

**TEACHER'S STRATEGIES TO OVERCOME
STUDENTS' PROBLEMS IN LEARNING SPEAKING
AT ISLAMIC SENIOR HIGH SCHOOL SOERJO ALAM**

UNDERGRADUATE THESIS

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UNIVERSITAS BRAWIJAYA



**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2016

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**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan***

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ACKNOWLEDGEMENTS

Alhamdulillah rabbi' alamin, this thesis has been completed because of blessing, merciful, and almightiness of Allah SWT as requirement for Sarjana Pendidikan (S.Pd) in Faculty of Cultural Studies Universitas Brawijaya.

Sholawat and salam may be given to my prophet Muhammad SAW who becomes my leader in life and also taken all human being from darkness to the lightness. It is my pleasure to acknowledge these following people for their contribution to this thesis writing.

First, I would like to extend my gratitude to my supervisor Didik Hartono, S.S. M.Pd for his guidance, precious time, and support. His guidance, patience, advice, and willingness to assist greatly contributed to the fulfillment of my thesis.

In addition, many thank to Dr. Sugeng Susilo Adi, M.Hum as examiner who has guided me during the process of this thesis writing. I thank for all his advice, directions, and encouragements.

Second, I also would like to show my gratitude to Dr. Esti Juining, M.Pd, as the head of English Language Education Program who has given information and valuable suggestion in completing this thesis. In addition, for all lectures of English Language Education Program for their guidance and knowledge have been obtained during the writer were studying at Universitas Brawijaya.

Third, my gratitude to Mr. Rusnadi S.Pd as the headmaster at Islamic Senior High School that who gives permission to conduct the research at the school. In addition, many thanks to the English teacher Mr. Haris S.Pd who has

given willingness to assist in this study and also for the students who give contribution in completing this thesis.

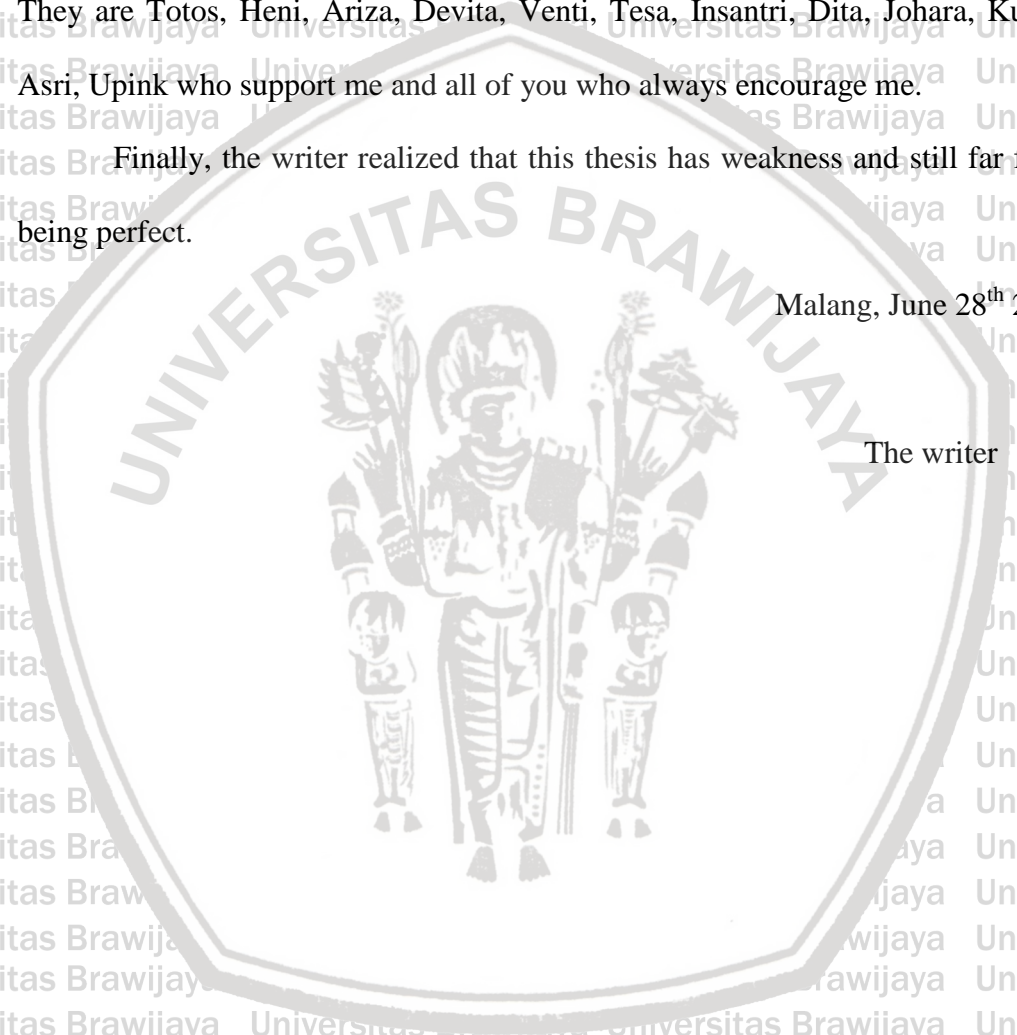
Fourth, I dedicate my gratitude to my beloved mother who never stop praying for me and inspiring me to do the best. Besides, I thank all my friends.

They are Totos, Heni, Ariza, Devita, Venti, Tesa, Insantri, Dita, Johara, Kurnia Asri, Upink who support me and all of you who always encourage me.

Finally, the writer realized that this thesis has weakness and still far from being perfect.

Malang, June 28th 2016

The writer



ABSTRACT

Wulansari. 2016 **Teacher's Strategies to Overcome Students' Problems in Learning Speaking at Islamic Senior High School Soerjo Alam.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Didik Hartono, S.S.M.Pd.

Keywords: speaking, teacher's strategies, students' speaking problems, teaching speaking.

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 difficulties in learning speaking, especially tenth grade students at Islamic Senior High School Soerjo Alam. Therefore, this study is intended to find out students' speaking problems and to describe teacher's strategies in overcoming their problems.

This study employed a descriptive qualitative design. The subjects of this study were 28 students of tenth grade and the English teacher. The instruments used in collecting the data were questionnaire, interview guide, and observation checklist. The findings of this study showed that the students encountered the problems in speaking English. First, the students had problems in speaking because of peer pressure. There were 16 students or 57.1% were shy to speak English and 13 students or 46.4% were afraid of making mistakes in speaking English. Second, 13 students or 46.4% were lack of motivation. Lastly, the students were lack of linguistics support which showed that there were 20 students or 71.4% were lack of vocabulary, 19 students or 67.8% had problem in pronunciation, and 22 students or 21.4% had 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.

Based on the research findings, the researcher suggests that the strategies used by the teacher have been adequate to solve the students' problems in speaking, but the teacher should implement the strategies as much as possible. In addition, the teacher 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 speaking. In addition, they can be more critical and aware of the problems faced in learning speaking. Furthermore, the researcher also suggests that the students should practice their speaking in English correctly and continually. For further researcher, the researcher recommends to investigate in more detailed about the strategies used by the teacher to overcome the students' problems in learning speaking.

ABSTRAK

Wulansari. 2016. **Strategi Guru Untuk Mengatasi Masalah Siswa dalam Belajar Berbicara di SMA Islam Soerjo Alam**. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Dosen Pembimbing: Didik Hartono, S.S.M.Pd.

Kata Kunci: berbicara, strategi guru, masalah berbicara siswa, mengajar berbicara.

Kemampuan berbicara mempunyai peran yang sangat penting dalam memfasilitasi siswa untuk menguasai bahasa Inggris. Namun, hal ini bukan tugas yang mudah bagi siswa karena banyak siswa mempunyai kesulitan dalam belajar berbicara, terutama siswa kelas sepuluh di SMA Islam Soerjo Alam. Oleh karena itu, penelitian ini dimaksudkan untuk menemukan masalah berbicara siswa dan untuk mendeskripsikan strategi guru dalam mengatasi masalah mereka.

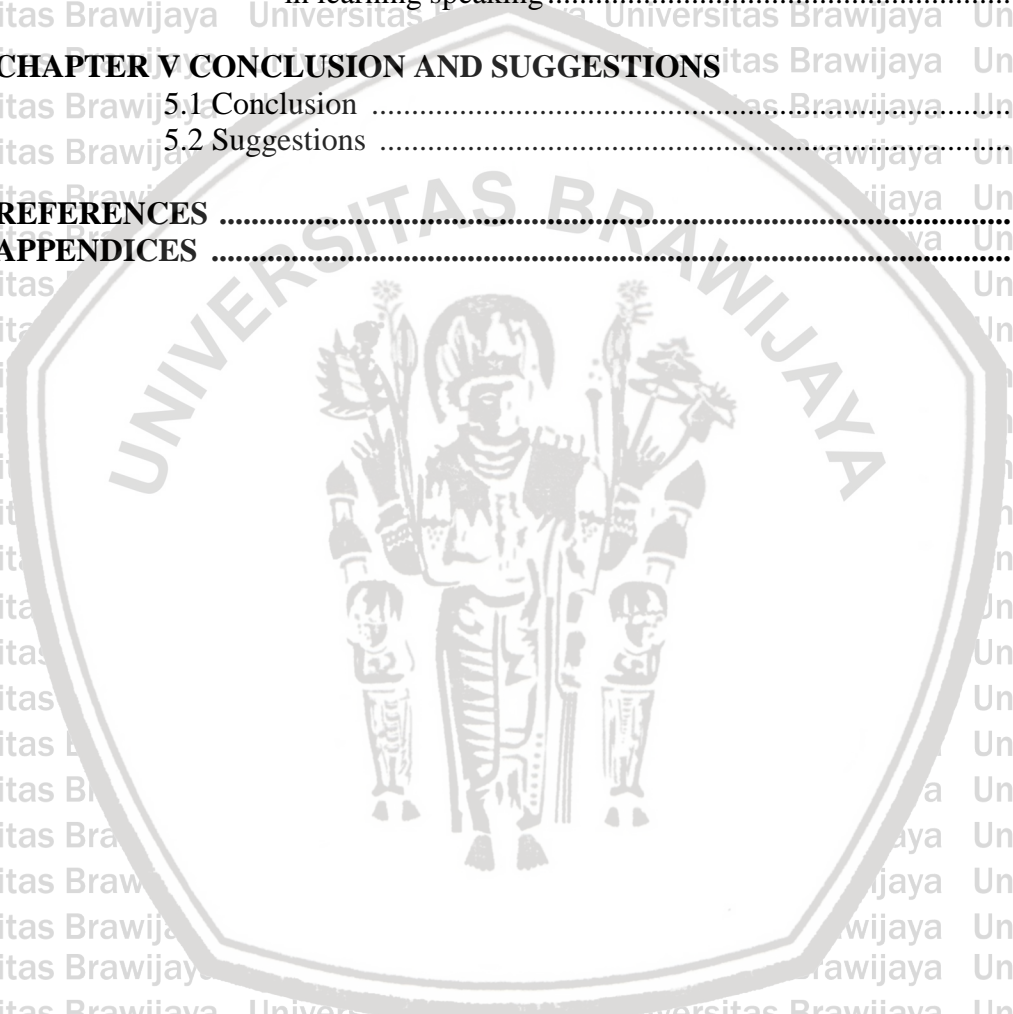
Penelitian ini menggunakan deskriptif kualitatif. Subyek dari penelitian ini adalah 28 siswa dari kelas sepuluh dan guru bahasa Inggris. Instrumen yang digunakan dalam mengumpulkan data adalah kuesioner, wawancara, dan observasi. Hasil penelitian ini menunjukkan bahwa siswa mengalami masalah dalam berbicara bahasa Inggris. Pertama, siswa mempunyai masalah dalam berbicara karena tekanan teman sebaya. Ada 16 siswa atau 57,1% malu berbicara bahasa Inggris dan 13 siswa atau 46,4% takut membuat kesalahan dalam berbicara bahasa Inggris. Kedua, ada 13 siswa atau 46,4% kurang motivasi. Terakhir, siswa kurang dukungan linguistik, yang menunjukkan bahwa ada 20 siswa atau 71,4% kurang kosakata, 19 siswa atau 67,8% mempunyai masalah dalam pengucapan, dan 22 siswa atau 21,4% mempunyai masalah dalam grammar. Kemudian, strategi yang digunakan oleh guru dalam mengatasi masalah siswa dalam berbicara adalah kerja kelompok, menggunakan bahasa yang mudah, memilih topik yang menarik, memberikan instruksi yang jelas, serta mengingatkan siswa untuk berbicara bahasa Inggris.

