STUDENTS' STRATEGIES IN OVERCOMING SPEAKING PROBLEMS IN SPEAKING CLASS OF SECOND SEMESTER AT ENGLISH DEPARTMENT OF TARBIYAH FACULTY IAIN SUNAN AMPEL SURABAYA

UNDERGRADUATE THESIS



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STUDENTS' STRATEGIES IN OVERCOMING SPEAKING PROBLEMS IN SPEAKING CLASS OF SECOND SEMESTER AT ENGLISH DEPARTMENT OF TARBIYAH FACULTY IAIN SUNAN AMPEL SURABAYA

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ABSTRACT

HANUNAH, D05205030, 2009. Students' strategies in overcoming speaking problems in speaking class of second semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya.

Undergraduate thesis English Department Tarbiyah Faculty IAIN Sunan Ampel Surabaya. Advisor: Masdar Hilmy M.A.Ph.D.

Key words: students' strategies, overcoming, speaking, problems, speaking problems.

There are three problems that going to be discussed in this thesis, those are, (1) what problems do second semester faced in learning speaking, (2) what are the caused of the problems faced by second semester in learning speaking, (3) what are their strategies in overcoming those problems.

The research design of this study is descriptive qualitative, all the data were obtained through questionnaire and then analyzed descriptively after being classified into related aspect. The population is second semester students' of English department at Tarbiyah faculty IAIN Sunan Ampel Surabaya and the sample of this study was determined using quota sampling which take 50% of each class.

The result of this study showed that the students' had difficulties in their speaking ability particularly in terms inhibition, nothing to say, low or uneven participation, mother tongue used. It was because they did not master the three primary elements of speaking namely, vocabulary, grammar, and pronunciation. As a result, many students were not really good in speaking.

Furthermore, the result of this study also revealed the strategies used by the students to cope with the problems. The problem of inhibition was solved by increasing their English by speaking English out of class with their friends. When the students had nothing to say, they were drilled to be more active and confident in speaking in class and tried to understand the difficult topic. The problem of low or uneven participation was solved by prepared the material before and motivated them selves to be confident in participating in class. Problem of mother tongue was solved by practiced their English not only on English day but they usually spoke English with their friends every day. To cope the problem related to the speech act, students some English club in campus and also practice it every day, they also often listen to the native speaker conversation. To cope the problems related to pronunciation, students tried to pronounce a new word every day and listen to western song. To cope the problems related to grammar, students study hard about tenses in order to make their speaking better. To cope the problems related to vocabulary, students memorized the vocabulary and often used dictionary if they found new difficult word,

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CHAPTER I

INTRODUCTION

A. Background of Study

Bloomfield in Kurniasari states that English is used widely all over the world. It is used for business, diplomacy, science, culture, and education¹. So Mastering spoken English is very important. Besides we have entered globalization information and free market era. Information from abroad comes rapidly and freely. Most of them use English as a spoken language, although they do not come from England, America or Australia. Hence, if we want to communicate with them we have to be able to use English, at least orally. It is not enough to master English structurally.

Nowadays, English is already taught as local content subject at elementary school in Indonesia. In addition, English has been taught in junior high school to university as compulsory subject. This fact proves that English is important to be learnt by all students. In studying English students develop all skills, there are 4 basic skill competence that student should master; they are writing, listening, reading and speaking, every skill has its own goal to be reached as the requirement of English mastery.

The goal of writing skill is to make students have an ability to make good essay that is semantically and grammatically correct. Listening skill requires the students to comprehend the material through listening to direct conversation or all multimedia

¹. Vida Kurniasari, "Students Strategies In Learning English At SMP Negeri 8 Malang", thesis, (Malang: Library Of Muhammadiyah University, 2006), p.1. unpublished thesis.

aids. The skill expects the students to have good ability in listening to the material and also understanding what they have heard. In reading skill, students are expected to have ability to comprehend the reading passage and read well. Speaking skill focuses on the students' ability in producing English orally as good as they speak their native language.

One of the language skills that should be learned by English learners is speaking. Speaking is considered as a necessary skill, because its essential role in facilitating learners to master English. It enables students to express themselves creatively, imaginatively and to communicate with other effectively. According to Mc Donough and Shaw in Nunik "In many context, speaking is often the skill upon which a person is judged at face value. In other word, people may often form judgements about our language competence from our speaking rather than from any of the other language skills".²

The condition in our country, however, shows that only few students can speak in the target language with confidence even after learning the language for six years or more. Most of the students are able to understand English text, but they have no ability to speak and communicate in English.

According to French in Athena state speech is consider to be the foundation of language work. In learning a foreign language, therefore, students should be

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². Nunik lukitasari, "The Problems In Learning Speaking At The Second Year of SMPN 2 Ponorogo", thesis, (Malang: Library of State University of Malang (UM), 2008), p.2. Unpublished thesis.

provided with materials and the condition that can help them to speak in the target language.³

So far, from four skills that students have to learn, the most difficult skill is speaking subject. According to Mc Donough and Shaw in Nunik, "Speaking is a process difficult in many ways to dissociate from listening". The difficulties may be caused by shyness or personality factors. And another factors that makes speaking does not run well is the difficulties in pronunciation, stress, intonation or overall rhythm.⁴

The students may have problems to speak English in class, but they create some ways or strategies to overcome their problems in learning speaking.

Fulcher has stated:

Learners use achievement strategies when they wish to express themselves but they have problems because they lack the knowledge of the language (grammar or vocabulary) to communicate. The learner tries to overcome this lack of knowledge by finding ways around the problems.⁵

The theoretical above is supported by some researches.

Those researches were conducted by Vida Kurniasari (2006) and Athena (2004).

In Vida Kurniasari's research (2006), about students' problem in learning speaking that was conducted at SMP Negeri 8 Malang and took 40 students of grade

³ Tera Athena, "Students Non Linguistic Problems In Learning English Speaking At SMP 3 Batu", thesis, (Malang: Library Of State University Of Malang (UM), 2004), p. 2. Unpublished thesis.

⁴. Nunik lukitasari, "The Problems, p.2.

⁵. Glenn Fulcher, *Testing Second Language Speaking*, (Pearson: Longman, 2003), p.31.

VII and 40 students of grade VIII as the sample. The result show that students grade VIII and grade VIII thought that speaking is vary important, and they have done some effort in order to improve their English. The general problems that faced by students' grade VII and VIII were about vocabulary and low motivation. The others had problems in grammar, mother tongue use and low self confidence. Their ways to solve their problems in learning speaking were making conversation with their friends everyday, learning and memorizing vocabulary, making notes about vocabulary and grammar, joining some courses, and problem related to low motivation and self confidence, students try to keep motivation by keeping their selves active, and learning speaking more creatively by joining English course and English conversation club. The instruments used in her study were questionnaire and interview.

