

**STUDENTS' PROBLEMS IN SPEAKING ENGLISH AT SMP
DARUTTAQWA GRESIK**

THESIS

Submitted in partial fulfilment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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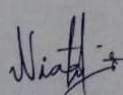
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ABSTRACT

Lailatut Tajniyah. (2020). *Students' Problems in Speaking English at SMP Daruttaqwa Gresik*. A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya, Advisors: Dr. Mohammad Salik, M.Ag and Hilda Izzati Madjid, MA

Key Words : Speaking skill, Students' problems in speaking skill

Speaking is the way to convey the messages to other people. As Bailey (2003) states that speaking is a tool to deliver the messages directly to the audience even if the audience understand or not with the messages. This particular area of speaking has been overlooked in general. But however there are so many problems that faced by students in speaking English. Like many students in other countries, Indonesian students have difficulties and obstacles in English learning, especially speaking. Therefore, in this research, the researcher describes the students' problems in speaking English at SMP Daruttaqwa Gresik in the academic year of 2019 / 2020. The objective of the research is to explore students' problems in speaking English and to describe their strategies to overcome the problems in speaking English. The design of this research was descriptive qualitative method. This research was conducted in SMP Daruttaqwa Gresik. The subject of this research were students of the eighth grade, which consist of 34 students. The data were obtained through questionnaire and interview. The results of this study showed that the students have problems in speaking English, namely : inhibition, poor pronunciation, unstructured grammar, lack of vocabulary, nothing to say, mother tongue used, shyness, fear of mistakes, lack of motivation and lack of confidence. Furthermore, the result of this study showed that the strategies used by them to overcome the problems were rehearsing to speak English, practicing or repeating the pronunciation until correct, memorizing the pattern and the kind of verb, reading English story, using the dictionary, looking for easy ideas or preparing the material, practicing to speak English with friends or in front of a mirror, asking to the teacher or friend and speaking English with carefully, motivating their selves to learn and speak English, stay calm and always confident when speak English in front of the class.

ABSTRAK

Lailatul Tajniyah. (2020). *Students' Problems in Speaking English at SMP Daruttaqwa Gresik*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing : Dr. Mohammad Salik, M.Ag dan Hilda Izzati Madjid, MA

Kata Kunci : *Keterampilan Berbicara, Masalah Siswa Dalam Berbicara Bahasa Inggris*

Berbicara adalah cara menyampaikan pesan kepada orang lain. Sebagaimana Bailey(2003) menyatakan bahwa berbicara untuk menyampaikan pesan secara langsung kepada khalayak, meskipun mereka mengerti atau tidak. Seperti siswa di negara lain, siswa di Indonesia mempunyai kesulitan belajar Bahasa Inggris, terutama berbicara Bahasa Inggris. Oleh karena itu penelitian ini mendeskripsikan masalah siswa dalam berbicara Bahasa Inggris di SMP Daruttaqwa Gresik tahun ajaran 2019/2020. Tujuan dari penelitian ini untuk menggali permasalahan siswa dalam berbicara Bahasa Inggris dan mendeskripsikan strategi mereka untuk mengatasi masalah tersebut. Penelitian ini menggunakan desain deskriptif kualitatif. Penelitian ini dilakukan di SMP Daruttaqwa Gresik. Subjek penelitian ini adalah siswa kelas VIII yang terdiri dari 34 siswa. Peneliti memperoleh data melalui kuesioner dan interview. Hasil penelitian ini menunjukkan bahwa siswa memiliki masalah dalam berbicara Bahasa Inggris yaitu hambatan, pengucapan yang buruk, tata Bahasa yang tidak terstruktur, kurangnya kosakata, tidak mau mengatakan apapun, menggunakan Bahasa ibu, rasa malu, takut membuat kesalahan, kurangnya motivasi dan kurang percaya diri. Selain itu, hasil penelitian ini menunjukkan strategi yang mereka gunakan untuk mengatasi masalah tersebut yaitu dengan cara latihan berbicara Bahasa Inggris, dan mengulang pengucapan Bahasa Inggris sampai benar, menghafalkan rumus dan jenis kata kerja, membaca cerita Bahasa Inggris, menggunakan kamus, mencari ide yang mudah dan mempersiapkan materi, praktek berbicara dengan teman atau di depan cermin, bertanya kepada guru atau teman dan berbicara Bahasa Inggris dengan hati-hati, memotivasi diri sendiri untuk berbicara Bahasa Inggris, tetap tenang dan selalu percaya diri berbicara Bahasa Inggris di depan kelas.

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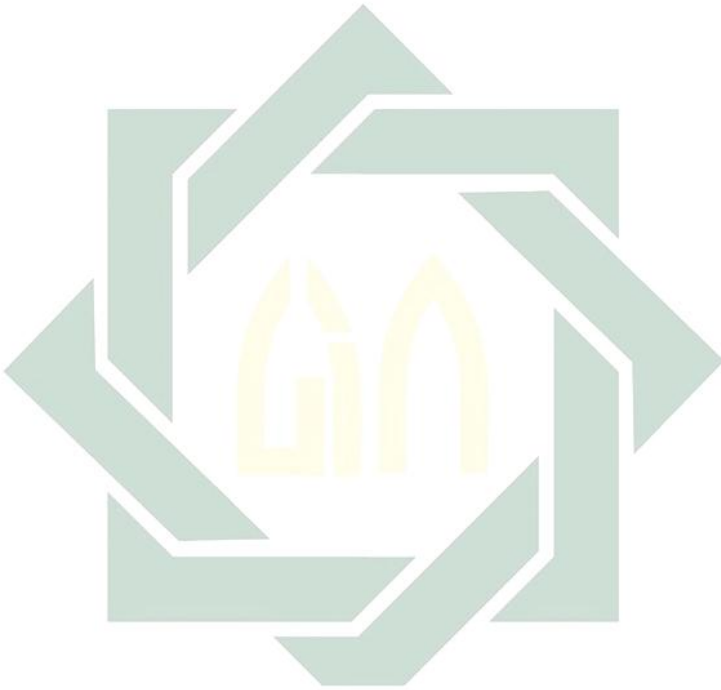
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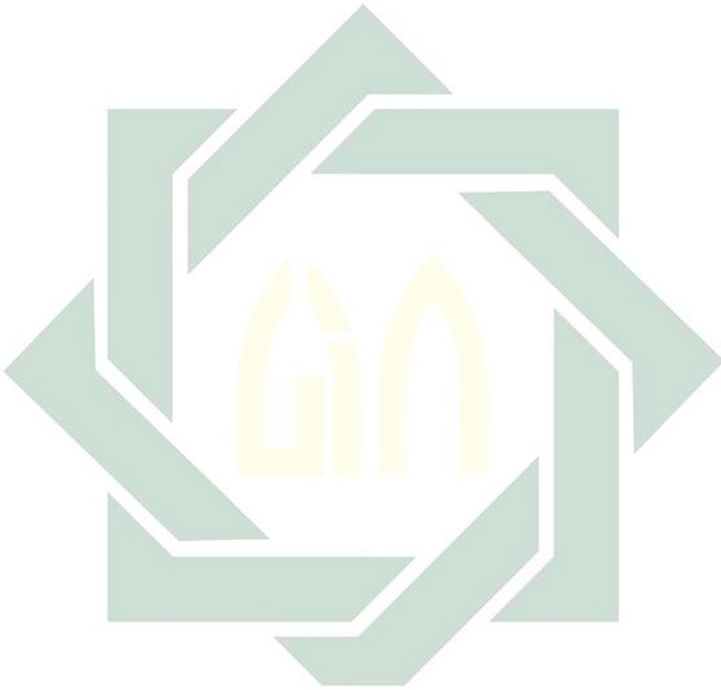


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LIST OF ABBREVIATION

SMP : Junior High School



CHAPTER I INTRODUCTION

The background of the study, research questions, research objective, significance of the research, scope and limitation of the study and definition of the key term are discussed in this chapter.

A Background of Study

Speaking is the manner to communicate the messages to other people and speaking is a device to deliver the messages directly to the audience, even whether the audience understands the messages or not¹. Furthermore, the similar ideas about speaking that it is an activity in which someone is talking about something or tells others about something that interested, for daily life conversation, directly or in the distance, speaking is considered faster and more efficient ². On the other hand, for some people, speaking in English is not an easy task, especially for those whose first language is not English. They must consider the relevant words, the pronunciation, and the grammar for different occasions. When thinking the right grammar, they need to speak fluently³. In addition to that, the most difficult skill for English foreign learners is speaking⁴. The ability to speak known to be a hard skill to learn, the most difficult and challenging skill to master. The talking aspect is not only about speaking with proper grammar in English, but also about building the confidence of students first to speak,

¹Bailey. *New ways in teaching speaking*. Alexandria , Virginia :
Teacher of English to Speakers of Other Language, 2003

²Burgess, P . *Achieving Accuracy in Oral Communication Through Collaborative Learning*. *English Teaching Forum*, 1994.

³Pinter. *Grammar in Oral Communication*. Sage Production : London, 2006

⁴Hinkel, Eli . (2005) .*Handbook of research in second language teaching and learning*. *ESL and applied linguistics professional series* (2005): 485

because Since, based on the findings of Maulana, Daud and Heriansyah⁵ study, the problems faced by students in speaking English are their lack of trust in speaking and they are afraid of making mistakes or inaccuracy while speaking, in addition to other problems namely poor pronunciation and limited of vocabulary. Furthermore, Arita's research found that students have linguistic factor-related difficulties in speaking English, Such as limited of vocabulary, lack of understanding of the grammatical pattern, and poor pronunciation⁶.

Learning English as one of the subjects that students get to start from primary, junior and high school. In addition to that, in learning a foreign language, the students must gain skills in languages such as listening, reading, writing and speaking. One of the skills in language learning, speaking allows people to send and receive information or messages to others. Speaking is a method of forming and communicating meaning by expressing words in different ways by using verbal and non-verbal expressions⁷.

The most difficult skill for English foreign learners is speaking⁸. In addition to that, the ability to speak known to be a hard skill to learn, the most complicated and challenging skill to master. From that statement, it is important to investigate the students' problems in speaking English for minimizing the problems faced by students in speaking English. Moreover, it also improves English speaking ability to get good achievement.

Due to its complicated nature, several studies have been carried out about speaking, especially the problems that faced by students in speaking English. The first investigation studies, found the problem in

⁵Daud and Heriansyah . *Speaking Problems Faced by The English Department Students. Liingua Diidaktiika Journal*, 6, 2016

⁶Arita, Y. *A Study of Student's Problems in Daily English Speaking Activity at SMA POMOSDA Tanjunganom Nganjuk*, 2008

⁷Kayi. *Teaching speaking: activities to promote speaking in a second language*. University of Nevada. The Internet TESL Journal, Vol.XII, No.11, November 2006 (accessed Januari 7th ed, 2017). 2006

⁸ Hinkel, Eli. *Handbook of research in second language teaching and learning. ESL and applied linguistics professional series.*(2005): 485

speaking English in junior high school. The problem because of the lack of students' vocabularies⁹. The other systematic conducted the Speaking difficulties faced by students of the English department at Syiah Kuala University. These difficulties were a study finding on non-language causes, which showed 95% of students said they had problems speaking because they were afraid to make mistakes in the classroom¹⁰. Moreover, other investigation and found that students who study in Saudi Arabia's Collage University, have problems when they speak English. Because they aren't interested in English Subject and it is the most difficult one¹¹.

This particular area of speaking has been overlooked in general. Like many students in other countries, Indonesian students have difficulties and obstacles in English learning such as limitation of language exposure or input of language itself. For instance, it is note that speaking skills are the most problematic in English foreign language while they are studying English. For the past few years, some researchers have addressed some issues regarding the problem of speaking. There are several factors why students have problem in speaking English, they are: the limited of vocabulary, they afraid to make mistakes, they don't interest in learning English¹².

In the above explanation, some students also have difficulties in speaking English. Nonetheless, there has been little discussion about the strategies to solve that problem. When the literature and the gap mentioned above are considered, the study found the gap that there are little studies which not talked about the students' strategies to solve their

⁹Agung Ginanjar Anjani Putra and Heri Purnomo. Teacher's strategies in teaching speaking to students at secondary level. *Journal of English and Education*, (2013): 1-8.

¹⁰Taiqin. (1995). A strategy for EffectiveInter-Class Oral Communication".*English Teaching Forum*. 33 (1): (1995): 28-29

¹¹Ms. Manjeet Kalra. *Creating an Awareness among Students about the Importance of English Language. International Journal of Social Science and Humanities Research*, 3(1), 2015

¹²Matius Ganna. *Teachers' strategies in teaching speaking. Article the a case study of an english teacher in SMA Negeri 1 Toraja Utara*, 2017

problems. Therefore, this study aims to define English speaking problems for students and explore the students' strategies to solve their problems. Another thing that makes this study different from others is about getting the data. The other researcher usually did interview and observation, but the author will get the data through questionnaire and interview in this study.

