

HOW TO IMPLEMENT SPEAKING STRATEGIES: STUDENTS' REPORTED ACCOUNTS IN ONE ACADEMIC YEAR

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Abstract: The aim of this study was to investigate students' speaking problems in the third semester and the strategies used in overcoming their speaking problems in the fourth semester at University of Islam Malang. The sample of this research were 3 representative students of each class in the fourth semester who got A score in speaking from semesters 1-3. The researcher employed descriptive-qualitative method. The instrument of this research was conducted through interviews.

The findings research showed that students had some speaking problems in the third semester. The problems were afraid of making mistakes, feeling insecure, and lack of vocabulary. All those problems occurred when they spoke English in the classroom. The main problem that often occurred in students speaking English was feeling insecure. To solve their speaking problems in the third semester, students used several strategies that were implemented in the fourth semester including speaking practice and preparation, having good interaction, and learning by using media. Among all the strategies that were often used by students to overcome their speaking problems were practice and preparation.

In addition, this study was expected to be useful for teachers in providing theories related to methods or techniques for teaching students speaking strategies. Secondly, for the students, this study could provide information for students related to students speaking difficulties and strategies used for improving their speaking skills. There were several suggestions, for teachers, students, and future researchers. Teachers should be able to practice and prepare the strategies in teaching and learning activities in order the students could be easier to understand the lesson that they gave. Teachers could prepare with creative material so that the students were more interested in learning speaking English. Then, students could practice their speaking English with their friends in order they could be more fluent in speaking English. Also, students could prepare before getting presentations in order they could reach good results. Furthermore, the strategies used by students in overcoming speaking problems could be examined more deeply by future researchers. They could also look for students' speaking strategies from the lowest score to the highest score.

Keywords: Speaking skills, Students problems, Students strategies

INTRODUCTION

In the current era of globalization, English has become a tool to communicate between countries and between each other. As a result, there is a demand for speakers to use English effectively in every country. English cannot be denied or even ignored because English is an international language and the largest common language in the world. Also English is a second language in many countries. The importance of having the ability to speak English has a huge impact on students' lives. According to Aye and Phyu (2015) in the era of globalization, speaking is an important aspect needed all over the world. It means having good speaking skills can make it easier for students to

express opinion, and feelings that they want to say, and information from around the world can be easily understood.

Having good ability in speaking also requires learning strategies. Many researchers reveal that the use of strategies in learning is very influential in mastering a language. Base on Hikmat and Dewi (2017) found significant results between speaking strategies and students' speaking ability. They found that the more students used speaking strategies, the better their speaking skills would be. Supported by Oxford (1990) by using learning strategies students can have steps to improve their learning speaking.

Verbal communication sounds a simple skill or action to do, but in fact, many students encounter some problems in speaking English. Many factors make students difficult in speaking English. Maulana, Daud, & Heriansyah (2016) stated that many problems faced by students such as low confidence there for students find it difficult to speak because they are afraid to make mistakes. The lack of vocabulary makes students difficult to convey what they want to express. Dash (2012) and Floriasti (2013) add that there are several factors that make students not confident, such as lack of motivation, lack of students' enthusiasm, and unattractive student learning materials.

From the above mentioned most of the students who learn to speak English face the problem in the context of vocabulary, pronunciation, grammar, and fluency. Many people cannot communicate because they have lack of vocabulary. Thornbury (2004) stated that the less grammar we know, the less language we want to convey and without vocabulary nothing can be conveyed. This means that even though someone has a perfect grammar; it will be useless if they do not master a lot of vocabulary. Thornbury (2005) said that pronunciation is the key for students' to produce language that can be easily understood by someone. Heaton (1978) support that several students have ability to change the structure of the language so that they can produce grammatical appropriately. Fluency in speaking is very important because it can affect the impression on the listener also they will have ability to communicate with other (Gorsuch, 2011).