Berdasarkan hasil penelitian, peneliti menyarankan bahwa strategi yang digunakan oleh guru cukup membantu untuk mengatasi masalah siswa dalam berbicara bahasa Inggris, tetapi guru harus mengimplementasikan lebih sering. Selain itu, guru dapat memberikan kesempatan lebih untuk siswa dalam berbicara bahasa Inggris. Bagi siswa, mereka harus mengikuti instruksi guru dengan baik supaya mereka dapat meningkatkan berbicara mereka. Selain itu, mereka dapat lebih kritis dan sadar dari masalah yang dihadapi dalam belajar berbicara. Selanjutnya, penulis juga menyarankan bahwa siswa harus mempraktikkan berbicara mereka dengan benar dan lebih sering. Untuk peneliti selanjutnya, peneliti menyarankan untuk meneliti lebih rinci tentang strategi yang digunakan oleh guru dalam mengatasi masalah siswa dalam belajar berbicara.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISOR'S APPROVAL	iii
BOARD OF EXAMINERS' APPROVAL	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF FIGURE	xii
LIST OF APPENDICES	xiii
CHAPTER 1 INTRODUCTION	
1.1 Background of the Study	1
1.2 Problems of the Study	4
1.3 Objectives of the Study	5
1.4 Significance of the Study	5
1.5 Definition of the Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 The Nature of Speaking	7
2.1.1 The Elements of Speaking	9
2.2 Students' Problems in Learning Speaking	11
2.3 Teacher's Strategies to Solve Students' Problems in Speaking	14
2.4 Previous Studies	18
CHAPTER III RESEARCH METHOD	
3.1 The Research Design	21
3.2 Data Source	22
3.3 Data Collection	22
3.4 Data Analysis	24
CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Findings	27
4.1.1 The results of students' interview about problems in learning speaking	27
4.1.2 The results of students' questionnaire toward problems in learning speaking	30
4.1.3 The results of interview toward the teacher's strategies to	

overcome students' speaking problems.....	36
4.1.4 The results of observation toward teacher's strategies to overcome students' problems in learning speaking.....	40
4.2 Discussion.....	44
4.2.1 Students' problems in learning speaking.....	44
4.2.2 Teacher's strategies to overcome students' problems in learning speaking.....	45
CHAPTER V CONCLUSION AND SUGGESTIONS	
5.1 Conclusion	48
5.2 Suggestions	49
REFERENCES	51
APPENDICES	53



LIST OF TABLE

Table 4.1.1 Students' problems in learning speaking 35



LIST OF FIGURE

3.4 Data analysis process 24



LIST OF APPENDICES

Appendices	Page
1. The list of students' score in speaking	53
2. Questionnaire	55
3. Table of questionnaire	57
4. Results of questionnaire about students' problems in learning speaking	58
5. Statement of questionnaire result	62
6. Interview guide with the students	63
7. The transcript of interview guide with the students	64
8. Interview guide with the teacher	71
9. The transcript of interview guide with the teacher	72
10. Table of observation checklist	79
11. Result of first observation	80
12. Result of second observation	81
13. Result of third observation	82
14. Documentation	83
15. Recommendation Letter from Faculty	86
16. Recommendation Letter from the School	88

CHAPTER 1

INTRODUCTION

This chapter consists of background of the study, problems of the study, objectives of the study, significance of the study, and definition of the key terms.

1.1 Background of the Study

In Indonesian curriculum, there are four major skills that should be taught in English teaching and learning process. Those are listening, speaking, reading, and writing. When the students learn English, they should develop both of receptive skills and productive skills. The receptive skills include understanding when the students listen and read. They receive the language and learn the meaning to understand the message. The productive skills are speaking and writing. The students use the language that they have acquired and produce a message through spoken or written text. All of the skills are important for the students to master English. Therefore, the students should learn the four English major skills to achieve the goal of English teaching and learning process.

One of the language skills that must be mastered by EFL learners is the ability to speak English. Ur (1996:120) says, "Speaking seems to be the most important skill of all the four skills (listening, speaking, reading, and writing)".

Speaking is considered as a necessary skill because it is very important to facilitate the students in mastering English. It makes the students express themselves imaginatively. Speaking skill should be taught and practiced in the language classroom. It is not adequate for the students to learn words if they want

to produce the language in their daily communication or to interact with others in English. Therefore, the students should learn language elements such as vocabulary, grammar, and pronunciation in order to make the students use the language to communicate effectively. In addition, they will be able to express their opinions in English without hesitation.

In learning speaking, students may face problems in expressing their ideas.

Zhang (2009) as cited in Safitri (2015) says that speaking is the most difficult skill 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 difficult to communicate in speaking class among EFL (English as a Foreign Language) learners. Those are peer pressure, lack of motivation, and lack of support. Furthermore, Ur (1996:121) says that there are some factors that cause the students difficult in speaking; they are inhibition, nothing to say, low or uneven participation, and mother tongue use. Those problems in learning speaking of the English language skills must be solved in order not to be a big problem.

Furthermore, a teacher's role is very important to help students in overcoming their problems in speaking. Strategies for teaching English speaking 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 in teaching and learning process. In addition, Cole (2008) as cited in Anjaniputra 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

suitable teaching strategies of speaking. It means that appropriate strategies should be undertaken by teacher to help the students in overcoming the problems in learning speaking. The teacher should look for strategies to make the students motivated to speak English and enjoy to learn it. When the condition of the teaching and learning process is good, it will make the students comfortable in learning speaking.

Therefore 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 Skeffington's theory (2004). Second, the researcher describes the teacher's 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. First, the research which was done by Yunita (2014) from Universitas Negeri Malang, entitled "A study on Teaching of English Speaking skill at X11-Language Program of SMA Negeri 1 Lawang" which analyzed the implementation in teaching speaking. This research included the purposes of teaching speaking, activities in teaching speaking, and also students' problems in learning speaking. Second, the research which was done by Alfriani (2014) entitled "The strategies of Teaching Speaking Applied by the English Teacher of SMP International Laboratorium Universitas Negeri Malang" which analyzed the teacher's strategies in teaching speaking and the teacher's obstacles in teaching speaking. These previous studies have a close relation with this research.

Islamic Senior High School Soerjo Alam was chosen since this school is less popular rather than the other high school in Malang. In addition, the researcher held an interview with the English teacher as the preliminary study and it was found that many problems were faced by the students in learning speaking, especially for the tenth grade students. It can be seen from the list of students' score. There were 24 students out of 28 students who got score below KKM (Kriteria Ketuntasan Minimal) which the score was 75 in speaking English. It was because the students had difficulties in learning speaking. In addition, most of the students did not use to speak English in class. So, the researcher wants to show that this school also has attention in speaking English. The English teacher needs to give appropriate strategies to solve the students' problems. Hopefully, this research will contribute for the teacher so he/she can give more attention in the students speaking skill. Therefore, the researcher would like to describe what the strategies used by the teacher in solving the students' problems in learning speaking. So that the researcher was conducted the research entitled "Teacher's Strategies to Overcome Students' Problems in Learning Speaking at Islamic Senior High School Soerjo Alam"

1.2 Problems of the study

The research problems of the study are formulated in the following questions:

1. What the problems are faced by tenth grade students at Islamic Senior High School Soerjo Alam in learning speaking?

2. What are the teacher's strategies to solve students' problems in learning speaking?

1.3 Objectives of the study

The study has the objectives as follow:

1. To find out the problems faced by tenth grade students at Islamic Senior High School Soerjo Alam in learning speaking.
2. To describe the teacher's strategies to solve students' problems in learning speaking.

1.3 Significance of the study

The results of the research hopefully would be useful for:

1. English teacher

The research results would be useful for the English teacher as information to know students' problems in learning speaking. In addition, the English teacher can use appropriate strategies to help the students' problems in overcoming their speaking.

2. Students

The results are expected to make the students become more critical and aware of the problems faced in learning speaking. In addition, the students should attempt to overcome their problems in learning speaking.

3. Future research

The research results are hopefully can be useful as an input for other researcher to conduct a further research with similar area of the study by applying different research design.

1.4 Definition of the Key Terms

The definition of the key terms is used to avoid misunderstanding about concept in this research. It is necessary to explain the definition of the key terms below:

1. **Speaking** : an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997 in Khoirunnisa).
2. **Teacher's Strategies** : strategies used by teacher to help students in solving their problems in learning speaking according to Ur's theory (1996).
3. **Students Speaking Problems:** the difficulties experienced by students in expressing opinions, ideas, and feelings according to Skeffington's theory (2004).
4. **Teaching Speaking** : process that involves instruction in learning activities that must be done by the teacher (Sudjana, 2013:28).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes related literature including the discussion about: the nature of speaking, students' problems in learning speaking, teacher's strategies to solve students' problems, and previous studies.

2.1 The Nature of Speaking

Speaking is a primary medium of communication. It is necessary to get information and convey intention with other people. Although in language 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 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 in language learning. Fulcher as cited in Hannunah (2009) says that speaking is verbal language used to communicate with others to express their opinion, it is very 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 from Littlewood (2002:16) says, "Speaking is communicating effectively to a partner and producing certain language form in an acceptable way". Furthermore, Richards and Renandya (2002:204) argue, "Effective oral communication requires the ability to use the language appropriately in social interaction that involves not

only verbal communication but also paralinguistic elements of speech such as gesture and facial expression”.

From the definitions above, it can be concluded that speaking is a productive skill constructing meaning that involves producing and receiving information. Speakers should use the language accurately to express meaning to the listener in order to make they understand the message well. It is very important to master speaking for our daily life today and in the future. Therefore, the students should learn English speaking so they can express their opinions fluently without hesitation because the ability to speak English is very important skill to support learning English in the classroom.

If the students can use the language in daily communication both inside and outside the school, they will be successful in learning speaking. Ur (1996: 120) mentions the characteristics of a successful speaking activity as follows:

a. Learners talk a lot

Activities in learning process should provide more time to give opportunity for the students to communicate. Sometimes, in English teaching and learning process most of the time taken by the teacher is only to explain the material and it is considered as teacher centered rather than students centered.

Therefore, the students should talk a lot in expressing their ideas, if they want to produce the language fluently without hesitation.

b. Participant is even

Classroom discussion is not dominated by talkative participant. All of students get a chance or opportunity to speak and give contribution in the discussion.

c. High Motivation

Students should have high motivation in learning speaking to achieve the goal in English teaching and learning process. They are motivated to speak English because they are interested in the topics. So, the students have something new to express their ideas.

d. Language is an acceptable level

Learners express themselves in utterances that are relevant and easily comprehensible to each other. The teacher should use simple language in learning process, so the students can understand related to the topic and they can produce the language for longer without hesitation.

2.1.1 The Elements of Language

The learners need to understand and master several elements that construct a speaking process. According to Syakur (1987) there are five elements or components of speaking skill. They are grammar, vocabulary, pronunciation, and fluency. Mastering those elements will help the learners to have a good speaking ability. The descriptions of each element are described as follows:

a. Grammar

Grammar is one of important components of speaking. By using correct grammar, it will enable the communication flow easily. Grammar also can avoid

misunderstanding between the speaker and listener. It is because if the speakers use the incorrect grammar, the listeners will have different meaning. The students are easy to get confused with English grammar because there are many structures or words formulation in grammar. If the students do not have grammatical knowledge, of course they will not be able to produce sentences in grammatically right.

b. Vocabulary

Vocabulary is list of words with their explanation. Hetrakul (1995:76) states, "Vocabulary is a component in speaking". If the students do not have enough vocabulary, they cannot express their ideas both oral and written text. They need to master a lot of vocabulary because by mastering many words, they could speak easily.

c. Pronunciation

Pronunciation is the act of producing the sound of speech including articulation, stress, and intonation.

d. Fluency

Fluency is the ability to speak accurately and fluently. Hornby (1974) as cited in Utami defines fluency as the quality of being able to speak easily and smoothly. It means that the students can speak without hesitation of making mistakes. According to Brown (2001) says that accuracy helps the students to achieve the target in sound, words or sentence structure in speaking.

2.2 Students' Problems in Learning Speaking

Speaking is one of the four skills that should be learnt by the students in teaching and learning process. Certainly, it can be found many problems or difficulties when the students speak English. There are some reasons why the students do not use English and do not want to speak English. Based on Skeffington (2004) there are some problems why the students difficult to speak English or afraid of making mistakes in the class. They are peer pressure, lack of motivation, and lack of support.

First, the students do not use English because of peer pressure. The students have some problems to express their ideas in speaking. It is because they feel shy and afraid to make mistakes. If the students are under pressure, they will be 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 are afraid and shy to express their opinions in front of other students. Therefore, the students should have confidence to speak in front of the class because it will not make the students feel hesitant to speak English.

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 high motivation and intention in learning speaking, so they can achieve the goal in 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

English and they tend to keep silent in the class. Moreover, they will fail to reach the goal of learning speaking.

Last, the students do not use English because they are lack of support.

There are two kinds of support; those are classroom atmosphere and linguistics support. Skeffington (2004) says, "It may not be realistic to expect teenagers to provide the generous and patient atmosphere ideal for language practice, but it is possible to encourage them to support each other, for example by working in teams". According to Sadtono as cited in Hannunah (2009) linguistics are factors related to language. They are pronunciation, grammar, and vocabulary. The students are lack of knowledge about those aspects.