The condition of students' speaking in Daruttaqwa is not good. The teachers told me that several students have problems in speaking English and only a few of students don't have problems in speaking English because they joined English study club. Furthermore, students in this school come from various regions such as Kalimantan, Bawean, Banyuwangi and so on. Therefore, they have problems with pronouncing English because of their accent. This problem is important to investigate because it can reduce the number of students' problems in speaking English, make the students aware of the problems and asks them to have strategies to overcome their problems.

This research was conducted at a junior secondary school in Gresik, which is one of the favourite junior secondary school. Besides that, SMP Daruttaqwa has a strategic location, and there are some extracurricular activities also established by the school and has some achievement too. This school already use curriculum thirteen and also uses the technology for activities in teaching-learning process and provide some extracurricular, one of them is English extracurricular. In addition to that, in learning of speaking, Students often encounter some problems. One of their problems is their mother tongue makes it hard for them to use a foreign language. In order to that, the students also have trouble speaking English, Based on the students' interview. The students not confidence when they speak English in front of the class, the students still afraid of making mistakes, they had problems in pronunciation, they also had limited of vocabulary and other problems. Furthermore, the researcher focuses in eight grades the explanation why the researcher selects eight grades because between seventh grade and ninth grade, it is the middle grade. Another reason because seventh-grade students are still adapting to the new school, and ninth-grade students are preparing to participate in the National Review. From the previously stated history, the author decides to conduct a study entitled **"Students' Problems in Speaking English at SMP Daruttaqwa Gresik in the Academic Year of 2019 / 2020"**.

B. Research Questions

In the background section, the difficulties of speaking English have been clarified. Two questions are formulated to achieve the aims of the research, based on the context of the study.

1. What are the students' problems in speaking English at SMP Daruttaqwa Gresik in the Academic Year of 2019 / 2020?
2. How are the students' strategies to overcome their problems in speaking English at SMP Daruttaqwa Gresik in the Academic Year of 2019 / 2020?

C. Objective of the research

Based on the questions mentioned above, the objectives of the study are as follows:

1. To explore the students' problem in speaking English problems encountered by 8th grade of Junior High School Daruttaqwa Gresik, in the academic year of 2019/2020
2. To describe the strategies to overcome the problem in speaking English encountered by 8th grade of Junior High School Daruttaqwa Gresik, in the academic year of 2019/2020.

D. Significance of the Research

The researchers expected from the objectives mentioned above as follows:

1. For the Researcher

This research will improve the researcher's knowledge, especially to understand the challenges that students face in speaking English. In addition, the outcome of this study may be considered one way to develop the researcher's knowledge and experience of the researcher. This would help the researcher have effective English teaching methods to minimize the problems of students talking English.

2. For the students

After learning about their ability and their problem of speaking English, the students should assess themselves. Then they develop their ability to speak English and use their strategy to overcome their

problems. In addition to that, it can build students motivation in learning English.

3. For the teacher

This study can help for English teachers to improve their comprehension of the problem for students speaking English. When the teacher knows the problems of the students, the teacher can use better of strategy and better of instruction in teaching English. It also enhances teaching methods and strategies to develop the speaking capacity of students. In addition to that, it can make the students get good achievement.

4. For the school

This research will be the first step to improving the speaking skill and improving the school's knowledge resources. The result of this study, can be used as a reference or guidance for school policy, especially in speaking English problems. Thus the school can plan the new program that related with English language as solution to the students' problems especially in speaking English.

E. Scope and Limitation of the Research

The scope of this research only focuses on students' problems in speaking English in their English class. Then, explore students' strategies to solve their problems in speaking English. This study only focuses on students who have speaking English problems in the 8th grade of SMP Daruttaqwa Gresik in the academic year of 2019/2020. In this research, the data was obtained through a questionnaire to describe the students' problems and interview to explore their strategies to solve their problems. Then analyzed the data used theory from Miles and Huberman, these include data reduction, data display and conclusion drawing¹³. In data reduction selecting, abstracting and restudying the transcription of interview and questionnaire, then summarize and coding to the specific problem and the strategy. Then, in data display organizing

¹³Miles, B Miles and Huberman, Michael A. *Qualitative Data Analysis (Second Edition)*. Sage Productionn : United Stated of America, 1994

and summarizing in data reduction such as group the questions and highlighted to the important answer. Last, in conclusion drawing is the finding and writing the summary in form descriptive explanation.

F. Definition of Key Term

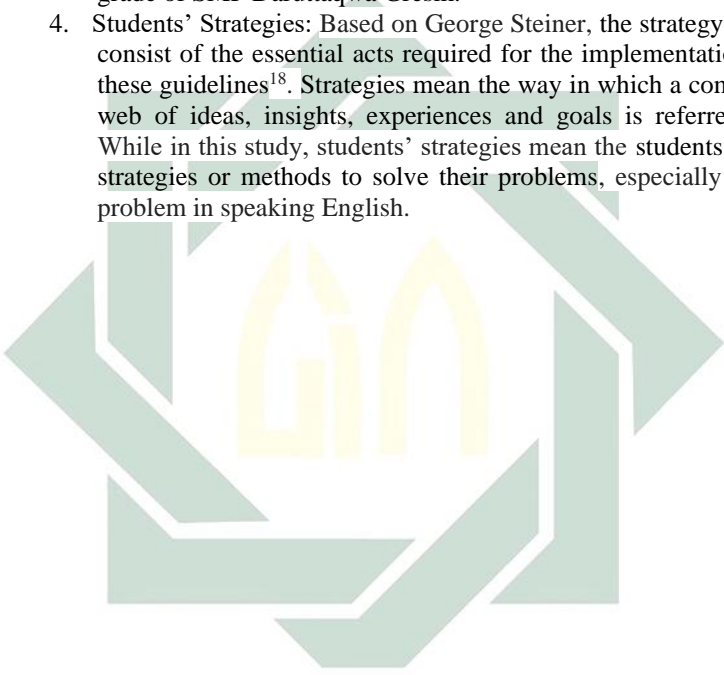
The present study presents the following main word in order to prevent misconception and achieve the same understanding.

1. Speaking: Brown stated that speaking described as being literary, voicing thought and using the voice to say things¹⁴. Additionally, the Similar ideas about speaking that it is an activity in which someone is talking about something or tells others about something that interested, for daily life conversation, directly or in the distance, speaking is considered faster and more efficient¹⁵. While in this research, speaking is the activity of creating English language and expressing the ideas carried out by the students eighth grade SMP Daruttaqwa Gresik in a direct way or oral way in front of the class.
2. Speaking Problem : Something difficult in an interactive process of constructing meaning that involves producing, receiving and processing information¹⁶. The ability to speak known to be a hard skill to learn, the most complicated and challenging skill to master. The speaking aspect is about speaking with proper grammar in English and building the confidence of students first to speak. In this research, speaking problems means the problems in speaking English related to the students' linguistic factors Eighth grade of SMP Daruttaqwa Gresik.

¹⁴Brown. *Teaching byPrinciples: An Interactive Approachto LanguagePedagogy*. New York:Longman. (2001): 257.

¹⁵Burgess . *Students' difficulties in learning English speaking skill*. Lingua Didaktika Journal (1994): 1979-0457.

¹⁶ Brown, H. *Language Assessment: Principles and Classroom Practices*. New York: Addison Wesley Longman, 1994.

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3. Students' Problem: In learning English, the most difficult skill for English foreign learners are speaking¹⁷. When students attempt to utter words, phrases or sentences, they may have problems. In this research, the students' problems refer to the students which have problems in speaking English that related with psychological factors encountered by the students Eighth grade of SMP Daruttaqwa Gresik.
4. Students' Strategies: Based on George Steiner, the strategy shall consist of the essential acts required for the implementation of these guidelines¹⁸. Strategies mean the way in which a complex web of ideas, insights, experiences and goals is referred to. While in this study, students' strategies mean the students have strategies or methods to solve their problems, especially their problem in speaking English.

¹⁷ Hinkel, Eli .*Handbook of research in second language teaching and learning. ESL and applied linguistics professional series.* (2005): 485

¹⁸Steiner George. *Strategic Planning*. London: Addison Wesley Longman, 1979.

CHAPTER II

REVIEW OF RELATED LITEARTURE

The theoretical definition of the speech review is discussed in this chapter including the definition of speaking, component of speaking skill and characteristic of successful speaking activities, review of foreign language learners' problem in speaking English, review of psychological factors for learners in speaking English, review of students' strategies to overcome their problems and the previous study of this research.

A. Review of speaking skill

1. The definition of Speaking

One of the four English skills is speaking. Speak is being used by everybody in everyday life to express something. People will orally communicate concepts, emotions, and opinions. In addition to that, to say things, to convey feelings aloud, and to use the voice, speaking is literary. Other Describes, Speaking is a secondary or international language in education and learning that has the purpose of enhancing communication efficacy in the context of language¹⁹. English speaking skill is the priority of students in learning a foreign language. Because speaking is a secondary or international language that has also been considered among the four abilities to be the most challenging.

Furthermore, Oral communication requires the use of appropriate intonation patterns and rhythm patterns, and the correct to express the right context. Speaking is a productive ability because they perform the task to successfully use their speech organ, while receptive ability because someone else wants to listen to what has been said in order to

¹⁹Bailey and Savage . *New ways in teaching speaking*. Alexandria ,
Virginia : Teacher of English to Speakers of Other Language (1994): 27

react what has been heard before successfully²⁰. In human interaction, several attempts have been made to identify the roles of speaking. A valuable distinction between the interactional functions of speaking in which social relationships are formed and maintained between the interactional functions of speaking and the transactional functions that concentrate on information exchange²¹.

It can be concluded based on the three theories that speaking is a productive ability as a second language or foreign language used directly to convey thoughts, knowledge and feelings to others. Individuals must be able to use the terms for the right pronunciation in speaking, to create the right grammar for the utterances, to select the Diction of the word choice.

2. Component of Speaking Skill

It is not easy to communicate something orally by speaking. Nevertheless, to have a good speaking ability, students need to learn those speaking elements. There are several aspects that students can consider while learning to communicate²², such as:

a. Pronunciation

In order to change one's turn focus to tension, speed and articulation, pronunciation is infinitely more important²³. In order to satisfy the requirements for the task, pronunciation refers to the ability of the students to create understandable utterances. It belongs to the development of sounds, the correct relation of phrases, and the use of tension and intonation to express the meaning²⁴.

²⁰Cherry, K. *Perception and the Perceptual Process*. Turkey : Guest Publications, 2003

²¹Brown and Yule. *Language Assessment: Principles and Classroom Practices*. New York: Addison Wesley Longman, Inc, 1983

²². Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman (2001): 168

²³Nunan, David. *Language Teaching Methodology : a Textbook for Teacher*. London : Longman, 1998

²⁴Thornburg. *How to Teach Speaking*. Malasya: Longman (2005): 127

b. Grammar

The language's grammar is an explanation of the forms in which Phrases in that language, their forms can be changed and combine into sentences²⁵. It allows the students to combine the phrases, to create sentences correctly. Grammar may help students to identify between informal and formal expressions or impolite and polite expressions in speaking English.

c. Vocabulary

One of the important elements of speaking is vocabulary. Learners are unable to say anything without vocabulary. The learners are able to make a sentence or express what they want to say effectively. It is really important to know a variety of foreign-language vocabulary.

d. Fluency

The usage of fluency is evaluating someone competent or incompetent of using words. Fluency is the degree to which speakers, with few doubts or normal pauses, easily and confidently use the language, false start, word search, etc.²⁶

e. Comprehension

Comprehension is a capacity to understand and method enhancements of discourse in learning English, to implement representations of sense words. It takes someone to understand automatically in oral communication what other speakers mean²⁷.

Based on the above explanation, it can be assumed that it is important for students to correctly pronounce phonemes and use acceptable stress and intonation patterns to speak effectively.

²⁵Harmer. *The Practice of English Language Teaching*. (Third Edition). London: Longman (2001): 12

²⁶Nunan .*Practical English Language Teaching*. New York: McGraw Hill (2003): 55

²⁷Brown, H.D. *Language Assessment: Principles and Classroom Practices*. New York: Addison Wesley Longman, Inc, 1994

3. Characteristics of Successful Speaking Activity

According to Ur, the learners should have the characteristics of successful speaking²⁸, they are:

a. Learners take a lot

In reality, learners talk dominates as much as possible of the period time for the activity. This may seem obvious, but teacher interactions or pauses often take up much of the time.

b. Participation is even

A minority of talkative learners do not dominate classroom conversation. In each activity, all students get a chance to talk and participate. Addition to that, the students should contribute in each activity.

c. Motivation is high

Learners want to say because the subject is interest for them and they want to talk something interesting about it. The students also would like to participate to the achievement of an objective of the assignment.

d. Language is of an acceptable level

Learners convey themselves in appropriate, simple, understandable phrases to someone, and with an appropriate accuracy level in the language.

