

**THE PROBLEMS IN TEACHING AND LEARNING
ENGLISH ON SPEAKING SKILL AT ELEVENTH GRADE
OF SMK BINA BANUA BANJARMASIN
ACADEMIC YEAR 2015/2016**

THESIS



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FACULTY OF TARBIYAH AND TEACHERS' TRAINING
ENGLISH DEPARTMENT
2016 A.D/ 1437 H**

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ACADEMIC YEAR 2015/2016**

THESIS

Presented to

Antasari State Institute for Islamic Studies Banjarmasin

In partial fulfillment of the requirements

For the degree of Sarjana in English Language Education

by

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JUNE, 2016 A.D/1437 H

APPROVAL

Paper Entitled : **:The Problems In Teaching and Learning English on Speaking Skill at Eleventh Grade of SMK BinaBanua Banjarmasin Academic Year 2015/2016**

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Having been checked out and revised properly, hereby approve it to be submitted and examined in front of Paper Examining. Team of Tarbiyah Faculty Teachers Training of Antasari State Institute for Islamic Studies Banjarmasin.

Banjarmasin, June 16th, 2016

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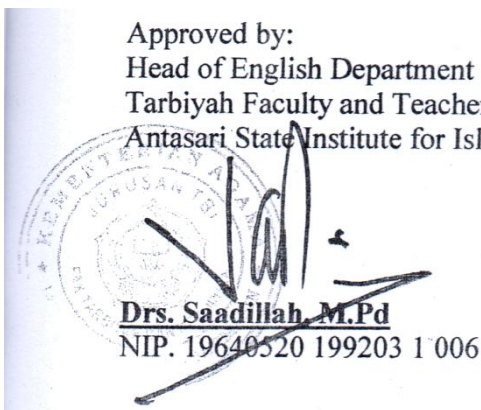


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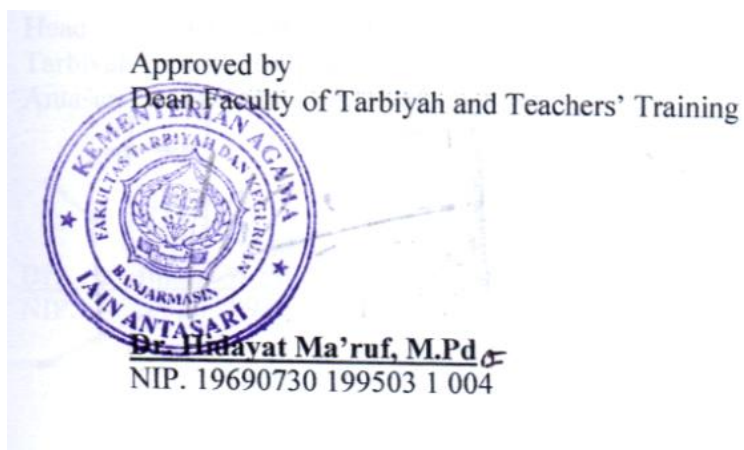
VALIDATION

This is to certify that the *sarjana's* thesis of Muhammad Saidi Rahman with the title The Problems in Teaching and Learning English on Speaking Skill at Eleventh Grade of SMK Bina Banua Banjarmasin Academic Year 2015/2106 has been approved by the board of examiners as the requirements for the degree of *sarjana* in English Language Education.

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STATEMENT OF AUTHENTICITY

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Certify, that the work in this thesis is, to the best of my knowledge and belief, original, except as acknowledge in the text, and has not been submitted, either in whole or in part, for degree at this university or any other university. If someday, it is proven as duplication, imitation, plagiarism or made by others partly or entirely, I understand that my thesis and academic title will be canceled due to the law.

Banjarmasin, June 2016

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ABSTRACT

Rahman, M. Saidi. 2016. *The Problems in Teaching and Learning English on Speaking Skill at Eleventh Grade of SMK Bina Banua Banjarmasin Academic Year 2015/2016.* Antasari State Institute for Islamic Studies Faculty of Tarbiyah and Teachers' Training English Language Education. Advisors (1) Drs. Ahdi Makmur, M. Ag, Ph. D. (2) Rahmila Murtiana, S. S, MA.

Keywords: External problems, internal problems, speaking skill.

The problem formulation if this research are: 1) what are the problems in teaching English on speaking skill at eleventh grade of Tourism major at SMK Bina Banua Banjarmasin, and 2) what are the problems in learning English on speaking skill at eleventh grade of Tourism major at SMK Bina Banua Banjarmasin.

The subject of this research is a teacher and 20 students of eleventh grade of Tourism major at SMK Bina Banua Banjarmasin. The object of the research is the problems in teaching English on speaking skill at eleventh grade of Tourism major at SMK Bina Banua Banjarmasin, and the problems in learning English on speaking skill at eleventh grade of Tourism major at SMK Bina Banua Banjarmasin.

To collect the data, the writer uses some technique such as observation, interview, and documentary. Data processing in this research is divided into three phases: editing, classification, and data interpretation. Then, all the data are analyzed descriptive qualitative, and made conclusion by using inductive method.

The findings of the research are external and internal problems both in teaching and learning English on speaking skill as follows: (1) The external problems in teaching English are English was taught only 2 hours in week, the curriculum used at the school is 2013, environment of the school was not supporting and there is no extracurricular (2) The internal problems in teaching are the teacher sometimes speaks English in the class, seldom to teach about speaking in the class, teachers' feedback during speaking activities was directly although it seemed negatively, the students were seldom to respond the questions of the teacher, had not enough time to practice speaking skill.

Otherwise, (1) The external problems in learning are the students had no idea to say something, had very little knowledge in speaking. (2) The internal problems in learning are they were often inhibited to say something by using English in the classroom, kept silent, spoke very little, feeling worry about making mistakes, looked quite fear of criticism and shy, less motivation, the participation is low, often used mother tongue, and no confidence.

ABSTRAK

Rahman, M. Saidi. 2016. *Masalah-masalah dalam Pengajaran dan Belajar Bahasa Inggris terhadap Kemampuan Berbicara untuk Kelas Sebelas di SMK Bina Banjarmasin Tahun Ajaran 2015/2016*. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Pembimbing: (1) Drs. H. Ahdi Makmur, M.Ag, Ph.D (II) Rahmila Murtiana, S.S, MA.

Kata Kunci : masalah eksternal, masalah internal, kemampuan berbahasa

Rumusan masalah dari penelitian ini adalah: 1) apa saja masalah-masalah dalam mengajar bahasa Inggris terhadap kemampuan berbicara untuk Kelas Sebelas jurusan pariwisata I SMK Bina Banua Banjarmasin. 2) apa saja masalah-masalah belajar bahasa Inggris terhadap kemampuan berbicara untuk Kelas Sebelas jurusan pariwisata di SMK Bina Banua Banjarmasin.

Subyek dalam penelitian ini adalah guru dan 20 orang siswa kelas sebelas jurusan pariwisata di SMK Bina Banua Banjarmasin. Objek penelitian ini adalah masalah-masalah dalam pengajaran dan belajar bahasa Inggris terhadap kemampuan Berbicara dalam Kemampuan Berbicara untuk Kelas Sebelas jurusan pariwisata di SMK Bina Banua Banjarmasin.

Dalam pengumpulan data, penulis menggunakan teknik-teknik seperti observasi, wawancara, dan dokumentasi. Pengolahan data dalam penelitian ini dibagi menjadi dua tiga tahap: editing, klasifikasi, dan interpretasi data. Maka semua data dianalisis dengan menggunakan metode deskriptif dan menyimpulkan dengan metode induktif.

