

**THE EFL STUDENTS' ENGLISH SPEAKING PROBLEMS
AND STRATEGIES USE**

THESIS



By:

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FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,
MALANG
December, 2021**

TITLE PAGE

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AND STRATEGIES USE**

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Submitted to the Faculty of Education and Teacher Training in Partial Fulfilment
of the Requirement for the Bachelor Degree of English Language Teaching
(S.Pd.) in the English Education Department



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FACULTY OF EDUCATION AND TEACHER TRAINING
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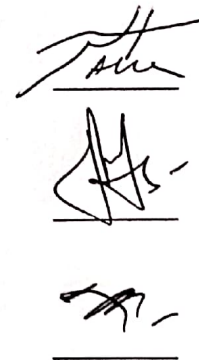
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Assalamualaikum Wr. Wb.

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Malang, December 14th, 2021

The researcher



Asna Robah

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DEDICATION

First of all, I would like to express my deep gratitude to Allah SWT and Prophet Muhammad SAW, who has given us many graces and blessings. Thank you for giving me knowledge, strength, and a bright path to complete this thesis.

Besides, I fully dedicate this thesis to two great people in my life. My father, our dimensions are already different, but I believe you always pray the best for me there and the one and only, my beloved mother, who never gets tired of reminding me to finish this thesis. You have made everything possible to reach the stage where this thesis is finally finished. Thank you for all the sacrifices, love, advice, and uninterrupted prayers.

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MOTTO

“Our future had so many options. So I should take the plunge”. –Sae Bom

LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	`
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowel

Long (a) Vowel	=	â
Long (i) Vowel	=	î
Long (u) Vowel	=	û

C. Diphthong Vowel

أَوْ	=	aw
أَيَّ	=	ay
أُو	=	û
إَيَّ	=	î

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Most Gracious and The Most Merciful

In the name of Allah the almighty who is the most gracious and merciful, the lord of universe and space. Thanks to Allah for giving me knowledge, strength, and a bright path to complete this thesis. Shalawat and Salam are upon our prophet Muhammad SAW, who has guided us into from the darkness to the brightness era.

This current qualitative study is one of the requirements for an S1 degree in the English Education Department, Faculty of Education and Teacher Training, the State Islamic University of Maulana Malik Ibrahim Malang entitled “The EFL Students’ English Speaking Problems and Strategies Use”. The writer realizes that I will not be successful in accomplishing this thesis without any help, support, prayer, and guidance from many people. Especially to Nur Fitria Anggrisia, M.Pd, for her advice, suggestion, motivation, and time until the writer finished this thesis.

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6. And everyone whose name cannot be mentioned one by one.

Malang, December 14th, 2021

Asna Robah
NIM. 17180002

LIST OF ABBREVIATION

Abbreviation	Meaning
EFL	English Foreign Language
SILL	Strategies Inventory for Language Learning
C1	Correspondent 1
C2	Correspondent 2
C3	Correspondent 3
C4	Correspondent 4
C5	Correspondent 5

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ABSTRAK

Robah, Asna. 2021. *Masalah Siswa Bahasa Inggris sebagai Bahasa Asing dalam Berbicara Bahasa Inggris dan Strategi yang digunakan*. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Negeri Islam Maulana Malik Ibrahim Malang. Advisor: Nur Fitria Anggrisia, M.Pd

Kata Kunci: Masalah Berbicara, Siswa EFL.

Di era ini, belajar bahasa Inggris sangat dibutuhkan, mengingat bahasa Inggris adalah bahasa internasional. Bahasa Inggris telah diajarkan atau dipelajari dari tingkat sekolah dasar hingga universitas di Indonesia. Namun, bukan berarti mahasiswa Indonesia di tingkat universitas bisa menguasai bahasa Inggris, terutama dalam berbicara Inggris. Siswa mengalami begitu banyak masalah ketika berbicara bahasa Inggris, baik masalah linguistik dan masalah psikologis.

Tujuan dari penelitian ini: (1) Untuk menyelidiki masalah yang dihadapi oleh siswa yang berbicara bahasa Inggris dan (2) Untuk menggambarkan upaya siswa dalam mengatasi kurangnya berbicara bahasa Inggris. Penelitian ini menggunakan metode kualitatif deskriptif. Instrumen penelitian ini adalah observasi, kuesioner dan wawancara. Sampel penelitian ini terdiri dari 45 mahasiswa semester dua jurusan pendidikan bahasa Inggris di Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Temuan ini mengungkapkan bahwa masalah psikologis adalah masalah yang banyak dialami siswa ketika berbicara bahasa Inggris. Seperti gugup, kurang percaya diri, takut membuat kesalahan, dan ditertawakan. Sebaliknya, kebingungan dalam penggunaan tenses dalam bahasa Inggris, kurangnya pemahaman tata bahasa, dan kebingungan dalam memilih kosakata yang benar adalah masalah linguistik yang dialami oleh siswa dalam penelitian ini. Selain itu, kurangnya latihan menjadi salah satu masalah berbicara yang dihadapi siswa dalam aspek masalah lingkungan. Selain itu, strategi siswa dalam mengatasi masalah dalam berbahasa Inggris menggunakan beberapa strategi pembelajaran oleh Rebecca Oxford, seperti strategi memori, strategi kognitif, strategi metakognitif, strategi afektif, dan strategi sosial.

ABSTRACT

Robah, Asna. 2021. *The EFL Students' English Speaking Problems and Strategies Use*. Thesis. English Education Department. Teacher Training and Education Faculty. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Nur Fitria Aggrisisa, M.Pd

Keyword: Speaking Problem, EFL Students

In this era, learning English is needed, considering that English is an international language. English has been taught or studied from primary school to university level in Indonesia. However, it does not mean that Indonesian students at the university level can master English, especially in speaking English. Students experience so many problems when speaking English, both linguistic problems and psychological problems.

The objective of this study: (1) To investigate the problem faced by students speaking English and (2) To describe the students' efforts to overcome the lack of speaking English. This study used the descriptive qualitative method. The instrument of this study was observation, questionnaire and interview. The sample of this study consists of 45 second-semester students of the English education department at Maulana Malik Ibrahim Malang State Islamic University.

The findings revealed that psychological problems are problems that many students experience when speaking English. Such as nervousness, lack of confidence, fear of making mistakes, and being laughed at. In contrast, confusion in the use of tenses in English, lack of understanding of grammar, and confusion in choosing the correct vocabulary are linguistic problems experienced by students in this study. Also, insufficient practice become one of the speaking problem encounter student in environment problem aspect. Furthermore, students' strategies in overcoming problems in speaking English use several learning strategies by Rebecca Oxford, such as memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies.

مستخلص البحث

ربه، أسنا. 2021 . استراتيجيات طالب قسم اللغة الإنجليزية كاللغة الأجنبية للتغلب على مشاكل التكلم في صف مهارة الكلام. بحث جامعي. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة : نور فيتريا أنغريسيا الماجستر.

الكلمات المفتاحية : مشكلة في التكلم، طلاب اللغة الإنجليزية الأجنبية

في هذا العصر ، هناك حاجة لتعلم اللغة الإنجليزية، بالنظر إلى أن اللغة الإنجليزية هي لغة دولية. تم تدريس اللغة الإنجليزية أو دراستها من المدرسة الابتدائية إلى المستوى الجامعي في إندونيسيا. ومع ذلك، هذا لا يعني أن الطلاب الإندونيسيين على المستوى الجامعي يمكنهم إتقان اللغة الإنجليزية، وخاصة في التكلم باللغة الإنجليزية. يواجه الطلاب الكثير من المشاكل عند التكلم باللغة الإنجليزية، سواء المشاكل اللغوية أو النفسية.

الهدف من هذا البحث : (1) التحقيق في المشكلة التي يواجهها الطلاب الذين يتكلمون الإنجليزية و (2) وصف جهود الطلاب للتغلب على عدم التكلم باللغة الإنجليزية. استخدم هذا البحث الطريقة النوعية الوصفية. وكان الصك من هذا البحث الاستبيان والمقابلة. تتكون عينة هذا البحث من 45 طالبا في الفصل الثاني من قسم تعليم اللغة الإنجليزية في جامعة مولانا مالك إبراهيم مالانج الإسلامية.

وكشفت النتائج أن المشاكل اللغوية هي المشاكل التي يعاني منها العديد من الطلاب عند التكلم باللغة الإنجليزية. مثل العصبية، وانعدام الثقة، والخوف من ارتكاب الأخطاء، والضحك. في المقابل، والارتباك في استخدام يتوتر في اللغة الإنجليزية ، وعدم فهم قواعد اللغة ، والارتباك في اختيار المفردات الصحيحة هي المشاكل اللغوية التي يعاني منها الطلاب في هذا البحث. وعلاوة على ذلك، استراتيجيات الطلاب في التغلب على المشاكل في التحدث باللغة الإنجليزية استخدام العديد من استراتيجيات التعلم من قبل ربيبيكا أكسفورد، مثل استراتيجيات الذاكرة، والاستراتيجيات المعرفية، والاستراتيجيات العاطفية، والاستراتيجيات الاجتماعية.

CHAPTER 1

INTRODUCTION

This chapter discussed several points related to research. It consists of the background of the study, research questions, research objectives, significance of the study, limitations of the study and definition of the key term.

1.1 Background of the Study

In this era, learning English is needed, considering that English is an international language widely used by several countries after Mandarin and Spanish. On the other hand, because many people use this language in international organizations, English could also be a global language. In Indonesia, English has been taught or studied from primary school to university level. This is implemented because the Indonesian government wants to make the young generation better and compete internationally. English should be part of the curriculum because it supports the development of the Indonesian generation (Alwasilah, 2001).

Although English has been learned from the primary school level, it does not mean that Indonesian students at the university level can master English, especially in speaking English. Many things must be considered in speaking English, such as vocabulary, grammar, pronunciation, fluency, and comprehension. If one of the things mentioned is not mastered, there may be difficulties expressing opinions due to the lack of vocabulary students have or misunderstanding due to a lack of fluent English. Therefore students need to pay attention to this. Because speaking is an interactive process of constructing meaning by producing, receiving, and processing information, students should have the ability to speak to communicate with others (Sayuri, 2016). This statement is also related to the Qur'an surah An-Nisa 'verse 63, which explains that communication should be right on target, communicative, to the point, easy to understand.

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا

63. (An-Nisa':4) 'Only' Allah knows what is in their hearts. So turn away from them, caution them, and give them advice that will shake their very souls.

On the other hand, students who face problems when speaking English, according to several studies, are worried about making mistakes and fearful criticism. When they want to say something in the classroom, they are sometimes inhibited. They are ashamed of other students' attention when speaking English (Leong & Ahmadi, 2017). Besides, they may fear being laughed at if they mispronounce or use grammar. It cannot be denied that a language classroom can also create inhibitions and apprehension for the students (Littlewood, 2007). Another problem with speaking English is that students do not understand the teacher's topic, so they find it difficult to respond to what the teacher asks. It is difficult for students to answer when their teachers ask them to tell things in a foreign language because they have little vocabulary about what to say (Baker & Westrup, 2003). It would be better if the teacher tells students what topics will be covered before class begins. So that students can find out what vocabulary often appears in the topic.