In addition, according to Ur (1996:121) there are some factors that cause students difficult in speaking English. Those factors are as follows:

a. Inhibition

The students feel inhibited to speak English in the class. They feel worry and afraid of making mistakes when they want to share their opinions or express their ideas.

b. Nothing to say

In English teaching and learning process, the students do not give contribution in the class because they have no ideas or opinions. Their mother tongue influences them in speaking English because they do not think in English, but in their own language. In addition, students have less of knowledge and information about the topic given by the teacher. So, the students prefer to be silent.

c. Low or uneven participation

In classroom discussion, active students try to participate and passive students choose to be silent during learning process. The students do not want to give contribution in discussion because they are lazy and feel uncomfortable to speak English.

d. Mother-tongue use

When the learners speak in English, the students tend to use their mother tongue because they feel unnatural to speak another language.

Based on explanation above, there should be appropriate strategy implemented by the teacher to support and help the students to cope their problems in speaking English. It is because the ability to speak English is very important and necessary to support the activities of learning English in the classroom. As stated in *KTSP* (2006) one of the goals of English subject in senior high school is to develop communicative competence in spoken language. The students should use English to access and share information with others.

Therefore, the students' problems in speaking must be solved immediately in order not to be a big problem for them in learning speaking.

Islamic Senior High School Soerjo Alam used *KTSP* as the curriculum of this school. In the syllabus of *KTSP*, standard competence and basic competence in the English subject, especially the English speaking lesson for tenth grade students in the first semester focus on the interpersonal and transactional

communication in the context of daily life. Competence Standard and Basic Competence are presented in the table below:

Standar Kompetensi	Kompetensi Dasar
3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari - hari.	3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/ berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji.

2.3 Teacher's Strategies to Solve Students' Problems in Speaking

A teacher plays an important role in the classroom. The role of the teacher can support teaching and learning process because the teacher is one of factors that determines whether the teaching will be successful or unsuccessful. He/she has responsibility to create an enjoyable learning process, so the students can be comfortable in learning English.

Interaction between the teacher and students is one of the keys to be successful in English teaching and learning process. The students can develop their speaking through communication with the teacher or their friends. The teacher should be competent to play the roles which stimulating interaction with the students. In addition, the teacher should facilitate the students' learning or control what they have to learn. Harmer (2007:25) says that there are three roles of a teacher for speaking class, namely prompter, participant, and feedback provider.

1. Prompter

The students usually get confused how to express their ideas in accurate way. They get more challenges on how to be confident and fluent to speak English. Here, the teacher has main role to be a prompter who helps the students to be fluent in speaking English. Assistance given by the teacher can be in the form of “clue” to continue their activity. The teacher encourages the students to participate and give them suggestion about how they should speak and what to say next. Therefore, the teacher needs to prompt the students with some advices or information they need.

2. Participant

In learning speaking, the teaching and learning process should be designed as students-centered rather than teacher-centered. It makes the students build an interaction actively in the class. By making a good atmosphere in the class, it will give the students opportunity to practice English.

3. Feedback Provider

The teacher should provide feedback to the students in order to enhance learning and increase the students’ achievement. Without any feedbacks given by the teacher, the students would do the same mistakes they have made before.

In teaching speaking, teacher’s strategies are very important to solve the students’ problems. Ur (1996:121) gives solution for the teacher to cope their problems in learning speaking. Those solutions will be provided as follows:

1. Use group work

Using group work in the classroom can increase the amount of time available for oral practice and allows more than one student to benefit from speaking time. Working in group also trains the students who are shy and uncomfortable to talk in front of the whole class.

2. Easy language

The teachers have to provide the students with same activities which use simple language. It will make the students speak longer, fluently, and without hesitation. The students also understand about the topic given by the teacher easily.

3. Interesting topic

The teachers should provide an interesting topic to increase the students' motivation in learning process. If the material provided is clear and can attract the students' attention, the learning process will run smoothly.

4. Give clear instruction

The teacher appoints a chairperson to each group who will manage participation to speak English. It is a way to make sure that dominant students give more opportunities for reserved students in speaking English. Feedback reveals the results of the discussion and motivates each students to follow the guidelines.

5. Keep students to speak in target language

The teacher reminds the students who speak mother tongue to switch back in English.

In speaking class, the students are hoped to express their ideas and opinions. More practice is very important to develop the students' ability in speaking. The students will not be able to speak fluently if they do not practice in their daily life both inside and outside the classroom.

Moreover, activities of learning should be prepared well to develop the students' ability in speaking. According to Kavi (2009), there are several activities that can be used in learning speaking such as discussion in group, story telling, role play, speech, debate, dialogue, and reporting.

1. Discussion in group

The students are divided in some groups to discuss any kinds of interesting topic. The students share ideas about an event or find solution in the discussion.

2. Storytelling

Students can create their own stories to tell their classmates or make a brief summary of a tale or story heard from somebody beforehand. Storytelling makes the students express themselves imaginatively and creatively.

3. Role play

Role play is a classroom activity which gives the students opportunity to practice the language. Ur (1996:131) defines, "Role play is the activity where learners imagine themselves in a situation outside the classroom". Role play can help the students who are shy and unconfident to be active in speaking English.

4. Speech

Another activity in the oral skill class is the prepared speech. The students should be able to make a paper based on their ideas and topic chosen. After that, they should present it in front of the audience.

5. Debate

In this activity, the students are divided into two groups. Then, the teacher will give a certain topic as a debate material within two groups. They will be free to express their opinion on the topic. At the end, the teacher makes conclusion about the topic that has been already debated.

6. Dialogue

The students think a brief dialogue. They can be asked to perform the dialogue in the different topic such as relationship in their family, culture, and other ideas.

7. Reporting

In this activity, the teacher asks the students to read newspaper or magazine before coming to the class. Then, they should report what they have found as the most interesting news to their friends.

2.5 Previous Studies

In this research there are two previous studies used by the researcher. They are the studies by Yunita (2014) and Alfriani (2014). These previous studies have relation in this research.

The first research was done by Yunita (2014) from Universitas Negeri Malang, entitled "A study on Teaching of English Speaking Skill at X11-

Language Program of SMA Negeri 1 Lawang”. This research describes the implementation of teaching English speaking skill. The subject involves two teachers and twenty seven students. This research includes the purpose of teaching English speaking skill, activities in teaching speaking, and also students’ problems in learning speaking. This research uses descriptive qualitative. It also uses some instruments such as observation, field notes, interview guide, and students’ questionnaire. The findings of this research are as follow: first, the purpose of teaching speaking skill for class X11- in language program was to teach the students in order to make the students are able to speak English. Second, the activities conducted in teaching speaking class were students’ presentation, prepared talks, retelling an article from a megazine, acting games, and role play. The last, students’ problems in teaching speaking class concerned language problems such as grammar, lack vocabulary, pronunciation, and affective factors such as feeling shy and less of confidence. As the result of this study, it is 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 speak English.

The second research was done by Alfriani (2014) entitled “The strategies of Teaching Speaking Applied by the English Teacher of SMP International Laboratorium Universitas Negeri Malang”. This study describes the strategies of teaching speaking applied by the English teacher of SMP International Laboratorium Universitas Negeri Malang. It focused on the steps that the teacher done in teaching speaking and obstacles that the teacher experienced in teaching

speaking. This study uses descriptive qualitative. To collect the data, the researcher uses two instruments, they are interview guide and observation sheet.

The finding shows that to develop students' speaking skill, the English teacher used various teaching strategies in this class or used interesting strategies to avoid the bored students in teaching and learning process. Based on the result of the study, it is suggested that the teacher should have interesting way in teaching speaking in the class.

According to previous studies above, the researcher has similarities with both of the studies. It is about speaking skill and using descriptive qualitative.

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 previous study is about the students' problems in learning speaking. Then, the similarity with the second previous study is about strategy used by the teacher in teaching speaking. The difference with the first previous study is only focus about the students' problems in learning speaking. The difference with the second previous study is that strategy used by the teacher such as role play, presentation, and storytelling. Meanwhile, the researcher focuses on the students' problems in 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 identify the students' problems in learning speaking. Then, the researcher identifies the teacher's strategies to help the students in overcoming speaking problems by using Ur's theory (1996).

CHAPTER III

RESEARCH METHOD

This chapter discusses the methodology used by the researcher in conducting this research. The sub-chapter includes the detail information about the research design, data source, data collection, and data analysis.

3.1 Research Design

The design of this research was a descriptive qualitative. It was aimed to describe the problems faced by the students in speaking English and what the teacher's strategies in solving the students' problems at tenth grader at Islamic Senior High School Soerjo Alam. According to Ary, et.all (2010:29) qualitative research is a study to understand a phenomenon by focusing on the words rather than numeric data analysis. Qualitative research is called as a naturalistic research method because it is done on natural conditions (natural setting). This research describes the fact that happened in the field. The researcher is the key instrument in collecting the data in the form of narrative. Based on Bodgan and Biklen (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 numbers. Third, it concerned with process rather than products. Fourth, it is inductive meaning.

1.2 Data Source

This research was conducted at Islamic Senior High School Soerjo Alam. It was located on Ds. Sembon Durenan, Kec. Ngajum, Kab. Malang. The researcher collected the data from tenth grade students and the English teacher as the participant of this research. The total population of tenth grade were 28 students and there was only one class. The researcher chose tenth grade students at Islamic Senior High School Soerjo Alam since there were many problems faced by the students in learning speaking. It can be seen from the list of students' score.

There were 24 students out of 28 students who got score below KKM (Kriteria Ketuntasan Minimal), in which the score was 75 in speaking English (see appendix 1). Therefore, in this research the researcher would like to explore the students' problems in learning speaking and describes what the teacher's strategies to solve their problems in learning speaking.

1.3 Data Collection

There were three instruments to collect the data in this research, namely questionnaire, interview guide, and observation checklist. This research used 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 accurate. The data was taken from February until March 2016. Some steps used in collecting the data will be described below.

1.3.1 Questionnaire

The first thing that the researcher had done was distributed the questionnaire for the students before teaching and learning process. The purpose was to get information about the students' problems in learning speaking based on Skeffington theory (2014).

Hannunah (2009) says, "Questionnaire refers to a set of questions that is written in the places of paper in order to get some information". The researcher modified the questionnaire based on Mizayanti (2010). It provided 11 questions (see appendix 2). The time given to answer the questionnaire was about 10 minutes.

1.3.2 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 students' problems in learning speaking. Interview guide is defined as the way to collect the data by asking questions about the information needed. Ary (2010, p.438) defines interview as a tool to gather data from people about opinions or 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 (see appendix 8). In addition, the researcher conducted interview to the students (two female students and three male students) from the list of students' speaking score (see appendix 1) who got lowest and highest score than KKM (Kriteria Ketuntasan Minimal). The interview guide consisted of five questions to find out

all information about the students' problems in learning speaking (see appendix 6).

1.3.3 Classroom Observation

The last instrument used by the researcher was observation checklist. The researcher observed the real activities in the class during teaching and learning process. It focused on what the teacher's strategies to solve students' problems in speaking English. When collecting the data the researcher used table of observation checklist adapted from Nurhanifah (2012) about the strategy used by the teacher in solving the students speaking problems based on Ur's theory (1996) (see appendix 10).

3.4 Data Analysis

After collecting the data, the researcher analyzed it. The data which had been obtained were processed through three activities which are drawn in figure 3.4.

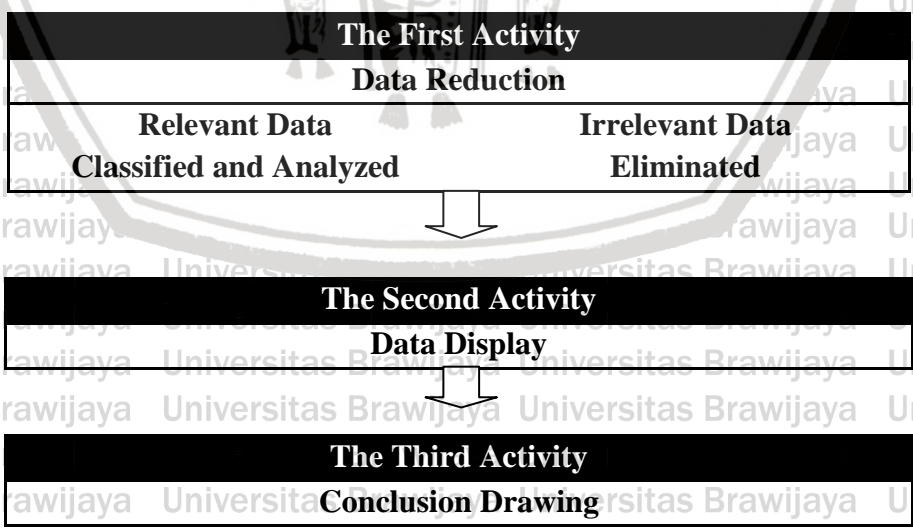


Figure 3.4 Data analysis process (adapted from data analysis: interactive model by Miles and Hubberman, 1987)

Three activities in analyzing the data were as follows:

1. Data Reduction

Data reduction is the first step in analyzing the data. Data reduction is process of selecting, focusing, and simplifying the data. The analysis process was began by reading all the data from the various instruments. There were three instruments in collecting the data they were questionnaire, interview guide, and observation checklist. After that, the researcher reduced and selected the data into relevant and irrelevant data. The relevant data were analyzed and arranged systematically and the irrelevant data were eliminated.

