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| rawijaya<br>Irawijaya | S.S. M.Pd for his guidance, precious time, and support. His guidance, patience,  | as Brawijay<br>as Brawijay |
| rawijaya              | University advice, and willingness to assist greatly contributed to the fulfillment of my thesis. Site   |                            |
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|           | Wulansari. 2016 <b>Teacher's Strategies to Overcome Students' Problems in</b>  |
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| Brawijaya | Speaking skill has a very important role in facilitating students to master English. However, it is not easy task for the students because many students had   |
| Brawijaya | difficulties in learning speaking, especially tenth grade students at Islamic Senior   |
| Brawijaya | Univershigh School Soerjo Alam. Therefore, this study is intended to find out students, as Brawijaya   |
| Brawijaya | Universipeaking problems and to describe teacher's strategies in overcoming their problems, itas Brawijaya Universi  This study employed a descriptive qualitative design. The subjects of this tas Brawijaya                              |
| Brawijaya | atudy were 20 students of tenth grade and the English teacher. The instruments used  |
| Brawijaya | in collecting the data were questionnaire, interview guide, and observation checklist.   |
| Brawijaya | Univers The findings of this study showed that the students encountered the problems in the Brawijaya  |
| Brawijaya | Universipeaking English. First, the students had problems in speaking because of peer las Brawijaya  |
| Brawijaya | Universpressure. There were 16 students or 57.1% were shy to speak English and 13 students as Brawijaya or 46.4% were afraid of making mistakes in speaking English. Second, 13 students or  |
| Brawijaya | 46.4% were lack of motivation. Lastly, the students were lack of linguistics support   |
| Brawijaya | which showed that there were 20 students or 71.4% were lack of vocabulary, 19  |
| Brawijaya | Universitudents or 67.8% had problem in pronunciation, and 22 students or 21.4% had as Brawijaya   |
| Brawijaya | problem in grammar. Then, the strategies used by the teacher to solve the students' problems in speaking were group work, used simple language, chose interesting topic gave clear instruction, and reminded the students to speak English |
| Brawijaya | tobic. gave clear instruction, and relimited the students to speak English.  |
| Brawijaya | Universitias Based on the research findings, the researcher suggests that the strategies used as Brawijaya   |
| Brawijaya | University the teacher have been adequate to solve the students' problems in speaking, but the las Brawijaya   |
| Brawijaya | Universteacher should implement the strategies as much as possible. In addition, the teacher as Brawijaya  |
| Brawijaya | can provide more opportunities for the students to speak English. For the students, they must follow the teacher's instruction well so that they can improve their   |
| Brawijaya | speaking. In addition, they can be more critical and aware of the problems faced in  |
| Brawijaya | University learning speaking. Furthermore, the researcher also suggests that the students should as Brawilaya  |
| Brawijaya | Universpractice their speaking in English correctly and continually. For further researcher, tas Brawijaya   |
| Brawijaya | the researcher recommends to investigate in more detailed about the strategies used by the teacher to overcome the students' problems in learning speaking.  |
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| Brawijaya | Universatau 46.4% takut membuat kesalahan dalam berbicara bahasa Inggris. Kedua, ada 13 as Brawijaya siswa atau 46.4% kurang motivasi. Terakhir, siswa kurang dukungan linguistik, yang   |
| Brawijaya | menunjukkan bahwa ada 20 siswa atau 71.4% kurang kosakata, 19 siswa atau 67.8%  |
| Brawijaya | Universmempunyai masalah dalam pengucapan, dan 22 siswa atau 21.4% mempunyai tas Brawijaya  |
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| Brawijaya | mengatasi masalah siswa dalam berbicara adalah kerja kelompok, menggunakan bahasa yang mudah, memilih topik yang menarik, memberikan instruksi yang jelas,  |
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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** to produce the language in their daily communication or to interact with others in rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi English. Therefore, the students should learn language elements such assitas tas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers vocabulary, grammar, and pronunciation in order to make the students use the tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi language to communicate effectively. In addition, they will be able to express it as Brawijaya Universitas Braining speaking, students may face problems in expressing their ideas. Sitas Brawijaya Universit Zhang (2009) as cited in Safitri (2015) says that speaking is the most difficult skills it as to be mastered by the students and they remain incompetent in speaking English. Skeffington (2004) says that there are some reasons that make the students Universi difficult to communicate in speaking class among EFL (English as a Foreign sitas Language) learners. Those are peer pressure, lack of motivation, and lack of Universit support. Furthermore, Ur (1996:121) says that there are some factors that causes it as the students difficult in speaking; they are inhibition, nothing to say, low or uneven participation, and mother tongue use. Those problems in learning speaking Br Universit of the English language skills must be solved in order not to be a big problem. Versitas Furthermore, a teacher's role is very important to help students in Universit overcoming their problems in speaking. Strategies for teaching English speakingsitas Bra should be made appropriately for the students. Raiser and Dick (1996) as cited in Anjaniputra argue that the teacher can use different strategies to achieve the goal sitas Brawijava Universitas Brawijava Universitas Brawijava Universi in teaching and learning process. In addition, Cole (2008) as cited in Anjaniputrasitas says that a teacher's role provides effective strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language they learnt. The teacher has responsibility to make the students speak by using Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya suitable teaching strategies of speaking. It means that appropriate strategies ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi should be undertaken by teacher to help the students in overcoming the problems it as it as Brawijaya Universitas Brawijaya Univer University motivated to speak English and enjoy to learn it. When the condition of the sitas B Universitas Brawijaya rsitas Brawijaya Universitas Universitas BraTherefore in this study, the researcher would like to describe the problems of this research. First, the researcher identifies students' problems in speaking at Islamic Senior High School Soerjo Alam, especially tenth grade students by using Universi Skeffington's theory (2004). Second, the researcher describes the teacher's sites is strategies to solve their problems in speaking English by using Ur's theory (1996). In this research, there are two previous studies used by the researcher. Sitas First, the research which was done by Yunita (2014) from Universitas Negeri Universit Malang, entitled "A study on Teaching of English Speaking skill at X11 sitas Brawijaya UniversitLanguage Program of SMA Negeri 1 Lawang" which analyzed the implementation in teaching speaking. This research included the purposes of Universiteaching speaking, activities in teaching speaking, and also students' problems in learning speaking. Second, the research which was done by Alfriani (2014) Sitas B entitled "The strategies of Teaching Speaking Applied by the English Teacher of UniversitSMP International Laboratorium Universitas Negeri Malang" which analyzed the itas teacher's strategies in teaching speaking and the teacher's obstacles in teaching speaking. These previous studies have a close relation with this research. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Islamic Senior High School Soerjo Alam was chosen since this school is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universities popular rather than the other high school in Malang. In addition, the sites researcher held an interview with the English teacher as the preliminary study and Universities was found that many problems were faced by the students in learning speaking, sit as Brawijaya Universitas Brawijaya University score. There were 24 students out of 28 students who got score below KKM Sitas Brawijaya Universit(Kriteria Ketuntasan Minimal) which the score was 75 in speaking English. It was it as because the students had difficulties in learning speaking. In addition, most of the University students did not use to speak English in class. So, the researcher wants to show sitas Brawijaya Universi that this school also has attention in speaking English. The English teacher needs at B to give appropriate strategies to solve the students' problems. Hopefully, this Universitresearch will contribute for the teacher so he/she can give more attention in the sitas students speaking skill. Therefore, the researcher would like to describe what the University strategies used by the teacher in solving the students' problems in learning Brawijaya Universi speaking. So that the researcher was conducted the research entitled "Teacher's sitas" Strategies to Overcome Students' Problems in Learning Speaking at Islamic Universit Senior High School Soerjo Alam" 1.2 Problems of the study T. Omversitas Brawijaya Universitas Brawijaya Universitas Brame research problems of the study are formulated in the following sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitquestions: What the problems are faced by tenth grade students at Islamic Senior High Universitas School Soerjo Alam in learning speaking? Iniversitas Brawijaya Universitas Brawijaya

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| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Unive <sup>5</sup> sitas E                    | <b>Brawijay</b>       |
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| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Universitas E                                 | Brawijay              |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Universitas E                                 |                       |
| rawijaya              | University 2. What are the teacher's strategies to solve students' problems in   | llniversitas E                                | Brawijay              |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Universitas E                                 | 3rawijay              |
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| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Universitas E                                 | Brawijay              |
| rawijaya              | Universitas BraThe study has the objectives as follow: Universitas Brawijaya   | Universitas E                                 |                       |
| rawijaya              | Universitas Brawijaya  1. To find out the problems faced by tenth grade students at Islamic Ser Universitas Brawijaya  | Universitas F                                 | Brawijay              |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya  | Universitas E                                 | Brawijay              |
| rawijaya              | Universitas School Soerjo Alam in learning speaking.   | Universitas E                                 |                       |
| rawijaya              | Universitas Brawijay rawijaya  | Universitas E                                 |                       |
| rawijaya              | Universit2. To describe the teacher's strategies to solve students' problems in  |   | Brawijay              |
| rawijaya              | Universitas Breaking.  | Universitas E                                 |                       |
| rawijaya              | Universitas  | Universitas E                                 |                       |
| rawijaya              | Universita   | Universitas E                                 |                       |
| rawijaya              | Universi 1.3 Significance of the study   | niversitas E                                  |                       |
| rawijaya              | The results of the research hopefully would be useful for:   | hiversitas E                                  |                       |
| rawijaya              | Universit  | hiversitas E                                  |                       |
| rawijaya              | Universit1. English teacher  | hiversitas E                                  |                       |
|                       | Universita Universita The research results would be useful for the English teacher as inf  | niversitas E<br>ormation                      | 3rawijay<br>3rawii au |
| rawijaya              |  |   |                       |
| rawijaya<br>rawijaya  | Universities to know students' problems in learning speaking. In addition, the English Universities  | h teacher <sup>sitas</sup> E<br>Universitas E |                       |
| rawijaya<br>Srawijaya | Universities use appropriate strategies to help the students' problems in overcom  | ning their itae                               | Prawijay<br>Prawijay  |
| rawijaya              |  | Universitas E                                 |                       |
| rawijaya              | Universitas Bl. Speaking. Universitas Bra aya  | Universitas E                                 |                       |
| rawijaya              | Universit2.s Students  | Universitas E                                 |                       |
| rawijaya              | Universitas Brawija wijaya   | Universitas E                                 |                       |
| rawijaya              | Universitas BraThe results are expected to make the students become more cri   | tical and sitas I                             | Brawijay              |
| rawijaya              |  |   |                       |
| rawijaya              | universit aware of the problems faced in learning speaking. In addition, the student   | Universitas F                                 | Brawijay              |
| rawijaya              | Universitattempt to overcome their problems in learning speaking as Brawijaya  | Universitas E                                 |                       |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Universitas E                                 | 3rawijay              |
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|                       | OTHER DESIGNATION OF THE OTHER DESIGNATION OF | o Diaminara                             | O I I I O I O I COIC          |                 | 011110101010                              |          |
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| rawijaya              | Universitas Brawijaya Universita  | as Brawijaya                            | Universitas                   | Brawijaya       | Universitas                               | Brawijay |
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| rawijaya              | Universitas Brawijaya Universita  | as Brawijaya                            | Universitas                   | Brawijaya       | Unive <sup>6</sup> sitas                  |          |
| rawijaya              | Universitas Brawijaya Universita  | as Brawijaya                            | Universitas                   | Brawijaya       | Universitas                               |          |
| rawijaya              | Universitas Brawijaya Universita  | as Brawijaya                            | Universitas                   | Brawijaya       | Universitas                               | Brawijay |
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| rawijaya              | Universitas Future research   | as Brawijaya                            | Universitas                   | Brawijaya       | Universitas                               | Brawijay |
| rawijaya              |   | as Brawijaya                            |                               |                 | Universitas                               | Brawijay |
| rawijaya              | Universitas BraThe research results   | are hopefully                           | can be useful                 | as an input     | for othersitas                            | Brawijay |
| rawijaya              | Universitas Brawijaya Universita<br>researcher to conduct a furthe<br>Universitas Brawijaya Universita  | r research with                         | Universitas<br>similar area o | f the study by  | Universitas applying                      | Brawijay |
| rawijaya              |   |   |                               |                 |   |          |
| rawijaya<br>rawijaya  | Universit different research design. Sita   |   |                               |                 | Universitas<br>Universitas                |          |
| rawijaya<br>rawijaya  | Universitas Brawijaya Universita  |   | Universitas                   |                 | Universitas                               |          |
| rawijaya              | Universitas Brawii ava<br>1.4 Definition of the Key Te<br>Universitas Brawijaya   | rms                                     |                               | Brawijaya       | Universitas                               |          |
| rawijaya<br>rawijaya  |   |   |                               |                 |   |          |
| rawijaya<br>Irawijaya | Universitas Brawiiay Universitas Brawiiay   | key terms is u                          | seu to avoid i                | nisunderstandi  | ing aboutsitas<br>Universitas             |          |
| rawijaya              | Universit concept in this research. It is   | necessary to ex                         | xplain the defi               | nition of the l | key terms                                 | Rrawijay |
| rawijaya              | Universitas Bray below:   | HO D                                    | RA.                           | va              | Universitas                               |          |
| rawijaya              | Universitas below:  |   | # 1/1                         |                 | Universitas                               |          |
| rawijaya              | Universit1. Speaking  | an int                                  | eractive prod                 | cess of cor     | nstructingsitas                           |          |
| rawijaya              | Universi  |   | 1                             |                 | hiversitas                                |          |
| rawijaya              | Universi  | meanin                                  | g that involve                | s producing, 1  | eceiving,                                 | Brawijay |
| rawijaya              | Universit   | and pro                                 | ocessing infor                | mation (Brow    | n, 1994; sitas                            | Brawijay |
| rawijaya              | Universit   |   | seessing infor                | mation (Biow    | hiversitas                                | Brawijay |
| rawijaya              | Universit   |   |                               |                 | ). niversitas                             |          |
| rawijaya              | Universita  2. Teacher's Strategies   | • strategi                              | es used by tea                | cher to help st | niversitas<br>udents in<br>Universitas    | Brawijay |
| rawijaya              | Universitas V   | • strategr                              | es used by tea                | ener to help so | Universitas                               | Brawijay |
| rawijaya              | Universitas   | solving                                 | their problem                 | ns in learning  | speakingsitas                             | Brawijay |
| rawijaya              | Universitas L   |   | 4 - 112 - 41                  | (1000)          | Universitas                               | Brawijay |
| rawijaya              | Universitas Bl  |   | ng to Ur's the                | // /a           | Universitas                               |          |
| rawijaya              | University Students Speaking Problem  | ms: the diff                            | ficulties exper               | rienced by stu  | udents insitas                            | Brawijay |
