

**A STUDY ON STUDENTS' STRATEGIES IN OVERCOMING  
SPEAKING PROBLEM IN CONVERSATION**

*(A Descriptive Research at the Eleventh Grade Students of SMA Negeri 4  
Takalar)*



**A THESIS**

**Submitted to the Faculty of Teacher Training and Education Makassar  
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Degree of Education in English Department**

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## **MOTTO**

*Work hard in silence, let the success make the noise.*

*Trust in Allah when making Decisions*

I dedicated this thesis to

My beloved parent, my siblings, my big family

And my bestfriend, for the sincerity and support to do this thesis

## ABSTRACT

**Nurhidayah**, 2018. *A Study on Students' Strategies in Overcoming Speaking Problem in Conversation (A descriptive Research at The Eleventh Grade students of SMA Negeri 4 Takalar)*. Thesis of English Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, Supervised by Nurdevi Bte Abdul and Wildhan Burhanuddin.

The objectives of this research were to find out the students' problem and their strategies to solve the problem in speaking English conversation at the eleventh grades students of SMA Negeri 4 Takalar.

The samples of the research was 33 students who were taken from XI MIA 3 class of students in the academic year of 2018/2019 by using Purposive Sampling Technique. The researcher employed Descriptive-qualitative Method. The instrument of this research were conducted through questionnaire and interview.

The research findings showed that students have some speaking problems in the classroom which hampered them from improving their speaking ability. The problem are lack confidence, afraid in making mistake, less motivation, lack of vocabulary, difficulties to pronounce English word, and worry about grammar. All these problems occurred when they did the activities in speaking English conversation class, and lack vocabulary is the most reason of their problems in speaking. To solve their problem to deliver their meaning in conversation, students employed some communication strategies, including avoiding communication, adjusting the message, using paraphrase, creating new words, switching to the native language, using non-linguistic resources, and seeking help. Among those all strategies, seeking help was frequently happen in the classroom.

**Keywords:** Qualitative, Students Strategies, Speaking Ability.

## ABSTRAK

**Nurhidayah**, 2019. *A Study on Students' Strategies in Overcoming Speaking Problem in Conversation (A descriptive Research at The Eleventh Grade students of SMA Negeri 4 Takalar)*. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Nurdevi Bte Abdul dan Wildhan Burhanuddin.

Tujuan dari penelitian ini adalah untuk menemukan masalah yang dihadapi siswa dan strategi yang digunakan untuk memecahkan masalah bercakap dalam bahasa inggris pada siswa kelas sebelas di Sma negeri 4 Takalar.

Jumlah sample dalam penelitian ini yaitu 33 siswa yang diambil dari siswa kelas XI MIA 3 pada tahun pelajaran 2018/2019 dengan menggunakan tehnik Purposive sampling. Peneliti menerapkan metode dekskriftip kualitatif. Instrumen yang digunakan pada penelitian ini yaitu dilakukan melalui angket dan wawancara.

Hasil dari penelitian ini menunjukkan bahwa siswa mempunyai beberapa masalah berbicara didalam kelas yang menghambat mereka untuk meningkatkan kemampuan berbicaranya. Masalah tersebut adalah kurang percaya diri, takut dalam membuat kesalahan, kekurangan motivasi, kekurangan kosa kata, sulit untuk mengucapkan kata dalam bahasa inggris, dan khawatir dalam tata bahasa. Semua masalah ini terjadi ketika mereka melakukan aktivitas pembelajaran dalam kelas bercakap bahasa inggris, dan kekurangan kosa kata adalah alasan masalah terbesar ketika siswa berbicara. Untuk mengatasi masalah siswa dalam menyampaikan apa yang mereka maksud dalam bercakap, siswa menerapkan beberapa strategi komunikasi, yang diantaranya avoiding communication, adjusting the message, using paraphrase, creating new words, switching to the native language, using non-linguistic resources, dan seeking help. Diantara semua strategi ini, seeking help adalah yang sering terjadi didalam kelas.

**Kata kunci:** Kualitatif, Strategi Siswa, Kemampuan Berbicara.



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This undergraduated thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Makassar, December 2018

The Researcher

**NURHIDAYAH**

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# CHAPTER I

## INTRODUCTION

### A. Background

In Indonesia, English language learning has been playing an important role in educational context. English language learning has become one of the requirements to graduate from every school in junior high school and senior high school. Thus, the students should master English subject. As a language, English is learnt for communication. As stated by Thompson (2003: 1) that communication is a basic feature of social life, and language is a major component of it. Speaking is the skill that the students use most in the real-life situation. Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. So, speaking should be mastered by the students because it enables them to communicate with others.

In Indonesian context, when teachers teach speaking. They focus more on the teaching of reading and grammar. Related to the importance of speaking, students should practice speaking English if they want to increase their speaking ability. Unfortunately, finding opportunities to speak English in a country in which English is not as native language can be difficult for the students. The school seems to be the only place where they can be forced to learn English and practice speaking. In class students have to concern more



in speaking as the focus in this research because they are taught by using English instruction especially for Science and English major. They have experiences in speaking because they are forced to speak English in classroom. Teacher in the class is only as a facilitator. The role of teacher in the class are: (1) teacher tells the students what to do, (2) teacher gives clear instructions about the activity, (3) teacher gets the activities going and (4) teacher provides feedback to the students at the end of the class. In fact, not all students in school can speak English well because they are not use to speak English in their daily life. Besides, not all students practice their English in the classroom because there are many problems in delivering their ideas. They are often worried about what their friends might say or think. These problems make conversation cannot be continued and speaking becomes time consuming activity.

Moreover, teaching and learning process cannot run well. Teacher cannot deliver all the material should be taught because she only spends the time in making students speak. These problems might appear because students are still in the process of acquiring a foreign language. Although students have some difficulties in delivering their ideas, they always try hard to communicate each other and participate in the class. To minimize problems in speaking and make conversation fluently, students should apply some strategies, such as paraphrasing their sentences and using gesture to deliver their meaning. These efforts are called communication strategies. According to Littlewood (1984: 83) communication strategies are ways that learners use

in copying with the situation to get across the meaning, when foreign language learners face difficulties to deliver their intentions in communication. The purpose of communication strategies is to overcome communication problems by applying some kinds of strategies.

Unfortunately, finding opportunities to speak English in a country in which English is not as native language can be difficult for the students. The school seems to be the only place where they can be forced to learn English and practice speaking. Therefore, many schools try to improve students' ability in speaking through conversation in class.

One of the schools that try to improve students' ability in speaking through conversation in class is SMA Negeri 4 Takalar eleventh grade students, as the subject of this research, can adapt with the situation in English class using English instruction because they passed tenth grade. They have experiences in speaking because they are forced to speak English in classroom.

In fact, not all students of SMA Negeri 4 Takalar especially in eleventh grade students can speak English well because they are not used to speak English in their daily life. Besides, not all students practice their English in the classroom because there are many problems in delivering their ideas. They are often worried about what their friends might say or think. These problems make conversation cannot be continued and speaking becomes time consuming activity. Moreover, teaching and learning process cannot run well. Teacher cannot deliver all the material should be taught

because she only spends the time in making students speak. These problems might appear because students are still in the process of acquiring a foreign language. Although eleventh grade students have some difficulties in delivering their ideas, they always try hard to communicate each other and participate in the class. To minimize problems in speaking and make conversation fluently, eleventh grade students of SMA Negeri 4 Takalar apply some strategies, such as paraphrasing their sentences and using gesture to deliver their meaning. These efforts are called communication strategies. According to Littlewood (1984: 83) communication strategies are ways that learners use in coping with the situation to get across the meaning, when foreign language learners face difficulties to deliver their intentions in communication. The purpose of communication strategies is to overcome communication problems by applying some kinds of strategies.

In this study, the writer investigated students' strategies in overcoming speaking problems in conversation at SMA Negeri 4 Takalar because students in eleventh class at SMA Negeri 4 Takalar has some difficulties in speaking and they tried to overcome it by using some strategies.

## **B. Problem Statement**

1. What are problems faced by the students' in English conversation at SMA Negeri 4 Takalar?
2. What are strategies used by the students' in overcoming English conversation problems at SMA Negeri 4 Takalar?

## **C. Objective of the research**

The objective of the study are as follows:

1. To know problems faced by the students' in English conversation at SMA Negeri 4 Takalar
2. To know strategies used by the students' in overcoming English conversation problems at SMA Negeri 4 Takalar

## **D. Significance of the research**

This research will give more information about speaking problems and the strategies which can be uses to deal with the problems. Through this research, students who want to communicate each other and find difficulties can learn about their problems and the strategies to keep the communication going on relevant to their own speaking problems. It also enables students to help their friends to overcome their speaking problems. English teacher can have knowledge about communication strategies if teacher face some

difficulties to express the meaning in conversation. For the next researcher, the writer hopes this research can give additional literature in making depth investigation about speaking problems and strategies in overcoming those problems. In addition, this research will help reader to understand about communication strategies that are employed by foreign language learners in order to improve speaking skill.

#### **E. Scope of the research**

This research is limited to know strategies used by the students' in overcoming English conversation problems.

The writer wants to investigate the strategies used by the students' in overcoming English conversation problem, because students are considered to have some problems in making English conversation like lack confidence, afraid in making mistake, less motivation, lack of vocabulary, difficulties to pronounce English word, and worry about grammar.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Related Research Findings**

Hosni (2014) conducted to four English teachers and three classes from one school in Oman as the participants. The research is under qualitative research which the instruments of the study are classroom observations, semi-structured interviews, and curriculum analysis. The result of the study maintained that main speaking difficulties encountered by grade 5th students are linguistic difficulties, mother tongue use, lack of vocabulary and grammar structured and inhibition. Another result showed that factors which causing speaking difficulties are teaching strategy used by teachers which preferred to use first language to give the meaning of some words, and teachers' belief which emphasize in teaching reading and writing rather than speaking. The researcher suggested that some speaking difficulties can be overcome by putting more emphasis to teach speaking skill for students, and the teachers should reduce their use of first language when teaching English. This previous study clearly stated that the problems encountered in speaking English and the effective strategies to solve among those problems relates and supports this current study which is students' strategies in overcoming speaking problem'.