B. Problems Faced by the Learners in Speaking English

The problems that encountered by students can be cause from many factors, such as: the problem cause the linguistic factors and the psychological factors. Furthermore, according to Ur, there are common problems that faced by students²⁹. Below are descriptions about the common problems that faced by students and the psychological for learners in speaking English.

²⁸UR, Penny. (1991). *A Course in Language Teaching (Practice and Theory)*. Cambridge: Cambridge University Press, 1991

²⁹ Ur , Penny. *A Course in Language Teaching Practice: and Theory*. Cambridge: Cambridge University Press (1996): 121

1. Foreign Language Learner's Problem in Speaking English

In speaking practices, there are several difficulties faced by learners, such problems can be clarified as follows:

a. Inhibition

Speaking includes exposure to an audience in real-time, unlike reading, writing, and listening practices. Learners also inhibited from trying to say something in the classroom in a second language, like worrying about making errors, fearful or critical, or attracting shyness from their voice.

b. Nothing to say

The students have really no idea about speaking. A lot students have difficulty taking into consideration what to say, they don't have inspiration to convey themselves beyond the impression that they need to say.

c. Un-event participant

Only one student can be heard at a time. Which means that any person will only have a very limited time to speak in a large group. This issue is compounded by some students' ability to dominate, although others speak very little or not at all.

d. Mother tongue used

The students have the same mother tongue in a variety of schools. For certain purposes, they may prefer to use it. It's better first of all. Secondly, talking to one another sounds unnatural. It would be the target language is difficult to use, when they speak in small groups.

Based on the problem above, in learning to speak, there are four issues, including: inhibition, low participation, mother tongue use. In teaching, the teacher should find the right method and give students more courage to share their thoughts in front of the class. According to that, the result of Hendra Heriansyah's research found that the most common problems that encountered by students of Syiah Kuala University are inhibition and mother tongue used³⁰. Furthermore, the result of Putri Anggia

³⁰ Heriansyah, H. *Speaking Problems Faced by The English Department Students*. *Liingua Diidakttiika Journal* 6, 2012

research found that the most common problems that encountered by foreign language learners are inhibition³¹.

Therefore, it can be concluded the common problems encountered by foreign language learners are inhibition and mother tongue used.

2. Psychological Factors for Learners in Speaking English

There are psychological causes that students are facing while speaking English³², they are :

a. Fear of mistakes

Fear of mistakes becomes a big factor in the English language of the students. This anxiety correlated with the question of correction and negative evaluation³³. In addition, the students worry that the other students will laugh at them. They also fear when they speak English and make a mistake. In addition to that, the students will stop engaging in the expression practice. The teacher must state that it is not bad to make mistakes, because they will learn from their mistakes.

b. Shyness

Shyness is an intimate issue when they speak in English class, many students suffer for some time. Shyness can be a cause of challenges encountered in the classroom by learners. The students who felt shyness will make their mind blank and don't have idea to speak.

c. Lack of confidence

There is typically a less of confidence when students know that their communication is not good. In this case, the students who have lack confidence would rather keep silent while the others were talking at

³¹ Pramuditha, P.A. *Students' Difficulties in Speaking English and their strategies to Overcome the Difficulties*. Universitas Pendidikan Indonesia Journal, 2015

³² Juhana. (2012). *Psychological Factors That Hinder Students From Speaking In English Class (A Case Study In A Senior High School In South Tangerang, Banten, Indonesia)*. Journal of Education and Practice www.iiste.org (Online) Vol 3, No 12, (June 30, 2015): 10:39.

³³ W and Zajda, J. *Language Awareness in the school Curriculum*. Australia : High Press Academic, 1998

that time. In addition to that, even though they have the opportunity to speak English, they still lack the confidence to communicate.

d. Lack of motivation

Motivation is important and a main factor in assessing if learners prepared to do their best. Motivation is internal power. The students would raise their study interest from the opportunity. When the students don't get inspired to learn English, it will make students difficult to speak English because they don't interest.

On the basis of the above explanation, psychological factors may have contributed for the difficulties faced by students, like: shyness, lack of confidence, lack of motivation and fear of mistakes. Every learner has different psychological factors, it can affect students' problem in speaking English.

C. Students' Strategies to Overcome Problems in Speaking English

In speaking, there are many kinds of strategies in learning English that we need encourage the learners to practice both interaction and production. Interaction is related to the learners to interact, to communicate or hold relationship with other people. On the other hand, Production is related to the learners' ability to produce sound and practice to speak. There are strategies to overcome problems in speaking skill³⁴, such as:

a. Discussions

Discussion is the action or mechanism in which something discussed in order to make a decision or share ideas. In the oral skills class, conversation is perhaps the most frequently used practice. This practice teaches students to think objectively, make fast choices, and politely express themselves and explain themselves when disagreeing with others. The students used this strategy to deal with their problem in speaking English such as inhibition because with this strategy the learners will discuss with their friends, share their ideas and know the other information.

³⁴Kayi. *Teaching speaking: activities to promote speaking in a second language*. University of Nevada. The Internet TESL Journal, Vol.XII, No.11, November 2006 (accessed Januari 7th ed, 2017), 2006

b. Simulations

Simulations are quite similar to role-play, but what differentiates simulations from role-playing is that they are more complex. Learners should bring objects to the class in the simulation to build a realistic setting. For example, she brings a shawl to dance if a student acts as a dancer, and so on. This strategy can use by students to overcome their difficulties in speaking English. Because simulation can increase the students' confidence. They will elaborate with their friends and they don't need to speak on their own, which means they don't have to take responsibility for the same thing.

c. Gap in information

In this strategy, learners meant to work in pairs. The details that other partners do not have will be available to one student and the partners would share their information with them. Information gap exercises serve many functions, such as resolving an issue or collecting data. This is effective strategy because in the target language, everybody has the opportunity to speak extensively.

d. Picture Describing

Picture describing means the students will describe about the pictures and discuss it with their friends. In order to that, the students can work with their classes, then the image in the class is represented by an individual for each category. This activity will promote both the learners' innovation and imagination and their public speaking. In addition, this strategy can build their confidence because they trained themselves by describing the picture even though just 3 sentences.

e. Practicing

Practice involves doing something repeatedly, out of habit, because it has become an established habit, or attempting to get better at the task on purpose. It is an exercise in order to improve or maintain one's proficiency. This strategy can apply both in the school and in their home. Likewise, in the school, when the teacher asks students to practice how to say something, it is better. Because it will make students practice and make students curious which one is the correct. Furthermore, they can practice to pronounce the words and speak English in front of the mirror or with their family. This strategy is very helpful to cope their problems in speaking English such as shyness, mother tongue used, and fear of mistakes. In order to that, it can make students speak English fluently, correct and build students' confidence.

f. Translation Resourcing

It uses reference materials from the target language using dictionaries. As a framework for the interpretation and development of the second language, this is the first language. Students, for example, look for new words in dictionaries. It is very helpful to the students who don't know the meaning of the English word. Addition to that, this strategy often using by the students before they speak English. It means, when the students don't know the English of a word, they will look for in the dictionaries. This strategy is very helpful to solve their speaking English problems such as the lack of vocabulary and unstructured grammar.

g. Repetition

Repetition is repeating of a word or phrase, doing, repeated to say something again, or Trying to imitate a model of expression, including open practice and silent rehearsal. When the teacher says something, then the teacher asks students to repeat it until the pronunciation is correct. Furthermore, when the students find the difficult pronunciation, they can repeat the pronunciation until mastered. This strategy is very helpful to overcome their problems in speak English such as the poor pronunciation problem.

h. Grouping

This strategy Perhaps the most widely used oral skills are. Grouping can classify phrases, conceptions or terminology based to their characteristics or meaning. The students can make a group for learning English together. For example, 1 group consists of 4-5 students which is each group has at least one member who master the English language. The purpose is for the students who master in English language, especially in speaking, to teach or share with other friends who still have problems speaking English. This strategy is suitable for students who have the shyness problem in speaking English because they can interact with their friends and train themselves to be confident. Furthermore, this strategy is very helpful to overcome their problem in speaking English such as the lack of motivation because their friends can motivate them to speak English.

D. Speaking Activities in The Classroom

The classroom speaking activities consist of five activities³⁵, they are:

a. Acting from a script

In this activity, the teacher asks the students to perform the play based on the script's dialogue. Thus, the teacher as the director and the students perform the dialogue. This activity is very helpful to train students' self-confidence because they will speak in front of the class with their partner.

b. Communication Games

A game is one of activities that can help students relaxed in learning the language. This technique is particularly suitable for the students in mastering the language. It is designed to build communication between students, so that the students have to talk to a partner to solve a puzzle, draw a picture, put the things in right order, and differences between picture.

c. Discussion

The problem in conducting the discussion is the students' reluctant to give opinion in front of their friends. Particularly when the students were not mastered the topic of discussion. Therefore, encouraging the students is to provide activities that force the students to express the ideas through the topic familiar with students' world. For instance are their daily activity, the situation of their class, and describing that situation.

d. Problem Solving

³⁵ Harmer, J. How to Teach English. Essex: Pearson Education Ltd, 2001

The material used in this technique giving the students to work in pairs or groups. They share their problem, opinion and feeling. In this case the teacher as the bridge to communicate among the participants. Then, the students give a question and answer each other. This communication will help the students practicing and expressing their ideas in spoken language.

e. Role Play

A popular way of the aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different situation, either as themselves or playing someone's role is quite different. We could ask them to be guest at some parties and go there as different characters. For example, they could as themselves, pretend to be at an airport trying to check luggage, or either as themselves or another character take part in a television program. In all these cases the students are using language in order to participate in the activity rather than other way round. Some students find it very comfortable to use language in a simulated environment, playing the role of someone else. It allows them to experiment freely to be another people.

The teacher can use those speaking activities to teach speaking. Teacher can choose one of those activities that is related to the topic and objective of the lesson. If teachers want to use an activity, they have to consider the situation, condition of their students and the materials that will be taught. For example, when the teacher wants to teach about expression, they can use simulation or role play. But not all of the students have confidence to be in front of the class. Thus, the teacher should find out how to make the students interest to perform in front of the class. Teacher may be used discussion or group work in teaching and learning process. It does not need student to be in front of the class, but they can share with their friends about the lesson. It can simulate their opinion by speaking without need to be shy.

E. Previous Study

In this research, the researcher needs to carry out previous research linked to this research that concerns the ability to communicate. "First study entitled "A Descriptive Study on Teaching Speaking

Method for the State Junior High School 3 Baturetno Seventh Year Student in the 2013/2014 Academic Year. Nanda Aldila Sari, who is a college at Muhammadiyah Surakarta University is conducting this report. The aim of this research is to understand the 7th grade of students at State Junior High School 3 Baturetno's implementation of the teaching speaking process³⁶. Interviews, reporting, and observation are the way to collect data. This thesis is qualitative descriptive analysis. She explains the teacher's methods of teach speaking, the benefits and disadvantages of the teacher's strategy of teach speaking, and the challenges encountered by teachers and students in speech class. The consequence of the study is the introduction of teach speaking: (1) the activity of the instructor consists of all the teacher's arrangements to teach speaking, and (2) the components of the speaking skill.

Descriptive qualitative analysis uses the similarities between the previous studies above and this research. While the setting of the research is the differences with the previous study. In the academic year 2013/2014, Nanda Aldila's study was performed by SMP Negeri 3 Baturetno. While this research is carried out in the academic year of 2019/2020 in SMP Daruttaqwa. In addition, to get the information, the differences with the previous study used interview and observation. While using the questionnaire and interview in this research to get the data.

The second entitled "Speaking Problems Faced by The English Department Students of Syiah Kuala University". This research is conducted by Hendra Heriansyah. The purpose of this study is to find the difficulties and reasons perceived by Syiah Kuala University English Department students in learning to speak and the attempts made by them to resolve their problems³⁷. This study was conducted at Syiah Kuala University's Faculty of Teacher Training and Education in the English Department. All the students who sit in the 3rd semester in the English Department who obtained the lowest passing grades in the speaking

³⁶ Sari Nanda A. *A Descriptive Study on Teaching Speaking Method for the State Junior High School 3 Baturetno Seventh Year Student in the 2013/2014 Academic Year*. Universitas Islam Negeri Surakarta, 2017

³⁷ Heriansyah, H. *Speaking Problems Faced by The English Department Students*. *Liingua Diidakttiika Journal* 6, 2012

class were the subjects of this review. The instruments are observation and interview, this study shows that in English speaking capacity, all students faced different difficulties. The difficulties encountered by the students was 'limited of vocabulary,' while the primary cause of the problem was 'fear of making errors,' which stopped them from speaking.

There were similarities and differences between these researches from the previous studies above. The purpose of the similarity between this research is to discover the problem of students speaking English. Whereas, the differentiation between them is that observation and interview are used as an instrument. However, the researcher, uses the questionnaire and interview as an instrument. The difference is the research location. Study at Syiah Kuala University by Hendra Heriansyah. Although this research is being carried out in the academic year of 2019/2020 in SMP Daruttaqwa Gresik.

