit to learn English especially speaking.
- 2) For the Students :
 - The students should realize that English speaking is very useful for them especially when they are graduate from the school. They can use it to continue their study as one of skill that they have.
 - To master in learning speaking, it is better to the students to memorize the vocabulary especially about hospitality major and often practice to speak English.
 - The students should keep study hard and take an English course to be master in speaking.

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