

CHAPTER I

INTRODUCTION

This chapter deals with the background of the research which tells about speaking skill. Setting of the research contain about the main problem which have previously the research formulated in background of the research. Limitation of the research is the focus of the research in the research. Formulation of the research contains a research question will be answered by research in this research. Purpose of the research describe about purpose which will be gained though the research process. Significance of the research describe about contributions of the research. These chapters end with definition of the key terms.

A. Background of the Research

Speaking is one of the most important of the four language skills because individuals who learn a language are called speakers of that language, Speaking is also one of the most productive skills in English. As a productive skill, speaking is a way to transfer information, thoughts, opinions or ideas to others. Speaking can be a benchmark to determine students' ability in English. As one of the language skills, speaking plays an important role. Speak as production of auditory signals to produce different verbal responses in listener.

In the process of teaching and learning English in Indonesian schools, speaking skills are categorized as skills that are mastered by students. Speaking is not only difficult for students but also as a challenge. From the language of the most difficult skills faced by students in language learning is speaking skills.

Speaking skills can be achieved based on students' strategies in learning English Student strategies are related to many aspects such as student beliefs, attitude, motivation, self-efficacy and achievement. Students on different tracks may have different beliefs and attitudes about their own academic opportunities.

Students who believe that they can successfully apply their speaking skills by using strategies will try harder because they believe the results are different for each other their strategies.

Speaking is one of important aspects in language learning. By speaking, one can convey ideas and maintain social relationship with others. Based on Hornby (2000:20), speaking comes from word “speak” it means to talk somebody else about something to have a conversation with somebody. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation. It means that the main objective of speaking is for communication. Moreover, Goh (2007:1) says that situation when the target language is also a language for instruction across the school curriculum, speaking is a crucial tool for thinking and learning. In addition, Amanda & Donal (2019:5) indicates that speaking show individual skill in mastering a language. It also can be a measurement of how deep students comprehending in applying a good sentence.

Speaking is one the most important meanings in language or in communication, students must have efforts or strategies to master speaking, so that students can speak properly and correctly, students especially majoring English department must have their own strategies in speaking, so that their skill will increase or improve. Therefore, reseacher interested in researching this to find out if strategies students used or strategies that will they use to improve their speaking skill.

Based on explanation above, the researcher needed to conduct a research entitled : *student’s strategies in improving their speaking skill at English study program of University of pasir pengarain.*

B. Setting of the Research

Based on the background of the researcher, the difficulties experienced by students of the English Education Study Program at University of pasir pengaraian are as follows:

1. some students lacked confidence when speaking English in public.
2. some students couldnot pronounce public speaking skills.
3. Some students did not feel confidence when speaking in front of the class.
4. Some students were not able to express their thoughts effectively.
5. Some students were not able to remember anything to says.

C. Limitation of the Research

This study focused on investigating students strategies and student challenges to improve speaking skills in the English Language Study Program at University of pasir pengarain.

D. Formulation of the research

Based on the limitation of the research above, the research of this question can be formulated divided into specific research question, as follows :

1. What are the students' strategies in improving speaking skill at english study program of university of pasir pengaraian?
2. What are the challenges faced by students' in speaking skill at english study program of university of pasir pengaraian?

E. Purpose of the research

In accordance with the research written above, the writer of this thesis reset some purpose which concern with the research of the study, as follows :

1. To find out what strategies are applied to improve students' speaking skills.
2. To find out what are the challenges faced by students' in speaking skills.

F. Significance of the Research

By doing the research, the research hopes that the result will be helpful for lecturer, the students' ,and research.

1. For student

This research my help students know their English study program students strategies in improving speaking skill. So that, lecturer can improve the students strategies speaking skill.

2. For lecturer

Through this research, the teacher get information about English study program students strategies in improving speaking skill.

3. Researcher

This will give information English study program students strategies in improving speaking skill, so the next research can use this research an on of the reference.

G. Definition of the Key Term

In order to avoid misinterpretation and misunderstanding in reading this paper, the definitions of the term used in this research, given as follows:

1. Speaking Skill

Speaking is important for language learners, the delivery of language. Based on Powers (2010:5), states speaking is the basic communication, so it is the most important skill among the other language skill.