Athena (2004), in her research about students' non linguistic problems in learning English speaking that was conducted at SMP III Probolinggo and took 23 students of the second years as the sample, concluded that the students faced some problems in learning English speaking, and they had tried some effort to overcome those problems. To solve the problem related to the students' low motivation and low confidence, the students tried to keep their motivation by keeping themselves active, trying to motivate themselves, and learning speaking more creatively by joining English courses and English conversation clubs. Meanwhile, to solve the problems of unattractive materials, the students tried to discuss the difficult material to improve their understanding. Besides, to solve the problem of the ineffective media, the

students suggested that the media must be familiar, appropriate with the topic, and up to date. The last one, to overcome the method problem, the students suggested the teacher should apply various methods in teaching English speaking. The instruments used in her study were questionnaire and interview.

The success of teaching and learning process, including teaching and learning speaking is greatly influenced by some components namely the teacher, students, method, motivation, and the linguistic factors. Learning speaking can be done effectively if the whole influencing components support each other to reach the goal. So identifying the problems and the causes of the problem in learning speaking is very important. So that the speaking class will run well.

By taking into account all the aspects above, a study on students' strategies in overcoming speaking problems in speaking class of second semester at English department Tarbiyah Faculty IAIN Sunan Ampel Surabaya is consider to be worth conducting. The result of this study is expected to provide valuable contribution to the betterment of the English learning.

B. Statements of Problems

Based on the background of the study above the writer of this thesis formulates the following problems, they are:

1. What problems do the second semester students' of English Department at Tarbiyah Faculty IAIN Sunan Ampel Surabaya face in learning speaking?

- 2. What are the causes of the problems faced by the second semester students' of English Department at Tarbiyah Faculty IAIN Sunan Ampel Surabaya in learning speaking?
- 3. What are their strategies in overcoming such problems?

C. Purpose of Study

The purpose of the study is to find out:

- The problems faced by the second semester students' of English
 Department at Tarbiyah Faculty IAIN Sunan Ampel Surabaya in learning speaking.
- 2. The causes of the problems faced by the second semester students' of English Department at Tarbiyah Faculty IAIN Sunan Ampel Surabaya in learning speaking.
- 3. The strategies used by the second semester students' of English Department at Tarbiyah Faculty IAIN Sunan Ampel Surabaya in overcoming those problems.

D. Significance of Study

The writer expects that the result of this study will be a valuable input for both lecturers and students of English Department in overcoming speaking problems. For the students this thesis will enrich their knowledge about students' problems in

learning speaking and the strategies to solve them. Meanwhile, for the lecturers, it is hoped that they would apply an appropriate way in teaching speaking.

E. Scope and Limitation

Among the language skills such as: reading, writing, listening, and speaking, the writer only works on speaking, especially students' strategies in overcoming speaking problems. The writer wants to investigate the strategies used by the students' in overcoming speaking problems. The students who become the population are the second semester students' in English Department of Tarbiyah Faculty at IAIN Sunan Ampel Surabaya. They are chosen because they have taken Speaking 1 subject, and they are considered to have some problems in speaking.

F. Definition of Key Terms

To avoid misunderstanding of the key terms used in this study; they are defined as follows:

- 1. Students' strategies: the method and activities that will be used by students to attain the goals (Richards; 2001)
- Overcoming : to get the better of in competition, struggle (The New Thesaurus;2002). In this study, overcoming is considered as an effort to make speaking skill is better.

- 3. Speaking : an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown; 1994).
- 4. *Problem* : something that is difficult to deal with or understand.
- 5. Speaking problem: something difficult in an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown; 1994 and Oxford Dictionary; 1995)

G. SYSTEMATIC OF THE STUDY

This study consists of five chapters. It begins with chapter I discusses the introduction of this study. It includes: the background of study, problems of study, purpose of the study, significant of study, scope and limitation, definition of key terms, and systematic of study.

Following the introduction is chapter II, which is review of related literature. In this chapter divides in the discussion of second language acquisition, the important of speaking skill, speaking learning activities, problems in learning speaking, linguistic problems, non linguistic problems, another possible problems, and learners strategy.

The next is chapter III, consist of research design, population and sample, data instruments, data collection, and data analysis.

The analysis of the collected would be done thoroughly in chapter IV, which is analysis of the study, which provides the findings and discussions. Finally the researcher concludes all the result of the analysis and provide it in chapter V that consist of conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Second Language Acquisition

A theory of SLA includes an understanding, in general, of what language is, what learning is, and for classroom contexts, what teaching is.⁶

According to Fulcher learning to speak a second or third language (non-primary) language is different from acquiring a primary language or languages.⁷

Nunan in Nanik describe that second language Acquisition refers to the way in which learner, child or adult learns a second or foreign language. The learning may take a place in tutored or untutored environment, and in second language or foreign language setting. The field of second language acquisition has underground tremendous growth over the last twenty years.⁸

Richards and Rodgers in Lukitasari offer the following four characteristics of a communicative view of language:⁹

- 1. Language is a system for the expression of meaning
- 2. The primary function of language is for interaction and communication.
- 3. The structure of language reflects its functional and communicative uses

⁶ .H. Douglas Brown, *Principle Language Learning And Teaching*, (Pearson: longman, 1994), 4th ed. P. 272.

⁷ .Glenn Fulcher, *Testing*, p.23.

⁸. Nanik H, "The Problems of Teaching and Learning Speaking at SMUN 1 Kejayaan Pasuruan", thesis, (Malang: Library of UNESA, 2008), p.11. Unpublished thesis.

⁹ Nunik lukitasari, "The Problems.....", thesis ,p.2.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse

B. The Importance of Speaking Skill

Speaking is one of the four language skills that must be provided by English teacher in teaching and learning English. Speaking skill is very important to be learned, because by mastering speaking, we also master the language. Speaking is not only to produce sound of words or sentences but also to express our idea, opinions, and everything that we want to say.

Fulcher state "Speaking is the verbal use of language to communicate with others, the focus of its skill is to increase the students' ability to communicate in the target language". 10

Burns and Joyce in Kurniasari, in every day life speaking has many different reasons. Some of these reasons are to do with humans' desire to relate to each other as people, while others have to do with exchanging information or seeking a practical outcome.¹¹

Moreover, according to Nunan in lukitasari, communication is collaborative achievement in which the speakers negotiate meaning in order to achieve their goals.

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¹¹. Vida Kurniasari, "Students Strategies....., p. 10.

Wilkins in Athena said that among the four skills; reading, listening, speaking, and writing, spoken language should be the primary objectives in language teaching. All learners in foreign language teaching must be able to communicate one other in using the target language. Certainty, teacher should be able to stimulate the students' interest to speak up, but there are still many teachers who did not have much time to give practice drills. This is not the aim of speaking. As long as the students get the message of speaking communication have been done. It seems that the students have this skill to further life, to get job or another reason.