Another study (Hadijah, 2014) found that the students' reason in facing the problems on speaking English did not only have limited knowledge on pronunciation, grammar, vocabulary, fluency, and comprehension but also they have their own personal reasons, such as shyness to perform speaking, lack of self-confidence, lack of speaking practice, time management, speaking material, and exposure problems. The other side that students feel afraid of making mistakes, getting difficulty using tenses, nervousness, and nothing to say is also felt by the students when speaking English (Sayuri, 2016). From this it can be concluded that the reason students have difficulty speaking is due to two factors. First the language problem. The students are having problems in their speaking because they are poor in grammar, vocabulary, and pronunciation. Those problems belong to linguistics problems (Dea, Rahayu & Wardah, 2015 cited in Doris & Jessica, 2007). Second, psychological problems that interfere the emotional or physical health. This

psychological problem such as lack of self-confidence and anxiety. This self-confidence concept relates to self-assuredness in one's personal judgment, ability, power, etc., sometimes manifested excessively (Dea, Rahayu & Wardah, 2015 cited in Elliot, 1998:29).

Based on the background above, the researcher realized that some students still had difficulty speaking English, no exception at the university level. This is known from several previous studies that used university-level participants. The results of students majoring in English Department at Syiah Kuala University found that the prevalent problem faced by students was lack of vocabulary and fear of mistakes that resulted in them choosing not to speak (Heriansyah, 2012). Shyness, anxiety, and lack of confidence are indicated as some difficulties in speaking English in English Language Students at Al Quds Open University (Al Nakhalah, 2016). Most university student pointed out that their fear of criticism was the main reason behind their hesitation in speaking in EFL (Ibnian, 2019). A five-level Likert-scale questionnaire was conducted to anonymously investigate 148 EFL sophomore and junior English in Taiwan. The result showed that psychological problems (e.g. nervousness, fear of making mistakes, and lack of confidence) was the primary reason for English speaking difficulties, followed by linguistic problems (e.g. insufficient vocabulary), and environmental problems e.g. lack of learning context for English conversation (Shen & Chiu, 2019).

To sum up, because there are many difficulties in speaking English in student universities. The researcher decided to look for the problems and strategies of the second semester 2020 academic year students of UIN Maulana Malik Ibrahim Malang's English education department in overcoming English speaking problems based on their perceptions. The researcher used the sample that has been mentioned because there is a speaking class for informal interaction, where there are still students who find it difficult to speak English based on a short interview conducted by the researcher. Besides, because one of the instruments of this study is the interview, it is perfect for university students to be used as samples in this study to get accurate results.

1.2 Research Questions

Based on the explanation above, the researcher is going to formulate the research questions below:

1. What speaking problems did EFL learners encounter when speaking English?
2. What kind of speaking strategies were used by the successful learners?

1.3 Research Objectives

The objective of this study are:

1. To investigate the problem faced by students speaking English
2. To describe the students' efforts to overcome the lack of speaking English

1.4 Significance of Study

In general, this study discovering the problems of speaking faced by EFL university students. Theoretically, the study contributes to the literature of educational research in term of speaking ability. Practically, it is also provides strategies in order to conduct English language teaching in Indonesia and help lecturers apply the appropriate way of teaching speaking English.

1.5 Limitation of the Study

This study focuses on investigating the problems and strategies overcome by EFL students who are taking a subject speaking for formal interaction in speaking class. The study's subjects were all second-semester students' academic year 2020 of the English Education Department at UIN Maulana Malik Ibrahim Malang.

1.6 Definition of Key Terms

To avoid misunderstanding the meaning in the title of this study, the researcher provides an understanding of the terms used in the study entitled "The EFL Students' English Speaking Problems and Strategies Use," as follows:

1. EFL Student: the student who learns English is not a native English or second language in English. In this study, EFL students are second-semester

students majoring in English Education Department UIN Maulana Malik Ibrahim Malang.

2. Speaking Problem: a complicated situation that students experience when expressing their opinions in English in speaking class.
3. Strategy: the student's method and activity that will use to solve speaking English problems.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses several theories that are relevant to strengthen the researcher's study

2.1 Speaking

There are many definitions of speaking that researchers in language learning have proposed. Based on the Lexico Online Dictionary, speaking is the act of conveying information or expressing one's feelings in speech. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Husnawati, 2017 cited in Brown, 1994; Burns & Joyce, 1997). Complex cognitive skills in speaking speakers can produce sounds and a meaningful set of words and body language that listeners can understand explicitly or implicitly (Rahmawati, 2017). So speaking is an interaction between two people or more where every word that is issued has meaning if they pronounced clearly so that each other can understand the conversation's contents.

2.2 The importance of speaking skill

Speaking is one of the actions that are people often used in everyday life. Because humans are programmed to speak before they learn to read and write, which can conclude that humans spend more time verbally interacting with language than using it in written form (Leong & Ahmadi, 2017). Among the four language skills, such as reading, listening, speaking, and writing, speaking is essential and needed to produce effective communication (Ur, 2000). It also applies to students who want to master English, who must practice their English in aspect speaking to communicate well with fellow English learners or native speakers. Speaking is of great significance for the people interaction wherever they speak

(Efrizal, 2012). Therefore speaking in English is one important skill that students must have to measure their ability while studying English.

2.3 Problem in learning speaking

In previous studies, there were many studies that found that EFL students often have difficulty speaking English such as linguistic problems. Linguistics comprises the detailed of vocabulary, grammar, and pronunciation (Dea, Rahayu & Wardah, 2015 cited in Spolsky & Hult, 2008). Those problems can make students speaking ability become poor.

1. Vocabulary

Vocabulary is one of the things that people should pay attention to when learning a language. Because the more vocabulary, the easier it is to master the language. Learning any foreign language is fundamentally associated with vocabulary knowledge, the shortage of vocabulary items obstructs the process of second language learning (Khan, Radzuan, Shahbaz, Ibrahim & Mustafa, 2018). On the other hand, lack of vocabulary knowledge hinders the real communication of EFL learners to a great extent (Adam, 2016).

2. Grammar

Grammar defines as the rules of a language (Larsen-Freeman, 2000). It is because grammar is known to structure sentence structures. By using the correct structure, a sentence will be perfect. Grammar will help students organize words and messages and make them meaningful (Kusumawardani & Mardiyani, 2018). Furthermore, the grammar in every language is different from one another, so if native speakers use their grammar, it will be possible to speak fluently.

3. Pronunciation

Pronunciation is a way of saying a word in a language. Intonation, stress, rhythm, and accent have to consider when students say a word because listeners will misunderstand if they wrong pronunciation. To speak fluently and accurately, a speaker of a foreign language should master enough vocabulary and can use it accurately (Saputra, 2020).

However, the difficulty in speaking English faced by students, besides linguistic problems, is a psychological problem, as below:

1. Fear of mistake

Fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Al Nakhalah, 2016 cited in Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). It can happen because they are afraid of being scolded by the teacher or being laughed at by their friends. Moreover, it would be better to tell students that making mistakes in learning to speak English is not bad.

2. Shame

Shame is a condition of restlessness, anxiety, unpleasantness and inhibited, caused by another person's presence. The feeling of shame itself often comes when students are required to speak English. Peaking in front of people is one of the more common phobias that students encounter, and a feeling of shame makes their minds go blank or forget what to say (Baldwin, 2011).

3. Anxiety

Anxiety is a kind of anxiety, worry, and fear of something that is not clear (Corey, 2007). Anxiety will affect students in speaking English, such as lack of clear pronunciation. Anxiety can influence oral language production quality and make individuals appear less fluent than they are (Al-Nakhalah, 2016). Therefore, teachers should attempt to create a learning atmosphere that gives students more comfortable learning activity situations.

4. Lack of confidence

Lack of confidence usually occurs when students realize that their interlocutor is superior in vocabulary so that they do not understand other speakers. On the other hand, students feel less confident because they do not know the correct pronunciation of words or use proper grammar. So students think their English is terrible and do not want to speak English.

Apart from language problems and psychological problems, the learning environment can also influence why students have difficulties speaking in English, such as infrequent English conversation, a learning environment with less support, insufficient practice and resource, and low participation in class (Shen & Chiu, 2019).

2.4 English Speaking Strategy

In the foreign language learning process carried out by students, they always have their strategies to master the language. There are several strategies to solve English speaking. The language learning strategy is divided into two main categories, each of which consists of several sub-categories (Saputra & Subekti, 2017, cited in Oxford, 1990).

1. Direct Strategy

The direct strategy consists of memory strategies, cognitive strategies, and compensation strategies (Saputra & Subekti, 2017, cited in Oxford & Crookall, 1989). Memory strategy is intended to help students store new information in memory and retrieve it when needed. In this memory strategy, students are helped in remembering new vocabulary and grammar. Students can use the use of phonetic spelling in remembering words. Besides, structured reviews in remembering English grammar can also be used by students in this memory strategy.

Cognitive strategies are strategies that can be said to manipulate or transform language in several ways. In other words, students' cognitive strategies can be carried out by practising continuously, which will make students skilled and experienced. For example, students want to improve speaking English, so students have to repeat words or sentences in English to be applied in everyday life when meeting native speakers because of their experience in remembering these words. So it can be said that when students practice a lot and are experienced in solving problem patterns, they use cognitive strategies.

A compensation strategy is a strategy taken by students to help overcome knowledge gaps. It means that the limited knowledge possessed by students has no effect on understanding and producing new languages. Students can use gestures or pantomime to express the meaning of the target language words that are not known to students. For example, the student does not know the target language of "open the door", then he or she can use body language to make the person being asked to help understand the meaning.

2. Indirect Strategy

Meanwhile, the indirect strategy consists of metacognitive, affective, and social strategies (Saputra & Subekti, 2017, cited in Oxford & Crookall, 1989). Metacognitive is a strategy used to control the student learning process, such as planning and evaluating student progress towards communicative competence. This plan is intended so that students have directional goals in learning new things. For example, students want to speak their English better, so what students have to do is plan to make an English speaking practice schedule. The next step is evaluating the students' speaking ability and how the students' speaking ability has increased.

Affective strategies are strategies to help control or build students' emotions for the better. For a student, it is essential to control emotions because this can affect student learning to be useful and fun, especially for students who learn a new language, which is much anxiety during the learning process. The anxiety experienced by these students can be overcome using affective strategies by taking a deep breath before speaking. Affective strategies can also encourage students' positive thinking when they make mistakes in learning a new language. They will be enthusiastic, even though there are difficulties in learning a new language. They will feel natural if they make mistakes because they are still learning.

Moreover, the social strategy is a strategy that other people get involved in the students' language learning process. The social strategy that can improve students' speaking ability in the target language is interacting with people, especially with native speakers. This way, it is suggested that students learn how

their speech is, grammar processing, how to ask questions and evaluate the feedback given by native speakers.

From the explanation above, students who have difficulty speaking English can use the strategies that have been mentioned. A strategy that can be applied in language learning will help students get through the problems they are facing.

2.5 Previous Study

This study exists because it references previous studies whose topics relate to one another about An Analysis of Factors Influencing Learners' English Speaking Skill (Leong & Ahmadi, 2017). This paper aims at establishing the need to focus on the factors affecting on language learners' English speaking skill. The researcher used narrative review. The findings of this paper indicated that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills. The paper showed that students who have higher motivation and lower anxiety can speak easily and effectively. Thus, students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance.

Another previous studies whose relate this study was about difficulties that EFL students face while speaking in English. One of them is research on the entitled speaking difficulties encountered by EFL students in Jordan (Ibnian, 2019). This study explores the difficulties faced by 77 students majoring in English from the World Islamic Sciences and Education University in Jordan when they speak English and propose solutions to help EFL students overcome speaking difficulties. The researcher uses the questionnaire as an instrument of this research and observation. The result found that students' fear of making mistakes because they are afraid of criticism from other friends and lack of motivation are the leading causes behind their hesitation in speaking English. In this study, the researchers presented suggestions and solutions to help EFL students overcome speaking difficulties, such as choosing suitable and exciting topics to encourage them to express themselves freely from pressure and fear.