The third is a studies entitled "Students' Difficulties in Speaking English at a Vocational School in Bandung". This research is conducted by Putri Anggia Pramuditha. This study aims to identify speaking English difficulties encountered by the students³⁸. This research introduced a descriptive qualitative approach at a SMK in Bandung that involved 30 students of 12th grade majoring in software engineering (SE). The knowledge was gathered through questionnaires, interviews, and observations in the classroom. The results of this study showed that in speaking English, students had problems, namely a lack of comprehension of grammatical patterns, lack of vocabulary, incorrect pronunciation, fear of other responses, nervous, anxiety about having errors, shyness and not confidence.

There were similarities and differences between these studies from the previous studies. The relation between the goals of this research is to explore the students' difficulties in speaking English. Whereas, the difference between them is the use of questionnaire, interview, and classroom observations as instrument. However, the researcher uses the questionnaire and interview as an instrument.

³⁸ Pramuditha, P.A. *Students' Difficulties in Speaking English and their strategies to Overcome the Difficulties*. Universitas Pendidikan Indonesia Journal, 2015

Furthermore, the differences in the holding of studies. Putri Anggia Pramuditha's research in vocational school in Bandung, exactly by using students 12th grade as the respondents. While this study is conducted in SMP Daruttaqwa Gresik in the academic year of 2019/2020, exactly by using students 8th grade as the respondents.

The fourth is a study entitled 'A Study of the Problem of Students in the 8th Grade of State Junior High School 1 Talaga in Learning Speaking English. Devi Novita Swary is conducting this study. The aims of this study to learn and investigate English-speaking learning and find some strategies to cope it³⁹. This study introduced a descriptive qualitative approach involving 26 students in the 8th grade of State Junior High School 1 Talaga. Observations and interviews used for collecting the depth information. The results of this study showed that in learning to speak, the researcher found at least 12 problems, there are, shyness, nervousness, bad pronunciation, anxiety about having errors, not confidence, rarely practice, minimum possibilities, factor in the environment and low motivation. Find any ways to solve the problems on the part of both students and teachers.

There were similarities and differences between these studies from the previous research above. The aim of the similarities between these studies is to explore the problem of students speaking English. In addition, the difference between them is based on observations and interviews. The researcher, however, uses the questionnaire and interview as an instrument. Furthermore, the differences in the research setting. Devi Novita Swary's research in SMP Negeri 1 Talaga, exactly by involved 26 students second grade of State Junior High School 1 Talaga as the respondents. While this study is conducted in SMP daruttaqawa Gresik in the academic year of 2019 / 2020, exactly by involved 34 students 8th grade as the respondents.

The fifth is a research entitled "A Study on Student's English Speaking Problems in Speaking Performance". This research is conducted by Dea Aris Fitriani. The goal of this study is to identify the commonly problem of speech output encountered by the students who

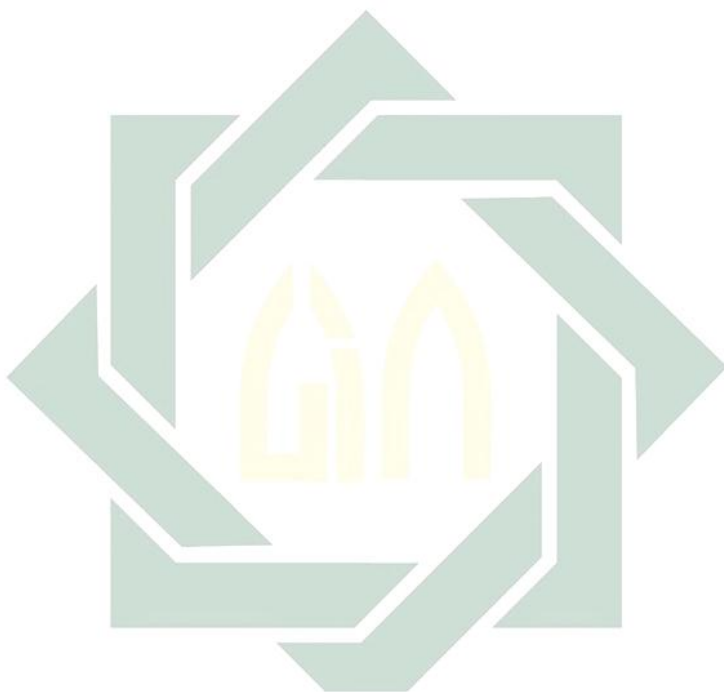
³⁹ Swary, Devi A. *A study of Students' Problems in Learning Speaking English at the Second Grade of SMP Negeri 1 Talaga*. Universitas Islam Negeri Syekh NurJati Cirebon, 2014

sit in the 3rd semester of the FKIP Tanjungpura University Pontianak English Study Program⁴⁰. A descriptive qualitative methodology was introduced in this research. This study concerned students attending the third semester of the FKIP Tanjungpura University Pontianak English Education Study Program. The data was collected by questionnaires and observations in the classroom. The findings of this study have shown that psychological issues are the most significant issue facing the students who sit in the 3rd semester of the FKIP Tanjungpura University Pontianak English Education Study Program. The most dominant psychological problem are lack of confidence and anxiety.

There were similarities and differences between these studies from the previous research above. The aim of the similarities between these studies is to explore the problem of students speaking English. In addition, the difference between them is the use of questionnaires and observations in the classroom as an instrument. While, the researcher uses questionnaires and interviews. Furthermore, the differences in the research setting. Dea Aris Fitriani's research in FKIP Tanjungpura University Pontianak by involved students who sit in the 3rd semester of English education study program. While this research is conducted in SMP Daruttaqwa Gresik in the academic year of 2019/2020 that involved students 8th grade as the respondents.

Of all mentioned previous studies, research about students' problems in speaking English is not specific to junior high school in the grade 8th, but focus on problems that faced by students and teachers' method to teach speaking English. There is still no research that examines the strategies that used by students to solve the problem in speaking English. Therefore, this research, the researcher explores the students' problem and describes the students' strategies to solve their problems.

⁴⁰ Fitriani Dea, A. *A Study On Student's English Speaking Problems in Speaking Performance*. Universitas Tanjungpura Pontianak, 2013



CHAPTER III RESEARCH METHOD

The method of research is discussed in this chapter. This chapter includes design of research, research subject, setting of research, data and source of data, instrument of research, data collection, and data analysis technique.

A. Research Design

The design of this research is use of descriptive qualitative research method. Descriptive qualitative research aims to include as precise an account of what current practice is as possible, how learners teach, what the classroom looks like, a specific location at a specific moment⁴¹. While, descriptive research defines and explains the way things happen in a situation⁴².

Since the data is in the set of phrases, this research is qualitative. This is because the researcher is supposed to explain students' problems in speaking English and their methods to solve the problem of speaking English in Daruttaqwa Gresik Junior High School in the 8th grade.

B. Setting of the Research

This research will be conducted at SMP Daruttaqwa Gresik which located on Jl.K.H Syafi'i No 30 B, Dahanrejo Manyar, 61118, East Java. This school located on the right road in Dahanrejo, and public transport is very available, so this school is very easy to find. There is the reason why the researcher chooses SMP Daruttaqwa in this research, because this choose already use curriculum thirteen. This school also uses the technology for teaching learning process activities and provides some extracurricular activities, one of them is English extracurricular.

⁴¹Ur, Penny. *A Course in Language Teaching Practice: and Theory*. Cambridge: Cambridge University Press, 1996

⁴²Gay, R.. *Personal and Social Factors of Perception*. London : Weidenfeld and Nicolson (2005): 159

C. Subject of the Research

The population as an aggregate or entirety of all things, subjects or members conforming to a collection of requirements. Similarly, the population is a group of prospective participants to which the researcher wishes the study outcome to be generalized⁴³.

In addition to that, the subject in this research involves students in the 8th grade of SMP Daruttaqwa Gresik, which involves 34 students. The explanation why the researcher selects eight grades because between seventh grade and ninth grade it is the middle grade. Thus, they have experiences in learning English when they sat in the seventh grade. Another reason, the students of seventh grade begins to adapt to the new school and the students of ninth grade will prepare to join National Examination.

D. Data and Source of Data

According to the research questions of (1) what are the students' problem in speaking English at SMP Daruttaqwa Gresik? and (2) How are the students' strategies to overcome their problems in speaking English at SMP Daruttaqwa Gresik? The data needed for the proposed research is as follows. Responding to the first research question, the data needs to be collected about the problems that faced by students 8th grade of SMP Daruttaqwa Gresik in their English class. For the second research question is the students' strategies to solve their problem in speaking English. Data on the types of problem that face by students 8th grade at SMP Daruttaqwa Gresik will be collected from questionnaire. The source of data for the strategies that used by the students to cope their speaking English problem.

E. Research Instrument

The measurement is being done by research, then there must be a good measuring method⁴⁴. Measuring methods in research are

⁴³Merriam, S. B. *Qualitative research and case study applications in education*. United States of America. Jossey-Bass, 1998

⁴⁴ Sugiyono. *Qualitative and Case Study Application in Education*. Bandung : Alfabeta, 2010

commonly referred to as instrument of research. The instrument of research is a method use for measuring both social phenomena and natural that have been observed. Such phenomenon is specifically called variables of research.

The current study uses two instruments for collecting the data consist of:

1. Questionnaire

Questionnaire as a method of gathering information through question or statement that respondents must complete about attitudes, knowledge, beliefs and feelings⁴⁵. Moreover, questionnaire as a series of questions asked by several people to find information on a subject. In fact, the questionnaires have two forms: the form closed or limited, and the form open or unlimited. The closed-form defines the number of answers that the respondents can select while the open form asks the respondents for writing a reply freely without restrictions. Based on the statements, the researcher becomes confident to choose the questionnaire as the research instruments since what to analyze is related to students' problem in Speaking English. In this study, the statements of questionnaire were adapted from Brown, Juhana and Penny. It was written in Indonesian language so that the students will never misunderstand the written statements. For better comprehension, in other words. The researcher provided 10 items of statements. Addition to that, the specification of questionnaire consists of 3 categories. The first category is about difficulties in speaking English related to component of speaking skill that cover about vocabulary, grammar, pronunciation, comprehension and fluency. The second category is about difficulties in speaking English encountered by the students that include about nothing to say, less of participant, mother tongue used and inhibition. The last category is about difficulties in speaking English related to psychological factors that cover about shyness, lack of confidence, fear of mistakes and lack of motivation. The statements are : The most difficult skill in learning English is speaking, I don't have good pronunciation in speaking English, I have problems in grammar when I speak English, I have limited vocabulary in speaking English, I don't have idea when I speak English, I get used to my mother tongue in English class, I feel nervous

⁴⁵Bimo Walgito. *Qualitatvie Research Method*. Bandung: Alfabeta, 1987

when I speak English in front of the class, I am not confidence to speak English because my friend always laughs me, I am afraid to speak English, because I am afraid of making mistakes, I have lack motivation in learning English, so I am not interested and find problems in speaking English. Then, the researcher asks the participant to choose one appropriate response (strongly agree, agree, disagree, strongly disagree).

2. Interview Guideline

The interview is the way for students to get the deep data. Interviewing can be necessary where substantive depth is relevant and the study focuses primarily on obtaining insight and understanding⁴⁶. Furthermore, interview can allow Researchers may examine phenomena that are not clearly apparent in an interview. Based the statements above, the researcher uses the interview as the instrument to explore their strategies to overcome the students' problem in speaking English. The interview was written in Indonesian language so that the students will never misunderstand the questions written. The researcher interviewed 10 students because the researcher used the purposive sampling. Purposive sampling is a sampling technique by determining certain criteria. The main purpose of purposive sampling is to produce a sample that can logically be considered representative of the population⁴⁷. In this research the criteria from the problems in the questionnaire. Thus, every problem in the questionnaire must have strategy. Addition to that, here are 10 questions that will be ask to the students. The questions of interview about the students' strategies to solve their problems, their strategies when their problems about the lack of confidence or motivation, their strategy to overcome their problem when they don't have an idea to speak English, their strategy to avoid embarrassment when the students speak English in front of the class, their effort to improve their pronunciation, their effort to avoid mistakes in speaking

⁴⁶Fraenkel, J.R and Wallen, N.E. *How to Design and Evaluate Research in Education*. New York: Mc. Graw-Hill Companies12, 2003

⁴⁷ Sugiyono. *Qualitative and Case Study Application in Education*. Bandung : Alfabeta, 2010

English, their strategy to habituate themselves to use the English language in English class, their strategies to add the vocabulary and the strategies for improving their grammar. Furthermore, this research used an open-ended question to be answered by the respondent using their own words. Addition to that, the respondent will interview in Bahasa Indonesia to avoid misunderstanding about the meaning. The questions concerning the strategies students have used to solve their problems, their strategies when their problems about the lack of confidence or motivation, their effort to improve their pronunciation, their effort to avoid mistakes in speaking English, their strategies to add the vocabulary and the strategies for improving their grammar.