Hanunah (2009) found that the students has difficulties in their speaking ability particularly in terms inhibition, nothing to say, low or uneven participation, mother tongue uses. It is because they did not master the three primary elements

of speaking namely, vocabulary, grammar, and pronunciation. As a result, many students are not really good in speaking.

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

Linblad (2011) The result of this study is not only revealed about strategies but also problems contributed in students' speaking occasion. The problems are less concern with pronunciation and grammar, uncomfortable to speak English, stays quiet and lack of practice. The strategies used by students are

nonlinguistic signals, self-correctness and use fillers. Hence, this study is correlates and supports to my research that going to find out the problems and strategies in students' speaking English.

From the previous research above, it can be concluded that there is similarities and difference with this current research.

The similarities of the research is the researchers found out the problem faced by the students' and strategies used by the students' to solve the problem in speaking English.

The difference of the research is the previous research only found out the problem and strategies in speaking English, but this current research the writer will make the limitation of the research is to found out the students problem and strategies in speaking English especially in conversation.

## **B. Some Pertinent Ideas**

### **a. Defenition of speaking**

There are some definitions dealing with English speaking skill based on previous studies. According to Boonkit (2010), speaking is one of the four macro-skills that must be developed as mean of an effective communication in first or second language contexts. It means that in four skills of English, speaking is one of the important things for the purpose of language communication. In other words, speaking is reflected to be the most important part in a second language (Khamkhien, 2010). In another context, speaking can be defined as word by word that comes out from someone's mouth. It has meaning that speaking is uses by



someone to express their feelings through speech. Besides, Torkey (2006) declared that speaking involves producing, receiving and processing information to achieve certain goals or to express opinions, hopes or viewpoints. It is called as an interactive process to assemble meaning. Further, speaking defines as a crucial English learning process which is the ability of EFL students in improving the process of communicative competence, grammar, pronunciation and vocabulary.

From the definition above, it can be concluded that speaking is needed for social relationship as human being. Thus, speaking skill can be defined as one of the four macro skills in first or second language that is categorized to the productive oral skill which is uses as an interactive process of human being to assemble meaning that involves producing, receiving, and processing information to convey meaning.

#### **b. Characteristic of Speaking**

We speak in our daily life, but speak in foreign language can be hard thing to do because there are some things that we have to consider about. According to Brown (2001: 270), there are characteristics of spoken language that can make performance easy as well as, in some cases, difficult:

##### **1. Clustering**

Fluent speech is phrasal, not word by word. Learners can organize their output through such clustering.

## 2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

## 3. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken language. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

## 4. Performance variables

One of the advantages of spoken language is that the process of thinking as we speak allows us to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

## 5. Colloquial language

Make sure that students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and student get practice in producing these forms.

## 6. Rate of delivery

Another characteristic of fluency is rate of delivery. The task in learning spoken language is learners achieve an acceptable speed along with other attributes of fluency.

## 7. Stress, rhythm, and intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important message.

## 8. Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

The students, if they want to increase speaking ability, should practice English. For learners, speaking English does not come automatically, but self-consciously and often with stress (Copeman, 2008: 4)

### **c. Conversation**

Conversation involves some negotiation of meanings. Thompson (2003: 88) said that conversation involves a complex process of negotiation of meaning. While Brown (2001: 269) argued that conversations are collaborative as participants engage in a process of negotiation of meaning. When we use conversation, our purposes may be to make a social contact, like interrupt, ask for clarification or give feedback, and engage with others (Harmer, 1983: 48). Thus, conversation should involve more than one person. At least, there is a speaker and a listener whenever communication takes places (Ibid: 42). It can be concluded that conversation is one of oral communication, which usually involves two or more people who use the language for interactional or transactional purposes.

Conversation is central to human interaction. Klemm (2002: 1) mention that conversation is central to exchanging information, making our positions known, and persuading and motivating others. In education, the communication between instructor and students and student-to-student communication contribute to learning in many ways: rehearsal of facts to expedite memorization, exposure to a broad range of information and perspective, deeper understanding, a stimulus for insight and creative thought, and a basis for assessment of learning.

Since conversation is one way of communication, getting students in conversation will enable them to communicate orally. Thus, through activities which involve English conversation, students can communicate orally using English even with very little linguistic knowledge. In the class, according to Harmer (1983: 35), getting students in conversation activities can be done in following ways:

1. Reaching consensus

It is very successful in promoting free and spontaneous use. This type of activities requires the students to have agreement after completing a certain amount of discussion.

2. Relaying instructions

It requires students to perform a task in their own group followed by delivering their information to the other group. This activity helps them to share their own information to others in order that others can do the same thing.

3. Games

There are several games that can be used for speaking activities. Some media can be used. The students are put into a situation which is “game-like” and required to use all the language they possess to complete the game.

#### 4. Problem overcoming

Students are given problems to be discussed and give the solution.

#### 5. Interpersonal exchange

These activities refer to the conversation, of which the stimulus comes from the students themselves.

#### 6. Story construction

The aim of these activities is to give students only partial information and then ask them to complete it by asking other students.

#### 7. Simulation and Role-play

The idea of both of them is to create the real-life atmosphere of an English-speaking situation in the classroom.

### **d. Teaching speaking**

In our daily lives, we mostly speak than write (Lawtie, 2004). Thus, the teaching of speaking is important. Speaking is not only producing sounds, but also involves some knowledge. Burkart (1998) said that a learner needs to recognize that speaking involves three areas of knowledge—mechanics, functions as well as social, cultural rules and norms. Mechanics (pronunciation, grammar, and vocabulary) leads to the right words in the right order with the correct pronunciation use. Functions (transaction and interaction) relates to clarity of message (information exchange) and precise understanding (interaction building).

Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) refer to the way to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

It can be concluded; therefore, that the ability to speak a foreign language well is a very complex task for learners to understand what appears is involved in speaking. According to Brown and Nation (1997), in speaking classes there must be (1) some attention to the formal aspects of speaking such as pronunciation, vocabulary, grammar, and the appropriate use of the spoken language; (2) an opportunity and encouragement for learners to produce meaningful spoken message where the message have real communicative goals; (3) an opportunity for the learners to gain truly fluent use of what is already known. There must be an appropriate balance of these elements in a speaking program, but still the activities should be in line with the students' ability.

Learning could be successfully manipulated in the class if language learning is seen as a process of habit formation and the target of language patterns are presented through dialogs and drill (Tice, 2004). Drilling leads to speaking activities focusing on the form of language. On the other hand, dialogs here lead into speaking activities focusing on the meaning of language.

When learners first begin to speak in another language their speaking will need to be based on some form-focused learning. It focuses on ways of using the language. It involves linguistic competence (vocabulary, pronunciation, and grammar) which can be guided by the teacher. It focuses also on discourse

competence, related to the appropriate things to say in specific context. Another thing is sociolinguistic competence such as expectations concerning the rate of speech, pause length, turn taking, and other social aspects of language use. The last, it also includes the explicit instruction in phrases to use to ask for clarification and repair miscommunication (Burkart, 1998). All those things can be done by doing Drill or Repetition. Drills play a useful part in a language course in helping learners to be formally accurate in their speech and to learn a useful collection of phrases and sentences. These also enable them to start using the language as soon as possible (Brown and Nation, 1997).

Language learners should be given opportunities to practice and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication. A meaning-focused speaking activity involves both the speaker's and the listeners' attention on the message being communicated. Shumin (1997) said that speaking skill in the class leads to communication embedded in meaning focused activities. This requires teachers to manage their instruction carefully to the needs of learners and teach them how to listen to others, how to talk to others, and how to negotiate meaning in a shared context. Out of the interaction, learners will learn how to communicate verbally and no-verbally as their language store and skills develop.

#### **e. The problems of promoting speaking skill**

As the learners of English as a foreign language, of course, there are some reasons for the students not to speak English or to be timid in expressing their ideas. They are peer pressure, lack of motivation and lack of support (Skeffington, 2004) First, the students do not speak English because of peer pressure. The students do not attempt to speak English because they are afraid to make mistakes.

As Brown (2001: 269) stated that one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurting things out that are wrong, stupid, or incomprehensible. Lawtie (2004) said students might lack confidence in their ability to speak confidently let alone in English. The pressure of getting ashamed is one of main factor.

Second, the students do not speak English because they have less motivation. Motivation is one of crucial things that the students should have. When the teacher asked the students why they think they should speak English in class, they just stunned silence, a disdainful look, or a droned “because we have to practice,” it means that they lack of motivation to speak English. Ibid (2004) stated that students who are not motivated in learning English, do not learn how to speak or do not get any opportunity to speak in the language classroom will lose interest in speaking English.

The last, the students do not speak English because of lack of support. There are two kinds of support: classroom atmosphere and linguistic support. Skeffington (2004) said that it might not be realistic to expect teenagers to provide the generous and patient atmosphere ideal for language practice. However, it is possible to encourage them to support each other, for example by working in teams (Burkart, 1998). Linguistic support here means the knowledge of the formal aspects of speaking such as pronunciation, vocabulary, grammar, and the appropriate use of spoken language. Most students have less knowledge about them. Lawtie (2004) stated that the learners do not want to speak English because what they think, “I don’t know what to say or how to say it.”



