

**STUDENTS' STRATEGIES IN OVERCOMING EFL
STUDENTS' SPEAKING PROBLEMS
IN IAIN PALANGKA RAYA**

THESIS



By

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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
1443 H/2021**

**STUDENTS' STRATEGIES IN OVERCOMING EFL
STUDENTS' SPEAKING PROBLEMS
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THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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1443 H/2021**

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Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa Skripsi saudara

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MOTTO AND DEDICATION

“So which of the favor of your Lord would you deny?”

(QS. Ar-Rahman: 13).

This thesis is dedicated to:

My beloved parents (Fajar Suryani and Fadia Wati) for their valuable endless prayer, sacrifice, support, and everything in my life.

My beloved sister (Raudah) for her support conducting this research.

My Reminder, My Mood Booster, (Nia Marlina) thanks for keep accompany with me, sharing the complaints, passion, patience, support, and time that she always takes for me.

DECLARATION OF AUTHORSHIP

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Declare that:

1. this thesis has never been submitted to any other tertiary education institution for any other academic degree,
2. this thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person, and
3. if at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, September 2021

Yours Faithfully,



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ABSTRACT

Solihin, M. Boy. 2021. *Students' Strategies in overcoming EFLStudents' Speaking Problems in IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Zaitun Qamariah, M.Pd. (II) Hesty Widiastuty, M.Pd.

Key words: Speaking, Speaking Problems, Speaking Strategy

This research departed from the problems of speaking that occurred in by seventh-semester students in English Education Study Program of IAIN Palangka Raya during academic year 2017/2018. The problems faced by students in speaking, the most of students felt that English was always a difficult subject. They were unable to enhance their speech and were often uncertain how to begin speaking in class. When the lecturer allows them to speak, they are unable to state their opinion, ideas, thoughts, or share information with other lecturers or students in the fact, the class is practically quiet, only some students fully involving in speaking activities. They also tend to answer short questions in discussion activities, and they may respond in Indonesian if the response involves a long statement.

This research aimed to find out what are the problems faced by by seventh-semester students in English Education Study Program of IAIN Palangka Raya during academic year 2017/2018 in Speaking and what are the strategies used by students to solve their problems in speaking.

The research used was descriptive qualitative, all the data were obtained through questionnaire and documentation, then analyzed descriptively after being classified into related aspect in the questionnaire. The subject of this study is seventh-semester students in English Education Study Program of IAIN Palangka Raya during academic year 2017/2018. The researcher was used the purposive sampling in order to do the sampling.

The results of this study indicate that most of serious problems in speaking are inhibition and pronunciation. Furthermore, Metacognitive strategy is the most frequently used strategy in speaking. So the result is that most of the students use metacognitive strategies to solve their speaking problems.

ABSTRAK

Solihin, M. Boy. 2021. *Strategi Mahasiswa dalam mengatasi Masalah Berbicara Mahasiswa di IAIN Palangka Raya. Skripsi*, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (1) Zaitun Qamariah, M.Pd. (2) Hesty WIdiastuty, M.Pd.

Kata Kunci: Berbicara, Masalah Berbicara, Strategy Berbicara

Penelitian ini berangkat dari permasalahan berbicara yang terjadi pada mahasiswa semester tujuh di Program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya selama tahun ajaran 2017/2018. Masalah yang dihadapi mahasiswa dalam berbicara, sebagian besar mahasiswa merasa bahwa bahasa Inggris selalu merupakan mata pelajaran yang sulit. Mereka tidak dapat meningkatkan kemampuan berbicara mereka dan sering tidak yakin bagaimana memulai berbicara di kelas. Ketika dosen mengizinkan mereka untuk berbicara, mereka tidak dapat menyatakan pendapat, ide, pemikiran, atau berbagi informasi dengan dosen atau mahasiswa lain pada kenyataannya, kelas praktis sepi, hanya beberapa mahasiswa yang terlibat penuh dalam kegiatan berbicara. Mereka juga cenderung menjawab pertanyaan pendek dalam kegiatan diskusi, dan mereka mungkin merespons dalam bahasa Indonesia jika responsnya melibatkan pernyataan yang panjang.

Penelitian ini bertujuan untuk mengetahui apa saja masalah yang dihadapi oleh mahasiswa semester tujuh di Program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya selama tahun ajaran 2017/2018 dalam Berbicara dan strategi apa saja yang digunakan oleh mahasiswa untuk mengatasi masalah mereka dalam berbicara.

Penelitian yang digunakan adalah deskriptif kualitatif, semua data diperoleh melalui angket dan dokumentasi, kemudian dianalisis secara deskriptif setelah diklasifikasikan ke dalam aspek-aspek yang menyangkut di dalam angket. Subjek penelitian ini adalah mahasiswa semester tujuh Program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya tahun ajaran 2017/2018. Peneliti menggunakan purposive sampling untuk melakukan pengambilan sampel.

Hasil penelitian ini menunjukkan sebagian besar masalah serius dalam berbicara adalah inhibisi dan pengucapan. Selanjutnya, strategi Metakognitif adalah strategi yang paling sering digunakan dalam berbicara. Jadi hasilnya sebagian besar mahasiswa menggunakan strategi metakognitif untuk memecahkan masalah berbicara mereka.

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The researcher realizes that this thesis is still far from the perfect. There were some many errors or mistakes. Therefore, some constructive critical and suggestion are warmly welcome. Hopefully, may Allah SWT keep us on the straight path and this can be useful for all of us.

Palangka Raya, September 2021

The Researcher,

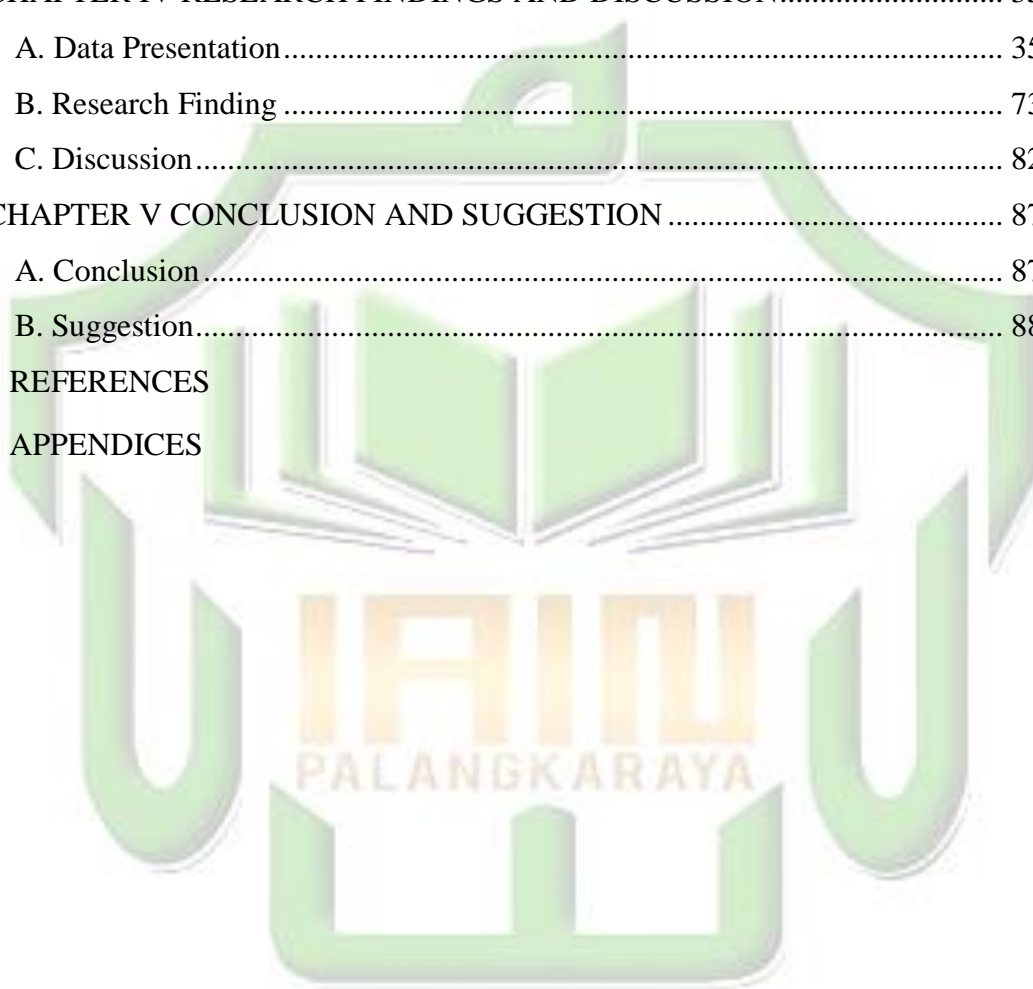
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CHAPTER I

INTRODUCTION

This chapter the researcher was described the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Study

The ability to speak is one of the English skills that foreign language students must be master. Most people concerned in determining a person's ability in a foreign language generally asks whether or not he can speak English. Heriansyah (2012, p. 37) stated that for most people, The most unique and important aspect of foreign language learning is mastering the ability to speak, and success is measured in terms of abilities to perform language conversations. People require the ability to communicate in order to interact with them. When speaking, there are several factors to consider, including not only what is being said and the language used, but also who our speakers are. (Kusumawati, 2017, p. 30).

The research found significant issues in a speaking class in seventh semester students in IAIN Palangka Raya during academic year 2017/2018 based on pre-observation. The most of students felt that English was always a difficult subject. They were unable to enhance their speech and were often uncertain how to begin speaking in class.

When the lecturer allows them to speak, they are unable to state their opinion, ideas, thoughts, or share information with other lecturers or students in the fact, the class is practically quiet, only with some few students fully involving in speaking activities. They also tend to answer short questions in discussion activities, and they may respond in Indonesian if the response involves a long statement. When it comes to delivering their ideas in the speaking class, they lose confidence. They feel ashamed to convey their thoughts. They are also known to say it, but it is difficult to say, they are also shy and nervous, and they are uncertain if they will be laughed at if they make mistakes, students are afraid to make mistakes in class because they will be laughed at by their peers; and students are not used to speaking in class due to poor pronunciation and a limited vocabulary. Wahidah (2016, p. 3) explained that students usually have problems in speaking for several reasons, such as self-confidence, listener support, students' ability to listen, and pressure to work these factors influence their ability to speak English, especially in speak English in the front of the class. Then, the response from the audience whether attention, respect, and appreciation influenced the students to show well performance in English.

Speaking strategies are important for students to overcome the issues listed above. Even in speaking, learning experience may be used as an useful strategy. Speaking strategies might be used by students to assist them in learning how to speak. Students who learn speaking using a plan

have an easier way in improving and mastering their abilities than students who do not use a strategy.. Wael, Asnur, and Ibrahim (2018, p. 65-71) stated that Learning strategies are defined as the actions and ideas taken by a learner during the learning process with the goal of influencing the learner's process of learning. It means that learning strategies may be seen as a way of thinking and a critical idea that students utilize to assist them sustain and affect their learning process.

English Education Study Program of IAIN Palangka Raya offers Students many courses that focus on speaking, especially seventh-semester students. In seventh semester students, although all of the students have learned the all courses of speaking, they still find the difficulties to speak English fluently. Based on the researcher's experience, When the students gave their presentation in front of the class, they struggled to communicate in English. They seemed to be lacking in vocabulary. The students would pause for a long time and then speak nonsensically. In another example, fear and a lack of participation affected some students in the seventh semester English Education Study Program. As a result of the pre-observation, when the students performed group work or worked on a topic, some students in that group stayed quiet. Students have stated that they have trouble in speaking English in certain situations. Therefore, the researcher is interested in knowing more about the students' problems encounter when speaking and the strategies they utilize to overcome those speaking problems.

B. Research Problem

The researcher wants to know what are the problems faced in seventh semester students during academic year 2017/2018 in English Education Study Program at IAIN Palangka Raya and what are the strategies they are doing to solve those problems. The following are some possible questions as follows:

1. What are the problems faced by seventh semester students during academic year 2017/2018 English Education Study Program at IAIN Palangka Raya in speaking?
2. What are strategies used by seventh semester students during academic year 2017/2018 English Education Study Program at IAIN Palangka Raya to overcome speaking problems?

C. Objectives of the Study

The purpose of the study is to find out:

1. The problems faced by seventh semester students during academic year 2017/2018 English Education Study Program at IAIN Palangka Raya in speaking.
2. The strategies used by seventh semester students during academic year 2017/2018 English Education Study Program at IAIN Palangka Raya to overcome speaking problems.

D. Scope and Limitation of the Study

Based on the problem, this research focus on the students of English Education Study Program of IAIN Palangka Raya as a subject of research. The researcher focuses on two things. The first is the students' problems in speaking. Second, what are the strategies used by the students.