Hasil dari penelitian ini ada terdapat masalah eksternal dan internal dalam pengajaran dan belajar bahasa inggris terhadap kemampuan berbicara seperti : (1) masalah eksternal dalam pengajaran adalah bahasa inggris hanya diajarkan 2 jam dalam seminggu, kurikulum yang digunakan tahun 2013, lingkungan sekolah yang tidak mendukung dan tidak adanya ekstrakurikuler (2) masalah internal dalam pengajaran seperti : guru kadang-kadang saja berbicara menggunakan bahasa Inggris di dalam kelas, jarang mengajarkan tentang kemampuan berbicara, memberikan umpan balik secara langsung meskipun umpan balik yang negative, Siswa jarang merespon dari pertanyaan guru dan tidak memiliki waktu yang cukup untuk mempraktekkan kemampuan berbicara.

Sebaliknya,(1) masalah eksternal dalam belajar adalah siswa tidak memiliki ide untuk mengucapkan sesuatu, pengetahuan yang sangat sedikit dalam berbicara. (2) masalah internal dalam belajar ialah siswa sering tidak dibiasakan untuk berbicara bahasa asing, banyak diam, berbicara sangat sedikit, takut salah, takut di kritik dan malu, kurangnya motivasi ,partisipasi yang sangat rendah, sering menggunakan bahasa ibu serta serta ketidakpercayaan diri.

Motto

“ Pengalaman merupakan pelajaran
terbaik dalam meniti kehidupan”

DEDICATION

The writer would like to dedicate this thesis to:

The great and beloved parents, H. Baderiansyah and Hj. Jamilah, thank you very much for their supports, understanding, and endless prayers. They have encouraged, motivated and supported me in completing this thesis. The writer thanks to them for their patience in waiting for finishing the study, and for their serious prays for success in the future.

Thank you for big brother Fauzi Rahman, young brother Syahmiadi, and little sister Rahmilawati. Also, for all of the writer's family who always give him the greatest motivation to pass in the college.

Big thanks also for Adkhilny Mukhtarina, for the supports and advice to face the problems and solve it patiently.

Thank you for all of friends (PBI B 2012)

Love you all.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين والصلاة والسلام على أشرف الاء نبياء والمرسلين سيدنا و مولنا

مُحَمَّدٍ وَعَلَىٰ آلِهِ وَصَحْبِهِ أَجْمَعِينَ .أما بعد.

Alhamdulillah, thanks to Allah SWT, my God Almighty for His abundant blessing, so the researcher can finish this *Skripsi* properly. Peace and blessing be poured upon Rasulullah, the Prophet Muhammad SAW and all his friends who struggle for Allah in the completion of this thesis entitled “THE PROBLEMS IN TEACHING AND LEARNING ENGLISH ON SPEAKING SKILL AT ELEVENTH GRADE OF SMK BINA BANUA BANJARMASIN ACADEMIC YEAR 2015/2016”.

The writer would like to express appreciation and gratitude to:

1. Dr. Hidayat Ma'ruf, M.Pd as the Dean of Faculty of Tarbiyah and Teachers Training of Antasari State Institute for Islamic Studies and all his staff for their help in the Administrative matters.
2. Drs. Sa'adillah, as the Head of English Language Education.
3. My thesis advisor, Drs. H. Ahdi Makmur, M. Ag,Ph.D., as the first advisor and Rahmila Murtiana, S.S, MA, as the second advisor for the advice, helps suggestion and correction.
4. My academic advisor, Dra. Nida Mufidah, M.Pd., for the guidance and encouragement.

5. All lecturers and assistants in Faculty of Tarbiyah and Teachers Training for the priceless knowledge.
6. The headmaster and all of the teachers who have given the permission for the writer to conduct the research at SMKBinaBanua Banjarmasin.
7. H. Abdurrahman Sidiq, S. Pd as the English teacher of eleventh grade students of tourism major at SMK BinaBanua Banjarmasin who have given the writer meritorious opportunities to investigate his class including their students in conducting this research.
8. All of friends who always help and give motivation to finish this thesis.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Ramadhan 1437 H

June , 2016 A.D

Writer

Muhammad Saidi Rahman

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PERSETUJUAN JUDUL

SURAT RISET

SURAT IZIN RISET

SURAT KETERANGAN SELESAI RISET

SURAT KETERANGAN UJIAN KOMPREHENSIF

CATATAN KONSULTASI BIMBINGAN SKRIPSI

INTERVIEW GUIDELINE

SCRIPT OF INTERVIEW WITH PRINCIPAL

SCRIPT OF INTERVIEW WITH THE TEACHER

SCRIPT OF INTERVIEW WITH 20 STUDENTS

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BANJARMASIN

CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of Study

In simple sense, education is often interpreted as a human attempt to build his personality in accordance with the values of society and culture. During the development, the term means guidance or help given intentionally by an adult so that he becomes an adult. (Hasbullah, 1997, p.1)

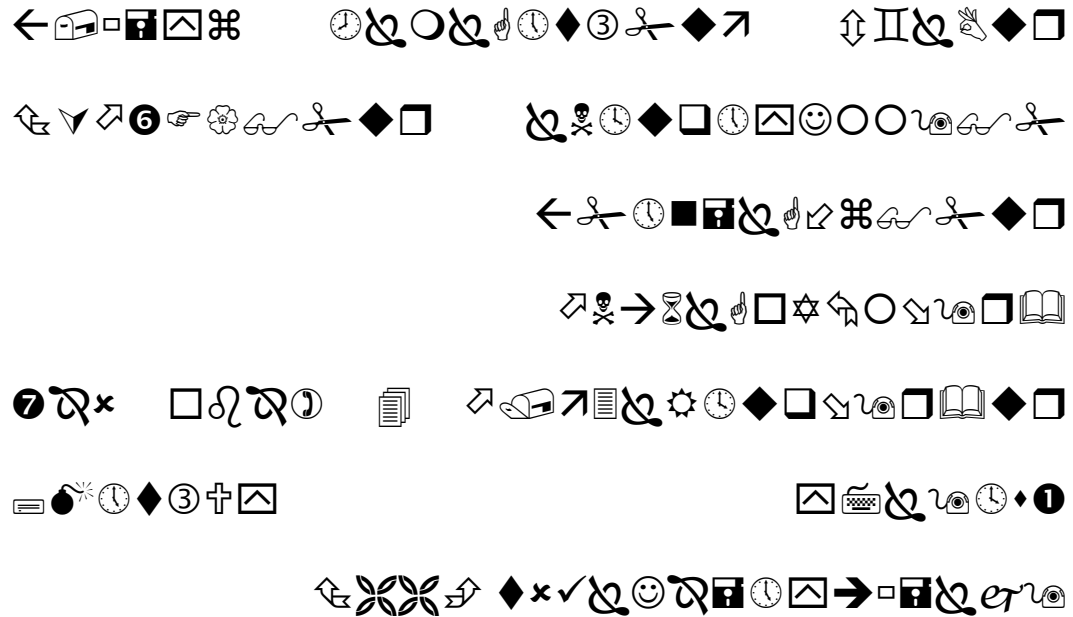
Among the various activities of the national development programs, one of which is the development in the field of education, known as the National Education. In Law No. 20 Year 2003 about the National Education System, it is stated that the purpose of National Education is:

National education has function to develop the ability and character development as well as the civilization of dignity in the context of the intellectual life of the nation, aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible.

One part of education should be improved to achieve national expectation of education is developing language skills. As a means of communication, language plays an important role in human living. Humans speak their language for many reasons and purposes. With language, people can express their ideas or points of view, show their feeling, interpret something, interact with others, give information and etc. Language also is the God's gift for human. He created different language. In the Holy Koran

Translation and Commentary written by Yusuf Ali (1983, p.1056), Ar-Ruum

Verse 22 stated as follows:



The verse above explains that human beings have their own language in communication. These different languages show that Allah, the Creator and the Master of this world and all of everything for the happiness of human beings ordered people to study what He created in this world. Also, the verse explains to us that knowledge from Allah the almighty is large, one of it is language. There are many languages in the world; one of them that have to pay attention is English. It is one of the foreign languages and almost used in many kinds of human activities in the world.