Besides, Beare (2007) said that some students are often timid and difficult or even do not use English in expressing their viewpoints or ideas due to a number of reasons:

1. Students have opinion, but are worried about what the other students might say or think
2. Students are lack of motivation.
3. Students do not have any opinion on the subject.
4. Students have an opinion, but they are not sure they can say exactly what they mean.
5. Students begin giving their opinion, but they want to state it in the same eloquent manner that they are capable of in their native language.
6. Students tend to focus more on correct functional and structure when they do not become too emotionally involved in what they are saying.
7. Other, more actively participating students feel confident in their opinions and express them eloquently making the less confident or afraid to speak English.

Here, the writer considers Skeffington as the main theory because all the kinds are complete. It also includes theory from other experts. The writer uses these theories and related studies in process of analyzing the data as guidelines to analyze students' problems in speaking in order to answer the statement of the problem.

#### **f. Students' strategies in overcoming speaking problems**

There will be time when learners are compelled to express a meaning in speaking without knowing the appropriate items or the rules at all. As stated by Bailey (2005: 19), when we speak, and especially perhaps when we speak in a foreign language, there are times when we wish to say something, but we don't have the words or the grammatical structures to say it. In order to get the required meaning when the learners are engaged in communication, they try to anticipate their difficulties in expressing their idea. The ways of coping with the situation is called communication strategies (Littlewood, 1984: 83).

Maleki (2007) teaching communication strategies is pedagogically effective, that interactional strategies are more effectively and extensively used, that communication strategies are conducive to language learning, and that language teaching materials with communication strategies are more effective than those without them (583-594).

Tiwaporn, (2016) Teaching of communication strategies might help to develop students' strategic awareness and strategic competence and solve their oral communication problem.

Brown, 2000: 128). These strategies may be an effective way but not a beneficial way for FLL students to learn a foreign language. Among these, topic avoidance may be the most frequent means that students have ever employed. When asked a specific question, the student who does not know the answer will just keep silent about it and lead to the occurrence of topic avoidance. In my experience, most students can hardly express their ideas or answers in a flexible

way; that is to say, they presumably have not learned to think over a foreign language simultaneously while they are speaking it. The reason tends to be that they have not acquired basic knowledge of English and they seldom practice it.

Shumin (1997) defined communication strategies as the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems. It is the way learners manipulate language in order to meet communicative goals. While Tarone (1981: 288 quoted by Ellis, 1986:181) saw communication strategies as the learner's contribution to the interactional work required to overcome a communication problem.

Every learner should have communication strategies to overcome their difficulties in speaking. Bailey (2005: 19) said that people often use communication strategies-verbal and/or nonverbal procedures for compensating for gaps in speaking competence. (Ibid: 20) also listed several strategies adapted from Tarone (1981: 286) as communication strategies. They are: (1) paraphrase, (2) borrowing, (3) appeal for assistance, (4) mime, and (5) avoidance.

Ellis (1986: 184) explained the type of communication strategies as reduction strategies and achievement strategies. Reduction strategies consist of formal and functional reduction strategies. While achievement strategies consist of compensatory strategies (e. g. code switching, literal translation, paraphrase) and retrieval strategies (e.g. waiting or using other languages).

The most important theory about communication strategies which the writer will take as the main theory is from Littlewood (1984: 84). Here, the classification

of communication strategies based on Littlewood (1984: 84) who categorized communication strategies into:

1. Avoiding communication

When learners are aware of gaps or weakness while they are engaging in speaking, they may avoid discussing topics for which they know that they lack the necessary vocabulary. This kind of strategy will be more frequent with the learners who dislike risks or uncertainty.

2. Adjust the message

When learners face a problem while trying to exchange and no chance to use avoidance, they usually alter the meaning they intend to communicate. They may omit some items of information, make the ideas simpler or less precise, or say something slightly different.

3. Use paraphrase

Learners sometimes use paraphrase including circumlocution or description, to express the meaning of their ideas they want to communicate. Learners, who cannot recall the word “kettle”, say “the thing that you boil water in”.

4. Use approximation

Learners express the meaning of their ideas as closely as possible. The learners tend to use words, which are less specific than the intended meaning. Perhaps, they may also use words, which really refer to something else but may be interpreted appropriately in the context of the learners’ utterance.

#### 5. Create new words

Learners may create new word or phrase, to express their desired meaning. The new word may be created by literally translating the elements in a native language word. Of course, there is a chance that this strategy will result in a word that actually exists in the second language.

#### 6. Switch to the native language

Rather than create a new word with the second language material, a learner may decide to use a word from his/her own native language. Obviously, this strategy is most likely to succeed in situations where the listener has knowledge of the speaker's native language.

#### 7. Use non-linguistic resources

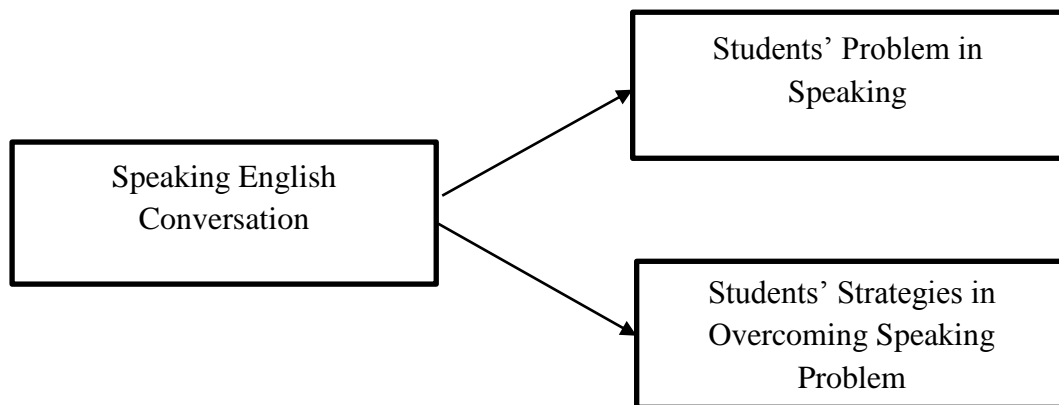
This strategy involves the use of gesture, imitation, and miming in expressing the ideas to make the meaning clearer.

#### 8. Seek help

This may simply means using bilingual dictionary. The speakers try to ask somebody else to help them to overcome their difficulties. It is just simple ask the other to translate or ask the correct forms of their ideas.

The writer considers Littlewood as the main theory because his categories of communication strategies are the most suitable for this research. The writer uses these theories and related studies in process of analyzing the data as guidelines to analyze communication strategies to overcome speaking problem in order to answer the statement of the problem.

### C. Conceptual Framework



*Figure 1* Conceptual Framework

Speaking is one of the important skills uses to convey the meaning, feeling or opinion to each other. However, from the long explanation above, there are a lot of problem in speaking English conversation. The problems are: peer pressure, lack of motivation and lack of support, lack of grammar pattern, and poor pronunciation. Besides, the speaking students can use many speaking strategies to overcome those problems. Those strategies are avoiding communication, adjust the message, use paraphrase, use approximation, create new word, switch to the native language, use non-linguistic resources, and seek help.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research design**

The method used in this research was descriptive research, it was along with the objective of this research was to find out the students' strategies in overcoming speaking problem in conversation. In carrying on descriptive research, the research did not manipulate the variables or arranged for events to happen, but only observing it in natural setting. The data collected were not in the form of number. It was stated that qualitative studies were those in which the description of observations wasn't ordinarily expressed in qualitative terms.

In short, the researcher used descriptive qualitative design to obtain information concerning in phenomenon by observing it in natural setting and reporting it descriptively.

#### **B. Research Subject**

The researcher conducted this research at SMA Negeri 4 Takalar. The subject of the research was all of the the eleventh grades of students' in the academic year of 2017-2018. The researcher applied purposive sampling technique, in this case the researcher takes only one class XI MIA 3. The class consisted of 33 students. So, the total subject was 33 students, there were 22 Female students and 11 male students. The researcher chose them as the subject

of this research because eleventh grade students were taught using English instruction in classroom. They have more experiences in speaking because they had passed tenth grade.

### **C. Research Instrument**

Instrument was something needed to be stated to conduct the research. The instrument of research was the equipment that was used by the researcher to collect the data, in which it was important to get the accurate data. There were many ways to collect the data from best, he argued that descriptive studies used techniques of observation, description, and analysis. While in qualitative studies, researcher gathers data by participant observation, interviews, and documentary materials.

In this research, the researcher investigated about students' problems in speaking English conversation and their strategies in overcoming speaking problems used by eleventh grade students at SMA Negeri 4 Takalar and the kinds of data should be collected were students' experiences when they faced the difficulties in speaking. The researcher does some ways to collect the data, such as doing Questionnaire and interview

#### **1. Questionnaire**

The first instrument to collect the data was questionnaire. Questionnaire was a number of written questions used to get information from respondents about their experiences individually. close form questionnaire was a kind of questionnaire that provides for marking a yes or no, a short response, or checking



an item from a list of suggested responses. In this research, questionnaire was distributed to the students.

## **2. Interview**

The researcher also determined interview as instrument in this research. The purpose of the interview was to collect the data from participant's experiences. The researcher gather the data about students' experiences when they faced difficulties in speaking. The interview gives more information in detail focusing on the research problem because respondents were free to answer in detail based on their experiences. The researcher took five students of class XI MIA 3 as interviewer. Interview guide for the students consisted of five questions concerning their problems in speaking English, their strategies to deal with the problems, and the effect of applying those strategies to their speaking problems.

## **D. Technique of Collecting Data**

The technique to collect the data was the way to get data collection. The researcher has to decide and determine right procedure in order to get correct and accurate data. The researcher observed in class activities to know that there was problem when students has to deliver their idea. Then, the researcher composed a number of questions in form of questionnaire.

After that, the researcher distributed questionnaire to all students as respondents. They were not required to write their names on the questionnaire, so they felt free to answer it. The researcher, then, conduct interview with the students.

