
AN ANALISYS OF SPEAKING INTERACTIVE PROBLEMS OF ELEVENTH GRADE STUDENTS IN HOSPITALITYDEPARTMENT IN SMK 17 AGUSTUS 1945 CLURING

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ABSTRACT

Speaking interactive is one type of speaking that has long duration in conversation. This research aimed to find the problem and the problem solving in speaking interactive of student in SMK 17 Agustus 1945 Cluring. The research design was descriptive qualitative. The respondents were 136 which determined by using random sampling. The data were taken by using online system of questionnaire and interview. The data from questionnaire was analysed by using Likert scale. The data analysis was determined based on theory linguistics problem and non-linguistic problem. There are 3 problems in linguistic and there are 5 problems in non-linguistic. Analysis questionnaire and interview data showed that students at SMK 17 Agustus 1945 Cluring have high problem in speaking interactive. The type of speaking interactive problems had by students showed the percentage score of each indicator are 63% in speaking interactive problem, 62% in lack of grammar, 67% lack of vocabulary, 73% lack of pronunciation, 62% in lack of confident, 65% little talking time, 51% in lack of motivation, 61% in lack of listening skill, and 62% in lack of giving feedback. Based on the data result, the problem solving that is suitable in speaking interactive is having interactive conversation through Small Talk, Ome-Tv, and watching YouTube channel continuously in daily life.

Keyword: *Speaking Interactive, Speaking Interactive Problem, Problem Solving*

A. INTRODUCTION

Education is a human need that must be fulfilled. Every single hope a better life in the future. Education is ways that can make people has their own quality in their life. Nowadays, education has become prominent thing that must be involves (Johan & Harlan, 2014:51). It means that between education and human can't separate each other because it does not limit for someone who wants to get knowledge in education. All people especially Indonesian entitled to education at least 12 years. It starts from Elementary school (SD), Junior High School (SMP), & Senior high school (SMA). There is one high school which has same level with Senior High School. It is Vocational High School (SMK). This level is also interested by new graduates from junior high school.

In Vocational High School (SMK), students are trained to be ready to work after they graduate. Soenarto at all (2017:107) state that vocational school can be interpreted as an educational institution which produce skill for workers with ability to adapt to the need of society. It happens because in vocational school, students are trained and taught productive lessons related to their work according to their chosen field. Moreover, the teacher not only

trains students for a specific line of work, but also the teachers are still teaching them in academic subject. One of subjects that still required is English because it is an international language which is needed by many people. This subject is also learned in Hospitality department in vocational High school to train the students communicate with native as well when they have work.

In vocational high school, English language is more inclined to practical activities, such as trained their speaking English. Vogt and Kantilinen (Mahbub, 2019:230) Claim that “English learning designed to meet the needs of learners and other stakeholders to communicate for work or study purposes in specific disciplines”. The teacher prepare the student in English language for future and student are expected be able to making conversation with people by asking and paying attention, both oral and written skill. In fact, the condition is not same with the expectation. Student speaking interactive still less. This factor comes from the individual itself or the students feeling when they are speaking English. Jannah& Hartono (2018:364) claim that most of students were shy, less motivation, worried and afraid to make a mistake. It is the reason why students speaking interactive are not expected with the syllabus. It means that most of students are not comprehend in the speaking interactive yet. They have many problems to speak English.

SMK 17 Agustus 1945 Cluring is school that has some department’s skills. One of them is hospitality department. This department is focused on creating graduates in the field of Hospitality Accommodation specializing in Reception, Hotel Room Arrangement, Table Manner, Hotel and Restaurant Management system, Front Office. Since the Corona virus disease (Covid-19) engulf Indonesia, all the learning process must be applied by online learning. This situation is also applied in student hospitality department at SMK 17 Agustus 1945 Cluring.

Based on the observation at SMK 17 Agustus 1945 Cluring, there are 3 causes for students have their problem in speaking interactive. Firstly is student never practice their English speaking. Secondly, they do not have adequate support in their house. Thirdly, problem is online learning that is applied by teacher. The teacher focuses on writing and reading skill because they are considered easier to convey by the teacher. These are the reasons why students have problems in speaking, especially speaking interactive. All these causes make students are not confident. Therefore it can affect students’ performance condition. Affecting factor like motivation is not found by student as though during online learning. Besides, they never try to give feedback to get a communication because they never practice.