2. Data Display

After data reduction, the next step is data display. It presented the data in a clearly and detail. It makes the data easier to be understood. The researcher analyzed the result of the students' problems in learning speaking based on Skeffington's theory through questionnaire. After that, the researcher calculated in the form of number and described the data in words. The next step, the researcher identified the data from the result of interview with the students about their problems. Lastly, the researcher identified the teacher' strategies to solve the students' problems in learning speaking based on Ur's theory through interview 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 conclusion.

3. Conclusion

Finally, after the whole data had been arranged into good order, the researcher clarified the results of all instruments by making conclusion based on the findings. Drawing conclusion is the main purpose of data analysis. It was intended to give meaning to the data that has been analyzed.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the result of data analysis after conducting this study. The findings of this research include the result of questionnaire, interview, and observation during teaching and learning process.

She also presents the discussion of the findings.

4.1 Findings

The findings consist of two categories; those are students' problems in learning speaking and the teacher's strategies in overcoming the students' speaking problems. The first category was obtained from the result of questionnaire and interview toward the students' problems in speaking, while the second category was gained from the result of interview and observation about the strategies used by the teacher in solving their problems. The findings will be presented in detail and organized systematically as follow:

4.1.1 The Results of Students' Interview about Problems in Learning Speaking

As the objective of this research was to find out the students' problems in learning speaking, the researcher answered the problem through interview and questionnaire. In order to do the interview easily and efficiently, there were 5 students out of 28 students who became the correspondents of the interview process. It was because there were 3 students who got lowest score and 2 students

who got highest score in English speaking. It can be seen from the list of students' score (see appendix 1). The interview was done on February 15th, 2016 at Islamic Senior High School Soerjo Alam.

There were some reasons why the students had problems in speaking English, those were:

a. Shy to speak English

The first case that made the students were difficult in speaking English was they felt embarrassed when they wanted to produce English sentences orally.

All of the students answered the question in the questionnaire "Yes I do". The students said that they were not confident to speak in front of their friends.

Furthermore, their friends would laugh if they made mistakes in English. The students felt pressured when the other students laughed them. So, they had no idea how to express themselves.

b. 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 knowledge, lack of vocabulary, lack of confidence, and lack of preparation. In addition, they stated that if they did mistakes in speaking, their friends bullied them so the students became lost self-esteem.

c. Lack of motivation in speaking English

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.

The students said that if the learning topics were fun and attractive, they would be

motivated to speak English. Furthermore, they said that the English teaching and learning process did not run smoothly. It was because their friends were noisy, so it was annoying for the other students who focused on learning.

d. Difficult to find the appropriate vocabulary

Then, the students' problem in speaking English was vocabulary. The students did not know the meaning of certain vocabularies so they tended to use Bahasa Indonesia for several times. It was because they were confused what they wanted to say since they did not have enough vocabulary. In addition, they were afraid if they chose the wrong words, so they looked for dictionary to find the meaning of words.

e. Difficult to pronounce English words

The students had difficulty in pronouncing English words. All of students answered "Yes I do" to the question given. They felt difficult to pronounce certain words in English. It was because pronunciation and writing were quite different. In addition, another cause was that the articulation was not clear enough because they used their own dialect.

f. Difficult to speak because of grammar

The next problem was about grammar knowledge. According to the result of students' interview, all the students answered "Yes I do" toward the problem of grammar knowledge. They really did not understand about grammar. They said that studying grammar was really confusing and made headache because too much connecting structure of word formulation that should be understood. In

addition, they were confused how to apply present, past, and future in English tenses.

g. The atmosphere of the classroom

Another factor was the classroom atmosphere. The students said that the classroom atmosphere was adequate to support the students in speaking English.

However, some students did not pay attention to the teacher when he gave instruction. It was because they were busy or noisy in the class. The activities supported the students to speak English were dialog, role play, and students' opinion related to the material.

h. Using mother tongue to speak in the class.

The students did not want to speak English and they were difficult to speak because they tended to use mother tongue rather than English in the learning process. In the class, they used their mother tongue or Bahasa Indonesia several times because they felt unnatural to speak English.

4.1.2 The Results of Students' Questionnaire toward Problems in Learning

Speaking.

When the students were speaking, they faced some troubles in expressing their ideas, opinions, and feelings. The students spoke with hesitancy and it happened in almost students in that class. The students' difficulties in English communication must be solved as soon as possible in order not to be a big problem.

The results of students' interview related with the problems in speaking were supported by the students' questionnaire. The researcher gave the questionnaire to 28 students at tenth grade.

The first question in this questionnaire was about the students' consideration toward the importance of speaking skill in English. There were 25 students out of 28 students or 89.2% said that speaking skill was very important.

They argued that speaking ability would help them to speak with foreigner, to do presentation in the class, and to look for a job. Then, there were 3 students or 10.7% stated that speaking skill was important. They considered that speaking 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 to speak English in the class. The students argued that English is widely used by 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.

They stated that English speaking was difficult for them, especially the way how 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 English subject, so they could not speak in English fluently. Basically, the 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

both inside and outside the school in expressing what they wanted to say freely without worry of making mistakes.

The third question (see appendix 2) asked about the students' difficulties in speaking English. There were 19 students or 67.8% who responded "Frequently" toward the statement that they had problems in learning speaking. They thought that speaking contained of grammar and vocabulary so they were difficult to memorize without any practices. Meanwhile, there were 9 students or 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 the problems in learning speaking.

The fourth question was the problem encountered by the students in learning speaking, it was peer pressure. The students did not want to speak 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 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 them when they did some mistakes in speaking English. Then, there were 5 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 practice it so they could speak English fluently outside or inside the classroom.

Next, the result of students' questionnaire number 5 (see appendix 2) there were 13 students or 46.4% did not want to speak English because they were afraid of making mistakes. It was because they were afraid with their teacher and they

would get bullied by their friends if they did mistakes. Meanwhile, 25% of them 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.

Therefore, they lost self-esteem to speak in front the class. The last, 28.5% or 8 students were not afraid of making mistakes in speaking English. They stated that the English teacher would help them when they made mistakes.

The 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 argued that they wanted to master English so they could get good score and communicate with the people from abroad. Then, 35.7% showed that 10 students were occasionally motivated to speak English. They depended on the topic given 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.

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 not understand the words in English and they were difficult in expressing their 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 observation, the students opened their dictionary or asked the teacher when they

wanted to speak. While, 28.5% of them stated that they felt difficult to speak English because they did not have sufficient vocabulary mastery. The students only knew some meaning of new vocabulary that they got in teaching and learning.

The eighth question, the problem in learning speaking was pronunciation.

Most of them 67.8% stated that they encountered the problem in pronunciation.

They said that the English pronunciation was not easy to understand because it was different from what was spoken in Indonesian. Next, there were 28.5% or 8 students who responded "Occasionally". They were confused how to pronounce it 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 in 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 participant had trouble in grammar when they spoke English. They stated that grammar knowledge had many structures of word formulation that must be memorized by the students. It was one factor that made them difficult to speak in 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 correct grammar. None of them stated that they did not have problem in grammar knowledge.

The tenth question was about the classroom atmosphere in supporting the students to speak English. There were 6 students or 21.4% who chose

“Frequently” toward the statement. To support or motivate the students in speaking English, the teacher gave some activities such as role play, dialog, and students’ opinions. Then, 57.1% of them said that the teacher rarely gave the activities to improve the students’ speaking skill. Meanwhile, 6 students (21.4%) said that the classroom atmosphere did not support the students in speaking English.

To make it clear and easy, the students’ problems in learning speaking are presented in the table 4.1.1 below.

Table 4.1.1 Students’ problems in learning speaking

No.	Problems Faced by Students in Learning Speaking		Students who experienced the problems in learning speaking	
			Number of students	Percentage
1.	Peer Pressure:	Shy to speak English	16 students	57.1%
		Afraid of making mistakes to speak English	13 students	46.4%
2.	Lack of Motivation		13 students	46.4%
3.	Lack of Support consists of two:			
	Linguistics problems	Vocabulary	20 students	71.4%
		Pronunciation	19 students	67.8%
		Grammar	22 students	78.5%

The eleventh question in this questionnaire asked about the students frequency in using mother tongue rather than English. The students were hesitant to speak English because they tended to use their mother tongue in the class.

There were 26 students or 92.8% stated that they used mother tongue rather than English in the class. They felt awkward when they speak English. In addition, they did not master vocabulary and grammar knowledge. So, most of the students tended to use mother tongue because they had troubles with their speaking.

According to the results of questionnaire and interview above, it can be concluded that the students met the problems in speaking English. They were shy and afraid of making mistakes, lack of motivation, and lack of vocabulary, pronunciation, grammar knowledge.

4.1.3 The Results of Interview toward the Teacher's Strategies to Overcome Students' Speaking Problems

As the objective of the research was to describe the teacher's strategies to solve students' problems in speaking, the researcher answered it based on the interview and observation with the English teacher at Islamic Senior High School 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 English language education program Faculty of Cultural Studies Universitas Brawijaya Malang. The teacher was a fresh graduate in 2016. He has been teaching English for 5 months at Islamic Senior High School Soerjo Alam.

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 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, reading and listening skills were more emphasized rather than speaking skill. It is because in students' final examination, speaking skill is not included.

Based on the English teacher's experiences, the students had difficulties in their speaking. The teacher said that the students were lack of vocabulary and pronunciation. They were not confident to speak in front of other students. When the students had a problem in grammar, the teacher suggested the students to not focus too much on grammar when they spoke. The important one was they had intention to practice English speaking.

To overcome the students' problems in speaking, the teacher had strategies to solve their problems. First, most of the strategy used by the teacher was group work. The teacher asked the students to make dialog or role play and they had to 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 rather than individual. It was because the students felt difficult when they were 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 and checked other error in pronunciation and also grammar knowledge.

Second, the teacher used simple language to make the students understand the material. The teacher said that they looked for the language as simple as possible so the students could comprehend toward the teacher's intention. He never used difficult language because the students would be confused and bored in learning process.

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 out of the learning objectives. He looked for information related with materials

according to the students' interest or students' daily life. So, they were free to express themselves. By using interesting topic, the students were motivated to speak English although they mixed it in Bahasa Indonesia.

The fourth strategy was the teacher gave clear instruction. Clear guidelines made the students understood what was delivered by the teacher. Sometimes, the teacher repeated his instructions to make the students knew what to do. If the instruction given to the students was unclear, they would be confused and the learning activities would not run smoothly. The teacher also regulated participation for the students who were just silent or noisy in the classroom.

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 said that he reminded the students to speak English and he tried to invite the students to communicate in English, so that they could express their opinion in their own language. Here, the students tended to use Bahasa Indonesia or their mother tongue (Javanese) when delivering their opinion. However, when the teacher reminded them, they mixed it with English or tried to speak English fully.

Then, the seventh question asked about whether the strategies used by the 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 felt interested and motivated to speak English, they would be able to speak English. Meanwhile, the students who were not serious or passive during teaching and learning process would not reach the learning objectives.

Next, the result of interview was about the obstacles in teaching speaking.

The teacher had obstacles in teaching speaking because the students did not have sufficient vocabulary and they were difficult to pronounce words in English. In addition, they were lack of motivation and shy to speak in front of the class. Here, the teacher also found another difficulty among students. When the students performed individually or in group, the English teacher could not focus on the students who spoke or performed. It was because the other students were noisy and talking with their friends.

Then, the next question was whether during the teaching and learning process, the students speak fluently or not. Based on the teacher's opinion, it showed that the students were still lack in English speaking. Therefore, the English teacher tried to look for appropriate strategies or he reminded them to speak English so they could improve their speaking skill.

From the result of preliminary study, the English teacher said that the students had problems in learning speaking, especially tenth grade students. It happened because of the transition from Junior High School to Senior High school. The tenth graders had little experience in learning English. It can be seen from the list of students' score, (see appendix 1) most of the students got lower score.

The last question asked about the other strategy used by the teacher to 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 to make them fluently in speaking English. The teacher asked the students to

memorize vocabulary at least 10 words in each meeting related with the material.

So, the students had preparation to be able to speak English without opening their dictionary. The teacher hoped that they could deliver their ideas in the form of correct sentence by using vocabulary that had been learnt.

4.1.4 The Results of Observation toward Teacher's Strategies to Overcome

Students' Problems in Learning Speaking.

The teacher's strategies to solve the students' problems above were supported by the results of observation during English teaching and learning process. The researcher collected the data on February 19th until 26th 2016 at Islamic Senior High School Soerjo Alam.

1. First Observation

The first observation was held on February, 19th 2016. From the observation checklist (see appendix 11), the material that provided by the English teacher was "Inviting Someone". In the beginning activities, the teacher opened the activities through greeting to the students. Then, the teacher explained about the material that would be done at that day. The teacher used English and Bahasa Indonesia in explaining the material. It made the students understood easily.