The students who become the population are the Seventh-semester students during Academic Year 2017/2018 in English Education study program of IAIN Palangka Raya. The researcher limits the research only for seventh-semester students of IAIN Palangka Raya. They are chosen because they have taken all of the speaking subjects and they are considered to have some problems in speaking some of them got problems when they want to speak in front of the class. Since this study focuses on the students in IAIN Palangka Raya, the result cannot be generalized for another institution

E. Significance of the Study

This study expected to give both positive theoretical and practical significance as follows:

1. Theoretical Significance

Theoretically, it expected that the result of the study could support the theories in teaching speaking.

2. Practical Significance

a. Lecturer

This study aims to provide information to lecturers on the problems that students commonly faced and the strategies used by students in solving these problems. Furthermore, by knowing the problem, the lecturer can choose and implement a good strategy to deal with the problem in the learning process.

b. Students

Every student has different troubles to speaking and different strategies for dealing with each other. This research can provide more information and new ideas about how to solve speaking difficulties, which may be helpful for students who have difficulty in their speaking.

c. For the other researchers

The researchers recommended that other researchers would continue this research and dig deeper into it, so that they might find creative ways to solve speaking problems. In furthermore, the researcher hopes that future research will investigate into the issues with speaking, which stem not just from students' perceptions but also from monitoring the curriculum. The researcher then hopes that this research will serve as a guide for other researchers involved in similar topic.

F. Definition of Key Terms

1. Students' Strategy

Student strategies are methods and activities that students will use to achieve their goals. Widhayanti (2018, p. 63) argue that student strategies are activities taken by students to make learning easier, simpler, more memorable, more autonomous, more striking, and easier to apply.

2. Speaking

Speaking is the activity of conveying information or expressing one's feelings and ideas. (Mahmoud, 2016, p. 97).

Ibnian (2019, p. 4) stated that Speaking is a way in which students can communicate to express themselves or express points or opinions, feelings, or even certain dreams.

3. Speaking Problems

Speaking problems are some problems that make someone lacks in speaking ability. Hanunah (2009, p. 8) stated that speaking problems are something that makes someone's difficulty in the interactive process of building meaning that involves the production, processing of information, and reception.

4. EFL Students

EFL students are students who learn English as a Foreign Language at Seventh Semester students in IAIN Palangka Raya (English Education Study Program).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed and reviewed related literature that consisted of explanations of the related study, the concept of speaking, psycholinguistic approach and speaking skill, speaking learning strategies, and speaking problems.

A. Related Study

First, Triyadi (2017) in the thesis entitled, “Students’ Strategies in Overcoming Speaking Difficulties at English Education Department of Universitas Muhammadiyah Yogyakarta” The purposes of this research are to know the problems faced by the students in speaking English and their strategies to solve speaking problems. The researcher used a qualitative approach in conducting this research. The participants of this research were six students of batch 2014 studying at English Education Department of Universitas Muhammadiyah Yogyakarta. The reason in choosing EED of UMY students batch 2014 was that they had experienced more problems in speaking English than the students batch 2015 and 2016 since EED of UMY students batch 2014 was studying at EED of UMY longer than the other batches. Therefore, they also have more strategies to overcome those speaking problems.

As a result, the researcher chose six participants to conduct this research to ensure that the obtained data was valid. In choosing participants,

the researcher considered the participants' score in 'show and tell test' in listening and speaking for daily conversation courses in the first semester. Listening and speaking for daily conversation provided many activities and tests which focus on speaking including 'show and tell test'. This test required the students to speak English directly. Besides, the researcher chose and took their data score from listening and speaking for daily conversation course since it provided learning to speak for daily conversation, and the researcher wanted to know their speaking ability related to daily conversation. To be the participants of this research, the researcher divided the participants into three categories based on their scores. The categories were two participants who got low score (meant the participants who got score less than 12.00), two participants who got medium score (meant the participants who got a score between 12.00 until 16.00) and two participants who got a high score (meant the participants who got a score between 16.00 until 20.00). The students' minimum score of the test was 11.10 and the maximum score was 18.50. The reason why the researcher chose the different scores (low score, medium score, and high score) was due to getting various findings of problems and strategies in speaking.

Second, Swary, D. N. (2014) in the thesis entitled "A Study Of Students' Problems in Learning Speaking English at the Second Grade of Smp Negeri 1 Talaga" the research was interested to know and investigated the students' problems in learning English speaking and also find some ways to solve it. This research takes place at SMP Negeri 1 Talaga, the samples are

consist of 26 students and it was conducted on April 10th 2014 until May 25th 2014. To collect the data, the researcher used depth observation, depth interview, and documentation. Credibility, transferability, dependability and conformability was used as the validity of the research.

Then the researcher used data reduction, data display and conclusion drawing and verification in technique of analysis data. According to the depth observation, the researcher found that the ability of the students of SMP Negeri 1 Talaga was in low level. Most of the students cannot be able to speak by using English, although in a very simple phrase or sentence. There are only a few students who have good skill in English, especially in English speaking. The researcher concludes that the students have problems in terms of learning English speaking. To know the students' problems in learning English speaking, the researcher used depth observation and also an interview. Low of vocabulary mastering, limited of grammar knowledge and pronunciation, shyness, nervousness, fear of making mistakes, lack of confidence, limited of practice, minimum opportunities, environment factor, mother tongue used dominantly, low of motivation are the kinds of students' problems in learning English speaking. There are some ways to solve the problems in learning English speaking, both from the students' and the lecturers' sides. More practice, increase the vocabulary mastery, increase the motivation, use the interesting strategy, give opportunities to all students, keep to speak English, join the extra class of English are the ways to solve the kinds of problems in learning English speaking.

In learning English speaking, every student has their problems on it either from the students themselves or from the others factors. In this research, the researcher found at least 12 problems in learning speaking and some ways to solve that problems which have to be known or even applied both by students and lecturers.

Third, Ibnian, S. S (2019) in the journal article entitled “Speaking Difficulties Encounter by Efl Students In Jordan” this study aims at exploring difficulties that university students face when they speak in English as a Foreign Language (EFL). It also aims at proposing solutions to help EFL learners overcome speaking difficulties. The sample of the study comprised 77 English majors from the World Islamic Sciences and Education University in Jordan. Instruments of the study included a questionnaire on difficulties that may face English majors while they speak in English. The questionnaire also included an open-ended question on suggestions and solutions that could help the students overcome speaking difficulties. The researcher also followed the direct observation technique so as to reveal difficulties that may encounter EFL learners while speaking in English. The results showed that students’ fear of making mistakes and lack of motivation topped the speaking difficulties. Most students pointed out students get ashamed to speak English because they thought they not good enough / still bad to pronounce when speak. The study presented a number of suggestions and solutions to help EFL learners overcome speaking difficulties including the need to motivate EFL learners to use English and

choose suitable and interesting topics to encourage them express themselves freely away from pressure and fear.

Fourth, Qurnia (2015) in the thesis entitled, “English Students’ Difficulties and Solving-Strategies on Learning Speaking: English Department Students’ Voices at Jambi University” The purpose of this qualitative study was to explore English students’ difficulties on learning speaking. It is also aimed to find out how the students solve the difficulties.

The researcher used qualitative research within case study approach. Six participants were selected based on their speaking grade average. There were approximately 800 students in English department at one public university in this research. As a result, the participants shared their experiences in learning speaking English skill. They explored the difficulties and then, they solved them with their own strategies.

Based on the findings which were obtained from the participants, this investigation found many difficulties faced by the participants whether those are in grammar, vocabulary, pronunciation, and fluency. One of main factors caused their difficulty is vocabulary because vocabulary is one of pivotal supplement in a language. They could overcome all the difficulties but only in pronunciation, two participants still could not find the solution to deal with the difficulty. For the strategies, the participants used music, movies, even games to overcome the difficulty since the game is enjoyable. Talking to friends and having friends help them in speaking English are also

used by some participants. That seems very useful for them to overcome the hardship.

The last, Sari (2017) in thesis entitled “Students Difficulties in Speaking Skill at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year of 2016/2017” The objectives of this research were (1) to describe the students’ difficulties in speaking, (2) to describe the factors causes of students’ difficulties in speaking, (3) to describe the students’ strategies that was used to overcome the difficulties in speaking. The research design applied in this research was descriptive qualitative. This research was conducted in SMA Muhammadiyah 1 Karanganyar. The subjects of this research were the students of the eleventh grade. The research instruments used to collect the data in this research were observation and interview. The collected data were analyzed by reducing the data, presenting the 14 data, taking the conclusion and verification. The researcher used data triangulation, to show trustworthiness of the data. The result of the research showed that every student had different difficult in speaking. They are three difficulties in speaking. They are inhibition, nothing to say, un-event participant, and mother tongue. The second were factors that caused students getting difficulties in learning speaking. They were personality, motivation, cognitive style, and class condition. The third was the students’ strategies to overcome the difficulties in speaking employed by using strategies, those were metacognitive strategies, cognitive strategies, socio-affective strategies. Using different strategies support the

students to achieve a good score. Based on the result above, the students were hoped to overcome their difficulties using their own ways to make them easier in learning speaking.

From some research above the researcher found the differences between each research, about some research above they didn't use purposive sampling in conducted the subject but in this research the researcher used purposive sampling to do the research, and it may be accurate and got clearly when the researcher decide the data.

B. The Concept of Speaking

1. The Nature of Speaking

One of the abilities that students must master in order to learn English is speaking. Many experts have various definitions of speaking. Fentari and D (2016, p. 121) stated that speaking is a two-way process that involves both productive and receptive comprehension skills, according to the researcher. Besides talking, such as writing and speaking, experts believe they may convey information, thoughts, and sustain social ties through communicating with others by creating various patterns or energies, such as typing machines produce letters for each different vowel and consonant. There are several factors to consider when measuring a student's ability to speak. It is important to be known as a speaker. The following are the factors to consider: Pronunciation, vocabulary, grammar, fluency, and understanding are all important skills to have. It may be deduced from the preceding explanation that speaking is an important part of language

learning. With speaking, they can convey information, ideas, and maintain a social relationship by communicating with others. So, it can also affect the human mind, so the listener has some not only thoughts and expressions of thought to make a person understand but also change behavior.

2. Element of Speaking

There are four elements of speaking there are:

a. Pronunciation

Rao (2018, p. 5) argue that The appropriate way to spell is by pronunciation. Intensity and emphasis are inextricably linked to pronunciation. Imitating and repeating pronunciation, intonation, and emphasis is the most effective way to learn them; thus, lecturers must have standards, such as Americans or British, and lecturers must offer games that need numerous repetitions.

b. Vocabulary

According to Susanto (2017, p. 185) A term that students correctly understand and learn and use in speaking and writing is referred to as vocabulary.

c. Accuracy

Kumar (2013, p. 17) stated that of being correct, exact, and error-free, especially as a consequence of careful effort, is known to as accuracy.

d. Fluency

Fluency is the state of able to speak a language smoothly and easily or expressed in a smooth easy (oxford learner's pocket dictionary, 2016) and students are to communicate easily to other friends.

Based on the statement above, According to the researcher, speaking is a type of oral communication used to convey thoughts or information to another. It is essential that the speaker be able to convey himself via words. Students in a speaking class are expected to convey their thoughts, knowledge, and feelings to others. The students do not practice the language in a good, correct, and exact manner, they will not be able to speak fluently. Lecturers must provide many opportunity for students to develop their speaking skills.

C. Psycholinguistics Approach and Speaking Skill

According to Purba (2018, p. 52) The field of teaching speaking as a skill is under control of the psycholinguistic approach. It has identified a number of speaking issues, including pupils' oriented trouble. Psycholinguistics also discusses how personality, such as introvert and extrovert pupils, influences language acquisition performance. Voice problems, stuttering, and disarticulation are all psychologically based and induced by a personality component.

There are also certain traumatic illnesses produced by localized in damage, such as aphasia and autism. For such issues, treatments and counselling methods are recommended. As a result, psycholinguistic

research has produced answers for nearly every sort of language acquisition issue. Teachers can employ suitable strategies to teach speaking skills by evaluating the learner's condition and finding engaging subjects to discuss in speaking class using this knowledge.

D. Speaking learning strategies

According to Saputra., & Subekti. (2017, p. 2) Speaking learning strategies are the steps to develop speaking skills by using some strategies and the strategies has some categories they are:

1. Direct strategies, which consisted of three kinds of strategies they are :
 - a. Memory strategies

Henríquez T., Von H., Peña V. & Llanquileo E (2017, p. 211) stated that Memory strategies are methods for assisting students in efficiently storing information. Arranging things in order, making associations, and reviewing, for example, are important techniques for retaining what has been learned before and then recalling the knowledge in the present when needed. Rehearsal and awareness of the use of these strategies may lead to a student's automatic ability level in storing a significant quantity of language and patterns.