| rawijaya              | Universitas Braw  |   |                               | Mjaya           | Universitas                               | Brawijay |
| rawijaya              | Universitas Brawija   | express                                 | ing opinions,                 | ideas, and      | feelingssitas                             |          |
| rawijaya              | Universitas Brawijay  | accordi                                 | ng to Skeffing                | ton's theory (2 | Universitas<br>2004).<br>Universitas      | Brawijay |
| rawijaya              | Universitas Brawijaya Universita  |   |                               |                 |   |          |
| rawijaya              | Universit4. Teaching Speaking ersite  | -                                       |                               |                 |   |          |
| rawijaya              |   | as Brawijaya                            |                               |                 | Universitas<br>e teacher <sub>sitas</sub> | Brawijay |
| rawijaya              |   |   |                               |                 |   |          |
| rawijaya              | Universitas Brawijaya Universita  | ns Brawijaya<br>(Sudjan<br>ns Brawijaya | na, 2013:28).                 | Brawijaya       | Universitas                               |          |
| rawijaya              |   |   |                               |                 | Universitas                               |          |
| rawijaya              |   | as Brawijaya<br>as Brawijaya            |                               |                 | Universitas                               |          |
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| rawijaya<br>rawijaya  |   | as Brawijaya<br>as Brawijaya            |                               |                 | Universitas                               |          |
| rawijaya              |   | as Brawijaya<br>as Brawijaya            |                               |                 | Universitas                               |          |
| rawijaya              |   | is Brawijaya<br>is Brawijaya            |                               |                 | Universitas                               |          |
|                       |   |   |                               |                 | Universitas                               |          |
| rawijaya              |   | as Brawijaya                            |                               |                 |   |          |
| rawijaya              | Universitas Brawijaya Universita  | as Brawijaya                            | Universitas                   | Diawijaya       | Universitas                               | Diawijay |

Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UnivREVIEW OF RELATED LITERATURE lava rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brathis chapter describes related literature including the discussion about: the sitas Brawijaya Universitas Brawijaya ersitas Brawijaya University solve students' problems, and previous studies. Universit 2.1 The Nature of Speaking Speaking is a primary medium of communication. It is necessary to get Universitinformation and convey intention with other people. Although in languagesitas Brawijaya teaching there are four skills related each other as the media to communicate, spoken language is the most frequently used in our daily life. The speakers can ersi express their intended meaning to the listeners, so that the listeners can understand what is being said by the speaker. There are many definitions of speaking proposed by some experts insitas Brawijaya language learning. Fulcher as cited in Hannunah (2009) says that speaking is Universities Branch Language used to communicate with others to express their opinion, it is Universityery important for the students to develop their ability to communicate in the target language. Based on Oxford Dictionary, speaking is the action of conveying information or expressing feeling to others. The similar statement also comes out statement also Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya from Littlewood (2002:16) says, "Speaking is communicating effectively to a partner and producing certain language form in an acceptable way". Furthermore, Universi Richards and Renandya (2002:204) argue, "Effective oral communication requires it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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| Universitas Brawijaya  Universitas Brawijaya  Universitas Brawijaya  Unive $^{8}$ sitas Brawijay   |
| Universitas Brawijaya  Universitas Brawijaya  Universitas Brawijaya  Universitas Brawijay  |
| Universitas Brawijaya  Universitas Brawijaya  Universitas Brawijaya  Universitas Brawijay  |
| Universitas Brawijaya  Universitas Brawijaya  Universitas Brawijaya  Universitas Brawijay  |
| Universitionly verbal communication but also paralinguistic elements of speech such as Brawijay  |
| Jniversitas Brawijaya  Universitas Brawijaya  Universitas Brawijaya  Universitas Brawijay  |
| Universitgesture and facial expression? s Brawijaya Universitas Brawijaya Universitas Brawijay   |
| Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay<br>From the definitions above, it can be concluded that speaking is a<br>Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay |
|  |
| Universify productive skill constructing meaning that involves producing and receiving sites Brawijay  |
| Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay<br>Universit information. Speakers should use the language accurately to express meaning to sitas Brawijay  |
|  |
| the listener in order to make they understand the message well. It is very the Brawijay  |
| Universitas Brawijaya Universitas Brawijay<br>Universitimportant to master speaking for our daily life today and in the future Therefore sitas Brawijay  |
| Universitas Brawi — AS P — ijaya Universitas Brawijay  |
| the students should learn English speaking so they can express their opinions  |
| Universit fluently without hesitation because the ability to speak English is very important Sitas Brawijay  |
| Universita Universitas Brawijay  |
| Universi skill to support learning English in the classroom.   |
| University  If the students can use the language in daily communication both inside inversitas Brawijay  |
| University In the students can use the language in dairy communication both history hiversitas Brawijay  |
| Universitand outside the school, they will be successful in learning speaking. Ur (1996:sitas Brawijay   |
| University no the share extriction of a Type of the solid a cativity as fall way.  |
| Universita 120) mentions the characteristics of a successful speaking activity as follows:   |
| Universitas Brawijay   |
| Universitas Universitas Brawijay   |
| Universitas Activities in learning process should provide more time to give itas Brawijay  |
| Universities By opportunity for the students to communicate. Sometimes, in English teaching and  |
| Universitas Brawijay   |
| Universite arming process most of the time taken by the teacher is only to explain the sitas Brawijay  |
| Universitas Brawija, wijaya Universitas Brawijay Universit material and it is considered as teacher centered rather than students centered sitas Brawijay  |
| Iniversity Therefore, the students should talk a lot in expressing their ideas, if they want to  |
| Therefore, the students should talk a lot in expressing their ideas, if they want to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya   |
| Universit produce the language fluently without hesitation, iversitas Brawijaya Universitas Brawijay   |
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| rawijaya             | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya   |
| rawijaya             | Universitas BraClassroom discussion is not dominated by talkative participant. All of sitas Brawijay  |
| rawijaya<br>rawijaya | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students get a chance or opportunity to speak and give contribution in the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  |
| rawijaya             | Universitais Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  |
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| rawijaya             |   |
| rawijaya             | Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas |
| rawijaya             | Universit goals in English teaching and learning process. They are motivated to speak sitas Brawijay  |
| rawijaya             |   |
| rawijaya             | Universitas Brawijay<br>Universitas Brawijay<br>Universitas Brawijay  |
| rawijaya             | Universities to express their ideas.  |
| rawijaya             | Universitas Brawijay  |
| rawijaya             | Universi d. Language is an acceptable level   |
| rawijaya             | Universi Learners express themselves in utterances that are relevant and easily   |
| rawijaya             | Universit Universitas Express themselves in utterances that are relevant and easily liversitas Brawijay   |
| rawijaya             | Universi comprehensible to each other. The teacher should use simple language in learningsitas Brawijay   |
| rawijaya             | Universita niversitas Brawijay  |
| rawijaya             | Universities, so the students can understand related to the topic and they can produce Brawijay   |
| rawijaya             | Universitate language for longer without hesitation.  Universitas Brawijay  |
| rawijaya             | Universitas Universitas Brawijay  |
| rawijaya             | Universitas Brawijay  |
| rawijaya             | Universitas Brawijay  |
| rawijaya             | Universitas Braners need to understand and master several elements that construct Brawijay  |
| rawijaya             | Universitas Braw Ijaya Universitas Brawijay   |
| rawijaya             | Università speaking process. According to Syakur (1987) there are five elements or sitas Brawijay   |
| rawijaya             | Universitas Brawijay Components of speaking skill. They are grammar, vocabulary, propunciation, and   |
| rawijaya             | components of speaking skill. They are grammar, vocabulary, pronunciation, and Universities Brawijay  |
| rawijaya             | Universi fluency. Mastering those elements will help the learners to have a good speaking stass Brawija)  |
| rawijaya             | Universitas Brawijaya   |
| rawijaya             |   |
| rawijaya             | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya   |
| rawijaya             | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya   |
| rawijaya             | Universitas BraGrammar is one of important components of speaking. By using correctsitas Brawijay   |
| rawijaya             | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay<br>Universitas Brawijay<br>Universitas Brawijay  |
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| rawijaya              |  | nive <sup>10</sup> sitas |          |
| rawijaya              | Universitas Brawijaya  | niversitas               | Brawijay |
| rawijaya              | Universitas Brawijaya  | niversitas               | Brawijay |
| rawijaya              | Universitas Brawijaya  | niversitas               | Brawijay |
| rawijaya              | University misunderstanding between the speaker and listener. It is because if the speaker   | niversitas               | Brawijay |
| rawijaya              |  | niversitas               |          |
| rawijaya              | Universituse the incorrect grammar, the listeners will have different meaning. The stu   | dentssitas               | Brawijay |
| rawijaya              | Universitas Brawijaya  | niversitas<br>ctures     | Brawijay |
| rawijaya              |  |                          |          |
| rawijaya              | Universities Browning and Institute Browning Bro |                          |          |
| rawijaya              | Universitas Brawijaya  | i 0011v                  |          |
| rawijaya<br>rawijaya  |  |                          | Brawijay |
| rawijaya<br>rawijaya  | right.   | niversitas               |          |
| rawijaya<br>Irawijaya |  | niversitas<br>niversitas |          |
|                       |  |                          |          |
| rawijaya<br>rawijaya  | Universitas Braw Vocabulary is list of words with their explanation. Hetrakul (199   | 5:76)                    | Brawijay |
| rawijaya              | Universitates, "Vocabulary is a component in speaking". If the students do not   |                          |          |
| rawijaya              |  | niversitas               |          |
| rawijaya              | Universi enough vocabulary, they cannot express their ideas both oral and written  |                          |          |
| rawijaya              | Universi They need to master a lot of vocabulary because by mastering many words   |                          |          |
| rawijaya              | They need to master a lot of vocabulary because by mastering many words Universi   | , they<br>niversitas     | Brawijay |
| rawijaya              | Universi could speak easily.   | niversitas               |          |
| rawijaya              | Universit  | niversitas               |          |
| rawijaya              | Universita Pronunciation   | niversitas               | Brawijay |
| rawijaya              | Universitas Pronunciation is the act of producing the sound of speech incl   |                          |          |
| rawijaya              |  | niversitas               |          |
| rawijaya              |  | niversitas               | Brawijay |
| rawijaya              | Universitas R. d. Fluency  | niversitas               | Brawijay |
| rawijaya              | Universitas Bra  | niversitas               | Brawijay |
| rawijaya              | Universitas BraFluency is the ability to speak accurately and fluently. Hornby (197  | 4) assitas               | Brawijay |
| rawijaya              | Universitas Brawija Wijaya Un  | niversitas               | Brawijay |
| rawijaya              | University cited in Utami defines fluency as the quality of being able to speak easily   |                          |          |
| rawijaya              | smoothly. It means that the students can speak without hesitation of m   | niversitas<br>aking      | Brawijay |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Ui   | niversitas               | Brawijay |
| rawijaya              | Universit mistakes. According to Brown (2001) says that accuracy helps the student   |                          |          |
| rawijaya              | achieve the target in sound, words or sentence structure in speaking   | niversitas               |          |
| rawijaya              |  | niversitas               |          |
| rawijaya<br>          |  | niversitas               |          |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Un   | niversitas               | Brawijay |

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 2.2 Students' Problems in Learning Speaking iversities Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Speaking is one of the four skills that should be learnt by the students in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers teaching and learning process. Certainly, it can be found many problems or ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers University difficulties when the students speak English. There are some reasons why thesitas Brawijaya Universitas Brawijaya Universit Skeffington (2004) there are some problems why the students difficult to speak Brawijaya s Brawijava Universit Universit English or afraid of making mistakes in the class. They are peer pressure, lack of sitas Brawijaya First, the students do not use English because of peer pressure. The Universi students have some problems to express their ideas in speaking. It is because they sit as feel shy and afraid to make mistakes. If the students are under pressure, they will Universibe difficult to express what they want to say. Harmer as cited in Safitri (2007) argues that students are always hesitant to speak English in the class because they Universitare afraid and shy to express their opinions in front of other students. Therefore, Universithe students should have confidence to speak in front of the class because it will not make the students feel hesitant to speak English. Universitas Br Second, the students do not use English because they are lack of motivation. Based on Oxford Dictionary "Motivation is enthusiasm for doing something". According to Brown as cited in Safitri (2000) if the students have Universi high motivation and intention in learning speaking, so they can achieve the goal insit as Brawijaya learning process easily in which they can produce the language without hesitation. However, if the students have low motivation, they will have difficulty to use Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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| rawijaya              | English and they tend to keep silent in the class. Moreover, they will fail to reach   | as Brawijay                  |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita   | as Brawijay                  |
| rawijaya              | Universithe goal in learning speaking as Brawijaya Universitas Brawijaya Universita  | as Brawijay                  |
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| rawijaya              | Universi There are two kinds of support; those are classroom atmosphere and linguistics it   | as Brawijay                  |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | as Brawijay                  |
| rawijaya              | University support. Skeffington (2004) says, "It may not be realistic to expect teenagers to   | as Brawijay                  |
| rawijaya              | provide the generous and patient atmosphere ideal for language practice, but it is   | as Brawijay                  |
| rawijaya              | Universitas Brawijaya Universita   | as Brawijay                  |
| rawijaya              | Universit possible to encourage them to support each other, for example by working insit   | as Brawijay                  |
| rawijaya              | Universitas Braw Univer | as Brawijay                  |
| rawijaya              |  | as Brawijay                  |
| rawijaya              | universified to language. They are pronunciation, grammar, and vocabulary. The   |                              |
| rawijaya              |  | as Brawijay                  |
| rawijaya<br>rawijaya  |  | as Brawijaya<br>as Brawijaya |
| rawijaya<br>Irawijaya | In addition, according to Ur (1996:121) there are some factors that cause  | as Brawijay<br>as Brawijay   |
| rawijaya              |  | as Brawijay<br>as Brawijay   |
| rawijaya              |  | as Brawijaya<br>as Brawijaya |
| rawijaya              | a Inhibition   | as Brawijaya<br>as Brawijaya |
| rawijaya              | Universitas The students feel inhibited to speak English in the class. They feel worry   |                              |
| rawijaya              | Universitas Universitas  | as Brawijay                  |
| rawijaya              | Universitand afraid of making mistakes when they want to share their opinions or express   |                              |
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| rawijaya              | Universitas Bln English teaching and learning process, the students do not give  |                              |
| rawijaya              | contribution in the class because they have no ideas or opinions. Their mother Universitas Brawijaya Universitas Brawijaya   | as Brawijay                  |
| rawijaya              |  |                              |
| rawijaya              | Universitongue influences them in speaking English because they do not think in English, sit   |                              |
| rawijaya              | Universitas Brawijaya  | as Brawijay                  |
| rawijaya              |  |                              |
| rawijaya              | information about the topic given by the teacher. So, the students prefer to be  |                              |
| rawijaya              | *1   | as Brawijay                  |
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| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas  | Brawijay |