After explaining the material clearly, the English teacher gave instruction to the students to make a group. The students were asked to do role play related to the 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 students into four groups that consisted of 7 students and he asked the students to

make the dialog so there were some students who got a little dialogue. After that, the students were asked to come forward and practiced the role play with their partners. Here, the teacher used interesting topic to the students because they were free to create their own story. It made the students were motivated to speak English. However, the students tended to use Bahasa Indonesia or mother tongue when they spoke so the teacher reminded them to switch back in English. The teacher also paid attention to all students, especially the students who were noisy and busy in the class so the learning processes run smoothly. Here, the English teacher also gave corrective feedback to the students. Some students had difficulties in pronouncing words, such as when the students pronounce *invite*, it should be pronounced {invait}, but the students said {inivit}. Then, the students also did grammatical error, such as *Sinta invite you?*, the correct grammar is “Is Sinta invite you?”.

2. Second Observation

The second observation was conducted on February, 22nd 2016 (see appendix 12). The class began with the greeting of the teacher to the students. In the second meeting, the teacher gave the same topic about “Inviting Someone”. The teacher just explained a little bit to make the students remembered the material that had been explained in previous meeting.

In this meeting, the teacher asked to the students to continue the role play, especially the students who did not come in front of the class yet. The students were asked to make a group work as before with simple language in giving the

instruction. It made the students did not misunderstand with the teacher's instructions.

During teaching and learning process, the classroom atmosphere in the class did not run smoothly. It was because the teacher was difficult to handle the students who performed in front of the class and the rest of the students. Most of them were busy, noisy, and sleepy in the class. They did not pay attention to their friends who practiced in front of the class. In addition, there were some students 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.

3. Third Observation

The third meeting of the observation was held on February, 26th 2016. The 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 Text". First of all, the teacher explained the material about the definition, function, structure, and example of descriptive text. In delivering the material the teacher used simple language in order to make the students understood the 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 to the name in the paper that the students got in front of the class. The students described their friends based on what they had seen and the other students guess

the name of their friend. It encouraged the students' motivation to improve their speaking. The teacher reminded them when they used Bahasa Indonesia to switch back in English or they mixed it with English, but some students did not care what was being said by the English teacher.

During teaching and learning process, the teacher paid attention to all students. Here, the teacher monitored the students both active and passive students. If the teacher gave a task to the students, it was not dominated by 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 it with Bahasa Indonesia.

The teacher gave the corrective feedback to the students when the students made mistakes in their speaking. Here, they had the grammatical error, for example "*She have pointed nose*", "*She wear a brown veil*", the correct grammar are "*She has pointed nose*", "*she wears a brown veil*". The feedback given to the students was very helpful in order to make the students do not make the same mistakes they have made before.

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 students to switch back in English. All of these strategies should be implemented as much as possible in order to solve the students' speaking problems.

4.2 Discussion

In this part, the researcher discusses the results after analyzing the data.

From the findings, the researcher divided the discussion into two parts. They are students' problems in learning speaking and the teacher's strategies to solve the students' problems in learning speaking.

4.2.1 Students' Problems in Learning Speaking

In learning speaking, most of students get some troubles in performing their speaking competence. The students have limited time to learn English inside the class and it made them less practice to speak English.

Skeffington (2004) says that there are some reasons which make the students difficult in speaking English. They are peer pressure, lack of motivation, and lack of support. The first problem, the students do not speak English because of peer pressure. In this research, most of the students were shy and afraid to speak English in learning process. It happened because they were laughed by their friends if they did mistakes in their speaking. Moreover, they did not have any ideas to talk about. Another problem was they lacked of confidence to speak English in front of the whole class.

The second problem, the students are lack of motivation to speak English in the class. The students were less motivated to speak because of the topic or materials given by the teacher. If the materials presented with enjoyable atmosphere it could attract students' attention. They also would be interested in the material and motivated to speak English. Moreover, they did not like to speak English because they were lazy and they felt inferior with their friends.

The last problem is lack of support. There are two kinds of support, they are: linguistics support and classroom atmosphere. The linguistics support includes all the difficulties find by the students in learning language related to vocabulary, pronunciation, and grammar knowledge. In class tenth, the students found the problems in their speaking. They were difficult to find appropriate vocabulary, grammar, and also pronunciation. The second was classroom atmosphere including the activities to enhance the students' speaking skill. The activities supported them to speak English were dialog, role play, and students' opinion.

4.2.2 Teacher's Strategies to Overcome Students' Problems in Learning Speaking.

The strategies used by the teacher are very important to solve the students' problems in speaking. It is because the strategies used by the teacher would determine the success of students in learning speaking. Generally, the students will feel comfortable when the learning environment is satisfactory and suitable with the students' needs. By using appropriate strategies, the students will be motivated to be able to speak English since they will try to achieve the learning objectives in speaking.

The teacher had to create the atmosphere in the classroom to be comfortable and make the strategy used run smoothly. The teacher also provided the activities to promote students' speaking skill. The examples of speaking activities used in the class such as role play, dialog, and giving opinions. By using these activities, the students were expected to express their ideas in the class. The

problems faced by the students caused them difficult in speaking English in the class. They felt shy with their friends, afraid of making mistakes, lack of vocabulary, grammar, and etc.

Ur (1996) suggests some solutions to the teacher to reduce speaking problems, those are: group work, using simple language, interesting topic, giving clear instruction, and reminding the students to switch back in English.

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. It also gave extra additional vocabulary to the students. This strategy also trained the students who were shy and afraid of making mistakes to speak in front of the whole class.

Second strategy was using the language as simple as possible. The teacher used easy language in order to make the students understood the materials. If the 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 speaking.

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 topics based on what was preferred by the students. So, they were motivated to speak English. Therefore, choosing interesting topic based on the interest of the class ensured the students' motivation to speak English.

Fourth, the teacher gave clear instruction when he assigned task to the students. The clear guidelines made the students understood what was delivered by the English teacher. If the teacher gave unclear instruction, it would make the students confused about the activities. The teacher also regulated the students' participation to speak English in the class in order all of the students got a chance to speak English.

The last strategy was that the teacher reminded the students who used mother tongue or Bahasa Indonesia to switch back in English. The teacher invited students to speak English. English teacher never directly warned the students because it can make them become blamed and less of motivation to speak English in the class. The teacher also reminded the students not to pay much attention to grammar when they spoke English.

Those strategies above were used by the English teacher to solve the students' problems in learning speaking. All of that should be passed and implemented as much as possible in order to help students in solving their problems in speaking. It depended on whether the students were serious or not in speaking English. If they were not serious, they would fail to reach the goal in learning speaking.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions from the researcher based on the research findings.

5.1 Conclusion

This research belongs to descriptive qualitative. The subjects of this study were tenth grade students and one English teacher at Islamic Senior High School Soerjo Alam. In this research, the researcher wants to know about the problems of the students and teacher's strategies to help the students in overcoming speaking problems.

Based on the results of students' questionnaire and interview in previous chapter, it can be concluded that the students had difficulties to speak English in the class. There were some problems which hampered the students in speaking. They were peer pressure, lack of motivation, and lack of support. All of problems faced by the students were feeling shy and afraid of making mistakes, lack of motivation, and lack of vocabulary, pronunciation, and grammar knowledge. Those problems occurred when they were doing speaking activities in the class.

Meanwhile, based on the results of teacher's interview and observation there were some teacher's strategies that could overcome the students' problems in learning speaking. The first strategy used by the teacher was making group work. Second, the

teacher used simple language in order to make the students understood the material easily. Third strategy was an interesting topic. It made the students motivated to speak English. Fourth, the teacher gave clear instruction. Lastly, the English teacher reminded the students who spoke mother tongue or Bahasa Indonesia to switch back in English. All the strategies above were used by the teacher in overcoming the students' problems in speaking.

5.2 Suggestions

Based on the research findings, the researcher proposes some suggestions for the better strategies to be used by the teacher to solve the students' problems at Islamic Senior High School Soerjo Alam. The suggestions are described as follows:

1. For the teacher

The teacher's strategies have been adequate to help the students' problems in speaking, but the English teacher could implement the strategy as much as possible. In addition, the teacher can improve the students' performance frequently by adding other activities such as storytelling, presentation, speech, and debate, etc. Besides, the teacher should give more attention to the students' speaking equally. Furthermore, the teacher should look for more strategies again to solve their problems in speaking.

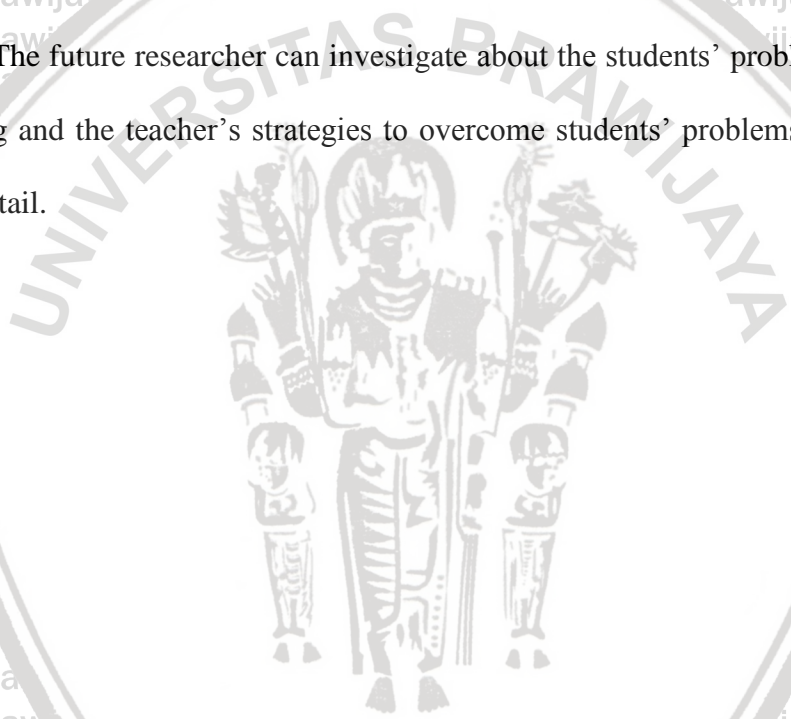
2. For the students

The students must follow the teacher's instruction well so that they can improve their speaking. In addition, they should be more critical and aware of the problems faced in learning speaking and attempt to overcome their problems in

speaking. It is also hoped that the students are more active in speaking class and support one another in order to create a conducive learning atmosphere in the classroom which can stimulate motivation in improving their speaking skill. The researcher also suggests the students to practice their speaking correctly and continually.

3. For the future researcher

The future researcher can investigate about the students' problems in learning speaking and the teacher's strategies to overcome students' problems in speaking in more detail.



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No	Nama	Lack of support												
		Linguistic									Classroom			
		Vocabulary			Pronunciation			Grammar			F	O	N	
		F	O	N	F	O	N	F	O	N				
1.	Agni Mega F.	√			√				√				√	
2.	Ahmad Riza Fadli	√				√		√					√	
3.	Aji Putra D.		√		√			√						√
4.	Aulia Qouria J. N	√				√		√					√	
5.	Dandi Aryo Fauzi		√		√			√				√		
6.	Dewi Lestari	√			√			√					√	
7.	Duwi Yulianti													
8.	Egi Febriana	√			√			√						√
9.	Eka Nur R.	√			√				√					√
10.	Fani Arga Dewanto		√		√			√				√		
11.	Fransiska Nurul H.		√			√			√			√		
12.	Galih Erich	√			√			√				√		
13.	Mario Bagus	√			√			√					√	
14.	Nita Yuliana P.	√			√			√					√	
15.	Nur Chayono K.S.	√			√			√					√	
16.	Nur Fatimah	√				√		√					√	
17.	Nurchasanah		√		√			√						√
18.	Reza Maredayana		√			√			√			√		
19.	Ria Oktavia N.		√			√		√				√		
20.	Riman	√			√			√						√
21.	Rizal Rama P.	√			√			√					√	
22.	Rohmayanti	√			√			√					√	
23.	Satriyo Budi	√			√			√					√	
24.	Sugita Ludiana	√			√			√					√	
25.	Vira Ayu Novita S.	√				√		√					√	
26.	Wahyu Bagus P.	√				√		√					√	

27.	Yovi Irawan		√		√		√		√		√		√	
28.	Yulianis Fitri A.	√			√		√		√		√		√	
29.	Yusuf Dwi M.	√			√		√		√		√		√	
Jumlah		20	8		19	8	1		22	6		6	16	6



Appendix 1. The list of students' score in speaking

Semester 1

Daftar Nama Kelas 10 SMA Islam Soerjo Alam

Tahun Pelajaran 2016/2017

No	Nama	NH 1	NH 2	NH 3	NA
1.	April Mega	90	80	80	83,3*
2.	Ahmad Rijal F	60	70	60	63,3
3.	Aji Putra	60	70	60	63,3
4.	Aulia Qouria	85	60	80	75
5.	DandiAryo F.	60	60	60	60
6.	Dewi Lestari	80	60	70	70
7.	Duwi Yulianti	60	60	75	65
8.	Egi Febriana	80	60	75	71,6
9.	EkaNurRahma	80	60	70	70
10.	Fani ArgaDewanto	80	60	75	71,6
11.	Fransiska Nurul	85	60	75	73,3
12.	Galih Erich	60	70	60	63,3
13.	Mario Bagus S.	80	60	65	68,3
14.	Nita Yuliana	85	60	75	73,3
15.	Nur Chayono Kartiko	85	60	75	73,3
16.	Nur Fatimah	80	60	80	73,3
17.	Nurchasanah	80	60	75	71,6
18.	Reza Maredayana	85	60	75	73,3
19.	RiaOktavia N.	80	65	70	71,6
20.	Riman	60	60	60	60
21.	Rizal Rama P.	60	65	60	61,6
22.	Rohmayanti	85	60	70	75*

23.	Satriyo Budi S	60	60	65	61,3
24.	Sugita Ludiana	80	60	70	70
25.	Vira Ayu Novita Sari	90	60	70	73,3
26.	Wahyu Bagus P.	80	60	60	66,6
27.	Yovi Irawan	80	60	75	71,6
28.	Yulianis Fitri Andini	85	80	75	80*
29.	Yusuf Dwi M.	60	60	60	60

Note

- NH 1 : Nilai Harian 1
- NH 2 : Nilai Harian II
- NH:3 : Nilai Harian III
- NA : Nilai Akhir

Students who pass the KKM*



Appendix 2. Questionnaire

Questionnaire for Students

Name:

Class/ Number:

Petunjuk pengisian:

- Tulis identitas anda pada kolom yang tersedia
- Berilah tanda silang pada jawaban yang sesuai menurut anda dan berikan alasannya.