English is widely used in the world, because English is one of the main languages for international communication. Also, English is a compulsory subject at formal school. It is taught and learned from elementary to university levels. The

skills that are emphasized in the teaching and learning process include listening, speaking, reading and writing.

Nowadays, English is number one language people learn all around the world and the obstacles people face in learning it are varied. One of this problem is speaking. It is quite difficult problems to the teacher to find any strategies to improve their students' ability in speaking skill.

At school, English teachers have urgent role in improving speaking skill; teachers facilitate the communication process between all students in the classroom. As a facilitator, English teacher must master English well and know the important component of instruction.

Speaking is one of the principal skills for students, especially students who take tourism major. Because the tourism is identical with the introduction of places and culture in the world, therefore, English, particularly speaking, is the ability that has to be mastered well by the students including the students of tourism major.

SMK Bina Banua is one of vocational schools in Banjarmasin where students can choose particular major to study according to their interest. The school provides several majors and one of them is tourism major. The writer chooses this school because the school has a great capacity to create the nation's future students, especially in terms of employment or education. So, it encourages the writer to determine the factors affecting the teaching and learning of English, especially in the tourism major.

Speaking is a common problem found in learning English. Many students are still passive in speaking. However, it is closely related to the teacher in teaching. Also, it can be deserved to be a question if students who are majoring tourism, their speaking ability is still very low.

Based on the background above, the writer found problems in speaking of the students majoring tourism at SMK Bina Banua Banjarmasin. From the result of an interview with twenty students in tourism major, the writer found that their speaking skills are still low. Students felt difficult to catch the lessons that are given by the teacher. In these circumstances, the writer is interested in examining the problems that in teaching and learning English on students speaking ability. Therefore, the writer poured it in a research entitled “ **THE PROBLEMS IN TEACHING AND LEARNING ENGLISH ON SPEAKING SKILL AT ELEVENTH GRADE OF SMK BINA BANUA BANJARMASIN ACADEMIC YEAR 2015/2016**”.

B. Statements of Problem

Based on the reason of the study above, the statements of problem are converted to questions as follows:

1. What are the problems in teaching English on speaking skill at Eleventh grade of Tourism major at SMK Bina Banua Banjarmasin?
2. What are the problems in learning English on speaking skill at Eleventh grade of Tourism major at SMK Bina Banua Banjarmasin?

C. Objectives of Study

Based on the problem above, the purposes of the research are as follows:

1. To know the problems in teaching English on speaking skill at Eleventh grade of Tourism Major at SMK Bina Banua Banjarmasin.
2. To know the problems in learning English on speaking skill at Eleventh grade of Tourism Major at SMK Bina Banua Banjarmasin.

D. Significance of Study

The result of the study is expected to have significant contribution to explain about the problems in teaching and learning English on speaking skill at Eleventh grade of Tourism Major at SMK Bina Banua Banjarmasin. It is expected that the finding can be a very useful input to:

1. Enrich the knowledge for researcher and other readers, especially about the problems in teaching and learning English of speaking skill.
2. Add references for English teachers in improving their students' speaking skill.
3. Give information to the readers about the problems in teaching and learning English on speaking skill.

E. Definition of Key Terms

In order to avoid misinterpretation about the title of this research, it will be used key terms to clarify the meaning of the elements in the statements of problem

of this research as they are operationally used in this study. The terms are defined as follows.

1. Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. In *Longman Dictionary Of American English* (2004, p.939), teaching is the work that a teacher does, or the profession of being a teacher.
2. Learning is the process of assimilating information with a resultant change in behavior. In *Oxford Advanced Learner's Dictionary* (1995, p.671), learning is knowledge obtained by study.
3. Speaking is the active or productive skill that performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. (Widdowson, 1984, p.58). In *Testing English as Second Language* book (Haris, 1974, p.81) speaking skill is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates.
4. SMK Bina Banua is a private vocational school which is located in Banjarmasin which has many majors, one of them is Tourism Major in which the eleventh grade being the subject of this research.
5. In *Oxford Advanced Learner's Dictionary* (1995, p.765), problem is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Teaching

Teaching is a complex process, it not just conveys information from the teacher to students, but there are a lot of activities and act that must be taken in teaching, especially when it is desired better learning outcomes to all students. Teaching is an attempt to give a stimulus, guidance, direction and encouragement to students for the process of learning. (William H. Burton, 2009, p.61)

Teaching is basically an attempt to create conditions or system of environment that supports and allows for the process of learning. Teaching is conveying knowledge to students.

According to modern meaning, teaching means of activities of teacher in organizing environment and raising it to the students so that occurs the process of learning. (Nasution, 1935, p.5)

Teaching is a systematic and systemic activity (process) which consists of many components. Each component of teaching not be partial (separate) or walk alone, but should be in line regularly, interdependent complementary and sustainable.

Based on some definitions above, then the writer can conclude that the definition of teaching is a combination of two activities, they are: teaching activity and learning activity. Teaching activities concerns with the role of a teacher in the context of creating harmony communications between teaching itself and

learning. The harmony relationship of communication is the primary indicator of a teaching activity which will run well.

An instruction will be called well and managed well if it is able to change the self-learners in the broadest sense and be able to develop awareness of learners to learn so that the experience gained by learners, as long as they are involved in the teaching and learning process, can be perceived the benefits directly to personal development.

B. Good Criteria of Teaching

The results of the teaching is said to be really good if it has the following the characteristics:

1. The result is durable and can be used by students.

In this case, the teacher will always be a good mentor and coach for the students who will face a test. If the results of the teaching does not durable and quickly disappeared, it means outcomes of teaching is ineffective. Teachers must consider how much of that taught will still be remembered in the future by studying the subject, after passing one week, one month, one year and beyond.

2. The result was the knowledge of the “original” or “authentic”.

Knowledge of the results of the learning process for students as if they were a part of each student’s personality for themselves, so it will be able to influence the views and ways of approaching a problem because knowledge is internalized and full of meaning for them.

In this connection, there is another formulation of the notion of teaching. Teaching is defined as the activity of organizing the learning process. Thus the problems faced by the teaching that is deemed better to produce a good product is how to organize the learning process well, then the teacher must act as a good organizer as well. In broader sense, teachers are required to be able to organize the components which are involved in the learning process, so it is expected that the process of teaching is optimal.

It should be added that a teacher should realize that learning is wanted to “get it”. Learning is looking for, find and view the subject matter. Learning also said as an effort to solve the problems faced. This brings the consequence that the teaching activity in the teaching process must also provide conditions problematic and led her teacher.

Then teaching is successful, whether it is based on the recognition that learning is essentially a meaningful process, not something that takes place mechanically mere, not just routines. According to psychological research, revealed the presence of a number of aspects of the distinctive nature said that study is meaningful. Studying meaningful is as follows:

- a. Learning according to its purpose. Learning to have the full sense, in terms of student or subject of study, pay attention to the meaning.
- b. Basic learning process is something of exploration as well as finding and not a repetition of the routine.

- c. Learning outcomes achieved always raises the comprehension or understanding, or cause a reaction or an answer that can be understood and accepted by the mind.
3. The results of the study are not bound to the situation reached in the place, but it can also be used in other situations.

C. Definition of Learning

Learning is an activity or a process to acquire knowledge, develop skills, improve behavior, attitudes, and strengthen the personality. According to Gagne (1985), learning can be defined as a process by which an organization to change its behavior as a result of experience. Learning is changing behavior or appearance with a series of activities, for example by reading, watching, listening, imitating and so forth.