In principle why the researcher chooses the problem interactive is caused by hospitality department is one of departments which has a big change in their job to interactive with people from another county. Therefore, if they have good quality in speaking interactive, they can get many experiences to talk with tourist. In fact, students who study in hospitality department have not good skill to communicate. Thus, the researcher want to analyze what are the problems of students’ interactive speaking skill of hospitality department in eleven grade at SMK 17 Agustus 1945 Cluring.

B. REVIEW OF LITERATURE

1. Natural Speaking

Speaking is one of human ability to express a meaning to share for anyone. Ulfa(2018:10) claim that speaking is process to developing communication, either verbal or

nonverbal communication in various ways. Speaking can be positioned as a media of transaction between speaker and listener in communication. Through speaking activities, students can express themselves. It is like thinking, telling information, sharing opinion, and doing something that can make anyone is happy. Therefore speaking skill can make student more active in the class. Active to ask and answer the question would make the classroom condition more pleasant.

In the speaking, we have to understand each part of speaking. Ulfa (2018:11) state that “speaking is productive skill of language learning”. In speaking contains pronunciation, vocabulary, grammar, fluency and comprehension. Moreover, Speaking also has some types to distinguish how to use. Rahmawati&Ertin (2014) state that there are 5 of speaking that student have to know. They are imitative, extensive, intensive, responsive, and interactive. It is an inseparable part of speaking.

2. Speaking Interactive Problem

Interactive speaking is one of speaking type that has a longer duration in conversation. speaking interactive is one of speaking types which is done through the interaction between speaker and listener. In speaking interactive, there is a component that can influence. It called affecting factor. Affecting factor is a factor that can affect some features of target object. In this study, the target object is speaking interactive. Moreover, in affecting factor include some factor that can influence speaking interactive; they are Performance condition Affective factor, Listening Skill, Structure, Feedback (Tuan& Mai, 2015:9).

Speaking interactive has some problem in linguistic and non-linguistic. There are 3 linguistic problems; they are lack of grammar, lack of vocabulary, and lack of pronunciation (Krima, 2020). While, there are 5 in linguistic problems; they are lack of confident, little talking time, lack of motivation, lack of listening skill, and lack of giving feedback (Tuan & Mai, 2015).

3. Problem Solving

There are 3 solving that can be applied in speaking interactive problems; they are having interactive conversation through Small Talk, Ome-Tv, and watching YouTube channel continuously in daily life. Firstly, Tuan & Mai, (2018) claim that small talk can be used as the way to overcome the lack of giving feedback by creating small talk as a habit. Moreover, Nunan (2002:208) state that small talk can be used by students to minimize students interactive problem in little talking time. In addition, small talk can help student more active in conversation. Small talk can be familiarized by making simple conversation about weather, rush-hour traffic, sports even, vocational, etc. Secondly, Someone who learn foreign language get a lack of opportunity to interact with native by audiovisual (Nunan, 2002:209). Ome-Tv is an application that is widely used and loved by many young people. It is an application that can connect people from around the world. It is a platform that can boost self confident in speaking English (Oliviana, 2021). Thirdly, Youtube is an application with million videos from people in the world that giving to the audience/subscriber especially for students to learn English. YouTube video was used effectively and it enhanced students speaking skill (Rahmawati & Cahyani, 2020). This platform can help student to get the knowledge about type of speaking, element of speaking, problem in speaking, etc.

4. Hospitality Department

Hospitality department is one of competency skill under competency program of tourism. This department focus on students skill and ability of the knowledge, management and maintenance of hospitality. In this department, student are trained not only in content, but also student are trained to practice in real life. This activity usually was applied on eleventh grade of student almost 4-6 month. The purpose of this activity is student are given experiences to work in live.