1. Apakah *speaking skill* dalam bahasa inggris penting bagia anda?

- a. Sangat penting
- b. Biasa
- c. Tidak penting

Alasan.....

2. Apakah anda menyukai berbicara bahasa inggris di kelas?

- a. Sangat suka
- b. Biasa
- c. Tidak suka

Alasan.....

3. Apakah anda sering mengalami kesulitan untuk berbicara menggunakan bahasa inggris?

- a. Sering
- b. Kadang-kadang
- c. Tidak pernah

Alasan.....

4. Apakah anda pernah merasa malu untuk berbicara dalam bahasa inggris di kelas?

- a. Sering
- b. Kadang-kadang
- c. Tidak pernah

Alasan.....

5. Apakah anda pernah merasa takut jika melakukan kesalahan berbicara dalam bahasa inggris di kelas?

- a. Sering
- b. Kadang-kadang
- c. Tidak pernah

Alasan.....

6. Apakah anda termotivasi untuk berbicara menggunakan bahasa inggris di kelas?

- a. Selalu
- b. Kadang-kadang
- c. Tidak pernah

Alasan.....

7. Apakah anda sering mengalami kesulitan menemukan kata-kata atau vocabulary yang tepat ketika akan berbicara dalam berbahasa inggris di kelas?

- a. Sering
- b. Kadang-kadang
- c. Tidak pernah

Alasan.....

8. Apakah anda sering mengalami kesulitan untuk mengucapkan atau pronounciation kata-kata dengan tepat ketika akan berbicara dalam berbahasa inggris?

- a. Sering
- b. Kadang-kadang
- c. Tidak pernah

Alasan.....

9. Apakah anda sering merasa kesulitan dengan tata bahasa atau grammar yang benar dalam berbahasa inggris di kelas?

- a. Sering
- b. Kadang
- c. Tidak pernah

Alasan.....

10. Apakah suasana kelas mendukung anda untuk berbicara menggunakan bahasa inggris?

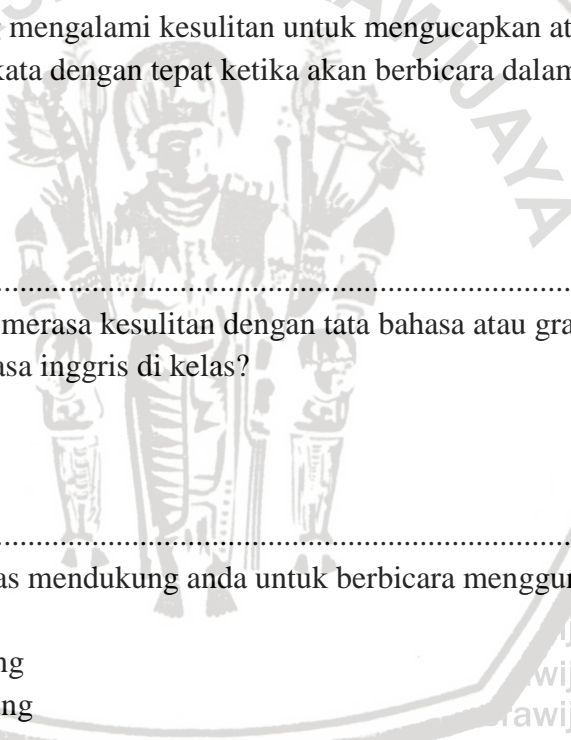
- a. Sangat mendukung
- b. Kurang mendukung
- c. Tidak mendukung

Alasan.....

11. Apakah anda sering menggunakan bahasa indonesia atau bahasa ibu kalian ketika pembelajaran bahasa inggris berlangsung?

- a. Sering
- b. Kadang-kadang
- c. Tidak pernah

Alasan.....



Appendix 3. Table of Questionnaire

Table of Questionnaire

No	Nama	Peer Pressure						Lack of motivation		
		Shy to speak			Afraid to speak			F	O	N
		F	O	N	F	O	N			
Jumlah										

No	Nama	Lack of support										
		Linguistic						Classroom				
		Vocabulary			Pronunciation			Grammar				
F	O	N	F	O	N	F	O	N	F	O	N	
Jumlah												

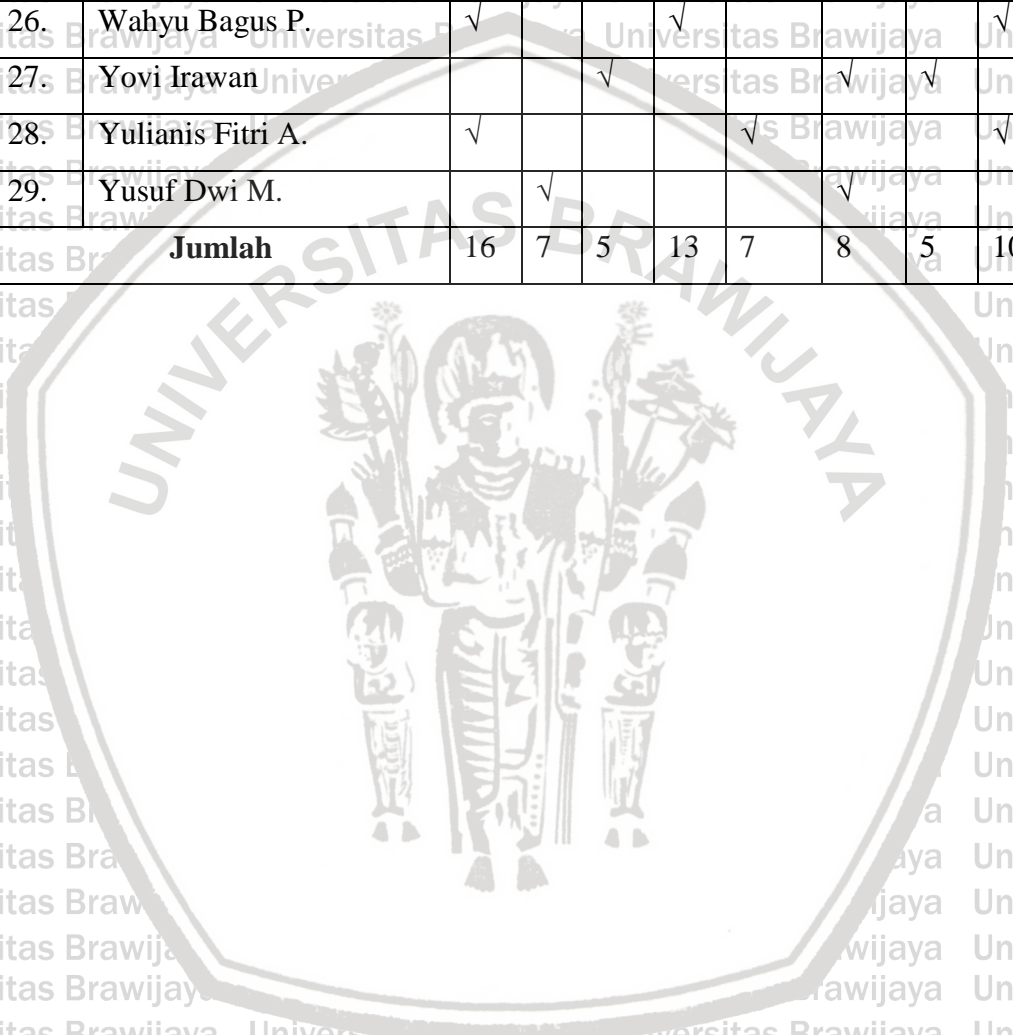
Note: F = Frequently O = Occasionally N = Never

Appendix 4.

Result of questionnaire about students' problems in learning speaking according to Skeffington theory.

No	Nama	Peer Pressure						Lack of motivation		
		Shy to speak			Afraid to speak			F	O	N
		F	O	N	F	O	N			
1.	Agni Mega F.		√		√			√		
2.	Ahmad Rijal F.			√				√		√
3.	Aji Putra	√						√		√
4.	Aulia Qouria J. N		√			√		√		
5.	Dandi Aryo F.			√			√		√	
6.	Dewi Lestari	√			√					√
7.	Duwi Yulianti									
8.	Egi Febriana			√				√		√
9.	Eka Nur Rahma	√		√	√					√
10.	Fani Arga Dewanto	√			√				√	
11.	Fransiska Nurul H.	√			√				√	
12.	Galih Erich		√			√				√
13.	Mario Bagus S.	√			√					√
14.	Nita Yuliana P.	√			√					√
15.	Nur Cahyono K.		√			√			√	
16.	Nur Fatimah	√			√					√
17.	Nurchasanah	√				√				√
18.	Reza Maredayana		√			√			√	
19.	Ria Oktavia N.	√			√			√		
20.	Riman			√	√					√
21.	Rizal Rama P.	√				√				√

22.	Rohmayanti	√			√		√		
23.	Satriyo Budi S.	√					√	√	
24.	Sugita Ludiana	√		√					√
25.	Vira Ayu Novita S.		√				√	√	
26.	Wahyu Bagus P.	√			√			√	
27.	Yovi Irawan			√			√	√	
28.	Yulianis Fitri A.	√				√		√	
29.	Yusuf Dwi M.		√				√		√
Jumlah		16	7	5	13	7	8	5	10 13



Appendix 5. Statement the result of questionnaire

Total Participant 28 Students

No	Statement	Frequently	Occasionally	Never
1.	The importance of speaking ability.	25 89.2%	3 10.7%	-
2.	Students like to speak English in the class.	7 25%	16 57.1%	5 17.8%
3.	Students have difficulties to speak English in the class	19 67.8%	9 32.1%	-
4.	Students are shy to speak English in the class.	16 57.1%	7 25%	5 17.8%
5.	Students are afraid of making mistakes to speak English	13 46.4%	7 25%	8 28.5%
6.	Students are motivated to speak English.	5 17.8%	10 35.7%	13 46.4%
7.	Students have problem of vocabulary to speak English	20 71.4%	8 28.5%	-
8.	Students difficult to pronounce English words	19 67.8%	8 28.5%	1 3.5%
9.	Students feel worry about grammar to speak English	22 78.5%	6 21.4%	-
10.	Activities given by teacher to develop students speak English. They are dialogue, role play, and students 'opinion	6 21.4%	16 57.1%	6 21.4%
11.	Students are often using mother tongue rather than English	26 92.8%	1 3.5%	1 3.5%

Appendix 6. Interview Guide with the Students

1. Do you like English?
2. Do you like English speaking?
3. Do you often have problems to speak English in the class?
4. What the problems are faced in learning speaking?
 - shy to speak
 - being afraid of making mistakes
 - not motivated to speak English
 - difficult to find the appropriate vocabulary
 - difficult to speak correctly/pronunciation
 - difficult to speak because of grammar
 - the atmosphere of classroom is not support to speak English
 - frequently use mother tongue to speak in the class.
5. What is your opinion, are the teacher's strategies appropriate and support you to enhance your English speaking?

Appendix 7. Transcript of Interview Guide with the Students

Transcript of Interview Guide with the Students

Hari/Tanggal Wawancara: Senin, 15 Februari 2016

1. Apakah anda suka pelajaran bahasa inggris di kelas?

Student 1 : Kadang suka kadang nggak sama pelajaran pelajaran bahasa Inggris karena sulit kayak grammar, kosakata nya sulit jadi saya merasa gimna ya..... kayak kesulitan gitu kalau mau bicara bahasa Inggris.

Student 2 : Suka karena belajar Bahasa Inggris itu penting untuk ujian nantinya. Tapi saya nggak terlalu bisa bahasa Inggris. Tapi guru selalu mengarahkan.

Student 3: Tidak, karena apa ya...bahasa Inggris itu bahasa asing jadi saya sulit untuk belajar bahasa Inggris.

Student 4: Kadang suka kadang nggak bu, tergantung materi yang disampaikan oleh guru.