| rawijaya              | Universites Low or uneven participation awijaya Universitas Brawijaya Universitas  |          |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas In classroom discussion, active students try to participate and passive Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Brawijay |
| rawijaya              |  |          |
| rawijaya              | University tudents choose to be silent during learning process. The students do not want to sit as   |          |
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| rawijaya              | Universitas Brawi<br>Universitas Brawi   | Brawijay |
| rawijaya              | Universitiongue because they feel unnatural to speak another language.  Universitias   |          |
| rawijaya              | Universitas Universitas  |          |
| rawijaya              | Universi Based on explanation above, there should be appropriate strategysitas   | Brawijay |
| rawijaya              | Universi implemented by the teacher to support and help the students to cope their   | Brawijay |
| rawijaya              | University University of the teacher to support and help the students to cope their niversities  | Brawijay |
| rawijaya              | Universit problems in speaking English. It is because the ability to speak English is very itas  |          |
| rawijaya              | University  important and necessary to support the activities of learning English in the   | Brawijay |
| rawijaya              | Universities important and necessary to support the activities of learning English in the  |          |
| rawijaya              | Universities Classroom. As stated in KTSP (2006) one of the goals of English subject in senior Sitas   |          |
| rawijaya<br>Irawijaya | Universitas Universitais is to develop communicative competence in spoken language. The sitas  |          |
| rawijaya              |  |          |
| rawijaya              | Universitas Students should use English to access and share information with others.  Universitas Bra  | Brawijay |
| rawijaya              | UniversitTherefore, the students' problems in speaking must be solved immediately insitas  |          |
| rawijaya              | Universitas Brawii   |          |
| rawijaya              | Universit order not to be a big problem for them in learning speaking. awijaya Universitas   |          |
| rawijaya              | Universitas Brayilla School Soerjo Alam used KTSP as the curriculum of   | Brawijay |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas  | Brawijay |
| rawijaya              | Universithis school. In the syllabus of KTSP, standard competence and basic competences it as  | Brawijay |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas in the English subject, especially the English speaking lesson for tenth grade Universitas   | Brawijay |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas  | Brawijay |
| rawijaya              | University students in the first semester focus on the interpersonal and transactional sites   |          |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas  |          |
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| rawijaya              | Universit communication in the context of daily life. Competence Standard and Basic Brawijay   |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  |
| rawijaya              | Universit Competence are presented in the table below: Universitas Brawijaya Universitas Brawijaya   |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  |
| rawijaya              | Standar Kompetensi Universitas Brawijaya Uni |
| rawijaya              | Universitas E3.a Mengungkapkan sitas 3.1 Mengungkapkan makna dalam y percakapan tas Brawijay   |
| rawijaya              | Universitias Bra makna dalam sitas Brtransaksional (to get things done) dan tas Brawijay   |
| rawijaya              | Universitas Brakapan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima  |
| rawijaya              | Universit as Bradanya Univer dengan menggunakan ragami bahasa lisan tas Brawijay   |
| rawijaya              | Universit as Bra interpersonal sederhana dalam konteks kehidupan sehari-hari tas Brawijay  |
| rawijaya              | Universit as Bradalam konteks dan melibatkan tindak tutur: berkenalan, kabidunan bertamu/ berrisah menyatujui ajakan/  |
| rawijaya              | Universit as Brawlian kehidupan bertemu/ berpisah, menyetujui ajakan/ tas Brawliay undangan, menerima janji, dan   |
| rawijaya              | Universitas Brawijay membatalkan janji.  |
| rawijaya              | Universitas Brawijay   |
| rawijaya              | Universita Universitas Brawijay  |
| rawijaya              | University Diversitas Brawijay   |
| rawijaya              | Universit 2.3 Teacher's Strategies to Solve Students' Problems in Speaking liversitas Brawijay   |
| rawijaya              | Universit  A tagebox plays an important role in the classroom. The role of the tagebox   |
| rawijaya              | Universit A teacher plays an important role in the classroom. The role of the teacher sitas Brawijay   |
| rawijaya              | Universit can support teaching and learning process because the teacher is one of factors Brawijay   |
| rawijaya              | Universita Universitas Brawijay  |
| rawijaya              | Universi that determines whether the teaching will be successful or unsuccessful. He/shesitas Brawijay   |
| rawijaya              | Universitas has responsibility to create an enjoyable learning process, so the students can be Universitas Brawijay.   |
| rawijaya<br>          |  |
| rawijaya<br>          | Universit comfortable in learning English. a Universitas Brawijay  |
| rawijaya<br>          | Universitas Brauliay Universit |
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| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay<br>should be competent to play the roles which stimulating interaction with the<br>Universitas Brawijay   |
| rawijaya              | University students. In addition, the teacher should facilitate the students' learning or control Brawijay   |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  |
| rawijaya              | Universi what they have to learn. Harmer (2007:25) says that there are three roles of a sitas Brawijay   |
| rawijaya              |  |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya teacher for speaking class, namely prompter, participant, and feedback provider. Universitas Brawijaya   |
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| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas  |                       |
| rawijaya              | Universitas BraThe students usually get confused how to express their ideas in accurate it as  |                       |
| rawijaya<br>rawijaya  | Universitas Brawijaya  | Brawijaya<br>Brawijay |
| rawijaya              | Universi English. Here, the teacher has main role to be a prompter who helps the students it as  |                       |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas  |                       |
| rawijaya              | Universito be fluent in speaking English. Assistance given by the teacher can be in the  | s Brawijay            |
| rawijaya              | Universit form of "clue" to continue their activity. The teacher encourages the students to  |                       |
| rawijaya              | Universitas Brawijaya  |                       |
| rawijaya              | Universit participate and give them suggestion about how they should speak and what to saysitas  | s Brawijay            |
| rawijaya              | Universitas Brawi AS RA ijaya Universitas  | s Brawijay            |
| rawijaya              | next. Therefore, the teacher needs to prompt the students with some advices or   | Brawijay              |
| rawijaya              | Universitinformation they need.  |                       |
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| Irawijaya             |  | s Brawijay            |
| rawijaya              | Universi<br>Universi<br>Universi   | 3 Brawijay            |
| rawijaya<br>          |  |                       |
| rawijaya              | Universitas students-centered rather than teacher-centered. It makes the students build ansitas  |                       |
| rawijaya              | University interaction actively in the class. By making a good atmosphere in the class, it will universities   | s Brawijay            |
| rawijaya<br>Irawijaya |  |                       |
| rawijaya<br>Brawijaya | Universitas Universitas Universitas Universitas  |                       |
| rawijaya              | Universitas  Universitas  Universitas  |                       |
| rawijaya              |  |                       |
| rawijaya              | Universitas B<br>Universitas Bra The teacher should provide feedback to the students in order to enhance Universitas   | s Brawijay            |
| rawijaya              | Universi learning and increase the students' achievement. Without any feedbacks given bysitas  |                       |
| rawijaya              | Universitas Brawiik wijaya Universitas   | s Brawijay            |
| rawijaya              | Universithe teacher, the students would do the same mistakes they have made before niversitas  | s Brawijay            |
| rawijaya              | Universitas Brawijaya  | Brawijay              |
| rawijaya              |  |                       |
| rawijaya              | Universit students' problems. Ur (1996:121) gives solution for the teacher to cope their itas  |                       |
| rawijaya              | Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities problems in learning speaking. Those solutions will be provided as follows:  | 3 Brawijay            |
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| 10,111,0110           | SINTERESTAND PROTECTION OF STREET OF |
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| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija  |
| rawijaya              | Universitas BraUsing group work in the classroom can increase the amount of timesitas Brawija  |
| rawijaya              | Universitas Brawijaya  |
| rawijaya<br>rawijaya  |  |
| rawijaya              | Universitspeaking time. Working in group also trains the students who are shy and sitas Brawija Universitas Brawijaya Universitas Br |
| rawijaya              | Universitas Brawijaya  |
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| rawijaya<br>Brawijaya | Universitas Brawijaya  |
| rawijaya<br>Srawijaya | Universitas Brawijaya  |
| rawijaya              | Universitas Brawi  |
| rawijaya              | Universit simple language. It will make the students speak longer, fluently, and without Brawija   |
| rawijaya              | Universit hesitation. The students also understand about the topic given by the teacher sitas Brawija  |
| rawijaya              | Universita Universitas Brawija   |
| rawijaya              | Universitas Brawija  |
| rawijaya              | University A viversity Rrawija   |
| rawijaya              | Universitas Brawija  |
| rawijaya              | Universit The teachers should provide an interesting topic to increase the students'sitas Brawija  |
| rawijaya              | Universita niversitas Brawija  |
| rawijaya              | Université motivation in learning process. If the material provided is clear and can attract the Brawija   |
| rawijaya              | Universit students' attention, the learning process will run smoothly.  Universitas Brawija  |
| rawijaya              | Universitas Universitas Brawija  |
| rawijaya              | Universit4.s Give clear instruction Universitas Brawija  |
| rawijaya              | Universitas B. The teacher appoints a chairperson to each group who will manage Universitas Brawija  |
| rawijaya              | Universitas Bra Universitas Brawija  |
| rawijaya              | University participation to speak English. It is a way to make sure that dominant students it as Brawija   |
| rawijaya              | Universitas Brawija wijaya Universitas Brawija   |
| rawijaya              | Universit give more opportunities for reserved students in speaking English. Feedback Brawija  |
| rawijaya              | reveals the results of the discussion and motivates each students to follow the  |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  |
| rawijaya              | Universitguidelinesijaya Universitas Brawijaya Universitas Brawija   |
| rawijaya              | Universitas Brawijaya  |
| rawijaya              |  |
| rawijaya              | Universitas Br The teacher reminds the students who speak mother tongue to switch back Brawija   |
| rawijaya              | Universitas Brawijaya  |
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| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas  |                          |
| rawijaya              | Universitas Br In speaking class, the students are hoped to express their ideas and  | s Brawijay               |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas  | s Brawijay               |
| rawijaya              | Universitopinions. More practice is very important to develop the students' ability insites  |                          |
| rawijaya<br>rawijaya  | Universitas Brawijaya  | s Brawijay<br>s Brawijay |
| rawijaya              | Universitheir daily life both inside and outside the classroom.rsitas Brawijaya Universitas  |                          |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas  |                          |
| rawijaya              | Margayar activities of learning should be prepared well to develop the   | s Brawijay               |
| rawijaya              | University students' ability in speaking. According to Kavi (2009), there are several activities   |                          |
| rawijaya              | Universitas Brawijaya Universitas  |                          |
| rawijaya              | Universi that can be used in learning speaking such as discussion in group, story telling, sites   |                          |
| rawijaya              | Universitas Brawi JAS R jijaya Universitas   | s Brawijay               |
| rawijaya              | Universitas Blay, speech, debate, dialogue, and reporting.  Universitas Blay Universitas Universitas Universitas Universitas   | s Brawijay               |
| rawijaya              | Universitas Universitas Universitas  | s Brawijay               |
| rawijaya              | Universita   | s Brawijay               |
| rawijaya              | Universi The students are divided in some groups to discuss any kinds of interesting sites   |                          |
| rawijaya              | Universi<br>Universi<br>Universi   | s Brawijay               |
| rawijaya              |  |                          |
| rawijaya              |  | s Brawijay               |
| rawijaya              | Students can create their own stories to tell their classmates or make a   | s Brawijay               |
| rawijaya              |  |                          |
| rawijaya              | Universit brief summary of a tale or story heard from somebody beforehand. Storytelling  |                          |
| rawijaya<br>rawijaya  | Universitas  Universitas  Universitas  Universitas  Universitas  |                          |
| rawijaya<br>Irawijaya |  |                          |
| rawijaya<br>Brawijaya | Universitas Bra Universitas Universitas Bra Un |                          |
| rawijaya              | Universitas Bracole play is a classroom activity which gives the students opportunity to sit as  |                          |
| rawijaya              | Universitas Brawija Wijaya Universitas   |                          |
| rawijaya              | Universi practice the language. Ur (1996:131) defines, "Role play is the activity where it as  | s Brawijay               |
| rawijaya              |  |                          |
| rawijaya              | learners imagine themselves in a situation outside the classroom". Role play can Universitas Brawijaya Universitas Brawijaya   | s Brawijay               |
| rawijaya              | Universi help the students who are shy and unconfident to be active in speaking English, ersitas   | s Brawijay               |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas  | s Brawijay               |
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| rawijaya             | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Universitas                           | Brawijay             |
| rawijaya             | Universitas Br Another activity in the oral skill class is the prepared speech. The  | studentssitas                         | Brawijay             |
| rawijaya             | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya should be able to make a paper based on their ideas and topic chosen. A Universitas Brawijaya  | Universitas<br>fter that,             | Brawijay             |
| rawijaya             |  |                                       |                      |
| rawijaya             | Universities Provided | Universitas                           |                      |
| rawijaya             | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Universitas                           |                      |
| rawijaya             |  | Universitas                           |                      |
| rawijaya             | Universitas Br In this activity, the students are divided into two groups. Then, the   | e teacher                             | Drawijay             |
| rawijaya             | Universitas Brawijaya Universit will give a certain topic as a debate material within two groups. They wil   | Universitas                           |                      |
| rawijaya             |  |                                       |                      |
| rawijaya<br>rawijaya | Universitas Braw' to express their opinion on the topic. At the end, the teacher makes co  |                                       |                      |
| rawijaya             | Universit about the topic that has been already debated.   | Universitas                           |                      |
| rawijaya             | Universita   | Universitas                           | Brawijay             |
| rawijaya             | Universi 6. Dialogue   | hiversitas                            |                      |
| rawijaya             | Universi<br>Universi<br>Universi   | niversitas                            | Brawijay             |
| rawijaya             | Universit Universit  | hiversitas                            | Brawijay             |
| rawijaya             | Universi dialogue in the different topic such as relationship in their family, cult  | ture, i and sitas                     | Brawijay             |
| rawijaya             | Universit  | niversitas                            |                      |
| rawijaya             | University other ideas.  | niversitas                            |                      |
| rawijaya             | University: Reporting  | Universitas                           |                      |
| rawijaya             | Universitas  | Universitas                           | Brawijay             |
| rawijaya             | Universities. In this activity, the teacher asks the students to read newsp  |                                       |                      |
| rawijaya             | Universities B magazine before coming to the class. Then, they should report what the  | hey have                              | Brawijay             |
| rawijaya             | Universitas Bra  | Universitas                           | Brawijay             |
| rawijaya             | Universi found as the most interesting news to their friends.  | Universitas                           |                      |
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| rawijaya             | Universities Br In this research there are two previous studies used by the research   |                                       |                      |
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| rawijaya             | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya relation in this research.   | Universitas                           |                      |
| rawijaya             | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Universitas                           |                      |
| rawijaya             | Universitas BraThe first research was done by Yunita (2014) from Universita  | _                                     |                      |