In a private university in Malang is Java Indonesia, there are still many ELT students who have difficulties in speaking. Some of the difficulties experienced when

speaking are pronunciation, grammar, fluency, and vocabulary. This problem of course requires practice solutions related to learning strategies that can be implemented by the student in order they can able to speak English easily both inside and outside the classroom. The researcher hopes this study will provide benefits both in theory and practice for students and teachers.

METHOD

Research Design

The researcher used a qualitative approach with a qualitative descriptive design. In this case, direct research would obtain more information about students' difficulties in speaking and students' speaking strategies in speaking English. This study focused on asking students in the fourth semester of English education at UNISMA. The researcher would ask what problems they have in speaking during the third semester and what strategies they used to overcome their speaking problems in the fourth semester. Besides, the researcher asked whether the strategies used in the fourth semester were successful or not.

Participants

The participants discussed in this study were fourth-semester UNISMA students majoring in English education. The reason the researcher chose fourth-semester students as participants because they already had a lot of experience in learning speaking from the first semester to the third semester. Thus, the researcher believed that the fourth semester students knew more about the strategies that could overcome their speaking problems. There were three classes of fourth semester students and the researcher chose one representative students from each class to be interviewed further about their speaking problems and the strategies used in overcoming their speaking problems.

Instruments

The researcher used open-ended interview. To collect research data, the researcher interviewed student representatives from each class to conduct a deeper investigation and asked them about the speaking problems they faced in semester three and the strategies they used in semester four to overcome their speaking problems.

Febelia (2017) stated that the interview was a communication process that was used for asking questions and it would be answered by the participants. Documentation, Documentation was data in the form of notes, books, magazines, and so on. In this documentation section, the researcher took pictures and videos of the participants during the interview process. The results of these pictures and videos could be able to support research reports, as a result, the research's accuracy could be clearer. There were four basic types of qualitative research according to Creswell (2009) including observation, interviews, documents, and audio-visual materials. Based on the results of the data, the researcher used photo documentation and video recording.

Data Collection

The open-ended interviews was used as the first data collection. Finding a representative of the best student in speaking English class. 4-semester students consist of 3 classes. The researcher examined 1 representative student from each class with the requirements of students got A score in speaking from semester 1-3. The researcher interviewed the students through open-ended using a zoom meeting. The researcher took each picture after the interview for the documentation result.

Data analysis

Researchers used two instruments in this study. The first instrument is Interview. The researcher followed five steps from Creswell (2013) those are collecting the data, reading all of the data, preparing and organizing, coding the data, and interpreting the findings in collecting interview data. Documentation data is carried out when researchers interview students by taking pictures and a video record documentation after the interview is carried out.

FINDINGS

After the interview was conducted, the researcher directly analyzed the video records of student interviews. The researcher found the problems faced by the students when they were in Semester 3. Those are the following results of 3 students who were interviewed by the researcher to find out students speaking difficulties. Those factors caused students' difficulties in speaking English:

1) Afraid of Making Mistakes

From the results of interviews that had been carried out by researchers, it was found that students still found it difficult when spoke English because they were afraid to make mistakes. Information on this difficulty could be seen from the responses.

PC asserted: *"I am very afraid to speak English in class because I am afraid of making mistakes and being criticized by my friends."*

In similar, PB said: *"I am afraid to speak in class because sometimes my friends criticize me so I often worried to speak English."*

2) Feeling Insecure

Insecure was the most common problem faced by students when they spoke English. Two of them were insecure such as feeling anxious and low confidence. These made students felt nervous when they talked with their friends and other people. Regarding this case, PC, PA, and PB gave their responses.