C. Speaking Learning Activities

Activities of learning should be conducted to develop the students' ability in speaking. These activities can involve some styles. According to Kavi, there are several activities that can be used in learning speaking, such as discussion in group, storytelling, role-play, speech in front of audience, debate, etc ¹⁴

1. Discussion in group

¹³ . Tera Athena," *Students Non linguistic*...., p.10

¹⁴ .Harvavi Kavi, teaching speaking, (http:// unr.edu/ homepagehayriyek, accessed on march 17,2009)

The students' are divided into two groups to discuss any interesting topic.

They may aim to arrive at a conclusion, share ideas about an event or find solution in the discussion.

2. Story Telling

Students' can briefly summarize a tale or story heard from somebody beforehand, or they create their own stories to tell their classmate. Story telling fosters creative thinking, it also helps students' express ideas in the format of beginning, development and ending, including the characters and setting a story has to have.

3. Role play

In this activity, the teacher give information to the learner such as who they are and what they think or feel, the teacher can tell the students that they are David, you go to doctor and tell what happen last night.

4. Speech in front of audience

This is a rather hard activity to be done by students'. In this case, the students' should be able to make a paper to be presented in front of audience, and then students' will present one of the topics of their idea.

5. Debate

In this activity, students' are divided into two groups, teachers will give one topic to debate. They will be free to express their opinion on the topic. At the end of it, teacher might like to put the issues to vote or make conclusion about the topic that has been already debated.

6.Dialogue

This traditional language learning technique that has gone somewhat out of fashion in recent years. The learner think a brief dialogue and they might learn by heart. They perform privately in pairs or publicly in frond of their friends. Learners can be asked to perform the dialogue in the different topic such as their relationship in their family, culture, and other ideas.

7. Reporting

It can be used to make students' speak up. In this activity teacher asked students' to read news paper or magazine before coming to the class, in the class they report to their friends what they find as the most interesting news.

According to Harmer, there are five kinds speaking activities that can be used In speaking class, such as ; information – gap, favourite objects, survey, photographic competition, and the portrait interview.¹⁵

1. Information – Gap Activities

Information – gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information – because they have different information, there is gap between them . For example : *describe and draw* (one of popular information – gap activity).

2. Favourite Objects

¹⁵. Jeremy Harmer, *How To Teach English*, (Pearson: Longman, 2007), p.129-130.

Favourite objects is an activity in which students' asked to talk about their favourite objects (things like MP3 players, instruments, clothes, picture, ect). They think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, and why they do so important to them, ect

3. Survey

It can be used to get students' interviewing each other. For example, they can design a questionnaire about people sleeping habits with questions like 'how many hours do you normally sleep?', 'have you ever walked in your sleep or talked in your sleep?', ect.

4. Photographic Competition

In this activity students' divided it several groups, teacher told them that they going to be the judges of a photographic competition. The teacher brings four or five kinds of picture, for example: a picture of for men with different kinds activity. Before they see the picture, they decide the criteria that they going to use to make their choice. They have to choose the winning of the photograph by using the criteria that they have decided. Finally the groups have to report back on their choices and say why they have chosen.

5. Portraits Interview

In this activity, the students' are put into four or five groups, each groups gets a copy of picture from the teacher. They should make a question based on the picture. Finally a students' from each groups come to the front of class and play a different characters and interview in the same way.

D. Problems in Learning Speaking

According to Sadtono in kurniasari, language learning has two problems, they are linguistic factor and non-linguistic factor: 16

- 1. Linguistic factors are factors related to language. They are pronunciation, grammar, vocabulary and language culture background.
- 2. Non-linguistics factors are factor of non-language such as the student, the teacher, method, material, facilities, motivation and etc.

1. Linguistic Problems

The linguistic problem includes all the difficulties found in the target language it self encountered by one who is studying the language. Linguistic problem has some categories they are:

a. Pronunciation

¹⁶. Vida Kurniasari," Students Strategies....., p. 10

The outer manifestation of speech is sound. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning.

Second language learners therefore need knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of the individual word, and understanding of intonation (Fulcher).¹⁷

b. Grammar

Like most words in our language, the word "grammar" is used in several different senses. It may mean a particular kind of book, a textbook for learning a language, or a reference of book for looking up various point of usage. Grammar is a description of the language form and pattern we use in communication. According to Ur, grammar is sometimes defined as 'the way words are put together to make correct sentences'. ¹⁸

Harmer states that grammar is partly the study of what forms or structure are possible in language. Thus a grammar is a description of the rules that govern how a language's sentences are formed.¹⁹

¹⁷. Glenn Fulcher, *Testing*....., p. 25

¹⁸. Penny Ur, "A course in language teaching (practice and theory)", (Combridge university press, 1996), p.75

¹⁹ . Jeremy Harmer, *How To Teach.....*, p. 1

Harmer in Lukitasari confirms since a necessary knowledge of grammar is essential for competence user of language, it is clearly for students. Obviously, for example, they need to know that verbs in third person singular have an 's' ending in the present simple (e.g. 'she sings', 'he eats', 'it takes'). They also need to know that modal auxiliaries are followed by bare infinitives without 'to' so that they can eventually avoid making mistakes like 'he must to go'.²⁰

c. Vocabulary

Vocabulary is one of important component in language acquisition.

we can not communicate without mastering an adequate number of vocabularies.

Vocabulary can be defined, roughly, as the words we teach in the foreign language (Ur)²¹. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea.

Burns and joys in Kurniasari states that vocabulary or context word are first recognisable element of spoken language to develop.²²

According to Harris and Spat in kurniasari vocabulary is concept of explaining things (noun), action (verb), observable qualities (adjective and adverb), and relationship (function, conjunction, and preposition).²³

²⁰ Nunik Lukitasari, "The Problems..... p. 16

²¹ . Penny Ur, *A course*....., p. 60

²². Vida Kurniasari," Students Strategies....., p. 13

Murcia and Mc Intosh in lukitasari confirms this hunch as a general rule, but he also isolates five specific factors that make a word relatively easy or difficult to learn:²⁴

- 1) The intrinsic difficulty of the word to be learned
- 2) The interaction between a group of words to be learned at the same time
- 3) The interaction between groups of words to be learned in sequence
- 4) The effect of repeated presentation of words to be learned

2. Non Linguistic Problems

a. The Student Factor

In teaching and learning process students play an important part.

They come to classroom with different background, ability, style, attitude, etc. They are different from others.

According Brown and Segaran in Athena, student factors include such of some points that have relationship with age, opportunity, motivation, talent, attitudes, persistence, and also the bravery of drilling to speak up in front of audience.²⁵

About the opportunity, the best time to learn English is when the learners' need of this language appears and there is a spare time. If there

²³. ibid.,p.11

²⁴ . Nunik Lukitasari, "The Problems....., p. 12

²⁵. Tera Athena, "Students Non Linguistic....., p. 15

are high motivation and opportunity, at that time, the learners can learn well.

