**CHAPTER I**

**INTRODUCTION**

1. **Background of the Study**

Speaking becomes as the most important skill among four aspects of English because people who wants to know a new language are referred to a speakers of that language[[1]](#footnote-1). Speaking is also being one aspect that is known as the main challenge and causes of frustration to the learners. When learn a foreign language some learners just learn English in the classroom and they still do not have enough encouragement to practice English outside the classroom in order to get familiar with English. Another problem that usually arise for many of them, especially for the learner in the country that not use English as second language it is definitely complicated to learn even mastered because most of them don’t have basic skill about the English well.

On the other hand, Burns and Joyce in Nunan (1999); Schwartz (2005); and Thornbury (2005) that cited by Mahmoud Al Nakhalah on his journal, said that another reason of the problems in English speaking that come from psychological aspect such as fear of mistakes, shyness, anxiety, lack of confident and motivation[[2]](#footnote-2). Based on the result of school observation at Ar-Raudhah Islamic junior high school at kab. Baros, teacher said to the researcher that the learners are have not any basic knowledge about English subject. From that habits, the learners are not accustomed to making English into their daily assisted language. It is makes the educators get the problems to teach speaking in the foreign language classes. Another causes of difficulty of English speaking is many English teacher still spend the majority of the class time on writing and reading practice and almost ignoring listening and speaking skills.

So, the educators must have a good way for learners to be mastery English subjects especially on speaking ability. It should be takes a good plan to achieve a successful learning process, so that the knowledge given can be delivered with the maximum. This planning can be referred as a strategy. Strategy in learning process is a plan that contains about a series of activities designed to achieve specific educational goals[[3]](#footnote-3). There are various learning strategies that can be used by educators to increase learners' speaking ability. According to Peraturan Pemerintah BAB IV Pasal 19 no.19*, “Proses pembelajaran pada satuan pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik, serta psikologi peserta didik”[[4]](#footnote-4)*. Unfortunately, the educator are sometimes not aware of appropriate techniques in teaching learning process. If the educators are aware to utilization of learning strategies, the learning process will become easier and enjoyable for the educators and also the learners.

From the explanation above, the writer will discuss about "***Discovering Teacher's Strategies in Overcoming Difficulties Encountered in Speaking Ability* at Ar – Raudhah Al – Bantani Islamic Junior High School Baros, kab. Serang**”.

1. **Limitation of the Problem**

This study only focuses on teacher’s strategy, overcoming difficulties, and speaking ability at Ar – Raudhah Al – Bantani Islamic Junior High School Baros, kab. Serang.

1. **Statement of the Problem**

From the explanation above, the statement of the research as follow:

1. What kinds of difficulties that faced by English teacher of Ar – Raudhah Al – Bantani Islamic Junior High School while teaching speaking?
2. What the strategies that used by English teacher of Ar-Raudhah Islamic Junior High School in overcoming difficulties encountered in teaching speaking?
3. **The Aims of the Research**

From the statement of the problem above, the aims of the research as follow:

* 1. To know about kinds of difficulties that faced by English teacher of Ar-Raudhah Islamic Junior High School while teaching speaking.
  2. To know about the strategies that used by English teacher of Ar-Raudhah Islamic Junior High School in overcoming difficulties encountered in teaching speaking.

1. **The Significance of the Study**

The result of study hopefully can be useful for:

* + - 1. The student

This study will be able to raising motivate to the learners for learn foreign language, especially in speaking English with the teacher who used interesting strategies and methods.

1. The teacher

This study will be able to raising up awareness concerning the strategies that used to promote speaking activities.

1. The reader

The reader can know what strategy is good for the learning process especially in speaking ability.

1. The writer

The researcher can improve the knowledge of a good strategy used in the learning process that may later be used when the researcher becomes a teacher.