2. Speaking Strategy

Strategy is the basic thought or action used by people to help them understand, study or select new data. Based on Wawapuja Prabawa (2016:235) speaking strategies is specific action, behaviors, step or techniques that students (often intentionally) use to improve their progress in developing speaking skill.

3. Speaking Challenges

Speaking is a tool for communication, and people will see students' proficiency in speaking. Based on Ihsan, Muslem & Aziz, (2018 : 9) There are some challenges faced by the students, such as lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the review of the related theories where the researcher puts the opinion from the expert. It is also describe about review of related findings and conceptual framework that used researcher as literature review. The researcher puts some theories related to the title of this research to support this research.

A. Review of the Related Theories

1. The Nature of Speaking

1.1 Definition of Speaking

There are a lot of definitions of the word “speaking” that have been suggested by the researchers in language learning. According to Hornby (2000:20) speaking comes from word “speak” it means to talk somebody else about something to have a conversation with somebody. Speaking is important for language learners. Besides the role it plays in communication, speaking can also facilitate language acquisition and development. Then, Batdal niati (2022:2) stat speaking is the foundation to human for talking and communication with other people so become interaction. Then, Goh (2007:1) stat in situation when the target language is also a language for instruction across the school curriculum, speaking is a crucial tool for thinking and learning.

Then, Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Moreover, Leong & Ahmadi (2016:34) stat that speaking skill is regard one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively.

Speaking is productive skill. According to Boonkit (2009:1306) while reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Meanwhile, based on Nunan (2003:48) indicates that many people feel that speaking in a new language is harder than reading writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time; usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. Furthermore, Leong & Ahamadi (2016:35) stat that speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension.

In other words, speaking can be conclud as one of the important English skill that people use in daily conversation. Speaking also the way to express our thought, feeling, and idea with each other. Furthermore, there are five components of speaking, they are pronunciation, grammar, vocabulary, fluency, and comprehension. According to Goh (2007:4), to speak effectively learners need to have a reasonable command of the basic grammar of the target language and a working vocabulary, but language knowledge alone is not sufficient. They must also develop a range of skills in four key areas of speaking competence. These are the explanation: (1) phonological skills, produce accurate sounds of the target language at the phonemic (vowels and consonants) and prosodic (stress and intonation) levels; (2) speech function skills, use spoken words to perform communicative functions, such as request, demand, decline, explain, complain, encourage, beg, direct, warn and agree; (3) interaction management skills, manage face-to-face interactions by initiating, mantaining and closing conversations, regulating turn-taking, changing topics, and negotiating meaning; (4) extended discourse organization skills, establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken

text.

Based on the explanation above, the researcher can take the conclusion that speaking is significant to make a good communication. In speaking, people express their self directly, that makes speaking the most difficult among the others skill (listening, writing, reading).

1.2 Component of Speaking

To mastering English, especially in speaking, the students have to practice as much as possible. According to Antoni (2014:5), in order to have good English communication skill, every student needs to practice their English both in and outside their classroom. By seriously practicing such activities, their English will get better and improved. Then, Rahayu (2015:4) states that speaking is a language skill or a means of communication in which one can express his ideas or information in a good logical order and master the convention mechanics of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension). According to Hughes (2003:130) there are five aspects that the students have to know to achieve a good speaking skill. They are accent, grammar, vocabulary, fluency and comprehension.

Furthermore, these are the explanation: (1) According to Richard and Schmidt (2010:3) accent is greater emphasis on a syllable so that it stands out from the other syllables in a word. For example, in English the noun import has the accent on the first syllable im- while the verb import has the accent on the second syllable -port; (2) Hanner (2001:12) states that grammar of the language as the description of the way in which words can change their forms and can be combined into sentence at that language; (3) Language consists of word. According to Linse (2005:121) vocabulary is the collection of words that an individual knows Linse, (2005:121); (4) Richards & Schmidt (2010:222) stat that fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of inteij ections and interruptions; (5) According to Richard and

Schmidt (2010:108) comprehension is the identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing).