The success of learning English does not only depend on the ability, but also depends on persistence. Good potential does not give much success if the opportunity to learn is not used. So, the ideal terms in the combination of the potential and persistence that should run well.

The learners' attitude about the learners' language can fulfil what they need in communication and put on the meaning of his or her though clearly.

Another factor is that the learners who have sociable character and take the opportunity to speak English with other person incline more success when they make communication and relation. In this case, they should force themselves to take this opportunity to speak up in English. In this occasion, the bravery is quite important and embarrassed sense should be disappeared, because it sense can obstruct the capability in learning English speaking.

b. The Teacher Factor

Teacher is a figure that has an important role in teaching and learning activities. Teacher is a model, a manager, and a controller in the classroom. He or she takes a significant position in effectiveness and efficiency of teaching and learning process. Teacher also demanded to

create an enjoyable and acceptable condition in order to make teaching and learning process will run well.

According to Athena, an English teacher plays a very important rule in English instruction since he or she is one of the factors that determines whether the teaching will be successful or unsuccessful.²⁶

Nunan states that in terms of acquisition teacher talk is important, because it is probably the major source of comprehensible target language input the learner is likely to receive.²⁷

Long and Richards in Nanik state that in the widest sense, the teacher is human agent responsible for presenting foreign language material to a learner. He or she may be either physically presents (as in the conventional case of a teacher working with a class or group), or, in the case of self-study courses, embodied within the handbook and possibly in accompanying recordings, or in a computer-assisted instruction, known to the learner only through instruction he receives as to his optimum learning procedures.²⁸

c. Motivation

Motivation is important for students. It pushes them positively. Without motivation, the students will be lazy and having bad mood in the classroom. For creative construction to take place, motivation must

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²⁶. ibid,.p.16

²⁷. David Nunan, Language Teaching Methodology, (Sydney: Practice Hall), p.190

²⁸ . Nanik H, "The Problems Of Teaching......, p. 14

probably be based on communication need for the second language. The need may be immediate or longer-term. In skill learning, it may also be due to factors related directly to the context of instruction, such as short-term behavioural objectives, which have little to do with communication as such. (Littlewood)²⁹

According to Nunan in Lukitasari, there are some effort can be done to built up learners motivation:³⁰

- 1) Make instructional goals explicit to learners
- 2) Break leaning down into sequences of achievable steps
- 3) Link learning to the needs and interest of learners
- 4) Allow learners to bring their own knowledge and perspective into the leaning process
- 5) Encourage creative language use
- 6) Help learners to identify the strategies underlying tasks they are engage in
- 7) Develop ways in which learners can record their own progress.

²⁹ . William T Littlewood, *Foreigne And Second Language Learning (Language Acquisition Research And Its Implication For The Classroom)*, (Combridge University Press), p.78

³⁰. Nunik Lukitasari, "The Problems of......, p. 16

d. Method

It is the way of teaching language based on a particular set of theory dealing with the nature of language, learning, and teaching that is applied in the classroom.

According to Brown, method is a generalized prescribe set of classroom specifications for accomplishing linguistic objectives. Method tends to be primarily concerned with teacher and students roles and behaviours, and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials.³¹

e. Material

In material development and classroom teaching the goal is to develop a sequence of activities that leads the teachers and learners through a learning route that is at an appropriate level of difficulty, is engaging, that provides both motivating and useful practice. Good materials do many of the things that a teacher would normally do as part of his or her teaching.

Tomlinson in Richards suggests that good materials have the following characteristics:³²

- 1) Material should achieve impact
- 2) Materials should help learners feel at ease

³¹. H Douglas Brown, *Principle*....., p, 171

³². Jack C Richards, Curriculum Development In Language Teaching, (Combridge University), p. 263

- 3) Material should help learners to develop confidence
- 4) What is being taught should be perceived by learners as relevant and useful
- 5) Material should require and facilitate learners self-investment
- 6) Material should provide the learners' with opportunities to use the target language to achieve communicative purpose

f. Facilities

Text book, teaching media laboratories, classroom, and library are facilities of teaching and learning process. Meanwhile teacher, students, method, material, and facilities are instrumental input which influences teaching and learning process. If the facilities in the school are available, the goals of teaching and learning process will be easy to be reached.

E. Another Possible Problems

In learning speaking, students get problems to talk. Ur stated that there are some problems faced by students in learning speaking, they are:³³

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.

³³ . Penny Ur, *A Course In*....., p.121

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue used

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be 'quite difficult' to get some classes-particularly the less disciplined or motivated ones to keep to the target language.

Moreover, Ur stated about the characteristic of successful speaking activity, they are:

1. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seen obvious, but often much time is taken up the teachers talk or pauses.

2. Participation is even

Classroom discussion is not dominated by a minority of talk active participants but all get chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because learners wants in contribute to achieve a task objective.

4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each others, and of acceptable level of language accuracy.³⁴

F. Learner's Strategy

Brown states that strategies are specifics method in approaching a problem or task, modes of operation for achieving a particular ends, planned design for controlling and manipulating certain information. In other word, strategies refers to steps, operations, and routines used by learners to assist accession storage, retrieval and use of information.

³⁴ . ibid,.p.120

There are many strategies to find the right way to be good English language learners. According to Fulcher, there are some strategies to overcome lack the knowledge of the language (grammar or vocabulary).³⁵

1. Overgeneralization/ morphological creativity

When learners need to use lexical items or expressions over which they do not have full control, it is likely that they will transfer knowledge of the language system onto these items. For example, if a learners knows that the morpheme /-ed/ is a past tense marker and wishes to use the past tense of the verb 'buy' he or she would say 'buyed' instead of 'bought'.

2. Paraphrase

If a learner cannot remember vocabulary immediately, it is paraphrased by using a lexical item that is a near synonym for the word needed. Alternatively, a learner may sometimes use circumlocution by trying to explain what is meant, or describe a concept for which the words are not unknown. For example, a learner who could not recall the word 'kettle' spoke of *the thing that you boils water in*.

3. Cooperative Strategies

In face-to-face communication it is possible for a learner who is having difficulty in communicating to get help from the listener. Getting help can take the form of asking someone if they have understood, appealing directly for help in saying something, or providing an unknown word

4. Non-Linguistic Strategies

³⁵ . Glenn Fulcher, *Testing*......p. 31-32

Speakers usually share a common physical environment, unless they are communicating over the telephone. The learner can use gesture or mime, or point to object in the surroundings in order to elicit language or help with communication.