Student PC expressed: *"I feel insecure because I am not confidence in speaking English."*

In similar, PA said: *"The first problem I have is not confidence, for example when my teacher ordered me directly to performance about the assignment I felt very insecure because most of my friends were paying attention to me when presenting in front of the class. The second problem I have is that I get nervous when I meet a lot of people because I don't practice speaking English enough, so it makes me nervous when I talk to them. The third problem I have is in speaking accent, because I see many of my friends who have a better accent than me, so I feel nervous when speaking English."*

Added by PB: *" In my humble opinion that the first problem I have is feeling anxiety in speaking because when I speak in class and meet my lecturer during speaking exams, I feel nervous and awkward. So, it makes the ideas I want to convey disappear."*

3) Lack of vocabulary

Vocabulary could support students' fluency in speaking English because the lack of vocabulary that students had could make it difficult for them to speak easily. Based on the problem expressed by PA:

"The last problem that made me felt not confident was limited of vocabulary and the standard of vocabulary that I have because I think that is easily understood by other people while I want to be able to master high English in order it is easy for native speakers to understand what I said."

The researcher also found the strategies used by students in overcoming their speaking problem in fourth semester. Those are the following results of 3 students who were interviewed by the researcher to find out students speaking strategies. Those strategies used by students in overcoming their speaking problem:

1) Practice Speaking and Preparation

One strategy that was often used by students in overcoming their speaking problems was practicing and preparation. It was revealed by 3 interview participants who had 3 similarities in using practice and preparation to overcome their speaking problems.

First, from PC: *"I always practice speaking English with my friends so that I can have be more confident. Sometimes my friends criticize my English but I use that as motivation so that I don't give up in learning speaking English."*

Added by PA: *"The strategy that I use to overcome my lack of confidence is practice speaking English a lot. I often prepare before the class start because I think preparation before starting the class can have good result. Second, I feel nervous when presenting in front of the class but I always try to practice speaking English because I believe that practice can make me more confident."*

In similar, PB said: *"I often practice speaking with my friends, with my students because I am now a tutor in Pare course, I also often practice with my classmates in class, especially in class B. Studying in class can give me time for presentations so I always try to present as well as I prepare, one of the ways I use for presentations is power point. I also always prepare and practice before presentation because sometimes my friends will ask me questions because I believed that good preparation will have good results."*

2) Having Good Interaction

The strategy of interaction that students used was also often implemented by many students to overcome their speaking problems. Many students interact a lot with their friends and with themselves because this manner could help them reduce the anxiety that exists in themselves. Regarding to this point, student PC said:

“The strategy I used to improve my speaking skills in semester 4 was talking a lot in English with my friends and exchanging ideas with them.”

Added by students from PB: “in dealing with speaking anxiety the strategy I did was trying to talk to my friends in class and in my environment because in my environment it can support me to speak English so that I can handle anxiety when speaking in class or when zoom, and use Google meeting.”

“Second I try to speak English by using a mirror and also I try to talk to objects like my cell phone for example "Hey how are you today? I think the object that I use for exercise my speaking skill I make that think like a human.”

3) Learning by Using Media

Media in education was also very important for students. Several responses from students about the importance of media. This was responded by participants PC, PB, and PA.

The first response from PC: *"In overcoming my speaking problem, I often learn to speak English through social media such as YouTube, Instagram and watching podcasts. I also often watch a movie related to English then I turn on the English subtitles because I feel I can learn from the sentences in the movie so that I can know the correct pronunciation of the English movies."*

The second response from PA: *“Due to the lack of vocabulary I have, I usually watch videos and movies on YouTube to increase my vocabulary so that I can apply a lot of vocabularies in everyday life as well when I present in front of the class. I also like to write so the English vocabulary that I got from YouTube I wrote and then I memorized it because I think another way to increase a lot of vocabulary is by memorizing. Usually not only from YouTube I get vocabulary but also from watching some English videos on TikTok. I think TikTok also has*

many benefits in improving English speaking skills because in tiktok there is a lot of up-to-date English information.”

The last response from PB: *“I often listen on the ESL lab.com website because that way can make it easier for me to listen to foreigners speaking English so I can listen native speakers in pronouncing from the website.”*

DISCUSSION

In this section, the researcher discussed in more detail about the findings. This discussion focused on the data of previous findings. The following was a discussion of the previous findings.