Another research related to this topic is EFL Learners' English Speaking Difficulties and Strategy Use (Shen & Chiu, 2019). EFL students' English speaking difficulties and the successful use of student strategies to improve their English speaking performance were the aims of this study. Researchers used quantitative methods, in which a five-level Likert scale questionnaire was conducted to anonymously investigate 148 EFL sophomores and junior English majors in Taiwan. The results show that psychological problems (e.g., nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g., inadequate vocabulary), and environmental problems (e.g., lack of learning context for spoken English) are the main reasons for difficulty speaking English. Meanwhile, the students' strategy in overcoming speaking difficulties improves their English speaking performance at linguistic accuracy by repeatedly practicing tone, pronunciation, and intonation. Participating in English social activities or participating in English speech contests are also conducted by students in practicing English.

The researcher focused on the same topic from the previous research above, namely, the problem and students' strategies in overcoming speaking English. However, the research gap from the previous one is the researcher's method and instrument. If the previous research used a quantitative method with a questionnaire instrument, this research would use a qualitative method with a questionnaire and interview instruments. Also, this study is based on recommendations from previous studies. Because students' retrospective reports of strategy use may have led them to reveal strategies, they may not have used them due to the research method's quantitative nature. The interview method should be undertaken as a different approach to future research to test the strategy's actual use (Shen & Chiu, 2019).

CHAPTER III

RESEARCH METHOD

This chapter provides research methods applied in this research such as research design, data source, research instruments, data collection, and data analysis.

3.1 Research Design

The purpose of this study focused on investigating the problems faced by students in speaking English and describing the student's effort to overcome the lack of speaking English. Qualitative was applied as a methodology of this study concerning the study objectives. Qualitative research is applicable to address a research problem in which the researchers do not need the variables and need to explore them (Creswell, 2012). The study classified descriptive qualitative research, considering this study focused on the problems and students' strategies to overcome speaking English that students have. Descriptive research is a primary studies technique that examines the situation, as it exists in its current state (William, 2007 as cited in Murtadlo, 2018). Because this study discussed students' strategies in overcoming English problems, the researchers chose descriptive qualitative as the appropriate method. In addition, the subject of this study was second-semester student academic year 2020 of the English Education Department at UIN Maulana Malik Ibrahim Malang, who was taking a subject speaking for formal interactions in speaking class. This subject was decided based on a simple interview conducted by the researcher, at which point some problems were appropriate for this research.

3.2 Data Source

The researcher classified the data source into primary and secondary data in this study. The primary data took from the result's observation, questionnaire and an interview taken from second-semester student academic year 2020 of the English Education Department at UIN Maulana Malik Ibrahim Malang. Then, the

secondary data were journaled articles, books or e-book, websites, etc., that related to the study.

3.3 Research Instrument

In this study, observation, questionnaires, and interviews are instruments used by researchers in qualitative data collection techniques. The use of this questionnaire to investigate students' problems in speaking English. Furthermore, the researcher used an interview to describe students' strategies in dealing with problems in speaking English deeper in second-semester student academic year 2020 of the English Education Department at UIN Maulana Malik Ibrahim Malang.

3.4 Data Collection

To accomplish this study's objectives, the researcher obtained the data from the students' observation, questionnaire, and interview results.

3.4.1 Observation

Observation is the procedure of collecting information through observing people and locations at a study's site (Creswell, 2012). The researcher made observations within the speaking class before undertaking the research or preliminary study in this study. The researcher had not directly involved the observations in-class activity. The researcher made notes throughout the speaking class learning process. The researcher observed was about the participation of EFL learners during the speaking English class, whether or not active or, in any other case, passive. This observational information collection was carried out to determine the students' problems in speaking English.

3.4.2 Questionnaire

The researcher has used a questionnaire to answer the first questions. A questionnaire is an instrument of data conducted by researchers by giving a set of questions according to the topic being discussed for respondents to answer. The questionnaire is an efficient data collection technique that

researchers need to determine the variables to be measured and know what respondents expected (Sugiono, 2018). The researcher made a close questionnaire using the Likert scale to obtain data information about students' speaking English problems through a google form. A Likert scale is a psychometric scale with multiple categories from which respondents indicate their opinions, attitudes, or feelings about a particular issue (Nemoto & Beglar, 2014). This questionnaire contains questions about what problems students overcome when speaking English.

Because of distance learning, the researcher distributed link google form about questionnaires to 74 second-semester students of the English education department at UIN Maulana Malik Ibrahim Malang on May 3, 2021 through WhatsApp after got permission from the lecture speaking class. After the questionnaire was distributed to students through WhatsApp, the researcher's next step was to check the students' responses. However, who filled out the questionnaire as many as 45 students out of 74 students.

3.4.3 Interview

To answer the second question, the researcher decided to use an interview to obtain the data of this study. An 'interview' is commonly a face-to-face communication between a researcher and a participant concerning transferring information to the interviewer (Creswell, 2012). The researcher undertook the students' interviews to determine their strategies in overcoming speaking problems based on their way. The researcher conducted interviews with five students who had 6 to 8 problems in speaking English based on their result questionnaire, where purposive sampling was used in this study. Then, the researcher compiled a list of interview questions to ask students about strategies to overcome these problems.

Besides, the researcher used a structured interview with open-ended questions to give students more opportunities to answer the researchers'

questions without any limitation. Commonly open-ended questions are asked throughout interviews in hopes of obtaining independent answers, at the same time as closed-ended questions may additionally force participants to answer in a particular way (Creswell, 2012). While interview data collection was carried out during the COVID-19 pandemic, the researchers conducted interviews non-face to face through WhatsApp that provided call, video call, text messages, and voice note features to the users.

3.5 Data Analysis

The researcher analyzed this data results questionnaire and interview with data reduction, display data, and conclusion; this data analysis was presented in descriptive text. Written-up field notes or transcription with the process of selecting, focusing, simplifying, abstracting, and transforming the data can be called data reduction. Sharpening, shortening, focusing, discards, and organizing data is part of analysis data reduction (Miles & Huberman, 1994 cited in Sayuri, 2016). In this study, the researcher gave students a questionnaire and interview to classify relevant data on this study.

After the researcher took the results questionnaire and interviewed students that still was the rough data, the data display did. The researcher changed the rough data from the questionnaire and interview results to be narrative text which presented the data into 2 tables in the questionnaire result dan extract interview. This process of changing the data following the function of data display performs accessible, compact, and organized data information (Shofia, 2016). The last stage of the data analysis was a conclusion based on the data display. The researcher also used triangulation to check the validity of the data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the study and discussion. The data were collected from observation, questionnaire and interviews.

4.1 Findings

The findings of this study are discussed following the research questions in chapter one introduction before. The first question was what speaking problems EFL learners encounter when speaking English. The second question, what kind of speaking strategies were used for successful learners. Each finding is based on the data gathered from the questionnaire and interview results. The subsequent sections present details of the research findings.

4.1.1 Observation Result

The observation was conducted to find out EFL learners' problems and strategies in speaking English class. In collecting the data, the researcher representative an observation. The data of observation is shown as described in the following below.

In the observation process, the researcher found that some students had difficulty expressing their opinions, so they spoke mixed using Indonesian if they did not know the vocabulary in English. Furthermore, some students repeat the sentences they want to convey because they are confused about the organized structure of the sentences. For example, students want to say, "I did not agree with you," instead, they say, "I am not did agree with you." Besides that, the researcher also found that some students only kept quiet in class and were not actively involved in speaking class discussions. From this observation, the researcher can conclude

that some students experience a lack of vocabulary, understanding of grammar, fear of making mistakes, or a lack of confidence in speaking English.

4.1.2 Questionnaire Result

In this section, the researcher presented the results of the second-semester student questionnaire about the problems overcome by students when speaking English and the students' strategies used. The researcher took the data from the questionnaire in May. The questionnaire includes linguistic problems, psychological problems, and environment problems related to the problem of speaking English. And also students' strategies used. In respect to the linguistic problem, various responses were reflected in the survey results. The respondents demonstrated in comprehensive responses as presented in table 1

Table 1 Linguistic Problem

Linguistic problems	SD	D	N	A	SA	Total
Insufficient vocabulary	0 0%	8 17,8%	21 46,7%	16 35,6%	0 0%	45 100%
Lack of vocabulary	1 2,2%	8 17,8%	17 37,8%	19 42,2%	0 0%	45 100%
Insufficient sentences organization	2 4,4%	4 8,9%	15 33,3%	18 40%	6 13,3%	45 100%
Insufficient grammar	1 2,2%	5 11,1%	18 40%	15 33,3%	6 13,3%	45 100%
Insufficient pronunciation	2 4,4%	5 11,1%	23 51,1%	13 28,9%	2 4,4%	45 100%
Lack of pronunciation	1 2,2%	12 26,7%	20 44,4%	11 24,4%	1 2,2%	45 100%

From the questionnaire results above, it was discernible that insufficient vocabulary is not the leading cause of the problem. Because most answers from the questionnaire were neutral, it revealed from 45 participants that 21 participants (46,7%) claimed neutral, which was in the middle between agreeing and

disagreeing with the statement asked by the researcher. Strongly disagree was not chosen by any participants; 8 participants (17,8%) claimed it disagree. Despite that, 16 participants (35,6%) stated agree. Then, and none of the participants chose strongly agree and strongly disagree with this statement. Thus, it can concluded that insufficient vocabulary is not one of the reasons why students have difficulty speaking English.

The second statement showed that lack of vocabulary is one of the student's problems. It proved that 19 participants (42,2%) from 45 participants stated they agree. Contrariwise, there was 17 participants (37,8%) chosen neutral, 8 participants (17,8%) chosen disagree and one participants (2,2%) stated strongly disagree. So, it concluded that lack of vocabulary makes students difficult in speaking English, which covers one of the problems of speaking English.

The third statement is insufficient sentences organization. The data showed that 6 participants (13,3%) stated strongly agree, 18 participants (40%) stated agree. Meanwhile, students who chosen neutral in this statement was 15 participants (33,3%). The remaining 4 participants (8,9%) chose to disagree, and 2 participants (4,4%) claimed strongly disagree. So it concluded that insufficient sentences organization in English can indicate students' problems in speaking English.

The following statement that insufficient grammar. The result showed that 6 participants (13,3%) claimed strongly agree, 15 participants (33,3%) was agree. While 18 participants (40%) chose neutral and the rest of 5 participants (11,1%) claimed disagree, one (2,2%) chose strongly disagree. So, it concluded that this statement confirmed that most students claimed strongly agree and agree that insufficient grammar is their speaking problem English.

The next table revealed a statement about insufficient pronunciation. The results showed that from 45 participants, 2 participants (4,4%) claimed strongly agree, 13 participants (28,9%) stated agree, and 23 participants (51,1%) chose neutral with the researcher's statement. While those who chose disagree were 5 participants (11,1%), and 2 participants (4,4%) claimed strongly disagree. Related

to the description above, it concluded that EFL students prefer to say neutral on the statement insufficient pronunciation.