| rawijaya<br>rawijaya | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Malang, entitled "A study on Teaching of English Speaking Skill  | Universitas<br>at X11-<br>Universitas | Brawijay<br>Brawijay |
| rawijaya             | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Universitas                           |                      |
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** Universitation of SMA Negeri 1 Lawang". This research describes the Universitation of SMA Negeri 1 Lawang". This research describes the Universitation of SMA Negeri 1 Lawang". This research describes the Universitation of SMA Negeri 1 Lawang". This research describes the Universitation of SMA Negeri 1 Lawang". This research describes the Universitation of SMA Negeri 1 Lawang". This research describes the Universitation of SMA Negeri 1 Lawang". This research describes the Universitation of SMA Negeri 1 Lawang of SMA Negeri 1 Lawang of SMA Negeri 2 Lawang of SMA Negeri 2 Lawang of SMA Negeri 3 Lawang of SMA Negeri Universitimplementation of teaching English speaking skill. The subject involves two sites teachers and twenty seven students. This research includes the purpose of teaching Universi English speaking skill, activities in teaching speaking, and also students' problems it as Brawijaya Universitas Brawijaya Universitintruments such as observation, field notes, interview guide, and students' sitas Bi Universit questionnaire. The findings of this research are as follow: first, the purpose of sitas teaching speaking skill for class X11- in language program was to teach the University students in order to make the students are able to speak English. Second, the Universi activities conducted in teaching speaking class were students' presentation, sitas prepared talks, retelling an article from a megazine, acting games, and role play. UniversitThe last, students' problems in teaching speaking class concerned languagesitas problems such as grammar, lack vocabulary, pronunciation, and affective factors Universition as feeling shy and less of confidence. As the result of this study, it is Brawijaya Universi recomended that the English teachers create more interesting activities so that the students, especially who are feeling shy and afraid will be more motivated to Universi speak English. Universitas Brawija Universitas BraThe second research was done by Alfriani (2014) entitled, "The strategies of the second research was done by Alfriani (2014) entitled." Teaching Speaking Applied by the English Teacher of SMP International ersitas Brawijava Universitas Brawijava Universitas Brawijava Universit Laboratorium Universitas Negeri Malang". This study desribes the strategies of sitas Brawijaya Universities Brawijaya Laboratorium Universitas Negeri Malang. It focused on the steps that the teacher Universi done in teaching speaking and obstacles that the teacher experienced in teaching Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya University speaking. This study uses descriptive qualitative. To collect the data, the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi researcher uses two instruments, they are interview guide and observation sheet. sitas The finding shows that to develop students' speaking skill, the English teacher Universitused various teaching strategies in this class or used interesting strategies to avoid Sitas Braw Universitas Brawijaya University study, it is suggested that the teacher should have interesting way in teaching Universit speaking in the class. According to previous studies above, the researcher has similarities with Universition of the studies. It is about speaking skill and using descriptive qualitative. Universi Both of these studies and the writer's research discuss about the English teachers to develop the students' speaking skill. In addition, the similarity with the first Universit previous study is about the students' problems in learning speaking. Then, the sitas similarity with the second previous study is about strategy used by the teacher in Universitieaching speaking. The difference with the first previous study is only focus about Bra Universithe students' problems in learning speaking. The difference with the second previous study is that strategy used by the teacher such as role play, presentation, Universitand storytelling. Meanwhile, the researcher focuses on the students' problems insitas Br learning speaking and to describe what the teacher's strategies to solve their problems in learning speaking. The researcher used Skeffington's theory (2004) to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitidentify the students' problems in learning speaking. Then, the researchers it as identifies the teacher's strategies to help the students in overcoming speaking problems by using Ur's theory (1996). IJaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas **RESEARCH METHOD**s Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brathis chapter discusses the methodology used by the researcher insitas Brawijaya Universitas Brawijaya Universithe research design, data source, data collection, and data analysis. Universitas Brawijaya
Universitas Brawijaya Universit describe the problems faced by the students in speaking English and what thesitas Brawijaya teacher's strategies in solving the students' problems at tenth grader at Islamic Brawijaya Senior High School Soerjo Alam. According to Ary, et.all (2010:29) qualitative Brawijaya rawijaya Universi research is a study to understand a phenomenon by focusing on the words rathersitas Brawijaya than numeric data analysis. Qualitative research is called as a naturalistic research rawijaya Universit method because it is done on natural conditions (natural setting). This researchsit as Brawijaya Universities the fact that happened in the field. The researcher is the key instrument Brawijaya Universities Collecting the data in the form of narrative. Based on Bodgan and Biklen Brawijaya Universit (2003:4-7), the characteristics of qualitative research are as follows; the first one is naturalistic setting. Second, data is collected in the form of words rather than Universit numbers. Third, it concerned with process rather than products. Fourth, it is sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitinductive meaning Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya 2 niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas BraThis research was conducted at Islamic Senior High School Soerjo Alam. rsitas Brawijava Universitas Brawijaya rawijaya University researcher collected the data from tenth grade students and the English teacher assitas Brawijaya Universitas Brawijaya Universit students and there was only one class. The researcher chose tenth grade students Brawijaya Universitat Islamic Senior High School Soerjo Alam since there were many problems facedsitas by the students in learning speaking. It can be seen from the list of students' score. Universit There were 24 students out of 28 students who got score below KKM (Kriteria Sitas Brawijaya Universita
Universita
Universita
Ketuntasan Minimal), in which the score was 75 in speaking English (see Sitas Br appendix 1). Therefore, in this research the researcher would like to explore the University tudents' problems in learning speaking and describes what the teacher's sitas Brawijaya strategies to solve their problems in learning speaking. Universit1.3 Data Collection There were three instruments to collect the data in this research, namely Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya ersi triangulation. It is defined as a process of corroborating evidence from different instruments. In this research, the researcher used more than one instruments to support the findings and to make sure that the results from all instruments are Stas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University accurate. The data was taken from February until March 2016. Some steps used in collecting the data will be described below. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas BraThe a first thing that sthe researcher had done was distributed the sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas questionnaire for the students before teaching and learning process. The purpose Universitas Brawijaya rawijaya Universitives to get information about the students' problems in learning speaking based on sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Skeffington theory (2014). Universitas Brawijaya Universitas Brawijaya Universitas Brahannunah (2009) says, "Questionnaire refers to a set of questions that is Brawijaya s Brawijaya Universitas Brawijaya University written in the places of paper in order to get some information. The researchersitas modified the questionnaire based on Mizayanti (2010). It provided 11 questions Universit(see appendix 2). The time given to answer the questionnaire was about 10<sup>sitas</sup> Brawijaya hiversitas Brawijaya **Interview Guide** After that, the researcher conducted interview with the English teacher to obtain information about the strategies used by the teacher to overcome the University students' problems in learning speaking. Interview guide is defined as the way tositas Brawijaya collect the data by asking questions about the information needed. Ary (2010, University.438) defines interview as a tool to gather data from people about opinions or sitas Brawijaya Universi feelings toward the situations in their own words. The interview guide consisted of 10 questions given to the English teacher who taught in tenth grade students Universit (see appendix 8). In addition, the researcher conducted interview to the students Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit (two female students and three male students) from the list of students's peaking strass Brawijaya rawijaya score (see appendix 1) who got lowest and highest score than KKM (Kriteria Universi Ketuntasan Minimal). The interview guide consisted of five questions to find outsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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| rawijaya | Universitall information about the students' problems in learning speaking (see   | Universitas Brawijay              |
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| rawijaya | Universitas BraThe last intrument used by the researcher was observation chec   |                                   |
| rawijaya | •   |                                   |
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| rawijaya | University process. It focused on what the teacher's strategies to solve students' pro-   |                                   |
| rawijaya | Universitas Brawijaya   | Universitas Brawijay              |
| rawijaya | Universi speaking English. When collecting the data the researcher used   |                                   |
| rawijaya |   |                                   |
| rawijaya | Universitas Braw observation checklist adapted from Nurhanifah (2012) about the strategy  | y used by                         |
| rawijaya | Universit the teacher in solving the students speaking problems based on Ur's theo  | ry (1996)sitas Brawijay           |
| rawijaya | University  | Universitas Brawijay              |
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| rawijaya | Universi 3.4 Data Analysis  | hiversitas Brawijay               |
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit model by Miles and Hubberman, 1987) java Universitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Three activities in analyzing the data were as follows: ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Data Reduction iversitas Brawijaya Universitas Brawijaya process of selecting, focusing, and simplifying the data. The analysis process was sitas Brawijaya as Brawijava Universitas Brawijav Universi began by reading all the data from the various instruments. There were three itas instruments in collecting the data they were questionnaire, interview guide, and observation checklist. After that, the researcher reduced and selected the data into Universi relevant and irrelevant data. The relevant data were analyzed and arranged systematically and the irrelevant data were eliminated. **Data Display** After data reduction, the next step is data display. It presented the data in a Universit clearly and detail. It makes the data easier to be understood. The researcher sitas Brawijaya Universi analyzed the result of the students' problems in learning speaking based on sites Skeffington's theory through questionnaire. After that, the researcher calculated in Universithe form of number and described the data in words. The next step, the researchersitas Brawijaya identified the data from the result of interview with the students about their problems. Lastly, the researcher identified the teacher' strategies to solve the University students' problems in learning speaking based on Ur's theory through interviews it as Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas and observation. In this activity, the researcher tried to classify and presented the whole data based on problems of the study clearly and in detail, so it can draw the Universitas Brawijaya Universitas Brawijaya Universite conclusion. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Conclusion Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas BraFinally, after the whole data had been arranged into good order, the sitas Brawijaya rawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universithe findings. Drawing conclusion is the main purpose of data analysis. It was it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitintended to give meaning to the data that has been analyzed. Brawijaya rawijaya ersitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** rawijaya rawijaya **Universitas Brawijaya** Universit Iniversitas Brawijaya rawijaya rawijaya Universit rawijaya rawijaya niversitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ FINDINGS AND DISCUSSIONS Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Br In this chapter, the researcher presents the result of data analysis aftersitas Brawijaya Universitas Brawijaya University questionnaire, interview, and observation during teaching and learning process. Sitas Brawijaya Universit She also presents the discussion of the findings. Universitas Brawijaya The findings consist of two categories; those are students' problems insitas Brawijaya learning speaking and the teacher's strategies in overcoming the students' speaking problems. The first category was obtained from the result of Brawijaya Universit questionnaire and interview toward the students' problems in speaking, while the stas Brawijaya second category was gained from the result of interview and observation about the University strategies used by the teacher in solving their problems. The findings will besit as Brawijaya presented in detail and organized systematically as follow: Universit4.1.1 raThe Results of Students' Interview about Problems in Learningsitas Brawijaya Universitas BraSpeaking As the objective of this research was to find out the students' problems in Universitian Brawijaya University rawijaya Universi learning speaking, the researcher answered the problem through interview and sit as Brawijaya Universitas Brawijaya students out of 28 students who became the correspondents of the interview Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi process. It was because there were 3 students who got lowest score and 2 students stras Brawijava Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** University who got highest score in English speaking. It can be seen from the list of students's itas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi score (see appendix 1). The interview was done on February 15th, 2016 at Islamics at Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Senior High School Soerjo Alam. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathere were some reasons why the students had problems in speakingsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Shy to speak English Universitas BraThe first case that made the students were difficult in speaking Englishsitas Universities Braw:
Universities Universitall of the students answered the question in the questionnaire "Yes I do". The Sitas Brawijaya Universi students said that they were not confident to speak in front of their friends. Sitas B Furthermore, their friends would laugh if they made mistakes in English. The Universit students felt pressured when the other students laughed them. So, they had no ideasitas Brawijaya how to express themselves. University. Afraid of making mistakes in speaking English The second reason, the students were afraid to make mistakes in speaking English. It happened because they were not fluent in English, lack of grammar Universitknowledge, lack of vocabulary, lack of confidence, and lack of preparation. Insitas Brawijaya addition, they stated that if they did mistakes in speaking, their friends bullied them so the students became lost self-esteem. Universites Lack of motivation in speaking English Universitas Brawijaya The third problem faced by the students to speak English in the class was lack of motivation. They depended on the topic given by the teacher in the class. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi The students said that if the learning topics were fun and attractive, they would be Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universit motivated to speak English. Furthermore, they said that the English teaching and Sitas Brawijaya rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitlearning process did not run smoothly. It was because their friends were noisy, sositas Brawijava ersitas Brawijaya it was annoying for the other students who focused on learning. ersitas Brawijaya rawijaya Universitd. Difficult to find the appropriate vocabulary ersitas Brawijaya Universitas Brawijaya University tudents did not know the meaning of certain vocabularies so they tended to use Sitas Brawijaya UniversitBahasa Indonesia for several times. It was because they were confused what they sit as wanted to say since they did not have enough vocabulary. In addition, they were University afraid if they chose the wrong words, so they looked for dictionary to find the sit Universi meaning of words. Difficult to pronounce English words The students had difficulty in pronouncing English words. All of students it as answered "Yes I do" to the question given. They felt difficult to pronounce certain Universition and writing were quite different. Sit Universi In addition, another cause was that the articulation was not clear enough because they used their own dialect. University. Difficult to speak because of grammar Universitas BraThe next problem was about grammar knowledge. According to the result of students' interview, all the students answered "Yes I do" toward the problem of ersitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit grammar knowledge. They really did not understand about grammar. They saids it as Brawijaya that studying grammar was really confusing and made headache because too Personnecting structure of word formulation that should be understood. In Sitas Brawijaya Universitas Brawijaya

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| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | versitas Brawija                             |
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| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | versitas Brawija                             |
| rawijaya              | addition, they were confused how to apply present, past, and future in Eng   | rersitas Brawija                             |
| rawijaya              | Universitas Brawijaya  | versitas Brawija                             |
| rawijaya              | Universittenses: awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya   | versitas Brawija                             |
| rawijaya              | Universitas Brawijaya  | versitas Brawija                             |
| rawijaya              | Universitas Brawijaya  | versitas Brawija                             |
| rawijaya              | Universitas Branother factor was the classroom atmosphere. The students said that  | thesitas Brawija                             |
| rawijaya              |  | versitas Brawija                             |
| rawijaya              | Classroom atmosphere was adequate to support the students in speaking Engl   | <sup>1sh</sup> .<br>versitas Brawija         |