Moreover, the purpose of this department is creating student in hospitality department to give sufficient science for work. kinds of knowledge provided by teachers such as attitudes, skill, and knowledge. If these three elements are practiced to the maximum then it will realize students who are very competent in their fields. The fields of hospitality department are Front Office Hotel, House Keeping, Food and Beverage.

C. METHOD

1. Research Design

Research design is a first plan which is used by researcher to collect data. In this process, the researcher use a technique as they need in their analysis (Akhtar 2016:88). However, data that is used must be in accordance with the research objectives. The researcher uses descriptive qualitative design. This research investigate about the problem of students speaking Interactive that focusing on problem of interactive speaking based on linguistic and non linguistic problem. It use because the problems of interactive speaking skill can be described when the researcher participate in the activity by interviewing the students and giving the questionnaire by google form.

2. Data Collection Method

The research respondents are eleventh grade students of Hospitality Department at SMK 17 Agustus 1945 Cluring. There are 4 classes in the eleventh grade of Hospitality major. In each class, there are 34 student. So, the totally of the populations are 136 students. This research uses random sampling. Sugiyono (2016) state that random sampling is usually called a simple sample because the sampling of the population is done randomly regardless of the strata in that population. Sample is a part of population. Sample can be used to represent of the population. Therefore the sample must be representative. The researcher will apply 10% errors or 90% correctness from the population amount 58 students. This sample is giving a same opportunity to the population. To determine the sampling, the researcher uses the formula from Slovin. The Slovin formula is a formula for calculating the minimum number of samples from an event. The formula was first presented by Slovin in 1960. Slovin formulas are commonly used in survey studies where the sample size is large, so a formula is required to produce a sample that can be calculated in its entirety. Here is formula of Slovin:

$$n = \frac{N}{1 + N \cdot (e)^2}$$

N : total of population

e : error(%)

If the population is 136 students and the error used is 10%, then:

$$n = N/(1+N.(e)^2)$$

$$n = 136/(1+136(10\%)^2)$$

$$n = 136/(1+136(0.1)^2)$$

$$n = 136/(1+136(0.01))$$

$$n = 136/(1+1,36)$$

$$n = 136/2,36$$

$$n = 57,6 \rightarrow \text{it is rounded to } 58$$

From this formula, we can get the conclusion that the samples that will be used are 58 students.

3. Data Analysis Method

Data collection Method is a method that aims to collect data (Sugiono, 2016). There are several ways to get data. In this research the researcher used online system of questionnaire and interview to take the data. The questionnaire and interview is explained in the following part.

a. Questionnaire

Questionnaire is a data collection method that is done by giving a set of questions or written statements to the respondent to be answered (Sugiono, 2016). In this research 136 respondents selected as samples were given a questionnaire with 25 questions, were formulated from 9 (nine) indicators of speaking interactive problem. There were two questions about speaking Interactive problem. In linguistic problem, there are three questions about Grammar, four questions about Vocabulary, and two questions about pronunciation. While, in non linguistic problem, there are three questions about Lack of confident, two questions about little talking time, four questions about lack of motivation, and two questions about lack of listening skill, and three questions about lack of giving feedback. The following in the distribution of questionnaire items is:

Table 1. The Distribution of Questionnaire Items

NO.	INDICATOR	ITEM TEST	TOTAL
1.	Speaking Interactive Problem	1,2	2
2.	Linguistic Problem		
	● Grammar	3, 4, 5	3
	● Vocabulary	6, 7, 8, 9	4
	● Pronunciation	10, 11	2
3.	Non-Linguistic Problem		
	● Lack of Confident	12, 13, 14	3
	● Little Talking Time	15, 16	2
	● Lack of Motivation	17, 18, 19, 20	4
	● Lack of listening skill	21, 22	2
	● Lack of Giving Feedback	23, 24, 25	3
	TOTAL		25

Since the situation Covid 19 Pandemic, the researcher writes the questionnaire and the researcher uses google form as a media to get data from the students. The link from google form will be shared by WhatsApp group. The students answer it by giving a check mark in appropriate choice based on their real perception. The following is the example of questionnaire form by using Google form, and the complete of questionnaire can be seen in (appendix.1).