Memory strategies have strategy set like :

1. Creating mental linkages, in this strategy the steps of how to use the strategy is placing new words into a context.

2. Applying images and sounds, in this strategy the steps of how to use the strategy is representing sounds in memory.
3. Representing sounds in memory, in this strategy the steps of how to use the strategy is structured reviewing/

b. Cognitive Strategies

Sreena T., & Iliankumaran M. (2018, p. 616) Argue that learners are inclined to creating a formal model in their heads based on analysis and comparison, creating general rules, and revising the rules when new information becomes available.

Cognitive strategies have strategy set like :

1. Practicing, in this strategy the steps of how to use the strategy are Repeating, normally practicing with sounds and writing system, recognizing and using formulas and patterns then practicing naturalistically.
2. Receiving and sending a message, in this strategy the steps of how to use the strategy is using resources for receiving and sending the message.
3. Analyzing and reasoning, in this strategy the steps of how to use the strategy are reasoning deductively, translating, and transferring

c. Compensation strategies

According to Syafriadin., Martina, F., & Salniwati. (2020. P. 109) Compensation Strategy are aimed to lead the students to be easier in learning and communicating in foreign language.

Compensation strategies have strategy set like :

1. Switching to mother language, obtaining guidance, utilizing mime or gesture, avoiding communication partially or completely, picking the topic, modifying, or approximating the message, and coining words are all phases in this method for overcoming constraints in speaking and writing.
2. Indirect strategies, which consisted of three kinds of strategies they are :
 - a. Metacognitive Strategies

Iftikhar, S. (2014, p. 193) stated that metacognitive strategy is the summarizing, questioning, clarifying, and predicting strategy These techniques help students learn to manage and control their own thinking and learning.

Metacognitive strategies have strategy set like :

1. Centring your learning, in this strategy the steps of how to use the strategy are overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening.
2. Arranging and planning your learning, in this strategy the steps of how to use the strategy are finding out about language learning, organizing,

setting goals and objective, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities.

3. Evaluating your learning, in this strategy the steps of how to use the strategy are self-monitoring and self-evaluating.

b. Affective strategies

Wijirahayu, S., & Dorand, P. (2018, p. 2) argue that anxiety reduction, self-encouragement, and mood monitoring are some of the factors involved in affective techniques.

Affective strategies has strategy set like :

1. Lowering your anxiety, in this strategy the steps of how to use the strategy are using progressive relaxation, deep breathing, or mediation, using music, and using laughter.
2. Encouraging yourself, in this strategy the steps of how to use the strategy are making positive statement, taking risks wisely, and rewarding yourself.
3. Taking your emotional temperature, in this strategy the steps of how to use the strategy are listening to your body, using a checklist, writing a language learning diary and discussing your feeling with someone else.

c. Social strategies

Gani,, A. S., Fajrina., D. & Hanifa., R. (2015, p. 20) argue that Social strategies are Learners participate in activities that allow them to put their knowledge into practice.

Social strategies has strategy set like :

1. Asking question, in this strategy the steps of how to use the strategy is asking for correction.
2. Cooperative with others, in this strategy the steps of how to use the strategy are cooperating with peers and cooperating with proficient user of the new language.
3. Emphasizing with others, in this strategy the steps of how to use the strategy are developing cultural understanding and becoming aware of others' thoughts and feeling.

E. Speaking Problems

According to several experts in language teaching and learning, students encounter a range of problems while speaking English. Husnawati (2017, p. 16) stated that are two problems in language learning, one linguistic and the other non-linguistic.

1. Linguistic Problems

The linguistic problem involves all the problems found in the target language itself that encountered by one who is studying the language. The linguistic problem has some categories they are:

a. Pronunciation

One of the most significant skills that students must develop in order to speak effectively and fluently is pronunciation. According to Gilakjani (2017, p. 2) The production of sounds for the aim of constructing meaning is known

as pronunciation. thus , second language learners require knowledge of the language they wish to speak, as well as a comprehension of the language's phonetic structure at the individual word level and intonation.

b. Grammar

Grammar is a description of the patterns of language that we utilize in communication.. Sadiah, and Royani (2019, p. 764) argue Grammar is a set of rules governing how words are modified to express different meanings and how sentences are formed.

c. Vocabulary

Vocabulary is a significant aspect of language teaching and learning. According to Viera (2017, p. 90) Vocabulary is considered a important instrument to develop all language skills and also helps to understand the written and oral text. Facts; this is what makes the linguistic essence. The speaker can't communicate in the target language without vocabulary.

2. Non Linguistic Problems

According to Heriansyah (2012, p. 39) there are four main problems faced by students in speaking.

a. Inhibition

Learners are often stopped from speaking things in a foreign language, from making mistakes, criticising or losing their faces, or from simply shy about the attention the speech attracts.

b. Nothing to say

Although they are not inhibited, we often hear students claim they can't think about anything to say, they don't have any reasons to talk beyond the guilty feeling that they should be speaking.

c. Mother-Tongue Use

In classrooms where all or a number of learners have the same mother language, they may utilize it since speaking in their mother tongue is easier and unnatural, and they feel less 'exposed.' It could be quite difficult, when you speak in small groups, to get some classes to speak the target language particularly the less disciplined or motivated.

d. Low or Uneven Participation

Only one person may speak at a time if he or she is to be heard, and this means that every participant has very limited time to talk. Some learners have a propensity to dominate this problem, while others talk very little or nothing.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

The researcher was used qualitative in conducting this research. (Sugiyono, 2013, p. 15) stated that the qualitative method focuses on a natural object, that the researchers are the main instrument, that data are inductive and that the result focuses on significance rather than generalization. The researcher was used descriptive qualitative as the research design and was used a qualitative survey approach. According to Jansen (2010, p. 8) qualitative survey is mostly applied only to questioning/conducting interviews with population samples.

So, this research was describe the problems faced by the students in speaking and strategies used to overcome the problems by seventh-semester students in English Education Study Program of IAIN Palangka Raya during academic year 2017/2018 Raya, also the researcher concludes that the survey research is a process of collecting information about the respondents of the population.

B. Subject of the study

In order to do the sampling, the researcher was used the purposive sampling, which was based on Arikunto (2006, p. 57), Purposive sampling is the method for obtaining the sampled without randomness, territory or stratification, and for obtaining the sample with regard to a specific goal. Also Sugiyono (2010, p.70), purposive sampling is the strategy for selecting the sample study in order to gather a higher representative of information to carry out the intended sampling, with a special attention the author first carried out the criteria of the sample. Here some criteria's that the must-have: a). by seventh-semester students in English Education Study Program of IAIN Palangka Raya during academic year 2017/2018 b). Students by seventh-semester students in English Education Study Program of IAIN Palangka Raya during academic year 2017/2018 who have taken all of Speaking Subject. c). Students who can speak English well, moderate, and who have a big problem to speak English.

The reason in choosing the Seventh-semester students of English Education Study Program of IAIN Palangka Raya was that they have already taken all of the speaking subjects and the researcher wants to know the problems faced by students in speaking problems. Therefore, they also have more strategies to overcome those speaking problems.

**Table 3.1 Total Number of Seventh Semester Student In Academic Year
2017/2018**

No	Gender	Total
1	Male	15
2	Female	55
	Total	70

The researcher only took 18 students from 70 students because it already completed the sampling of this research.

C. Source of data

This study utilizes two sources of data: Questionnaire, the researcher collected the data from the students who have taken all of Speaking subject by questionnaire, and Documentation could be support the data that found in the field.

The researcher was taken the sample of the students from Seventh Semester students of IAIN Palangka Raya by using purposive sampling. The researcher choose this sample because they have already taken all of speaking subject.

D. Research Instrument

The researcher was used two instruments in this research included Questionnaire and Documentation.

1. Questionnaire

According to Acharya (2015, p. 2), A questionnaire is described as a document that contains questions and other types of items that are intended to gather information appropriate for analysis. Questionnaires are used in surveys, experiments, and other forms of observation. People may, in reality, ask various questions in their daily lives in order to fulfil their desire. Journalists, market researchers, spectators, and others interested in various events pose a series of questions to others. They form an opinion or draw conclusions based on the responses they obtain.

This research was used open ended-questions According to Popping (2015, p. 2), An open-ended question (sometimes called open question) in a survey or public opinion poll is a question in which possible answers are not suggested, and the respondent answers in his or her own words. Here open ended-questions as the table 3.2 & 3.3 :

Table 3.2 Speaking Problems Questionnaire

NO	Prime Indicators	Part of indicators
1	Pronunciation	1. Do you not have good pronunciation, so you get ashamed to speak English? 2. Do you have difficulty to respond speakers with various accents?
2	Grammar	3. Do you just want to speak when I think my English is correct? 4. Do you not want to make a mistake in speaking English because it will show how poor your English is?

3	Vocabulary	5. Do you have difficulty in speaking English because of limited vocabulary?
4	Inhibition	6. Do you have less confidence to speak English because your friends will laugh at you when you speak? 7. Do you have difficulty to respond well when the speaker speaks faster?
5	Nothing to say	8. Do you feel nervous when you have to speak English in front of other people?
6	Mother-Tongue Use	9. Do you have a habit of using the mother tongue in English class?
7	Low or Uneven Participation	10. Are your friends will say that you are arrogant if you speak English fluently in front of the class?

Table 3.3 Speaking Strategy Questionnaire

NO	Prime Indicators	Part of indicators
1	Memory strategies	1. Do you practice using new words/expressions while speaking?
2	Cognitive Strategies	2. Do you try to talk like native speakers? 3. While speaking, Do you think try to apply grammar rules?

			4. Do you practice ways to check whether the listener understood what you said?
3	Compensation strategies		5. Do you ask someone to help you improve your speaking?
4	Metacognitive Strategies		6. Do you pay attention to pronunciation to pronounce better? 7. Do you try to learn from your speaking mistakes?
5	Affective strategies		8. Do you try to learn English while watching TV/videos? 9. Do you make lists of expressions, words to learn?
6	Social strategies		10. Do you practice English by speaking with others?

The questionnaire above was adopted by Maamar Missoum (2014) & Meilani (2015).

2. Documentation

Hilmiah (2016, p. 63) said By conducting documentation research, someone will be able to support the data found in the field. Documentation is the search for information on things or variables using notes, transcripts, books, newspapers, magazines, and other media. (Arikunto as cited in Sumbogo, 2018, p. 21). The author utilized a camera to capture images or videos of the actual conditions under which the data was collected. In this study, the researcher did not employ a camera to collect documentation data, but rather used on files such as the results of a Google form and students' study outcomes cards to support the data.

E. Data Collection Procedure

The researcher carried out Questionnaire and Documentation to collect the data. The data collection was obtained from the questionnaire and Documentation these were the steps of ;

1. Questionnaire

- a. Explaining the students clearly about the way to answer the questionnaire by google form.
- b. Distributing to all students.
- c. Observing the students when they fill the questionnaire if they find difficulty or unclear questions by WhatsApp.
- d. Collecting the answer of the questionnaire by submit in google form and ready to analyze the data of the students' problem and their strategies in learning speaking.

2. Documentation

On this technique, the researcher got some informations in the format of written and document from where the responded live or stay do activities places every day. In this study the researcher got Document file of students of the seventh semester who fill the questionnaire by Google form and Document file of students' Academic Transcript.

F. Data Analysis Procedure

As the data analysis from the questionnaire involve some steps as follows:

- a. Identifying the problems faced by the students in learning speaking.

- b. Finding the way how the students minimize the problems in learning speaking.
- c. Analysing the data after being identified. To get result of each item questionnaire. With the formula ;

$$\% = \frac{n}{N} \times 100$$

Information:

n = Result of respondent

N = Total of respondent

% = Percentages

The criteria are ;

Interval	Ranked of Assessment
80% - 100%	High Dominant
66% - 79%	Dominant
56% - 65%	Moderate Dominant
40% - 55%	Low Dominant
≤ 40%	Bad Dominant

- d. Describing what are the problem faced by students in speaking
- e. Describing students' ways to minimize the problems.
- f. Drawing the conclusion.

G. Data Endorsement

Throughout the process of data collection analysis, the researcher confirm the findings and interpretation were accurately. According to Ary

(2009, p. 498), to determine the accuracy or credibility of the data, it required techniques.