In short and general, learning can be interpreted as a change of the attitude relatively fixed as a result of their experience. Definition of learning is always associated with the changes, which include both individual and overall behavior that only happens on some aspects of the individual's personality. This change experienced by each individual or human being, especially since human are born only once. Since that time, changes occurred in terms of development through its phases, and also because since that time lasted learning processes. Margaret E. Gredler Bell (1991, p.1) defines the study as:

Learning is a process of people acquires ability, skills and attitudes. Learning began in childhood when infants are a small number of simple skills, such as holding a bottle of milk and get to know her mother. During childhood and adolescence, acquired a number of attitudes, values,

and social relations skills, as well as acquired skills in a variety of school subjects.

The writer implies that the process of learning the adjustments of the knowledge that already have with new knowledge. In other words, there are stages of evaluation of the information obtained, whether the knowledge we have are still relevant or someone needs to update his knowledge in accordance with the times. As it is said that learning is essentially a process of human change. In the interaction of student, learning is the key to the success of learning during the learning process is carried out. The learning process is a psychic activity with regard to the learning materials.

D. Forms of Learning Difficulties

Difficulty in learning is a phenomenon which can be seen in learners characterized by lower educational achievement or below normal has been established, learning difficulties reveals a gap between achievements expected with achievement reached by learners. The main task of a teacher is taught students. This means that when teachers are teaching, it is expected that students are learning. In teaching and learning in the school found the following things, the teacher has to teach well but there are students who pretend to learn, there are students who are half-hearted, and even some who do not learn. Teachers confused about the situation of students, so the teacher consults with the school counselor.

Generally, learning problems of students can be classified into two, namely the problem of internal problems and external problems. (Dimiyati and Mujiono, 2002, p.236)

1. Internal Problems

In the teaching and learning interactions were found that the process of learning by students is a key to successful learning. The learning process is a psychic activity with regard to the learning materials. Studying activities is time consuming. The length of time to learn depends on the type and materials. A long time studying depends also on the ability of students. If the learning material is difficult, it can be presumed that the learning process takes a long time. Learning activities experienced by the students as a process, the process of learning something. The learning activities can also be known by teachers as a treatment for students to study the materials. The learning process is something experienced by students and activity to learn something that can be observed by the teacher. (Dimiyati and Mujiono, 2002, p.236-238)

The learning process is a complex thing. Students learn to act facing problems internally. If students are not able to overcome the problem, they do not learn well. Internal factors experienced by students that affect the learning process as follows:

a. Attitude toward learning

Attitude is the ability to pass judgment on something that brings accordance with the assessment. Their judgments about things resulted in the attitude to accept, reject, or ignore. Students have the opportunity to

learn, however, students may accept, reject, or ignore the learning opportunities. As an illustration, a student who does not pass the math test refused replications for re-examination in the other class. Attitudes of accept, reject, or ignore an opportunity to learn a student's personal affairs. Therefore, it helps the student deliberation due to the attitude towards learning.

b. Motivation to learn

Motivation to learn is the mental strength that encourages learning. Motivation to study on students can become weak. Weak motivation or lack of motivation to learn will weaken the learning activities. So that students' motivation needs to be strengthened continuously.

c. Concentration of learning

Concentration of learning is the ability to focus on the lessons. To strengthen the attention to the lesson, the teacher needs to use a variety of teaching and learning strategies. In classical teaching, the power of attention for thirty minutes have declined, so it is needed a break as a distraction.

d. Relearn the materials

Learning material processing is the ability of students to receive content and how the acquisition of the teaching, so that it becomes meaningful to students. The ability of students to process the material into the better way is when students are active in learning opportunity.

e. Saving the acquisition of learning outcomes

The ability to save the results of learning can take place in a short time and a long time. The ability to save in the short term means that the results of learning quickly forgotten. The ability to save for a long time means learning outcomes remain with the students.

f. Digging stored learning outcomes

This is a process that has enabled messaging accepted. In the case of new messages, then students will reinforce the message in a way to relearn, or associate it with the old material. In the case of old messages, then students will call or generate messages and long experience for a show of learning outcomes.

g. Ability of achievement or demonstrate learning outcomes

Ability of achievement or performance is a culmination of learning outcomes and learning process, at this stage proved by a successful student in learning. Students indicate that they have been able to solve learning tasks or to transfer the results of learning. The achievement ability is affected by the processes of reception, activating, pre-processing, processing, storage, and calling for the generation of messages and experiences. If the processes are not good, then the students can be performed less or may also fail to perform. In the last study on the cognitive symptoms of forget, forgotten in the cognitive domain is generally opposed to remember. Sometimes students need time to revive the forgotten message.

h. The confidence of students

In the process of learning is known that the performance achievement is the stage of self-realization of proof recognized by teachers and peer students. The more often the successful completion of the task, the more gain public recognition, and then confidence is getting stronger.

i. Intelligence and learning success

Intelligence is a global skill to be able to act in a focused, think well and get along with the environment efficiently. These skills are important in real-time when students solved problems in learning or everyday life.

j. Study habits

In daily activities, it found their poor study habits. In form of the habit of learning at the end of the semester, studying irregular, squandered a chance to learn, go to school only for a prestigious, coming late, manly style such as smoking, self patronize another friend, and ask for mercy stylish without learning.

k. Ideals students

In the framework of development tasks, in general, every kid has a goal in life. Ideals are intrinsic motivation. But there are times when a clear picture of a role model for students not yet exists. As a result, students are simply behaved. (Dimiyati and Mudjiono, 2002, p.239-247)

2. External Problem

The learning process is driven by the intrinsic motivation of students. In addition, the learning process can also take, or are getting stronger, when driven by the school environment. In other words, learning activity can increase if it structured the learning program well. Learning programs is an external factor of learning. In terms of the students, it was found several external factors that affect the learning activities. These factors include:

a. Teachers as coaches' students learn

Teachers are people who are educated. They did not just teach courses suited to their expertise, but also the educators of young people. As an educator, they concentrated on the personality of students, especially with the revival of learning.

Overcoming the problems of personal integrity and growth of the profession as a teacher is a lifelong job, the task of learning management students include: building good relationships with students, stimulating interest, attention, and strengthen the motivation to learn, organize learning, implement appropriate learning approaches, evaluate learning outcomes honestly and objectively, and report student learning outcomes to parents which is useful for the future orientation of students.

b. Infrastructure and learning facilities

Learning infrastructure includes school buildings, classrooms, sports fields, a prayer room, art room, and sports equipment. Learning tool

includes textbooks, books, tools and facilities of the laboratory schools, and various other teaching aids. The full infrastructure and learning facilities are good learning conditions. It does not mean that the complete infrastructure and facilities determine the implementation guarantee the good of learning process. Indeed, this is where the problem arises of how to manage the infrastructure and learning means to establish the successful of learning process.

c. Assessment policy

Learning outcomes assessed by measures of teacher, school level and the national level. With these measurements, a student who came out can be classified as pass or not pass. In terms of the learning process, the decision about the effect on the learning outcomes of students and follow the teacher acts. If classified pass, it can be said that the process of student learning and teachers teaching acts pause. If classified does not pass, there was a relearning process for students, teaching by the teachers. Decisions on the learning outcomes are as the feedback for students and for teachers. The decision is the culmination expectations of learning outcomes of students. Mentally, students affected or horrified about the study results. Therefore, schools and teachers are required to apply wise in conveying the decision of student learning outcomes.

d. The social environment of students in school

The students are in a social environment of students in the school. They have position and role that is recognized by others. If some accepted

students, it is easy to adjust and can soon learn. Conversely, if they are rejected, they will feel depressed. The influence of the social environment in the form of the following: the psychological implications that are accepting or rejecting students resulting strengthen or weaken the concentrations studied, the social environment manifests in an intimate atmosphere, happily in harmony and peace. Instead, manifests in an atmosphere of discord, compete, blame, and fragmented. The psychological effect on the atmosphere and the spirit of the learning process and negative or positive attitude towards teachers will affect the authority of the teacher. As a result, when the teachers uphold the dignity and they will be able to manage the learning process well. Conversely, if the teacher is not authoritative it will have difficulty in managing process learning.