Student 5: Kadang- kadang sih, tapi saya nggak paham dengan bahasa Inggris. Bahasa Inggris itu sulit menurutku.

2. Apakah anda menyukai pembelajaran speaking dalam kelas bahasa inggris?

Student 1: Kadang suka kadang tidak soalnya biasanya disuruh maju saya malu/takut untuk berbicara Inggris. Sebenarnya pingin bisa tapi mungkin nggak suka itu makanya nggak paham.

Student 2: Tidak karena saya kurang percaya diri untuk berbicara bahasa Inggris saya takut salah. Jadi kalau dikelas saya berusaha memperhatikan guru dan kalau misalkan disuruh maju saya pasti bilang belum bisa, ya....jadi saya kurang suka pembelajaran bahasa Inggris.

Student 3: Kadang suka sih soalnya saya merasa malu berbicara didepan teman-teman. Nanti kalau salah pasti diejek.

Student 4: Tidak suka karena saya nggak bisa pake bahasa Inggris tentang grammar, pengucapan dan lain-lain. Saya rasa sangat sulit.

Student 5: Sebenarnya suka tapi saya mesti merasa kesulitan untuk berbicara, saya bingung mau ngomong apa kalau disuruh bicara jadi ya kadang suka kadang nggak tergantung materinya.

3. Apakah anda sering mengalami kesulitan untuk bicara menggunakan bahasa inggris?

Student 1: Sering sih soalnya nggak paham. Bahasa Inggris itu sulit dipahami, kalau disuruh bicara sama pak haris bingung mau bicara apa, ya mungkin kurangnya pengetahuan.

Student 2: Iya karena saya tidak mengerti bingung mau bicara apa soalnya harus memikirkan grammar terus cara bicaranya juga sulit terus kata-katanya harus cari dulu di kamus. Ya sulit menurut saya.

Student 3: Sering karena belum luas pengetahuan tentang bahasa Inggris.

Student 4: Ya bu, bahasa inggris itu sulit kayak grammarnya, ucapannya nggak sama jadi bingung.

Student 5: Kadang-kadang tapi saya nggak bisa bingung mau bicara apa harus buka kamus dulu.

4. Masalah apa yang anda hadapi ketika berbicara menggunakan bahasa inggris ketika di kelas bahasa Inggris?

➤ Malu berbicara Bahasa Inggris

Student 1: Iya malu tapi saya coba berani aja sebenarnya malu diejek teman kalau salah gitu.

Student 2: Iya soalnya malu nanti kalau di ejek sama teman-teman jika salah pengucapan.

Student 3: Pernah sih soalnya saya nggak bisa.

Student 4: Iya malah sering karena nggak percaya diri aja jadi saya merasa malu bicara didepan teman-teman.

Student 5: Iya pernah karena saya malu sama teman-teman jika nanti salah bicara bahasa Inggris kalau salah anak-anak itu tertawa apa di ejek gitu.

➤ Takut berbicara bahasa Inggris

Student 1: Pernah soalnya takut jika salah ngomong kayak grammar gitu.

Student 2: Ya pernah takutnya itu kalau salah ngomong, grammar itu yang sulit.

Student 3: Iya karena saya kurang lancar bicara bahasa Inggris dan tidak bisa Bahasa Inggris itu gimana ya.. sulit aja menurutku.

Student 4: Pernah, malah sering sih soalnya takut kalo ditertawakan sama teman-teman bu, mesti kalo salah ngomong itu anak-anak tertawa.

Student 5: Iya saya takut karena bicara didepan anak-anak takut kalo salah mesti diejek.

➤ **Tidak termotivasi untuk berbicara dalam bahasa Inggris**

Student 1: Kadang termotivasi kadang nggak tergantung materi yang disampaikan guru. Kalau materinya menarik mesti termotivasi.

Student 2: Kadang bu...karena saya minder dengan teman-teman. Saya malu bicara bahasa inggris. Saya termotivasi jika kelompok an gitu kan bareng-bareng sama teman jadinya seru.

Student 3: Gak mbak... soalnya bahasa Inggris itu sulit jadi saya agak malas belajar bahasa inggris jadi ya kurang ada motivasi gitu.

Student 4: Saya selalu termotivasi karena guru bahasa Inggrisnya baik. Tapi saya tidak bisa bahasa Inggris saya ragu untuk bicara takut kalau salah.

Student 5: Nggak soalnya anak-anak selalu rame sendiri dan kurang memperhatikan guru. Jadi ya saya males, nggak ada ide. Tapi kalo pelajarannya menarik saya kadang tertarik untuk bisa bicara bahasa Inggris.

➤ **Kesulitan menemukan kata-kata atau vocabulary yang tepat**

Student 1: Iya soalnya kurang menguasai kosa kata dalam bahasa Inggris.

Student 2: Pernah susah cari kata-katanya, jadi saya lebih menggunakan Bahasa Indonesia.

Student 3: Ya. Bingung mau ngomong apa bu...

Student 4: Sering jadi harus nyari dulu di kamus jadi kalau disuruh bicara bahasa Inggris bingung kata-katanya.

Student 5: Kadang-kadang soalnya sulit cari kata-katanya jadi saya pake bahasa Indonesia.

➤ **Kesulitan dalam mengungkapkan kata-kata dengan benar/pronunciation**

Student 1: Iya cara ngucapinnya sulit soalnya gak selalu sama dengan tulisannya jadi sulit kadang membaca aja kesulitan ngucapinnya.

Student 2: Pernah sulit ngucapin bahasa Inggrisnya, artikulasinya juga beda sama orang inggris jadi ya sulit.

Student 3: Ya. Bingung ngucapinnya seperti apa nggak sama kayak bahasa Indonesia jadi sulit ngucapinnya dalam bahasa Inggris.

Student 4: Kadang-kadang bu, soalnya pengucapannya nggak sama dengan bacaan jadi sulit

Student 5: Pernah bu..ya karena sulit.

➤ **Kesulitan dengan grammar atau tata bahasa yang benar**

Student 1: Iya itu yang paling membingungkan kalau mau ngomong pake bahasa Inggris harus memikirkan grammar.

Student 2: Kadang-kadang soalnya grammar itu sulit nggak paham jadi kalau bicara nggak memperhatikan grammar.

Student 3: Pernah karena bingung dengan grammarnya kapan harus menggunakannya.

Student 4: Kadang-kadang nggak paham dengan grammar jadi ya kalau bicara bahasa Inggris nggak memperhatikan grammar.

Student 5: Sulit bu...bingung banget sama grammar soalnya banyak rumus-rumus.

➤ **Suasana kelas tidak mendukung untuk berbicara dalam bahasa Inggris**

Student 1: Kadang-kadang karena teman-teman sering ramai sendiri jadi suasana kelas kurang fokus. Aktivitas yang mendukung speaking itu kayak dialog.

Student 2: Mendukung juga sih bu..seperti aktivitas bermain drama terus dialog, apalagi ya..ya seperti itu bu. Tapi anak-anak itu sering rame kalau pelajaran bahasa Inggris.

Student 3: Menurut saya kurang mendukung, karena di kelas kurang ditekankan memakai bahasa Inggris.

Student 4: Mendukung sih tapi anak-anak kurang memperhatikan, aktivitas yang mendukung itu kayak opini siswa, dialog.

Student 5: Mendukung bu... aktivitas yang mendukung kayak dialog, drama, terus opini tentang pelajaran bahasa Inggris. Tapi ya itu tergantung siswanya memperhatikan apa nggak.

➤ **Sering menggunakan bahasa Indonesia dari pada bahasa Inggris ketika pembelajaran di kelas**

Student 1: Sering bu....karena kalau di kelas bicara bahasa Inggris nggak terbiasa soalnya sudah terbiasa bicara bahasa Indonesia.

Student 2: Sering tapi kadang-kadang kalau disuruh bicara bahasa Inggris kadang-kadang campur sama bahasa Indonesia.

Student 3: Iya pernah, bahasa Inggris itu sulit jadinya sering menggunakan bahasa Indonesia. Bingung mau bilang apa takut kalau salah nanti pasti di tertawakan anak-anak.

Student 4: Iya karena di kelas itu sudah terbiasa menggunakan bahasa Indonesia. Tapi kalau guru menggunakan bahasa Inggris kadang nggak ngerti jadinya kurang paham dan tanyanya pake bahasa Indonesia.

Student 5: Iya. Ya....karena sulit bicara pake bahasa Inggris tidak paham, mungkin kurang menguasai kayak kosa kata terus kayak grammar.

5. Bagaimana pendapatmu, apakah strategi/ cara yang guru gunakan ketika mengajar speaking sudah tepat dan dapat mendukung kamu meningkatkan berbicaramu dalam bahasa Inggris?

Student 1: Mendukung tapi nggak paham dengan bahasa Inggris soalnya teman-teman kalau di kelas juga menggunakan bahasa Indonesia.

Kalau guru menggunakan bahasa Inggris kadang nggak paham.

Student 2: Kurang mendukung, soalnya anak-anak sering rame jadi nggak konsen. Kalo materinya nggak menarik ya anak-anak rame sendiri.

Student 3: Iya kalau materinya menarik mendukung sih...tapi pasti harus buka kamus dulu bu.. atau tanya sama guru jika belum bisa.

Student 4: Mendukung karena pak haris juga kadang ngingetin suruh pake bahasa Inggris. Terus kalau pelajarannya menarik suka.

Student 5: Kurang mendukung solanya pembelajaran dikelas itu santai.

Appendix 8

Interview Guide with the teacher

1. What is your educational background?
2. How long do you teach English?
3. What do you think about speaking? Is it very important for students?
4. What is your opinion that the learning of speaking is very important in order the English teaching and learning process can run well?
5. What are the problems faced by the students in learning speaking?
6. What are strategies you used in teaching speaking?
7. Does the strategy that you used can run well?
8. What are the obstacles when you teach speaking? Based on your experiences, does your students have already speak English well?
9. Based on your statement previously, you said that the tenth grade students have difficulties in learning speaking, what are the reasons?
10. Is there any other strategy that you have but it is still not conduct yet?

Appendix 9. The transcript of interview guide with the teacher

The transcript of interview guide with teacher

Hari/Tanggal: Senin, 16 Februari 2016

1. Apakah latar belakang pendidikan Bapak?

Saya lulusan SPD di jurusan Pendidikan Bahasa dan sastra Inggris.

2. Sudah berapa lama Bapak mengajar Bahasa Inggris?

Masih baru mbak, masih baru lulus kemarin ya sekitar 5 bulan. Selain disekolah ini saya juga mengajar di MTS Gondang Legi sama masih baru juga sekitar 5 bulanan.

3. Bagaimana pendapat Bapak tentang speaking?

Ya...menurut saya penting sih soalnya dari situ kita tahu bahwa sebuah speaking itu adalah cara untuk berkomunikasi. Kalau anak-nak mampu berbicara otomatis dapat berbicara orang asing yang pertama, Selain itu dengan speaking mereka akan sukses di sekolah dalam pembelajaran Bahasa Inggris dan juga nanti kedepannya. Serta siswa dapat mengerti jika ada orang lain berbicara bahasa Inggris.

4. Apakah menurut Bapak pembelajaran speaking sangat penting bagi siswa supaya pembelajaran berjalan bahasa inggris berjalan dengan baik?

Ya penting, tapi kan semua itu ada porsinya mbak.. Speaking itu juga mempengaruhi empat skill itu ada speaking, reading, listening sama writing.

Cuma yang paling ditekankan biasanya itu dari materi reading sama listening itu. Kalau writing sama speaking kan kayak siswa menghasilkan product.

Soalnya kalau di UNAS yang keluar itu materi reading sama listening. Ya sebenarnya ditekankan hanya dengan pembelajaran berlangsung soalnya ya itu tadi yang lebih dipelajari hanya nantinya yang digunakan untuk UNAS.

Ditekankan juga di reading karena masalah yang dihadapi anak-anak itu kayak masalah vocabulary. Jadi otomatis kalau didekatkan dengan speaking maka vocabularynya anak-anak akan,, maksudnya itu nggak meningkat dengan baik gitu mbk. Kalo listening dan reading kan mereka banyak mengartikan otomatis vocabularynya anak-anak dapat meningkat.

5. Kesulitan-kesulitan seperti apa yang dialami siswa dalam mempelajari speaking?

Ya itu tadi masalah vocabulary soalnya anak-anak juga masih kurang adalm vocabnya. Anak-anak juga ada permasalahan di pronunciation. Mereka terlalu terbawa dengan logatnya atau aksennya. Mereka kurang percaya diri ketika ada pronunciation yang kurang pas pasti sama teman-temannya ditertawakan.

Kalo masalah grammar tidak saya tekankan. Takutnya kalau saya tekankan anak-anak hanya terfokus disitu dan malah kesulitan untuk menyampaikan pendapatnya. Saya malah menekankan untuk anak-anak memproduksi kayak writing atau speaking apa yang dapat mereka sampaikan nanti kalau masalah grammar tinggal dikoreksi belakangan.