5. Word Coinage

This simple strategy means making up new words in communicate a concept for which the learner does not have right vocabulary. For example: using 'air ball' for 'balloon'. when there is no time to look up the dictionary or where the dictionary fails them, students sometimes make up their new words to get the meaning across. For example: the use of terms "tooth doctor" instead of dentist.

6. Restructuring

After a learner has said something and realises that it has not been understood, it is common to begin again and try to communicate the same massage using different words. The new attempt usually follows a different grammatical pattern.

7. Code Switching

If a learner is speaking to someone with whom he or she has a language in common, a word or phrase taken from the common language may be used to overcome a communication difficulty

8. Approximation

Primary a lexical strategy, learners may replace an unknown word with one that is more general, for example using 'went' for 'drove' or use exemplification such as 'tables' and 'chairs' for furniture.

9. Using mime or gesture

In this strategy, the learner use physical motion, such as mime or gesture, in place of expression during conversation to indicate the meaning. For example: not able to say "I'm afraid", the students mimes the emotion of fear by crouching with his arms crossed over his head. (L oxford)³⁶



³⁶ . Rebecca L Oxford, *Language Learning Strategies*, (New York: New Bury House Publishers), p. 95

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employ descriptive qualitative. According to Ary, qualitative research is conducted to describe the current status of phenomenon that while exist at the time of study.³⁷

Adler and Clark in Sylviene, stated that descriptive research design is to describe groups, activities, or event with focus on structure, attitude or behaviour. One of characteristic of the descriptive research is that there is no control of treatment as it is around in experimental research.³⁸

The current status of phenomenon in this study is students strategies in overcoming speaking problem in speaking class of second semester English department in Tarbiyah faculty IAIN Sunan Ampel.

B. Population and sample

According to Arikunto , the large group about which the generalization is made is called population, and the small group that is observed is called sample.³⁹

³⁷ .Donald Ary, *Introduction In Research In Education*, (Beltmont: Wardsworth Thomson learning, 2002), p.25

³⁸. Dayang Sylviene, "Reading Strategies Used By Unesa-2006 Students In Comprehending A Reading Text," (Surabaya: Library of UNESA,2007), p.14

³⁹. Suharsimi Arikunto, *Prosedur Penelitian (Suatu Pendekatan Praktek)*,(Jakarta: Rineka Cipta, 2006),cet.ke-13, p.108-109

In this research, the population is speaking class of second semester students in English department of Tarbiyah faculty IAIN Sunan Ampel. There are three classes: IIA, IIB, and IIC, each class has once meeting a week. All of second semester students are considered as population because the population of second semester students are considered homogenous, the writer take 50% of each class, the result is 60 students are selected as sample.

C. Data Instruments

In this research, the researcher used questionnaire in order the answer well organized and systematically to get the data based on the research problems.

Questionnaire refers to a set of questions that is written in the places of paper in order to get some information.

According to Subana and Rahadi, there are two types of questionnaire, those are structure or close form questionnaire and unstructured or open form questionnaire.⁴⁰

A structure or close form questionnaire contains of the questions and alternatives answer to them. The answers provided for each questionnaire should be exhaustive answers of all possible responses an at the same time mutually exclusive. A structured or close form include suggested answer. So the respondents should choose the chosen answer. The administration and

⁴⁰. Moursetyo Rahadi and Subana, *Statistic Pendidikan*, (Bandung: Pustaka Setia, 2000), cet.ke-3, p.30

scoring of a structured questionnaire are straight forward and the result lends them to analyze.

An unstructured or open form does not include suggested answers. The respondents will be given subjective question, in which the respondents are given an opportunity to answer the question freely, based on their opinion.

In addition, according to Singarimbun and Effendi, there are three kinds of questionnaire, those are: close-form question, open – form question, and semi open – form question.⁴¹

Close-form question is the respondent has no chance to answer the question freely, because in this form has been there the answer. For example: 'yes' and 'no' question.

Open-form question is the respondent can answer the question based on their opinion, because in open question there is no alternatives answer for the respondents.

The last is semi open question, in this question there is an alternatives answer but the respondent can also give the answer based on their opinion.

This research take the combination of both questionnaire types (closeform, open-form, and semi open question) above because in addition to the a

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 $^{^{\}rm 41}$. Masri Singarimbun and Sofia Efendi, $Metode\ Penelitian\ Survey,$ (Jakarta: LP3ES,1995), cet.ke-2, p.177

valuable choice. The respondents were also given the change to answer and solve the question based on the personal opinion.

D. Data Collection

According to Mouton and Murcia in Nunik, the data collection can be viewed as overall scheme of scientific activities in which scientist engage in order to produce knowledge.⁴²

The data collection was obtained from the questionnaire and distributed to the respondents on April 29th 2009, these were the steps:

- 1. Explaining the students clearly about the way to answer the questionnaire
- 2. Distributing to all students
- 3. Observing the students when they fill the questionnaire, if they find difficulty or unclear question
- Collecting the answer of questionnaire and ready to analyze the data of the students' problem and their strategies in learning speaking.

E. Data Analysis

The data analysis from the questionnaire involve some steps, they are follow:

- 1. Identifying the problems faced by the students in learning speaking
- Finding the way how the students minimize the problems in learning English

^{42 .} Nunik Lukitasari, "The Problems In......p.42

3. Analyzing the data after being identified. To get the percentage of each item questionnaire, the researcher used the formula as stated below:

$$\mathbf{P} = \frac{F}{N} \mathbf{X} \mathbf{100\%}$$

P= The percentage of students problem

F= The number of frequency of the respondents answer

N= The number of respondent

This research used to note the result of questionnaire, the format and the table can be seen below:

No	Components of problems	Number of students'	Percentage (%)

- 4. Describing students' way to minimize the problems
- 5. Drawing the conclusion

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this study are discussed in accordance with the statements of problems stated previously in chapter I: (1) what problems do second semester students' of English department at IAIN Sunan Ampel face in learning speaking? (2) what are their strategies in overcoming such problems? Each of findings is described and provided with supporting data. The following section presented details findings of the study.

1. The Problems Faced By Students' in Learning Speaking

Based on the result of data analysis, some causes of students' problems in learning speaking English are find as follow:

The causes of students' problems in relation to inhibition were that in learning speaking students felt worried in speaking English.30 students (50%) less confidence in speaking English, 12 students (20%) felt afraid if they were wrong pronunciation, 7 students (11,67%) felt afraid of lecture, then, 11 students (18,33%) felt unnatural to speak English.

Some causes of students' problems in relation to nothing to say were also found in learning speaking. In terms of why the students felt afraid to speak in class, 28 students (46,67%) felt uncertain for speaking English in class because they had little vocabulary, 12 students (20%) felt difficult to understand the topic/ material, 4

students (6,67%) afraid of lecture, 10 students (16,67%) afraid if they were wrong pronunciation. Then, 6 students' (10%) had less confidence in speaking English in class.