e. The school curriculum

Curriculum based on the demands of the progress of society. Progress of society is based on a five-year development plan imposed by the government. With the progress and development of society, raised new demands and requirements, and consequently the school curriculum needs to be reconstructed. Changes in the school curriculum must cause problems. Such problems include: the goal is reached may change, if the objective is changed, it means that subject, learning activities and evaluation will change. And many more impacts due to changes in the curriculum. (Dimiyati and Mudjiono, 2002, p.247-254)

3. Factors Affecting in Teaching and Learning

Teaching situation itself heavily influenced by factors such as:

a. Teachers factor

Each teacher has their own pattern of teaching. Teaching is reflected in the pattern of behavior at the time of carrying out the teaching. Dianne Lapp, et. al. (1975, p.1) call a general pattern of behavior held by teachers in term of “style of teaching or teaching style”. This teaching style reflects how the implementation of the relevant teaching by a teacher influenced by his own views on teaching the concepts of psychology used and curriculum implemented.

b. Students factor

Each student has diversity in terms of skills and personality. The skills of each student that includes the potential skills that allow it to be developed, such as talent and intelligence, and skills obtained from the study. The personality are specific characteristics that owned by individuals who are prominent which distinguishes itself from others. (Hall & Lindsey, 1981, p.9). The diversity in skills and personality can affect the situation encountered in the learning process.

c. Curriculum factor

In a simple sense of the curriculum in this study describe the content or subject and learning patterns of interaction between teachers and students to achieve certain goals. The study materials as curriculum content refer to the

objectives to be achieved. Similarly, the interaction patterns of teachers to students. Therefore, the goals to be achieved it is specifically described a form of behavioral changes expected to be achieved by students through a learning process that diverse. Thus, both material and teacher to student interaction patterns also varied too. This can lead to situations that vary in the learning process.

d. Environment factor

Novak and Gowin (1984, p.6) termed the physical environment of learning with the context of the learning experience. This environment includes the state of the room, layout and various physical situations around the classroom or around the venue for the learning process teaching. This environment can be one of the factors that affect the learning situation.

With respect to the fourth factor mentioned above, the teacher plays an important role in creating a situation so that teaching and learning can achieve the desired objectives. Various changes that occur are caused by all four of these factors should be read by the teacher so that he can adjust the pattern of interactions with students according to the situation facing it.

E. Definition of Speaking

Speaking is well-known as productive language skill. It means that speaking is person's skills to produce sounds that exists at the meaning and be understood by other people, so that it is able to create good communication. According to Thornbury (2005, p.1) "Speaking is so much a part of daily life that

we take it granted. The average person produces tens of thousands of words a day, although some people like auctioneers and politicians may produce even more than that". We know from the definition above that speaking is used for our daily activities as dominant way for communication. Speaking is productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and affectiveness of test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test quoted from (Brown, 2010, p.183).

In other hand speaking skill related to listening when we produce our spoken. It is meaning that speaking is a productive skill some 'product' is expected. Compared to the listening and reading, which are both receptive skill, students are passively receiving and processing information. Speaking involves vocabulary, pronunciation as well as the structure and rules of grammar. In interactins, we take on the role of both speaker and and listener alternatively. Although the skill of speaking and listening are often considered and taught as seperate macro skills in language teaching in everyday life we need to be speakers and listener at the same time.this skill are dependt on each other rather than independent. Sometime a common sense explanatin of what happens when people speak to each other be listener. However in everyday life we speak for many different kinds of reason.

The language that we produce is spontaneous and relatively unplanned and as a consequence we tend to use more informal or everyday language that does not always conform to standard grammatical conventions of written language. Is

mean that speaking is ungrammatical but writing is grammatical for learning English language or other language, and speaking is more than just a way of making conversation but we use spoken language for a variety of reason in daily live.

F. Component of Speaking

(Harris,1974, p.81) stated that there are five components of language that influence speaking ability. They are:

1. Pronunciation

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence meaning of word (Hornby,1995, p.928). Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language.

2. Grammar

Mastering grammar knowledge will help one in speaking English, because we will know how to arrange word and sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken language. As Longman Dictionary (2007, p.399) defined that “grammar is the rules by which wordschange theirform and are combined into sentences”.

3. Vocabulary

Vocabulary is all the words known to a person or used in a particular book, subject, etc (Hornby,1995, p.1331). All the words in a particular

language Longman dictionary (2007, p.1015). Mastering vocabulary is first step to speaking English, if we not master vocabulary we cannot utterance what is our purpose. So we have an easily visible demonstration of vocabulary facts in which we can have some confidence when we speak.

4. Fluency

In speaking, we must speak fluency because listeners are able to response what we say. Say that fluency became a goal for speaking course and this could be developed through the use of information and other tasks that required learners to attempt real communication, despite limited proficiency in English. According to (Harmer, 2001, p.198) “fluency is also helped by having students say phrases and sentences as quickly as possible, starting slowly and then speeding up”. Getting students to perform dialogues and play extracts if we spend some time coaching them will also make them aware of speaking customs and help them to improve their overall fluency. Fluency is the quality or condition of being fluent; able to speak or write accurately and easily (Hornby, 1995, p.451).

5. Comprehension

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well. It is mean that comprehension of what we speak is very important in all situations. The power of understanding and an exercise aimed at improving or testing one’s understanding of a language (Hornby, 1995, p.82). The power of understanding and an exercise aimed at improving or testing one’s

understanding of a language (Hornby, 1995, p.82). Is the ability to understand something or the proces of understanding something.

G. Type of Speaking According to the Situation

According to situation, speaking can be devided into two parts. Speaking can be used in formal situation and also informal situation (Matthews, 1994, p.18)

1. Formal situation

Quoted from thesis Karol (2012) that formal situation is when teaching learning process like the teacher with the students, in order hand formal speaking is the discussion about performed within formal circumstance, like in office, school, and public speech or to someone who respected or the position is higher than us. Not just the good intonation that we speak but also the good word that is already accepted as the polite word or polite conversation. Formal English is characterized by longer, more complicated sentences, whereas casual English has simpler, shorter words and sentences Alysia (2006) it is means that formal English follows the standards of English grammar; casual English may not adhere as closely to these rules.

2. Informal situation

A Free English Dictionary define informal is not the regular, usual or established form: not according to official, conventional, prescribed, or customary, forms or rules, irregular, hencee: wihin or visit. It is mean that informal situation is when someone speaks with friends, family and daily life in everywhere. Informal language is used a lot around those you know well. It

is a carefree way of speaking and one in which those who know you can easily understand or relate to Alysia (2006). There are many slang expressions used in everybody conversations and these phrases change over time. With the explosion into the technological era leading to more frequent conversations, more and more slang words are added each day to the English language. It is also appropriate to use informal language when writing blogs, tweets, and advertisements. You may use informal language when you want to get to know someone on a more personal level or you want the person to feel at ease.

H. Level of Speaking

According to Harsiah's thesis (2013, p.16) Speaking can also be the skill of delivering formal speech. Speaking in English like any other language skill in general divided into three as follow:

1. Basic Speaking
2. Intermediate Speaking
3. Advanced Speaking

Those parts have their own functions with the following elaboration:

a. Basic Speaking

At basic speaking, the learner of the language should be able to imitate the teacher's pronunciation or some certain expression given to them. In this level, the communication is still limited since the learner is beginner.

Memory of speaker has the most important role in this phase. This is due the conversation depends on the learner's memory. In addition, the ranges of vocabulary and how to arrange the sentences are still limited as well.

b. Intermediate Speaking

The intermediate speaking has a broader range of communication experience in this level; the speaker should be able to express himself by arranging his own sentences, although it is not as fluently as the advance learner. The speaker still communicate in a limited way, however, it is broader than the basic one.