1. Credibility

Credibility in qualitative research Concerned the integrity of the inquiry's findings The credibility or truth value of a discovery was determined by how successfully the researcher established trust in the finding based on the research design, participants, and context. Based on Sugiyono (2013, p. 270), triangulation is one of several ways in testing credibility.

a. Triangulation

In qualitative research, triangulation refers to the use of multiple methods or data sources to develop a comprehensive understanding of phenomena. Triangulation has also been seen as a qualitative research approach for testing validity through the convergence of data from several sources. (Carter, 2014. P. 545). There are four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation. In this study, the researcher utilizes method triangulation. the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another (Denzin, 2010, p. 15). During the process of study, the researcher collected the data by using Questionnaire, and documentation. It can be

concluded that the purpose of data triangulation is to check the truth of the data and compare it with data that will be obtained from other sources. Triangulation in this study will carry out by comparing the results of Questionnaire and documentation.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses data obtained by the researcher in the field of study and includes data presentation, research findings, and discussion.

A. Data Presentation

The data about Students' Speaking Problems in IAIN Palangka Raya, the researcher found out the data through the result of Questionnaire and Documentation during the research process. During the Questionnaire, the researcher found that students who can speak English well, Moderate, and who have a big problem to speak English.

In this research, the researcher conducted Speaking Problems questionnaire in Seventh semester students in academic year 2017/2018.

Based on the result of the questionnaire that found some problems of the students and the combination strategies by the students can be seen as follow:

1. Students' Speaking Problems

a. High Level of Students Speaking Problems

Table 4.1 Result of Questionnaire

“Do you not have good pronunciation, so you get ashamed to speak English?”

Students' Code	Students' Answer
AS, RF, & A	No, Not really because i can speak English fluently. I never ashamed after/while i speak English. Because as long as my point is delivered, i'm done
N, & RA	No, i do not get ashamed. It's okay as long as our partner of speaking still understand about what i am talking about and i still pronounce the word correctly
L	Yes sometimes

Based on the table 4.1 AS, R, & A has good pronunciation and they have same answered that mentioned they can speak English fluently and they never ashamed while they speak English. Another side N, & R has same answered that mentioned they still understand about what they talking about and they still pronounce the word correctly. for the last, only L that said rarely got as ashamed to Speak English because sometimes she got difficulty to Pronoun in English.

Table 4.2 Result of Questionnaire

“Do you have difficulty to respond speakers with various accents?”

Students' Code	Students' Answer
AS, RF, A, & N	Sometimes. Yes, Because I find it difficult to understand people who speak quickly. Yes, because i never learn about various accents. Maybe later. Yes, sometimes i

	cannot listen what they are talking especially if they talk using British accent.
L	Often.
RA	Not really, because if there use British or American accents i still understand

Based on the table 4.2 **AS, RF, A, & N** has got difficulty to respond speakers with various accents and they have same answered that mentioned they find difficult to understand people who speak quickly and they never learn about various accents then sometimes they can't listen clearly about what are Speakers talking using British accent especially. Another side **L** only mentioned that she often to misunderstanding about what will the speakers talking about. for the last **RA** has different feeling that she still can understand about speakers who speak faster with various accent even though the speaker speak by using British or American accent

Table 4.3 Result of Questionnaire

“Do you just want to speak when I think my English is correct?”

Students' Code	Students' Answer
L, RA, AS, A, MF, & N	Not really. No, because of If we speak English we should focus to what will we deliver we don't think about our English will do mistake. No, I've never thought about that, Mmmmm never think about that. I'm speak when i need to speak. No, sometimes I speak English even if there are mistakes. I think no, because All of us are studying and we should do that to make our English get better.

Based on the table 4.3 all of respondent has same answered that mentioned they are never think about do mistake when they speak English then some of them always speak even there are mistakes.

Table 4.4 Result of Questionnaire

“Do you not want to make a mistake in speaking English because it will show how poor your English is ?”

Students’ Code	Students’ Answer
L, RA, AS, A, MF, & N	Not really. Of course no, because no one in this world want to do mistake but we can't hopes that mistake never come to us, mistake is not big idea but it is how we learn to be better. No, I love doing mistakes while I'm trying to speak English. Mistake is humanity. I never want to be a perfect person. And when i speak, i never think about my mistakes. No, I will learn from that mistake. No, Making mistake when we are studying is normal i think. So, it is just okay.

Based on the table 4.4 all of responded has same answered that mentioned they are don't think when they do mistake it will show how poor they English is because some of them believe that when they do mistake they can learn from it and they think do mistake is normal.

Table 4.5 Result of Questionnaire

“Do you have difficulty in speaking English because of limited vocabulary?”

Students’ Code	Students’ Answer
RA, A, & MF	No, because of my vocabularies are good enough to make a conversation when i speak. No, i don't think so because i will speak with some vocabularies that i remember and i have a lot vocabularies in my mind. No, because i have some vocabularies to make some sentences for every my activities
L, MF, & AS	Sometimes. Yes, a little bit because sometimes i got confused about what word that i want to deliver because of i didn't know what are vocabularies is. Yeah, sometimes it annoys me.

Based on the table 4.5 **RA, A, & MF** has same answered that mentioned they don't have problems to speak English because of limited vocabulary they have master some vocabularies to make a sentences and conversation. Another side **L, MF, & AS** has same answered that mentioned sometimes they still didn't know what will they delivered when they speak English because they still confused what the words that will they convey.

Table 4.6 Result of Questionnaire

“Do you have less confidence to speak English because your friends will laugh at you when you speak?”

Students' Code	Students' Answer
L	Yes of course.
RA, & MF	Yes, i little bit have less confidence because of i should adapting with the situation first. Sometimes I feel insecure. But I will try it.
AS, N, & A	No, cause they never laugh at me. No, i think my friend will just understand. My friends never laugh at me when i speak, because my friends also not perfect when they speak.

Based on the table 4.6 **L** has answered that she has lack of confidence to speak English cause their friends will laugh at her. Another side, **RA, & MF** has same answered that sometimes they feel have less a little bit confidence to speak English but they still have desire to try to speak English in the front of their friends. For the last, **AS, N, & A** has same answered that they think no one their friends laugh when they speak

English, also they think their friends realize about their English still in learning.

Table 4.7 Result of Questionnaire

“Do you have difficulty to respond well when the speaker speaks faster?”

Students’ Code	Students’ Answer
RA, MF, L, AS, N, & A	Yes sometimes i got difficulty when speaker speak faster because my listening is bad. Yes, for example when talking to native speakers. Yes sometimes. Yes, particularly when they try to speak like a British. Yes, I do. Yes, almost always. Because I’m just beginner in English. Its hard to hear someone speak fast. I never got the point if he/she speak fast.

Based on the table 4.7 all of respondent has same answered that mentioned they got difficulty to respond the speaker who speak faster then not little bit of them never got the main point if the speaker speak faster also if the speaker use British accent.

Table 4.8 Result of Questionnaire

“Do you feel nervous when you have to speak English in front of other people?”

Students’ Code	Students’ Answer
RA, MF, L, AS, & A	Yes, little bit. Yes. Sometimes I don't believe in myself. Yes, I feel so nervous. Yeah sometimes. Yes, humanity sick. I always nervous for the first minute i speak. Humanity bro
N	No, in learning language we have to always speak to make our speaking skill better. When we just speak when our English is correct, we will not get advantages of it.

Based on the table 4.8 **RA, MF, L, AS, & A** has same answered that mentioned they have nervous when speak English in the front of

people because they think it is natural for the human. Another side **N** has different answered that mentioned she not got nervous but she always try to speak to make her speaking is better.

Table 4.9 Result of Questionnaire

“Do you have a habit of using the mother tongue in English class”

Students' Code	Students' Answer
RA, MF, L, & AS	No, my mother tongue never comes when i speak. No, because my mother tongue not disturb my english. No, I don't think so. No.
A	I never know also never ask to someone about my mother tongue habit. Maybe i have no mother tongue habit or maybe i never realize my mother tongue habit.
N	Yes, sometimes i still got dependent with my mother tongue

Based on the table 4.9 **RA, MF, L, & AS** has same answered that mentioned they never have problems with their mother tongue when they speak English. Another side **A** has different argument that he never realize his mother tongue comes when he speak English. Last, **N** has problems with her mother tongue because she still got dependence with her mother tongue when she speak English.

Table 4.10 Result of Questionnaire

“Are your friends will say that you are arrogant if you speak English fluently in front of the class?”

Students' Code	Students' Answer
RA, MF, L, AS, A, & L	My friends are friendly so it will be impossible if they say me arrogant. No, my friends never talk like that, Because they are all good person. No, they are always support me about anything happens. Never. Never,

	because its English class. I think no, because they will understand when i speak English it just for to improve my English
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Based on the table 4.10 all of respondent has same answered that mentioned their friends never talk they arrogant when they speak English in the class because their friends are friendly and their friends understand that when they speak English it for improve English Skill by Themselves.

b. Moderate Level of Students Speaking Problems

Table 4.11 Result of Questionnaire

“Do you not have good pronunciation, so you get ashamed to speak English?”

Students' Code	Students' Answer
A, DR, & DM	Yes, Because pronunciation is important if we are false when pronounce it, it can make new meaning or another meaning, So, I have to keep attention to pronunciation to pronounce better. Yes, sometimes my pronunciation is not good but I try to keep speaking English. It's true but I don't care with other people or their judges about my weakness, Just flow it, I will improve my speaking ability in my way.
FP, RS, & W	No, i really confident if i ashamed i can't improve my English. I have good pronunciation enough. But sometimes I ashamed to speak English. Not really much, i still can produce good pronunciation.

Based on the table 4.11 **A, DR, & DM** has same answered that mentioned they have not good pronunciation but all of them not feel ashamed they still want to speak English they don't care with people who judge their ability in speak English bad. Another side **FP, RS, & W** has

same answered that mentioned they have a good pronunciation so that they rarely to got ashamed when they speak English.

Table 4.12 Result of Questionnaire

“Do you have difficulty to respond speakers with various accents?”

Students’ Code	Students’ Answer
W, RS, FP, DM, & DR	yes sometimes, because of i have difficulty to understand when people talk with various accents. Yes I have difficulty of it because I don't have many vocabularies. Yes, i do. Because they accents its really different and difficult to response. Yes, of course. Yes, especially when the speakers use British accent.
A	Not really, I can respond speakers with american dan british accent.

Based on the table 4.12 **W, RS, FP, DM, & DR** has same answered that mentioned sometimes they have difficulty to respond the speaker who talk with various accent, especially when the speaker use British accents they still could not get the point. Another side **A** has different answered that mentioned she can respond the speaker who speak with various accent well even though the speaker use American or British accents

Table 4.13 Result of Questionnaire

“Do you just want to speak when I think my English is correct?”

Students’ Code	Students’ Answer
W, RS, & DM	No, i will speak when i need to speak it don't worry about my grammar is wrong or right. No, I don't think like that, i think we must try to speak English while I do mistake, so, my friend, my teacher or listener can help to correct my mistakes. It's not true, my senior says to me, I should speak English as always as I can. So, I will find my weakness and someone will re-correct my mistakes.

FP, & A	Sometimes, but just speak with my besties using English. Not really, sometimes even my English is not really correct, i try to make it clear by using body language.
DR	Yes, I do

Based on the table 4.13 **W, RS, & DM** has same answered that mentioned they don't think about their English should always correct when they speak because they think if they do mistake its usual because they can learn from their mistake. Another side, **FP, & A** has same answered that mentioned sometimes, they still worried when they do mistake when speak English but they keep speak even though in their thought still has hesitation. The last, **DR** has different answered that mentioned she still worried do mistake when she Speak English.

Table 4.14 Result of Questionnaire

“Do you not want to make a mistake in speaking English because it will show how poor your English is?”

Students' Code	Students' Answer
W, DM, DP, & A	No, its not me, i just try to be confident in every situation. I Don't want be hard thinking or hide myself for little things, just do what I want if not, I won't know my level and get a high level than before. Nor is it because I have the principle that it is my fault to continue learning so that my abilities will improve. No, Make mistakes in speaking English doesn't show my English be poor, because mistakes while learning isn't false.
DR, & RS	Yes, of course. I don't want to make a mistake when speaking English. Maybe yes.

Based on the table 4.14 **W, DM, DP. & A** has same answered that mentioned they don't want to think about when speak English is should

always correct without do mistake, because if they do mistake isn't show their English be poor it means if they do mistake their English should be improve till to be better. Another side **DR, & RS** has same answered that mentioned they still not want or afraid to make mistake when speaking English

Table 4.15 Result of Questionnaire

“Do you have difficulty in speaking English because of limited vocabulary?”

Students' Code	Students' Answer
DM, FP, A, DR, & RS	Yes I do, maybe I only use the same words or ask someone about what the meaning of words that I want to use. Yes, i do. Limited vocab make me or every one difficult to speaking English well. yes of course, i still don't get the point if there is unfamiliar words. Yes, this is my problem in speaking English. My vocab is limited. Yes I have.
W	Nothing much, because i have some vocabularies to make a sentences.