To find the level in percentage(%) from questionnaire, the researcher uses Likert Scale. Sugiyono (2017) said that Likert scale is used to measure attitude, opinion, and perception of people about social phenomenon. To measure speaking interactive problem of students' hospitality major at SMK 17 Agustus 1945 Cluring, the researcher used the Likert scale with four options of answer for each statement. There were always, often, seldom, and never. Besides that, to measure the percentage level of problem, researcher used formula as follow:

$$\text{Index \%} = \frac{N}{Y} \times 100$$

Index % = Percentage of Level

N = Total Score

Y = Maximum Score

Level score in positive statement:

- a) Always : 1
- b) Often : 2
- c) Seldom : 3
- d) Never : 4

Level score in negative statement

- a) Always : 4
- b) Often : 3
- c) Seldom : 2
- d) Never : 1

b. Interview

Interview is a data collection technique used to find out things from more in depth respondents and the number of respondents is small (Sugiono, 2017). In this study the researcher used semi structured interview. According to Sugiono (2017) the goal of semi structured interview is finding a problem more opened where the researcher ask about the respondent's opinion and ideas. As the follow up the questionnaire, the researcher were interview 6 students based on the result of questionnaire three of the top level, and three of the lower one. The data was taken by using mobile phone through WhatsApp application in connecting the researcher to the respondent, to obtain more detailed and accurate information about what the Problems of Speaking interactive in English of Eleventh grade student in Hospitality Department at SMK 17 Agustus 1945 Cluring. The following was the distribution of interview items:

Table 2. The Distribution of Interview Items

No.	INDICATOR	ITEM	TOTAL
1	Students perception about speaking interactive	1,2	2
2	Students problem in linguistic aspect	3,4	2
3	Students problem in non-linguistic aspect	5,6	2
TOTAL			6

D. FINDING AND DISCUSSIONS

1. Findings

a. Result of Questionnaire

There were 176 score of positive statement and 174 score in negative statement. The specification of positive statement in speaking interactive problem were 1 statement in Always, 9 in Often, 35 in Seldom, 13 in Never. While, in negative statement were 12 statements in Always, 35 in Often, 10 in Seldom, 1 in Never. The total likert scoring of speaking interactive problem was 3.675. Here is the description in each indicator based on the problem.

1) Linguistic Problem

In linguistic problem, there are 3 indicators. They are lack of grammar, lack of Vocabulary and Lack of Confident.

In lack of grammar, there were 190 score of positive statement and 245 score in negative statement. The specification of positive statement in speaking interactive problem were 2 statements in Always, 3 in Often, 30 in Seldom, 23 Statements in Never. While, in negative statements were 10 statements in Always, 26 in Often, 45 in Seldom, 35 in Never.

In lack of vocabulary, there were 327 score of positive statement and 299 score in negative statement. The specification of positive statement in speaking interactive problem were 20 statements in Always, 50 in Often, 57 in Seldom, 9 in Never. While, in negative statements were 27 statements in Always, 40 in Often, 30 in Seldom, 11 in Never.

In lack of pronunciation, there were 140 score of positive statement and 197 score in negative statement. The specification of positive statement in speaking interactive problem were 7 statements in Always, 13 in Often, 25 in Seldom, 8 in Never. While, in negative statement were 24 statements in Always, 17 in Often, 23 in Seldom, 4 in Never.

2) Non-Linguistic problem

In non-linguistic problem, there are 5 indicators. They are lack of confident, little talking time, lack of motivation, lack of listening skill and lack of giving feedback.

In lack of confident, there were 172 score of positive statement and 260 score in negative statement. The specification of positive statement in speaking interactive problem were 13 statements in Always, 20 in Often, 21 in Seldom, 14 in Never. While, in negative statements were 15 statements in Always, 30 in Often, 41 in Seldom, 28 in Never.

In lack little talking time, there were 130 score of positive statement and 174 score in negative statement. The specification of positive statement in speaking interactive problem were 17 statements in Always, 14 in Often, 19 in Seldom, 7 in Never. While, in negative statements were 20 statements in Always, 16 in Often, 25 in Seldom, 16 in Never.