F. Data Collection Technique

Data collection technique is the way the writer measures the data empirically and critically. The most significant step in the research is the data collection technique, since the main aim of the research is to get the data. For answering the first research question namely the students' problems in speaking English in the 8th grade at SMP Daruttaqwa Gresik, the researcher will distribute the questionnaire for to describe the students' problem in Speaking English in the English class. Thus it can be explained that the data collection techniques for research questions (1) is questionnaire. The researcher will distribute the questionnaire through the link that will be send by via WhatsApp which is assisted by an English teacher.

Furthermore, to answer the second research questions, how are the students 'strategies to overcome their problems in speaking English at SMP Daruttaqwa Gresik, the researcher will ask the students about their strategies to solve their speaking English problems. Thus it can be explained that the data collection techniques for research questions (2) are interview with students 8th grade at SMP Daruttaqwa Gresik. The interview will be carried out with open-ended questions. Meanwhile, to answer the second research question, it is only necessary to conduct interview with the students of 8th grade. Addition to that, the researcher will conduct the online interview through voice note in WhatsApp application, because it can still record. The interview starts on 25th June 2020.

G. Data Analysis Technique

Data analysis is the practice of searching systemically and Organizing the interview transcripts, field notes, and other resources that obtain to increase your own knowledge of them and enable you to present to others what you have learned⁴⁸. After all the information is obtained from the questionnaire and interview, then the data is analyzed. There will be 3 concurrent flows in qualitative research, according to Miles and Huberman⁴⁹, namely: data reduction, display of data and conclusion.

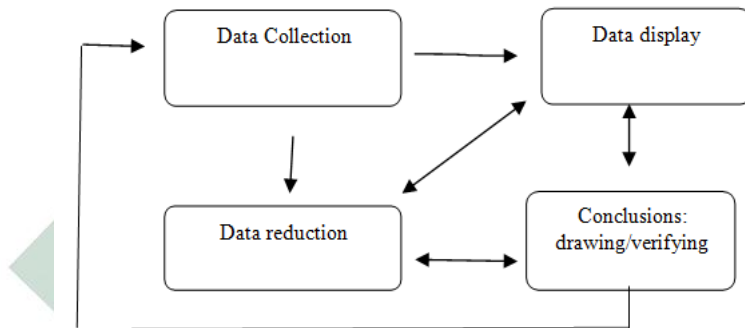


Figure 3. 1 Components of Data Analysis: Interactive Model

Source: Mathew B. Miles and Michael Huberman.1994. Qualitative Data Analysis.

Reduction the data refers to the process of selecting, focusing, simplifying and restudying the transcription of interview and questionnaire. In this research the researcher focus on reducing and transforming through the data questionnaire and interview. The first step in the reduction of data is to identify the data acquired. The second is to choose and focus on needed the data. The last is to make a

⁴⁸Sugiyono. *Qualitative research and case study applications in education*. Bandung: Alfabeta (2010): 334

⁴⁹ Miles, Matthew B. and Huberman. *Qualitative Data Analysis*. United States of America: Sage Production (1994): 10

summarizing of the data. The researcher takes the data about the students' problems in speaking English and the strategies used by students to overcome their problems.

Data display is about arranging and compressing the data reduction summary. Data display is a data description in this research. The researcher described the data that had been reduced. It means the data is drawn and explained in the forms of words, sentences and paragraphs. The researcher displays the data then describes it.

Drawing conclusion is the last analysis activity. It's about taking a rundown and writing the conclusion. The researcher drawn conclusion and gave the result of the analysis based on the problems and strategies to solve the problems. The researcher took conclusion after presenting the data and analysis the data.

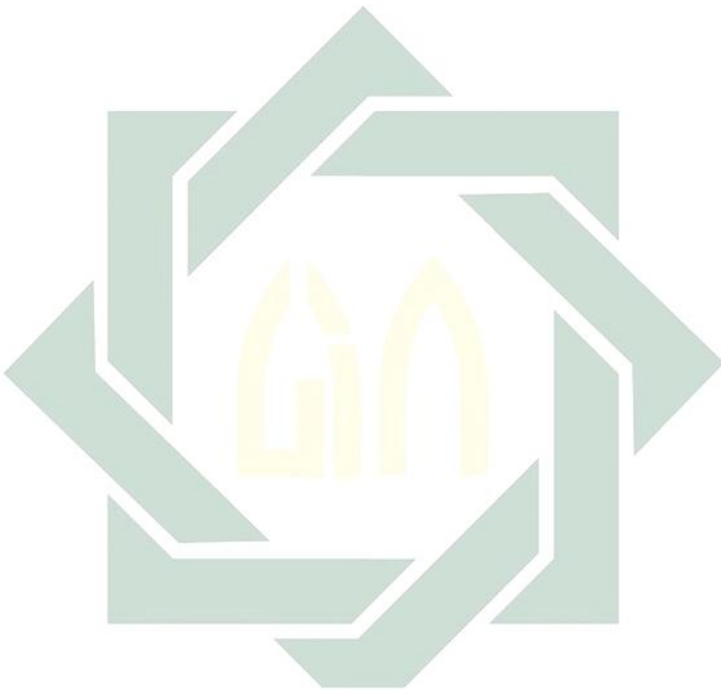
H. Trustworthiness of Data

From this research, the researcher gets the data or information from some documents. The data is get from questionnaire and interview. The triangulation is divided into four kinds⁵⁰, they are :

- a.) Triangulation by using the source means the researcher will compare and check the credibility of information found in the questionnaire with the data of interview and compare it with related documents.
- b.) Triangulation by using the methods means the researcher will check the credibility of the data source by using several data collection technique and analysis them by using method.
- c.) Triangulation by using investigator means the researcher will recheck the credibility of the data by higher own research or other researcher.
- d.) The last technique used in triangulation by using theory. It is techniques of examining the data finding standard of comparison from an analysis explanation as a supporting the data to get a valid evidence of the research result.

⁵⁰ Moelong, Lexy. *Metode Penelitian Kualitatif*. Bandung : PT. Reamaja Rosda Karya, 2004

In this research, the researcher use triangulation by using methods. The researcher in gathering the data such as questionnaire and interview. In validating the data, the researcher had documents from their responding of the questionnaire and the researcher also crosschecking by comparing them to the data of interviews.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this research, there are two goals. Firstly, to explain the speaking English problems facing by students. Secondly, to define the students' methods to solve their challenges in speaking English. Based on the questionnaire and the interview with the students, the data from that area was collected.

A. Research Findings

1. The problems faced by students in speaking English

The questionnaire had been done by the researcher in the 8th grade on 16th June until 24th June 2020. There were 10 items of statements that were questioned about the problems of students speaking English at SMP Daruttaqwa Gresik. After spreading the questionnaire, the researcher found interesting results about the speaking English problem at SMP Daruttaqwa Gresik. The answers of questionnaire about the students' problems in speaking English were classified into: incorrect pronunciation, lack of vocabulary, lack of motivation, unstructured the grammar, shyness / nervousness, inhibition, mother tongue used, nothing to say, less of confidence and fear of mistakes.

The causes of students' difficulties related to inhibition were the students feel worried in speaking English. In statement number 1, the highest percentage is 79, 4 % which are the respondents agree toward a statement "The most difficult skill in learning English is speaking". It means the students agree that they have inhibition problem in speaking English. Then, the respondents were strongly agreed 11, 8 %. There were respondent who disagree 8, 8 % and there were 0 % respondent who strongly disagree about that statement. It means they disagree and feel that their problem is not related with inhibition. Based on the percentage, the most of respondent were agree in responding the statement.

In speaking English, some causes of student problems were also found in relation to pronunciation. The students believe that the word is hard to pronounce. The students feel difficult to pronounce the

word. The statements of “I don’t have good pronunciation in speaking English” elicited 67, 6 % of respondent who agree with that statement. Means the students agree that they have pronunciation problem in speaking English. There were 11, 8 % respondents who strongly agree in it. Then, the percentage of students who disagree 20, 6 % which they feel their problem is not related with their pronunciation and 0 % respondent who strongly disagree. Based on the percentage, the most of respondent were agree in responding the statement.

In speaking English, the problems of students related to grammar were also found, Grammar allows students to blend words and create sentences correctly, but the students have problem in grammar. Likewise, the percentage of statement number 1, the statements of “I have problems in grammar when I speak English” has the same percentage. The highest percentage is 79, 4 % which are the respondents agree in it. It means the students agree that they have inhibition problem in speaking English. In order to that, 11, 8 % the respondents were strongly agreed in the statement. There were respondent who disagree 8, 8 % which they feel their problem is not related with their grammar and there were 0 % respondent who strongly disagree about that statement. Based on the percentage, the most of respondent were agree in responding the statement.

In speaking English, some causes of student difficulties were also found in relation with vocabulary. One of the essential aspects of speaking is vocabulary. Learners can't say anything without vocabulary. The statements of “I have limited vocabulary in speaking English” elicited 55, 9 % of respondent who agree with that statement. Means, they feel that their speaking English problem because the lack of vocabulary. Furthermore, 5, 9 % respondent strongly agree in it. There were respondent who disagree 38, 2 % which they feel their problem is not related with vocabulary and there were 0 % respondent who strongly disagree about that statement. Based on the percentage, the most of respondent were agree in responding the statement.

In speaking English, the problems of the students were also found related to nothing to say. The students have no idea about speaking. Some students have trouble thinking about what to say, they have no inspiration to express themselves beyond the impression that they should speak. The statements of “I don’t have idea when I speak English” has respond from respondent. In fact, 38, 2% respondents were

disagreed in responding the statement which they feel their problem is not related with nothing to say or don't have idea, 0 % respondent who strongly disagree. In order to that, there were 44, 1 % respondents agree with that statement. It means the students agree that they have nothing to say problem in speaking English. However, there were also 17, 6% of respondents who strongly agree in it. Based on the percentage, the most of respondent were agree in responding the statement.

In speaking English, some causes of student problems were also found in relation to mother tongue use. The students use their mother tongue for some reason because it is simpler and they feel unnatural to speak to each other. The statements of "I get used to my mother tongue in English class" has 55, 9 % of respondents who agree in it. It means the students agree that they have mother tongue problem in speaking English. Furthermore, there were 23, 5 % of respondents who strongly agree in it. Then, 14, 7 % of respondents disagree and 5, 9 % of respondent strongly disagree with the statement which they feel their problem is not related with mother tongue. Based on the percentage, the most of respondent were agree in responding the statement.

Furthermore, in speaking English, some causes of student problems were also found in relation to shyness. The students who felt shyness will make their mind blank and don't have idea to speak. When speaking English in front of class, they sometimes feel nervous. The highest percentage of statement "I feel nervous when I speak English in front of the class" were 44, 1 % of respondents agree in it. It means the students agree that they have shyness problem in speaking English. Then, 35, 3 % respondents strongly agree with that statement. There were 20, 6 % respondents disagree which they feel their problem is not related with shyness and 0 % respondent who strongly disagree about that statement. Based on the percentage, the most of respondent were agree in responding the statement.

Moreover, some causes of student problems in speaking English, were also found in relation to lack of confidence. Lack of confidence typically happens when students understand that their conversation is not good. The statement of "I am not confidence to speak English, because my friend always laughs me" elicited 52, 9 % of respondents disagree in it. It means the students feel their problem is not related with the lack of confidence or on the other hand they were confidence. Then, 32, 4 % respondents agree with that statement which

they agree and feel that their problem because the lack of confidence and 11, 8 % respondents who strongly disagree. In this statement, the small percentage was 2, 9 % of respondents who strongly disagree in it. Based on the percentage, the most of respondent were disagree in responding the statement, but the lack of confidence still a problem encountered by students in speaking English.

In speaking English, some causes of student problems were also found in relation to fear of making mistakes were also found in speaking English. The fear of students being laughed at by other students. They also fear when they speak English and make a mistake. The highest percentage of statement “I am afraid to speak English, because I am afraid of making mistakes” were 44, 1 % of respondents agree in it. It means the students agree and feel that their problem in speaking English because they fear of making mistakes. Following by 41, 2 % of respondents disagree with that statement which they feel that their problem in speaking English not fear of making mistakes. There were, 11, 8 % of respondent who strongly disagree. Then, 2, 9 % of respondents who strongly disagree in it. Based on the percentage, the most of respondent were agree in responding the statement.

Last, some of the causes of students’ problem in relation to the lack of motivation were also found in speaking English. When the students don’t have motivation in learning English, this can make it hard for them to speak English because they don’t interest. In statement “I have lack motivation in learning English, so I am not interested and find problems in speaking English” elicited 41,2 % of respondents disagree with that statement. It means the students feel their problem is not related with the lack of motivation or on the other hand they have motivation in learning English. Following by 38, 2 % of respondents agree in it. Furthermore, there were 17, 6 % of respondent who strongly agree with that statement. Then, 3 % of respondents who strongly disagree in it. Based on the percentage, the most of respondent were disagree in responding the statement, but the lack of motivation still a problem that faced by students in speaking English.