| rawijaya              | Universi However, some students did not pay attention to the teacher when he g   | versitas Brawija                             |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | versitas Brawija                             |
| rawijaya              | Universitinstruction. It was because they were busy or noisy in the class. The activi  |  |
| rawijaya              | Universitas Braw Univer | versitas Brawija                             |
| rawijaya              |  |  |
| rawijaya              | opinion related to the material.   | versitas Brawija                             |
| rawijaya              |  | versitas Brawija                             |
| rawijaya<br>rawijaya  |  | versitas Brawija                             |
| rawijaya<br>Irawijaya | The students did not want to speak English and they were difficult   | versitas brawijā<br>t to<br>versitas Brawijā |
| rawijaya<br>Brawijaya | Universi speak because they tended to use mother tongue rather than English in   |  |
| rawijaya              |  | versitas Brawija                             |
| rawijaya              | Université learning process. In the class, they used their mother tongue or Bahasa Indone  | esia<br>Versitas Brawiia                     |
| rawijaya              |  | versitas Brawija                             |
| rawijaya              | so votat times occasso they for amaterial to speak English.  | versitas Brawija                             |
| rawijaya              | Universitas I Universitas I Universitas I  | versitas Brawija                             |
| rawijaya              | 4.1.2 The Results of Students' Questionnaire toward Problems in Learn  | ing<br>versitas Brawija                      |
| rawijaya              |  | versitas Brawija                             |
| rawijaya              | Universitas Braw / Jaya Univer | versitas Brawija                             |
| rawijaya              | Universitas BraWhen the students were speaking, they faced some troubles in express  | ingsitas Brawija                             |
| rawijaya              | Universitas Brawijay and feelings. The students speke with heitency and  | versitas Brawija                             |
| rawijaya              | their ideas, opinions, and feelings. The students spoke with hesitancy and   | versitas Brawija                             |
| rawijaya              | Universi happened in almost students in that class. The students' difficulties in Eng  |  |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ   | versitas Brawija                             |
| rawijaya              | Universi communication must be solved as soon as possible in order not to be a   |  |
| rawijaya              | DIODIEIII.   | versitas Brawija                             |
| rawijaya              |  | versitas Brawija                             |
| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | versitas Brawija                             |

Universitas Brawijaya Universitas Branch of students' interview related with the problems in speaking sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University were resported by the students' questionnaire. The researcher gave the sites tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawij Universitas BraThe a first Lquestion in Ethis (questionnaire Swas about the students's it Universitas Brawijaya students out of 28 students or 89.2% said that speaking skill was very important. UniversitThey argued that speaking ability would help them to speak with foreigner, to dositas presentation in the class, and to look for a job. Then, there were 3 students or ersi 10.7% stated that speaking skill was important. They considered that speaking Universi English was used to speak with people from different countries, but seldom to be used in the class. None of them stated that speaking skill was not important. The second question was about the students like to speak English in the class. The result of questionnaire revealed that, there were 7 (25%) students liked ersito speak English in the class. The students argued that English is widely used by Sitas Brawijaya many people in the world so they wanted to improve their speaking. Meanwhile, 57.1% showed that 16 students liked to speak English in the class occasionally. UniversitThey stated that English speaking was difficult for them, especially the way howsitas Bra to express opinions. Then, 5 students or 17.8% argued that they did not like to speak English in the class. The reason was because the students did not master sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi English subject, so they could not speak in English fluently. Basically, thesitas students were expected to have enthusiasm in learning speaking. If the students had a great intention in speaking English, they would be able to produce English Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University both inside and outside the school in expressing what they wanted to say freely ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitwithout worry of making mistakes awijaya Universitas Brawijaya Universitas The third question (see appendix 2) asked about the students' difficulties Universiting speaking English. There were 19 students or 67.8% who responded it as Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universit "Frequently" toward the statement that they had problems in learning speaking. They thought that speaking contained of grammar and vocabulary so they were Universit difficult to memorize without any practices. Meanwhile, there were 9 students or sit 32.1% who chose "Occasionally". Their problem was difficult to arrange the sentence in English. The last, there was no student who responded "Never" about Universi the problems in learning speaking. The fourth question was the problem encountered by the students in Universi learning speaking, it was peer pressure. The students did not want to speaksitas English because they felt shy. Most of them 57.1% stated that they were often shy to speak English in the class because they were not confident and nervous when sites they spoke in front of their friends. While, there were 25% showed that 7 students were ashamed to speak English occasionally. The reason was their friends laughed Universithem when they did some mistakes in speaking English. Then, there were 5 sitas Bi students or 17.8% who responded "Never". They did not feel embarrassed in expressing their opinions in English because they believed that they had to roll as Brawijaya Universitas Brawijaya Universitas Brawijaya University practice it so they could speak English fluently outside or inside the classroom. Universitas Brawijaya were 13 students or 46.4% did not want to speak English because they were afraid Universitas Brawijaya Universitas Brawijaya Universi of making mistakes. It was because they were afraid with their teacher and they Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** would get bullied by their friends if they did mistakes. Meanwhile, 25% of them ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi chose "Occasionally". They told that they were lack of vocabulary, grammar, had no idea, less fluent in English, lack of confidence, and ridiculed by their friends. Universi Therefore, they lost self-esteem to speak in front the class. The last, 28.5% or 8 leas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita Universithe English teacher would help them when they made mistakes. Wijaya Universitas BraThe sixth question asked about the students' motivation in speaking English. According to the result of questionnaire number 6 (see appendix 2), there were 5 students or 17.8% who were motivated to speak English in the class. They Universi argued that they wanted to master English so they could get good score and communicate with the people from aboard. Then, 35.7% showed that 10 students Universit were occasionally motivated to speak English. They depended on the topic givensit by the English teacher. The last, 46.4 % or 13 students chose "Never". The students stated that they did not like English, felt inferior, lazy, and passive in the class. They also said that they needed some interesting topics to make them able to participate actively in the class. Universitas Br In the seventh question (see appendix 2), the problem faced in speaking by the students was vocabulary. There were 20 students or 71.4% who responded "frequently" toward the statement that they had problem in vocabulary. They did University not understand the words in English and they were difficult in expressing their itas ideas appropriately. Moreover, they were not able to memorize vocabularies in a short time because many vocabularies in English had a lot of meaning. In every rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers observation, the students opened their dictionary or asked the teacher when they Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya wanted to speak. While, 28.5% of them stated that they felt difficult to speak Universitas Brawijaya Universitas Brawijaya Universit English because they did not have sufficient vocabulary mastery. The students it a ersitas Brawijaya Universitas Brawijaya Universitiearning wijaya Universitas Brawijaya Universit Most of them 67.8% stated that they encountered the problem in pronunciation. Sites UniversitThey said that the English pronunciation was not easy to understand because it it as was different from what was spoken in Indonesian. Next, there were 28.5% or 8 University students who responded "Occasionally". They were confused how to pronounce it Universi correctly because what is written and pronounced were quite different. Then, only one student had no problem in pronunciation. He felt easy to pronounce the words Universitin English. It happened because they often read the book and listened to the English song. The ninth question was about grammar. Most of the students or 78.5% of Universi participant had trouble in grammar when they spoke English. They stated that grammar knowledge had many structures of word formulation that must be Universit memorized by the students. It was one factor that made them difficult to speak insitas Br English. While, there were 6 (21.4%) students stated that they did not understand and they were not sure when they wanted to produce English sentence by using Universitas Brawijava Universitas Brawijava Universit correct grammar. None of them stated that they did not have problem in grammarsitas Brawijaya ersitas Brawijava knowledge. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities BroThe tenth question was about the classroom atmosphere in supporting the students to speak English. There were 6 students or 21.4% who chose Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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| rawijaya               | Universitas Brawijaya Univ                                       | ersitas Brawijaya U                           | niversitas Bra                     | wijaya              | Univ <sup>25</sup> sitas    | Brawijaya |
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| rawijaya               | Universitas Brawijaya Univ                                       | ersitas Brawijaya U                           | niversitas Bra                     | wijaya              | Universitas                 | Brawijaya |
| rawijaya               | Universit "Frequently" toward                                    | the statement. To supp                        | ort or motivate                    | wijeystu            | idents in sitas             | Brawijaya |
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| rawijaya               | Universitactivities to improve the                               | e students' speaking sk                       | ill. Meanwhile, 6                  | students            | (21.4%)sitas                | Brawijaya |
| rawijaya               | Universitas Brawijaya Univ                                       | ersitas Brawijaya U                           | niversitas Bra                     | wijaya              | Universitas                 | Brawijaya |
| rawijaya               | Universitisaid that the classroom                                | in atmosphere did not                         | support the stuc                   | ients in            | speaking                    | Brawijaya |
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| rawijaya               | Universitas Brawijaya  |   |                                    | wijaya              | Universitas                 |           |
| rawijaya               | Universitas BraTo make it clea                                   |   | problems in lear                   | ning spea           |                             |           |
| rawijaya               | Universitas Braw<br>Universitas Braw<br>Universitas Braw         | 1.1 below.                                    | ) . I                              | vijaya              | Universitas                 |           |
| rawijaya               |  |   | YL.                                | va                  | Universitas                 |           |
| rawijaya<br>           | Universit Table 4.1.1 Students'                                  | problems in learning sp                       | oeaking                            |                     | Universitas                 |           |
| rawijaya               | Universita No.   | 420 (CL) (                                    | Students who e                     | vnerience           | Universitas                 |           |
| Irawijaya              | Problems Faced   | by Students in Learning                       | problems in lea                    | •                   | king                        | Brawijaya |
| Irawijaya              |  | Speaking                                      | Number of students                 | Percentag           | ,                           | Brawijaya |
| Irawijaya              | Universi 1. Peer Pressure:                                       | Shy to speak English                          |                                    | 57.1%               | hiversitas                  |           |
| rawijaya               | Universit  | Afraid of making mistakes to speak            | 13 students                        | 46.4%               | niversitas                  |           |
| Irawijaya              | Universit  | mistakes to speak<br>English                  | 77                                 |                     | niversitas                  |           |
| rawijaya               | Universit 2. Lack of Motivation Universit 3. Lack of Support cor | egipte of two                                 | 13 students                        | 46.4%               | Iniversitas                 |           |
| rawijaya               | Linquietice  | Vocabulary                                    | 20 students                        | 71.4%               | Universitas                 |           |
| rawijaya<br>rawijaya   | Universities problems  Universities problems                     | Pronunciation                                 | 19 students                        | 67.8%               | Universitas                 |           |
| rawijaya<br>rawijaya   | Universitas B  | Grammar                                       | -                                  | 78.5%               | Universitas Universitas     |           |
| Irawijaya<br>Irawijaya | Universit <del>as Bl.</del><br>Universitas Bra                   |   |                                    | AV2                 | Universitas                 |           |
| rawijaya<br>Brawijaya  |  | uaction in this succession                    | nnaira aalzad al                   | aya                 | studentssitas               |           |
| rawijaya<br>Irawijaya  | Universitas BrThe eleventh q<br>Universitas Brawii               | uestion in this questio                       |                                    | wijaya              | Universitas                 |           |
| rawijaya<br>Irawijaya  | Universi frequency in using mot                                  | her tongue rather than E                      | English. The stud                  | ents were           | e hesitant <sub>sitas</sub> | Brawijay  |
| rawijaya               |  |   |                                    |                     |                             |           |
| rawijaya               | University to speak English becar                                | use they tended to use<br>ersitas Brawijava U | their mother tor<br>niversitas Bra | igue in t<br>Wijaya | ne class.<br>Universitas    | Brawijava |
| rawijaya               | Universi There were 26 students                                  |   |                                    |                     |                             |           |
| rawijaya               |  |   | •                                  | _                   |                             |           |
| rawijaya               | Universitas Brawijaya Univ<br>Universitas Brawijaya Univ         | they felt awkward when                        | n they speak Eng                   | glish. In           | addition,<br>Universitas    | Brawijaya |
| rawijaya               | Universit they did not master voc                                |   |                                    |                     |                             |           |
| rawijaya               | Universitas Brawijaya Univ                                       | ersitas Brawijaya U                           | niversitas Bra                     | wijaya              | Universitas                 | Brawijaya |
| rawijaya               | Universitended to use mother to                                  | ngue because they had t                       | roubles with their                 | speaking            | g-Universitas               | Brawijaya |
| rawijaya               | Universitas Brawijaya Univ                                       | ersitas Brawijaya U                           | niversitas Bra                     | wijaya              | Universitas                 | Brawijaya |
| rawijaya               | Universitas Brawijaya Univ                                       | ersitas Brawijaya U                           | niversitas Bra                     | wijaya              | Universitas                 | Brawijaya |
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Universitas Brawijaya Universitas Braccording to the results of questionnaire and interview above, it can be Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi concluded that the students met the problems in speaking English. They were shys it as and afraid of making mistakes, lack of motivation, and lack of vocabulary, University ronunciation, grammar knowledge, wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The Results of Interview toward the Teacher's Strategies to Overcome **Universitas BrStudents' Speaking Problems** Universitas Br As the objective of the research was to describe the teacher's strategies to Universities Brancher's problems in speaking, the researcher answered it based on the Universitinterview and observation with the English teacher at Islamic Senior High Schoolsitas Soerjo Alam. The teacher's interview was done on February, 19th 2016 at Islamic Senior High School Soerjo Alam. The English teacher who helped the researcher in conducting this study was Mr. Haris S.Pd. The educational background of the teacher was S.Pd in Universit English language education program Faculty of Cultural Studies Universitassitas Brawijaya Brawijaya Malang. The teacher was a fresh graduate in 2016. He has been Universities English for 5 months at Islamic Senior High School Soerjo Alam. Universities Universitas Br According to the result of the interview, the teacher said that speaking was very important to communicate with others. If the students could master English, they would be successful in the school and later in phase of life. In addition, he las Brawllaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya said that the learning of speaking was very important for the students to make English teaching and learning process run successfully. However in this school, Universi reading and listening skills were more emphasized rather than speaking skill. It is sit as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya because in students' final examination, speaking skill is not included.