1. **The Relevant Previous Study**
2. Rosa Adriana May Melendez, Gandy Griselda Quijano Zavala, and Rafael Ferrer Mendez. In their journal titled *Teaching Speaking Strategies to Beginners* (2014) stated that they were invited some students to develop extracurricular sessions with used of speaking strategies: *Fillers, Circumlocution, Asking for Clarification and Expressing Not Understanding*. The methodology to develop the sessions consisted in three stages: 1) a Pre-task to know the participant’ previous knowledge about speaking strategies, 2) The Training, taught through formal instruction and practice in oral tasks and 3) Post-tasks to show if the frequency of strategy used increased after instruction[[5]](#footnote-5).
3. Dr. Ahmed Maher Mahmoud Al Nakhalah. In his journal titled “*Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University”* (2016) stated that the get following solutions which may help in overcoming such as a) making the students more competent in communication orally in English by practicing English speaking, 2) students should avoid anxiety by encouraging them to speak fluently even if they make errors or mistakes in their speaking and not to criticize them cruelly, and 3) students must have motive to express themselves, 4) encouraging students not to use mother tongue, 5) encouraging learners to read more to get high quantity of vocabulary, 6) raising the motivation of English speaking, 7) Providing the environment which may help students in speaking English, 8) Allowing the learners to participate in discourse which may help the students English speaking, and 9) Raising the element of self-confidence in the students[[6]](#footnote-6).
4. Adi Nugroho. SRN:112011093. “*Teachers’ Strategies in Teaching Speaking: A Study at LPK Padma Widyanata*”. This researched is used qualitative method. As the result, the teacher at LPK Padma Widyanata used encouraging students to speak, giving motivation and making aware of scripts as the strategies to teach speaking. The teacher tend to encourage students to speak by providing some activities like role play, drilling, using pictures and games. It can be concluded that encouraging students to speak strategies, were used the most by the teacher at LPK Padma Widyanata[[7]](#footnote-7).

The differences between this paper from all the journals and papers is about research method. Some of the previous study above used mix method (quali-quanty) but the researcher is use only qualitative method for this paper. And from journals and paper it is focused on the difficulties of English speaking that faced by the learners while in this paper is not only about the difficulties of English speaking but also focused on what the teacher’s strategies to encountered the problems in speaking.

1. **Organization of writing**

The first chapter discusses about introduction that consist of background of the study, limitation of the problem, statements of the problem, and the aim of the research, the significant of study, and relevant of previous study.

The second chapter discusses about theoretical framework that consist of the theories about speaking ability, from the definition of speaking’s ability, activities of speaking, the problems of speaking, the techniques and role of teaching speaking. The next theory is about learning strategies from the definition and kinds of strategies on teaching speaking.

The third chapter discusses about method of the research, place and time, the sample, instrument of the research, technique of data collecting and data analyzing.

The fourth chapter discusses about data description that writer finds on the research and the writers will describes on this chapter. Data discussion is also counts to finds out the result of the research.

The last chapter discusses about conclusion and suggestions that consist from the whole data from chapter fourth. It is completed by bibliography and appendices.

**CHAPTER II**

**THEORITICAL FOUNDATION**

1. **THE THEORETICAL DESCRIPTIONS**

**SPEAKING ABILITY**

1. **The Definition of Speaking**

According to Brown, speaking is a productive skill that can be directly and empirically observed, and also it can be defined as an interactive process of construct meaning that involves producing and receiving and processing information[[8]](#footnote-8). It means that we can deliver our mind such as ideas, opinions, or something in oral form when we are speaking. As Sari Luoma said, that speaking skills are important part of the curriculum of the language teaching, and this makes them an important object of assessment as well[[9]](#footnote-9).

Meanwhile, speaking may still be a frightening factor for some people while studying English and also to be the language skill that most language learners wish to perfect as soon as possible. The language learners must be need to mastery of vocabulary, grammar, and most importantly the confidence when speak a foreign language. Speaking a foreign language is difficult for its language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation[[10]](#footnote-10).

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Speaking can be divided into two types, it can be formal and informal form. For formal speaking is occurs in business or academic situations, for example, or when meeting people for the first time. Informal speaking is typically use when we are talking with someone that we well-known such as family, friends, and work partner.

From the definition above, the researcher conclude that speaking is the ability to pronounce articulation sounds or word in order to express, to convey thoughts, ideas and feelings and most importantly the confidence when speaking a foreign language.

1. **Activities of Speaking**

There are many types of classroom speaking activities. According to Harmer, he mentioned six types, as follow[[11]](#footnote-11):

Acting from a Script

The teacher ask learners to act out scenes from their course book or dialogues they have written themselves. In this activity, teacher help learners to be theatre director, drawing attention to appropriate stress, intonation and speed in order to learners’ speak have real meaning.

Communication Games

This activity purpose to get learners talking as quickly and fluently as possible through various kind of games. Find similarities and differences between pictures, and game from TV or radio there are example of communication games.

Discussions

Discussions are probably the most commonly used activity in the speaking. The chosen topic usually comes from the phenomenon happened lately or the latest headlines about something. This way used in order to attract the attention of the students, so discussion could run smoothly[[12]](#footnote-12). In order to make successful discussion, teacher should give learners time to prepare their arguments of the topic. It is purposed for students adapted to the chosen topic and also foster a sense of self-confidence to speak out in front of the forum.