6. Strategi apa yang biasa bapak gunakan dalam pembelajaran speaking untuk mengatasi masalah siswa?

- Interesting Topic

Seperti contoh saya memberikan pelajaran yang menarik siswa untuk dapat bicara bahasa Inggris atau mendukung mereka berbicara. Disini materi yang saya berikan saya ambil dari LKS itu tadi. Tapi disini saya mencoba untuk mencari informasi-informasi lagi tentang materi itu yang berhubungan dengan anak-anak biar lebih mudah aja mencari topik bahasan yang sesuai dengan apa yang mereka suka yang dekat dengan di sekeliling mereka. Tapi disini guru memilih pembelajaran yang menarik itu tidak boleh keluar dari tema atau materi yang sedang diajarkan. Jadi disini saya berusaha untuk memberikan pelajaran yang menarik bagi siswa agar mereka termotivasi dalam pembelajaran speaking, yaa meskipun mereka masih mix sama bahasa Indonesia.

- Reminding Students to Speak English

Disini saya juga berusaha untuk mengajak atau mengingatkan siswa untuk selalu menggunakan bahasa Inggris selama pembelajaran berlangsung agar kemampuan *speaking* mereka meningkat. Saya ajak untuk komunikasi terus supaya mereka berusaha untuk menyampaikan pendapat mereka menggunakan bahasa mereka sendiri. Tapi disini ketika pembelajaran Bahasa Inggris siswa itu menekankan untuk berbicara bahasa indonesia atau bahasa Jawa ketika menyampaikan pendapat mereka. Kadang-kadang mereka mix dengan Bahasa Inggris. Tapi saya berusaha untuk membimbing mereka untuk berbicara menggunakan bahasa Inggris.

- **Group Work**

Selain itu, strategi lain yang saya gunakan ya...kerja kelompok gitu mbak.

Anak-anak saya minta untuk membuat percakapan atau dialog, role play, dan juga berdiskusi sharing tentang mata pelajaran. Siswa lebih suka group work, soalnya kalau siswa diberikan tugas secara individu mereka merasa berat.

Mereka sebenarnya mau secara individu tapi kebanyakan mereka malah mencari dari sumber internet kurang pas itu tadi. Kalau secara individu siswa itu kayak malu-malu misalkan disuruh maju kedepan atau disuruh menyampaikan ide mereka. Jadi pertama saya lebih sering menggunakan grouping kemudian nantinya secara individu. Dengan menggunakan kerja kelompok itu bisa untuk mengatasi siswa yang kayak malu bicara di kelas, selain itu juga dapat mengecek kesalahan satu sama lain dan tentunya mereka akan dapat tambahan kata atau vocab dalam bahasa Inggris.

- **Simple Language**

Ditambah lagi, disini saya berusaha untuk mencari kata-kata yang paling sederhana sehingga bisa dipahami oleh anak-anak. Sehingga, anak-anak itu paham dan menyampaikan pendapat mereka. Kadang-kadang saya mix kan dengan Bahasa Indonesia. Porsinya malah banyak Bahasa Indonesia dari pada Bahasa Inggris yang penting anak-anak itu paham. Tapi disini saya menggunakan kata-kata sesederhana mungkin dalam Bahasa Inggris agar siswa itu mengerti dan mereka dapat menyampaikan ide atau opini mereka.

Penggunaan bahasa itu juga mempengaruhi motivasi siswa dalam berbicara,

jika bahasa yang saya sampaikan terlalu sulit menurut mereka, mereka akan cepet bosan mbak,,dan pastinya bingung dengan pembelajaran.

- **Give Clear Instruction**

Selain menggunakan bahasa yang mudah dipahami, saya juga menggunakan instruksi yang jelas ke siswa supaya siswa itu memahami instruksi yang saya berikan, jadi kadang saya mix dengan bahasa Indonesia tau mengulanginya lagi supaya siswa itu paham apa yang harus mereka lakukan. Jadi sebelum memberikan tugas guru itu diwajibkan untuk memberikan instruksi atau arahan yang jelas. Kalau instruksi yang diberikan anak-anak kurang jelas maka mereka akan bingung. Kadang-kadang kalau nggak ngerti instruksi yang saya berikan mereka tidak bertanya kepada saya tapi malah bertanya kepada temannya dan itu menyebabkan anak-anak ramai. Saya juga mengatur partisipasi siswa yang jarang berbicara dikelas atau yang ramai.

7. Apakah usaha /strategi yang bapak lakukan berjalan dengan lancar?

Ya..kadang-kadang sih mbak, ya sebagian berjalan sebagian nggak. Ya semua itu tergantung anak-anak. Jika mereka yang mempunyai niatan untuk bisa berbahasa Inggris mereka akan sungguh-sungguh. Tapi kalau siswa hanya untuk seneng-seneng atau guyon- guyon ya nggak bisa gitu dan mereka tidak akan mengikuti pembelajaran dengan baik. Disini saya juga masih kesulitan untuk handle anak-anak pada saat speaking disini saya harus fokus pada siswa dan juga pada siswa yang tidak speaking. Siswa yang tidak speaking atau yang tidak menyampaikan pendapat sering ramai sendiri dan tidak memperhatikan siswa yang speaking.

8. Apakah halangan bapak mengajar speaking dikelas? dan menurut pengalaman Bapak sebagai guru selama ini, apakah siswa bisa belajar speaking dengan baik dan lancar?

Yang jadi halangan ya itu tadi..vocabulary anak-anak jadi anak-anak kesulitan untuk memproduksi sentence terus juga pronunciation yang yang menjadi halangan anak-anak. Disini anak-anak juga kayak kurang motivasi gitu untuk dapat menyampaikan ide yang ada di pikiran mereka. Anak-anak itu masih malu-malu untuk mengungkapkan opini mereka.

Dibilang baik ya baik tapi kan kalau dibilang mereka mengikuti ya mengikuti.

Mungkin ada yang mengikuti pembelajaran dengan baik mungkin juga ada yang tidak mengikuti pembelajaran dengan baik. Kalau dilihat dari nilai anak-anak ya masih kurang ya...masih kurang strategi lagi. Mungkin ini juga menjadi kesempatan saya untuk berusaha mencari tahu atau lebih meningkatkan speaking siswa. Kira-kira apa strategi yang sesuai untuk speaking anak-anak supaya mereka dapat menyampaikan pendapat mereka tanpa ragu-ragu menggunakan Bahasa Inggris.

9. Berdasarkan observasi sebelumnya, Bapak mengatakan bahwa kelas 10 banyak mengalami kesulitan didalam speaking, mengapa kelas tersebut lebih banyak mengalami kesulitan?

Ya menurut saya karena mereka masih terlalu muda maksudnya itu transisi dari SMP ke SMA itu tadi jadi pengalaman mereka terhadap Bahasa Inggris itu masih kurang. Kebanyakan juga di SMP itu anak-anak belum lancar dalam berbahasa Inggris. Jadi ya karena transisi itu tadi jadi anak-anak masih kurang

pengetahuannya dalam Bahasa Inggris. Jadi disini nilai speaking anak-anak masih kurang dari kelas yang lain.

10. Apakah ada usaha-usaha lain yang ingin Bapak lakukan untuk mengatasi masalah-masalah siswa dalam mempelajari speaking tetapi masih belum dapat dilaksanakan?

Ada sih mbak, misalkan kayak masalah vocabulary itu tadi. Mereka kesulitan untuk menyampaikan apa yang ada di ide mereka karena vocab itu tadi.

Rencana saya, saya ingin anak-anak menghafal vocabulary minimal 10 vocab per-pertemuan nanti disampaikan di kelas di kaitkan dengan pelajaran supaya anak-anak bisa ngomong Bahasa Inggris. Sehingga saya harapkan kedepannya nanti mereka juga mampu menyampaikan dalam bentuk sentence gitu dengan vocabulary yang sudah mereka dapat.

Appendix 10. Table of Observation Checklist

Observation Checklist

No	Object of being Observed	YES	NO
	<ul style="list-style-type: none"> • The teacher pay attention to all students 		
	<ul style="list-style-type: none"> • The teacher makes group work 		
	<ul style="list-style-type: none"> • The teacher uses simple language to speak 		
	<ul style="list-style-type: none"> • The teacher gives interesting topic 		
	<ul style="list-style-type: none"> • The teacher gives a clear instruction 		
	<ul style="list-style-type: none"> • The teacher reminds students speaking their mother tongue to switch back to English 		

(Sources: Nurhanifah, (2012) based on Ur theory (1996))

Observer,

Wulansari

Appendix 11. Result of First Observation

Observation Checklist

Observation: 1

Time Allocation: 90 Minutes

Day/date: Monday, 19 February 2016

Kind of activities: Role Play

No	Object of being Observed	YES	NO
•	The teacher pay attention to all students	√	
•	The teacher makes group work	√	
•	The teacher uses simple language to speak	√	
•	The teacher gives interesting topic	√	
•	The teacher gives a clear instruction		√
•	The teacher reminds students speaking their mother tongue to switch back to English	√	

(Sources: Nurhanifah, (2012) based on Ur theory (1996))

Observer,

Wulansari

Appendix 12. Result of Second Observation

Observation Checklist

Observation: II

Time Allocation: 90 Minutes

Day/date: Friday, 22 February 2016

Kind of activities: Role Play

No	Object of being observed	YES	NO
•	The teacher pay attention to all students		√
•	The teacher makes group work	√	
•	The teacher uses simple language to speak	√	
•	The teacher gives interesting topic	√	
•	The teacher gives a clear instruction	√	
•	The teacher reminds students speaking their mother tongue to switch back to English	√	

(Sources: Nurhanifah, (2012) based on Ur theory (1996))

Observer,

Wulansari

Appendix 13. Result of Third Observation

Observation Checklist

Observation: III

Time Allocation: 90 Minutes

Day/date: Friday, 26 February 2016

Kind of activities: Expressing their feeling

No	Object of being observed	YES	NO
•	The teacher pay attention to all students	√	
•	The teacher makes group work		√
•	The teacher uses simple language to speak	√	
•	The teacher gives interesting topic	√	
•	The teacher gives a clear instruction	√	
•	The teacher reminds students speaking their mother tongue to switch back to English	√	

(Sources: Nurhanifah, (2012) based on Ur theory (1996))

Observer,

Wulansari

Appendix 14. Documentation



SMA ISLAM SOERJO ALAM



Giving questionnaire to the students



Interviewing the students



Interviewing the teacher

Appendix 15. Recommendation Letter from Faculty



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341-575875, Fax, +62341-575822
E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

Surat Pernyataan

Saya, yang bertandatangan di bawah ini:

Nama : Wulansari
NIM : 125110502111005
Semester : VII (Tujuh)
Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"TEACHER'S STRATEGIES TO OVERCOME STUDENTS PROBLEMS IN LEARNING SPEAKING AT ISLAMIC SENIOR HIGH SCHOOL SOERJO ALAM"

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan:

Yang membuat pernyataan;



Wulansari
125110502111005

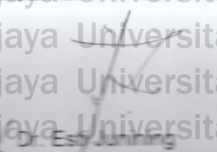
Mengetahui:

Dekan,



Prof. Retna Aninda, M.S., Ph.D.
NIP. 196709081986011001

Ketua Program Studi
S1 Pendidikan Bahasa Inggris



Dr. Esti Juningsih
NIP. 197206042002122001



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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E-mail : fib_ub@ub.ac.id - http://www.fib_ub.ac.id

Malang, 11 FEB 2016

Nomor : 042/UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth. Kepala SMA Islam Soerjo Alam
Ds. Sembon Durenan, Kec. Ngajum
Kabupaten Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Wulansari
NIM : 125110502111005
Semester : VII (Tujuh)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"TEACHER'S STRATEGIES TO OVERCOME STUDENTS PROBLEMS IN LEARNING SPEAKING AT ISLAMIC SENIOR HIGH SCHOOL SOERJO ALAM"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,



Prof. Ir. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Appendix 16. Recommendation Letter from the School



YAYASAN SOERJO ALAM PAKU BUMI
SMA ISLAM SOERJO ALAM

NPSN : 20560633 NSS : 304051824201

Terakreditasi : B

Jl. Sembon Durenan, RT 01 RW 09 Desa Ngajum, Telp. 085234322128
Website : www.smaisoerjoalam.sch.id/ E-mail : smaaisoerjoalam@gmail.com

SURAT KETERANGAN

Nomor : 150/S.Ket/SMAISA/VI/2016

Yang bertanda tangan di bawah ini saya :

Nama : Drs. RUSNADI
Jabatan : Kepala SMA Islam Soerjo Alam Ngajum
Alamat : Jl. Sembon Durenan RT.01 RW.09 Desa Ngajum

Dengan ini menyatakan bahwa:

Nama : Wulansari
NIM : 125110502111005
Program Studi : Pendidikan Bahasa Inggris
Universitas : Universitas Brawijaya Malang

Yang bersangkutan benar-benar telah melaksanakan penelitian yang berkaitan dengan penyusunan skripsi yang berjudul "Teacher's Strategies to Overcome Students' Problems in Learning Speaking" di SMA ISLAM SOERJO ALAM pada tanggal 12 sd. 29 Februari 2016.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Ngajum, 29 Juni 2016

Kepala Sekolah,

Drs. Rusnadi