Based on the table 4.15 **DM, FP, A, DR, & RS** has same answered that mentioned they have limited vocabulary to speaking English so they got difficulty to speak but they still try to speak by using same words or ask to someone about what the meaning of words that will they use. Another side **W** has different answered that she can make a sentences well because of she has some vocabularies to deliver when she wants to speak English.

Table 4.16 Result of Questionnaire

“Do you have less confidence to speak English because your friends will laugh at you when you speak?”

Students’ Code	Students’ Answer
DM, FP, DR, & W	No, I don't care with their judges they are not the most good speaker in this world. No, i really confident although sometimes I pronounce the English wrong, but I have to be confident to improve my knowledge and skills. No, my friends are not laugh when I speak English. No i don't
RS, & A	Sometimes I fell ashamed about my mistake. Yes, I do, sometimes. When my nervous and anxiety come, it will affect me. And when my friend do it, it will make me feel less confidence

Based on the table 4.16 **DM, FP, DR, & W** has same answered that mentioned they really confident when speaking English even though their friends laugh at them. When they do mistake they just think their mistake is to improve the knowledge and skill in speaking English. Another side **RS, & A** has same answered that they still not confident if they do mistake when speak English, their nervous will come and affect them in speak English also if their friends laugh at them, they will be anxiety.

Table 4.17 Result of Questionnaire

“Do you have difficulty to respond well when the speaker speaks faster?”

Students' Code	Students' Answer
DM, FP, DR, W, RS, & A	Yes of course. Yes, i do if speaker faster i can't understand well what they say. Yes, of course. yes, because i will lost my focus about what are the vocabularies. Yes, because I don't have many vocabulary mastery, so that's very difficult for me. Yes, because sometimes i can't hear clearly.

Based on the table 4.17 all of respondent has same answered that mentioned they can't respond well if the speaker speak fast, and sometimes they will lost their focus because some of them don't have many vocabularies so that it made they difficult to respond the speaker who speak fast.

Table 4.18 Result of Questionnaire

“Do you feel nervous when you have to speak English in front of other people?”

Students' Code	Students' Answer
DM, DR, & RS	Not really, but it's true. I will feel nervous when I must speak formally. Absolutely yes, I always nervous when I have to speak English in front of other people. Yes of course. I often losed my words of what I will say
A	Not really, because i have a little bit confidence and can handle the situation when i get nervous.
W & FP	no i dont, because i have good confidence. No, because I must confident for improving my skill.

Based on the table 4.18 **DM, DR, & RS** has same answered that mentioned they always nervous when they speak in the front of people and

they often losing their words of what will they say. Another side **A** has different answered that mentioned she still can handle her nervous when speak in the front of people because she can handle the situation when get nervous. Last, **W & FP** has same answered that mentioned they have good confidence when speak English in the front of people and they think it will improve their speaking skill so that they didn't get nervous.

Table 4.19 Result of Questionnaire

“Do you have a habit of using the mother tongue in English class?”

Students' Code	Students' Answer
RS, & FP	Yes sometimes I do it because If I don't know some words in English, but I ask to my friends first. Yes. I do.
A, W, DR, & DM	No, Even I'm a dayakness, but my mother tongue never comes when i speak English. No i don't, i try speak like native. No, I don't have it. No, I speak in Indonesia. It's my first language.

Based on the table 4.19 **RS, & FP** has same answered that mentioned they still have mother tongue habit when speaks English. Another side **A, W, DR, & DM** has same answered that mentioned they don't have problems about Mother tongue habit when speak English, and even though one of them from Dayakness, they mother tongue never comes when speak English.

Table 4.20 Result of Questionnaire

“Are your friends will say that you are arrogant if you speak English fluently in front of the class?”

Students' Code	Students' Answer
DR, & DM	Maybe sometimes my friends will say that. Of course, they do that. But I am English student and I will be English teacher or someone who has good English ability. So, I should improve with speak English as always as I can in every moments.
RS, FP, A, & W	I never thought that because my English was not good enough so it was difficult to speak in front of the class. No, because my friend support me and we are learn together for improving speaking skill. i never felt like that, because my friends can support me. No, my friends are kind person and they always support me.

Based on the table 4.20 **DR, & DM** has same answered that mentioned sometimes their friends will say that they arrogant if speak English fluently in the front of class but they think its normal cause they think should improve with speak English as always as they can in every moments. Another side, **RS, FP, A, & W** has same answered that mentioned their friends never say they arrogant when they speak English Fluently because some of their friend always support it and they are learn together for improving speaking skill.

c. Low Level of Students Speaking Problems

Table 4.21 Result of Questionnaire

“Do you not have good pronunciation, so you get ashamed to speak English?”

Students' Code	Students' Answer
MIR, & NM	Yes, i am still learn about how to pronun the vocabulary that i want to speak. Yes, sometimes I was in a position of embarrassment over mispronounced words.
S, SR, & WTD	I dont think so, because my pronunciation is in middle level so i can little bit confidence to speak English. No, I don't, I think I have good pronunciation. No, I think I have a good pronunciation to speak English, But I don't know much of vocabulary and grammar. So I don't have much confidence when speaking in English.
IIR	Nothing at all, i have a Javanese accent. Be urself, it must go on.

Based on the table 4.21 **MIR, & NM** has same answered that mentioned sometimes they still felt in a position of embarrassment over mispronounced words another side, **S, SR, & WTD** has same answered that mentioned they don't think about don't have good pronunciation because they think their pronunciation is in middle so they have more confidence to speak. For the last, **IIR** has different answered that mentioned he thinks his pronunciation it will be go on even though he is Javanese.

Table 4.22 Result of Questionnaire

“Do you have difficulty to respond speakers with various accents?”

Students' Code	Students' Answer
MIF, NM, S, SR, &	Yes, because my vocabulary is not good so it will be related with my respond. yeah, several times I find it

WTD	difficult when I have to respond to speakers with various accents. yes, because sometimes i should think hard about what they talk. Yes, of course. Yes, i think like that.
IIR	I try to do my best while speaking to native, especially by various accents

Based on the table 4.22 **MIF, NM, S, SR, & WTD** has same answered that mentioned they still got difficulty to respond speakers by using various accents then some of them should think hard when to respond speakers with various accents another side, only **IIR** has different answered that mentioned he always try to the best although he didn't know about his level.

Table 4.23 Result of Questionnaire

“Do you just want to speak when I think my English is correct?”

Students' Code	Students' Answer
MIF, NM, S, SR, & IIR	No, i will speak if i need to speak. I don't care about my English is correct or incorrect. No, I actually ventured to speak even though I thought my English is incorrect. No, I just speak when i respond everyone that speak to me and i don't care about my English correct or incorrect. No, because when we Learn foreign language, the mistake can help us to be better. No, English is about habit, not correct.
WTD	Yes, I always want to speak if I think my English is correct

Based on the table 4.23 **MIF, NM, S, SR, & IIR** has same answered that mentioned they don't think about Speak English should be always correct, they just speak even though their English is incorrect and they think if they do mistake it can help them to speak English to be better. Another side, **WTD** has different answered that mentioned she wants to speak English if she think her English is correct and make her thinking first before speak.

Table 4.24 Result of Questionnaire

“Do you not want to make a mistake in speaking English because it will show how poor your English is?”

Students' Code	Students' Answer
MIF, NM, S, SR, & WTD	No, mistake or not is human nature. No, i didn't got this situation, mistake is human nature, i don't think so. No, I don't. More mistake I made, more confident I am :). No, i don't think so, because i always speak even though my speaking skill still bad.
IIR	It depends on its situation Mistake or not, it depends on our society.

Based on the table 4.24 **MIF, NM, S, SR, & WTD** has same answered that mentioned they don't think make mistake in speak English can show how poor our English, because they think mistake is human nature and they always confident when speak English even though their English still bad. Another side, **IIR** has different answered that mentioned they think when make mistake in speak English it depends on the situation.

Table 4.25 Result of Questionnaire

“Do you have difficulty in speaking English because of limited vocabulary?”

Students' Code	Students' Answer
S, WTD, & IIR	No, because my vocabularies in middle level. No, because i have so much vocabularies and i always practice and have memories to improve my vocabulary. No, i don't because i think my vocabularies are a lot.
NM, & SR	Yeaahhh true, lack of mastery of vocabulary sometimes makes it difficult for me to express what I want to say. Yes, of course.
MIF	Yes, i should think first a few second about what the vocabulary that i want to deliver when i speak.

Based on the table 4.25 **S, WTD, & IIR** has same answered that mentioned they don't have problems about vocabularies when their speaking English because of some of them has much vocabularies to mastery so that, it can help them to speak English. Another side, **NM & SR** has different answered that mentioned they think If want to speak English they must be mastery of vocabulary first, because it can help to make a sentences to convey what will they said. For the last, **MIF** has different answer that mentioned he should think first before he convey what are he wants to speak.

Table 4.26 Result of Questionnaire

“Do you have less confidence to speak English because your friends will laugh at you when you speak?”

Students' Code	Students' Answer
S, WTD, MIF, NM, & SR	Not at all, because sometimes my friends understand about me. No, I never felt that way because my friends and I were still learning. No, my friends are good and they always support me. No, i didn't got this situation. No, I don't.
IIR	I was on this situation, but now I could punch them.

Based on the table 4.26 **S, WTD, MIF, NM, & SR** has same answered that mentioned they never felt that situation, because their friends are good and their friends always support them when speak English. Another side **IIR** has different answered that mentioned he has got friends who not support him and laugh to him but he don't care about it.

Table 4.27 Result of Questionnaire

“Do you have difficulty to respond well when the speaker speaks faster?”

Students’ Code	Students’ Answer
WTD, MIF, NM, & SR	Yes, I always feel like that especially when talking with native speakers. Yes, sometimes i didn't get the point of them. Yeaahh, when the speaker spoke so fast, it made it difficult for me to understand what he was saying. Yes, I am.
S & IIR	Yes, i should listen more and sometimes i tell them to repeat the sentences when they speak. I remind them to speak slowly if i couldnt understand

Based on the table 4.27 **WTD, MIF, NM, & SR** has same answered that mentioned they feel when talking with speaker who speaks faster it made difficult to understand and they will didn't get the point to understand them. Another side, **S & IIR** has same different answer that have difficulty too when speaker speak faster but they remind them to speak slowly if they couldn't understand.

Table 4.28 Result of Questionnaire

“Do you feel nervous when you have to speak English in front of other people?”

Students’ Code	Students’ Answer
WTD, NM, & SR	Yes, I am afraid if I use the wrong English in front of other people. Yes, i feel nervous because I am afraid that later I will make a mistake and get laughed at. Yes, of course.
S	For the first time i got nervous but as long as i have to speak in the front of other people i usual so its not big idea for me.
IIR & MIF	No i dont nervous ,they are dont understand, i am a newbie. Not really, because i know my english is bad but its not my confidence is bad too, i have good confidence

Based on the table 4.28 **WTD, NM, & SR** has same answered that mentioned they are afraid if using wrong English in front of other people and they afraid will be make a mistake and get laughed of people. Another side, **S** has difference answered that mentioned for the first she got nervous but she thinks its not big idea for her then she usual to speak in the front of people and the nervous from her will decrease. For the last, **IIR & MIF** has different answered that mentioned they didn't nervous when speak English in the front of people because they think they have confidence personality and not make mistake as the weakness of them.

Table 4.29 Result of Questionnaire

“Do you have a habit of using the mother tongue in English class?”

Students' Code	Students' Answer
NM & SR	Yeah Sometimes, but not often. Sometimes I do.
IIR, MIF, WTD, & S	Noo, my mom tongue is originally Javanese. No, My English is natural even though i am Bakumpainesse. No, i dont because i can handle my pronunciation. No i dont because i use english without mother tongue.

Based on the 4.29 **NM & SR** has same answered that mentioned sometimes they still using mother tongue in speaking English another side, **IIR, MIF, WTD, & S** has different answered that mentioned they didn't use mother tongue when speak English because they can handle their pronunciation.

Table 4.30 Result of Questionnaire

“Are your friends will say that you are arrogant if you speak English fluently in front of the class?”

Students' Code	Students' Answer
WTD, S, NM, SR, IIR,& MIF	No. My friends will even praise me when I can speak english fluently. No, because of my friends are good person. No, i didn't got this situation. No, they're not. I cant say it for sure, for those who called me arrogant. No, they will support me if i do mistake when i speak and also they will pay attention to me if i speak English.

Based on the table 4.30 All of respondent has same answered that mentioned when they speak English their friends never said that they arrogant because all of their friends are good person thus when they do mistake their friends will be correct them.

2. Students' Speaking Strategy

a. High Level of Students' Speaking Strategy

Table 4.31 Result of Questionnaire

“Do you practice using new words/expressions while speaking”?