The last statement is about lack of pronunciation, showed that one participant (2,2%) was strongly agree, and 11 participants (24,4%) stated agree. Furthermore, for participants who chose neutral, as many as 20 participants (44,4%). 12 participants (26,7%) claimed disagree, and one participant (2,2%) claimed strongly disagree. Not much different from the results of the previous statement. So the findings implied that most students chose neutral in lack of pronunciation statement as their speaking problem. Regarding the psychological problems faced by the respondents, they expressed their opinion differently. See table 2

Table 2 Psychological Problem

Psychological problems	SD	D	N	A	SA	Total
Fear of making mistakes	5 11,1%	6 13,3%	14 31,1%	13 28,9%	7 15,6%	45 100%
Pressure	8 17,8%	8 17,8%	10 22,2%	16 35,6%	3 6,7%	45 100%
Anxiousness	3 6,7%	3 6,7%	10 22,2%	17 37,8%	12 26,7%	45 100%
Lack of confidence	3 6,7%	2 4,4%	12 26,7%	17 37,8%	11 24,4%	45 100%

As seen from the data above, the statement fear of making mistakes showed that 7 participants (15,6%) chose strongly agree, 13 participants (28, 9%) was agree and 14 participants (31,1%) stated neutral. Meanwhile, those who chose to disagree were 6 participants (13,3%) and 5 participants (11,1%) claimed strongly disagreed. Related to the description above, it concluded that EFL students stated that fear of making mistakes was one of the problems when speaking English.

Furthermore, based on the statement regarding pressure in speaking English, 16 participants (35,6%) chose to agree and 3 participants (6,7%) chose to strongly agree. As for the neutral option, there were 10 participants (22,2%), 8 participants

(17,8%) stated disagree, followed by 8 participants (17,8%) chose strongly disagree with the researcher's statement. So it can concluded that students agree that one of the problems of students' difficulties in speaking English is pressure.

The following statement is anxiousness. A total of 12 participants (26,7%) from 45 participants claimed strongly agree with this statement, followed by the option "agree" as many as 17 participants (37,8%). While 10 participants (22,2%) chose neutral and the others, i.e., disagree and strongly disagree, each had 3 participants (6,7%). So it can concluded that the participants confirmed the results of the researcher's statement that they had difficulty speaking English in anxiousness.

The last statement of this table is about lack of confidence. The results showed that from 45 participants, 11 participants (24,4%) chose strongly agree, and 17 participants (37,8%) stated agree with this statement. Twelve participants (26,6%) claimed neutral, 2 participants (4,4%) chose to disagree, and the remaining 3 participants (6,7%) chose strongly disagree. Based on the data described previously, a lack of confidence included students' problems speaking English. In terms of the environment problem in speaking, the respondents argued in different meanings presented table 3

Table 3 Environment Problem

Environment problems	SD	D	N	A	SA	Total
Insufficient practice	2 4,4%	4 8,9%	15 33,3%	18 40%	6 13,3%	45 100%
Insufficient support	0 0%	8 17,8%	21 46,7%	16 35,6%	0 0%	45 100%
Infrequent English conversation	1 2,2%	12 26,7%	20 44,4%	11 24,4%	1 2,2%	45 100%

As seen from the data above, the statement about insufficient practice showed that 6 participants (13,3%) stated strongly agree, 18 participants (40%) said to agree. Meanwhile, students who chose neutral in this statement was 15 participants (33,3%). The remaining 4 participants (8,9%) decided to disagree, and

2 participants (4,4%) claimed strongly disagree. So it concluded that insufficient practice in English can indicate students' problems in speaking English.

The following statement is insufficient to support. Most answers from the questionnaire were neutral; it revealed from 45 participants that 21 participants (46,7%) claimed neutral, which was in the middle between agreeing and disagreeing with the statement asked by the researcher. Strongly disagree was not chosen by any participants; 8 participants (17,8%) claimed it disagree. Despite that, 16 participants (35,6%) stated agree. Then, none of the participants chose strongly agree and strongly disagree with this statement. Thus, it can concluded that insufficient support is not one of the reasons why students have difficulty speaking English.

The last statement about infrequent English conversation showed that one participant (2,2%) strongly agreed, and 11 participants (24,4%) stated they agree. Furthermore, for participants who chose neutral, as many as 20 participants (44,4%). 12 participants (26,7%) claimed to disagree, and one participant (2,2%) claimed strongly disagree. Not much different from the results of the previous statement. It concluded that most students chose neutral in infrequent English conversation as their speaking problem. Meanwhile, speaking problems such as linguistics, psychology, and the environment have been presented. The following are a variety of student response strategies in dealing with their speaking problems. See table 4

Table 4 Students' Strategies in Solving Speaking Problem

Students' Strategies	SD	D	N	A	SA	Total
Oral interview	8 17,8%	8 17,8%	10 22,2%	16 35,6%	3 6,7%	45 100%
Role play	2 4,4%	5 11,1%	23 51,1%	13 28,9%	2 4,4%	45 100%
Debate	1 2,2%	5 11,1%	18 40%	15 33,3%	6 13,3%	45 100%
Game	0 0%	16 35,6%	21 46,7%	0 0%	8 17,8%	45 100%
Self-sharing	1 2,2%	8 17,8%	17 37,8%	19 42,2%	0 0%	45 100%
Discussion	3 6,7%	2 4,4%	12 26,7%	17 37,8%	11 24,4%	45 100%

From the questionnaire result above, it was discernible that oral interview showed 16 participants (35,6%) chose to agree and 3 participants (6,7%) chose to strongly agree. As for the neutral option, there were 10 participants (22,2%), 8 participants (17,8%) stated disagree, followed by 8 participants (17,8%) who chose strongly disagree with the researcher's statement. So it can concluded that students agree that one of the strategies of students' difficulties in speaking English is oral interviews.

The following table revealed a statement about role play. The results showed that from 45 participants, 2 participants (4,4%) claimed strongly agree, 13 participants (28,9%) stated agree, and 23 participants (51,1%) chose neutral with the researcher's statement. While those who chose disagree were 5 participants (11,1%), and 2 participants (4,4%) claimed strongly disagree. The description above implied that EFL learners prefer to neutralize the statements' strategy role play.

The following statement that contains debate is students' strategy in overcoming speaking English. The result showed that 6 participants (13,3%) claimed strongly agree, 15 participants (33,3%) was agree. While 18 participants (40%) chose neutral and the rest of 5 participants (11,1%) claimed to disagree, one (2,2%) chose strongly disagree. It concluded that this statement confirmed that most students claimed strongly agree and agree in debate as a strategy to solve speaking problems.

Furthermore, based on the statement game as a student strategy to solve their speaking problem. It showed that most answers from the questionnaire were neutral; it revealed from 45 participants that 21 participants (46,7%) claimed neutral, which was in the middle between agreeing and disagreeing with the statement asked by the researcher. Strongly agree was chosen 8 participants (17,8%). Despite that, 16 participants (35,6%) stated disagree. Then, none of the participants chose agree and

strongly disagree with this statement. Thus, it can be concluded that game is not one of the strategies students use.

The following statement is about self-sharing. It proved that 19 participants (42,2%) from 45 participants stated they agree. Contrariwise, there was 17 participants (37,8%) chosen neutral, 8 participants (17,8%) chosen disagree and one participants (2,2%) stated strongly disagree. So, it concluded that self-sharing is one of the strategies to overcome the speaking problem.

The last statement of this questionnaire is about the discussion. The results showed that from 45 participants, 11 participants (24,4%) chose strongly agree, and 17 participants (37,8%) stated agree with this statement. 12 participants (26,6%) claimed neutral, 2 participants (4,4%) chose to disagree, and the remaining 3 participants (6,7%) chose strongly disagree. Based on the data described previously, the discussion included students' strategies to solve their problems.

4.1.2 Interview Result

In this session, the researcher explained the results of interviews with EFL students. The data was taken in May. The researcher asked the student's strategy according to what the students' problems overcame when speaking English, whether linguistic or psychological problems.

4.1.2.1 Strategy linguistic problems

The students' strategy in solving English speaking problems, especially linguistic problems, consists of 6 problems in this study. The first is a lack of vocabulary. The strategies they have tried to do can be seen in the following extract:

Extract 1

May, 7th 2021

C1 : *For my lack of vocabulary, I usually download the E-book, and then I read it. Suppose there is something I do not understand about the vocabulary. I write, and I find out what it means. When I have time and am not lazy, I memorize the vocabulary.*

Extract 2

May, 7th 2021

C4 : *Yes, that's right. For the lack of vocabulary, I have a Duolingo application where there is a new vocabulary every day that I can get. It is one way to increase my vocabulary.*

Based on the interview extracts above. The student with the initial name C1 provided a strategy for dealing with the lack of vocabulary in speaking English, namely by reading through e-books. As for when she is reading the e-book and finds unfamiliar vocabulary. Then, she tried to find out the meaning of the vocabulary and write it down in notebooks. Furthermore, if the student has free time, she will memorize the vocabulary.

In extract 2, the researcher also found another strategy for the student with the initial name C4 in dealing with the lack of vocabulary, namely using the Duolingo application. This application can help students in increasing vocabulary. Because every day, Duolingo gives the new vocabulary that she can get. The strategy above can conclude that students were dealing with a lack of vocabulary by reading e-books or using applications that provide new vocabulary additions every day. Furthermore, they will try to memorize and remember the vocabulary.

Not much different from students who have a lack of vocabulary. The following were the results of the student interview extracts in overcoming the confusion of choosing the correct vocabulary.

Extract 3

May, 7th 2021

C1 : *In addition, I also watch movies and follow several Instagram or TikTok accounts that provide content about English, such as the correct vocabulary to use when writing essays. From here, I can finally choose the right vocabulary.*

Extract 4

May, 7th 2021

C3 : *I usually watch random videos on YouTube that I find interesting, such as fun facts, food reviews, clothing haul, make-up hacks, etc. After watching these videos, My vocabulary will increase, and I know how to use "this vocabulary" in formal or informal conversations.*

Extract 5

May, 7th 2021

- C4 : *While I was confused about choosing the right vocabulary, I had to watch YouTube videos in English or with English subtitles, so I could know little by little what words are right when speaking English. It is the strategy that I use right now.*

Extract 6

May, 7th 2021

- C5 : *Talking about vocabulary. Honestly, I am still confused about choosing the right vocabulary, so I usually learn vocabulary from reading articles in textbooks or downloading the cake application in the app store.*

Related to those extracts above, the student with the initial name C1 provided a strategy in dealing with the problem of confusion in choosing the correct vocabulary in extract 3, which was watching movies or some content related to vocabulary on Instagram or TikTok, such as the vocabulary used when writing essays. For example, it is better to use "highlight" than "pick out" in writing an essay.

Furthermore, in extract 4, the student with the initial name C3 revealed that watching YouTube videos that she thought were interesting could help her choose the correct vocabulary and increase her vocabulary. For example, students find an interesting fact in the vocabulary "Antar" in English. Students think the only vocabulary to interpret the word "Antar" in English was "deliver." However, another vocabulary besides deliver, namely drop off, where these two words are different even though they have the same meaning in Indonesian.

However, the student's strategy statement C4 in extract 5 was not much different from C3. Watching YouTube in English or using subtitles in English can help C4 to choose vocabulary correctly in speaking English. Meanwhile, in extract 6, students with the initial name C5 stated that the strategy to overcome the confusion in choosing the correct vocabulary when speaking English was by reading articles or using the cake application. This application is similar to Duolingo. From the strategy statement above, students have various ways of dealing with the previously mentioned problems. For example, they watched movies,

videos from Instagram, TikTok, and YouTube, reading articles, or using cake applications.

Meanwhile, already knowing the students' strategies in dealing with vocabulary problems, both lack of vocabulary and confusion in choosing the correct vocabulary in speaking English. The following extracts interview students' strategies in dealing with confusion about which tenses to use when speaking English.