Based on the result of data analysis, some causes of students problems in relation to low or uneven participation were also found in learning speaking. The students were less participating in class because of some reason. The result showed that 12 students (20%) were lazy to participated, 16 students (26,67%) felt afraid if they were wrong pronunciation, 17 students (28,33%) felt that the topics were uninteresting, 13 students (21,67%)less motivated by lecture. Then, 2 students (3.33%) felt unconfidence.

Some causes of students' problems related to mother tongue use were also found in learning speaking. There were some effects of mother tongue used in using the language. 15 students (25%) felt difficult in pronouncing the word, 18 students (30%) felt that there were many redundancy words in English, 27 students (45%) they were unnatural in speaking English.

Some causes of students' problems related to speech act were also found in learning speaking. The students had difficulties in relation with speech act, 12 students (20%)had difficulty in pronunciation, 23 students (38,33%) felt difficult in grammar, 15 students (25%) felt that they had little vocabulary, 10 students (16,67%) felt that their fluency was not good.

Some causes of students' problems in relation to pronunciation were also found in learning English. The students felt difficult to pronounce the word because some

reasons. 13 students (21,67%) felt difficult in pronouncing the words, 33 students (55%) had difficulties to pronounce vowel and consonant. Last, 14 students (23,33%) felt difficult in voice and voiceless.

Some cause of students' problems in relation to grammar were also found in learning speaking. Using grammar also had influence in learning speaking. 30 students (50%) thought that they had difficulties in understanding grammar, 25 students (41,67%) felt that they had no idea if they thought too long. Last, 5 students (93,33%) thought that they did not understand grammar.

Some causes of students' problems related to vocabulary were also found in learning speaking because vocabulary had influenced in learning speaking. 40 students (66,67%) felt that they had difficulties to use and difference noun, verb, adjective and adverb. 20 students (33,33%) felt confused with prefix, suffix and affix.

Some causes of students' problems in relation to fluency were also found in learning speaking. Students felt their fluency was not good because of some factors. 25 students (41,67%) felt that they had no time to practice, 10 students (16,67%) lazy to participate in class, 15 students (25%) were nervous and unconfidence to speak English in class. Then, 10 students (16,67%) felt ashamed if their friends laughed at them.

Last, some causes of students' problems in relation to oral communication. Students felt difficult to understand oral communication because of some reason. 20 students (33,33%) felt difficult in understanding pronunciation, 10 students (16,67%) felt that native speaker spoke too fast, 4 students (6,67%) were still difficult to

differentiate the pattern between Indonesian and English, 26 students (43,33%) felt difficult with the similarity in pronouncing the words.

2. Students' Strategies to Overcome Their Speaking Problems

Based on the questionnaire result, some strategies were used by students' to over come their speaking problems, those are;

First, to overcome the problem related to inhibition, the students' tried to increase their confidence by being active in class and increasing their English by speaking English out of class with their friends.

Second, to overcome the problem related to nothing to say, the students' were drilled to be more active and confident in speaking in class and they tried to understand about the difficult topic.

Third, to overcome the problem related to low or uneven participation, the students' prepared the material before and motivated themselves to be confident in participating in class.

Fourth, to overcome the problem related to mother tongue used, the students' practiced their English not only on English Day but they usually speak English with their friends everyday.

Fifth, to overcome the problem related to speech act, the students' joined some English Clubs in campus and also practiced it everyday by speaking with their friends. They also often listened to the native speaker conversation.

Sixth, to overcome problem related to pronunciation, the students' tried to pronounce a new word everyday by opening the dictionary to know how to pronounce the word and often asked and answered questions in class. They also listen to western song that use English as the language in order that they familiar with the sound.

Seventh, to overcome the problem related to grammar, the students' studied hard about tenses in order to make their speaking better and do the exercise which related to the grammar. If they had difficulties in learning grammar they asked it to their friends. They also joint some English courses to get more knowledge about grammar.

Eighth, to overcome the problem related to vocabulary, the students' memorized the vocabulary and often used dictionary if they found new difficult word. Students also read English story book or English magazine in order to get new vocabulary.

Ninth, to overcome the problem related to fluency, the students' tried to understand more about pronunciation and grammar. They also practiced English everyday in order to make their fluency better.

Tenth, to overcome the problem related to oral communication, students' often listened to the Western song and watched Western movies that used English as the language. They also tried to speak with native speaker.

B. Discussion

This section presents the discussion based on the findings of the study. The discussion is concerned with the students' problem in learning speaking and their strategies to overcome such problems.

1. The Problem of Learning Speaking in Speaking Class

Ur mentioned the problems faced by the students' in learning speaking were: inhibition, nothing to say, low or uneven participation and mother tongue used. 43

Based on the research finding of this thesis, the researcher found that there were some problems faced by second semester students' in learning speaking at Tarbiyah Faculty IAIN Sunan Ampel Surabaya

The result of the questionnaire showed that most of the students' did not completely master the three primary elements of speaking; they are vocabulary, grammar and pronounciation.

The writer also found that most of the students speaking ability were not really good, for example, in their vocabulary. This is ironic because vocabulary constitutes the main element that should be mastered by every student if he wants to be able to speak English well. In other words, if a student or someone wants to speak English, he must firstly master vocabulary before mastering other elements of

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⁴³ . Penny Ur, *A Course In*...., p. 121

speaking. As a matter of fact, based on Burns and Joyce's opinion in kurniasari that vocabulary or content words are the first recognisable elements of spoken language to develop.⁴⁴

As revealed and confirmed by the result of the questionnaire, it shows that most of the students had difficulties to master vocabulary, and they also still had difficulties in comprehending of using noun, verb, adjective and adverb in communication. Being confused with prefix, suffix, and affix words is another problem in vocabulary.

Based on the fact above, it is not surprising that many students' spoke English less fluently. It was because most of the students were not really enthusiastic to practice their vocabularies outside the class. It indicates that there are two possibilities why they did so. Firstly, the students are too lazy to practice speaking and use dictionary. They only open the dictionary if they found difficult or strange words in the lesson material. Secondly, the students are still feeling embarrassed in practicing speaking English with their friends.

Many experts say that enthusiasm or strong will is the primary thing for someone to get success and high accomplishment in his life. In short, equipments and opportunity are important things to get success, but the most important thing is enthusiasm or motivation. If the motivation strong enough, it provokes a decision to act.

⁴⁴ . Vida Kurniasari, "Students Strategies......,p.13

Another is most of the students are often uncertain for speaking in the classroom because of little vocabulary. It was because the lecturer gave too difficult materials/topics. They were difficult in speaking English because the topic was seldom to discuss or hear so they had limited time to think about the topic and were not ready with the vocabularies that they used. So it made some students passive in the class. This finding is also supported by Ur's idea that low or uneven participation is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.⁴⁵ In addition they also felt afraid if they were wrong in pronounciation, and sometimes they felt that the topics were uninteresting and they did not understand the materials as well.