Universitas Brawijaya Universitas Brased on the English teacher's experiences, the students had difficulties in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitheir speaking. The teacher said that the students were lack of vocabulary and stass pronunciation. They were not confident to speak in front of other students. When Universi the students had a problem in grammar, the teacher suggested the students to not sit as Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas BraTo overcome the students' problems in speaking, the teacher had strategies itas to solve their problems. First, most of the strategy used by the teacher was group Universities believe their problems. The students to make dialog or role play and they had to University
University present it in front of the class. The students were asked to make role play or dialog in a group. The teacher said that the students preferred to do work in the group Universitrather than individual. It was because the students felt difficult when they were sitas given a task individually. This strategy helped the students who were shy and afraid to speak in front of the class. In addition, they got additional vocabulary Brawijaya Universitand checked other error in pronunciation and also grammar knowledge. Second, the teacher used simple language to make the students understand Universithe material. The teacher said that they looked for the language as simple assitas Brawijaya possible so the students could comprehend toward the teacher's intention. He never used difficult language because the students would be confused and bored Universitin learning process. Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers Third strategy was giving an interesting topic. According to the result of interview, the teacher said that he tried to use interesting topic and it was never Universitas Brawijava University out of the learning objectives. He looked for information related with materials Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universi express themselves. By using interesting topic, the students were motivated to a tas Brawijaya Universitas Brawijaya Universitas Brawijaya speak English although they mixed it in Bahasa Indonesia. tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathe fourth strategy was the teacher gave clear instruction. Clear guidelinessitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universities teacher repeated his instructions to make the students knew what to do. If the Universitinstruction given to the students was unclear, they would be confused and the sitas learning activities would not run smoothly. The teacher also regulated participation for the students who were just silent or noisy in the classroom. Iniversit The last strategy was reminding the students to switch back in English when they used their mother tongue. Based on the result of interview, the teacher Universitsaid that he reminded the students to speak English and he tried to invite thesitas students to communicate in English, so that they could express their opinion in Universitheir own language. Here, the students tended to use Bahasa Indonesia or their sitas Brawijaya Universi mother tongue (Javanese) when delivering their opinion. However, when the teacher reminded them, they mixed it with English or tried to speak English fully. Universitas BraThen, the seventh question asked about whether the strategies used by thesitas Bra teacher were successful or not. The teacher said that his strategies sometimes run smoothly. All strategies given depended on the students' situation. If the students rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi felt interested and motivated to speak English, they would be able to speaks as Bra English. Meanwhile, the students who were not serious or passive during teaching and learning process would not reach the learning objectives. Prawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Br Next, the result of interview was about the obstacles in teaching speaking. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi The teacher had obstacles in teaching speaking because the students did not have sit as sufficient vocabulary and they were difficult to pronounce words in English. In University addition, they were lack of motivation and shy to speak in front of the class. Here, sitas Brawijaya Universitas Brawijaya University performed individually or in group, the English teacher could not focus on the Brawijaya University students who spoke or performed. It was because the other students were noisysitas Universitas Braw' Universitas Braw' Universitas Braw' Universitas Universitas Universitas Then, the next question was whether during the teaching and learning Universitation Universitati Universi process, the students speak fluently or not. Based on the teacher's opinion, it its B showed that the students were still lack in English speaking. Therefore, the Universit English teacher tried to look for appropriate strategies or he reminded them tositas speak English so they could improve their speaking skill. From the result of preliminary study, the English teacher said that the Sitas Brawijaya Universi students had problems in learning speaking, especially tenth grade students. It happened because of the transition from Junior High School to Senior High Universits chool. The tenth graders had little experience in learning English. It can be seensitas Brawijaya from the list of students' score, (see appendix 1) most of the students got lower Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitias Brathe last question asked about the other strategy used by the teacher tositas Brawijaya overcome the students' problems but it is not yet implemented. Based on the result of interview, it showed that the teacher wanted to improve their vocabulary Universito make them fluently in speaking English. The teacher asked the students Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University memorize vocabulary at least 10 words in each meeting related with the material. Sitas Brawijaya rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi So, the students had preparation to be able to speak English without opening their sitas Brawijava dictionary. The teacher hoped that they could deliver their ideas in the form of Universit correct sentence by using vocabulary that had been learnt. S Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The Results of Observation toward Teacher's Strategies to Overcome Universitas BraStudents' Problems in Learning Speaking. 38 Brawijaya Universitas Br The teacher's strategies to solve the students' problems above were Universities Break supported by the results of observation during English teaching and learning Universit process. The researcher collected the data on February 19th until 26th 2016 atsitas Brawijaya Islamic Senior High School Soerjo Alam. Universita. First Observation The first observation was held on February, 19th 2016. From the Universit observation checklist (see appendix 11), the material that provided by the English Sitas Brawijaya Universiteacher was "Inviting Someone". In the beginning activities, the teacher opened sites the activities through greeting to the students. Then, the teacher explained about Universithe material that would be done at that day. The teacher used English and Bahasasitas Brawijaya Indonesia in explaining the material. It made the students understood easily. After explaining the material clearly, the English teacher gave instruction to the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit students to make a group. The students were asked to do role play related to thesitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi material. However, there were some students still confused what the teacher had said, so he should repeat again in order to make them understand. He divided the Universi students into four groups that consisted of 7 students and he asked the students to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawiiava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya universimake the dialog so there were some students who got a little dialogue. After that, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universithe students were asked to come forward and practiced the role play with their Brawijava versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas partners. Here, the teacher used interesting topic to the students because they were versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas rawijaya Universifree to create their own strory. It made the students were motivated to speaks it as Brawijaya Universitas Brawijaya University when they spoke so the teacher reminded them to switch back in English. The Brawijaya as Brawijava Universitas Brawijava Universiteacher also paid attention to all students, especially the students who were noisysitas Brawijaya and busy in the class so the learning processes run smoothly. Here, the English Universitieacher also gave corrective feedback to the students. Some students had sitas Brawijaya Universi difficulties in pronouncing words, such as when the students pronounce invite, itsitas B should be pronounced {invait}, but the students said {invit}. Then, the students Universitalso did grammatical error, such as Sinta invite you?, the correct grammar is "Issitas" Sinta invite you?". **Universit2. Second Observation** The second observation was conducted on February, 22<sup>nd</sup> 2016 (see University appendix 12). The class began with the greeting of the teacher to the students. In Sitas Brawijaya Universithe second meeting, the teacher gave the same topic about "Inviting Someone". The teacher just explained a little bit to make the students remembered the University that had been explained in previous meeting sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br In this meeting, the teacher asked to the students to continue the role play, stas Br especially the students who did not come in front of the class yet. The students Universitas Brawijava Universitas Brawijava Universit were asked to make a group work as before with simple language in giving thesitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universities instruction. It made the students did not misunderstand with the ersitas Brawijaya Universitinstructionsava Universitas Brawijaya During teaching and learning process, the classroom atmosphere in the Universit class did not run smoothly. It was because the teacher was difficult to handle thesitas Brawijaya Universitas Brawijaya Universit them were busy, noisy, and sleepy in the class. They did not pay attention to their Universi friends who practiced in front of the class. In addition, there were some students in used Bahasa Indonesia when they spoke. Then, the teacher reminded them to speak English in order to make the students used English in several times. **Third Observation** The third meeting of the observation was held on February, 26<sup>th</sup> 2016. The versi class began with greeting of teacher to the students. After that, the teacher explained the material that would be done that day, it was about "Descriptive UniversitText". First of all, the teacher explained the material about the definition, sitas Brawijaya function, structure, and example of descriptive text. In delivering the material the Universities teacher used simple language in order to make the students understood the Universi material well. After explaining the material, the teacher asked the students to write their name on paper and then he collected it. After that, he scrambled the paper and divided the paper to the students. Every student got a paper containing the name of other student. The teacher asked the students to describe their friends according University to the name in the paper that the students got in front of the class. The students it as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit described their friends based on what they had seen and the other students guess Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe name of their friend. It encouraged the students' motivation to improve their ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi speaking. The teacher reminded them when they used Bahasa Indonesia to switch sizes back in English or they mixed it with English, but some students did not care what Universitivas beingisaid by the English teacher. Jijaya Universitas Brawijaya University the teacher monitored the students both active and passive sitas Brawijaya Universitstudents. If the teacher gave a task to the students, it was not dominated by sit as talkative students, but the passive students were supported to be active in speaking English. It showed that the students conveyed their opinions although they mixed Universi it with Bahasa Indonesia. The teacher gave the corrective feedback to the students when the students Universit made mistakes in their speaking. Here, they had the grammatical error, forsitas example "She have pointed nose", "She wear a brown veil", the correct grammar Universitare "She has pointed nose", she wears a brown veil. The feedback given to the Sitas Brawijaya Universi students was very helpful in order to make the students do not make the same mistakes they have made before. Universitas Br Based on the results of interview and observation, the English teacher used the strategies mentioned above. Those strategies were used group work, used simple language, used interesting topic, gave clear instructions, and reminded the ersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universi students to switch back in English. All of these strategies should be implemented it as Brawijaya Universities Brawijaya as much as possible in order to solve the students' speaking problems. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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| rawijaya              | Universitas Br In this part, the researcher discusses the results after analyzing   | the data sitas             | Brawijay             |
| rawijaya<br>rawijaya  | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya From the findings, the researcher divided the discussion into two parts. Universitas Brawijaya Universitas Brawijaya  | Universitas<br>They are    | Brawijay<br>Brawijay |
| rawijaya              | Universi students' problems in learning speaking and the teacher's strategies to  |                            |                      |
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| rawijaya              | Universitas Br. In learning speaking, most of students get some troubles in p   |                            | Brawijay             |
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| rawijaya              | their speaking competence. The students have limited time to learn Engl<br>Universities   | Universitas                | Brawijay             |
| rawijaya              | Universithe class and it made them less practice to speak English.  | Universitas                |                      |
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| rawijaya              | Universi Skeffington (2004) says that there are some reasons which  | make the liversitas        | Brawijay             |
| rawijaya              | Universi students difficult in speaking English. They are peer pressure, lack of m  | notivation sitas           | Brawijay             |
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| rawijaya              | Universi and lack of support. The first problem, the students do not speak Englis   | h becausesitas             | Brawijay             |
| rawijaya              | University of peer pressure. In this research, most of the students were shy and  | Iniversitas<br>afraid to   | Brawijay             |
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| rawijaya              | Universit speak English in learning process. It happened because they were laughe   | -                          |                      |
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| rawijaya              | Universit English in front of the whole class.  Universitas Brawijay  | Universitas<br>Universitas |                      |
| rawijaya<br>Irawijaya | The second problem, the students are lack of motivation to spea   | ak English                 | Brawijay             |
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| rawijaya              | Universit materials, given by the teacher. If the materials presented with  | enjoyable                  | Brawijay             |
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| rawijaya              | atmosphere it could attract students' attention. They also would be int   | erested in                 | Brawijay             |
| rawijaya              | Universi the material and motivated to speak English. Moreover, they did not like   |                            |                      |
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| rawijaya              | English because they were lazy and they felt inferior with their friends.   | Universitas                |                      |
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brahe last problem is lack of support. There are two kinds of support, they sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitare: Blinguistics support and classroom atmosphere. The linguistics supports tas Brawijaya includes all the difficulties find by the students in learning language related to rawijaya University ocabulary, pronunciation, and grammar knowledge. In class tenth, the students sit as Brawijaya Universitas Brawijaya University ocabulary, grammar, and also pronunciation. The second was classroom Universitatmosphere including the activities to enhance the students' speaking skill. The state of the students are students as the students are students as the students are students. activities supported them to speak English were dialog, role play, and students Universitation. Teacher's Strategies to Overcome Students' Problems in Learning Speaking. The strategies used by the teacher are very important to solve the students's itself. problems in speaking. It is because the strategies used by the teacher would Universit determine the success of students in learning speaking. Generally, the students sit as Brawijaya will feel comfortable when the learning environment is satisfactory and suitable Universitivith the students' needs. By using appropriate strategies, the students will be strategies are strategies. University motivated to be able to speak English since they will try to achieve the learning objectives in speaking. Universitas Brothe teacher had to create the atmosphere in the classroom to be sitas Brawijaya comfortable and make the strategy used run smoothly. The teacher also provided the activities to promote students' speaking skill. The examples of speaking Universitas Brawijava Universitas Brawijava University activities used in the class such as role play, dialog, and giving opinions. By using sitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas these activities, the students were expected to express their ideas in the class. The **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University problems faced by the students caused them difficult in speaking English in the Sitas Brawijaya rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit class. They felt shy with their friends, afraid of making mistakes, lack of sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya vocabulary, grammar, and etc.