Extract 7

May, 7th 2021

- C1 : *Okay, my problem was confused about to used tenses. I was searching for the material on Google if indeed the tenses I have not studied. And if I forget which tense to use, I'll open my notebook again.*

Extract 8

May, 7th 2021

- C2 : *In overcoming all the problems of speaking English that I have. I solved it partly through the YouTube channel about English. The YouTube channel that I usually watch is LC English village, English with Lucy, Speak English with Vanessa. The content of this channel contains grammar (tenses) ... From here, I learned how to correct grammar (tenses).*

Extract 9

May, 7th 2021

- C3 : *Because I feel doubtful, I often look at the tense notes or look for new material on the internet.*

Extract 10

May, 7th 2021

- C5 : *Usually, when I want to speak, I re-check the words I want to say in google translate whether the wording based on tenses is correct or not appropriate.*

Student C1 in extract 7 gave her strategies by searching for tenses material on google if they have not learned it. More precisely, the student is talking about past events, and it turns out that she does not know the use of the past tense. Then, what students did was search for the material on google. Meanwhile, if the student feels confused about which tense to use when speaking English, she will open her notebook again.

Furthermore, the researchers also found a different strategy in extract 8 with the student's initial name C2. In overcoming all problems related to speaking English. C2 faced it through the YouTube channel. As for the YouTube channels that she saw, such as LC English village, English with Lucy, and Speak English with Vanessa, one of which is about the explanation of tenses.

Then in the following extract interview, C3 almost has the same strategy as C1. She looked at tenses notes before speaking English or looking for material on the internet when she did not understand tenses. Meanwhile, in extract 10, the student with the initial name C5 said that when she wanted to speak, she checked the sentence structure on google translate to see whether it was correct or not.

From the four extract student's interviews above. The researcher found that the average student's strategy to overcome confusion in choosing which tenses to use when speaking English was to look back at the tenses notes. Meanwhile, if students do not understand tenses, they will search for them on google or YouTube videos about tenses. In contrast, another strategy used was to re-check the sentence you want to say in google translate before starting to speak.

Meanwhile, the following extracted the students' strategy interviews regarding the lack of understanding of grammar. The lack of understanding of grammar in students was a problem that has a wider scope than the confusion in the use of tenses.

Extract 11

May, 7th 2021

C3 : *Because I don't fully understand grammar, I try to read every material I get from grammar class and take notes on the parts that I think are important. In addition, if I believe the explanation that I get from the grammar class is not clear, sometimes I look for information about the same material in other sources, like e-books from the internet.*

Extract 12

May, 7th 2021

C5 : *Because I'm still a layman, I usually learn by myself through YouTube about grammar material because I think it's more accessible and desirable as a learning medium.*

Based on extract interview 11 above. The student with the initial C3 answered the problem of not understanding grammar by reading every material that she had studied in grammar class. Meanwhile, if C3 does not understand the grammar material studied, she tries to find grammar material in the e-book. On the other hand, the student with the initial C5 in interview extract 12, watching grammar material on YouTube, allows her to overcome the problem of grammatical misunderstanding. C5 stated that learning grammar from YouTube is more accessible and desirable as a learning medium.

From this, the researcher can conclude that when students do not understand the grammar material that has been studied, they try to overcome it through the internet, such as reading e-books or watching YouTube about grammar. Understanding a material is not only possible with one explanation. But more explanations that are heard or read from various sources can strengthen the understanding of the material. So, as C5 said, the internet as a learning medium is more accessible and desirable.

Furthermore, strategies for overcoming poor English pronunciation worry the other person was not understanding what is being discussed. Some of the strategies that students have carried out can be seen in the extract below.

Extract 13

May, 7th 2021

- C1 : *The problems with my poor pronunciation of vocabulary and make me worry whether this is right or wrong. I solved it by watching YouTube, like my teacher Mr. D where I imitated what he talked about.*

Extract 14

May, 7th 2021

- C4 : *For poor pronunciation, which makes me worry that people don't understand what I'm talking about. I usually write on google translate first. Then I listen to the pronunciation.*

Extract 15

May, 7th 2021

- C5 : *To overcome this, I usually watch English films or Fathia Izzati YouTube. Apart from knowing how to pronounce good words, watching these movie or video can also practice my listening skills and add some vocabulary.*

Watch the YouTube channel Mr. D then imitates what he is talking about is one of the strategies of student with the initial name C1 in extract 13 in dealing with this problem. It is different for the student with the initial name C4 in extract 14 who said that she checked the vocabulary on google translate first and then listened to the pronunciation to know how to pronounce the words she wanted to say correctly. Meanwhile, in Extract 15, students with the initials C5 answered not much different from C1, namely watching Fathia Izzati's YouTube video or watching films in English.

Based on some of the interview extracts above. The researcher can conclude that two out of three students have concerns about poor pronunciation. They are afraid the other person does not understand what they are saying: the way to handle it is by watching YouTube videos about pronunciation or watching English films then imitating what they are saying. On the other hand, writing a few sentences on google translate, then checking how the pronunciation is correct before starting to speak is also one of the strategies in dealing with this problem. Even so, the strategies used by students in overcoming pronunciation problems turned out to have a positive impact on improving listening skills.

Not much different from the problem above, namely, students have difficulty speaking English because they are worried about the poor pronunciation. Hence, they hesitate to speak for fear of the other person not understanding what they are saying. So, the following is an extract interview strategy for students who did experience any problems with pronunciation.

Extract 16

May, 7th 2021

C1 : *Because I have many pronunciation problems, so what I have done is to repeat the word. You know, like how to pronounce the word correctly. Here I also watch YouTube, whose content contains the pronunciation of words in English.*

Extract 17

May, 7th 2021

- C4 : *However, because I had many English pronunciation problems, one way to maximize pronunciation is to imitate English videos or films.*

Related to those extracts above, the student's initial name C1 provides a strategy in dealing with many problems in pronouncing words in English, namely by repeating words according to the correct pronunciation. C1 also watched videos about correct English pronunciation from YouTube to improve vocabulary pronunciation for the better.

Furthermore, in extract 17, students have the initials C4. Imitating English words or sentences from English videos or films is one strategy to deal with the many English pronunciations she experiences. From these two strategies, the researcher can conclude that they both use audio-visual media in videos from YouTube and films in dealing with the problem. From the media used by these students, they repeat or imitate what the people in the video or film said.

4.1.2.2 Strategy psychology problems

Furthermore, the students' strategy in solving the problem of speaking English in the psychological problem section consists of 4 problems in this study. The following is an extract of student interviews in overcoming the problem of students' fear of making mistakes in speaking English.

Extract 18

May, 7th 2021

- C2 : *After learning from YouTube, sometimes I practice speaking English by talking to my close friends. Even though sometimes I do not use grammar correctly in my speaking, my friend immediately told and corrected the part of my speaking that was wrong. Furthermore, this mistake can also solve my problem of not being afraid of making mistakes.*

Extract 19

May, 7th 2021

- C3 : *Because I'm afraid of making mistakes when speaking English, specifically, I'm afraid of making mistakes when trying to say new vocabulary or using tenses and grammar that I don't fully understand. I deal with it by restructuring the sentences that I will speak into a more straightforward*

form with vocabulary, tenses, and grammar, which I am sure is correct.

The student with the initial name C2 in extract 18 deals with the above problem by practicing speaking English with her close friends. By doing this practice, she indirectly trains her mentality, so she is not afraid to make mistakes in speaking English. It can be shown when she makes grammar mistakes and her friend is correcting the grammar. In contrast, the student with the initial name C3 in extract 19. She stated her strategy by rearranging the sentences into a more straightforward form with vocabulary, tenses, and grammar, which she believed was correct. However, C3 is afraid of making mistakes in speaking English when trying to say new vocabulary or use tenses and grammar that she does not fully understand.

From these two extract interviews, the researcher concluded that students overcoming the problem of being afraid to make mistakes in speaking English had their strategies. A student with the initials name C2 deals with it by practicing speaking English with her close friends. In comparison, C3 is more towards changing the sentences delivered to simpler sentences, which she believes that the vocabulary, tenses, and grammar are correct.

Not much different from the problem above. The following is an interview extract of students' strategies in dealing with the fear of being laughed at when making mistakes in speaking English.

Extract 20

May, 7th 2021

- C1 : *The fear of being laughed at when speaking English. I do not know why they laugh at people who speak the wrong way. To solve this problem, I tried to ignore it. Even so, if I get laughed at by people because I mispronounce the vocabulary. I will fix it.*

Extract 21

May, 7th 2021

- C2 : *After learning from YouTube, sometimes I practice speaking English by talking to my close friends. Even though sometimes I do not use grammar correctly in my speaking, my*

friend immediately told and corrected the part of my speaking that was wrong. Furthermore, this mistake can also solve my problem of not being ... laughed at in speaking English. Because we are learning, and that is normal.

Extract 22

May, 7th 2021

C3 : *As for fear of being laughed at when I speak English incorrectly, I overcome it by using the same method when dealing with the previous problem.*

Extract 23

May, 7th 2021

C4 : *Okay. Here maybe it's not afraid to be laughed at but embarrassed, but I try to be confident by practicing speaking myself in English.*

The student with the initial name C1 at extract 20 solves this problem by trying to ignore it. Even so, C1 will still find out why other students laughed at her. For example, errors in pronunciation of vocabulary. Then she will fix the pronunciation. On the other hand, students with the initials C2 and C3 on Extract 21 and 22 solving this problem are the same as the previous problem, "I'm afraid to make mistakes when speaking English." More specifically, C2 by practicing speaking English with her close friend and C3 by rearranging the sentences to be spoken into a more straightforward form with vocabulary and tenses and grammar that she believes is correct. Then, one of the strategies students use with the initials C4 in extract 23 is to be confident by practicing speaking herself in English.

From some extracts interviews above, the researcher can conclude that the fear of being laughed at when speaking English is almost the same as the fear of making English mistakes. In that case, the researcher also found the same strategy, which students used both in terms of fear of being laughed at when speaking English and the fear of making mistakes when speaking English. Despite this, the researcher also found another way to deal with this problem: students ignored their classmates who laughed at her and tried to be confident. On the other hand, the following extracts student interviews in dealing with anxiety when speaking in front of people.

Extract 24

May, 7th 2021

- C1 : *Anxious. The strategy I use is to speak English in front of the mirror (at home), like "How not to be anxious." Usually, I also practice speaking English a little to my father, mother, and brother. At first, they wondered why I spoke English, but in the end, they could understand it. Because I speak English, my family gradually knows English. So it's very mutually beneficial.*

Extract 25

May, 7th 2021

- C2 : *If that's a problem, I practice speaking English in front of a mirror to be more confident and less anxious when speaking in front of people.*

Extract 26

May, 7th 2021

- C3 : *Meanwhile, I usually prepare things that I think are important to overcome anxiety, such as memorizing the material I will convey before speaking in public.*

Extract 27

May, 7th 2021

- C4 : *And if I feel anxiety. What I will do is take a breath and assure myself that everything will be okay. And actually, this way makes me more confident.*

Extract 28

May, 7th 2021

- C5 : *And for my problem about anxiety itself. I often do things before speaking in front of people is talking to myself in front of a mirror.*

Related to those extracts interview above. The student with the initial name C1 in extract 24 overcame anxiety by practicing speaking English in front of a mirror before speaking English in front of people. Not only that, but C1 also did a little practice speaking English in front of her family to be more confident. Strategy C1 also used the student with the initial name C2 in extract 25 and C5 in extract 28 with a statement, "If that's a problem, I practice speaking English in front of a mirror to be more confident; for my problem about anxiety itself. Before speaking in front of people, I often do things is talking to myself in front of a mirror."

Meanwhile, the student with the initial name C3 at extract 26 overcame the anxiety problem by preparing important things such as remembering what the student will convey in sentences in front of people. Then, extract 27 with the student

with the initial C4 took a breath and assured herself to stay positive "that's everything will be okay" when overcoming anxiety problems. So the researcher can conclude that students practicing speaking English in front of a mirror can help students deal with anxiety in speaking English in front of people. Not only that, preparing for everything, such as memorizing some points that will be conveyed in front of people and keeping positive thoughts, is also done by students to deal with anxiety problems.