2. Students' strategies to overcome their problems in speaking English

Interviewing the students was another technique of getting information used by the researcher. The researcher got the information needed for the research by doing an interview. There were 10 questions of interview that asked about Strategies for students to overcome their problem with speaking English. The researcher did the interviews with 10 students in VIII-A. Subject 1 until 5 answered the interviews' question numbers 1 through 5. On the other hand, subject 6 until 10 answered the interviews' question numbers 6 through 10.

1.) Question number 1

The first question of interview "What is your strategy to overcome your problems in speaking English?" There were 5 students of VIII-A who answer this question. The strategy used by subject 1 were learned English with seriously, He read and rehearsed the story in English to speak English. It could be proven from the following excerpt

Excerpt 1

"the strategy that I used is learning English with seriously, reading the English story and rehearsing to speak English" (S1).

Then, the strategy used by subject 2 was learn to speak English. It could be proven from the following excerpt

Excerpt 2

"the strategy that I used is learning to speak English" (S2).

In order to that, the subject 3 and 4 has same strategies, their strategies were learned English with seriously and rehearsed to speak English. It could be proven from the following excerpt

Excerpt 3

"the strategy that I used is learning English with seriously and rehearsing to speak English" (S3) (S4).

Furthermore, the strategy used by subject 5 were learned English with seriously, rehearsed to speak English. It could be proven from the following excerpt

Excerpt 4

“strategy that I used is learning English with seriously and rehearsing to speak English” (S5).

2.) Question number 2

The second question is “What should you do when you don’t have an idea to speak English in front of the class?” There were 5 students of VIII-A who answer this question. The strategy used by subject 1 was looking for easy ideas before speaking English in front of the class. It could be proven from the following excerpt

Excerpt 1

“strategy that I used when I don’t have idea is looking for easy ideas therefore I can be fluent when speaking English in front of the class” (S1).

Then, subject 2 and 5 has same strategies to overcome that problem. Their strategies were preparing the idea and looking for easy ideas. It could be proven from the following excerpt

Excerpt 2

“the strategies that I used is preparing the idea first and looking for easy ideas before speaking in front of the class” (S2) (S5).

Likewise, the strategy used by subject 3 and 4 was same. The strategy was preparing the idea first before speaking in front of the class. It could be proven from the following excerpt

Excerpt 3

“the strategies that I used to overcome the problem is preparing the idea first before speaking in front of the class” (S3) (S4).

3.) Question number 3

The third question is “What is your strategy to avoid embarrassment when you speak English in front of the class?” There were 5 students answer their strategies. The strategy used by subject 1 were practice speaking English with friends before they speak English in front of the class and practice speaking English in front of a mirror. It could be proven from the following excerpt

Excerpt 1

“before speaking in front of the class, I usually practice with my friends and I usually practice speaking English in front of the mirror” (S1).

Then, the strategy used by subject 2 and 5 was same. The strategy was practice speaking English with friends before speaking English in front of the class. It could be proven from the following excerpt

Excerpt 2

“before speaking in front of the class, I practice to speak English first with my friends” (S2) (S5).

Next, the strategy used by subject 3 was practice speaking English first, therefore we are not shy when speaking English in front of the class. It could be proven from the following excerpt

Excerpt 3

“before speaking in front of the class, I practice speaking in English first, So I am not shy” (S3).

Furthermore, strategy used by subject 4 was confident when speaking English in front of the class. It could be proven from the following excerpt

Excerpt 4

“I speak English in front of the class with confident” (S4).

4.) Question number 4

The fourth question is “What should you do to avoid making mistakes in speaking English?” Five students answer the question with clearly. The strategy used by subject 1 was be careful when speaking English and ask the teacher how to pronounce it. It could be proven from the following excerpt

Excerpt 1

“To avoid making mistakes in speaking English, I always speak English with carefully and ask my teacher how pronounce the words” (S1).

Then, the strategy used by subject 2 and 3 was same. The strategy was asked the teacher and friends how to pronounce words or sentence before speaking English in front of the class. It could be proven from the following excerpt

Excerpt 2

“before speaking in front of the class, I ask my teacher how to pronounce the words or sentences” (S2) (S3).

Furthermore, the strategy used by subject 4 were prepared the topic that will be discuss in front of the class and asked the teacher or friends how to pronounce words or sentence before speaking English. It could be proven from the following excerpt

Excerpt 3

“before speaking in front of the class, I prepare the topic first, and ask the teacher

or my friends how to pronounce the words”
(S4).

Likewise, the strategy used by subject 5 was be careful when speaking English in front of the class to avoid making mistakes. It could be proven from the following excerpt

Excerpt 4

“speak English with carefully to avoid making mistakes” (S5).

5.) Question 5

The fifth question is “What should you do to be confident when you speak English in front of the class?” Five students answer the question with clearly. The strategy used by subject 1 and 4 was same. The strategy was practice speaking English first before speaking English in front of the class and optimistic that they can speak English well. It could be proven from the following excerpt

Excerpt 1

“to be confident when speaking English in front of the class, I practice first and optimistic that I can speak English well”
(S1) (S4).

Next, the strategy used by subject 2 were practice speaking English with friends and practice speaking English in front of a mirror. It could be proven from the following excerpt

Excerpt 2

“I usually practice to speak English with my friends and practice in front of a mirror”
(S2).

In order to that, the strategy used by subject 3 were practice speaking English with friends, practice speaking English in front of a mirror, stay calm and always confident. It could be proven from the following excerpt

Excerpt 3

“To be confident, I practice speaking English with my friends, practice speak English in front of the mirror, stay calm and always confident” (S3).

The last strategy that used by subject 5 were practice speaking English at home, practice speaking English with friends and practice speaking English in front of a mirror. It could be proven from the following excerpt

Excerpt 4

“I practice speaking English at home, practice speaking English with friends and practice speaking English in front of a mirror, so I already confident when speaking English at school” (S5).

6.) Question number 6

The sixth question is “What should you do when your motivation decreases in speaking English?” There were 5 students who answer the question. The strategy used by subject 6 were watch English videos in YouTube and motivating herself to learn English and speak English. It could be proven from the following excerpt

Excerpt 1

“I open YouTube, then watch English videos and I motivate myself to learn English and speak English because learning English is important” (S6).

Then, the strategy used by subject 7 and 10 was same. The strategy was motivating herself to learn English and speak English. It could be proven from the following excerpt

Excerpt 2

“I motivate myself to learn English and speak English because English is international language and important to learn” (S7) (S10).

In order to that, the strategy used by subject 8 were looking for a pleasant atmosphere and motivating herself to learn English and speak English. It could be proven from the following excerpt

Excerpt 3

“I look for a pleasant atmosphere to restore my mood and motivate myself to learn English and speak English” (S8).

Furthermore, the strategy used by subject 9 were motivating herself in learning English and speaking English because learning English is important. It could be proven from the following excerpt

Excerpt 4

“I motivate myself to learn English and speak English because learning English is important” (S9).

7.) Question 7

The seventh question is “What is your strategy to increase your vocabulary in overcoming the problem in speaking English?” There were 5 students who answer the question. The strategy used by subject 6 were write the vocabulary after reading English story and watching the English videos in YouTube. It could be proven from the following excerpt

Excerpt 1

“to increase my vocabulary, I read the English story and watch the video, then I write the vocabulary” (S6).

In order to that, the strategy used by subject 7 were read the English story and be friendly with dictionary. It could be proven from the following excerpt

Excerpt 2

“my strategy to increase the vocabulary is reading the English story and be friendly with dictionary” (S7).

Then, the strategy used by subject 8 were read English book, use English games, learn three vocabularies every day. It could be proven from the following excerpt

Excerpt 3

"I usually read English book, use English game and learn three vocabularies everyday" (S8).

Next, the strategy used by subject 9 were read English story and write the vocabulary. It could be proven from the following excerpt

Excerpt 4

"I usually read English book, then I write the vocabulary and look for the meaning in the dictionary" (S9).

Likewise, the strategy used by subject 10 were read English book, watch English movie and use the dictionary. It could be proven from the following excerpt

Excerpt 5

"For increasing my vocabulary, I read English book, watch English movie and always use the dictionary" (S10).

8.) Question 8

The eighth question is "What is your strategy to improve the grammar in overcoming the problem in speaking English?" There were 5 students who answer the question. The strategy used by subject 6 and 10 was same. The strategy was memorized the formula. It could be proven from the following excerpt

Excerpt 1

"to improve the grammar I memorize the formula until it is completely memorized" (S6) (S10).

Then, the strategy used by subject 7 and 9 was same. The strategy was memorized the formula, then make sentences. It could be proven from the following excerpt

Excerpt 2

"I memorize the formula then I make sentences until right" (S7) (S9).

In order to that, the strategy used by subject 8 were memorized the formula, memorized kind of verb and how to use it. It could be proven from the following excerpt

Excerpt 3

"I memorized the formula, memorized kind of verb (verb 1, 2, 3) and how to use it" (S8).

9.) Question 9

The ninth question is "What will you do to improve your pronunciation in speaking English?" There were 5 students who answer this question. The strategy used by subject 6 and 9 was same. The strategies were practice how to pronounce it and repeat the pronunciation. It could be proven from the following excerpt

Excerpt 1

"I practice how to pronounce it, then I repeat the pronunciation until correct" (S6) (S9).

Likewise, the strategy used by subject 7 and 10 was same. The strategies were listening English dialogue, listening English music and practice how to pronunciation correctly. It could be proven from the following excerpt

Excerpt 2

"I reproduce listening English dialogue, listening English music and practice how to pronunciation correctly" (S7) (S10).

Then, the strategy used by subject 8 were look for interlocutors and practice how to pronounce correctly. It could be proven from the following excerpt

Excerpt 3

“My strategy to improve the pronunciation is looking for interlocutors and practicing how to pronounce correctly” (S8).

10.) Question 10

The tenth question is “What is your strategy to habituate yourself to use the English language in English class?” Five students answer the question with clearly. The strategy used by subject 6, 8 and 9 was same. The strategy was practice speaking English every day. It could be proven from the following excerpt

Excerpt 1

“my strategy to habituate myself to use the English language in English class is practicing to speak English in everyday life” (S6) (S8) (S9).

Likewise, the strategy used by subject 7 and 10 was same. The strategy was practice speaking English with family or friends. It could be proven from the following excerpt

Excerpt 2

“My strategy is practicing to speak English with family or friends” (S7) (S10).

B. Discussion

The researcher will analyze the findings of the research. The discussion is about the problems of students speaking English and the strategies of students to solve their problems. The researcher must evaluate the data after explaining the data, since the data is still drawn up. The explanation will be presented below:

1.) The students’ problems in speaking English

Students in the eighth grade faced the problems when they speak English, according to the results findings. In speaking English, the researcher finds ten problems faced by the students. These are inhibition, poor pronunciation, unstructured grammar, lack of vocabulary, nothing to say, mother tongue interferences, shyness, fear of mistakes, lack of motivation and lack of confidence.

- a.) The most challenging skill for English foreign learners is speaking and the difficulties faced by the learners in speaking English, such as: inhibition, nothing to say, mother tongue used⁵¹. Through the questionnaire and reflecting to the theory, the study showed the students feel obstacle when English is spoken. They have stopped trying to say something in the classroom about the English language, like thinking about having made errors or fearing criticism. In fact, one of the characteristic of speaking successfully is language in the suitable level⁵². Learners should try to express themselves in phrases that are meaningful, clear and appropriate in terms of language.
- b.) Furthermore, through the questionnaire and reflecting to the theory, the study showed that the students would not like to speak up because they don't have an idea. When speaking in English, they are unable to express something. They confuse and don't say anything. The one characteristics of speaking successfully is the even participation⁵³. Every student gets the opportunity to speak English and contributes in each activities. If the students would not like to speak up because they don't have an idea, the classroom will be dominated by the talkative students.
- c.) Moreover, the mother tongue becomes problem for students because they feel unnatural speaking to each other⁵⁴. Through the questionnaire and reflecting to the theory, the study showed that this problem may occur since English is not used in their daily lives. Thus, there are students who still use their mother tongue in English class because they accustomed to use it.

⁵¹Ur , Penny. *A Course in Language Teaching Practice: and Theory*. Cambridge: Cambridge University Press (1996): 121

⁵² UR, Penny. *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press, 1996

⁵³ UR, Penny. *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press, 1996

⁵⁴Daud and Heriansyah. *Speaking Problems Faced by The English Department Students*. *Liingua Diidaktiika Journal* 6, 2012

Speaking can be more difficult often than listening. Since people know what someone is doing, but they do not speak English because they do not speak English. It can be concluded that this finding supported the theory from Penny about The challenges of speaking English encountered by the students.