Students' Code	Students' Answer
AS & L	Yes, I do. Yes, I like to using a new word while speaking.
MF, MAS, & N	Maybe, because when I speak I have to follow what the other person is saying. Sometimes im using new words/expressions while speaking, but it only with/for my friends. Because im lack of confidence to use new words/expressions with a stranger. Yes, sometimes.
RA	Actually no, because i dont interested to using new words while speaking.

Based on the table 4.31 **AS & L** has same answered that mentioned they using new word while practice speaking. Another side **MF, MAS, & N** has different answered that mentioned they rarely to use new word while speaking because some of them got in lack of confidence to use new words/expressions when speaking English and some of them just want to use that strategy only with their friend not with stranger. For the last, **RA** has different answered that mentioned she not interested with that strategy who using new word/ expressions while speaking so that she not use that strategy.

Table 4.32 Result of Questionnaire

“Do you try to talk like native speakers?”

Students' Code	Students' Answer
AS, L, MF, RA, & N	Yes, I always try to do it. Yes, because I want to talk like native. Yes. Because one of my goals was to study English for that. Yes, because i want to my English like Native and i think its so cool. Yes, of course. But that's not the point as long as we can understand each other.
MAS	Sometimes not always, Because i also want to keep my own “speakers”or way to speak.

Based on the table 4.32 **AS, L, MF, RA, & N** has same answered that mentioned they always try to do speak like native because some goals of them is can speak English like native to then they think when try to talk like native it be cool. Another side, **MAS** has different answered that mentioned he rarely to speak like native cause he don't needed.

Table 4.33 Result of Questionnaire

“While speaking, Do you think try to apply grammar rules?”

Students’ Code	Students’ Answer
MF & N	Of course, because lot of everyone will know if our grammar is wrong. Yes, i do.
MAS	its depend on where i speak. Speak for formal, i think to apply grammar rules is very important. But, speak for / with my friends / someone i know, grammar rules is no important. As long as what I want to convey is conveyed, im done.
AS, L, & RA	Not really much. No, because I think speaking is for communication just make they understand what I say. Honestly we don’t think to make our grammar to be good when we speak, the important point is how the respondent can know what are the meaning of our Speak when we speak English.

Based on the table 4.33 **MF & N** has same answered that mentioned they pay attention of applying grammar rules when speaking because they think that everyone will know if our grammar is wrong. Another side **MAS** has different answered that mentioned he use grammar rules it depends on his situation if he speak formal he apply grammar rules but if speak informal he think to apply grammar rules isn’t important to apply. For the last **AS, L, & RA** has same answered that mentioned they think speaking is for communication just make they understand what they say not to apply good grammar.

Table 4.34 Result of Questionnaire

“Do you practice ways to check whether the listener understood what you said?”

Students’ Code	Students’ Answer
MF, N, & L	Yes, I always saw the expression on his face. Yes, i do.

	Yes of course.
MAS, AS, & RA	Sometimes, when im done to telling something to my friends, sometimes i ask him/her “Understand?”. Yes, sometimes. Not always check, because of the listener when i speak understand or not its not my problems , i just give the good of me when i speak.

Based on the table 4.34 **MF, N, & L** has same answered that mentioned they always saw the expression on the listener’s face to know is the speakers understand or no. Another side, **MAS, AS, & RA** has different answered that mentioned they not always to pay the listener’s face to know the speakers understand or no when speak .

Table 4.35 Result of Questionnaire

“Do you ask someone to help you improve your speaking?”

Students’ Code	Students’ Answer
MF, N , & RA	Of course, I need friends to improve my speaking skills. yes, of course because we need practicing. Yes, my friends always help me to improve my speaking because it will make me easier to learn Speaking English Well.
MAS, L, & AS	I never did it, But i will, because another person role is also important to improve our skills. Yes, sometimes. Sometimes.

Based on the table 4.35 **MF, N, & RA** has same answered that mentioned they need friends to improve their speaking because practicing with friends will make easier to learn speaking well. Another side, **MAS, L , & AS** has different answered that mentioned they never did to improve speaking with their friend.

Table 4.36 Result of Questionnaire

“Do you pay attention to pronunciation to pronounce better?”

Students’ Code	Students’ Answer
MAS, MF, N, L, & AS	Yes of course, because pronunciation is important role while you speak. Pronounce better mean better understand. Yes, Because if my pronunciation is not good then the other person will not understand. yes, i do. Yes of course. Yes, exactly.
RA	No, I dont think about that, i just speak naturally.

Based on the table 4.36 **MAS, MF, N, L, & AS** has same answered that mentioned they think if their pronunciation is not good then the other person will not understand so that to have good pronunciation is important role while speaking. Another side **RA** has different answered that mentioned she didn’t think about should have good pronunciation when speak English, she just speak naturally.

Table 4.37 Result of Questionnaire

“Do you try to learn from your speaking mistakes?”

Students’ Code	Students’ Answer
MAS, MF, RA, N, L, & AS	Yes and always. But, its hard to find my speaking mistakes without another person role. Yes, I will always correct my speaking mistakes. Yes, if i have mistake i will learn more where is my fault and fix it to be better. yes, i do. Absolutely yes. Yes, of course.

Based on the table 4.37 All of respondent has same answered that mentioned they learn from their mistake is best way to make their speaking better, if they have mistake they will learn more and find where is their fault and fix it to be better.

Table 4.38 Result of Questionnaire

“Do you try to learn English while watching TV/videos”?

Students’ Code	Students’ Answer
RA, L , & AS	Yes, if i didn't know what is the meaning of vocabulary in the video i will write it in my notes. Yes, I always do that. Yes, I always do that.
MF & N	Sometimes I learn English by watching videos on YouTube. Yes, sometimes
MAS	I never did it, because while watching tv/videos im focuses on the story of the videos/movie.

Based on the table 4.38 **RA, L, & AS** has same answered that mentioned they learn English by watching video if they didn't know what is the meaning of vocab. Another side, **MF & N** has different answered that mentioned they rarely to learn English while watching video. For the last, **MAS** has different answered that mentioned he focuses on the story of the video so it cannot to help him to learn English during watching the Movie.

Table 4.39 Result of Questionnaire

“Do you make lists of expressions, words to learn?”

Students’ Code	Students’ Answer
RA, MF, & AS	Yes, I have some sentences that i collected. Yes. I have a little book. Defetenetly yes.
N & L	sometimes, if i do not know about some expression, but actually it is used in our daily speaking. Sometimes.
MAS	I never did it before, but if i think that is also important to me, i will.

Based on the table 4.39 **RA, MF, & AS** has same answered that mentioned some of them have a little book to collecting sentences that they collected. Another side, **N & L** has different answered that mentioned they

rarely to use some expressions or make list to learn. For the last, **MAS** has different answered that mentioned he never use it before, because he think that strategy not really significance.

Table 4.40 Result of Questionnaire

“Do you practice English by speaking with others?”

Students' Code	Students' Answer
MAS, N, AS, & L	Yes sometimes and its only in the English class. Without class? I never did it. Yes, of course. Yes, sometimes. Always.
RA & MF	No, because i don't think speak with people who i didn't know. No, I practice by myself and some tools like watching movie, and listen the music.

Based on the table 4.40 **MAS, N, AS, & L** has same answered that mentioned they are rarely to practice speaking with others. Another side, **RA & MF** has different answered that mentioned they didn't use this strategy because they don't think speak with people who they don't know it can't effective.

b. Moderate Level of Students' Speaking Strategy

Table 4.41 Result of Questionnaire

“Do you practice using new words/expressions while speaking?”

Students' Code	Students' Answer
A, DR, DM, FP, RS, & W	Yes, When i know new words/expression, I'll try to use the words while speaking. Yes, I do, When I found new vocabs/expression I will use it. Yes I do, when I listen English/korean songs, I find some new words or unique words that I didn'd know so I will write in my note or phone. Then, I use it when I speak to others people or myself. Yes, i do. Because expression in speaking very important. Yes of course I try to use new vocab. Yes, i

	do. While speaking, i use new word/speaking but nothing much.
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Based on the table 4.41 all of respondent has same answered that mentioned they using new words / expressions while speaking especially when they found new vocabs/expression they will write in their note or phone then they use it when they speak to others people or themselves

Table 4.42 Result of Questionnaire

“Do you try to talk like native speakers?”

Students’ Code	Students’ Answer
A, DR, FP, W, & RS	I try to do it by following the accent of british native speakers. Of course, I try to learn American accent. Yes, i do, Because talk like native speaker look like cool. Yes, i do, i listen the native's speaking then i repeat it. Yes of course.
DM	Not really, I just try how I can pronounce the words properly. Maybe it will hear like native or not.

Based on the table 4.42 **A, DR, FP, W, & RS** has same answered that mentioned they trying speaking like native sometimes they use British accent and they think if speak like native it will seen cool. Another side, **DM** has different answered that mentioned she just try how she can pronounce the words properly.

Table 4.43 Result of Questionnaire

“While speaking, Do you think try to apply grammar rules?”

Students’ Code	Students’ Answer
DR	Absolutely yes, especially in the class I try to apply grammar rules while speaking and in the real life too.

RS & A	Sometimes, The goal is that I must understand the right grammar. Sometimes, When i'm speaking, grammarly is important component that i have to use. But, when i feel nervous, sometimes i forgot about the grammar.
DM, W, & FP	I am not sure, I only speak what I want to tell someone maybe sometimes I'm using the grammar to show the time of things/activity. Because from what I know, don't use grammar in speaking activity. It will make you hard to speak. No, i dont. When i speak, i just speak that what i say to speak even though i realize that my grammar is wrong. No, because of i think about grammar it is make me confuse.

Based on the table 4.43 **DR** argue that mentioned she absolutely yes to apply grammar rules while speaking and in the real life too. Another side, **RS & A** has different answer that mentioned they rarely to apply grammars rules sometimes their forgot to apply it. For the last, **DM, W, & FP** has same answered they didn't apply about grammar rules when speaking because it will make their speaking hard to say then they just speak that what they want to speak even though realize the grammar.

Table 4.44 Result of Questionnaire

“Do you practice ways to check whether the listener understood what you said?”

Students' Code	Students' Answer
DR, RS, A, DM, W, & FP	Yes, I always practice to check the listener if she/he understood or not what I said. Yes I do. One of them of my way uses familiar vocab. Yes. I try to ask them whether they understood what I said by saying "Can you get it? / Do you understand?". Yes, i do. i always pay attention when i speak there is a listener understood what i said. yes because it's important to clarify the conversation.

Based on the table 4.44 all of respondent has same answered that mentioned they always practice to check whether the listener understood

of what they say, such as try to ask them whether they understood what they said by saying “Can you Get it ?”

Table 4.45 Result of Questionnaire

“Do you ask someone to help you improve your speaking?”

Students’ Code	Students’ Answer
RS, A, & FP	Yes, usually I ask my friend to correct what I said in English. Yes. My classmates. Yes, i do. Because speaking with someone make me improve speaking skill.
W	I have friends that help me to improve my speaking. but not every my friends just close friends.
DR & DM	No, I don't ask someone. I learn by myself. Not really, I do my own business.

Based on the table 4.45 **RS, A, & FP** has same answered that mentioned they usually ask to their friend to correct their speaking and they think do speaking with someone will make their speaking increased. Another side, **W** has different answered that mentioned she rarely to help with her friend when she wants to improve her speaking, she just want improve her speaking with her close friend. For the last, **DR & DM** has different answered that mentioned they only learn by themselves.

Table 4.46 Result of Questionnaire

“Do you pay attention to pronunciation to pronounce better?”

Students’ Code	Students’ Answer
RS, A, FP, W, DR, & DM	Yes. I think that is very important. So that the meaning of the words spoken is not wrong. Yes. Because pronunciation is important. If we're false when pronounce it, it can make new meaning or another meaning. So, I have to keep attention to pronunciation to pronounce better. Yes, i do. Because pronounce better make others understand what we say. Yes, i do. Yes, I

	do. because pronunciation is important in speaking. Yes of course. If not, I can't improve my speaking skill.
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Based on the table 4.46 all of respondent has same answered that mentioned they think to keep attention to pronounce better is important, because if they false when pronounce the word, it can make new meaning or another meaning.

Table 4.47 Result of Questionnaire

“Do you try to learn from your speaking mistakes?”

Students' Code	Students' Answer
RS, A, FP, W, DR, &DM	Yes, I must do it because I want to speak English well. Yes, because i should know how much my mistakes that i did. Yes, i do. I must learn from speaking mistakes. Yes i do. When i talking english with my friend. Yes, I do. When I do mistakes in speaking, I will learn from it to be better in speaking. Yes, exactly. Like as my quote "find your weakness and make it as your straightness.