These five components of speaking are important in learning English speaking. The quality of students' speaking skill can be seen from the components. Therefore, the researcher will use these components to measure students' speaking skill in this research.

1.3 Type of Speaking

Speaking as the most difficult skill has types. Furthermore, types of speaking will be explained by Brown (2004:141). These are the explanation:

First, imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a ptonlpt, just long enough to, allow the speaker to retain the short stretch of language that must be imitated.

Second, Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at

best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple Sentence level.

Third, Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like

Fourth, Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

Fifth, Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

2. Speaking strategy

Speaking strategies is one step to improve students speaking skill.

Based on Wawapuja Prabawa (2016:235) Speaking strategies is specific action, behaviors, step or techniques that students (often intentionally) use to improving their progress in developing speaking skill. Its mean in improving students speaking skill, students use various strategies, such as watching movies, listening to the radio and various other strategies.

Strategies are tools for improving speech skills. According to Shanti et al. (2014:390) there are several strategies that students use to improve

speech skills, namely:

1. Building a wall

In these strategies students are trained to build their ideas. For example by making speeches, dengen, etc. We can determine the topic and ask them to relate to the situation they are experiencing. These strategies can help students to speak fluently.

2. Listen and comprehend

These strategies can be revealed through small group. By discussing and listening to ideas conveyed can give focus to students, these strategies are effective to improve students speaking skill. Strategies also can be applied by watching talk show and listening to the radio.

3. Question and answer session

These strategies require students to think quickly the question asked must be answered and developed by other group. With these strategies, students speaking skill can increase because of the many things that are talked about through these strategies.

4. English speaking group

In this strategies, students must speak English, this can be done by forming a group of friend by starting a conversation related to everyday life

According to Pace (1998) that “quality of student strategies is defined as how much voluntary behaviour or personal investment a student makes for their education. It has been examined as how often students carry out learning activities, such as taking detailed notes during class.” Students adapt to improve their understanding. Therefore, “strategies is allocated to learning activities” pass (2013, p.45), and the students have a chance higher level of mastery may be achieved. Stated in Pass (2013) that the intensity of student strategies is conceptualized as the students perception of how hard he or she works on activity. There are some Indicators of the strategies :

1. Library

- a. The students always go to library because it is as a quite place to practice English.
- b. The students usually go to library to find sources of Speaking Material.
- c. The students go to library to find some learning English Website.
- d. The students usually go to library to read or to study that the students bring with.
- e. The students always go to library to make a judgment about the quality of information obtained from the library.

2. Club& Organization

- a. The students attend a meeting of English school club to practice English.
- b. The students join English school club to practice English.
- c. The students speak about English in club and organization.

3. Art & Music Activities

- a. The students talk about art, music with other friends (English songs).
- b. The students participate in some art activities (English day).
- c. The students attend a concert or other music event, on or off the school.

4. Personal Experience

- a. The students discuss with another student, friend, or family member.
- b. The students identify with a character in a book, movie, or television show.
- c. The students ask a friend to tell you what he or she really thought about your speech.
- d. The students take a test to measure speaking.
- e. The students talk with English teacher about personal concern in speaking English.

5. Speaking Experience

- a. The students use dictionary to look up the proper meaning of words.
- b. The students think about grammar, sentence structure.
- c. The students ask other people to listen when you speak to see if it was clear to them.

3. Challenges of Speaking English for Students

In the environment, speaking is a tool for communication, and people will see students' proficiency in speaking in English Ihsan, Muslem & Aziz,(2018 : 9). The students, especially EFL students', can not learn it fast. It should be step by step and need to be developed Ihsan et al.,(2018:9). There are some challenges faced by the students, such as lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation.

a. Lack of vocabulary.

This issue is the first challenge faced by the students in learning speaking skills. Jimmi (2018:4) states that lack of vocabulary is the condition when the students cannot build the sentence because of limitation words. Similarly, vocabulary is an important part of learning English, supported by stating that the range score of vocabulary was 48, and the range score of speaking was 23. Further the students who lack the vocabulary will have an impact on themselves when they want to have interaction and would have less confidence.

b. Fear of mistake and shyness.