## E. Data analysis

In this research, the data were analyzed in four steps. First, the researcher collected all data from all instruments. Second, the data were summarize systematically following the literature use. Third, the summarize data were group into two main groups: the students' problems in speaking and the students' strategies to overcome speaking problems. Then, the finding was presents descriptively. Fourth, conclusion was made from the result of analysis.

The calculate the percentage of the students' score was :

$$P = \frac{F \times 100}{N}$$

( Gay in Ramadhani,2016 )

Where :

P = Percentage

F = Frequency

N = Number of Subject

An example of qualitative data analysis from Gay. The example that follows was intended to provide a sense of qualitative analysis. A true qualitative research would entail more data analysis than shown here. However, the basic idea represented the process a qualitative research would undertake when analyzing data through out a research.

Here some basic information about the research:

1. Topics under the research: concern of students' strategies in overcoming English conversation problems.
2. Participants: eleventh grade students at SMA Negeri 4 Takalar, it takes only one class XI MIA 3. The class consisted of 33 students, the total subject was 33 students. 22 female students and 11 male students.
3. Data collection: Questionnaire and interviews with students.

Data analysis would process as follows:

From the questionnaire I take questions from students, and this questionnaire consisted of one part, this part consisted of twenty-four questions that were divided into some classifications: question number 1 referred to the students' general opinion about speaking problem. Question number 2 and 3 were about peer pressure as the main problem in speaking. They investigated students' opinion about problem in lacking of confidence and afraid in making mistakes. Question number 4 and 5 were to find out student motivation to practice speaking English. Question number 6, 7, 8 and 9 referred to the students' supports in speaking English. It investigated about the problem in linguistic support and classroom atmosphere. Question number 10 focus on avoiding communication as strategy to overcome problem in speaking. Question number 11, 12, and 13 refer to adjust the message strategy. Question number 14 refer to using paraphrase strategy. Question number 15 and 16 investigate information about using approximation strategy. Creating new word as the other strategies will ask in

question number 17 and 18. The next question was number 19 will ask about switch to native language strategy. Question number 20 and 21 gathered data about using non-linguistic strategy. The last question was number 22, 23 and 24. They gather information about seek help strategy. Questions of the students' experiences about speaking problems were defined by Skeffington. Selective items of the students' strategies use to cope the problems in speaking were developed on the basic communication strategies defined by Littlewood.

From the interviews with the students, I realize that the students will give information about their problem and strategies in speaking English conversation. Interview guide for the students consisted of five questions concerning their problems in speaking English, their strategies to deal with the problems, and the effect of applying those strategies to their speaking problems.

You then decide whether you need to collect further data by Questionnaire and interview about students' strategies in overcoming English conversation problem.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

Concerning with the statement of the problems, in this chapter the research would like to describe and analyze the findings during the research process conducted at SMAN 4 Takalar. It is intended to answered the problems of the research in finding. The research described the process of presenting result of the data. Whereas, in the discussion the researcher deduced the findings

#### **A. Findings**

The findings of the research were the students' problem and their strategies to deal with the problem in speaking English conversation. The data of the research was obtained by questionnaire, interview, and observation. To gain the objective of the reserach, the researcher had analyzed the data systematically and accurately. Each of findings was described and provided with supporting data. The following section presented details findings of the study.

##### **1. The problem faced by the students in speaking English conversation.**

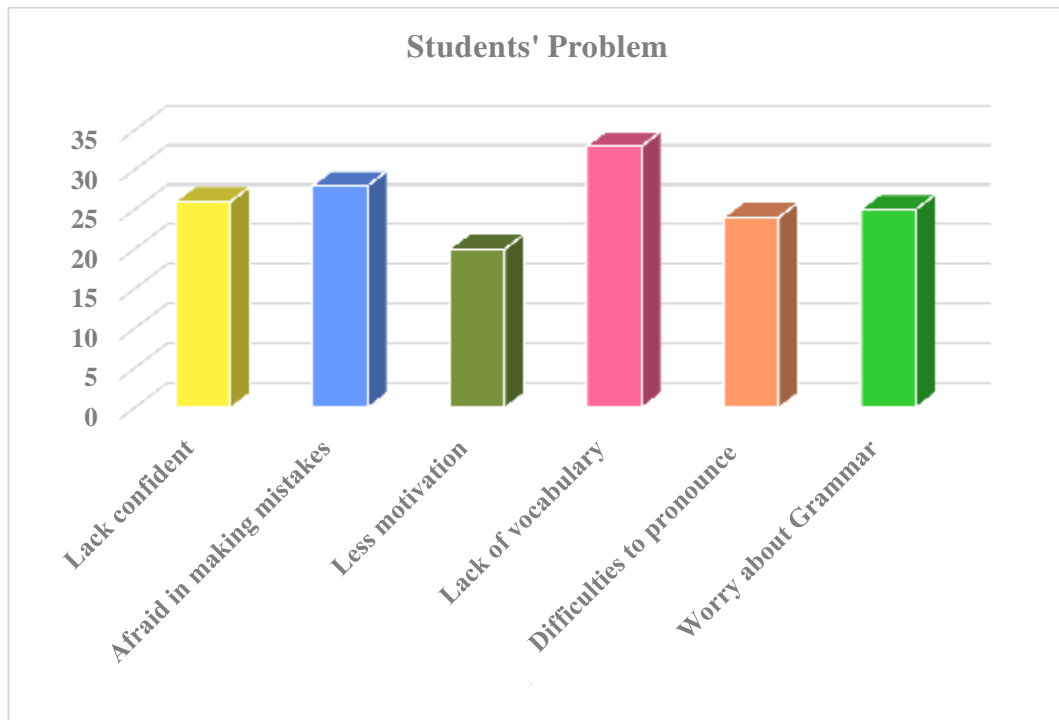
Based on the result of data analysis, the researcher found that there were six problem that students faced in speaking English conversation. Some causes of the students' problem in learning English conversation are find as follow :

**Tabel 4.1** Descripti  
problem in E

estionnaire result about students  
ation

No.	Students' problem in speaking	Frequency	Percentage
1.	Lack confidence	26	78.78
2.	Afraid in making mistake	28	84.84
3.	Less motivation	20	60.60
4.	Lack of vocabulary	33	100
5.	Difficulties to pronounce English word	24	72.72
6.	Worry about grammar	25	75.75

The cause of students problem in conversation based on the table 4.2, the research found that were six problem that students' have in speaking English conversation namely: lack confidence, afraid in making mistake, less motivation, lack of vocabulary, difficulties to pronounce English word, and worry about grammar. From 33 students in class XI MIA 3, SMAN 4 Takalar There are 26 students have problem of lack confidence (78.78 %), 28 students afraid in making mistake (84.84 %), 20 students less motivation (60.60 %), 33 students lack of vocabulary (100 %), 24 students difficulties to pronounce English word (72.72 %), and 25 students worry about grammar (75.75%). The highest problem that students faced in learning English conversation is lack of vocabulary and the lowest problem was less motivation.



**Figure 4.1 students problem in speaking English conversation**

Based on the figure 4.1 above, it show that there were six problem faced by the students in speaking English conversation. It shows that there were a different numbers of student's problem in speaking English conversation. The number of lack vocabulary was highest than all the students' problem in speaking English conversation. The number of students' Afraid in making mistake was highest than lack confident. The number of lack confident was highest than worry about grammar. The number of worry about grammar was highest than difficulties to pronounce English word. The number of difficulties to pronounce English word was highest than less motivation, and less motivation was the lowest problem.

The following question of interview related to the students' opinion and experience about the problem that they faced in speaking English conversation.

**Extract 1 : Lack of Vocabulary**

Researcher	: <i>Do you have a speaking problem in conversation?</i>
Student A	: <i>Yes I have. <b>I am usually lack of vocabulary</b> when speak English.</i>
Student B	: <i>yes, <b>I lack of vocabulary when speak</b>, so my friends usually laughed to my mistakes.</i>
Student C	: <i>Yes, <b>because I lack of vocabulary.</b></i>
Student D	: <i><b>I am lack of vocabulary</b>, and worry in making mistakes.</i>
Student E	: <i>I feel shy and lack of confidence, because <b>I didn't mastered vocabulary.</b></i>

Based on the interview result above, Most students had the same problem in speaking English conversation, the problem was lack of vocabulary. Lack of vocabulary is already an obvious and serious obstacle for many students, its because most of the students were not really enthusiastic to practice their vocabularies outside the class. Lack of vocabulary was the highest problem that students' faced when they want to speak. They said that they didn't mastered a vocabulary, so they can't speak well.



### **Extract 2 : Afraid in making mistakes**

Researcher : *Do you have a speaking problem in conversation?*

Student A : *Yes. I have some problem, like **afraid in making mistake** because the process of writing and the pronounce are very different.*

Student B : ***I am afraid in making mistakes**, so I feel afraid when I speak English*

Based on the interview result above, Some students afraid in making mistake when they speak. Student A said that she afraid in making mistake because the process of writing and the pronounce are very different, Student B said that he also afraid in making mistakes when speak English. Students usually afraid in making mistake when speaking English conversation because their teacher is unfriendly, so the students feel afraid to express what will they said.

### **Extract 3 : Lack confidence**

Researcher : *Do you have a speaking problem in conversation?*

Student E : ***I feel shy and lack of confidence**, because I didn't mastered vocabulary.*

Based on the interview result above, Lack confidence is the most problem that students usually faced in speaking English conversation. It is because they didn't accustomed to appearing in public.