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Br Ur (1996) suggests some solutions to the teacher to reduce speakingsitas Brawijaya Universitas Brawijaya Universit clear instruction, and reminding the students to switch back in English. Universitas Br First strategy, the teacher used group work. Using group work increased the amount of the students' participation in speaking English. The students shared information through the group, made conversation, and checked others error. Its itas Brawijaya Universi also gave extra additional vocabulary to the students. This strategy also trained the sitas students who were shy and afraid of making mistakes to speak in front of the Universityhole class. Second strategy was using the language as simple as possible. The teacher Universita Universitused easy language in order to make the students understood the materials. If the students understood the materials. language use by the teacher is very complicated, the students will not understand and they feel bored in learning speaking. It will affect motivation in learning Universitspeaking. Third strategy was about an interesting topic. The teacher chose the topics based on the themes being studied and it was not out of the theme. He selected the Universitas Brawijava Universitas Brawijava Universitopics based on what was preferred by the students. So, they were motivated to it as Universitas Brawijaya class ensured the students' motivation to speak English. tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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| Universitas Bragourth the teacher gave clear instruction when he assigned to   | ask to the Sitas Brawijay   |
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| Universi students. The clear guidelines made the students understood what was  | deliveredsitas Brawijay   |
| by the English teacher. If the teacher gave unclear instruction, it would  | Universitas Brawijay  |
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| participation to speak English in the class in order all of the students go  | t a chance  |
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| to speak English.  |   |
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| Universita Those strategies above were used by the English teacher to  | Solve the Brawijay  |
| University students' problems in learning speaking. All of that should be pa   | assed landsitas Brawijay  |
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| Universities Problems in speaking. It depended on whether the students were serious  | Universitas Brawijay<br>s or not in   |
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| Brawijaya | Universitas BThis research belongs to descriptive qualitative. The subjects of this study tas Brawijaya   |
| Brawijaya | Universitas Universitas Brawijaya   |
| Brawijaya | Universwere tenth grade students and one English teacher at Islamic Senior High School as Brawijaya   |
| Brawijaya | Universi  |
| Brawijaya | University Soerjo Alam. In this research, the researcher wants to know about the problems of the University Brawijaya   |
| Brawijaya | Universitudents and teacher's strategies to help the students in overcoming speaking as Brawijaya   |
| Brawijaya | Universit hiversitas Brawijava  |
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| Brawijaya | Universita Universitas  Based on the results of students' questionnaire and interview in previous Brawijaya Universitas  Based on the results of students' questionnaire and interview in previous Brawijaya                |
| Brawijaya | Universitas Universitas Brawijaya   |
| Brawijaya | Universchapter, it can be concluded that the students had difficulties to speak English in the tas Brawijaya  |
| Brawijaya | Universitas Lass. There were some problems which hampered the students in speaking. They  |
| Brawijaya | Universitas Bital Da Universitas Brawijaya  |
| Brawijaya | Universwere peer pressure, lack of motivation, and lack of support. All of problems faced by tas Brawijaya  |
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| Brawijaya | Universithe students were feeling shy and afraid of making mistakes, lack of motivation, and as Brawijaya   |
| Brawijaya | Universitas Brawijaya lack of vocabulary, pronunciation, and grammar knowledge. Those problems  |
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| Brawijaya | Universoccurred when they were doing speaking activities in the class. rawijaya Universitas Brawijaya   |
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| Brawijaya |   |
| Brawijaya | Universities some teacher's strategies that could overcome the students' problems in learning tas Brawijaya   |
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| Brawijaya | Universpeaking. The first strategy used by the teacher was making group work. Second, the tas Brawijaya   |
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| Brawijaya              | Universteacher used simple language in order to make the students understood the   | ne material tas Brawijaya          |
| Brawijaya              | easily. Third strategy was an interesting topic. It made the students me   | Universitas Brawijaya              |
| Brawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  | Universitas Brawijaya              |
| Brawijaya              | Universipeak English. Fourth, the teacher gave clear instruction. Lastly, the Engl   |                                    |
| Brawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya reminded the students who spoke mother tongue or Bahasa Indonesia to s   | Universitas Brawijaya              |
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| Brawijaya              | Universin English. All the strategies above were used by the teacher in overc  | comingethe tas Brawijaya           |
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| 2 2                    | Universtudents' problems in speaking.  | Universitas Brawijaya              |
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| Brawijaya              | University Based on the research findings, the researcher proposes some sugg   |                                    |
|                        | Universite better strategies to be used by the teacher to solve the students' puniversi  | N hiversitas Brawijaya roblems at  |
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| 3 3                    | Offiversit   | niversitas Brawijaya               |
| Brawijaya              | Universita  The teacher's strategies have been adequate to help the students' purpose to help the students' purpose to help the students.  | roblems in tas Brawijaya           |
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| Brawijaya              | Universpeaking, but the English teacher could implement the strategy as much a   |                                    |
| Brawijaya              | Universities In addition, the teacher can improve the students' performance frequently Universities B.   | Universitas Brawijaya<br>by adding |
|                        |  |                                    |
| Brawijaya              | Universither activities such as storytelling, presentation, speech, and debate, etc. B   |                                    |
| Brawijaya              | Universities Braw Jaya Universities teacher should give more attention to the students' speaking equally. Further  | Universitas Brawijaya              |
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| Brawijaya              | Universities Brawii avaite teacher should look for more strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve their problems in speculiary and the strategies again to solve the strategies again to so | aking.                             |
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| rawijaya              | Universitas                | Students like to speak English in   | 7                | sitas 16<br>sitas Brawija |                  |         | Brawijay             |
| rawijaya              | Universitas                | the class.                          | 25%              | 57.1%wija                 | ya17.8%          | ersitas | Brawijay             |
| rawijaya              | Univers t3.s               | Students have difficulties to       | 19               | 9 awija                   | ya Unive         | ersitas | Brawijay             |
| rawijaya              | Universitas                | speak English in the class          | 67.8%            | 32.1% dia                 |                  |         | Brawijay             |
| rawijaya              | Universitas<br>.4.         | Students are shy to speak           | 16               | 7                         | <b>1</b>         |         | Brawijay             |
| rawijaya              | Universitas                | // / W                              | - 15 F           |                           | Unive            | ersitas | Brawijay             |
| rawijaya              | Universita                 | English in the class.               | 57.1%            | 25%                       |                  |         | Brawijay             |
| rawijaya              | Univers 5.                 | Students are afraid of making       | 13               | * 7                       |                  |         | Brawijay             |
| rawijaya              | Universi                   | mistakes to speak English           | 46.4%            | 25%                       | 28.5%            |         | Brawijay             |
|                       | Univers 6.                 | Students are motivated to speak     | 5                | 10                        | 13               |         | Brawijay             |
| rawijaya<br>          | Universit                  | English.                            | 17.8%            | 35.7%                     | 16 10/           |         | Brawijay             |
|                       | Univers tal                | Students have problem of            | 20               | 8                         | Inive            |         | Brawijay             |
| rawijaya<br>          | Universit?                 | 1 137 2316                          |                  |                           |                  |         | Brawijay             |
| rawijaya              | Universita                 | vocabulary to speak English         | 71.4%            | 28.5%                     |                  |         | Brawijay             |
|                       | Universitas                | Students difficult to pronounce     | 19               | 8                         | Ψnive            | ersitas | Brawijay             |
| rawijaya              | Universitas                | English words                       | 67.8%            | 28.5%                     | 3.5%             | ersitas | Brawijay             |
|                       | Universitas<br>Universitas | Students feel worry about           | 22               | 6                         | V                |         | Brawijay             |
|                       |                            | grammar to speak English            | 78.5%            | // //                     |                  |         | Brawijay             |
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| rawijaya<br>Irawijaya | Universitas                | Activities given by teacher to      | 6                | 16 Wija                   |                  |         | Brawijay<br>Brawijay |
| rawijaya              | Universitas                | develop students speak English.     | 21.4%            | 57.1% sitas Brawija       | 21.4%            | ersitas | Brawijay             |
|                       | Universitas                | They are dialogue role play         | _                | sitas Brawija             |                  |         | Brawijay             |
| rawijaya              | Universitas                | and students (opinion itas Brawi    |                  |                           |                  |         | Brawijay             |
|                       | Universitas                | Students are often using mother     |                  |                           |                  |         | Brawijay             |
| rawijaya              | Universitas                | tongue rather than English Brawi    | iava Univer      | sitas Brawija             |                  |         |                      |
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| rawijaya | • difficult to find the appropriate vocabulary  | Universitas Brawijay              |
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| rawijaya | • difficult to speak because of grammar Universit   | hiversitas Brawijay               |
|          | • the atmosphere of classroom is not support to speak English   | niversitas Brawijay               |
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| rawijaya | • frequently use mother tongue to speak in the class.   | Universitas Brawijay              |
| rawijaya | Universitas 5. What is your opinion, are the teacher'strategies approprite and sup  |                                   |
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| rawijaya             | Appendix 7. Transcript of Interview Guide with the Students   Universitas  | Brawijay             |
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| rawijaya             | University Student 3: Tidak, karena apa yabahasa Inggris itu bahasa asing jadi saya  | 2rawijay<br>2rawijay |
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| rawijaya              | UniversitStudent 2: jay Mendukung juga sih buseperti aktivitas bermain dra   |  |
| rawijaya              | Universitas Braw dialog, apalagi yaya seperti itu bu. Tapi anak-anak itu se  | Universitas Brawijay                         |
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| rawijaya              | Universitas . terus opini tentang pelajaran bahasa Inggris. Tapi ya itu te   | rgantung sitas Brawijay                      |
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| rawijaya              | Universi 5. Bagaimana pendapatmu, apakah strategi/ cara yang guru ş   |  |
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| rawijaya              | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya bahasa Inggris. Terus kalau pelajarannya menarik suka. Universitas Brawijaya            | <b>Universitas Brawijay</b>                |
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|              | Brawijaya   | Interview Guide w<br>Universitas Brawijava   | ith the teacher   | Brawijaya  |   |   |
|              |   |  |   |  |   |   |
| Universitas  | 1. What is yo   | our educational background   | <sup>?</sup> Universitas  | Brawijaya  |   |   |
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| Universitas  | 4. What is yo   | our opinion that the learning  | g of speaking is  | very importan  | t in<br>Universitas   | Brawiiav  |
|              |   | English teaching and learning  | ig process can r  | run wellava  |   |   |
| Universitas  | Bra   | SILVE  | 71  | va   |   |   |
| Universitas  | 5. What are t   | the problems faced by the st   | udents in learni  | ing speaking?  |   |   |
| Universita   |   | A A SH   |   |  |   |   |
| Universi     | 6. What are s   | strategies you used in teachi  | ng speaking?  |  |   |   |
| Universi     | 7. Does the s   | trategy that you used can ru   | ın well?  | 1  |   |   |
| Universit    | 5   |  | 160   | V  |   |   |
| Universit    | 8. What are t   | the obstacles when you teac  | h speaking? Ba  | sed on your  |   |   |
| Universit    | experience  | es does vour students have   | already speak   | English well?  |   |   |
| Universita   | \   |  | (17)  |  | Iniversitas   | Brawijay  |
|              | 9. Based on   | your statement previously, y   | you said that the   | e tenth grade s  | tudentsrsitas   | Brawijay  |
| Universitas  | \ \   |  |   | //   |   |   |
| Universitas  | nave diffic   | cutties in learning speaking,  | what are the re   | easons?  |   |   |
| Universitas  | 10. Is there an   | y other strategy that you ha   | ve but it is still  | not conduct y  |   |   |
|              |   | 4 1 1 3 1  | 4.5   |  |   |   |
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| rawijaya             | Universit <sup>A</sup> gr  | pendix 9. The transcript of interview guide with the teacher jaya Universitas Brawija  |
| rawijaya             | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija  |
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| rawijaya             | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija<br>The transcript of interview guide with teacher<br>Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija |
| rawijaya             | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija<br>i/Tanggal: Senin, 16 Februari 2016<br>Brawijaya Universitas Brawijaya Universitas Brawija                                   |
| rawijaya             | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija  |
| rawijaya             | Universitas                | Apakah latar belakang pendidikan Bapak? ersitas Brawijaya Universitas Brawija  |
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| rawijaya             | 011110101100               | Saya lulusan SPD di jurusan Pendidikan Bahasa dan sastra Inggrisa Universitas Brawija  |
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| rawijaya             | Universitas                | va Universitas Brawija   |
| rawijaya             |                            | Masih baru mbak, masih baru lulus kemarin ya sekitar 5 bulan. Selain Brawija   |
| rawijaya             | Universita                 | Universitas Brawija<br>disekolah ini saya juga mengajar di MTS Gondang Legi sama masih baru juga <sub>sitas</sub> Brawija  |
| rawijaya<br>         |                            |  |
| rawijaya<br>         |                            | sekitar 5 bulanan.   |
| rawijaya             | Universit                  | hiversitas Brawija   |
| rawijaya             | Universit3.                | Bagaiamana pendapat Bapak tentang speaking? niversitas Brawija   |
|                      | Universit                  | Yamenurut saya penting sih soalnya dari situ kita tahu bahwa sebuah  |
| rawijaya             | Universita                 | niversitas Brawija   |
| rawijaya             | Universitas<br>Universitas | speaking itu adalah cara untuk berkomunikasi. Kalu anak-nak mampu <sup>Sitas</sup> Brawija   |
| rawijaya<br>rawijaya | Universitas                | berbicara otomatis dapat berbicara orang asing yang pertama, Selain itusitas Brawija   |
| rawijaya             |                            |  |
| rawijaya             | Universitas                | dengan speaking mereka akan sukses di sekolah dalam pembelajaran Bahasa Brawija<br>Brawija   |
| rawijaya             |                            | Inggris dan juga nanti kedepannya. Serta siswa dapat mengerti jika ada orangsitas Brawija  |
| rawijaya             | Universites                | Provide Provide Provide  |
| rawijaya             | Universitas                | lain berbicara bahasa Inggris.  awijaya Universitas Brawija  |
| rawijaya             |                            | Apakah menurut Bapak pembelajaran speaking sangat penting bagi   |
| rawijaya             | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija  |
| rawijaya             | Universitas                | siswa supaya pembelajaran berjalan bahasa inggris berjalan dengansitas Brawija   |
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| rawijaya             | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija  |
| rawijaya             | Universitas                | Ya penting, tapi kan semua itu ada porsinya mbak. Speaking itu juga Itas Brawija   |
| rawijaya             | Universitas                |  |
| rawijaya             | Universitas                | mempengaruhi empat skill itu ada speaking, reading, listening sama writing. Brawija  |
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| rawijaya             | Universitas                | Cuma yang paling ditekankan biasanya itu dari materi reading sama listening   |
| rawijaya             | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay  |
| rawijaya             | Universitas                | itu. Kalau writing sama speaking kan kayak siswa menghasilkan product.sitas Brawijay  |
| rawijaya             | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Soalnya kalau di UNAS yang keluar itu materi reading sama listening. Ya Brawijaya Universitas Brawijaya Universitas Brawijaya   |
| rawijaya             |                            |   |
| rawijaya             |                            | sebenarnya ditekankan hanya dengan pembelajaran berlangsung soalnya ya itusitas Brawijay  |
| rawijaya             | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya tadi yang lebih dipelajari hanya nantinya yang digunakan untuk UNAS.  |
| rawijaya             |                            |   |
| rawijaya             | Universitas                | Ditekankan juga di reading karena masalah yang dihadapi anak-anak itu kayak Brawijay  |
| rawijaya             | Universitas                |   |
| rawijaya             |                            | masalah vocabulary. Jadi otomatis kalau didekatkan dengan speaking makasitas Brawijay   |