These psychological factors are the emotional feeling of the students when they want to speak in English. Juhana (2018:4) states that the students would forget what they want to say because of shyness, students' fear of whether they make a mistake or not when speaking in English, and also they are worried about being laughed by their friends, mentioned that 37% of the students mostly chose fear of mistake, and 26% of the students chose shyness. Moreover, these psychological factors have influenced students' speaking performance. Further, teachers can make a personal approach and create a better learning atmosphere in the classroom.

c. Lack of confidence

Based on Junaha,(2018:4). This psychological factor is a student feeling that occurs when the students realize that their speaking partners do not get their points when speaking in English. Similarly, the students' feel a lack of confidence because they feel their English is not good, and they keep silent. Additionally, 13% of the students chose a lack of confidence as one of the challenges in speaking English. To make the students' have high confidence, the teachers should give positive encouragement to the students.

d. Lack of motivation

In language learning, especially when speaking in English, motivation is vital for students. Jin (2014:5) states that motivation is important to make students successful in language learning, added that 6% of the students chose a lack of confidence because they do not have motivation when they see their teacher's way of teaching. Similarly, the teacher should show their enthusiasm by showing their activeness using English to communicate and during their teaching process

B. Review of related findings

Researcher needed to have a review related findings in order to have principle, comparisons and contributions to the research.

The first research is done by Rosi lestari (2019:5) Students speaking skill In medical English subject at Midwifery. The kind of the research was descriptive qualitative only focus describing the data. The data got from documentation speaking practice of Medical English. The researcher took the data from documentation video. In collecting the data the researcher used documentation and speaking test to got the data. In analyzing the data the researcher used the components of speaking such as: pronunciation, grammar, vocabulary, fluency, and comprehension. The population of the research was third semester students

2018/2019 Midwifery study program, the sample of this research were 14 students. Based on the result of analysis, the researcher found 1 students (7%) had good score, 5 students (36%) had average score and 8 students (57%) had fair score. The last one research which was done by Aprianti (2019) an analysis of students speaking skill in using asking and giving opinion at Eight grade of SMPN 1 Rambah Hilir. The methodology this research is descriptive quantitative. The sample were 50 students. In collecting data, the researcher used speaking test in form of asking and giving opinion. In analyzing the data, the researcher used the components in speaking they were: accent, grammar, vocabulary, fluency, comprehension. From the analysis, it could be concluded the students speaking in asking and giving opinion at eight grade of SMPN 1 Rambah Hilir was 53,22 in average category. It means that, students are not trained to ask and give opinion in English.

The second is research by ahmed wael, Muhammad nur ashur asnur, and Ibrahim (2018:9) “exploring students’ learning strategies in speaking performance ” this research goal was to examine learning strategies used by learning in speaking performance by using qualitative design. This study found that the English department students’ on the third semester often used memory strategies preceded in the third rank by social strategies. The fourth was affective strategies, and compensation strategies in the fifth rank, followed by cognitive strategies in the rank furthermore, the other factor also influence students learning strategies in speaking learning. Such as psychological factor, the role of teacher, task, environment, and social factor.

The third is research by wendy wirawan (2017:4). “ Analysis of learning strategies in speaking Class at the second grade student of senior high school.” The research was conducted in SMAN 1 Binduriang Bengkulu and the analysis was performed using a qualitative and quantitative approach in which twenty student from the second grade were selected as a sample. Fifty questionnaire items were presented to participants to verify the preference for the learning strategy. The information was processed and analyzed through product-moment correlation

via SPSS to classify learning strategies most commonly used by students and to find out the correlation between learning strategy and the ability of student to communicated . the result showed that the students used six different language learning strategies, including, meta-cognitive, memory affective, social, and compensation.