- d.) There are some challenges that students face while speaking English, according to the research findings. The problems in the English section are one of those concerns. Five Elements of English speaking according to Brown are vocabulary, fluency, grammar, comprehension and pronunciation⁵⁵. In order to that, the speaking English problems that faced by students can be caused due to linguistic factor or components in speaking English, such as, limited of vocabularies, incorrect pronunciation and lack of grammatical understanding⁵⁶. Through the questionnaire and reflecting to the theory, the study showed that the students have a little vocabulary. Likewise, the research result of Agung Ginanjar Anjani Putra and Heri Purnomo, the problem in speaking English at junior high school is the lack of students' vocabularies⁵⁷. Therefore, the students can't say something and they will be confused about what they want to talk about. In order to that, the students who have a lot vocabulary will make them easy to speak English.
- e.) Furthermore, through the questionnaire and reflecting to the theory, the study showed that unstructured grammar is the problem that faced by students. For some people, speaking in English is not an easy task, especially for those whose first language is not English. They must consider the relevant words, the pronunciation, and the grammar for different

⁵⁵Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman (2001): 168

⁵⁶Arita, Y. *A Study of Student's Problems in Daily English Speaking Activity at SMA POMOSDA Tanjunganom Nganjuk*, 2008

⁵⁷Agung Ginanjar Anjani Putra and Heri Purnomo . (2013) .Teacher's strategies in teaching speaking to students at secondary level. *Journal of English and Education*, 1 (2013): 1-8.

occasions. When thinking the right grammar, they have to speak fluently and think the right grammar⁵⁸. Grammar may help students differentiate between formal and informal expressions or respectful and impolite expressions. It means, the students are still confused with grammar, such as confused expressing sentences or composing sentences in English when speaking in front of the class. They also confused about the use of grammar in speaking English.

- f.) Moreover, poor pronunciation becomes problem for students because in order to satisfy the needs of the tasks, pronunciation refers to the ability of the students to create understandable utterances. Addition to that, Pronunciation turn one's attention to stress, tension and intonation, pronunciation is infinitely more valuable⁵⁹. Through the questionnaire and reflecting the theory, this study showed that the students realize that their pronunciation is incorrect. Likewise, the research result conducted by Putri Anggia Pramuditha, the speaking English problem is incorrect pronunciation⁶⁰. Though they know how to pronounce the word, they still confuse how to pronounce it. Moreover, they hard to pronounce vowels and consonants because in pronounce vowel and consonant between Indonesia and English is different. Thus, they confuse to pronounce it. Therefore, if their friends laugh when they get the wrong pronunciation, they feel afraid. It can be concluded that this finding supported the theory from Brown about the component of speaking skill.
- g.) In speaking English, There are some psychological factors that students face while speaking English, those are: Fear of

⁵⁸Pinter. *Grammar in Oral Communication*. Sage Production : London, 2006

⁵⁹Nunan, David. *Language Teaching Methodology : a Textbook for Teacher*. London : Longman, 1998

⁶⁰ Pramuditha, P.A. *Students' Difficulties in Speaking English and their strategies to Overcome the Difficulties*. Universitas Pendidikan Indonesia Journal, 2015

mistakes, shyness, lack of confidence, lack of motivation⁶¹. Through the questionnaire and reflecting to the theory, this study showed that the students fear of making mistakes when they speak English in front of the class. Learners talk a lot is one characteristic of good speaking⁶². While in learning process, the students can't talk because they are fear of making mistakes. This problem can make students stop participating in speaking activity. They don't realize that they can learn something from their mistakes. Likewise, the research result conducted by Hendra Heriansyah, the problem encountered by the students are being afraid of making mistakes. It was the primary cause of the problem that make them stopped from communicating⁶³.

- h.) Moreover, through the questionnaire and reflecting to the theory, the study showed that the students feel shyness and nervousness when they speak at the front of the class. Addition to that, the research result conducted by Putri Anggia Pramuditha, in speaking English, the students had problems: lack of knowledge of grammatical patterns, lack of vocabulary, lack of self-confidence, and shyness⁶⁴. Moreover, Brown states that shyness is considered to be the primary causes for students to speak. When they want to explain something to other people,

⁶¹Juhana. 2012. *Psychological Factors That Hinder Students From Speaking In English Class (A Case Study In A Senior High School In South Tangerang, Banten, Indonesia)*. Journal of Education and Practice Vol 3, No 12, (Retrieved on June 30, 2015): 10-39.

⁶²UR, Penny. (1996). *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press, 1996

⁶³Daud, Heriansyah . *Speaking Problems Faced by The English Department Students. Liingua Diidaktiika Journal*, 6, 2016

⁶⁴Pramuditha, P. A. Students' Difficulties in Speaking English and Their Strategies to Overcome the Difficulties. *Universitas Pendidikan Indonesia Journal*, 2015

it is difficult for them to verbally express⁶⁵. The students who felt shyness will make their mind blank and don't have an idea to speak English. They are not confident because when their mates speak English incorrectly, they will laugh at them.

- i.) Furthermore, through the questionnaire and reflecting to the theory, the study showed that the students have problem because the lack of motivation. Likewise, the research result conducted by Dewy Novita Swary, the students have problem because their awareness of English was weak⁶⁶. The students don't have motivation in learning English. Whereas, high motivation had a great influence on them, especially to their ability. It can push them positively. When they were at a low stage, but when they have high motivation, they will ask to the teacher and try to speak English in front of their friends. It can be Enhancing what they have include their speaking ability. One characteristics of successful speaking is high motivation⁶⁷. The students want to speak up because the topic is of interest for them and they have something new to say. The English teacher in that school said that the students with good ability in speaking English because They like English and are highly motivated. The strongest factor that can bring students to study success will be motivation. If the motivation and concern are high, improving their speaking English will be a good start for the learners.
- j.) Addition to that, through the questionnaire and reflecting to the theory, the study showed that the students have problem because there is typically a lack of confidence when they know that their conversation is not successful. In this situation, the students who have lack confidence would rather keep silent

⁶⁵Brown. *Teaching byPrinciples: An Interactive Approachto LanguagePedagogy*. New York:Longman (2001): 257

⁶⁶ Swary, Devi A. *A study of Students' Problems in Learning Speaking English at the Second Grade of SMP Negeri 1 Talaga*. Universitas Islam Negeri Syekh NurJati Cirebon, 2014

⁶⁷ UR, Penny. *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press, 1996

while the others talking at that time. In addition to that, even though they have opportunity to speak English, they still lack confidence to communicate. Likewise, the research result conducted by Hanunah, the students also though they have less confidence in speaking English because they fear making mistakes and they feel that their ability in speaking was not good⁶⁸. It can be concluded that this finding supported the theory from Juhana about the Psychological factors that faced by learners in speaking English.

2.) The students' strategies to overcome their problems in speaking English.

In speaking, there are many kinds of strategies in learning English that we need encourage the learners to practice both interaction and production. These are students' strategies to cope the speaking English problems such as: discussion, picture describing, practicing, resourcing translation, repetition, and grouping⁶⁹. According to the result of research findings, the students have different strategies to solve their speaking English problem.

- a.) The strategies that used by students to overcome the inhibition problem is learning English with seriously and rehearsing to speak English. Learn English with seriously means, the student will learn about all of thing that including in English skill, especially in speaking. They will learn with seriously, thus can make them more understand about English. In rehearsing to speak English, the students will rehearse to speak English with their friends, their family or with someone. In process of time, it can help them to be able to speak English. Almost the same with

⁶⁸ Hanunah. *Students' Strategies in Overcoming Speaking Problems in Speaking Class of Second Semester at English Department of Tarbiyah Faculti IAIN Sunan Ampel Surabaya*. IAIN Sunan Ampel Surabaya, 2009

⁶⁹Kayi .*Teaching speaking: activities to promote speaking in a second language*. University of Nevada. The Internet TESL Journal, Vol.XII, No.11, November 2006 (accessed Januari 7th ed, 2017), 2016

one of the speaking activities, namely acting from a script⁷⁰. In this activity, the students practice to the dialogue and perform in front the class with their partner.

- b.) Through the interview, the strategies that used by students to overcome the poor pronunciation problem. The students use four subcategories. They are practice or repeat the pronunciation until correct, listen to the music, listen the English dialogue and look for interlocutors. Likewise, the argument of Thornbury, the strategy of repeat and imitate sentences, phrases, and even whole utterances to enhance pronunciation⁷¹. It works to make students pay more attention the new materials and highlight the minds of students with sentences, phrases or utterances, move new objects from working memory to long-term memory, provide means of articulatory control over language. Furthermore, in practice or repeat strategy, the students will try how to pronounce the words or sentences. After they pronounce it, they will repeat it until the pronunciation is correct. In listening to the music, the students will listen the English music in their spare time. As time goes on, they will imitate to pronounce the lyric of the song. Furthermore, in listening to the English dialogue, the students listen the dialogue and practice how to pronounce the sentences. Thus, can make them familiarize how to pronounce correctly. In looking for interlocutors, the students will look for interlocutors to practice speaking English. The interlocutors can be their friends, their family or someone. The interlocutors can correct the wrong pronunciation.

⁷⁰ Harmer, J. How to Teach English. Essex: Pearson Education Ltd, 2001

⁷¹ Thornbury, Scott. How To Teach Speaking. United Kingdom: Longman, 2005

- c.) Then, based on the result of questionnaire, showed the students have problems in grammar. Language grammar is a summary of how phrases changes their shape and combine into a sentence in that language⁷². To overcome the problem related to grammar, the students memorize the formula to make their speaking better than before. They memorize the formula and pattern in grammar until it is completely memorized. Moreover, they're trying to practice make a sentence more than one and practice to say it. They also memorize the kind of verb (verb 1, 2, 3) and they learn how to use it. Thus can make them get used to know the use of written grammar and especially speaking English.
- d.) Moreover, from the interview, the strategies used by students to overcome the lack of their vocabulary. The students use four subcategories. They are watching the English movie or videos, reading English story and always use the dictionary. In memorize three vocabularies every day, the students can write the vocabulary and look for the meaning in the dictionary. After that, they memorize it. These strategies can improve their vocabularies. Thus, they can speak English well. In reading English story, the students read the English story in their spare time. Besides enjoying reading English story, it also adds their vocabulary. When they don't know the meaning of vocabulary, they write and look for the meaning in the dictionary. Likewise, in watching English movie or videos, the students watch it in their spare time. Usually the movie has subtitle, thus can make students know and familiar with the meaning. This finding is supported by Fulcher, who said that if the learner communicates to someone with whom he or she has a shared language, a common language word or phrase, which can use to solve

⁷²Harmer. *The Practice of English Language Teaching*. (Third Edition). London: Longman (2001): 12

communication difficulties⁷³. Addition to that, it is suitable with the teacher to use speaking activities in the classroom such as communication games⁷⁴. In this activity, the students have to talk to a partner in order to solve a puzzle, puts the things in right order based on the specific vocabulary, such as: which vocabulary includes verbs, adjectives, noun and so on.

- e.) Furthermore, looking for easy ideas and preparing the material used by students to overcome their problem because they don't have idea and don't say anything when they speak at the front of the class. In looking for easy ideas, the students choose the easy topic. It can make students practice first before they speak at the front of the class. In preparing the material, Students prepare their materials and attempt to ask their peers if they don't understand the material. Therefore, they can be fluent when speaking English in front of the class. Moreover, the speaking activity namely discussion is appropriate to solve this problem. When the students were not mastered the topic, they will discuss and share opinion with their friends. Thus, it makes them find the ideas and helps them to speak English.
- f.) To overcome the mother tongue interferences is practicing to speak English. The students practice speaking English with their friends, family or someone. They need to be exercised as much as possible if the students want to speak clearly. Wallace claims that when they have to pay attention to what they are doing, they will realize that oral practice is meaningful for them. They can practice to speak English every day, thus can habituate them to speak

⁷³Fulcher, Glenn, *Testing Second Language Speaking*, Pearson: Longman, 2003

⁷⁴ Harmer, J. *How to Teach English*. Essex: Pearson Education Ltd, 2001

English in English class even though they use their mother tongue in everyday life. In English, they also need to be common. Not only speaking English, but listening to English as well. Since, in fact, speaking unable to be separated from listening. If students still listen to someone who speaks English, automatically they will follow her or him to speak English.