Prepared Talks

In this activity, the learners makes a presentation on a topic of their own choice. Usually form of presentation is made by preparation and depending on the level of the learners. However, teacher must be told the students to as possible speak from notes rather than from a script. The learners also told that using hesitation markers, such as *um*, *eh*, *well*, *sort of*, and *like,* are acceptable when they do prepared talk. When the students do the presentation, teacher gives other students tasks to carry out as listener, because the point of this activity is to involve learners to active listening as well as active speaking, too.

Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questionnaire and respondent have something to say to each other. When learners design questionnaires on any topic, the teacher can help them in the design process (as a resource). The result obtained from questionnaires can them form the basis for written work, discussions or prepared talks.

Simulation and Role-Play

When learners are doing simulations and role-plays, they need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly. According to another Harmer’s book, role plays stimulate the real world in the same kind of way, but the students are given particular roles, they are told who they are and often what they think about a certain subject[[13]](#footnote-13). Factors that can contribute to a role play’s success is making sure that the language demanded is well within the learners’ capacity.

1. **The Role of Teacher in Teaching Speaking**

Good speaking activities should extremely engaging for the students. If they are all participating fully, and if the teacher has set up the activity properly, give sympathetic and useful feedback, they will get tremendous satisfaction from it. Therefore, in teaching and learning process teacher must be able to adopt several roles in classroom. This is the best part of teacher when they are able to have a ‘role’ depending on what the student’s need. This is for a successful the purpose of the learning. However there are three particular relevance if we are trying to get the learners speak fluently[[14]](#footnote-14):

1. **Prompter**. Students sometimes get lost for words, cannot think of what to say next on. When this situations happened, we can keep to encourage the students to think creatively rather than have them hang on our every word. If this can be done supportively without disrupting the discussion or forcing students out of role it will stop the sense of frustration that some students feel when they have no idea to say.
2. **Participants**. It is good to have time when the teacher want to join in students’ activities not only having to prompt or organize from outside the group, but also as a participant in our own right. When it goes well, students enjoy having their teacher with them. However, in such circumstances the teacher have to be careful to do not participate too much.
3. **Feedback provider**. Helping students to evaluate their performance and telling students how well they have done or giving them grade, is need to get students out of their difficult. Everything depends upon our tack and the appropriate of the feedback that the teacher give in particular situations.
4. **The Problem with Speaking Activities**

Penny Ur mentioned four problem of students in getting speaking activities in the classroom, they are[[15]](#footnote-15):

***Inhibition***. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

***Nothing to say***. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

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

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

In the other hand, Bygate also explain about the problem that also appear in speaking[[16]](#footnote-16):

1. ***Pronunciation***. In the conduct of speaking we are not only required to pay attention to the linkages between words and sentences, but we also should be able to pronounce words in better form of foreign language. Pronounce a word in foreign language is very important because if we wrong when said the words that fear it is replacing meaning of the words.
2. ***Vocabulary***. Once we can recite word by word in a foreign language, we must also expand the knowledge of vocabulary. It is still a problem for foreign language learners.
3. ***Self-confidence***. Problem that often faced by foreign language learners when they want to talk that is self-confidence. When students is able to recite the words of foreign language and also mastered a lot of vocabulary in foreign language, but do not have good confidence when trying to speak in front of people, then it is one of problems that often faced by foreign language learners. This is where the role of the teachers to be able to give the motivation that the learner has high self-confidence to start speak a foreign language.

**TEACHING STRATEGIES**

* + - * 1. **The Definition of Strategy**

Strategies can be defined as a planning that contains about designed activities to achieve certain educational goals. In the learning process, strategies is one of the most important aspects. In this case, teacher play an active role in applying strategies, because teacher can observe and manage the content that used as teaching materials in accordance with what is required by learners. By using strategies, teacher becomes easier to complete the learning process. If strategy refers to a plan to achieve something (*a plan*), in the other hand, a method can be used to expand the strategy (*the way*)[[17]](#footnote-17). It is means that strategies is still conceptual and to implement that it must be need required various methods in the form of real and practical activities to achieve learning objectives.

According to Chamot, he suggests that learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information[[18]](#footnote-18). It is mean that the preparation of learning steps, the utilization of various facilities and learning resources are all directed towards achieving goals in the learning process.

Learning process will make learners to think uniquely to be able to analyze and solve problems in making decisions.AsOxford stated that learning strategies is specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations[[19]](#footnote-19).

Based on the definition above, the writer concluded that learning strategies is a tool planned by the teacher to achieve the learning objectives through the real and practical activities undertaken with the learners.