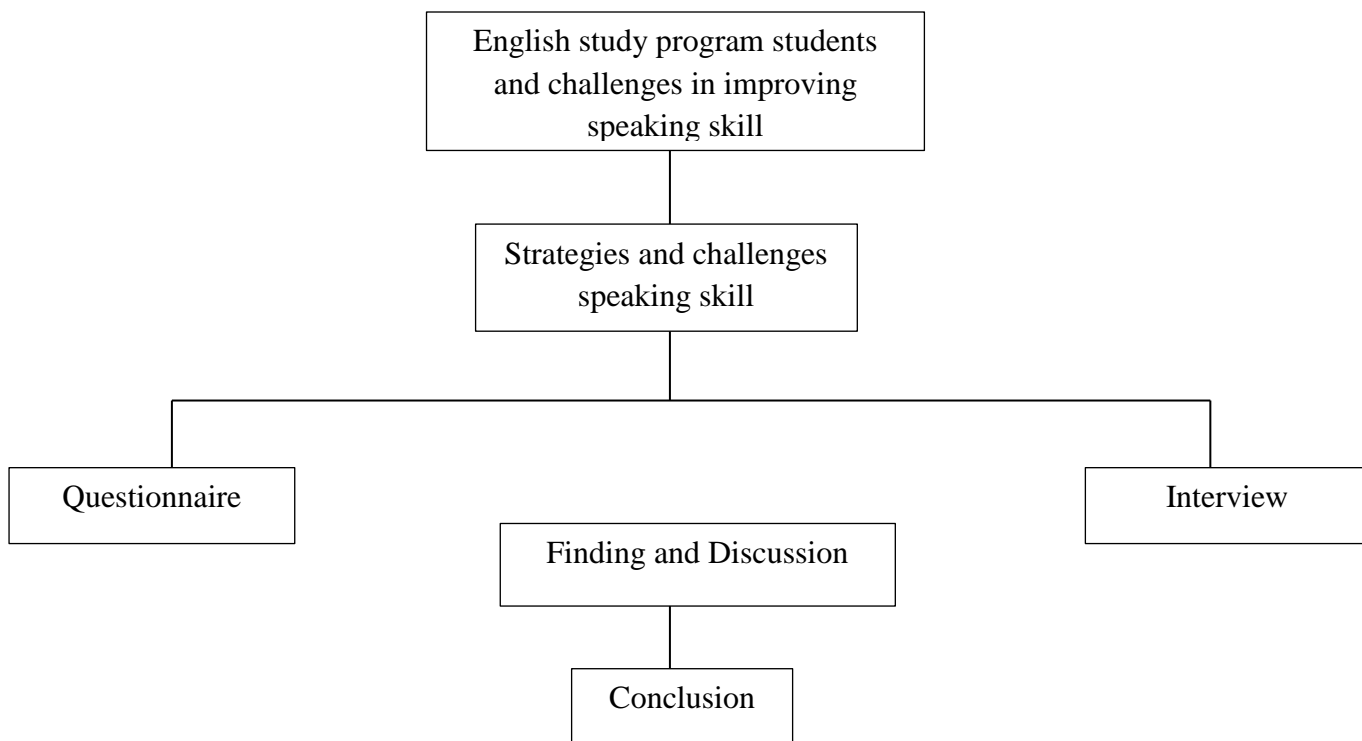
The fourth is research by sofyan and di an fajrina (2015:5) “ student learning strategies for development speaking ability” this research study was conducted at SMAN 3 Banda aceh. The second-year student at SMA 3 Banda aceh Who had either low of high speaking performance result the subject of this study. This study showed that the high-performance speaking students had a good compromise when using all the varieties of learning strategies to enhance their speaking abilities : with low-performance speaking students, the result students was different. In addition, high performance speaking students have actively and appropriately employed more learning strategies compared to low-performance speaking students.

Based on the findings that have been discuss about, in short that mostly students really found difficulties in speaking so that researcher wants to find out English study program students’ strategies in improving speaking skill.