The Problems That Make Students Difficult In Speaking English

In this study, the researcher found several difficulties faced by students when they spoke English. The students' difficulties included being afraid of making mistakes, insecure, and lack of vocabulary.

First, fear of making mistakes. In this case, some students felt very worried when they were criticized by their friends and also by the teacher because they seldom in practicing their speaking English inside or outside of class. As supported by (Hieu, 2011) making mistake could make students not active participating their English speaking in speaking class. Therefore, it was very important for teachers and students to convince and reminded each other that making mistakes it was normal and not fatal condition because students could also learn from a mistake.

Second, insecure. In this case insecure had two kinds of student difficulties such as anxiety and low confidence. Those two problems could cause students to feel nervous when they talked to other people and when students got some presentations in front of the class. Some of the students also felt insecure when speaking English because they thought that many of their friends had much better speaking than themselves also students felt insecure because they did not have much vocabulary and good grammar or pronunciation in speaking English. It was very important for teachers to pay attention and helped students in overcoming their English speaking problems in the classroom (Gebhard, 2000) in line with, Baldwin (2011) explained that many

students had bad habit when they speak in front of people they felt distrustful themselves so that they forgot the idea and what they wanted to achieve.

The last was lack of vocabulary. Some of the students felt not confident and difficult to speak well because the limited of vocabulary they had. According to Cameron (2001) In general, students would not be able to communicate or express an idea effectively and both in oral and written form if they do not have a lot of vocabulary. Many researchers argue that if students had a lot of vocabulary, it could improve their ability to communicate.

The Strategies to Solve Students' Problems in Speaking English

After the researchers found students' difficulties, students also had several strategies that could overcome their problems in speaking English. According to the interviews conducted, those were the following strategies that were used by students. There were practice speaking and preparation, having good Interaction, and Learning by using media.

First, Practiced and preparation. Students could improve their speaking skills from practice and preparation. Students felt practice and preparation could make them more confident. According to Bilbrough (2007) Students should apply their communication skills into practice in order to speak correctly and fluently. Added by Ahmed (2016) stated that students who had good preparation could be more able to speak English fluently and could decrease students speaking anxiety. There were many manners that students used for practicing and preparing for example they tried to practice speaking English with their friends and always prepared before the presentation to have a good result.

Second, students admitted that building interactions could reduce their anxiety. Students believed that used to exchange opinion, idea and share some information with other people could build a good communication. Supported by Kayi (2006) states that the ability to communicate in second language dearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Furthermore, Students agree with the statement that was expressed by Richard (2008) that interaction

was the most important social function because students could easily build communication with others and students could improve speaking skills from the interaction.

The last, three representative participants from each class used the online strategies platform to overcome their speaking problems. There are so many benefits that students got from the media such as YouTube, Instagram, Tiktok, random applications, listening to the ESL lab.com website (TOEFL), and podcasts where from that media they had succeeded in improving their speaking skills. Students felt that from YouTube and other social media could add their vocabulary and good pronouncing also got information about English around the world. As quoted by (Almurashi 2016) In improving students' speaking, it is very necessary to use information technology because the information in technology is UpToDate besides it could provide many benefits for students in improving their speaking English skills.

CONCLUSION

Based on the results of the study, the researchers found several speaking problems faced by students and strategies that have been used by students in overcoming their speaking problems.

The results of the first study show that students had several problems when they spoke English such as afraid of making mistakes, feeling insecure, and lack of vocabulary. The most serious problem faced by students is feeling insecure. Insecure could cause students to be anxious and nervous when they spoke English so it could cause students to lose ideas and it made students difficult to speak English well and fluently.

In addition, the researcher found the strategy that was often used by students in overcoming the most serious problem was insecurity and the strategies were practicing speaking and preparation. They said that using practicing speaking and preparation strategies could improve their speaking English because by practicing they could be more confident and could be fluent in speaking English also with the preparation they believe that all assignments were prepared before being presented could produce good results.

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