* + - * 1. **Principles of Using Learning Strategies**

Before we used learning strategies to achieve learning objectives, there are several things that must be considered in choosing learning strategies that will be used in learning activities because each learning strategies has its own characteristics. As suggested by Killen, “*No teaching strategy is better than others in all circumstances, so you have to able to use a variety of teaching strategies, and make rational decisions about when each of the teaching strategies is likely to most effective*”. Principles of the use of learning strategies as follow[[20]](#footnote-20); (1) *Goal-oriented*. Learning objectives are a key component because teaching is a process that aims. Therefore the success of learning strategies is determined from the success of learners achieve in learning objectives, (2) *Activities*. A good learning strategies is that can encourage the activities of learners. The activities is not limited by physical activity, but also includes psychological and mental activities, (3) *Individuality*. Teaching is an effort to developing learners. In this case, the teacher must have high standard of learning success for high quality learning process, and (4) *Integrity*. Learning strategies should be able to develop all aspects of the personality of learners in integrity. The use of discussion methods, for example, teachers should be able to devise strategies for the implementation of the discussion not only limited to the development of intellectual aspect, but should encourage learners to be able to respect the opinions of others, dare to bring out ideas, and encourage learners to be honest, etc.

* + - * 1. **The Strategies for Teaching Speaking**

Strategies in the teaching and learning process are important because the use of appropriate strategies can create a good atmosphere and can motivate the learners to speak English well. A various number of speaking teaching strategies are utilized and used in the classroom for many circumstance. Among to the Anjaniputra’s journal, the strategies of teaching speaking are role-play, drilling, and cooperative activities[[21]](#footnote-21). In the following, the writer will describe about role-play, drilling, and cooperative activities with another experts.

1. **Role-play**

In speaking activities that involving drama element like role-play, learners can take an imaginative leap out of the confines in the classroom. The situations make the learners are likely to be simulated[[22]](#footnote-22). According to Scrivener, in role-play, learners are usually given some information about a ‘role’. The learners will certainly need a good amount of time to prepare both ideas and language before tackling a role-play[[23]](#footnote-23). Factors that can contribute to a role-play’s success are: making sure that the language demanded is well within the learners’ capacity, careful and clear presentation and instructions, and a preliminary demonstration by the teacher with a student volunteer can be very helpful. However, role-play can be difficult or unnatural task if the learners do not have any sufficient language for or information about the participants, the situation, and the background for the simulated interaction. Care must be taken that all these are available to learners so that the activity can be both meaningful and challenging.

1. **Drilling**

According to Thornbury, drilling is gaining control of the speaking involves practicing that control. But the nation of practiced control need not rule out the value of some mechanical and repetitive practices activities of the type traditionally associated with drilling. Drilling may also function to move new items for working memory into long-term memory, just as we tend to memorize new pin codes or telephone numbers by repeating them a number of times. In effect, drilling, is a fluency-enhancing technique that help in the storing and retrieving of chunks as whole units. This is probably more useful when learners are already familiar with an item – when they have already ‘got their minds round it’ – but are still having trouble producing the item fluidly. That is to say drilling acts as a kind of fine tuning for articulation, rather than as a learning technique in itself[[24]](#footnote-24). For brevity that drilling is one of teachers’ strategy to imitate and repeat the words, phrases, and even whole utterances.

This strategy is often practiced in traditional classroom, which is one person is asking and another one will answer. The question and answer are actually structured by the teacher. Drilling works with played a recording of an interaction by the teacher. After the learners working on their understanding of the dialogue, the teacher given the transcript. The recording is played again, but the teacher pause it at strategic points, and the learners repeat the immediately preceding utterance in unison, and then individually. Only key phrases are repeated, not the whole dialogue. At its simplest, drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard[[25]](#footnote-25).

1. **Cooperative activities**

Cooperative learning is used to encourage mutual helpfulness in the groups and the active participation of all members. In second and foreign language learning, theorist propose several advantages for cooperative learning: increased students talk, more varied talk, a more relaxed atmosphere, greater motivation, more negotiation of meaning, and increased amounts of comprehensible input (Liang, Mohan & Early, 1998; Olsen & Kagan, 1992)[[26]](#footnote-26). However, in planning and executing cooperative learning, teacher have many decisions to make.

Meanwhile, Richard also added in his another book that cooperative learning is part of more general instructional approach also known as Collaborative Learning. Cooperative learning is an approach to teach that make maximum use of cooperative activities involving pairs and small groups of learners in the classroom[[27]](#footnote-27).