Based on the table 4.47 **All of respondent** has same answered that mentioned they learn from speaking mistakes especially when they taking English with their friends and their friend will give suggestion from the mistake about. Because some of them should know how much their mistake that they did, in order to increase their speaking.

Table 4.48 Result of Questionnaire

“Do you try to learn English while watching TV/videos?”

Students' Code	Students' Answer
RS, A, FP, W, DR, & DM	Yes of course, That is very important. If I learn in my home. I learn by watching video. Yes. Especially when watching Films/movies/videos that use English, or with English subtitle. Yes, i do because I like watch some movies in english. Yes i do. I always learn english while

	watching TV or videos. I like improve my english with listen the music by lyrics. Yes, I do. I usually watch movie/video to learn English. Yes I do, I use english subtitle when I watch korean videos or not doing that if the youtubers have been speaking english.
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Based on the table 4.48 all of respondent has same answered that mentioned they think it is important to learn English by Watching TV/ Videos because it can improve speaking skill and listening though, and some of them use English subtitle when they watch Korean videos, it will improve they English especially in improve speaking.

Table 4.49 Result of Questionnaire

“Do you make lists of expressions, words to learn?”

Students' Code	Students' Answer
FP	Yes, i do because for learn more about English.
W, DR, & DM	No, i dont. I dont have lists of word to learn. Because if i want learn i just learn. No, I don't. I learn the expressions and words from the video/movie that I watch. No, it's not my study style. But, I do what I think it's simple for me to understand.
RS & A	Sometimes I did it. Seldom, because its not my style to learn english.

Based on the table 4.49 **FP** argue that mentioned she make list or expressions to learn English. Another side, **W, DR, & DM** has same answered that mentioned they not interested of this strategy, they think it's not their style, they only want to do learn English if they think it's simple for them. For the last, **RS & A** rarely to use this strategy.

Table 4. 50 Result of Questionnaire

“Do you practice English by speaking with others?”

Students’ Code	Students’ Answer
FP, W, DM, RS, & A	Yes, i do. I like practice with others for improving speaking skill. i like speaking english with others. I try to speak in front of the mirror/just speak randomly. Yes I do sometimes when I meet new people or I am with my friends who want improve their Speaking ability. Yes I do especially with my friend that same study program at my campus. Yes. Especially with my classmates.
DR	Yes, sometimes I practice English by speaking with others but I usually practice English by myself.

Based on the table 5.50 **FP, W, DM, RS, & A** has same answered that mentioned they like practice with others for improving their speaking skill. Especially with their friends that same study. Another side, **DR** has different answered that mentioned she practice speaking English by her self.

c. Low Level of Students’ Speaking Strategy

Table 4.51 Result of Questionnaire

“Do you practice using new words/expressions while speaking?”

Students’ Code	Students’ Answer
IIR, NM, S, SR, & WTD	Always practice while speaking. yes of course, because it is very important for us in developing our speaking skills. Yes, i'm using new word while speaking. Sometimes I do. Yes, I practice a new word / expression while I speak.
MIF	No, i dont. While speaking, i didn't think about using new word i just speak even though i doing the mistake

Based on the table 4.51 **IIR, NM, S, SR, & WTD** has same answered that mentioned they always practice by using expressions when speaking, then some of them using new word to develop their speaking. Another side, **MIF** has different answered that mentioned he didn't think about using new word/expression when speak English, he just speak even though he doing mistake.

Table 4.52 Result of Questionnaire

“Do you try to talk like native speakers?”

Students' Code	Students' Answer
NM, S, WTD, & SR	Yes, I try to speak like a native speaker so that it makes it easier for people to understand what I'm saying, even though there are still many incorrect pronunciation of words. yes, i'm trying to talk like native speakers. Yes, I do. Because I really want to be able to speak with correct pronunciation like a native speaker. Yes, I do.
MIF & IIR	No, because i always talk with my own style i am become natural. No, actually no. Just the way i am.

Based on the table 4.52 **NM, S, WTD, & SR** has same answered that mentioned they speak like native speaker cause they think it makes it easier for people to understand what they saying, even their pronoun still incorrect, and some of them want to be able to speak with correct pronunciation like a native speaker. Another side, **MIF & IIR** has different answered that mentioned they always talk with their style and natural and they think just speak by the way they are.

Table 4.53 Result of Questionnaire

“While speaking, Do you think try to apply grammar rules?”

Students’ Code	Students’ Answer
NM, S, & SR	Of course, when we speak we should be able to try to use good and correct grammar, if our grammar is irregular when we speak, it will make it difficult for listeners to understand what we are saying. I'm not sure, but i'm trying to apply grammar rules while speaking. Of course, I do.
WTD, MIF, & IIR	Yes, sometimes. However, I often speak without using correct grammar. No, i dont. When i speak, i just speak that what i say. Sometimes it feels like strange if i had grammar mistakes while speaking.

Based on the table 4.53 **NM, S, & SR** has same answered that mentioned they think to apply grammar rules is important because if their grammar is correct it will make listener easier to understand what they speak. Another side, **WTD, MIF, & IIR** has different answered that mentioned they didn’t apply grammar rules when speak, they thing they feels like strange if they had grammar mistake while speaking.

Table 4.54 Result of Questionnaire

“Do you practice ways to check whether the listener understood what you said?”

Students’ Code	Students’ Answer
S, MIF, IIR, & WTD	Yes, i did it, because i make sure that everyone should understand what i speak. Yes, i do. Im happy if when i speak there is a listener understood what i said. I try to do speaking to the listener by using the more easier words of English. Yes, sometimes.
NM & SR	No, i didn't got this situation. No, I don't.

Based on the table 4.54 **S, MIF, IIR, & WTD** has same answered that mentioned they always make sure that everyone should understand what they speak and some of them are happy if when they speak there is listener understood what they said. Another side, **NM & SR** has different answered that mentioned they didn't think about listener understood or not about what they talking about.

Table 4.55 Result of Questionnaire

“Do you ask someone to help you improve your speaking?”

Students' Code	Students' Answer
S, MIF, IIR, WTD, NM, & SR	Yes, i did it with my classmate. Yes, i do. I have friends that help me to improve my speaking. My partner help me to know new vocabulary. Yup, someone who always stay on track to me. Yes. I always invite my friends to speak in English to improve my speaking skills. Yes, I need someone who can correct my mistakes. Yes, I do.

Based on the table 4.55 all of respondent has same answered that mentioned some of them always invite their friends to speak in English to improve their skill speaking, then they think it's important to improve speaking English with partner because we can know where is our mistake.

Table 4.56 Result of Questionnaire

“Do you pay attention to pronunciation to pronounce better?”

Students' Code	Students' Answer
MIF, NM, S, WTD, & SR	Yes, i do. I pay attention to pronounce. Of course, because if we pronounce it wrong, it can change the meaning of the word we want to say. Yes, i did it. Yes, always. Yes, I do.
IIR	Sometimes i used to think about it.

Based on the table 4.56 **MIF, NM, S, WTD, & SR** has same answered that mentioned they pay attention their pronunciation for pronounce better, because if there is wrong pronounce it can change the meaning of word that they said. Another side, **IIR** has different answered that mentioned he rarely to pay attention about pronunciation to pronoun better.

Table 4.57 Result of Questionnaire

“Do you try to learn from your speaking mistakes?”

Students' Code	Students' Answer
MIF, NM, S, WTD, IIR, & SR	Yes i do. When i talking English with my friend. Yeah, when I learn from the mistakes I made, it will help me to correct them. yes, i'm trying to learn from mistakes. Yes, I always try to learn from my speaking mistakes. I always doing self correct after doing speaking. Yes, I do.

Based on the table 4.57 all of respondent has same answered that mentioned they learn from the mistake that they made, and some of them want to their friend correct their mistake.

Table 4.58 Result of Questionnaire

“Do you try to learn English while watching TV/videos?”

Students' Code	Students' Answer
S, WTD, IIR, & SR	yes, i'm trying to learn English while watching videos. Yes, sometimes I try to learn English through videos. Thats the way i learn English more deeper. Yes, I do.
MIF & NM	Not really, even though i like watching movies, i dont think that it will improve my speaking. No, it can disturb my concentration.

Based on the table 4.58 **S, WTD, IIR, & SR** has same answered that mentioned they trying to learn English while watching videos. That is

the way they learn English more deeper. Another side, **MIF & NM** has different answered that mentioned they didn't think that learn English while watching video can improve their speaking, so that they not use that's strategy.

Table 4.59 Result of Questionnaire

“Do you make lists of expressions, words to learn?”

Students' Code	Students' Answer
IIR & NM	Yup, i got a lot of expression list. Yes of course, because that way can help me in memorizing new expressions/words.
S	yes, i did it sometimes.
WTD, SR, & MIF	No, I don't. No, I just remember the new word. No, i dont. I dont have lists of word to learn. Because if i want learn i just learn.

Based on the table 4.59 **IIR & NM** has same answered that mentioned they use new expressions/words because it will help them to memorizing. Another side **S** has different answered that mentioned they rarely to use this strategy. For the last, **WTD, SR, & MIF** not use that strategy because they just want to learn English without use expression or word.

Table 4.60 Result of Questionnaire

“Do you practice English by speaking with others?”

Students' Code	Students' Answer
NM, WTD, MIF, & S	Yes, I usually practice talking with my friends, it helps us develop our speaking skills and can correct each other's mistakes we make. Yes, I practice English by talking to my friends. Yes, off course i do. I like

	speaking English with others. Yes, i did it.
SR & IIR	Sometimes I do. Sometimes i use to do it. If the others have a good responses to me.

Based on the table 4.60 **NM, WTD, MIF, & S** has same answered that mentioned they practice speaking with their friends because they think it will help them to develop their speaking skills and correct each others' mistake. Another side, **SR & IIR** rarely to practice English by speaking with others.

B. Research Finding

1. Students' Speaking Problems

The data about Students' Speaking Problems in IAIN Palangka Raya, the researcher found out the data through the result of Questionnaire and Documentation during the research process. During the Questionnaire, the researcher found that students who can speak English well, Moderate, and who have a big problem to speak English.

In this research , the researcher conducted Speaking Problems questionnaire in Seventh semester students in academic year 2017/2018.

Based on the result of the questionnaire that found some problems by the students can be seen as follow:

a. High Level Students' Speaking Problems

Based on the result of questionnaire it can be known some problems by the students who can speak English well those are :

First, Students' Speaking Problems is Inhibition, According to Heriansyah (2012, p. 39) inhibition it means Learners are often inhibited trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that speech attracts. The researcher found the fact that students who can speak English well based on the answers of respondents, some of them has less confidence to speak English because of them should adapting with the situation first especially when their friends laugh to them when speak. However some of respondent got difficulty when speaker speak faster, they thought hard to hear someone speak fast. they never got the point if he/she speak fast.

Second, Students' Speaking Problems is Pronunciation, Gilakjani (2017, p. 2) stated that pronunciation is the production of sounds used to create meaning. Thus, second language learners need knowledge of the language they want to speak, an understanding of the phonetic structure of the language at the individual word level, and an understanding of intonation. The researcher found the fact that students who can speak English well based on the answers of respondents, some of them got ashamed when speak English because of still not confidence about their pronunciation. Then some of them felt to respond speakers with various accent it's really hard to

understand well, for the reason they can't to listen what they are talking especially if they talk using British accent.

b. Moderate Level Students' Speaking Problems

Based on the result of questionnaire it can be known some problems by the students who can speak English moderate those are :

First, Students' Speaking Problems is Inhibition, this problem same as with students who can speak English well, but the researcher found the differences. Based on the fact that students who can speak English moderate shown in the answers of respondents, some of them have less confidence to speak English because when their nervous and anxiety come, it will affect them and not little bit their friends will be laugh to them, so it can affect to speaking performance. Then If speaker speak faster they can't understand well what they say.

Second, vocabulary, According to Viera (2017, p. 90) Vocabulary is seen as an important tool for mastering any language skills, it also contributes to the understanding of written and oral texts. Facts; that is what makes the essence of language. Without vocabulary, the speaker is unable to convey meaning and communicate in the target language. The researcher found the fact that students who can speak English moderate based on the answers of respondents, some of them felt only use the same words or ask someone about what the meaning of words that they want to use

because of limited vocabularies, then it makes them difficult to speaking English well.

c. Low Level Students' Speaking Problems

Based on the result of questionnaire it can be known some problems by the students who can speak English low those are :

First, Students' Speaking Problems is Inhibition, this problem same as with students who can speak English well and moderate, but the researcher found the differences. Based on the fact that students who can speak English low shown in the answers of respondents, some of them felt less confidence to speak English because they think people around them will be laugh. Furthermore some of them got difficulty to respond well when the speaker speak faster, and they should listen more and sometimes they tell them to repeat the sentences when the speaker speak.