At this level speaker not only can express his or her feeling, wishes and opinion in straight forward expression but also he or she can use a little bit idiomatical expression and he or she can communicate without much embarrassment.

c. The Advanced Speaking

The advanced speaking which guarantes the speaker to be able to speak fluently in the target language. The speaker can express himself in the most appropriate and acceptable way. The speaker is smart enough in showing up the idiomtical of various categories.

The speaker also consider as the expert one at this level. In addition to the speaker should be able to speak effectively and efficiently as well. Due to the message should be understandable, simple and easy to be understood by interlocutor.

The term of speaking also implies a sense of communicating with someone else for nobody will speak unless he or has an impulse to communicate. Besides, when somebody is speaking he or she cannot make a successfully communication unless they encounter someone else.

In teaching and learning a foreign language, to learn speaking skill may be the last one of four foreign skills. As the students should begin from reading skill, listening, writing and the last they will get speaking skill. In reading they begin with reading simple text, books and the ability how to read or to pronounce English words. This has to be learned earlier and the students may depend much on the teacher's instruction.

Ideally, the teacher of English takes responsibility of creating a replicas of real life in which the students are likely to live in and speak in the target language needs a continually training. It will also be wrong to assume that communicative skill acquired without adequate command of both structure and vocabulary. We may learn the rule of the language firstly and mistake made by the learners is avoidable as long as between the speaker and hears can understood one another and the mistakes itself can be dealt with the last activity. The best ways is, we may suggest, that the teacher encourages the learners to speak at the first place.

Normally, when the students learn a foreign language, the result they will get the mistakes firstly. However, in teaching and learning a language the mistakes is not a big deal provided that between the speaker and hearer can understand one another and the mistake is normal.

I. Function of Speaking

According to Anne and Helen (1997, p.50) principles for teaching speaking there are:

1. Learners need understand the cultural and social purposes of spoken interactions, which may be broadly classified as transactional or interactional.
2. Speaking involves an understanding of the way in which context influences the choices of language made.
3. Speaking involves understanding that spoken texts differ from written texts in their grammatical patterns and discourse strategies.
4. Speaking activities should focus on whole texts in contexts, rather than on sentence level grammatical construction in isolation.
5. Learning and practicing vocabulary, grammatical structures and pronunciation should be related to contexts and lead to the use of whole texts.
6. Spoken discourse types or texts can be analyzed with learners for their typical structures and grammatical patterns.

According to Harsiah's thesis (2013, p.19) "Teaching speaking is that the English language learner should be taught to produce English speech sounds. They should be able taught to use sounds. They should be able to use sound patterns, intonation and rhythm of English appropriately. They should also be able to select appropriate words for the specific audience and organize thoughts in a

meaningful and logical sequence. Finally, students should be able to use English confidently”.

J. Principles of Teaching Speaking

(Brown, 2001, p. 275-276) concluded that principles of teaching speaking, as follows:

a. Focus in fluency and accuracy

Accuracy is the extent to which students’ speech matches what people actually say when use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In interactive language teaching, teacher can easily slip into interactive activities that don’t capitalize on grammatical pointers or pronunciation tips. Teacher need to bear in mind a spectrum of learner needs, from language-based, interaction, meaning and fluency. When do techniques to the environmental crisis, make sure that the tasks have a language-based objective, and seize the opportunity to help students to perceive and use the building blocks of language. At the same time, don’t bore students to death with lifeless, repetitious drills. The student cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

b. Use intrinsically motivating techniques based on students goals and interacts.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.

- c. Use authentic language in meaningful contexts.

This theme has been played time and again. It is not easy to keep coming up with meaningful interaction teacherall succumb to the temptation to do, say, disconnected little grammar exercises where teacher go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done.

- d. Provide appropriate feedback and correction.

In most EFL situations, students are totally dependt on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback out there beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

- e. Optimize the natural link between listening and speaking

Many interactive techniques that involves speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

- f. Give students the opportunity to initiate oral communication

A good deal typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information and students have been conditioned only to speak when spoken to. Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subject. As teachers design and use speaking technique, ask them if have allowed students to initiate language.

g. Develop speaking strategy

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purpose. The classroom can be done in which students become aware of, and have a chance to practice, such strategies as:

- Asking for clarification
- Asking someone to repeat something
- Using fillers in order to get time to process
- Using conversation maintenance cues
- Getting someone's attention
- Using paraphrasing for structures one can't produce
- Appealing for assistance from the interlocuter
- Using formulaic expression
- Using mime and non-verbal expression to convey meaning.

CHAPTER III

RESEARCH METHOD

A. Research Design

Parkinson and Drislane (2011) stated that qualitative research is research using method such as participant observation or case studies which result in a narrative, descriptive account of a setting or a practice. In this research the writer used qualitative research which is describing the problems in teaching and learning English on speaking skill at eleventh grade of SMK Bina Banua Banjarmasin.

B. Research Setting

The location of the research took place at eleventh grade of Tourism Major at SMK Bina Banua Banjarmasin. It was located on Pramuka street Km. 06 No. 17, Pemurus Luar, Banjarmasin Timur and this research was conducted about two months from March 2016 until May 2016.

C. Subject and Object of the Research

1. Subjects of the Research

The subject of this research was the teacher of English lesson and twenty students at eleventh grade of tourism major at SMK Bina Banua Banjarmasin.

2. Object of the Research

The object of this research was the problems in teaching and learning English on speaking skill at eleventh grade of tourism major at SMK Bina Banua Banjarmasin.

D. Kind of Data

The data of this research were divided into two kinds as follow:

a) Primary data

To answer the problem of this research, the writer collected the data about the problems in teaching and learning English on speaking skill at eleventh grade of SMK Bina Banua Banjarmasin.

b) Secondary data

To complete primary data, the writer also collected the secondary data related to general description of SMK Bina Banua Banjarmasin as follows:

- 1) Brief history of SMK Bina Banua Banjarmasin.
- 2) The condition of SMK Bina Banua Banjarmasin.
- 3) Vision and mission of SMK Bina Banua Banjarmasin.
- 4) Administration of SMK Bina Banua Banjarmasin.

E. Source of Data

The data was taken through some sources as follows:

- a. First informant : English teacher of eleventh grade of SMK Bina Banua Banjarmasin.

- b. Second informant : The headmaster.
- c. Documents : All written reports and important documents.

F. Data Collection Procedure

To collect the data, the writer used some techniques, they were:

1. Observation

This technique was used to collect the data by observing directly in the class to see the process of teaching and learning English.

2. Interview

This technique was used to interview the main sources of data that was English teacher and students.

3. Documentary

This technique was aimed at looking for all written reports or documents that perhaps have any detailed records of primary and secondary data.

G. Techniques of Data Processing and Data Analysis

1. Technique of Data Processing

There were four techniques used by the writer in processing the data, they were:

a) Editing

This technique was used to examine all of the collected data to make sure whether they were already complete or not. The editing also included selecting the relevant data from those which are available.

b) Classification

It was used to choose and classify the collected data based on its kind. It was done in order to be easy learned and be focus on the collecting data.

c) Data Interpretation

The interpretation was done to interpret or explain to all the collected data and combine it to the sentences that were easier the reader to understand and not to make other interpretations.

2. Techniques of Data Analysis

In this research, the writer used descriptive qualitative and made conclusion by using inductive method.

H. Research Procedure

1. Preliminary step

- a. To build a prior observation in this research object.
- b. To discuss the result of previous observation with the writer's academic advisor.
- c. To make a research design proposal to be submitted to the Tarbiyah Thesis Team to be approved.

2. Preparatory step

- a. To hold a seminar on the research design proposal.
- b. To ask the dean of Tarbiyah and Teachers Training Faculty for a written mandate to conduct the research.

c. To create the instruments of data collecting.

3. Research step

a. To meet all respondents and informants who are needed to get the data.

b. To collect all the needed data from the sources by using some techniques of data collecting.

c. To process the data in procedural way and then analyze them properly.

