













They have difficulty to say something and because they do not want to lose their face in front of their peers, they think that it is better for them to use their native language and so others can understand them. This problem also connected with students does not want to talk or say anything in the foreign language but they keep using their own language. In this situation, teacher can create an English environment and keep reminding them always use English.

3. Students are not discipline in classroom. Some students do not pay attention to the lesson given; they just talk with each other and make some noises. Some come and go as they like, as the teacher cannot control them. The problems may be because the students bored with the activities or they feel unable to cope with the task given. They show their frustration by disruptive behavior and loud outbursts. The discipline of the students in the classroom is related also to the motivation of the students themselves. If they have low motivation, it means they have low enthusiasm in following the classroom which makes them indiscipline in the classroom. In this situation, the teacher can create activities that make students feel enjoy themselves in the class.
4. Students have low motivation to learn English. Nunan wrote in Lawtie, success is measured in terms of the ability to carry out a conversation in the (target) language". Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon





























researcher finds the categories speaking low score in the preview semester. So that the researcher can find and choose the categories on student low score which will be faced by the students with other.

The second is a research by Yuyun Eka Andraini under the title *“Teacher and Student Problems in Teaching Learning Process of Speaking in MA Darul Ulum Waru Sidoarjo”*. In her study, she takes the teacher and the students of MA Darul Ulum as the subject of her study. She found out that the teacher of MA Darul Ulum faced some problems, such as; the passiveness of students in speaking class, students use their mother tongue frequently, students are afraid of uttering their opinion, and too many students are in class. The problems faced by students on her study are; limited vocabulary, less understanding in grammatical structure, the difficulties to arrange sentence, confused to choose the appropriate tenses, and pronounce incorrectly.

Yuyun’s study and the researcher’s study has similarity in finding the students’ speaking problems, but her study also focuses on teacher problems in teaching speaking. The researcher study only focuses on students’ lack confidence in speaking. On her study, she gives only the problems without the strategies to overcome those problems. She talks about two problems in