Another statement from Farrell added that collaborative learning means that the teacher talk less, it allows teachers to get off the stage some of the time and spend more time facilitating learners as well as their own learning. This strategy is one of the techniques for this facilitation is to take part along with learners, thus encouraging teachers to learn more[[28]](#footnote-28).

1. **THE THEORETICAL FRAMEWORK**

From the explanation of theories in the theoretical description it can be determined that the associated variables as follow:

1. Independent variable : Teacher’s strategies in overcoming difficulties
2. Dependent variable : Speaking ability

Based on the background and observations that have been done by researcher at Islamic Junior High School Ar-Raudhah that are still many problem with students in their speaking ability. Some students are used their mother tongue in daily conversation and another one is shy to try to speak English in their environment. This is one of the problem that usually encountered by the teacher when teach English speaking. The English teacher

of that school have been used some strategies to solve the problem of the students speaking ability. In addition, environmental habits and the condition of the students are also the reason why educators faced some difficulties in speaking. This problems can be describing as follow:

Teacher’s strategies in speaking

Increase learner’s speaking ability

Learner’s speaking problems

Teacher’s strategies in speaking

**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **The Method of the Research**

According to Glesne and Peshkin, when we are choose the research methods, it says something about our views on what qualifies as valuable knowledge and our perspective on the nature of reality[[29]](#footnote-29).It means as a researcher it should be careful to decide what the research method that will be used for our study.

A qualitative research is known as a method of research in which the researcher mingles with the object so that the researcher can more understand the problem from the point of view researched itself[[30]](#footnote-30). The design of qualitative research is fluid (flexible) which means the research influenced by field conditions, and this is what distinguishes from quantitative research that is fixed or unchanged. According to Creswelll, qualitative researchers study things in the natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them[[31]](#footnote-31).

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Types of qualitative research in briefly eight of the most widely used approaches, but the writer choose case study to become the kind of qualitative research that will be used in this research because the goal of case study is to arrives at a detailed description and understanding of the entity. In addition, a case study can be obtained from the generalizations to the theory are possible. Case studies use multiple methods, such as interviews, observations, and archives, to gather the data. The purpose of several methods is to probe deeply and to analyze intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs[[32]](#footnote-32).

From the statement above, the writer decided this research method to supports the researcher in this study that will answer teachers' strategies in overcoming difficulties encountered in speaking ability.

1. **Setting of the Research**

This research conduct in Ar – Raudhah Al – Bantani Islamic Junior High School. It is located in kp. Kaduladur, desa Sukamenak, kec. Baros, Kab. Serang.

1. **Subject of the Research**

The research participant is an English teacher of junior high school of the second grade at Ar – Raudhah Al – Bantani Islamic Junior High School. The researcher also take a random sample from learners to support the data.

1. **The Technique of Data Collecting**

There are four techniques to collect the data in qualitative research. They are interview and questionnaire, observation, documents, and audiovisual materials[[33]](#footnote-33). In this study, researcher will use three of four data collecting.

1. Observation (Non-Participants Observation)

Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out”. This researcher’s goal is a complete description of behavior in specific setting rather than quantitative observation. In this case, the researcher uses non-participants observation where the research is only as independent observer. The researcher only work on the data that has been designed because the data is the facts about the reality of the world which gained through observation. In this study, researcher will observe the class directly using observation sheet as type of observation and documentation’s tool to record and take a picture to collect the necessary data.

1. Interview

When researcher wants to know all of the problem of the study deeper from respondents, they can used interview as one of the data collection. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interview may provide information that cannot be obtained through observation, or they can be used to verify observation[[34]](#footnote-34).

1. Documentation

To keep the data, the researcher is usually use documentation. Video record, voice record, photos or another document are form of documentation. For this paper, the researcher will use voice record and photos to keep the data remain based on the fact.

Based on the statement above, therefore the researcher conclude the collecting data in this study is triangulation, where this technique of data collecting is a combination of various techniques and data sources that already exist. On the other hand, triangulation is also intended to test the credibility of the data by checking data to the same source with different techniques in hopes of getting the same results from various data collection techniques used[[35]](#footnote-35).

1. **The Research Instrument**

The instrument to collect the data from the problem of the study can be defined as follow:

Observation Sheet

The researcher used observation sheet to collect the data from the informant. In the observation sheet, the researcher put some category that related to the teacher’s strategies and how the learning process in English class at the school. The researcher will come into the classroom with English teacher and do the observation while learning process.