| rawijaya<br>rawijaya | Universitas<br>Universitas | vocabularynya anak anak akan makeudnya itu nagak maningkat dangan baik  |
| rawijaya             | Universitas                | gitu mbk. Kalo listening dan reading kan mereka banyak mengartikan Brawijay   |
| rawijaya             | Universita                 | Universitas Brawijay  |
| rawijaya             | Universi                   | otomatis vocabularynya anak-anak dapat meningkat.   |
| rawijaya             | Universi 5.                | Kesulitan-kesulitan seperti apa yang dialami siswa dalam mempelajari liversitas Brawijay  |
| rawijaya             | Universi                   | Nesultan-Resultan seperti apa yang dialam siswa dalam mempelajan niversitas Brawijay  |
| rawijaya             | Universit                  | speaking? hiversitas Brawijay   |
| rawijaya             | Universit                  | niversitas Brawijay   |
| rawijaya             | Universita                 | Ya itu tadi masalah vocabulary soalnya anak-anak juga masih kurang adalmasi Brawijay  |
| rawijaya             | Universita                 | vocabnya. Anak-anak juga ada permasalahan di pronunciation. Mereka terlaluSitas Brawijay  |
| rawijaya             | Universitas                | Universitas Brawijay  |
| rawijaya             | Universitas                | terbawa dengan logatnya atau aksennya. Mereka kurang percaya diri ketikas Brawijay  |
| rawijaya             | Universitas                | ada pronunciation yang kurang pas pasti sama teman-temannya ditertawakan.   |
| rawijaya             |                            | aya Universitas Brawijay  |
| rawijaya             |                            | Kalo masalah grammar tidak saya tekankan. Takutnya kalau saya tekankan Brawijay   |
| rawijaya<br>rawijaya | Universitas                | Brawija<br>anak-anak hanya terfokus disitu dan malah kesulitan untuk menyampaikan Brawijay  |
| rawijaya             |                            |   |
| rawijaya             | Universitas                | pendapatnya. Saya malah menekankan untuk anak-anak memproduksi kayak brawijaya universitas Brawijaya  |
| rawijaya             |                            | writing atau speaking apa yang dapat mereka sampaikan nanti kalau masalahsitas Brawijay   |
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| rawijaya             |                            | Strategi apa yang biasa bapak gunakan dalam pembelajaran speaking Brawijay  |
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| rawijaya             |                            | untuk mengatasi masalah siswa? jaya Universitas Brawijaya Universitas Brawijay  |
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| rawijaya               | Universitas                | Seperti contoh saya memberikan pelajaran yang menarik siswa untuk dapatsitas Brawijay  |
| rawijaya               | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya bicara bahasa Inggris atau mendukung mereka berbicara. Disini materi yang Brawijaya Universitas Brawijaya Universitas Brawijaya  |
| rawijaya               | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay   |
| rawijaya               |                            | saya berikan saya ambil dari LKS itu tadi. Tapi disini saya mencoba untuksitas Brawijay  |
| rawijaya               |                            | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay   |
| rawijaya               |                            | mencari informasi-informasi lagi tentang materi itu yang berhubungan Brawijay  |
| rawijaya<br>           | Universitas                | dengan anak-anak biar lebih mudah aja mencari topik bahasan yang sesuai Brawijay   |
| rawijaya               | Universitas                | Brawijaya Universitas Brawijay   |
| rawijaya<br>           |                            |  |
| Irawijaya              | Universitas                | dicini guru memilih pembelajaran yang menarik itu tidak boleh keluar dari  |
| rawijaya<br>rawijaya   | Universitas<br>Universitas |  |
| Irawijaya<br>Irawijaya | Universitas                | tema atau materi yang sedang diajarkan. Jadi disini saya berusaha untuk Brawijay   |
| rawijaya<br>Irawijaya  | Universit                  | memberikan pelajaran yang menarik bagi siswa agar mereka termotivasisitas Brawijay   |
| rawijaya<br>Brawijaya  | Universi                   |  |
| rawijaya<br>Brawijaya  | Universit                  | dalam pembelajaran speaking, yaa meskipun mereka masih mix sama bahasa liversitas Brawijay   |
| rawijaya               | Universit                  | Indonesia. Indonesia.  |
|                        | Universit                  | niversitas Brawijay  |
| rawijaya               | Universita                 | Reminding Students to Speak English Iniversitas Brawijay   |
| rawijaya               | Universitas                | Disini saya juga berusaha untuk mengajak atau mengingatkan siswa untuk Brawijay  |
| rawijaya               | Universitas                | Universitas Brawijay   |
| rawijaya               | Universitas                | selalu menggunakan bahasa Inggris selama pembelajaran berlangsung agarsitas Brawijay   |
| rawijaya               | Universitas                | La Universitas Brawijay  |
| rawijaya               | Universitas                | kemampuan speaking mereka meningkat. Saya ajak untuk komunikasi terus Brawijay   |
| rawijaya               | Universitas                | supaya mereka berusaha untuk menyampaikan pendapat mereka Brawijay   |
| rawijaya               | Universitas                |  |
| rawijaya               |                            | menggunakan bahasa mereka sendiri. Tapi disini ketika pembelajaran Bahasasitas Brawijay  |
| rawijaya               | Universitas                | Inggris siswa itu menekankan untuk berbicara bahasa indonesia atau bahasa Brawijay   |
| rawijaya<br>           |                            |  |
| rawijaya               |                            | Jawa ketika menyampaikan pendapat mereka. Kadang-kadang mereka mixsitas Brawijay   |
| rawijaya               | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya dengan Bahasa Inggris, Tani saya berusaha untuk membimbing mereka untuk  |
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| rawijaya               | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay   |
| rawijaya               |                            | Anak-anak saya minta untuk membuat percakapan atau dialog, role play, dan Brawijay   |
| rawijaya               |                            | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay   |
| rawijaya               | Universitas                | juga berdiskusi sharing tentang mata pelajaran. Siswa lebih suka group work, sa Brawijay   |
| rawijaya               | Universitas                | soalnya kalau siswa diberikan tugas secara individu mereka merasa berat.   |
| rawijaya<br>           |                            | Brawijaya Universitas Brawijay   |
| rawijaya               |                            |  |
| Irawijaya<br>Irawijaya | Universitas<br>Universitas | mancari dari cumbar internat kurang pac itu tadi. Kalau cacara individu cicwa  |
| Irawijaya<br>Irawijaya | Universitas                | Universities Promition   |
| rawijaya               | Universita                 | itu kayak malu-malu misalkan disuruh maju kedepan atau disuruh Brawijay  |
| rawijaya               | Universi                   | menyampaikan ide mereka. Jadi pertama saya lebih sering menggunakan itas Brawijay  |
| rawijaya               | Universi                   | Diversitas Brawijay  |
| rawijaya               | Universit                  | grouping kemudian nantinya secara individu. Dengan menggunakan kerja liversitas Brawijay   |
| rawijaya               | Universit                  | kelompok itu bisa untuk mengatasi siswa yang kayak malu bicara di kelas, Sitas Brawijay  |
| rawijaya               | Universit                  | niversitas Brawijay  |
| rawijaya               | Universita                 | selain itu juga dapat mengecek kesalahan satu sama lain dan tentunya mereka Brawijay   |
| rawijaya               | Universita                 | akan dapat tambahan kata atau vocab dalam bahasa Inggris.  Universitas Brawijay  |
| rawijaya               | Universitas                |  |
| rawijaya               | Universitas                |  |
| rawijaya               | Universitas                | Ditambah lagi disini saya berusaha untuk mencari kata-kata yang paling   |
| rawijaya               |                            | aya Universitas Brawijay   |
| rawijaya               |                            | sederhana sehingga bisa dipahami oleh anak-anak. Sehingga, anak-anak itu Brawijay  |
| rawijaya<br>rawijaya   | Universitas                | Brawija<br>paham dan menyampaikan pendapat mereka. Kadang-kadang saya mix kansitas Brawijay  |
| rawijaya<br>Brawijaya  |                            |  |
| rawijaya               | Universitas                | dengan Bahasa Indonesia. Porsinya malah banyak Bahasa Indonesia dari pada  |
| rawijaya               |                            | Bahasa Inggris yang penting anak-anak itu spaham. Tapi ydisini sayasitas Brawijay  |
| rawijaya               |                            | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  |
| rawijaya               | Universitas                | menggunakan kata-kata sesederhana mungkin dalam Bahasa Inggris agarsitas Brawijay  |
| rawijaya               |                            | siswa itu mengerti dan mereka dapat menyampaikan ide atau opini mereka. Sitas Brawijay   |
| rawijaya               | Universitas                | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya  |
| rawijaya               | Universitas                | Penggunaan bahasa itu juga mempengaruhi motivasi siswa dalam berbicara, sitas Brawijay   |
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| rawijaya               | Universitas           | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay  |
| rawijaya               | Universitas           | jika bahasa yang saya sampaikan terlalu sulit menurut mereka, mereka akan saya saya sampaikan terlalu sulit menurut mereka, mereka akan saya saya sampaikan terlalu sulit menurut mereka, mereka akan saya saya saya saya saya saya saya sa |
| rawijaya               | Universitas           | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay  |
| rawijaya               | Universitas           | cepet bosen mbak,,dan pastinya bingung dengan pembelajaran, jaya Universitas Brawijay   |
| rawijaya               | Universitas           | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay  |
| rawijaya               | Universitas           | Give Clear Instruction<br>Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay  |
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| rawijaya               | Universitas           | instruksi yang jelas ke siswa supaya siswa itu memahami instruksi yang sayasitas Brawijay   |
| rawijaya               | Universitas           | berikan, jadi kadang saya mix dengan bahasa Indonesia tau mengulanginya   |
| rawijaya               | Universitas           | Brawijaya Universitas Brawijaya   |
| rawijaya               | Universitas           | lagi supaya siswa itu paham apa yang harus mereka lakukan. Jadi sebelumsitas Brawijay   |
| rawijaya               |                       | mambarikan tugas guru itu diwajibkan untuk mambarikan instruksi atau  |
| rawijaya               | Universitas           |   |
| rawijaya               | Universitas           | arahan yang jelas. Kalau instruksi yang diberikan anak-anak kurang jelas Brawijay   |
| rawijaya               | Universita            | Iniversitas Brawijay  |
| rawijaya               | Universi              | maka mereka akan bingung. Kadang-kadang kalau nggak ngerti isntruksisitas Brawijay  |
| rawijaya<br>           | Universi              | yang saya berikan mereka tidak bertanya kepada saya tapi malah bertanya   |
| rawijaya               | Universit             | niversitas Brawijay   |
| rawijaya               | Universit             | kepada temannya dan itu menyebabkan anak-anak ramai. Saya juga mengatur itas Brawijay   |
| rawijaya               | Universit             | partisipasi siswa yang jarang berbicara dikelas atau yang ramai.  |
| rawijaya               | Universita            | Diliversitas brawijay   |
| rawijaya<br>rawijaya   | Universitas           | Apakah usaha /strategi yang bapak lakukan berjalan dengan lancar?iversitas Brawijay Universitas Brawijay  |
| Irawijaya<br>Irawijaya |                       | Yakadang-kadang sih mbak, ya sebagian berjalan sebagian nggak. Ya semuasitas Brawijay   |
| rawijaya<br>Brawijaya  |                       |   |
| rawijaya               | Universitas           | itu tergantung anak-anak. Jika mereka yang mempunyai niatan untuk bisa  |
| rawijaya               |                       | berbahasa Inggris mereka akan sungguh-sungguh. Tapi kalau siswa hanya sitas Brawijay  |
| rawijaya               | Universitas           |   |
| rawijaya               |                       | untuk seneng-seneng atau guyon- guyon ya nggak bisa gitu dan mereka tidak sitas Brawijay  |
| rawijaya               |                       |   |
| rawijaya               | Universitas           | akan mengikuti pembelajaran dengan baik. Disini saya juga masih kesulitan Brawijaya universitas Brawijaya   |
| rawijaya               |                       | untuk menghandle anak-anak pada saat speaking disini saya harus fokus padasitas Brawijay  |
| rawijaya               | Universitas           | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay  |
| rawijaya               |                       | siswa dan juga pada siswa yang tidak speaking. Siswa yang tidak speaking  |
| rawijaya               | Universitas           | atau yang tidak menyampaikan pendapat sering ramai sendiri dan tidak Brawijay   |
| rawijaya               | Universitas           | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay  |
| rawijaya               | Universitas           | memperhatikan siswa yang speakingaya Universitas Brawijaya Universitas Brawijay   |
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| rawijaya              | Universitas | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya   |
| rawijaya              | Universitas | Apakah halangan bapak mengajar speaking dikelas? dan menurut  |
| rawijaya              | Universitas | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya   |
| rawijaya              | Universitas | pengalaman Bapak sebagai guru selama ini, apakah siswa bisa belajarsitas Brawijay   |
| rawijaya              | Universitas | Brawijaya Universitas Brawijaya |
| rawijaya              | Universitas | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya   |
| rawijaya              | Universitas | Yang jadi halangan ya itu tadiyocabulary anak-anak jadi anak-anak Brawijay  |
| rawijaya              | Universitas | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya   |
| rawijaya              | Universitas | kesulitan untuk memproduce sentence terus juga pronunciation yang yang sitas Brawijay   |
| rawijaya              | Universitas | menjadi halangan anak-anak. Disini anak-anak juga kayak kurang motivasi Brawijay  |
| rawijaya              |             | Brawijaya Universitas Brawijaya   |
| rawijaya              | Universitas | gitu untuk dapat menyampaikan ide yang ada di fikiran mereka. Anak-anaksitas Brawijay   |
| rawijaya              | Universitas | itu maaih malu malu untuk mangungkankan anini maraka  |
| rawijaya<br>          | Universitas |   |
| rawijaya              | Universitas | Dibilang baik ya baik tapi kan kalau dibilang mereka mengikuti ya mengikuti. Sitas Brawijay   |
| rawijaya              | Universita  | Mungkin ada yang mengikuti pembelajaran dengan baik mungkin juga ada <sub>sitas</sub> Brawijay  |
| rawijaya              | Universi    |   |
| rawijaya              | Universi    | yang tidak mengikuti pembelajaran dengan baik. Kalau dilihat dari nilai anak-   |
| rawijaya              | Universit   |   |
| rawijaya<br>rawijaya  | Universit   | anak ya masih kurang yamasih kurang strategi lagi. Mungkin ini jugasitas Brawijay   |
| rawijaya<br>Irawijaya | Universita  | menjadi kesempatan saya untuk berusaha mencari tahu atau lebih Brawijay   |
| rawijaya<br>Brawijaya | Universitas |   |
| rawijaya              | Universitas | meningkatkan speaking siswa. Kira-kira apa strategi yang sesuai untuk Brawijay. Universitas Brawijay  |
| rawijaya              | Universitas |   |
| rawijaya              | Universitas | B. Ja Universitas Brawijay  |
| rawijaya              | Universitas | tanda ragu-ragu menggunakan banasa inggris.   |
| rawijaya              |             | Berdasarkan observasi sebelumnya, Bapak mengatakan bahwa kelas 10sitas Brawijay   |
| rawijaya              | Universitas | Brawii Wijaya Universitas Brawijay  |
| rawijaya              | Universitas |   |
| rawijaya              | Universitas | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya   |
| rawijaya              | Universitas | Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya   |
| rawijaya              | Universitas | Ya menurut saya karena mereka masih terlalu muda maksudnya itu transisisi tas Brawijay  |
| rawijaya              | Universitas | dari SMP ke SMA itu tadi jadi pengalaman mereka terhadap Bahasa Inggris   |
| rawijaya              | Universitas | dari Sivir ke SiviA itu tadi jadi pengalaman mereka ternadap Bahasa inggris<br>Brawijaya Universitas Brawijaya  |
| rawijaya              | Universitas | itu masih kurang. Kebanyakan juga di SMP itu anak-anak belum lancar dalam Brawijay  |
| rawijaya              | Universitas |   |
| rawijaya              |             | berbahasa inggris. Jadi ya karena transisi itu tadi jadi anak-anak masih kurangsitas Brawijay   |
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| rawijaya     | Universitas  | Brawijaya              | Universitas E                                    | Brawijaya                       | Universitas                | Brawijaya                | Universitas                    | Brawijay |
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| rawijaya     | Universitas  | Apakah ad<br>Brawijaya | Universitas E<br>la usaha-usaha<br>Universitas E | i <b>lain ya</b> i<br>Brawijaya | ng ingin Ba<br>Universitas | ipak lakuka<br>Brawijaya | n untuk<br>Universitas         | Brawijay |
| rawijaya     |              |                        | nasalah-masala                                   |                                 |                            |                          |                                |          |
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| rawijaya     | Universitas  |                        | n dapat dilaksaı                                 |                                 |                            |                          | Universitas                    |          |
| rawijaya     | Universitas  | Brawilaya              | k, misalkan kaya                                 | dz magalah                      |                            |                          |                                |          |
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| rawijaya     | Universitas  |                        | ampaikan apa y                                   | ang ada di                      | ide mereka                 |                          |                                |          |
| rawijaya     | Universitas  | Braw                   |  | SR                              | 1 6 1 1                    | ijaya                    | Universitas                    | Brawijay |
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| rawijaya     | Universita   | 1 1                    | 19/1   | A.A.                            | If a                       |                          | Universitas                    | Brawijay |
| rawijaya     | Universi     | anak-anak              |  |                                 | Inggris. Sehi              |                          | harapkansitas                  |          |
| rawijaya     | Universi     | kedenannya             | nanti mereka jug                                 | a mamnu n                       | nenvamnaikan               | dalam hentul             | iversitas                      | Brawijay |
| rawijaya     | Universi     | Keucpainiya            | nanti mereka jug                                 | a mampu n                       | iciiyaiiipaikaii           | daram bentur             | hiversitas                     | Brawijay |
| rawijaya     | Universit    | gitu dengan            | vocabulary yang                                  | sudah mere                      | eka dapat.                 |                          | hiversitas                     | Brawijay |
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| rawijaya     | Universita   |                        | Edi  | STELL                           | (12)                       |                          | niversitas                     | Brawijay |
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| rawijaya     | Universitas  | <b>\</b> \             | TET  | 271                             |                            |                          | Universitas                    | Brawijay |
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