In lack of motivation, there were 205 score of positive statement and 271 score in negative statement. The specification of positive statement in speaking interactive problem were 64 statements in Always, 21 in Often, 17 in Seldom, 12 in Never. While, in negative statement were 18 statements in Always, 37 in Often, 31 in Seldom, 26 in Never.

In of lack of listening skill, there were 115 score of positive statement and 168 score in negative statement. The specification of positive statement in speaking interactive problem were 19 statements in Always, 22 in Often, 57 in Seldom, 9 in Never. While, in negative statements were 18 statements in Always, 21 in Often, 15 in Seldom, 3 in Never.

In of lack of giving feedback, there were 130 score of positive statement and 300 score in negative statement. The specification of positive statement in speaking interactive problem were 2 statements in Always, 12 in Often, 36 in Seldom, 8 in Never. While, in negative statements were 20 statements in Always, 39 in Often, 46 in Seldom, 11 in “Never”.

b. The result of interview

The interview was conducted by asking 6 respondents. The 3 top levels are Amanda Rosmalia, Dimas Adi Nugroho, Devin Eka and 3 of lower one are Via Dewi Ernawati, Tasya Romantika, Eka Agustia Ningsih. The researcher used interview to the follow up the questionnaire about speaking interactive problem, problem in linguistic factor and non-linguistic problem

The first interview was Amanda Rusmalia. Based on the result of interview, she said that English is important to learn, especially in speaking interactive. She agreed that speaking interactive is useful for work or for the next study. But, she still has some problem in speaking interactive in linguistic problem or non-linguistic problem. The most problems that happened in Amalia were difficulties to giving feedback and lack of pronunciation. In fact, she often watches an English video or content in YouTube that can improve her speaking interactive.

The second interview was Dimas Adi Nugroho. Based on the result of interview, he agreed that English is important for his future. He wants to work in hotel. Till now, he still get a problem to speak English especially in speaking interactive. He got a trouble in linguistic and non-linguistics. The most problem in him was on the linguistic problem.

The third interview was Defin Eka. Based on the results of interview, she agree that English is important for her future. Defin said that she get a motivation to study English, especially in speaking interactive. But she still has a problem in linguistic and non-linguistic. The most problem in hers is in linguistic problem

The forth interview was Via Dewi Ernawati. Based on the result of interview, she said that English is important to learn. She claim that, speaking interactive in English will useful for her in her practice in hotel. But before she start to speak, she must thinking about grammar, first. In the other factor, they do not have a good motivator other than the teacher. But the most problem that happened in linguistic problem, they are grammar and pronunciation.

The fifth interview was Tasya Romantika N. Based on the result of interview, Tasya claim that speaking interactive is important for her study now. In proses to speaking, she had a problem in linguistic and non-linguistic problem. In linguistic problems are lack of vocabulary and pronunciation. She was worry about her Javanese ascent in speaking English. It is the reason when she speaks English, her pronunciation still lack.

The sixth interview was Eka Agustia Ningsih. Based on the result of interview, Eka said that English is an important subject that has to be learned. When she was in junior high school, she never studied English outside of school to improve her skills in English. But in speaking, she still struggled when she was giving feedback in conversation. Moreover, another problem is about non-linguistics such as lack of confidence and difficulty in giving feedback.

Based on the explanation of each indicator, it showed that students in the Hospitality department in SMK 17 Agustus 1945 Cluring have a problem in speaking interactively (see appendix 6). There are 2 problems that happened in the hospitality departments' students. They are linguistic and non-linguistic problems in speaking interactively.

2. Discussion

a. Speaking Interactive Problem

The analysis of speaking interactive problem indicators showed that the students have a problem in speaking interactively. According to Krima (2020) there are 8 problems that are appropriate with speaking interactively. They are linguistic and non-linguistic problems. Linguistic problems include lack of grammar, lack of vocabulary and lack of pronunciation (Krima, 2020). Then, in non-linguistic problems such as lack of confidence, little talking time, lack of motivation, lack of listening skill and lack of giving feedback (Tuan & Mai, 2015). In this research the respondent agreed that the students in SMK 17 Agustus 1945 Cluring had a problem in speaking interactively. They have a problem in linguistic and non-linguistic.