Extract 29

May, 7th 2021

- C1 : *Meanwhile, talking about lack of confidence. I always see the motivation "how to be confident in speaking English." At the time, I realized that in learning English, you must be able to speak English. So like it or not, the capital to be able to dare talk to English is to be confident, even though there may be vocabulary or grammar mistakes.*

Extract 30

May, 7th 2021

- C2 : *If that's the problem, I just try my best and try to be more confident.*

Extract 31

May, 7th 2021

- C4 : *And I lack confidence because I might be insecure, so I'm afraid of being wrong. But I try to be brave and confident to speak English.*

Extract 32

May, 7th 2021

- C5 : *That makes me less confident because I have absolutely no experience in speaking English in my previous education. To overcome this, I usually practice speaking with myself or with close friends.*

The researcher can see that the student with the initial name C1 in extract 29 overcoming the lack of confidence is daring to speak English with confidence even though there are errors in vocabulary or grammar. Besides this, C1 one also always watches motivational videos such as "how to be confident in speaking English." Furthermore, in extract interview 30 and extract 31, students with the initials C2 and C4 also did the same strategies used by C1. IT was proved with their

statement, "I just try my best and try to be more confident; I try to be brave and confident to speak English."

Next is the student with the initial name C5 in the extract interview 32. The practice of speaking English with herself and her close friends is one strategy to deal with a lack of confidence. From some extracts interview above. It can conclude that most students overcome a lack of confidence through building more braveness and more confidence to speak English. On the other hand, students also do a chance to overcome a lack of confidence by watching motivational videos and practicing speaking English with themselves or close friends.

4.2 Discussion

The purpose of this qualitative research is to answer research questions. The research questions in this study are the problems students have in dealing with when speaking English and the strategies students use to overcome these problems. Data were obtained through questionnaires and interviews. The researcher gives further interpretation and discussion as follows.

4.2.1 The Problem overcome by EFL students in Speaking English

Based on qualitative research findings above. The researcher found that most of the students stated that they were anxiousness as the main problem in this study. This anxiety can occur due to lack of preparation in speaking English and fear of a negative response if students speak English incorrectly or are inexperienced in speaking English in front of people. Meanwhile, in several previous studies, anxiety also has a negative impact on students' oral performance. Anxiety has a negative effect on the oral performance of English speakers (Leong & Ahmadi, 2017 cited in Woodrow, 2006).

The next problem faced by students is the lack of confidence when speaking English. It can be because students are aware of their poor English skills if they have conversations with their friends. Students will think that they will not understand what is being said and feel ashamed because of their low ability to speak English. Students' lack of confidence usually occurs when they realize that their

conversation partners have not understood them or understand other speakers. They would rather keep silent while others talk, showing that students lack the confidence to communicate (al-Nakhalah 2016).

Insufficient sentences organization is a problem that the following student has. In this study, the use of tenses in the EFL students' native language, Indonesian and English, is very different. There is no change in the verb in Indonesian at the use of tenses like now, yesterday, and tomorrow. In contrast to English, the verb can change based on the time of the situation. Insufficient sentences organization can also occur because students do not fully understand the use of tenses, so they have difficulty speaking English.

The fourth problem is insufficient grammar. As we know, grammar is one of the things that must consider when students learn English. Because by understanding grammar, students can assemble correct sentences, both in writing and speaking. However, students are not easy to learn grammar because there are many rules. Grammatical rules are often felt very confusing by some English learners when they are speaking (Sayuri 2016).

The next problem faced by students is the fear of making mistakes when speaking English. Students who make mistakes in speaking English will usually feel embarrassed and will not be confident to speak English anymore because they are afraid of being considered stupid by other students. The primary reason for fear of mistake is that students are afraid of looking foolish in front of other people (Kurtus, 2001 cited in al-Nakhalah, 2016).

The sixth problem is lack of vocabulary when speaking English. Students have lack of vocabulary because they do not know the position of the vocabulary, whether it is a verb, noun, or adjective. So if the vocabulary knowledge of EFL students is lacking, then what will happen when speaking English is that they will have difficulty, hesitate or even decide not to speak English. Confusion in choosing vocabulary can also occur to EFL students who have much vocabulary but do not understand the meaning. Therefore, it is essential for students when add new

vocabulary accompanied by understanding the meaning of the vocabulary. The learners have to know the meaning from the general to the deeper and sophisticated one and know only about the meaning and form of words and how to correctly use them in any context and situation (Dewi & Jimmi, 2018).

On the other hand, pressure is also one of the problems students face in speaking English in speaking class. This problem is one of the reasons for fear of making mistakes when speaking English. In addition, the students feel afraid of the idea of making mistakes. It is inlined with Hieu, 2011 (as cited in Al-Nakhalah, 2016) that state they are worried that their friends will laugh at them and receive negative evaluations from their peers if they mistake speaking English.

The final problem that students faced in this study was inadequate practice. Students who experience a lack of practice can be caused by a lack of adequate facilities, difficulty in managing schedules, or nervousness to practice speaking English because their environment does not speak English. It is supported by Shen & Chiu (2019) the less practice they have for speaking English, the more anxious they become.

Meanwhile, the statement put forward by the researcher at a questionnaire before found out that first, students did not have enough vocabulary. Second, students had many problems with English pronunciation. Third, the students' poor English pronunciation made them worried if the other person did not understand what they were saying. Fourth, insufficient support. Moreover, fifth was infrequent English conversation, which resulted in a neutral result. So it can be concluded that the students' answers between agreeing and disagree on this statement.

4.2.2 Student's Strategies to Overcome Speaking English Problem

Oxford introduced a strategies inventory for language learning (SILL) that describes the various types of language learning strategies that learner employ to help them learn a new language. These language learning strategies are memorization, cognitive, compensation, metacognitive, affective, and social (Hardan, 2013). In addition, based on the results of interviews in this study. The

researcher found that strategies used by the students for overcoming English speaking problems included within 5 out of 6 strategies inventory for language learning (SILL) above.

In this study, students overcome the speaking problem due to a lack of vocabulary is to adding new vocabulary. As for new vocabulary, students can get it from reading books or articles and watching movies in English. If there is a vocabulary they don't know the meaning of, they will find out and memorize it. In addition, students add the new vocabulary to the vocabulary notes to be able to review the vocabulary again at a later time. This strategy can help students overcome speaking problems due to a lack of vocabulary.

Besides, students' strategy in memorizing new vocabulary is included in the memory strategy. It is in lined with Oxford (2003), which state that memory strategies are often used for memorizing vocabulary. In addition, reviewing vocabulary or grammar material on vocabulary or grammar notes is also a form of strategic memory. It is in line with Oxford, 1990 (as cited in Hong Shi 2017) memory strategies, which help learners store and retrieve new information, such as grouping, applying images and sound, reviewing, etc.

Moreover, the student's strategy in overcoming the lack of grammar is by opening the grammar notebook studied previously. Another strategy, students watch Youtube or read articles about grammar if there are still those who do not understand the material they have learned. Next is a lack of pronunciation. In this study, students overcome this by imitating and repeating English words or sentences that they see in movies or social media platforms such as Youtube, Instagram, or Tiktok, which provide "how to pronounce English words correctly" content.

Making a grammar or vocabulary notebook is one example of students' cognitive strategy in this study. Students making this notebook are included in one of the four sets of cognitive strategies helpful for language learners to create a structure for input and output. Creating structure for input and output is another

strategy that aids all four skills. These groups contain three strategies: take notes, summarize, and highlight (Chilmy, Kusmaryati & Utari, 2020). By making these notes, students can review and help overcome difficulties in speaking English.

Another student strategy that includes cognitive strategies is watching movies in English and speaking English with friends. This strategy can be a cognitive strategy because students try to 'analyze' English pronunciation or correct vocabulary through movies. Students also 'practice' speaking using English with their friends. Oxford (2003) states that Cognitive strategies enable the learner to manipulate the language material indirectly, e.g., through analysis, note-taking, practicing in naturalistic settings, and practicing structures and sounds formal.

Meanwhile, students' strategy watching English movies included cognitive strategies. This strategy is also included in the metacognitive strategy. It is because when students are watching movies, they will indirectly pay attention to people who speak English. Paying attention to people who speak English is one example of a metacognitive strategy. It is in lined with Lavasani & Faryadres (2011) that an example of metacognitive strategies is "I pay attention when someone is speaking English."

In addition, practicing speaking English with close friends and being confident is one of the students' strategies to overcome the fear of making mistakes, lack of confidence, and pressure when speaking English. While the problem of students in overcoming speaking problems because of anxiety is to calm themselves like taking a breath and exhaling slowly. Another strategy is to try to have positive thinking that everything will be fine. In this way, students can overcome anxiety in this study.

On the other hand, if students 'practice' speaking English with friends is a cognitive strategy, then the activity of students interacting with friends is called social strategy. Social strategies refer to learners' communication with people who use the target language (Chilmy, Kusmaryati & Utari, 2020). Then the affective strategy used by students in this study is to convince themselves to be more

confident. Affective strategy is suitable for students who have anxiety in this study. It is supported by Hong Shi (2017), who revealed that affective strategies help learners deal with their own emotions, motivation, and attitudes, such as lowering anxiety. Meanwhile, there is no compensation strategy in the study. There are no examples of student strategies that approach compensation strategies, such as guessing meanings from context or using gestures when the learners do not know the precise expression (Hong shi, 2017).

From the explanation above, the researcher can conclude that Oxford's strategy inventory language of learning used by students strategy in this study includes memory strategy, cognitive strategy, metacognitive strategy, affective strategy, and social strategy. This strategy is appropriate for students to use in overcoming speaking problems. Oxford's 6-factor strategy is the most consistent with learners' strategy use (Hong Shi, 2017).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter includes parts. The first part is about the conclusion of the studies. Then, the second part provides suggestions related to this study for the students, lectures, and future researchers.

5.1 Conclusion

Based on the findings and discussion in the previous chapter, the researcher can conclude that psychology problems are problems that many students experience when speaking English in this study. More specifically, these psychology problems include nervousness in front of people, lack of confidence in speaking English with better people, fear of making mistakes when speaking English, and fear of being laughed at when speaking English incorrectly. In contrast, confusion in the use of tenses in English, lack of understanding of grammar, and confusion in choosing the correct vocabulary are linguistic problems experienced by students when speaking English in this study. Also, insufficient practice become one of the speaking problem encounter student in environment problem aspect.

Furthermore, students' strategies in overcoming problems in speaking English use several learning strategies by Rebecca Oxford, such as memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies. As for this study, the researcher also found that the strategic tools used by students in dealing with problems speaking English were by utilizing social media such as YouTube, Instagram, TikTok, and other applications as learning media in improving their English speaking skills to be better.

5.2 Suggestion

In consequence of this study, the researcher will give suggestions for the lecturers. It would be better to make students feel satisfied inside the class and feel outstanding enthusiasm and eagerness in speaking class. In contrast, the lecturers can help students conquer their timidness through pleasant behaviours to lead them to feel comfortable while speaking, remind students no longer to fear making mistakes in speaking English, and also lecturer must recognize when and how to correct their students' mistakes so that they are no longer fearful of making errors.

Then, the students who have problems speaking English. There are so many solutions that students can solve in overcoming the problem of speaking English either through social media or vice versa. And because this study only focuses on students' problems and strategies in overcoming problems in speaking English, for the next researcher, it is possible to investigate more than what this study has achieved in other skills such as listening, writing, or reading. Besides, student strategies in overcoming speaking problems mostly use social media such as Youtube, Instagram, Tiktok or applications that focus on improving English (Duolingo and Cake applications) in this study. Further studies can find out how effective social media is in helping students' English learning problems.