Another problem that makes the students' speaking ability is not really good is because of the interference of grammar in speaking. Based on the result of the questionnaire, from 60 students that the writer investigated, 50% of students were not really interested in grammar because they considered grammar as the problem when they spoke English. They did not master the grammar well so it made them felt shy and afraid to speak English. They had no idea if they thought too long about grammar when they make good sentences.

Harmer in Lukitasari states that a necessary knowledge of grammar is essential for competent users of language⁴⁶. It is because grammar plays an important

⁴⁵ . Penny Ur, *A Course In*...., p. 121

⁴⁶. Nunik Lukitasari, "The Problems.....,p.16

role in the language where it can guide the speaker to the purpose he wishes to when he is delivering ideas through language. Moreover, grammar will make someone's communication clearer and more accurate. In short, correct grammar will avoid misunderstanding among the people or students in their communication. Moreover, some of the students said that it would be better if grammar was just ignored in speaking, but others also said that they disagreed with the ignorance of grammar in speaking.

In addition, problem that makes the students' speaking ability not really good is that most of the students were difficult to pronounce words clearly. This fact is based on the result of the questionnaire. In writer's opinion, there is a possibility that the students did not frequently and regularly practice how to pronounce words clearly. Consequently, this makes their tongue become stiff to pronounce words. It was because they seldom practiced the way to pronounce words in their daily life.

They also thought that they had less confidence in speaking English because they were afraid of making mistakes and felt that it was unnatural to speak in English. This finding is supported by Ur's statement that learners are often inhibited about trying in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.⁴⁷ Moreover, they are still difficult to differ in pronouncing vowel and consonant. It is because in pronouncing vowels and consonant between Indonesia and English is

different so sometimes it made them confuse to pronounce vowel and consonant in English. In this case the teacher's role is very needed.

The teacher should be able to identify and correct the students' sound that they are mispronouncing. They were also difficult if they tried to speak with native speaker because the native speaker speaks too fast. It made them difficult to understand the pronunciation of the native speaker.

Another problem is related to their mother tongue. They felt difficult in pronouncing the words because they did not use English in daily communication. So it made them felt unnatural in speaking English. This finding is supported by Ur's idea that in class where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they felt less 'exposed' if they were speaking their mother tongue. He makes them felt nervous and unconfident when they spoke English in class. Because they felt that their mother tongue still affected their speech so they felt shame if their friends laughed at them.

The problems above make some of the students become passive and unconfident in speaking in the class. It can be seen from the questionnaire that 30 students from 60 students that the writer investigated, were still unconfident in

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⁴⁸. ibid,.p.121

speaking in the class. That inhibition will make their speaking ability not run well if the students did not have strategies to overcome those problems.

2. Students' Strategies to Overcome Their Speaking Problems

In order to get the top achievement, particularly in speaking ability, the students need to force themselves to get more practices if they want to improve their speaking ability. The questionnaire showed that most of the students still had problems with vocabulary, grammar and also pronunciation. To overcome those problems the students had strategies in order to make their speaking ability better.

Most of the students' said that they still had little vocabulary so to overcome that problem the students' memorized the vocabulary and often used dictionary if they found new difficult word so their vocabularies would increase. They also tried to comprehend of using noun, verb, adjective and adverb in communication and practiced it in speaking. Students also read English story book or magazine to get new words. If they had a difficulty in vocabulary they could use code switching in their communication. This finding is supported by Fulcher who stated that if learner is speaking to someone with whom he or she has a language in common, a word or phrase taken from the common language may be used to overcome a communication difficulty.⁴⁹

⁴⁹. Glenn Fulcher, *Testing*....,p.32

The problem that makes students' speaking ability is not really good is that most of the students were difficult to pronounce word clearly. To overcome that problem the students tried to pronounce a new word everyday in order to create the physical sounds that carry meaning. They also listening western song in order to they familiar with the sounds of the words. They also used dictionary or asked somebody else to get correction and knew the differences of pronouncing between vowels and consonant.

The last thing in speaking ability is grammar. Based on the questionnaire it showed that most of the students had big difficulties in learning grammar. To cope the problem related to grammar, the students studied hard about tenses in order to make their speaking better. If they had difficulties in learning grammar they try to do the exercise in book related to grammar and asked it to their friends. Because by asking to their friend they would not feel afraid like if they asked to their lecturer in class. This strategy is also supported by Fulcher in his idea about cooperative strategies which mentioned that in face-to-face communication is possible for a learner who is having difficulty in communication to get help from the listener. Getting help can take the form of asking someone if they have understood, appealing directly for help in saying something, or providing an unknown word.

The students tried to understand more about pronunciation and grammar because some important factors that make us good in speaking English was

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⁵⁰ . ibid, p.31

comprehending the grammar well and also right in pronunciation. They also practiced English everyday in order to make their fluency better. And they were increasing their confidence although sometimes their friend laughed at them.

Based on the questionnaire, to overcome the problems above the students tried to increase their confidence by being active in speaking class. They drilled themselves to be more active and confident in speaking in class because by often speaking in front of the audience, habitually, they would feel confident and did not feel shame although they had few mistakes in their speech. This finding is supported by Ur's idea that the other characteristic of successful speaking activity is that participation is even.⁵¹ Classroom discussion is not dominated by a minority of talk active participants but all get chance to speak, and contributions are fairly evenly distributed.

They also increased their English by speaking English out of class with their friends, it was because they were more relaxed and they had much time to practice their speech. And they did not feel afraid of making mistakes and were mocked by their friends. Ur stated the characteristic of successful speaking activity is that learners talk a lot.⁵² As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may be seen obvious, but often much time is taken up the teachers talk or pauses. They also practiced their English not only when

⁵¹ . Penny Ur, *A Course In*....., p. 120

⁵². ibid, p.120

English Day but they usually spoke English with their friends everyday in order to make their mother tongue did not affect their speech little by little.

To more practice their English with other students that master English well, the students joined some English Clubs in campus because in English Clubs they would have more practices with the other friends that mastered English well. They also often listened to native speaker conversation in order listen to the right pronunciation from native speaker.

The students also often listened to the Western song and also watched Western movies in English. Some songs and movies that they listened were besides for learning also for enjoyment because at their age they still like listened and watched movies. They also tried to speak with native speaker to practice their oral communication like they saw at the movies.

If the students had problems with the material/topic that was very common for them, they would prepare the material before because by preparing all the material would make them easier to list the new vocabularies. Knowing the material and the vocabularies before would make them easy in making English conversation. This finding is also supported by Ur's statement that the other characteristic of successful speaking activity is having high motivation; learners are eager to speak because they

are interested in the topic and have something new to say about it, or learners contributed to achieving a task's objectives.⁵³



⁵³. ibid,.p.120

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestions that are derived from the research findings.