Second, pronunciation, this problem same as with students who can speak English well but the researcher found the differences. Based on the fact that students who can speak English low shown in the answers of respondents, some of them still learn about how to pronoun the vocabulary that they want to speak. Furthermore some of them got difficulty to respond speakers with various accents, especially British accent.

2. Students' Strategies

The data about Students' strategies in overcoming students' speaking problems in IAIN Palangka Raya, the researcher found out the data through the result of Questionnaire and Documentation during the research process. During the Questionnaire, the researcher found that students who can speak English well, Moderate, and who have a big problem to speak English used combination ways in Learning speaking. Because of that, the students' speaking English can be practiced.

In this research, the researcher conducted Speaking strategies questionnaire in Seventh semester students in academic year 2017/2018. Based on the result of the questionnaire that found the combination strategies by the students can be seen as follow:

a. High Level Students' strategy combination

Based on the result of questionnaire it can be known some strategies were used by the students who can speak English well in overcoming Students' speaking problems those are :

First, to overcome the speaking problems, The students used Metacognitive Strategy, according to Iftikhar, S. (2014, p. 193) metacognitive strategy is the strategy that summarizing, questioning, clarifying and predicting. that strategy prepare students to manage and to control their thinking and learning on their own. the researcher found the fact that students who can speak English well based on the answers

of respondents, they felt pay attention to pronunciation to pronounce better is important role while speak. Pronounce better mean better understand. However some of respondent thought that learn from their speaking mistakes is important too because if they have mistake they will learn more where is their fault and fix it to be better.

Second, The students used Affective Strategy. Wijirahayu, S., & Dorand, P. (2018, p. 2) argue that affective strategies is strategy that involved some variables and those are anxiety reduction, self-encouragement, and monitoring emotion. The researcher found the fact that students who can speak English well based on the answers of respondents, some of them dominant to learn English by watching videos on YouTube, and if they didn't know what is the meaning of vocabulary in the video they will write it in their notes. However they also used little book for noted the sentences that they collected.

b. Moderate Level Students' strategy combination

Based on the result of questionnaire it can be known some strategies were used by the students who can speak English moderate in overcoming Students' speaking problems those are :

First, to overcome speaking problems, the students used Metacognitive Strategy, this strategy same as with students' who can speak English well applied but the researcher found the differences of fact with students' answered in students who can speak English well

that students who can speak English moderate based on the answers of respondents, they thought to pay attention pronunciation is important things in speak English, because pronounce better make others understand what we say then some of them learn speaking from their mistake, because when they do mistakes in speaking, they will learn from it to be better in speaking.

Second, Memory Strategy according to Henríquez T., Von H., Peña V. & Llanquileo, E. (2017, p. 211) Memory strategies are techniques that help learners to store data effectively. For example, arranging things in order, making associations, and reviewing are useful tools to remember what has been learned before and then to recall the information in the present, when necessary.

The researcher found the fact that students who can speak English moderate based on the answers of respondents, when they know new words/expression, they will try to use the words while speaking. However, some of them felt when they listen English/Korean songs, they find some new words or unique words that they didn't know so they will write in their note or phone.

c. Low Level Students' strategy combination

Based on the result of questionnaire it can be known some strategies were used by the students who can speak English Low in overcoming Students' speaking problems those are :

First, to overcome speaking problems, the students used Metacognitive Strategy, this strategy same as with students' who can speak English well and speak English moderate applied but the researcher found the differences of fact with students who can speak English well and moderate that students who can speak English low based on the answered of respondent, they thought if we pronounce it wrong, it can change the meaning of the word we want to say. So that is it's important to pay attention to pronounce better, however they felt to learn English by speaking mistake it can be really important too cause we can improve English to be better. Then some of them always doing self correct after doing speaking.

Second, Sreena T., & Iliankumaran M. (2018, p. 616) Argue that cognitive strategy is the learners tend to construct a formal model in their minds based on analysis and comparison, create general rules and revise the rules when new information is available. The researcher found the fact that students who can speak English Low based on the answers of respondents, some of them try to speak like a native speaker so that it makes it easier for people to understand what their saying, even though there are still many incorrect pronunciation of words. However when their speak, their should be able to try to use good and correct grammar, if their grammar is irregular when their speak, it will make it difficult for listeners to understand what their are saying. So that to apply grammar rules it's really important. Then some of them make sure that everyone

should understand what their speak. So its about some techniques in cognitive strategy.

Third, According to Syafriadin., Martina, F., & Salniwati. (2020. P. 109) Compensation Strategy are aimed to lead the students to be easier in learning and communicating in foreign language. The researcher found the fact that students who can speak English Low based on the answers of respondents, some of them always invite their friends to speak in English to improve their speaking skills. So that it can make them easier to know their mistake then they fix it to be better.

So, the new findings of this research with other researcher is; This research collected the data by purposive sampling then use the criteria by their grade of all Speaking subject. The reason why the researcher used purposive sampling to do the research, it may be accurate and got clearly when the researcher decide the data.

C. DISCUSSION

This research focus on what are the students' speaking problems faced and what are the strategies used to overcome students' speaking problems in seventh semester students of IAIN Palangka Raya in academic year 2017/2018.

1. Students' Speaking Problems

Based on the result analysis of questionnaire the researcher found that most of the students in high level, moderate and low got problems in

speaking it called Inhibition and Pronunciation it is line with the research finding found by other researcher, being afraid of making mistakes (it include in inhibition) ranked first in difficulties faced by Jordanian EFL students in speaking and poor pronunciation.

Most students were shy to speak English, when they were asked about the reason behind shyness, most of them pointed out that they were afraid of making mistakes and most of them felt to get ashamed to speak English because they thought they not good enough / still bad to pronounce when speak. (Ibnian, S. S, 2019). It related with this research.

in this research some students felt less confidence to speak English causes of them should be adapting with the situation first especially when their friends laugh to them when speak English, not rarely of them get nervous and anxiety come, it will affect them and not little bit of their friends will be laugh to them. While Humaera, I. (2015, p. 32) argue that Students who are inhibited in their speaking activity generally are afraid of making mistakes, losing face, and fearful in saying or doing something. It really disturbs their personality.

Another problems is pronunciation, the students felt that in speak English some of them got ashamed when speak English because of still not confidence about their pronunciation. They felt to respond speakers with various accent it's really hard to understand well, for the reason they can't to listen what they are talking especially if they talk using British accent.

Meanwhile, inhibition and pronunciation is the most serious problems in students' speaking problems, this research analysis is supported by Ibnian, S. S, 2019 who did research about "Speaking Difficulties Encounter by Efl Students In Jordan". Furthermore, Low or Uneven Participation is the lowest of Students' Speaking problems.

2. Students' Speaking Strategy

Based on the result of questionnaire the researcher found that highest percentage of the students in high level , moderate and low used metacognitive strategy to solve their problems in speak English it is line with the research finding found by Sari (2017) in thesis entitled "Students Difficulties in Speaking Skill at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year of 2016/2017. Which showed that every students used metacognitive strategy to solve speaking problems. It related with this research in this research the students use metacognitive strategy, they felt pay attention to pronunciation to pronounce better is important role while speak then they thought if we pronounce it wrong, it can change the meaning of the word we want to say.

So that is it's important to pay attention to pronounce better However some of respondent thought that learn from their speaking mistakes is important too because if they have mistake they will learn more where is their fault and fix it to be better, and some of them always doing self correct after doing speaking.

Meanwhile, Metacognitive strategy is high dominant strategy in speaking. This research analysis is supported by Sari (2017) who did research about “Students Difficulties in Speaking Skill at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year of 2016/2017. Furthermore, social strategy is the lowest strategy used by the students.

First, Ibnian, S. S (2019) in the journal article entitled “Speaking Difficulties Encounter by Efl Students In Jordan” as the result to overcome speaking problems The results showed that students’ fear of making mistakes and lack of motivation topped the speaking difficulties. Most students pointed out students get ashamed to speak English because they thought they not good enough / still bad to pronounce when speak. The study presented a number of suggestions and solutions to help EFL learners overcome speaking difficulties including the need to motivate EFL learners to use English and choose suitable and interesting topics to encourage them express themselves freely away from pressure and fear.

Second, Swary, D. N. (2014) in the thesis entitled “A Study Of Students’ Problems in Learning Speaking English at the Second Grade of Smp Negeri 1 Talaga” as the result, The researcher concludes that the students have problems in terms of learning English speaking. To know the students’ problems in learning English speaking, the researcher used depth observation and also an interview. Low of vocabulary mastering, limited of grammar knowledge and pronunciation, shyness, nervousness,

fear of making mistakes, lack of confidence, limited of practice, minimum opportunities, environment factor, mother tongue used dominantly, low of motivation are the kinds of students" problems in learning English speaking. There are some ways to solve the problems in learning English speaking, both from the students" and the lecturers" sides. More practice, increase the vocabulary mastery, increase the motivation, use the interesting strategy, give opportunities to all students, keep to speak English, join the extra class of English are the ways to solve the kinds of problems in learning English speaking.

Third, Fourth, Qurnia (2015) in the thesis entitled, "English Students' Difficulties and Solving-Strategies on Learning Speaking: English Department Students' Voices at Jambi University" For the strategies, the participants used music, movies, even games to overcome the difficulty since the game is enjoyable. Talking to friends and having friends help them in speaking English are also used by some participants. That seems very useful for them to overcome the hardship.

Last, Sari (2017) in thesis entitled "Students Difficulties in Speaking Skill at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year of 2016/2017" as the result to overcome the difficulties in speaking employed by using strategies, those were metacognitive strategies, cognitive strategies, socio-affective strategies. Using different strategies support the students to achieve a good score. Based on the result above, the students were hoped to overcome

their difficulties using their own ways to make them easier in learning speaking.

From some others researcher above it can be concluded that the differences result to overcome speaking problems is not similar strategy used by the students most of students in other researcher used such as motivate EFL learners to use English and choose suitable and interesting topics to encourage them express themselves freely away from pressure and fear, Talking to friends and having friends help them in speaking English are also used by some participants. That seems very useful for them to overcome the hardship and various strategies such as metacognitive strategies, cognitive strategies, socio-affective strategies. It really different with this research, the students of this research mostly used Metacognitive strategy to overcome students' speaking problems it related with previous study by Sari (2017).

And the novelty of this research with other researcher it's about to got the data, the researcher used Purposive Sampling technique to obtained the data, and it can be easier and more detail in collected the data so other researcher didn't use purposive sampling to decide the data.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions based on the research findings and discussion.

A. Conclusion

Based on the result of questionnaire from all of EFL Seventh Semester students in academic year 2017/2018, it concluded that :

1. Students' speaking problems

There are some problems faced by EFL seventh semester students in academic year 2017/2018. The problems are Pronunciation, Grammar, Vocabulary, Inhibition, Nothing to Say, Mother Tongue used, and Low or Uneven Participation.

Meanwhile, the most of serious problems in speaking are inhibition and pronunciation. Moreover the lowest problems is Low or Uneven Participation

2. Students' speaking strategy

There are some strategy used by EFL seventh semester students in academic year 2017. The Strategies are Memory strategy, Cognitive

strategy, Compensation strategy, Metacognitive strategy, Affective strategy, and Social strategy in speaking.

Meanwhile, the most of dominant Strategy used by students is metacognitive strategy to solve their speaking problems. Moreover the lowest strategy used by students is social strategy.

B. Suggestion

Based on the research findings, these following suggestions are recommended, such as:

1. For the lecturer

This research based on the research finding found that the lecturer needs to give more attentions to students in speaking class, such as give the good strategy to improve their speaking ability. The good strategy will affect the students to speak English better.

2. For the Students

This research based on the research finding found that students were less confidence to speak English causes of them should be adapting with the situation first especially when their friends laugh to them when speak English, not rarely of them get nervous and anxiety come, it will affect them and not little bit of their friends will be laugh to them. Then They felt to respond speakers with various accent it's really hard to understand well, for the reason they can't to listen what they are talking especially if they talk using British accent.

Also students used metacognitive strategy, they felt pay attention to pronunciation to pronounce better is important role while speak then they thought if we pronounce it wrong, it can change the meaning of the word we want to say. However some of respondent thought that learn from their speaking mistakes is important too because if they have mistake they will learn more where is their fault and fix it to be better, and some of them always doing self correct after doing speaking.

The researcher hope students can reduce the un-confidence of them and students should be learn about various accent in speak English for easier to understanding people who used various accent. Then students has metacognitive strategy to solve the problems and researcher hopes that students can be mastering some strategies in speaking to improve speaking skill to be better.

3. For the next researcher

The researcher still has limitations. In addition, future research should consider some suggestion to do research. The researcher hope this research can be used for additional reference in the future with the different discussion. Then the next researcher can be discuss about more strategies to solve speaking problems deeper.

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