4. Organization step

a. To arrange and to write the collected data in the first draft.

b. To consult it with the writer's advisor and her assistant to get comments and suggestions.

c. To write the final draft after having approved by the writer's advisor.

d. To be examined before the team of the thesis examiner of Tarbiyah and Teachers Training Faculty.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

To make the readers understand, the writer will describe the problems in teaching and learning English on speaking skill from the first observation until the last observation to make the readers understands with the sequence. The writer conducted the research only for eleventh grade of tourism major at SMK Bina Banua Banjarmasin. The class consisted of 29 students. It was divided into 15 male students and 14 female students.

Based on the interview and observation, it was found there were some problems in teaching and learning English on speaking skill of students at the eleventh grade of tourism major at SMK Bina Banua Banjarmasin. They were:

1. External problems of speaking skill

a. The first observations

The writer did the first observation on Monday March, 28th, 2016. The class started at 08.20 a.m. until 09.30 a.m. In this meeting before the teacher came to the class, the students were busy talking with their friends, eating something, and so on. The writer came to the class earlier from the teacher. When the writer came to the class, the students are friendly; they gave a seat for the writer. A

moment later, the teacher came to the class; the students were in control during the teaching and learning activity.

Based on the first observation in the class which were done by the researcher that the teacher only used English in pre-activity while greeting with students, such as when he said “*Good morning, everybody. How are you?*” as the effect, the students felt that they had no motivation to use English because the teacher does not motivate the students to use it.

b. Second Observation

The writer did the second observation on Monday April 11th, 2016 which was still in the same class. The class started at 08.20 a.m. until 09.30 a.m. They did the same activities like the first observation. In this meeting before the teacher came to the class, the students were busy talking with their friends. After the teacher and the writer came to the class, they were in control during the teaching and learning activity.

Based on the observation in this meeting, the teacher sometimes invited the students to make a dialogue in English. For example, the teacher asked the response of students about the material. He questioned “*Do you understand? Do you have any question?*” Sometimes the students answered with “*Yes!*” and mostly were quite. Because the students were seldom to response the questions of teacher, then the conversation cannot run well.

c. Third Observation

The writer did the third observation on Monday, April 25th, 2016. The class started at 08.20 am until 09.30 am. They did the same activity like in the first and second observation. In this meeting, before the teacher came to the class, the students were busy talking with their friends and go out from the class. After the teacher and the writer came to the class, they were in control during the teaching and learning activity.

Based on observation, the teacher sometimes put the material of speaking in short time. The teacher did not give waiting time to students to learn the material of speaking in specific topic. Therefore, the students are seldom practice to speak English because there was no much time for the teacher to teach students in speaking.

Based on the third observation, the teacher was seldom to give feedback to students in speaking English because the teacher himself was seldom to speak to students in English. The teacher did these activities mostly while reading activities in the class because the material that has to be taught to them was limited to sharpen their reading ability, not their speaking.

d. Fourth Observation

The writer did the last observation on Monday May 02nd, 2016 which was still in the same class. The class started at 08.20 a.m. until 09.30 a.m. Based on

the last observation, it was found that the environment of the school was not supporting enough with the speaking skill of the students. It because there was no activity such as extracurricular that motivates the students to join in this activity. If the school provides this activity, the students can practice their English more because usually, the English club or whatever, asks the students to compete in English, not just in speaking skill but also in other skill to students.

Last, most students wanted and expected the teacher to give them feedback on their performance. The decisions that the teacher made about how to react to students' performance depended upon the stages of the lesson, the activities, the types of mistake made and the particular student who was making that mistake. If the teacher corrected whenever there was a problem, the conversational flow as well as the purpose of the speaking activity was destroyed. If the students were corrected all the time, they could find that this was much unmotivated and became afraid to speak.

e. Teacher's Interview

Based on the interview with the teacher, it was found that the school used 2013 curriculum was used by the school, which was not focused the skill of students in speaking. So, the curriculum of the school also gave effect to the students' performance in speaking skill because the students of the eleventh grade in tourism major were taught about English only 2 hours in week.

f. Students' Interview

Based on the interview with the students at the eleventh grade of tourism major, it was found that the teacher sometimes spoke with English in the class. It was proven by 11 students who stated that the teacher sometimes spoke with English while the teaching and learning process happen in the class. Then, there were 5 students who answered that the teacher was seldom to use English. And the last, there were 3 students who answer that the teacher never speaks with English.

It is found, based on the interview with the students, there were 13 students stated that the teacher sometimes asked the students to chat with him in English. There was 1 student who answered that the teacher rare to make a conversation with students. And there were 5 students said that the teacher never asking the students to chat with him, either in the class or out of the class.

Based on the interview which was done by the researcher after the observation, it was known that the factor of teacher based on the interview with students was the teacher seldom to teach about speaking in the class. Based on the interview with the students, the teacher rarely gave feedback to them because the teacher was rare to speak English, made dialogues or chats with students, and gave material of speaking in limited information.

g. Headmaster's Interview

The headmaster said that the credit of English subject was added, from 2 credits became 4 credits in a week. It because the headmaster hoped that the students of tourism major were able to master English well, so that in the future,

they can give the best service to customers while they do practice of apprentice as the travel agent, guider of tourists, or work in a hotel. Therefore, because the practice of English was not enough in this major, then the students had not enough time to practice it. Indirectly, the school was not support the use of English in the class.

Based on the interview with the headmaster, the school had made the English club for students but only in limiter amount, it meant, there was no many students who involve in this club. Even though, he hoped that these students can use their English to blend with other students in order to encourage the other students to speak English, too. The headmaster also hoped that someday, the teachers and students are able to speak with English, with the slogan “One day one English”. It means, not just the students who ask to mastery English but also the teacher as the educator for students.

2. Internal problems of speaking skill

a. First Observation

Based on the observation, the students were able to pass the test of reading easily but they found it was difficult to use English to communicate. To help the students improve their speaking skills, it was necessary for them to make it as habituation for students to overcome their problems. Moreover, the teacher needed to know the factors that affect their students’ speaking performance so that they can deal with these factors to help the students improve their speaking performance.

b. Second Observation

In addition, based on the observation, which were done by the researcher, it was found that that the students have nothing to express because the teacher had chosen a topic which was not suitable. It is difficult for many students to respond when the teacher asked them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

c. Third Observation

Another problem in speaking class was that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him. When the students were asked to work in groups, not all of them were eager to contribute their opinions in English. Some of them participated actively but the others spoke very little or not at all.

d. Fourth Observation

Finally, when all or a number of students share the same mother-tongue, they tended to use it because it was easier for them. Firstly, when the students were asked to have a discussion about a topic that they were incapable of, if they wanted to say anything about the topic, they will use their own language. Another

reason was that the use of mother tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teacher. Finally, if teacher frequently used the students' language, the students will feel comfortable to do it.

e. Teacher's Interview

Based on the interview with the teacher, it was found that there are some factors come from students' side. The first problem that the students often encounter was inhibition. When students try to say things in a foreign language in the classroom they were often inhibited. They were worried about making mistakes, fearful of criticism or losing face. They were shy of the attention that their speech attracts.

In addition, it was also found that most of students kept quite while teaching and learning process. It was also happened when the teacher asked their response about the lesson, they listen the explanation from the teacher but the teacher could not know whether they understood or not about the lesson because they kept silent in the class. Meanwhile, the teacher wanted to make the students usual with the speaking although in short expressions.

f. Students' Interview

Students often complain that they cannot think of anything to say and they have no motivation to express themselves. Based on the interview, the students

had nothing to express because the teacher had chosen a topic which was not suitable for them or about which they know very little.