A. Conclusion

There were some conclusions which were drawn from the research problems, as follows: 1) the problems of second semester students' face in learning speaking at English Department at IAIN Sunan Ampel Surabaya (2) what strategies that they use in overcoming the problems.

1. The Problems Faced by Students' in Learning Speaking

Based on the result of the questionnaire, the writer could take conclusion about the problems of second semester students' face in learning speaking at English Department at IAIN Sunan Ampel. The problems faced by the students' in learning speaking were inhibition, nothing to say, low or uneven participation and mother tongue used. It was because they did not master the three primary elements of speaking namely, vocabulary, grammar, and pronunciation. As a result, many students were not really good in speaking.

For example, in term of vocabulary, most of the students said that this element made them difficult to speak English well. There were some causes why the students got difficulties in term of vocabulary. Firstly, the students were too lazy to practice speaking and use dictionary. They only used the dictionary if they found

difficult or strange words in the lesson material. Secondly, the students were still embarrassed in practicing speaking English with their friends. Sometimes they were difficult in speaking English because the topic was seldom to discuss so they had limited time to think about the topic and they were not ready with the vocabularies that they used. So it made their participation in class low.

Furthermore, another element of speaking that made the students difficult to speak English well was grammar. The students frequently spoke English in inaccurate oral grammar. They did not completely master the tenses in grammar. As a result, they spoke English in unorganised way and frequently confused others when they presented ideas. And it made them shy and afraid to speak English. The students thought that if they thought too long about grammar to make good sentences, their idea would disappear. In fact, grammar will make someone's communication clearer and more accurate. Correct grammar will avoid misunderstanding among the people or students in their communication.

The last element of speaking that made the students difficult to speak English well was pronunciation. Most of the students were difficult to pronounce words clearly. It was because they did not frequently and regularly practice how to pronounce words clearly. They felt difficult to differ from pronouncing vowel and consonant. It is because of the difference in pronouncing vowels and consonant in Indonesian and English language that sometimes made them confused to pronounce vowel and consonant in English.

Besides those problems, they also had problems with their mother tongue and their self-confident. Their mother tongue still effected their communication because they did not use English in daily communication. So it made them felt unnatural in speaking English. Thus it made their self-confidence low.

2. Students' Strategies to cope Such Problems

Based on the result of the data, there were some strategies used by the students in overcoming the problems in learning speaking:

First, to cope with the problem related to inhibition, the students tried to increase their confidence by being active in speaking class and increasing their English by speaking English out of class with their friends.

Second, to cope with the problem related to nothing to say, the students were drilled to be more active and confident in speaking in class and tried to understand about the difficult topic.

Third, to cope with the problem related to low or uneven participation, the students prepared the material before and motivated themselves to be confident in participating in class.

Fourth to cope with the problem related to mother tongue used, the students practiced their English not only on English Day but they usually spoke English with their friends everyday.

Fifth, to cope with the problem related to speech act, the students joined some English club in campus and also practiced it everyday by speaking with their friends. They also often listened to native speakers conversation.

Sixth, to cope the problem related to pronunciation, the students tried to pronounce a new word everyday and listen to western song in order that familiar to the sound of the words.

Seventh, to cope the problem related to grammar, the students studied hard about tenses in order to make their speaking better. If they had difficulties in learning grammar they asked it to their friends and do the exercises in grammar book to make them more understand the use of grammar.

Eighth, to cope the problem related to vocabulary, the students memorized the vocabulary and often used dictionary if they found new difficult word. Students also read English story book or English magazine to get new vocabulary.

Ninth, to cope the problem related to fluency, the students tried to understand more about pronunciation and grammar. They also practiced English everyday in order to make their fluency better.

Tenth, to cope the problem related to oral communication, the students often listened to the Western song and also watched Western movies in English as a language. They also tried to speak with native speaker.

B. Suggestions

Based on the findings at the previous chapter, it is necessary to give valuable suggestions for the students, lecturers and also for the other researchers. These suggestions hopefully will become consideration for them in order to improve the quality of the students' speaking ability and also the speaking course, particularly in English Department.

1. Suggestion for the Students'

For the students who want to speak English fluently, clearly, and accurately, the researcher recommends some suggestions. The researcher suggests the students to apply some simple "tricks" in order to improve the speaking ability.

The first is reading a lot of English books every single time. It will add and enrich our knowledge toward phenomena in the society and also enrich vocabulary stock in our memory.

The second is trying to memorize vocabularies in the dictionary continuously. We may take 5-10 minutes to memorize it.

The third is trying to practice speaking English as often as possible, and learning English with our friends that master the pronunciation well so we will get correction if we are wrong in pronouncing the words.

The fourth is watching a lot of Western movies and also listening to Western songs regularly. This will get not only entertainment, but also the knowledge

from the actors/actresses' performance when they pronounce a certain word correctly and when they show a certain expression when they speak.

The fifth is memorizing the tenses in speaking regularly and then practicing it constantly both in written or spoken.

The last is trying to practice speaking not only within classmates inside the class but also outside the class. Finally, to be confident in speaking English in class although sometimes there are some mistakes.

2. Suggestion for the Lecturers

The writer has some valuable suggestions, especially for the lecturers who have competence or specialization in teaching speaking course. In order to improve the quality of both students' speaking ability and speaking course to be more interesting, it is suggested for the lecturers to select the most appropriate technique and method based on the students' needs and wants, for example Communicative Approach method using Role-play technique. Proper technique and method will probably yield the maximum result. Moreover, the lecturers should frequently arouse or encourage the students' motivation in every teaching-learning process of speaking course.

In addition, it is recommended for the lecturers to point out to students what they are doing wrong with their speaking, for example, their tongue and lips when they pronounce or utter some words. In short, the lecturers should be able to correct the students' mistakes in a gentle way and in exact time in order to keep the students' confidence still up. Moreover, the lecturers should frequently give some simple and

valuable theories for the students in term of how to improve their speaking ability. Simple theories will make the students easy to apply them, make them diligent, and not bored to try them. In brief, the lecturers should be as creative as possible to find "fresh" theories in connecting with the improvement of speaking ability. Next, the lecturers should frequently and intensively give the students interesting and appropriate materials when they teach speaking. Interesting and appropriate materials may attract the students to express their ideas through speaking. Finally, the lecturers should create a new teaching-learning atmosphere in speaking course program, for example teaching speaking outside the class, such as in the college's park or garden. If possible, the lecturers may take them go to the tourism objects around the campus or reachable places. This will avoid the students from boring and saturating situation.

3. Suggestion for the Next Researchers

The researcher also hopes that the next researchers will continue this research by conducting the further investigation with different subject of investigation such as (reading, listening, and writing) from different population.

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