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APPENDICES

Appendix I Letter of Practical Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Malang 65144 Telepon (0341) 551354 Faks (0341) 572533

Website: www.fitk.uin-malang.ac.id E-mail: fitk@uin-malang.ac.id

Nomor : 166/Un.03.1/TL.00.1/04/2021 26 April 2021
Sifat : Penting
Lampiran : -
Perihal : Izin Penelitian

Kepada

Yth. Ketua Jurusan Tadris Bahasa Inggris UIN Maulana Malik Ibrahim Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal penelitian pada Jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Asna Robah
NIM : 17180002
Jurusan : Tadris Bahasa Inggris
Semester : Genap Tahun Akademik 2020/2021
Judul : The EFL Student's Strategies to Overcome Speaking Problems in Speaking Class
Lama Penelitian : 28 April 2021 sampai dengan 28 Mei 2021

diberi izin untuk melakukan survei/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu.


Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Scan QRCode ini



untuk verifikasi

a.n. Dekan
Wakil Dekan Bidang Akademik,

Muhammad Walid



Tembusan:

1. Ketua Jurusan Tadris Bahasa Inggris;
2. Arsip.

Appendix II Letter of Validation Instrument for Thesis Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Website: www.fitk.uin-malang.ac.id E-mail: fitk@uin-malang.ac.id

Nomor : 45/Un.03.1/TL.00.1/04/2021

23 April 2021

Lampiran : -

Hal : Validasi Validasi instrument penelitian skripsi

Kepada

Yth. Bapak / Ibu Basori, M.S.Ed

di Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan proses penyusunan Skripsi mahasiswa berikut:

Nama : Asna Robah

NIM : 17180002

Program Studi : S1 Tadris Bahasa Inggris

Judul Skripsi : The EFL Student's Strategies to Overcome Speaking Problems in Speaking Class

Validasi : Validasi instrument penelitian skripsi

Dosen Pembimbing : Nur Fitria Anggrisia, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Scan QRCode ini



untuk verifikasi

a.n. Dekan

Wakil Dekan Bidang Akademik,



Muhammad Walid

Tembusan:

1. Ketua Jurusan Tadris Bahasa Inggris;
2. Arsip.

Appendix III Observation Guide

Description	Observation Notes
<p>This research aims to observe students' activities during speaking class, whether they are active or not. As for some of the problems that cause students not to be active in class, it is because</p> <ul style="list-style-type: none">-vocabulary-pronunciation-grammar-lack of confidence-anxiety	

Appendix IV Questionnaire Guide

Questionnaire Guide

Assalamu'alaikum Wr. Wb.

You are invited to participate in a research study conducted by Asna Robah, who is an undergraduate student from the English Education Department at Maulana Malik Ibrahim State Islamic University. I am conducting this study for her undergraduate thesis.

The first thing you should do is read the information below and ask questions about anything you do not understand before answering the questions. You are being asked to participate in this study because you are a second-semester student taking subject speaking for informal interactions class. Besides, your responses are confidential and will not be shared with anyone in any way that identifies you as an individual in the results report thesis.

The purpose of this study is to investigate the problem faced by students speaking English. I hope the study contributes to the educational research literature in terms of speaking ability. If you have read the information about this study, I will ask you to do the following:

1. Fill in your data before answering the questions I have provided
2. After filling in your data, we will ask ten questions related to problems faced by students when speaking English
3. Filling out this questionnaire takes 5-10 minutes

Your participations are means so much and greatly appreciated. If you have any questions, do not hesitate to contact the researcher via email: asnarobah29@gmail.com

Thank you.

Wassalamu'alaikum Wr. Wb

Please read and respond to the following questions corresponding to your speaking English problem.

No.	Speaking	SA	A	N	D	SD
1	Insufficient vocabulary (I don't have enough vocabulary).					
2	Lack of vocabulary (I am confused about choosing the right vocabulary to speak English.)					
3	Insufficient sentences organization (I am confused about which tenses to use when speaking English.)					
4	Insufficient grammar (I don't fully understand grammar yet.)					
5	Insufficient pronunciation (My poor pronunciation worries me if people don't understand what I'm saying.)					
6	Lack of pronunciation (I have a lot of trouble pronouncing words in English.)					
7	Fear of making mistakes (I am afraid to make mistakes when speaking English.)					
8	Pressure (I am afraid of being laughed at when I make a mistake speaking English.)					
9	Anxiousness (I am anxious about speaking in front of people.)					

10	Lack of confidence (I lack confidence when speaking English, especially to people who speak better English than me.)					
11	Insufficient practice					
12	Insufficient support					
13	Infrequent English conversation					

No.	Students' Strategies	SD	D	N	A	SA
1	Oral interview					
2	Role play					
3	Debate					
4	Game					
5	Self-sharing					
6	Discussion					

NOTE

SA: Strongly Agree

A: Agree

N: Neutral

D: Disagree

SD: Strongly Disagree

Appendix V Interview Guide

Interview Guide

Questions List for the Participants (EFL Learners)

A. Question list for the correspondent 1

1. What did you do to overcome the lack of vocabulary?
2. What did you do to overcome choosing the right vocabulary to speak English?
3. What did you do to overcome about which tenses to use when speaking English?
4. What did you do to overcome your poor pronunciation worries you if people don't understand what you're saying?
5. What did you do to overcome a lot of trouble pronouncing words in English?
6. What did you do to overcome afraid of making mistakes when speaking English?
7. What did you do to overcome anxiety about speaking in front of people?
8. What did you do to overcome confidence when speaking English, especially to people who speak better English than you?

B. Question list for the correspondent 2

1. What did you do to overcome about which tenses to use when speaking English?
2. What did you do to overcome your poor pronunciation worries you if people don't understand what you're saying?
3. What did you do to overcome afraid of making mistakes when speaking English?
4. What did you do to overcome afraid of being laughed at when I make a mistake speaking English?
5. What did you do to overcome anxiety about speaking in front of people?
6. What did you do to overcome a lack of confidence when speaking English, especially to people who speak better English than you?

C. Question list for the correspondent 3

1. What did you do to overcome choosing the right vocabulary to speak English?
2. What did you do to overcome confusion about which tenses to use when speaking English?
3. What did you do to overcome the lack of understanding grammar?
4. What did you do to overcome afraid of making mistakes when speaking English?
5. What did you do to overcome afraid of being laughed at when I make a mistake speaking English?
6. What did you do to overcome anxiety about speaking in front of people?

D. Question list for the correspondent 4

1. What did you do to overcome the lack of vocabulary?
2. What did you do to overcome confusion about choosing the right vocabulary to speak English?
3. What did you do to overcome your poor pronunciation worries you if people don't understand what you're saying?
4. What did you do to overcome a lot of trouble pronouncing words in English?
5. What did you do to overcome afraid of being laughed at when I make a mistake speaking English?
6. What did you do to overcome anxiety about speaking in front of people?
7. What did you do to overcome a lack of confidence when speaking English, especially to people who speak better English than you?

E. Question list for the correspondent 5

1. What did you do to overcome confusion about choosing the right vocabulary to speak English?
2. What did you do to overcome confusion about which tenses to use when speaking English?
3. What did you do to overcome the lack of understanding grammar?

4. What did you do to overcome your poor pronunciation worries you if people don't understand what you're saying?
5. What did you do to overcome anxiety about speaking in front of people?
6. What did you do to overcome a lack of confidence when speaking English, especially to people who speak better than you?

Appendix VI Observation Results

Description	Observation Notes
<p>This research aims to observe students' activities during speaking class, whether they are active or not. As for some of the problems that cause students not to be active in class, it is because</p> <ul style="list-style-type: none">-vocabulary-pronunciation-grammar-lack of confidence-anxiety	<p>Some students have difficulty organizing structured sentences, pronouncing some words, and are confused about choosing vocabulary. Other students preferred to keep quiet even though the lecturer asked them.</p>

Appendix VII Questionnaire Results

The Result of Questionnaire

Linguistic problems	SD	D	N	A	SA	Total
I don't have enough vocabulary.	0 0%	8 17,8%	21 46,7%	16 35,6%	0 0%	45 100%
I am confused about choosing the right vocabulary to speak English.	1 2,2%	8 17,8%	17 37,8%	19 42,2%	0 0%	45 100%
I am confused about which tenses to use when speaking English.	2 4,4%	4 8,9%	15 33,3%	18 40%	6 13,3%	45 100%
I don't fully understand grammar yet.	1 2,2%	5 11,1%	18 40%	15 33,3%	6 13,3%	45 100%
My poor pronunciation worries me if people don't understand what I'm saying.	2 4,4%	5 11,1%	23 51,1%	13 28,9%	2 4,4%	45 100%
I have a lot of trouble pronouncing words in English.	1 2,2%	12 26,7%	20 44,4%	11 24,4%	1 2,2%	45 100%

Psychological problems	SD	D	N	A	SA	Total
I am afraid to make mistakes when speaking English.	5 11,1%	6 13,3%	14 31,1%	13 28,9%	7 15,6%	45 100%
I am afraid of being laughed at when I make a mistake speaking English.	8 17,8%	8 17,8%	10 22,2%	16 35,6%	3 6,7%	45 100%
I am nervous about speaking in front of people.	3 6,7%	3 6,7%	10 22,2%	17 37,8%	12 26,7%	45 100%

I lack confidence when speaking English, especially to people who speak better English than me.	3	2	12	17	11	45
	6,7%	4,4%	26,7%	37,8%	24,4%	100%

Environment problems	SD	D	N	A	SA	Total
Insufficient practice	2 4,4%	4 8,9%	15 33,3%	18 40%	6 13,3%	45 100%
Insufficient support	0 0%	8 17,8%	21 46,7%	16 35,6%	0 0%	45 100%
Infrequent English conversation	1 2,2%	12 26,7%	20 44,4%	11 24,4%	1 2,2%	45 100%

Students' Strategies	SD	D	N	A	SA	Total
Oral interview	8 17,8%	8 17,8%	10 22,2%	16 35,6%	3 6,7%	45 100%
Role play	2 4,4%	5 11,1%	23 51,1%	13 28,9%	2 4,4%	45 100%
Debate	1 2,2%	5 11,1%	18 40%	15 33,3%	6 13,3%	45 100%
Game	0 0%	16 35,6%	21 46,7%	0 0%	8 17,8%	45 100%
Self-sharing	1 2,2%	8 17,8%	17 37,8%	19 42,2%	0 0%	45 100%
Discussion	3 6,7%	2 4,4%	12 26,7%	17 37,8%	11 24,4%	45 100%

Appendix VIII Interview Transcription

EFL Learners Interview Transcription

Interview 1 (English)

Subject	:	Female 1
Date	:	May, 7 th 2021
Coding Description	:	C1 (Correspondent) JH (Interviewer)

JH : Assalamu'alaikum. First of all, I would like to thank you for being willing to participate in this interview.

C1 : Wa'alaikumsalam. You're welcome.

JH : Okay. In this interview, I will ask about the problems of speaking English that you have experienced. In the previous questionnaire, which I have shared, and you have filled in. You answered in the questionnaire that. First, you lack vocabulary. Second, you are confused about choosing the correct vocabulary. Third, you do not know which tenses to use when speaking English. Four, your pronunciation is not good enough, so you worried that people wouldn't understand what you were talking about. Fifth, you had a lot of problems with pronunciation. Sixth, you were afraid of being laughed at when you spoke English incorrectly. Seventh, anxious about speaking in front of people. Eight, lack of confidence in speaking English with people whose English is better than yours. Is that true?