- g.) Practicing to speak English with friends and practicing to speak English in front of a mirror are the students' strategies to solve their shyness in speaking English. Likewise, the argument of Wallace, when they have to pay attention to what they are doing, they will realize that oral practice is meaningful for them. From practice, they can better understand how to have the courage to express their feelings. In practicing to speak English with friends, the students can do that before they speak English in front of the class. Addition to that, they can ask their mates when they are confused to pronounce the word. In practicing to speak English in front of a mirror, the students can do it at home. When they practice to speak English in front of a mirror, they will know how they speak English. It can make them more confident when they speak at the front of the class. Moreover, the speaking activity namely role play is suitable with this conditions⁷⁵. In this activity the students ask to be guest at some parties and go there as different characters. In all these cases the students are using language in order to participate in the activity. It allows them to experiment freely to be another people. This activity trains students not be shy, because they force to do role play in front of the class.
- h.) Furthermore, through the interview, the strategies that used by students to overcome the fear of making mistakes in speaking English are asking to the teacher or friends and

⁷⁵ Harmer, J. How to Teach English. Essex: Pearson Education Ltd, 2001

speaking English with carefully. This also supported by Fulcher in his idea that it is possible for learners who have communication problems to get assistance from the listener in face-to-face communication. Having help may take the form of asking others if they have understand something to say or an unknown word for help⁷⁶. In asking to the teacher, the students will be try for asking to their teacher or mates when they confused to say or pronounce the words. Therefore, the teacher can correct wrong pronunciation or help them pronouncing the phrase. In speaking English with carefully, the students can avoid making mistakes in speaking English. It means, the students will pay attention to arrange the word into sentences or other things before they speak English. Addition to that, speaking activities namely problem solving is suitable with this case⁷⁷. The students will work in pairs or groups and they share their problem, opinion and feeling. In this activity, the teacher as the bridge to communicate among the participants. Then, the students give a question and answer each other. This communication will help the students expressing something in English with teacher's help, so they don't worry about making mistakes.

- i.) Through the interview, the strategies that used by students to overcome the lack of motivation are watching English videos in YouTube and motivating herself to learn English and speak English because learning English is important. In fact, the high motivation gave the big effect for ourselves, especially in our ability. Likewise, the result research conducted by Dewi Novita Swary, most of the students were aware of the importance of learning English

⁷⁶Fulcher, Glenn. *Testing Second Language Speaking*, Pearson: Longman, 2003

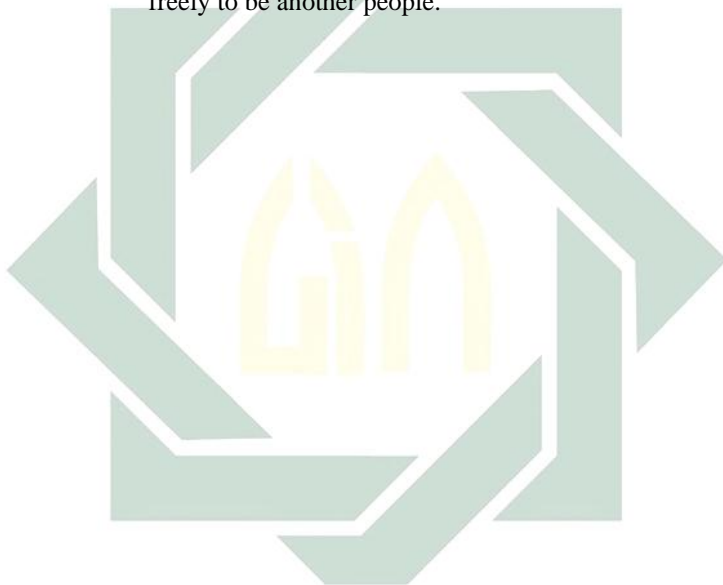
⁷⁷ Harmer, J. *How to Teach English*. Essex: Pearson Education Ltd, 2001

in this era⁷⁸. They know and believe that English is important for all, and they must good in English. Not only do they speak English, but so do others. Addition to that, watching English videos in YouTube can build students' motivation. They will realize that learning English especially speaking English is very important. Moreover, in this digital era many English videos in YouTube such as video English about Education, tutorial to make something, music, film and so on. They can watch the English videos in YouTube with easily.

- j.) Moreover, based on the interview, the strategies that used by students to overcome the lack of confidence are practicing to speak English first before speaking English in front of the class and optimistic that they can speak English well. In practicing to speak English, the students usually practice speaking English with their friends and in front of the mirror. Sometimes they practice to speak English with their friends, their friends will correct them if they do the mistakes. Furthermore, they can ask to their friends and their friends will help them how to pronounce clearly. Thus, they already confidence when they speak at the front of the class because they have to practice with their friends. Addition to that, the students can practice speaking English in their home, in front of the mirror. They will know about their ability to speak English by looking the mirror. They also know their pronunciation, whether still nervous or not. Other strategy to cope their problems related the lack of confidence, they stay calm, always confident and optimistic that they can speak English well. Have high confident is important to help them speaking English. Even though they do the mistake, they can learn from their mistakes. Likewise, the result research conducted by Hanunah, the students try to speak

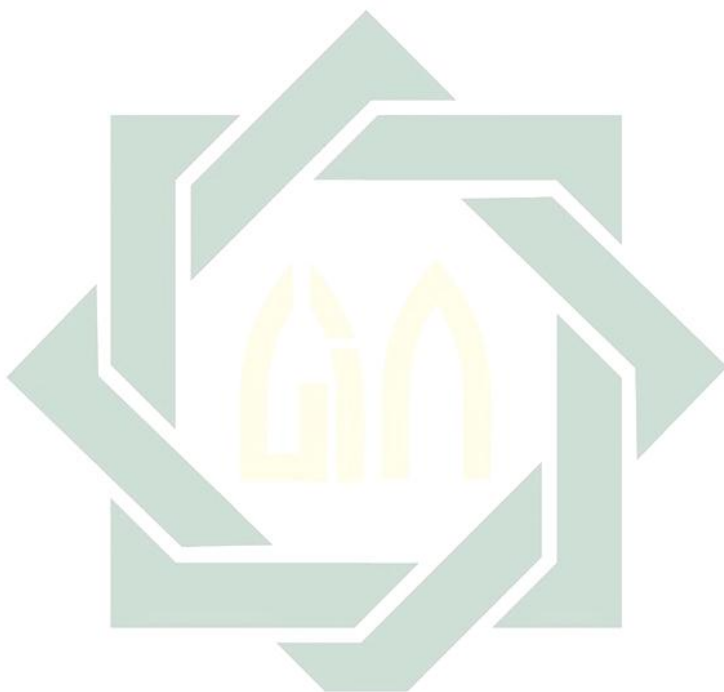
⁷⁸ Swary, Devi A. *A study of Students' Problems in Learning Speaking English at the Second Grade of SMP Negeri 1 Talaga*. Universitas Islam Negeri Syekh NurJati Cirebon, 2014

English and they try to be confidence because it can help them to stand Up and try to speak English as good as possible⁷⁹. Furthermore, speaking activity namely role play is suitable with this case⁸⁰. In this activity the students are using language in order to participate in the activity rather than other way round. They will play the role according to what the teacher instructs. Then, they perform it with their groups in front of the class. It will increase students' confidence because this activity allows them to experiment freely to be another people.



⁷⁹ Hanunah. *Students' Strategies in Overcoming Speaking Problems in Speaking Class of Second Semester at English Department of Tarbiyah Faculti IAIN Sunan Ampel Surabaya*. IAIN Sunan Ampel Surabaya, 2009

⁸⁰ Harmer, J. *How to Teach English*. Essex: Pearson Education Ltd, 2001



CHAPTER V

CONCLUSION AND SUGGESTION

The researcher gives the conclusion of the research, which has been investigated and followed by giving suggestions in the future to the teacher, students and also the researcher.

A. Conclusion

It can be concluded, based on research results and discussion, that the researcher considers the problems of students in speaking English and their strategies to solve their problems in speaking English:

1. Students' problem in speaking English.

Based on the result of the questionnaire, the researcher take conclusion about the problems that faced by students eighth grade of SMP Daruttaqwa in speaking English. Every student different problems when speaking English.

First is inhibition, the students were also inhibited for trying to say something in the classroom about the English language, such as thinking about making mistakes or fearing criticism while speaking English in front of the class. Second, in poor pronunciation, the students realize that their pronunciation is incorrect. Therefore, the students feel scared if the friends are trying to laugh when they get the wrong pronunciation. Third, in unstructured grammar, the students still confused with grammar because they don't memorize the pattern and also confused about the use of grammar in speaking English. Fourth, in lack of vocabulary, the students still have a little vocabulary. Therefore, the students can't say something and they will be confused about what they want to talk about. Fifth, in nothing to say the students don't want to speak up because they don't have an idea.

Sixth, in mother tongue used, the students feel difficulties in speaking English because in their daily lives, they don't use English. Seventh, in shyness, students feel shyness and nervousness when speaking English in front of the class. The students who felt shyness will make their mind blank and don't have an idea to speak English. Eighth, in fear of mistakes, the students worry making the mistakes when they

speaking English in front of the class. They're still worried that their mates are going to laugh. They also afraid if their friends will laugh. Ninth, in lack of motivation, the students aware that their English speaking language was weak. There was no motivation of the students in learning English. The last, in lack of confidence, the students not confident with their ability. The students who have lack confidence even though others speak at that moment, they would rather keep silent.

2. Students' strategies to overcome their problems

On a support of the results of the data, the students used several of the strategies to solve their problem in speaking English:

First, to overcome their problems related to inhibition, the students will try to learn English with seriously and rehearse to speak English with their friends, family or with someone. Second, to overcome their problems related to poor pronunciation problem, the students practiced or repeated the pronunciation until correct, listen to the music, listen the English dialogue and look for interlocutors to practice speaking English. Third, to overcome their problems related to grammar problem, the students memorized the formula, the verb and tried to make a sentence and practice to say it. Fourth, to overcome their problems related to the lack of vocabulary, the students read English story, watched the English movie or videos and always use the dictionary. Fifth, to overcome nothing to say problem, the students looking for easy ideas and preparing the material.

Sixth, to overcome their problems related to mother tongue used, the students tried to practice speaking with their mates in English, family or someone. Seventh, to overcome their problems related to shyness, the students practiced Speak in English with mates and practicing to speak English in front of a mirror. Eighth, to overcome their problems related to fear of making mistakes, the students ask to the teacher or friend and speaking English with carefully. Ninth, to overcome their problems related the lack of motivation, the students watched English videos in YouTube and motivating their selves to learn and speak English. The last students' strategies to overcome their problems related the lack of confidence, the students practice speaking English first with their friends before the students speak in English.at the front of the class, practice

speaking English in front of the mirror, stay calm and always confident if they speak in English at the front of the class.

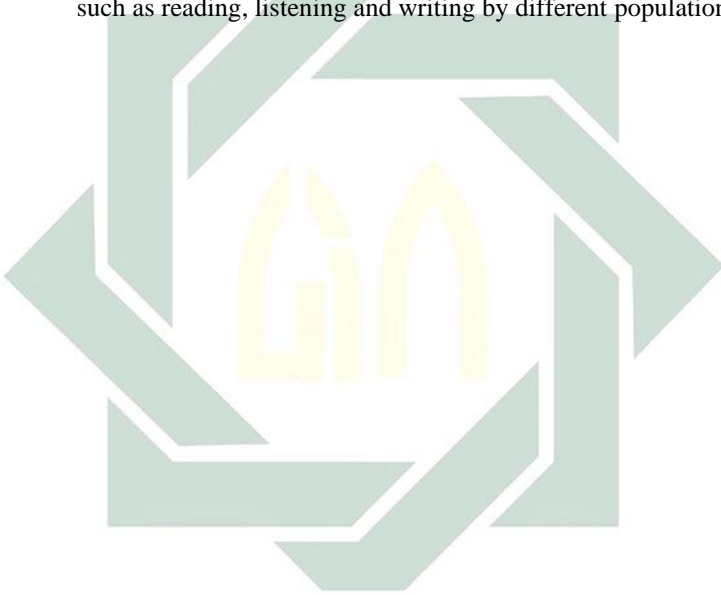
B. Suggestion

The researcher would like to propose some suggestions for English teachers, students and other researchers after completing an action research based on the results of the research.

1. For the English teacher
 - a. The teacher must offer students encouragement and motivation in order to inspire students to speak English
 - b. The teacher can build the speaking activity more exciting. Thus, in the teaching learning process, students should not be bored and build students' interest in speaking English.
 - c. The teacher should choose the strategy that suitable for the speaking class and material conditions, for example communicative approach method using role play techniques. So that the students are easily encouraged to speak English.
 - d. The teacher should point out to the students what they are doing wrong with their speaking pronunciation. For example, their tongue and lips when they pronounce or utter some words.
 - e. The teacher should be able to correct the students' mistake in a gentle way and in exact time, in order to keep the students' confidence still up.
2. For the student
 - a. In their daily lives, students can practice speaking English to minimize their mother tongue interferences.
 - b. The material should first be prepared by the students, thus can make students easily when they speak English in front of the class.
 - c. Students should be more involved and trust their abilities with confidence.
 - d. Students need not think about making mistakes while speaking English.
 - e. Students should not be shy about sharing their feelings or idea when speaking English.

3. For the next researcher

The researcher expects to the next researchers they will be motivated to the next study or related studies about students' problem in speaking skill. In addition, the outcome of this study may be considered one way to develop the researcher's knowledge and experience of the researcher to have effective English teaching methods to minimize the students' problems in speaking English. Furthermore, the researcher hopes the following researcher do a further research with different subjects such as reading, listening and writing by different population.



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