Interview (Unstructured Interview)

One of the characteristic in qualitative interview is that questions are typically open-ended questions (cannot be answered with a yes or no or simple responses). The researched make some questions related to teacher’s strategies, the problem of speaking, and about speaking ability itself. The informant from English teacher and some students at eight grade. The interview is flexible, it can take a rest time of the respondents.

1. **The Technique of Data Analysis**
2. Doing interview to the teacher and learners about encountered difficulties in speaking English.
3. Doing observation were made by researcher for the teacher during teaching and learning process in the classroom.
4. Describing the result of the interview in the transcript form.
5. Identifying the result of the interview in description form.
6. Analyzing the data after being descript the transcript of interviews result.
7. Classify about learning strategy on teaching speaking and teacher’s speaking difficulties appropriate to the result of interviews transcript descript.

**CHAPTER IV**

**FINDINGS AND DISCUSSIONS**

This chapter presents the research findings and interpretation the data to answers research questions stated in the first chapter. The findings of the research covers the analysis of the difficulties faced and strategies used by teacher in teaching speaking. It reports from the data collecting through observation which are taken from teaching and learning process and interview with the English teacher.

The researcher conducted the data from one English teacher and second grade learners in Ar-Raudhah Islamic Junior High School. The observation and interview session in the teaching and learning process overall done on May 9th – 16th, 2018. For the result, it will showed as follow:

1. **The Teacher’s Difficulties in Teaching Speaking**

In speaking a foreign language, besides we are required to be confident when speaking, we must be mastered of vocabulary. But in reality there are many difficulties that teacher and learners faced when speaking activities in the learning process.

Based on the interview, the researcher asked some question regarding the difficulties of teachers when teaching speaking. From the results of interview shows that the problems faced by teachers come from two factors, it is because when learners have indirect speaking difficulties it will be a problem for the teacher as well. Here the explanation of the difficulties or problem that teacher faced while teaching speaking and what the teacher do to solve the difficulties:

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The difficulties come from learners

The first difficulty experienced by the teacher is the learners who are lazy to read and memorize vocabulary[[36]](#footnote-36). The teacher mentioned that when learners are lazy to read and memorize this is make an obstacle for them to mastery vocabulary which can help them when they want to speak English. If learners have a good vocabulary mastery, it will increase the learners’ confidence to speak English. Based on the result of the observation, the researcher found that the teacher inserted the vocabulary in each of his words to learners while the teaching process, such as when the teacher give the motivation before starting learning process, *"Kalau dalam belajar itu dilarang malu. Ada yang tahu malu bahasa Inggrisnya apa?"* the researcher shows that learners did not respond immediately but some of them opened their dictionary then answered the question. In this overcoming problem, the teacher gives vocabulary for learners then in the next meeting learners will memorization of the vocabulary that has been given by the teacher[[37]](#footnote-37).

The second problem experienced by teachers is providing instruction in English. For schools that are not near from the city areas it is good when the teacher gives instructions in English and learners can understand it. In the school where the researchers collected data, the teacher give instructions not use full English but added by Indonesian language or bahasa, so that learners understand the instructions given[[38]](#footnote-38). In observation activities in the classroom, the researcher found that when the teacher gave instructions to open textbooks using English such as, "*Okay, now, open your book pages eight* .." learners immediately responded to the teacher's instructions and opened their textbooks, but they just open the book and stare at each other with confusion and the teacher immediately understands the learners’ confusion so the teacher says, "*Oke, sekarang buka bukunya halaman delapan...*" and the learners understood that they had to open page eight on their textbooks. From here the researcher concluded that learners who are actually accustomed to these instructions sometimes still forget certain parts. To overcome this problem, the teacher is always give instruction with English starting from the smallest things to the sentences are usual use. For example, before starting teaching and learning activities the teacher asks learners to lead prayer using English language[[39]](#footnote-39).

The difficulties come from teacher

Meanwhile, the researcher also asked the teacher whether or not the difficulties came from the teacher himself, from the result of interview the teacher said that the difficulties that came from themselves were their responsibilities outside the classroom such as the existence of official activities. The teacher mentioned that when they have the responsibility of the school to carry out official activities, this has an impact on teaching time of the lesson. So when teachers have activities outside of school, they will change the lesson in the next teaching time even though when changing the lesson hours it is a bit difficult because the time is limited for each class meeting[[40]](#footnote-40).