## 2. The strategies that used by the students in speaking English conversation

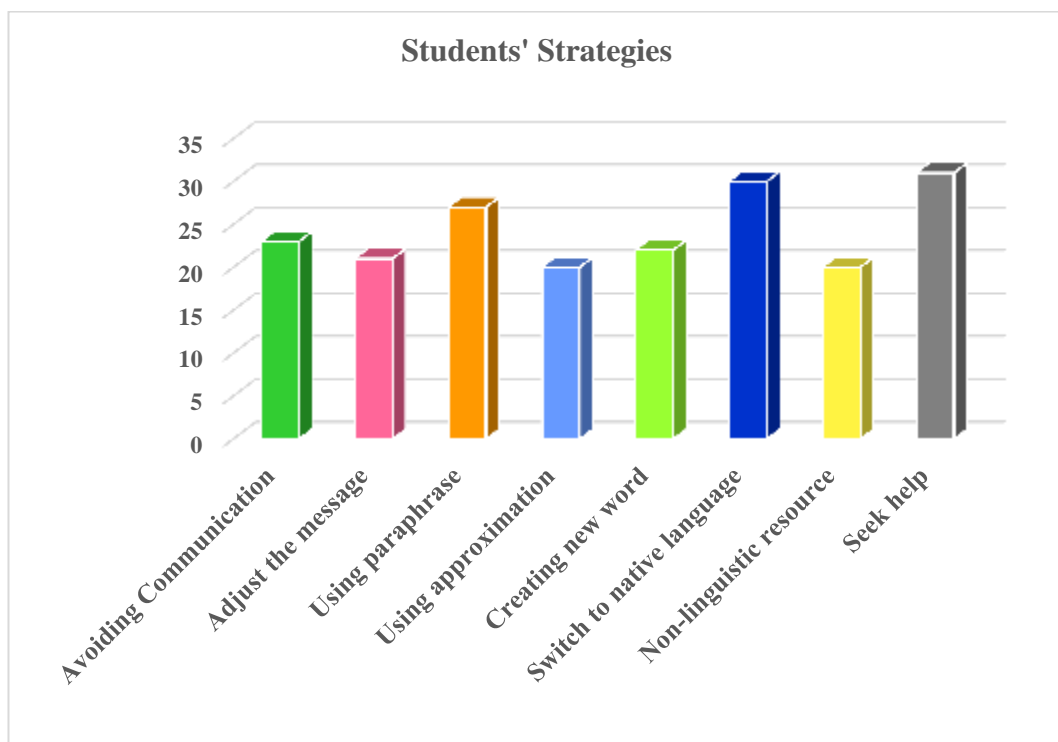
Based on the result of data analysis, there were some strategies that students' used to solve their problem in learning English conversation are find as follow :

**Tabel 4.2 Description about questionnaire result about students strategies in English conversation**

No.	Students' startegy in speaking	Frequency	Percentage
1.	Avoiding communication	23	69.69
2.	Adjust the message	21	63.63
3.	Using paraphrase	27	81.81
4.	Using approximation	20	60.60
5.	Creating new word	22	66.66
6.	Switch to native language	30	90.90
7.	Using non-linguistic resources	20	60.60
8.	Seek help	31	93.93

Based on the table 4.3, the research found that were some strategies that used by the students to overcome their speaking problem, those are avoiding communication, adjust the message, using paraphrase, Using approximation, creating new word, Switch to native language, using non-linguistic resource, and seek help. From 33 students in class XI MIA 3, SMAN 4 Takalar, there are 23 students used avoiding communication strategies (69.69 %), 21 students used

adjust the message strategy (63.63 %), 15 students used paraphrase strategy (45.45%), 20 students used approximation strategy (60.60 %), 22 students used creating new word strategy(66.66%), 30 students used switch to the native language strategy (90.90 %), 20 students used non-linguistic resources (60.60 %), and 31 students used seek help strategy (93.93 %). The highest strategy that students used is avoiding communication strategy and the lowest strategy that students used are used approximation and used non-linguistic resources.



**Figure 4.2 Students strategies in speaking English conversation**

Based on the figure 4.1 above, it show that there were eight strategies that students used in speaking English conversation. It shows that there were a different numbers of student's strategies in speaking English conversation. The number of seek help was highest than all the strategies that students' used in

speaking English conversation. The number of switch to native language was highest than using paraphrase strategy. The number of using paraphrase was highest than avoiding communication. The number of avoiding communication was highest than creating new word. The number of creating new word was highest than adjust the message. The number of adjust the message were highest than using approximation and using non-linguistic language, and using approximation and using non-linguistic language were the lowest strategies that students' used in speaking English conversation.

The following question of interview related to the strategies that students' used in speaking English conversation.

#### **Extract 4 : Used Seek Help Strategies**

<b>Researcher</b>	<i>: Ok. if your teacher suddenly told you to speak in front of your friends, what will you do if you don't know what you want to say?</i>
<b>Student B</b>	<i>: I ask to my teacher how to solve my problem, and I also require her some suggestion.</i>
<b>Student C</b>	<i>: I asked to my teacher and express what will I say with using gesture.</i>

Based on the interview result above, most students used the same strategies to solve their speaking problem in speaking English conversation, the strategies was seek help. Seek help strategies was may simply means using

bilingual dictionary, when students had nothing to said they asked somebody else to help them to overcome their problem, and the answered aboved showed that they asked their teacher or their problem to solve their problem. So, Seek help strategies can solve their problem in speaking English conversation and make their speaking English conversation run well.

#### **Extract 5 : Switch to native language**

**Researcher** : *Ok. if your teacher suddenly told you to speak in front of your friends, what will you do if you don't know what you want to say?*

**Student A** : *if I don't know what will I say, I Usually express by using body gestures and immediately I use **Indonesian language***

Based on the interview result above, Student A said that she will used Indonesian language if she don't know what will she said. Using indonesian language is called Switch to the native language strategies. Student A said that using switch to the native language strategies can make their speaking run well.

#### **Extract 6 : Used non-linguistic resource**

**Researcher** : *Ok. if your teacher suddenly told you to speak in front of your friends, what will you do if you don't know what you want to say?*

**Student A** : *if I don't know what will I say, I Usually express by using **body gestures** and immediately I use Indonesian language spontaneously.*

<p><b>Student C</b> : <i>I asked to my teacher and express what will I say with using gesture.</i></p> <p><b>Student D</b> : <i>I used gesture</i></p>
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Based on the interview result above, when students didn't know what will they said when speaking English conversation, they will used gesture to express what will they said and make their conversations run well. Used gesture is called used non-linguistic strategies. Non-linguistic strategies involves the use of gesture, imitation, and miming in expressing the ideas to make the meaning clearer, so the used this strategies to solve their problem when speaking English conversation.

## **B. Discussion**

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

### **1. The problem of learning English conversation in speaking class.**

Based on the research finding of this thesis, the researcher found that there were some problems faced by second semester students' in learning speaking English conversation at SMA Negeri 4 Takalar. The result of the questionnaire and interview showed that most of the students' problem in conversation are lack

confidence, afraid in making mistake, less motivation, lack of vocabulary, difficulties to pronounce English word, and worry about grammar.

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

Based on the fact above, it show that all the students (100%) in class XI MIA 3 are lack of vocabulary. It is not surprising that many students' spoke English less fluently. It was because most of the students were not really enthusiastic to practice their vocabularies outside the class. It indicates that there are two possibilities why they did so. Firstly, the students are too lazy to practice speaking and use dictionary. They only open the dictionary if they found difficult or strange words in the lesson material. Secondly, the students are still feeling embarrassed in practicing speaking English with their friends.

Most of the students are often uncertain for speaking in the classroom because of little vocabulary. It was because the lecturer gave too difficult materials/topics. They were difficult in speaking English because the topic was seldom to discuss or hear so they had limited time to think about the topic and were not ready with the vocabularies that they used. So it made some students passive in the class.

Another problem that makes the students' speaking ability is not really good is because of the interference of grammar in speaking. Based on the result of the questionnaire, from 33 students that the researcher investigated, there are 25 students (75,75%) students were not really interested or worry about grammar because they considered grammar as the problem when they spoke English. They did not master the grammar well so it made them felt shy and afraid to speak English. They had no idea if they thought too long about grammar when they make good sentences.

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

The next problem that makes the students' speaking ability not really good is that most of the students were difficult to pronounce words clearly. There are 24 students (72,72%) are difficulties to pronounce English word. This fact is based on the result of the questionnaire. In researcher's opinion, there is a possibility that the students did not frequently and regularly practice how to pronounce words clearly. They felt difficult in pronouncing the words because they did not use English in daily communication.



Beside that, the students have a problem related to their motivation. There are 20 students from 33 students are less motivation. Another problem are they also felt afraid if they were wrong in pronunciation, and sometimes they felt that the topics were uninteresting and they did not understand the materials as well.

The problems above make some of the students become passive and unconfident in speaking in the class. It can be seen from the questionnaire that 26 students from 33 students (78,78) that the researcher investigated, were still unconfident in speaking in the class. This problem can't make their speaking ability run well if the students did not have strategies to overcome those problems.

## **2. The strategies that used by the students to solve speaking English conversation problem.**

In order to get the top achievement and to solve the English conversation problem, the students need to force themselves to get more practices and used some strategies if they want to improve their speaking ability. The questionnaire and interview showed that most of the students still had problems like: lack confidence, afraid in making mistake, less motivation, lack of vocabulary, difficulties to pronounce English word, and worry about grammar.

To overcome those problems the students had strategies in order to make their speaking ability better and overcome their difficulties in speaking. Those strategies is adapted by Littlewood theory about communication strategies. In Littlewood theory there are eight strategies that students can used : Avoiding communication, adjust the message, using paraphrase, using approximation,

creating new word, switch to native language, using non-linguistic resources, and seek help.