1) Linguistic Problem

The first is the analysis of lack of grammar indicator. Most of the students had a difficulty in arranging a good sentence. Some of them are easier to speak English without care with grammar.

The second is the analysis of lack of vocabulary indicator showed that the respondent has a problem in linguistics. Lack of vocabulary makes the respondent have to think and collect the vocabulary before they speak because they have limited vocabulary. Most of them were easier to learn vocabulary by video on YouTube.

The third is the analysis of lack of pronunciation indicator showed that the respondent has a problem in linguistics. Most of them got difficulties in uttering the word. The differences between Indonesia and English in writing make them confused to pronounce the word or sentence.

2) Non-Linguistic Problem

The first is the analysis of lack of confidence indicator showed that most of the students are not confident when talking with people. Lack of confidence can make students lazy to practice speaking English. Therefore, the students' habit to speak English is needed because practice makes perfect and practice makes students more confident with themselves. They agreed that talking with people that they know will be easier to speak.

The second is the analysis of little talking time indicator showed that most of the students are easier to communicate with chat instead of talking directly. Communication with chat is easier because the student can think first before the chat is sent. It makes students more confident to communicate. But most of them agreed that lots of practice can make them easier to speak with people.

The third is the analysis of lack of motivation indicator showed that the student needs support from their teacher and their parents. Besides the motivation from the teacher in the school, the students do not get a motivation from the parent. Most of the parents let him

study alone at home without guidance. Some of them got a motivator from social media to speak English like from YouTube, Instagram, tik tok, ect

The forth is the analysis of lack of listening skill indicator showed that the student got a difficulty to listen the conversation clearly. Remember that, to get an active conversation, the student must have an ability to listen. But, they claim that most of people talking English quickly, therefore they can get the point in conversation.

The fifth is the analysis of lack of giving feedback showed that the student agreed that giving feedback can affect the quality of conversation. In fact, the student still got a difficulties to giving feedback.

Based on the explanation of each indicator, it showed that the students in Hospitality department in SMK 17 Agustus 1945 Cluring have speaking interactive problem in English. The factors come from linguistic and non-linguistic aspect. The result of speaking interactive problem in English measured from nine indicators, they are speaking interactive problem, lack of grammar, lack of vocabulary, lack of pronunciation, lack of confident, little talking time, lack of motivation, lack of listening skill, and lack of giving feedback. Based on the data analysis, the percentage score of each indicator are 63% in speaking interactive problem, 62% in lack of grammar, 67% poor in lack of vocabulary, 73% lack of pronunciation, 62% in lack of confident, 65% little talking time, 51% in lack of motivation, 61% in lack of listening skill, and 62% in lack of giving feedback. The highest presentage of this rsearch is lack of pronunciation 73%. It is related with the state of Gilakjani as cited in Celik and Kocaman (2016) pronunciation is become the most and problematic factor faced by learners in English.

b. Problem Solving

Based on the research findings, the students at SMK 17 Agustus 1945 Cluring have problems in speaking interactive. There are 3 problem solving that an applied by student. Here is the problem solving which can be applied:

1) *Linguistic Problem*

Lack of grammar

Based on data from questionnaire an interview, the students still lack on grammar. They agreed that even if they did not use a good grammar in the sentence, their friend still understand what they said. They feel confuse to arrange the sentence with good grammar. So, the solving to improving students grammar is watching a video about grammar in YouTube. Syafiq et all (2021) state that YouTube can help student to improve grammar by vidios content. In the other hand, YouTube is a media that has lots of variety on the content. There are much content that serve learning grammar. Because of lots of content that serve, therefore the student will enjoy to learn grammar in various ways and different teacher.

Lack of vocabulary

From the result of questionnaire an interview, we can see that students have a problem in vocabulary. Students do not memorize lot the vocabulary because memorizing the word one by one continuously made student bored. Some of them said that they prefer learn vocabulary from video directly than learn from book. In this case, the solving that can be done by student to improve their speaking interactive is learning through YouTube. Using videos on YouTube makes it easier for students to understand vocabulary (Hariyono, 2020). Because of YouTube has variety of content, therefore it make students are not bored to learn vocabulary.