C1 : Yes, it is true.

JH : From the problems, I mentioned earlier. What have you done to overcome this?

C1 : For my lack of vocabulary, I usually download the E-book, and then I read it. Suppose there is something I do not understand about the vocabulary. I write, and I find out what it means. When I have time and

am not lazy, I memorize the vocabulary. In addition, I also watch movies and follow several Instagram or TikTok accounts that provide content about English, such as the correct vocabulary to use when writing essays. From here, I can finally choose the right vocabulary. Meanwhile, talking about lack of confidence. I always see the motivation "how to be confident in speaking English." At the time, I realized that in learning English, you must be able to speak English. So like it or not, the capital to be able to dare talk to English is to be confident, even though there may be vocabulary or grammar mistakes.

JH : If we lack self-confidence, we have to change it into positive thinking to be confident. Then what about being anxious about speaking in front of people? What have you done?

C1 : Anxious. The strategy I use is to speak English in front of the mirror (at home), like "How not to be anxious." Usually, I also practice speaking English a little to my father, mother, and brother. At first, they wondered why I spoke English, but in the end, they could understand it. Because I speak English, my family gradually knows English. So it's very mutually beneficial. And anyway, the fear of being laughed at when speaking English. I do not know why they laugh at people who speak the wrong way. To solve this problem, I tried to ignore it. Even so, if I get laughed at by people because I mispronounce the vocabulary. I will fix it.

JH : Yes, it should be. We despair when people laugh at us. Maybe they laugh; it's not mocking, but it might sound funny—next question. You have two problems with pronunciation. First, you have many pronunciation problems in English, and your poor pronunciation makes people worry that people don't know what you are talking about. How do you solve this problem?

C1 : Because I have many pronunciation problems, so what I have done is to repeat the word. You know, like how to pronounce the word correctly. Here I also watch YouTube, whose content contains the pronunciation of words in English. And the problems with my poor pronunciation of

vocabulary and make me worry whether this is right or wrong. I solved it by watching YouTube, like my teacher Mr. D where I imitated what he talked about.

JH : Last question. How do you overcome the confusion of which tenses to use when speaking English?

C1 : Okay, my problem was confused about to used tenses. I was searching for the material on Google if indeed the tenses I have not studied. And if I forget which tense to use, I'll open my notebook again.

Interview 2 (English)

Subject	:	Female 2
Date	:	May, 7 th 2021
Coding	:	C2 (Correspondent)
Description	:	JH (Interviewer)

JH : Assalamu'alaikum. First of all, I would like to thank you for being willing to participate in this interview.

C2 : Wa'alaikumsalam. You're welcome.

JH : Okay. In this interview, I will ask about the problems of speaking English that you have experienced. In the previous questionnaire, which I have shared, and you have filled in. You answered in the questionnaire that. First, you are confused about which tenses to use when speaking English. Second, you have poor English pronunciation. So, it makes you worry that people don't understand what you are talking about. Third, you are afraid of making mistakes when speaking English. Fourth, you are also afraid of being laughed at when you speak English incorrectly. Fifth, anxious about speaking in front of people. Sixth, lack of confidence in speaking English with people whose English is better than you. The question. What have you done to solve your problem?

C2 : In overcoming all the problems of speaking English that I have. I solved it partly through the YouTube channel about English. The YouTube channel that I usually watch is LC English village, English with Lucy, Speak English with Vanessa. The content of this channel contains grammar (tenses) and pronunciation. From here, I learned how to correct grammar (tenses) and pronunciation. After learning from YouTube, sometimes I practice speaking English by talking to my close friends. Even though sometimes I do not use grammar correctly in my speaking, my friend immediately told and corrected the part of my speaking that was wrong. Furthermore, this mistake can also solve my problem of not

being afraid of making mistakes and being laughed at in speaking English. Because we are learning, and that is normal.

JH : Then what about the problem of being anxious about speaking in front of people?

C2 : If that's a problem, I practice speaking English in front of a mirror to be more confident and less anxious when speaking in front of people.

JH : I got it! And the last question, lacking confidence in speaking English with people whose English is better than yours. How did you overcome this problem?

C2 : If that's the problem, I just try my best and try to be more confident.

Interview 3 (English)

Subject	:	Female 3
Date	:	May, 7 th 2021
Coding	:	C3 (Correspondent)
Description	:	JH (Interviewer)

JH : Assalamu'alaikum. First of all, I would like to thank you for being willing to participate in this interview.

C3 : Wa'alaikumsalam. You're welcome.

JH : In this interview, I will ask about the problems of speaking English that you have experienced. In the previous questionnaire, which I have shared, and you have filled in. You answered that you were confused about choosing the correct vocabulary in speaking English. The question. How do you solve this problem?

C3 : I usually watch random videos on YouTube that I find interesting, such as fun facts, food reviews, clothing haul, make-up hacks, etc. After watching these videos, My vocabulary will increase, and I know how to use "this vocabulary" in formal or informal conversations.

JH : Okay. Then what about your confusion in using which tenses to use when speaking English?

C3 : Because I feel doubtful, I often look at the tense notes or look for new material on the internet.

JH : I got it! Then in your previous answer to the question, you also answered that you did not fully understand grammar. What have you done to overcome this?

C3 : Because I don't fully understand grammar, I try to read every material I get from grammar class and take notes on the parts that I think are important. In addition, if I believe the explanation that I get from the grammar class is not clear, sometimes I look for information about the same material in other sources, like e-books from the internet.

- JH : Fine. Last question. In addition to the problems I mentioned, you are also afraid of making mistakes and being laughed at incorrectly speaking English. Besides, you are anxious about speaking in front of people. How did you overcome this?
- C3 : Because I'm afraid of making mistakes when speaking English, specifically, I'm afraid of making mistakes when trying to say new vocabulary or using tenses and grammar that I don't fully understand. I deal with it by restructuring the sentences that I will speak into a more straightforward form with vocabulary, tenses, and grammar, which I am sure is correct. As for fear of being laughed at when I speak English incorrectly, I overcome it by using the same method when dealing with the previous problem. Meanwhile, I usually prepare things that I think are important to overcome anxiety, such as memorizing the material I will convey before speaking in public.

Interview 4 (English)

Subject	:	Female 4
Date	:	May, 7 th 2021
Coding	:	C4 (Correspondent)
Description		JH (Interviewer)

JH : Assalamu'alaikum. First of all, I would like to thank you for being willing to participate in this interview.

C4 : Wa'alaikumsalam. You're welcome.

JH : In this interview, I will ask about the problems of speaking English that you have experienced. In the previous questionnaire, which I have shared, and you have filled in. You answered that the lack of vocabulary, confusion about choosing the correct vocabulary in speaking English, poor English pronunciation made you worried that people would not understand what you were talking about and had many problems with English pronunciation. Is it true? If yes. What steps have you taken to solve this problem?

C4 : Yes, that's right. For the lack of vocabulary, I have a Duolingo application where there is a new vocabulary every day that I can get. It is one way to increase my vocabulary. While I was confused about choosing the right vocabulary, I had to watch YouTube videos in English or with English subtitles, so I could know little by little what words are right when speaking English. It is the strategy that I use right now. For poor pronunciation, which makes me worry that people don't understand what I'm talking about. I usually write on google translate first. Then I listen to the pronunciation. However, because I had many English pronunciation problems, one way to maximize pronunciation is to imitate English videos or films.

JH : Okay. Then what about being afraid of being laughed at when you speak English incorrectly, being anxious about speaking in front of people, and

not being confident in speaking English with people whose English is better than yours?

- C4 : Okay. Here maybe it's not afraid to be laughed at but embarrassed, but I try to be confident by practicing speaking myself in English. And if I feel anxiety. What I will do is take a breath and assure myself that everything will be okay. And actually, this way makes me more confident. And I lack confidence because I might be insecure, so I'm afraid of being wrong. But I try to be brave and confident to speak English.

Interview 5 (English)

Subject	:	Female 5
Date	:	May, 7 th 2021
Coding	:	C5 (Correspondent)
Description	:	JH (Interviewer)

JH : Assalamu'alaikum. First of all, I would like to thank you for being willing to participate in this interview.

C5 : Wa'alaikumsalam. You're welcome.

JH : In this interview, I will ask about the problems of speaking English that you have experienced. In the previous questionnaire, which I have shared, and you have filled in. You answered that First, you are confused about choosing the correct vocabulary in speaking English. Second, you are confused about which tenses to use when speaking English. Third, you do not fully understand grammar. Fourth, poor English pronunciation makes you worried about whether people know what I am talking about. Fifth, you are anxious speaking in front of people and lack confidence in speaking English with people who know you better than you. From the problems I have mentioned. How do you handle it?

C5 : Talking about vocabulary. Honestly, I am still confused about choosing the right vocabulary, so I usually learn vocabulary from reading articles in textbooks or downloading the cake application in the app store.

JH : Okay. Then how about being confused which tenses to use?

C5 : Usually, when I want to speak, I re-check the words I want to say in google translate whether the wording based on tenses is correct or not appropriate.

JH : I got it. Next, what is your strategy in overcoming your lack of understanding of grammar and your poor English pronunciation?

C5 : Because I'm still a layman, I usually learn by myself through YouTube about grammar material because I think it's more accessible and desirable

as a learning medium. To overcome my poor pronunciation, I usually watch English films or Fathia Izzati YouTube. Apart from knowing how to pronounce good words, watching these movie or video can also practice my listening skills and add some vocabulary.

JH : Oh, I see. Then for anxious speaking in front of people and less confident speaking English with people who speak better than you. How did you overcome this?

C5 : And for my problem about anxiety itself. I often do things before speaking in front of people is talking to myself in front of a mirror. That makes me less confident because I have absolutely no experience in speaking English in my previous education. To overcome this, I usually practice speaking with myself or with close friends.

Appendix IX Consultation Card



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://tarbiyah.uin-malang.ac.id> email : psg_uinmalang@ymail.com

BUKTI KONSULTASI SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama : Asna Robah
NIM 17180002
Judul : The EFL Student’s Strategies to Overcome Speaking Problems in Speaking Class
Dosen Pembimbing : Nur Fitria Anggrisia, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Skripsi
1	30/11/2020	Konsultasi draft proposal	
2	26/01/2021	Konsultasi background of study, Objective, significance of study, dan research method.	
3	16/02/2021	Konsultasi format penulisan proposal	
4	24/02/2021	Konsultasi Bab 1, 2 & 3	
5	03/03/2021	Konsultasi final proposal	
6	20/04/2021	Konsultasi instrument kuesioner	
7	25/10/2021	Konsultasi bab 1,2,3, & 4	
8	26/11/2021	Revisi bab 1,2,3 & 4 serta konsultasi bab 5	
9	13/12/2021	Revisi bab 5	

Menyetujui,
Dosen Pembimbing

Nur Fitria Anggrisia, M.Pd
NIP.19890901201802012156

Malang, 14 Desember 2021
Mengetahui,
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd.
NIP.197110142003121001

Appendix X Curriculum Vitae

CURRICULUM VITAE

Name : Asna Robah
Birthday : Mojokerto, December 29th 1998
Gender : Female
Address : Jln. KH. Ismail RT/RW 001/005 Desa Kedungmaling
Kec. Sooko Kab. Mojokerto, Jawa Timur
Email : Asnarobah29@gmail.com
Contact : 08123136568



Educational Background

No	Graduated	Education	Place
1	2011	SDI Sunan Giri	Kabupaten Tulungagung
2	2014	Mts. HM Tribakti	Kota Kediri
3	2017	MAN Tambakberas	Kabupaten Jombang
4	2021	UIN Maulana Malik Ibrahim Malang	Kota Malang