Most of the students' said that they still had some problem in English conversation, so to overcome that problem most of the students used seek help strategies, there are 31 students (93,93%) used seek help strategies when they faced by some problem in speaking English conversation. If they had a difficulty when they speak a conversation in front of class, they usually used seek help strategy because this strategy help them to make their speaking run well.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In this study, the researcher wants to know the speaking problems in conversation of the students of 11<sup>th</sup> grade at SMA Negeri 4 Takalar, when speaking is the core skill in the classroom. There are one classes, that is XI MIA 3. Through this study, the researcher also wants to know about their strategies to overcome speaking problems in English conversation when they have difficulties in delivering their ideas. This research conducts this study based on Littlewood theory about communication strategies. The statement of the research problems of this study have been stated in chapter one, these are “What are problems faced by the students’ in English conversation at SMA Negeri 4 Takalar” and “What are strategies used by the students’ in overcoming English conversation problems at SMA Negeri 4 Takalar”.

From the findings and discussions presented in the previous chapter, it can be concluded that the students have some speaking problems in the classroom which hampered them from improving their speaking ability. They faced some difficulties in expressing or sharing their ideas in conversation which make them hesitant to speak English. However, they apply some strategies to overcome the difficulties.

There are six problems which occur in speaking class: lack confidence, afraid in making mistake, less motivation, lack of vocabulary, difficulties to pronounce English word, and worry about grammar. All these problems occur when they are doing activities in speaking class. The findings show that for all students lack vocabulary is the most reason of their problems in speaking.

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To cope with the situation in which they find difficulties to deliver their meaning in conversation, students employ some communication strategies, including avoiding communication, adjusting the message, using paraphrase, creating new words, switching to the native language, using non-linguistic resources, and seeking help. Among those all strategies, seeking help is frequently happen in the classroom.

## **B. Suggestion**

Related to the research finding, the researcher has some suggestions to minimize the speaking problems and maximize student' speaking skill. For the students, communication strategies that are presented in this study can be applied in oral communication to overcome their speaking problems in conversation. All strategies can help them in overcoming difficulties in speaking English in order to maximize their speaking skill. Students have to read more to find out an appropriate strategy that can be applied for every classroom activity. They also can use these strategies to help their friends in overcoming the problems in speaking English. Besides, students have to try to apply more than one strategy,

not only asking help from the teacher but also other strategies which can help them to minimize difficulties in speaking.

Since the students have six kinds of speaking problems: lack confidence, afraid in making mistake, less motivation, lack of vocabulary, difficulties to pronounce English word, and worry about grammar., it is suggested to the teacher to help students minimize their speaking problems. Teacher can remind students that they need to practice speaking English if they want to be able to speak English and it will be better if teacher increases the opportunity of giving oral communication.

The students will be more motivated if teacher ask the class to give applause to the student who have spoken during the class activities. Teacher can also give reward for the students who speak more during class activities. Furthermore, to minimize speaking problems, students need to be given a course focusing on speaking skill. It can be conversation class or additional speaking class beside formal English lesson in classroom. So, students will be used to speak English. In addition, to help the students in coping their speaking problem, also recommended that teacher could design an appropriate speaking technique for a particular group of students who have difficulties in speaking class.

For other researchers, it is suggested to make depth investigation about the students' speaking problems in conversation and their strategies in dealing with those problems which may not mention in this study.

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(APPENDICES)



## Appendix A

### Questionnaire

(Hanunah,2009)

This questionnaire use to know the problem faced by the students in speaking english conversation and their strategies used by the students to solve the problem.

#### A. Instruction !

1. Read the questions carefully .
2. Answers the question that you think suitable with your opinion and then mark the answer with check list (√).

No.	Question	Answer	
		yes	no
1.	Do you have a difficulties when speaking english in speaking class ?		
2.	Are you confident to speaking english in speaking class ?		
3.	Are you afraid in making mistakes in speaking class ?		
4.	Do you like speaking english in speaking class ?		
5.	Do you have motivation to speaking english in class		

	?		
6.	Do you have a problem of vocabulary ?		
7.	Do you have some difficulties to pronounce english word ?		
8.	Do you worry about grammar ?		
9.	Does class activities give your opportunity to speak english ?		
10.	Do you keep talking if you have a difficulties to speak english ?		
11.	Don't you omit items of information if you have difficulties to speak english ?		
12.	Don't you try to make idea more simpler if you have difficulties to speak english ?		
13.	Students say slightly different thing if they have difficulties to speak ?		
14.	Do you use a paraphrase strategy if you have difficulties to speak english ?		
15.	Do you uses less spesific words if you have difficulties to speak english ?		
16.	Do you use a words that may refer to something else if they you dificulties to speak english ?		
17.	Do you use first language transfer if you have difficulties to speak english ?		
18.	Do you make a new english words if you have difficulties to speak english ?		
19.	Are you switch the words into native language if you have dificulties to speak english ?		
20.	Do you use gesture if you have dificulties to speak english ?		
21.	Are you seek help from the teacher if you have		

	dificulties to speak english ?		
22.	Are you seek help from your friends if you have dificulties to speak english ?		
23.	Do you use dictionary if you have dificulties to speak english		
24.	Don't you use mime if you have dificulties to speak english ?		

### Questionnaire Result

No.	Questionnaire	Frequency		Percentage (%)	
		Yes	No	Yes	No
1	Do you have dificulties when speaking Englis in class?	13	20	39.40	60.60
2	Are you confident to speaking English in class?	26	7	78.79	21.21
3	Are you afraid in making mistakes in class?	18	15	54.54	45.46
4	Do you like speaking English in class?	26	7	78.79	21.21
5	Do you have a motivation to speaking English in class?	13	20	39.40	60.60
6	Do you have a problem of vocabulary?	33	0	100	0
7	Do you have some dificulties to pronounce English word?	24	9	72.72	27.28
8	Do you worry about grammar?	25	8	75.76	24.24
9	Does class activities give your opportunity to speak English?	14	19	42.42	57.58
10	Do you keep talking if you have	10	23	30.30	69.70

	difficulties to speak English?				
11	Don't you omit items of information if you have difficulties to speak English?	6	27	18.18	81.82
12	Don't you try to make more simple idea if you have difficulties to speak English?	31	2	93.94	6.06
13	Students say slightly different thing if they have difficulties to speak?	26	7	78.79	21.21
14	Do you use a paraphrase strategy if you difficulties to speak English?	27	6	81.81	18.19
15	Do you used less spesific words if you have difficulties to speak English?	29	4	87.88	12.12
16	Do you use a word that may refer to something else if you have difficulties to speak English?	11	22	33.33	66.67
17	Do you use first language transfer if you have difficulties to speak English?	24	9	72.72	27.28
18	Do you make new an English word if you have difficulties to speak English?	20	13	60.60	39.40
19	Are you switch the words into native language if you have difficulties to speak English?	30	3	90.90	9.10
20	Do you use gesture if you have difficulties to speak English?	22	11	66.67	33.33
21	Are you seek help from the teacher if you have difficulties to speak English?	18	15	54.54	45.46
22	Are you seek help from your friends if you have difficulties to speak English?	33	0	100	0
23	Do you use dictionary if you have difficulties to speak English?	32	1	96.97	3.03

24	Don't you use mime if you have difficulties to speak English?	28	5	84.84	15.16
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## **APPENDIX B**

### **Interview**

**( Hanunah,2009 )**

#### **INTERVIEW GUIDES WITH THE STUDENTS**

1. Do you like speaking class subject ?
2. Do you have a difficulties when speak english ?
3. Do you have a problem when speaking english ?
  - a. Shy to speak
  - b. Worry to make a mistakes
  - c. Dislike to speak in english
  - d. Do not motivate to speak english
  - e. Difficult to find a right word
  - f. Difficulties to pronounce
  - g. Difficulties in grammar
  - h. Class situation do not support to speak english
4. How to solve speaking english problem in class ?
  - a. Be quiet
  - b. omit the difficult words
  - c. Use a simple words

- d. Use a different words with the same meaning
  - e. Describe in english with your own language
  - f. Use a common words
  - g. Use a different words meaning
  - h. Translate it from indonesian language
  - i. Looking for a new words for the words that intended
  - j. Using indonesian language
  - k. Use gesture
  - l. Use seek help
  - m. Ask to teacher or friends
  - n. Find the word in dictionary
5. What your strategies to solve the problem to speak english in speaking class ?

## Interview Result

### Transcription of Interview

A1= interviewer, A2= interviewee

	Transcription
A1.1	Assalamualaikum
A2.2	Walaikumsalam
A1.3	Silahkan perkenalkan nama dan asal sekolah anda terlebih dahulu
A2.4	Perkenalkan nama saya Ashari, kelas XI.MIA 3 Asal sekolah SMAN 4 Takalar
A1.5	Sebelumnya saya ingin menanyakan beberapa hal mengenai masalah dan strategi apa yang digunakan siswa dalam belajar percakapan Bhs.Ingggris
A2.6	Silahkan
A1.7	Apakah anda menyukai pelajaran bhs.inggris?
A2.8	iya saya meyukainya.
A1.9	Kenapa?
A2.10	Karena menurut saya bhs.inggris adalah bahasa yang mendunia, jadi ketika kita keluar negeri kita tidak akan kesulitan untuk berkomunikasi.
A1.11	Selain itu apakah ada alasan lainnya?
A2.12	Iya ada.
A1.13	Apa itu?
A2.14	Sejak awal saya menyukai bahasa inggris karena saya melihat ada begitu banyak manfaat yang kita dapatkan.Salah satunya peluang kerja yang mudah didapatkan.
A1.15	Pertanyaan selanjutnya, apakah anda mengalami kesulitan didalam berbicara bahsa inggris
A2.16	Iya. Saya mengalami beberapa kesulitan diantaranya saya takut salah karena cara penulisan dan penyebutan didalam bahasa inggris itu berbeda.