Lack of pronunciation

Based on this research, the researcher still found student that got a problem in pronunciation. From the interview, researcher found the reason why the student still has it. It is because they feel confused how to say the word in English. They agree that English and Indonesia has a different ways to pronounce. They also stuck in local ascent they have. In this problem, the student can use YouTube to learn pronunciation. Much content can use to help student to improve their pronunciation. YouTube video is a positive media that can increase the students' pronunciation skills (Rahmawati & Cahyani, 2020).

2) *Non-Linguistic Problem*

Lack of self-confident

In this problem, most of student are did not have a confidence to speak up, especially to speaking interactive. They are laughed by their friend when they try to speak English. Some of them agreed that they prefer communicate with their friend with chat. In this problem, student can overcome with playing Ome tv. In ome-tv, people an express themselves as they want. It is a platform that can boost self confident in speaking English (Oliviana, 2021). Many people use this application to communicate in English language from people from another country and usually they will not judge when our English not perfect it make student feel more confident to speak. Nunan (2002) state that Someone who learn foreign language get a lack of opportunity to interact with native by directly. Therefore, with this application can connect with people from another country and if it do consequently, it can build students self-confident.

Little Talking Time

Little talking time is a problem that all of student happened. All of them are not enough to practice in speaking. The opportunity to speak English is only with teacher in the school. Nunan (2002:208) state that small talk can be used by students to improve students in little talking time. In this problem, student can try doing small talk with their family or friend in their home. They can talk about weather, hobby, rush-hour traffic, sports even and vocational.

Lack of Motivation

From this research, some of students still need a motivation, either from their parent or their teacher. Some of their parent gives a motivation for student to learn out of school. Moreover, student can get more motivation from many figure in social media, one of them is YouTube. Youtube in English language learning has the potential to minimize fears that the students have to try new words in front of the class, this approach helps the students better understand the lesson, and the students find Youtube to be a beneficial skill for learning language (Alkathiri, 2019). Moreover, from YouTube, Some of students agreed that they got motivation to speak English especially in speaking interactive through content YouTube by Fiki Naki and Jerome Polin (Nihongo Mantappu), Puella (Cinta Laura), etc.

Lack of listening skill

In this problem, student still has a problem in listening skill. Listening skill is important part in speaking interactive proses. Without good listening skill, someone will get miss understanding. To improving listening skill, students can use youtube as a media. Youtube videos succeed to give a significant effect on students' listening skill (Qomariyah, 2021). Student can get easily in YouTube. There are varieties content in YouTube such as podcast, daily vlog, comedy, education, etc. moreover, in Indonesia there are many content that use mix of Indonesian and English language such as close the door Podcast, Puella, Boy William, etc.

Lack of giving feedback

Based on the data, giving feedback in communication is difficult to apply. It happened because they are not enough to practice speaking English. In this case, student can practice to giving feedback for someone through small talk. Small talk can be applied for student to train their capability to active in communication directly. Tuan & Mai, (2018) claim that small talk can be used as the way to overcome the lack of giving feedback by creating small talk as a habit.

In addition, the students got problem in speaking interactive in linguistic and non-linguistic prolem. To solve this problem, the student can apply the 3 ways to improve their speaking interactive such as improving through small talk, YouTube, and Ome-Tv.

E. CONCLUSIONS

Based on the results of the data analysis, It was found that the student as SMK 17 Agustus 1945 Cluring have some problem in speaking Interactive. They have linguistic and non-linguistic factor. In linguistic, there are 3 factors, they are lack of grammar, lack of vocabulary, and lack of pronunciation. In non-linguistic there are 5 factors, they are lack of confident, little talking time, lack of motivation, lack of listening skill, and lack of giving feedback.

Based on the result of the analysis 62% in lack of grammar, 67% poor in lack of vocabulary, 73% lack of pronunciation, 62% in lack of confident, 65% little talking time, 51% in lack of motivation, 61% in lack of listening skill, and 62% in lack of giving feedback. All the percentage show that the level of student problem in speaking interactive is in "high" level.

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