C. Conceptual Framework

Conceptual framework was the concept that writer used to plan the research. A conceptual framework was an analytical tool with several variation and context. The researcher also included the conceptual framework of the research in order to make the reader easy to see plan of the research. The following figure describes the conceptual framework

Figure 1 : Conceptual Framework



From the figure, this research is to analyze the students strategies in improving speaking skill. The researcher used questionnaire and interview to collect the data of the research. The data were analyzed in chapter 4 and also there would be a finding of the research and conclude the result of this research in chapter 5.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology. It consists of research design, setting of the research, population and sample, instrumentation of the research, technique of collecting the data, technique of analyzing the data taken at the students English study program university of pasir pengarang. This chapter explains about the direction of this research and also the procedure of researcher in collecting the data.

A. Research Design

This research was designed as a descriptive qualitative design. According to Sugiyono (2017:8), qualitative research methods are often called naturalistic research methods because their research is carried out in natural setting. Qualitative descriptive study is a part of a qualitative research. The purpose of descriptive qualitative research was to find the result of analysis. In this research, the researcher wanted to analyze students' Students strategies in improving their speaking skill at English study program of university of pasir pengarang'

B. Setting of the Research

The location of this research was at University of pasir pengarang, that in Tuanku Tambusai Street, Kumu, Rambah Hilir Sub district, Rokan Hulu regency.

C. Population and Sample of the Research

1. Population

Population is a generalization region consisting of the object/subject has a certain quantity and characteristics defined by the researcher to learn and then drawn conclusion (Sugiyono, 2017:8). The population in this research is English study program students From semester 2,4,6,8 University of pasir pengarang. so, The total population of this research is 123 students.

Table 3.1 Population of the Research

Class	Total population
Semester 2	29
Semester 4	38
Semester 6	27
Semester 8	29
Amount	123

2. Sample

The sample of this study used a simple random sampling. Gay and Airasian (2000) stated that the simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. On the other word, Creswell (2000) states that simple random sampling is the researcher selects participants for the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling is to choose unit to be sampled that it would be representative of the population.

Table 3.2 Sample of the Research

Class	Total population	Total sample (20%)
Semester 2	29	6
Semester 4	38	8
Semester 6	27	5
Semester 8	29	6
Total	123	25

From the table, the of is total populations was 123 students. The population of the English study program at University of pasir pengaraian. By using random sampling, the sample of this research take 20% students from the population. It's means the total sample of this research is 25 students.

D. Instrument of the Research

1. Questionnaire

According to Sugiyono (2010), "Questionnaire is technique of data coll eting that was done by give the set of questions or written statement for respondent to be answered. In this case, researcher give questionnaire for students". This instrument for this research used questionnaire, which consist 28 items of questionnaire given students and considering that there 45 minutes for the students to answer the questionnaire. After that, to analyzes the result of students questionnaire score. The answer of the questionnaire hopefully could help the research to find out students strategies in improving speaking skill. Item questionnaire adapted by research from expert opinion about speaking strategies, item questionnaire will be validity tested and reliability tested.

2. Interview

This research uses a structured interview, which is one of the technique of collecting the date where research gives the same question to each respondents. In the research, the research asks several of the chosen respondents about the reason of choosing the learning strategies which they have filled in the questionnaire.

E. Technique of Collecting The Data

According to Sugiyono (2017:224) Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. Collecting data in this research is are questionnaires and interviews.

To collect data in this research, researcher uses questionnaires and interviews. The researcher give a questionnaire to the students, with 45 minutes to answer the questionnaire. Then, the researcher calculates to find out the students' speaking ability strategies in this research. Then, the researcher interviews to all the samples of this research.

F. Technique of Analyzing the Data

Data analysis is important, because through the data researcher have the benefit, and in problem solution and get the final research. According Spradley (1980) analysis of any kind involved a way thinking. It refers to the systematic examination of something to determine its parts, the reaction among parts, and the relationship to the whole. Analysis is a research for patterns.

The research used descriptive used descriptive method aims to collect information on ' Students strategies in improving their speaking skill at English study program of university of pasir pengaraian. This research was conduct with descriptive analysis, with the following:

1. Collecting the data in using questionnaire
2. Conducting interviews to support the data obtained through questionnaires