A1.17	Selain itu apalagi kesulitan yang anda alami?
A2.18	Saya kurang memahami kosakata didalam berbahasa inggris
A1.19	Apa yang anda lakukan sehingga masalah yang anda hadapi tidak terulang lagi?
A2.20	Yang saya lakukan itu saya giat menghafal kosakata dan lebih percaya diri dalam berbahasa inggris.
A1.21	Ok. Misalkan anda tiba-tiba disuruh naik dihadapan teman-teman anda, apa yang anda lakukan jika anda tidak mengetahui apa yang ingin anda katakan.
A2.22	Biasanya saya mengungkapkannya dengan menggunakan mimik tubuh dan saya langsung menggunakan bahasa indonesia
A1.23	Pertanyaan selanjutnya. Apakah strategi yang anda gunakan tadi sudah bisa mengatasi dan mengurangi masalah yang anda alami
A2.24	Iya, meskipun belum terlalu lancar tapi saya sudah ada perkembangan, saya mulai sedikit demi sedikit tahu tentang kosakata dan saya sudah mulai tampil percaya diri.
A1.25	Terima kasih atas waktunya
A2.26	Iya sama-sama .



## Transcription of Interview

B1= interviewer, B2= interviewee

	Transcription
B1.1	Assalamualaikum
B2.2	Walaikumsalam
B1.3	Silahkan perkenalkan nama dan asal sekolah anda terlebih dahulu
B2.4	Perkenalkan nama saya Nurul Muasyara, kelas XI.MIA 3 Asal sekolah SMAN 4 Takalar
B1.5	Sebelumnya saya ingin menanyakan beberapa hal mengenai masalah dan strategi apa yang digunakan siswa dalam belajar percakapan Bhs.Ingggris.
B2.6	Silahkan
B1.7	Apakah anda menyukai bahasan inggris?
B2.8	Ia saya menyukainya
B1.9	Kenapa?
B2.10	karena pelajarannya seru untuk dipahami dan dari dulu memang saya menyukai bahasa inggris
B1.11	Apakah anda malu dalam berbicara bahasa inggris?
B2.12	Tidak. Saya merasa percaya diri dan saya hiraukan saja apa yang dikatakan oleh teman-teman saya
B1.13	Pertanyaan selanjutnya. apakah anda mengalami kesulitan didalam berbicara bahsa inggris?
B2.14	Iya, Saya kurang menguasai kosakata dalam berbicara bahasa inggris,sehingga teman-teman saya biasanya menertawakan kesalahan saya
B1.15	Apa yang anda lakukan sehingga masalah yang anda hadapi tidak terulang lagi?
B2.16	Ketika teman-teman menertawakan kesalahan saya Saya anggap itu

	sebagai motivasi untuk lebih giat lagi belajar bahasa inggris
B1.17	Misalkan anda tiba-tiba disuruh naik dihadapan teman-teman anda, apa yang anda lakukan jika anda tidak mengetahui apa yang ingin anda katakan.
B2.18	Saya bertanya kepada guru yang mengajar bagaimana cara mengatasi dan saya meminta saran atau petunjuk.
B1.19	. Pertanyaan selanjutnya. Apakah strategi yang anda gunakan tadi sudah bisa mengatasi dan mengurangi masalah yang anda alami
B2.20	Iya. Saya merasa lancar berbicara bahasa inggris ketika guru yang langsung memberikan arahan.
B1.21	Terima kasih atas waktunya
B2.22	Iya sama-sama kak

## Transcription of Interview

C1= interviewer, C2= interviewee

	Transcription
C1.1	Assalamualaikum
C2.2	Walaikumsalam
C1.3	Silahkan perkenalkan nama dan asal sekolah anda terlebih dahulu
C2.4	Perkenalkan nama saya Ashari, kelas XII.MIA 3 Asal sekolah SMAN 4 Takalar
C1.5	Sebelumnya saya ingin menanyakan beberapa hal mengenai masalah dan strategi apa yang digunakan siswa dalam belajar percakapan Bhs.Ingggris
C2.6	Silahkan
C1.7	Apakah anda menyukai bahasan inggris?
C2.8	Iya saya menyukainya
C1.9	Kenapa?
C2.10	Karena memiliki banyak manfaat bagi kehidupan sehari-hari, diantaranya bisa liburan diluar negeri, dan juga kebanyakan pekerjaan membutuhkan bahasa inggris, dan mudah berkomunikasi
C1.11	Apakah anda malu dalam berbicara bahasa inggris?
C2.12	Tidak sama sekali
C1.13	Pertanyaan selanjutnya. apakah anda mengalami kesulitan didalam berbicara bahasa inggris?
C2.14	Iya. Karena kurang mengetahui kosakata
C1.15	Apa yang anda lakukan sehingga masalah yang anda hadapi tidak terulang lagi?
C2.16	Ikut kursus bahasa inggris dan buka kamus serta menghafal kosakata yang banyak.
C1.17	Apakah dengan membuka kamus dapat membantu meningkatkan kosa

	kata anda ?
C2.18	Iya.
C1.19	Misalkan anda tiba-tiba disuruh naik dihadapan teman-teman anda, apa yang anda lakukan jika anda tidak mengetahui apa yang ingin anda katakan.
C2.20	Saya bertanya kepada guru dan juga mengekspresikannya menggunakan mimik tubuh.
C1.21	Apakah cara tersebut membantu anda ?
C2.22	Iya, sangat membantu
C1.23	Kenapa ?
C2.24	Karena ketika saya tidak tau lagi apa yang saya ingin katakan, dengan menggunakan mimik tubuh teman saya akan paham dengan apa yang saya maksud.
C1.25	Lalu, apakah bertanya dengan guru juga membantu anda ?
C2.26	Iya, karena dengan bertanya dengan guru ia dapat memberikan kita saran.
C1.27	Terima kasih atas waktunya
C2.28	Sama-sama

## Transcription of Interview

D1= interviewer, D2= interviewee

	TransDription
D1.1	Assalamualaikum
D2.2	Waalaiikumsalam
D1.3	Silahkan perkenalkan nama dan asal sekolah anda terlebih dahulu
D2.4	Perkenalkan nama saya Tantri Widyana PuT, kelas XII.MIA 3 Asal sekolah SMAN 4 Takalar
D1.5	Sebelumnya saya ingin menanyakan beberapa hal mengenai masalah dan strategi apa yang digunakan siswa dalam belajar percakapan Bhs.Ingggris
D2.6	Silahkan
D1.7	Apakah anda menyukai bahasan inggris?
D2.8	Iya saya cukup menyukainya
D1.9	Kenapa?
D2.10	Alsannya karena dalam dunia kerja dan internasional harus menggunakan bahasa inggris
D1.11	Apakah bahasa inggris merupakan bahasa yang penting?
D2.12	Iya
D1.13	Pertanyaan selanjutnya. apakah anda mengalami kesulitan didalam berbicara bahasa inggris?
D2.14	Takut membuat kesalahan sehingga takut menyampaikan dalam berbicara bahasa inggris
D1.15	Apakah masalah yang anda hadapi ketika berbicara dengan menggunakan bahasa inggris?
D2.16	kekurangan kosakata sehingga takut salah dalam menyampaikannya
D1.17	Apa yang anda lakukan sehingga masalah yang anda hadapi tidak terulang lagi?

D2.18	Bertanya kepada guru dan teman tentang kata-kata yang sulit untuk diucapkan, serta menggunakan google translate
D1.19	Apakah anda juga menggunakan google translate?
D2.20	Iya.
D1.21	Apakah metode yang anda gunakan sudah efektif digunakan atau dapat mengurangi masalah-masalah yang anda hadapi dalam berbicara bahasa inggris?
D2.22	Cukup membantu karena dapat mengurangi sedikit demi sedikit masalah yang saya alami
D1.23	Misalkan anda tiba-tiba disuruh naik dihadapan teman-teman anda, apa yang anda lakukan jika anda tidak mengetahui apa yang ingin anda katakan.
D2.24	Saya menggunakan mimik tubuh
D1.25	Apakah menggunakan mimik tubuh dapat memperlancar anda berbicara bahasa inggris didepan kelas?
D2.26	Iya sangat membantu
D1.27	Kenapa?
D2.28	Alasannya karena dengan menggunakan mimik tubuh bisa mempermudah saya mengungkapkan apa yang saya ingin katakan dan juga teman-teman saya bisa lebih paham
D1.29	Terimakasih atas waktunya, assalamualaikum wr.wb
D2.30	Waalaiikum salam

## Transcription of Interview

E1= interviewer, E2= interviewee

	Transcription
E1.1	Assalamualaikum
E2.2	Walaikumsalam
E1.3	Silahkan perkenalkan nama dan asal sekolah anda terlebih dahulu
E2.4	Perkenalkan nama saya Andi Muhammad Ihram, kelas XII.MIA 3 Asal sekolah SMAN 4 Takalar
E1.5	Sebelumnya saya ingin menanyakan beberapa hal mengenai masalah dan strategi apa yang digunakan siswa dalam belajar percakapan Bhs.Ingggris
E2.6	Silahkan
E1.7	Apakah anda menyukai bahasan inggris?
E2.8	Iya saya cukup menyukainya
E1.9	Kenapa?
E2.10	Karena bahasa inggris merupakan bahasa yang sangat penting
E1.11	Kenapa penting?
E2.12	Karena dikenal indonesia sebagai bahasa internasional
E1.13	Jadi apa pentingnya untuk tahu bahasa inggris?
E2.14	Untuk bisa berkomunikasi dengan orang luar negeri.
E1.15	Pertanyaan selanjutnya. apakah anda mengalami kesulitan didalam berbicara bahasa inggris?
E2.16	Masalahnya malu bertanya dan tidak percaya diri dengan guru
E1.17	Kenapa anda malu?
E2.18	Belum berani berbicara didepan umum
E1.19	apa yang anda lakukan sehingga anda lebih berani berbicara didepan umum dan tidak malu bertanya kepada guru?
E2.20	Saya mencoba memberanikan diri untuk tampil didepan umum agar

	terlihat percaya diri
E1.21	Misalkan anda tiba-tiba disuruh naik dihadapan teman-teman anda, apa yang anda lakukan jika anda tidak mengetahui apa yang ingin anda katakan
E2.22	Saya bertanya kepada guru
E1.23	Apakah metode yang anda gunakan sudah dapat mengurangi masalah-masalah yang anda alami dalam berbicara bahasa inggris?
E2.24	Insyallah
E1.25	Kenapa?
E2.26	Ia, Karena saya ingin melatih kepercayaan diri untuk bisa tampil didepan umum
E1.27	Terimakasih atas waktunya, assalamualaikum wr, wb
E2.28	Walaikum salam