To support the data previously obtained, the researcher also conducted interview sessions with several learners regarding the difficulties they experienced when speaking. The researcher used the theory of Ur (1996) as a reference for the categories of difficulties often faced in speaking, that the researchers also used for the second chapter, the difficulties in speaking, namely *inhibition;* where the learners are often inhibited about trying to say things in the language, *nothing to say*; where the learners have no motive for themselves beyond the guilty feeling that they should be speaking, *low or uneven participation;* where the problem is compounded by some learners to dominate while others speak very little or not at all, and *mother-tongue use;* where the learners share the same mother tongue because it is easier[[41]](#footnote-41). The researcher also added the speaking difficulties by Bygate namely, pronunciation, vocabulary, and self-confidence[[42]](#footnote-42). For clearer explanation, it will be presented in the table below:

**Table 1.0**

**The learner’s problems in speaking based on interview**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Speaking’s Difficulties** | **Respondents Initial** | | | | | | | | | | **Total** |
| AA | DM | DAO | Hh | Ha | LA | MB | MNA | RWS | RI |
| Inhibition | √ |  | √ | √ | √ |  | √ | √ | √ | √ | 8 |
| Nothing to Say |  |  |  |  |  |  |  |  |  |  | - |
| Low or Uneven Participation |  |  |  |  |  |  |  |  |  |  | - |
| Mother-tongue Use |  |  | √ |  |  |  | √ |  |  |  | 2 |
| Pronunciation |  | √ |  |  | √ | √ |  | √ | √ | √ | 6 |
| Vocabulary | √ | √ |  |  |  | √ | √ | √ |  | √ | 6 |
| Self-confidence |  | √ | √ | √ | √ |  |  |  |  |  | 4 |

From the table above, it shows that learners have approximately two problems in their speaking ability. The most common problem experienced by learners is inhibition, where the learners feel scared when they want to speak English because they do not want to speak wrong. If this problem happens, learners will feel embarrassed. The learners also often faced difficulties where they are confused and forget to say the word but they do not remember, as a result they stop talking or change the word into L1 language[[43]](#footnote-43). In addition, the observation activities found that when the teacher gave instructions to read and memorize a sentence from textbook, ‘*Do you remember? There are Adi, Bayu, Udin, Beni, Siti, and Lina*', the result is some learners still confused when they want to say the word in question but do not remember so he changes the word into L1, as one of the observation quotations explained:

T : “Tadi sudah dibaca sekarang coba tutup bukunya. Okay, *do you remember*? (Choose one student randomly to continue the sentences)”

S : “mmm..*ada* Adi, Bayu, Beni, and Udin.”

T : “Bukan *ada,* tapi pakai *there are*..”

The next problem is pronunciation of word and vocabulary mastery. The problems experienced by these learners are inseparable from their habits of using their mother tongue. Starting from the difficulty of saying words in English, making them more comfortable to use daily language/bahasa[[44]](#footnote-44). In class observation activities, researchers found that when students interact with their tablemates, they use bahasa. Besides that, when the teacher gives instructions to learners for mention their names and addresses, the researcher found that learners were difficult to say a word '*live*' which should pronounce "/ lɪv / / ɪn /" but they are pronouncing "lip in" with the Sundanese accent.

The difficulties faced by the learners that has described very continuous with the problems faced by the teacher that has discussed earlier. The researchers concluded that the difficulties faced by teacher when teaching speaking is the learners who are lazy to read and memorize vocabulary, it makes them faced inhibition, where the learners are feeling afraid, shy, and do not want making a mistakes in starting speak English. Another teacher’s difficulties is their responsibilities outside the classroom such as official activities.

1. **The Teacher’s Strategies in Teaching Speaking**

In the learning process, strategy is one of the most important aspects. The strategy is used to facilitate teaching and learning activities in foreign language classes. When the teacher uses a variety of strategies, it is normal because the teacher has many roles during learning activities. The teacher is very aware of the learner and the condition of classroom so that the teacher can determine the right learning strategies to be applied in teaching and learning activities. If the right strategy is implemented in the right way, it will make the speaking class more enjoyable and can also increase learning motivation for learners.

From the researcher data, the teacher stated that the learning strategies that he was used in teaching speaking usually come from experience during teaching, but role-play is the most dominant strategy in speaking. It was conducted when the interview with the teacher that:

**Interviewer:** Apa sajastrategi yang Ibu/Bapak lakukan dalam menghadapi kesulitan speaking pada peserta didik? (*What is your strategies to encountered speaking’s difficulties for the learners?)*

**Respondent:** Untuk speaking sendiri kita biasanya menggunakan bermacam-macam strategi. Salah satu yang paling dominan yaitu bermain peran... Sebenarnya ada lagi ya, cuma istilahnya apa, hanya saja untuk pratiknya kita selalu rutin seperti itu. (*For speaking itself we usually used kinds of strategies. The most dominant is role-play.. Actually there is more (strategies), but only for the practice we always like that.*)