In brief, the findings from the interview and observation delivered to both the teachers and the students showed that when the students learn speaking, they encountered many problems. According to the teacher, most common speaking problems were that the students spoke very little or nothing because they were often inhibited. The teacher said that the students could not think of anything to say. Moreover, they often used mother tongue and they had no motivation to express themselves. The results from student interview were nearly the same as from the teacher interview. The students reported that they spoke very little or nothing in speaking class. Most of the time, they could not think of anything to say so they used mother tongue. It is because the English teacher seldom to speak with English while teaching and learning process in the class. The teacher only uses English in pre-activity while greeting with students, such as when he say *“Good morning, everybody. How are you?”* as the effect, the students felt that they had no motivation to use English because the teacher does not motivate the students to use it.

B. Discussion

The similar study conducted by Tuan & Mai (2015) to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The subjects of the study were two hundred and three grade 11 students and ten teachers of English. The research instruments

used in this study were questionnaires and class observation. The results of the study indicate that the students faced many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discuss in groups or in pairs; (4) their participation was low or uneven; (5) they did not have motivation to express themselves; (6) they were fearful of criticism or losing face; (7) they had a habit of translate the information in the textbook into Vietnamese before they speak; (8) they looked at their textbook when they speak. The results also show that there were many factors affecting students speaking performance as follow: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers' feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.

This research is different enough with the research which was conducted by other researchers before because this research investigated deeply about the influential factors both in teaching and learning English of speaking skill at the eleventh grade students of Tourism Major at SMK Bina Banua Banjarmasin.

Based on the result of the findings above, it was found that if the students encountered some problems in expressing their messages, willing, and feelings in English, they tended to use mother tongue as their communication strategy to overcome those problems. Here are the external problems and internal problems in the teaching and learning process of speaking skill at the eleventh grade students of Tourism Major at SMK Bina Banua Banjarmasin.

1. The external problems of speaking skill

With regard to the research questions, the results indicated that there were a variety of factors that affect the students' speaking performance. It was found that the teacher only used English in pre-activity while greeting with students. As the effect, the students had no motivation to express their feelings. The students were also seldom to response the questions of teacher, then the conversation cannot run well. The teacher said that most of students kept quite while teaching and learning process.

Based on observation, the teacher sometimes put the material of speaking in short time. The teacher did not give waiting time to students to learn the material of speaking in specific topic. Therefore, the students are seldom practice to speak English because there was no much time for the teacher to teach students in speaking.

The students reported that their performance was also affected by feedback during speaking activities and the pressure to perform well. Based on the interview with the students, the teacher was seldom to give feedback to them because the teacher never to speak with them by using English, make a dialogues or chat with students, and give material of speaking in limited information.

Based on the interview with the teacher, it was found that the school used 2013 curriculum was used by the school, which was not focused the skill of students in speaking. Because the practice of English was not enough in this major, then the students had not enough time to practice it. Indirectly, the school was not support the use of English in the class.

The environment of the school was not supporting enough with the speaking skill of the students. It because there was no activity such as extracurricular that motivates the students to join in this activity. If the school provides this activity, the students can practice their English more because usually, the English club or whatever, asks the students to compete in English, not just in speaking skill but also in other skill to students.

2. The internal problems of speaking skill

In the current study, the findings from the interview and observation delivered to the teacher and the students showed that when the students learn speaking, they encountered many problems. According to the teacher, the most common speaking problem was that the students spoke very little or nothing in speaking classes. The teacher said that the students could not think of anything to say. When the teacher asked their response about the lesson, they listen the explanation from the teacher but the teacher could not know whether they understood or not about the lesson because they kept silent in the class.

Moreover, their performance was affected by feeling worry about making mistakes. Since the teacher only speaks with English at the beginning of the lesson, a significant number of students claimed that they were fearful of criticism or losing face. They had no idea to say something during the class activities and they had no motivation to use English to express them.

The next two important factors are they often had no motivation to express themselves used mother tongue in the teaching and learning process of English.

The results from student interview were nearly the same as from the teacher's interview. Most of the time, they could not think of anything to say so they used mother tongue. It is because the teacher was seldom to speak with English in the class, so that the students are not familiar with speaking of English. Finally, confidence was considered to be a factor that had influence on students' performance. It supported by the teacher that he was seldom to speak English while the teaching and learning process happened in the class since he focused on the reading skill of students.

Regarding to the theoretical review in this research, the writer concluded that there were external problems and internal problems in teaching and learning English of speaking skill which influence the students' performance.

External problems in teaching consisted of the teacher were less in giving guidance to students in speaking skill. Next, there was no extracurricular which was provided by the school to support the students' mastery in speaking skill. Based on the interview with the teacher, the environment of the school also gave effect to the students' performance in speaking skill. Since the practice of English was not enough in this major, English are taught only 2 hours in week, then the students had not enough time and support from the environment to practice it.

From the result of findings, it can be seen that when students try to say things in a foreign language in the classroom they had some internal problems such as they were often inhibited. Next problem which affect to students' performance was low motivation to use English to express their feeling. The third, concentration learning of students was weak. It was because the teacher was

seldom to teach English which focuses on speaking skill. Then was confidence of students. It considered being a problem that had influence on students' performance. If the school provided this activity, the students can practice their English more because usually, the English club or whatever, asks the students to compete in English, not just in speaking skill but also in other skill to students. And the last was intelligence and learning success. The teacher said that the students' speaking performance was affected by topical knowledge which included in the intelligence of students and listening ability which will affect in learning success of students.

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 the eleventh grade of tourism major at SMK Bina Banua needed to be improved.

CHAPTER V

CLOSURE

Based on the findings and discussions in chapter IV, several conclusions are drawn and a number of suggestions are put forward. The conclusion deals with the problems in the teaching and learning English on speaking skill. Then, the suggestions are given based on the conclusion.

A. Conclusion

Based on the result of findings and discussion on the previous chapter, it found that there were some problems in teaching and learning English on speaking skill that consisted of external problems and internal problems. The external problems in teaching are: (a) English was taught only 2 hours in week because the curriculum used at the school is 2013 curriculum. Thus, the material is not focused on the speaking only. (b) The environment of the school was not supporting enough with the speaking skill of the students. (c) There is no extracurricular that motivates the students to join in this activity.

Otherwise, the internal problems in teaching are: (a) The teacher sometimes speaks English in the class. (b) The students were seldom to respond the questions of the teacher. (c) The students had not enough time to practice speaking skill. (d) The teacher was seldom to teach about speaking in the class. (e) The teachers' feedback during speaking activities was directly also reported to students although it seemed negatively.

The external problems in learning are: (a) The students had no idea to say something during the class activities. (b) They had very little knowledge in speaking.

Otherwise, the internal problems in learning are: (a) The students were often inhibited to say something by using English in the classroom. (b) The students had no motivation to express themselves. (c) Most of students kept silent while teaching and learning process. (d) The students spoke very little or nothing in speaking classes. (e) The students' speaking performance was affected by feeling worry about making mistakes. (f) They looked quite fear of criticism and shy. (g) They had no motivation to express themselves. (h) The participation of students is low or uneven. (i) They often used mother tongue. (j) Finally, confidence was considered to be a factor that had influence on students' performance.

B. Suggestion

Based on the finding and the discussion, also some conclusions of the study, the writer can give some suggestions as a reference and a recommendation.

The suggestions are:

4. Enrich the knowledge for researcher and other readers, especially about affecting factors on the teaching and learning English of speaking skill.
5. Add references for English teachers in improving their students' speaking skill.

6. Give information to the readers about the influential factors in teaching and learning English on speaking skill.

1. For the teacher

The teacher should use English in the classroom frequently so that the students have more exposure to the language. The teacher should also create an English speaking environment by encouraging the students to use English in the classroom to make it a habit. Another suggestion is that the teacher should give students more opportunities to speak English in class by using some speaking activities that require students to speak.

2. For the students

As for the students, they should first understand the importance of speaking skills. 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 mother tongue to make it a habit.

3. For the reader

The other researchers expected to conduct further researches related to the teaching and learning process of English in speaking skill for other types of skills and the other grades. He suggests that a deeper investigation is really expected to enrich this current result of the research.

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