## Appendix B

### Transcription of Interview

A1= interviewer, A2= interviewee

	Transcription
A1.1	Assalamualaikum
A2.2	Walaikumsalam
A1.3	Please introduce yourself and your school first
A2.4	Let me introduce myself, my name is Ashari, Class XI MIA 3 of SMAN 4 Takalar
A1.5	Ok before, I want to ask you some question about what the students problem and their strategy that students used to solve their problem in speaking english conversation.
A2.6	Ok please
A1.7	Do you like English subject ?
A2.8	Yes, I like it.
A1.9	Why?
A2.10	Because, I think english language is the world language, so when we go abroad we don't have a difficulties to communicate with people in another country.
A1.11	Do you have another reason?
A2.12	Yes ofcourse
A1.13	What is that?
A2.14	I like english language since a few years ago, because there are many benefit that we get. One of them is we can easily to get a job vacancy.
A1.15	The next question is do you have a problem when speak in english conversation?
A2.16	Yes . I have some problem, like afraid in making mistake because their process of writing and their pronounce is very different.

A1.17	Beside that, do you have another problem?
A2.18	Yes I have. I usually lack of vocabulary when speak english.
A1.19	What are you do in order to solve your problem in speaking english conversation?
A2.20	Usually I learn hard to improve my vocabulary, and more confident to speak english.
A1.21	Ok. if your teacher suddenly told you to speak in front of your friends, what will you do if you don't know what you want to say?
A2.22	if I don't know what will I say, I Usually express by using body gestures and immediately I use Indonesian language spontaneously
A1.23	The next question. Whether the strategy that you use is able to overcome and reduce your problem in speaking english conversation?
A2.24	Yes, even though I can't speak fluently, but I feel there has been a bit development, I began to mastering a little vocabulary and I started appear to confident.
A1.25	Thanks for your time.
A2.26	Your welcome. .

## Transcription of Interview

B1= interviewer, B2= interviewee

	Transcription
B1.1	Assalamualaikum
B2.2	Waalaikumsalam
B1.3	Please introduce yourself and your school first
B2.4	Let me introduce myself, my name is Nurul Muasyara, Class XI MIA 3 of SMAN 4 Takalar.
B1.5	Ok before, I want to ask you some question about what the students problem and their strategy that students used to solve their problem in speaking english conversation.
B2.6	Please
B1.7	Do you like english subject??
B2.8	Yes, I like it.
B1.9	Why?
B2.10	because english subject is a fun lesson, easy to understand and I really like it since first i learn it.
B1.11	Are you shy to speaking English?
B2.12	No. I feel confident and I ignore what my friends say
B1.13	The next question. Do you have a difficulties to speak english?
B2.14	yes, I lack of vocabulary when speaking, so my friends usually laughed to my mistakes
B1.15	What do you do to solve your problem?
B2.16	When my friends laugh at my mistakes I consider it as a motivation to be more active in learning speaking english conversation.
B1.17	Ok. if your teacher suddenly told you to speak in front of your friends, what will you do if you don't know what you want to say?
B2.18	I ask my teacher how to solve my problem, and I also require her

	suggestion.
B1.19	The next question. What the strategy that you used can solve your problem in speaking?
B2.20	Yes, ofcourse. I feel fluent to speak English when I ask to my teacher, and he gives me directives.
B1.21	Thanks for your time
B2.22	Your welcome

C1= interviewer, C2= interviewee

	Transcription
C1.1	Assalamualaikum
C2.2	Walaikumsalam
C1.3	Please introduce yourself and your school first
C2.4	Let me introduce myself, my name is Tasya, Class XI MIA 3 of SMAN 4 Takalar.
C1.5	Ok before, I want to ask you some question about what the students problem and their strategy that students used to solve their problem in speaking english conversation.
C2.6	Please
C1.7	Do you like english subject??
C2.8	Ofcourse. I really like it.
C1.9	why?
C2.10	Because it has many benefits for our life, including being able to vacation abroad, and also most jobs need English as their rules, and with english language, we are easy to communicate with other people in another country.
C1.11	Are you shy to speak english?
C2.12	Ofcourse no
C1.13	The next question. Do you have a difficulties when speak english?
C2.14	Yes, because I lack of vocabulary.
C1.15	What will you do in order you can solve your problem in english?
C2.16	I I took an English course, opened a dictionary, and memorized a lot of vocabulary.
C1.17	Does opening a dictionary can help you to improve your vocabulary?
C2.18	Yes.
C1.19	Ok. if your teacher suddenly told you to speak in front of your friends, what will you do if you don't know what you want to say?

C2.20	I asked to my teacher and express what will I say with using gesture.
C1.21	Does this method help you?
C2.22	Yes. Its really helpful
C1.23	why?
C2.24	when I don't know what will I say, I will used facial expression or gesture to express what will I say, and my friend also can know what I mean.
C1.25	so, if you ask to your teacher. It can help to solve your problem? apakah bertanya dengan guru juga membantu anda ?
C2.26	Yes, because by asking with my teacher, he can give us some advices.
C1.27	Thanks
C2.28	Your welcome

## Transcription of Interview

D1= interviewer, D2= interviewee

	TransDription
D1.1	Assalamualaikum
D2.2	Waalaiikumsalam
D1.3	Please introduce yourself and your school first
D2.4	Let me introduce myself, my name is Tantri Widiana Putri, Class XI MIA 3 of SMAN 4 Takalar.
D1.5	Ok before, I want to ask you some question about what the students problem and their strategy that students used to solve their problem in speaking english conversation.
D2.6	Ok
D1.7	Do you like english subject?
D2.8	Yes I like it
D1.9	Why do you like it?
D2.10	because in the world of work requires English, and also in international affairs we must used English language.
D1.11	Do you think english is an important language?
D2.12	Yes ofcourse
D1.13	The next question. Do you have a difficulties in speak english?
D2.14	I am afraid in making mistakes, so I feel afraid when I speak English.
D1.15	What is your problem when speak in english?
D2.16	I am lack of vocabulary, and worry in making mistakes
D1.17	What do you do to solve your problem?
D2.18	I asked to my teacher and my friends about the word that difficult to pronounce. I also used google translate.
D1.19	Do you used google translate?
D2.20	yes.

D1.21	Are the methods that you use effective or can reduce the problems that you face in speaking English?
D2.22	Yes, it can help to solve my problem.
D1.23	Ok. if your teacher suddenly told you to speak in front of your friends, what will you do if you don't know what you want to say?
D2.24	I used gesture
D1.25	Does using body gestures make you easier to speak English in front of the class?
D2.26	Yes, its really helpful.
D1.27	Why?
D2.28	The reason why I used body gesture because it can make me easier to express what I want to say and also my friends can understand what will I say more better.
D1.29	Thanks for your time, assalamualaikum wr.wb
D2.30	Waalaikum salam



## Transcription of Interview

E1= interviewer, E2= interviewee

	Transcription
E1.1	Assalamualaikum
E2.2	Walaikumsalam
E1.3	Please introduce yourself and your school first
E2.4	Let me introduce myself, my name is Andi Muhammad Ihram, Class XI MIA 3 of SMAN 4 Takalar.
E1.5	Ok before, I want to ask you some question about what the students problem and their strategy that students used to solve their problem in speaking english conversation.
E2.6	Please
E1.7	Do you like english subject?
E2.8	Yes
E1.9	Why?
E2.10	Because english language is important language.
E1.11	Why?
E2.12	Because in indonesia, english language is known as an international language.
E1.13	So, what the important to know english language?
E2.14	To communicate with people in another country.
E1.15	The next question. Do you have a difficulties in speak english?
E2.16	I feel shy and lack of confidence.
E1.17	Why are you shy?
E2.18	I have not dared to speak in public.
E1.19	what do you do so that you are more confidence to speak in public and not ashamed to ask your teacher?
E2.20	I try to more confidence to speak in public.

E1.21	Ok. if your teacher suddenly told you to speak in front of your friends, what will you do if you don't know what you want to say?
E2.22	I ask to teacher if I don't know what will I say.
E1.23	What the strategy that you used can solve your problem in speaking?
E2.24	InsyaAllah
E1.25	Why?
E2.26	To be able to appear in public
E1.27	Thanks for your time, assalamualaikum wr, wb
E2.28	Waalaikum salam

**(DOCUMENTATION)**

**A. Distributed a questionnaire process**





## **CURRICULUM VITAE**



**NURHIDAYAH** was born on September 1st, 1996 in Takalar, South Sulawesi. Her father's name is Pangerang and her mother's name is Erni. She is the First child of three siblings. She began her elementary school at SDN No. 8 Taman Roya and graduated in 2008, she continued her study at SMPN 2 Galesong Utara and graduated in 2011. After finishing her study in junior high school, she continued her study at SMAN 1 Galesong Utara and graduated in 2014. In the same year 2014, she was registered as a student of English Department of Makassar Muhammadiyah University on strata one program.