Based on the result of the interview and classroom observation, the researcher found that the teacher did teaching activities well. It can be seen from several aspects such as, the first is starting learning. The teacher gives apperception such as greeting by asking the learners, besides that the teacher always gives motivation for the learners to be brave starting speaking English. The second aspect is during the learning activities, the teacher delivers the material correctly and systematically so it can foster the learner’s participation. The activities carried out by the teacher during the classroom observation are asking learners to introduce themselves, it appears that some learners still pronounce the word in English with the accent of their native language. The teacher gives an example sentence and with the learners read the sentence repeatedly. From this situation, the researcher conclude that the teacher used another strategies; drilling. This strategy usually appears for traditional classroom activities to imitate and repeat the words, phrases, and even whole utterances. It is also function to move new items for working memory into long-term memory, just as we tend to memorize new pin codes or telephone numbers by repeating them a number of times[[45]](#footnote-45).

Another activities used by the teacher during learning process is role-play. The teacher used conversation team that consist of the learners with their tablemates when implementing role-play strategies, where previously the teacher gave examples of how to read the sentences in the dialogue while giving facial expressions and intonations that matched the roles in the dialogue, this activity was imitated by learners with the aim to facilitate their reading in English. After the teacher gives an example of a dialogue sourced from “When English Rings a Bell” as the learner’s textbook, the teacher gives time for learners to understand the roles in the dialogue. When the learners are doing simulations and role-plays, they need to know exactly what the situation is, and they need more information about the background for them to function properly[[46]](#footnote-46). As the result, the learners can speak up clearly because they have prepared time before shows in front of the class. As we know that contribution factors to successful role-play are making sure that the language demand is well within the learners' capacity, careful and clear presentation and instructions, and a preliminary demonstration by the teacher with learners can be helpful.

In addition, the benefits of these strategies, such as drilling and role-play, actually make learners practice how to pronounce words in English correctly, especially for a new words introduced to learners because they will usually remember the words they already know but not for the words they just heard[[47]](#footnote-47). Moreover, it can be expand learners’ vocabulary too. The researcher also take a responses from the learners about the teacher’s strategies that used by their teacher, most of them is agree that their teacher’s strategies is facilitated them to learn English more easily. But another one think that is not enough for them because they must be study hard by themselves for mastery English language.

However, every strategies that used by the teacher in the teaching and learning process will have a positive impact for the learners. The learners who can work with the teacher in applying the strategies that have been planned by the teacher will have a positive impact too. In other words, the balance of the role of teachers and learners is necessary for the successful of the learning strategies used in the teaching and learning process.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

From the data that conducted through interviews and observations about *Discovering Teacher's Strategies in Overcoming Difficulties Encountered in Speaking Ability*at Ar-Raudhah Islamic Junior High School, the researcher take conclusion about this research as follow:

1. Difficulties that teachers face when teaching speaking is that most of them come from learners. Because indirectly when learners have difficulties or problems in speaking it means being a problem for the teacher. The researchers concluded that the difficulties faced by teacher when teaching speaking is come from two factors: the learners who are lazy to read and memorize vocabulary, it makes them faced inhibition, where the learners are feeling afraid, shy, and do not want making a mistakes in starting speak English. This is also influenced by low vocabulary mastery factors and the habit of using L1 so that they do not have the confidence to speak English. This problem is influence when the teacher is providing instruction in English. Another teacher’s difficulties is their responsibilities outside the classroom such as official activities.
2. The strategy used by teachers in facing speaking difficulties is role-play and drilling. This strategy is often used to improve speaking ability because it can expedite pronunciation and also get new vocabulary. The balance of the role of teachers and learners is necessary for the successful of the learning strategies used in the teaching and learning process.

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1. **Suggestion**

From these conclusions, the researcher gives advice regarding this study which is expected to help to improve speaking ability:

1. For learners

The learners should pay attention in the lesson that given by teacher. In addition, students must add vocabulary and become active in getting used to speaking English.

1. For teacher

However, the teacher does not only become someone who provides knowledge, but the teacher becomes an example for his students. Therefore, the teacher must be able to master the lesson and become a professional when teaching. The researcher hopes that the teacher can create a pleasant learning atmosphere with various strategies that can be applied so that students are interested in learning English, especially in speaking.

1. For school

The researcher hopes that the school provides supporting facilities to improve English language skills for the school society as a whole. As English day activities, making motivational words using English that is placed around the school areas. In addition, the school can familiarize the school society to make vocabulary in the surrounding environment.

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