THE STUDENTS' STRATEGIES IN SOLVING SPEAKING BARRIERS (A CASE STUDY AT SMPN 1 BABADAN).

THESIS

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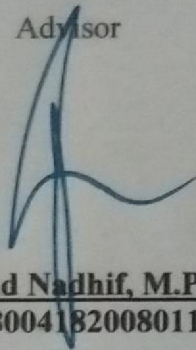**STATE INSTITUTE OF ISLAMIC STUDIES**

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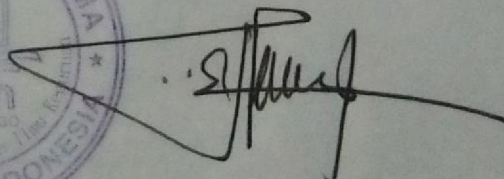Has been approved by the thesis advisor for further approval by the board of:

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I

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II

ABSTRACT

Jazuli, S. Ahmad. 2018. *The Students' Strategies in Solving Speaking Barriers (A Case Study in SMPN 1 Babadan Ponorogo).* **Thesis,** English Education Departement, Faculty of Teaching and Education, The State Institute for Islamic Studies of Ponorogo (IAIN), Ponorogo, Advisor: Ahmad Nadhif, M. Pd.

Key words: Students' Strategies, The Barriers Face by Students.

The main of this study is to know the students strategies in solving speaking barriers of the seventh grade at SMPN 1 Babadan in academic year 2017/2018.

The research method is descriptive qualitative. The instruments for collecting data were observation and interview. The data were about the students strategies in solving speaking barriers in speaking class of seventh grade of D at SMPN 1 Babadan in academic year 2017/2018.

The result of the research that was conducted in April until May 2018 showed that the students' had difficulties in their speaking ability particularly in terms inhibition, there were nothing to say, uneven participation,fluency, vocabulary, and pronunciation. As a result, many students were not really good in speaking. Furthermore, the result of this study also revealed the strategies used by the students to solve the problems. The problem of inhibition was solved by increasing their English by speaking English out of class with their friends. When the students had nothing to say, they were drilled to be more active and confident in speaking in class and tried to understand the difficult topic. The problem of uneven participation was solved by prepared the material before and motivated them selves to be confident in participating in the class. To solve the problems related to pronunciation, students tried to pronounce a new word every day and listen to western song. To solve the problems related to vocabulary, students memorized the vocabulary and often used dictionary if they found new difficult words.

The conclusion of this research shows that the problems face by students and the students strategies to solve their speaking barriers. The problems face by students were as follows: There were nothing to say, uneven participan, fluency, vocabulary and pronounciation. The strategies used by the students to solve their speaking problems were as follows: Speaking English out of class with their friends, they were drilled to be more active and confident in speaking in class, they tried to understand the difficult topic, students prepared the material before and motivated them selves to be confident in participating in class, students tried to pronounce a new word every day and listen to western song, students memorized the vocabulary and often used dictionary if they found new difficult word.

CHAPTER 1

INTRODUCTION

This chapter discusses; background of study, research focus, statement of the problem, objectives of the study, significance of the study, research and organization of the thesis.

A. Background of the study

Understanding foreign language is one of requirements to be successful in many fields in a global era because by understanding the language people can communicate easily all over the world. As the most used language, English has a great role in uniting people worldwide for many purposes. Because of that fact, it is important for people, especially Indonesians to master English skill, the important of communication, speaking becomes an important skill that should be mastered, speaking ability can be an important benefit for anybody looking for a job in business and industry, the people who are able to use English effectively are needed in every country of this world. It happens to indonesia where the use of English in indonesia is to communicate with some purposes such as academic advancement, international relation advancement, career advancement including

economic and business, and traveling abroad including internasional travel and safety[1].

Besides that English has different language pattern with Indonesian, so it is possible for Indonesian students to be influenced by their native language while speaking English. that most of difficulties faced by second language learners are caused by their first language.One of the language skills that should be learned by English learners is speaking. Speaking is considered as a necessary skill, because its essential role in facilitating learners to master English. It enables students to express themsleves creatively, imaginatively, and to communicate with other effectively.

One of the language skills that should be learned by English learners is speaking. Speaking is considered as a necessary skill, because its essential role in facilitating learners to master English. It enables students to express themselves creatively, imaginatively and to communicate with other effectively. According to Mc Donough and Shaw in Nunik "In many context, speaking is often the skill upon which a person is judged at face value. In other word, people may often form judgements about our language competence from our speaking rather than from any of the other language skills".

The condition in our country, however, shows that only few students can speak in the target language with confidence even after learning the language for

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[1] Nurul Hidayah Fitriani, , *Students' Strategies in Solving Speaking Difficulties, Purwokerto*, (Muhammadiyah University of Purwokerto, 2014)

six years or more. Most of the students are able to understand English text, but they have no ability to speak and communicate in English.

According to French in Athena state speech is consider to be the foundation of language work. In learning a foreign language, therefore, students should be provided with materials and the condition that can help them to speak in the target language.

So far, from four skill that students have to learn, the most difficult skill is speaking subject. According to Mc Donough and Shaw in Nunik, "Speaking is a proces difficult in many ways to dissociate from listening". The difficulties may be caused by shiness of personality factors. And another factors that makes speaking does not run well is the difficulties in pronounciation, stress, intonation or overall rhythm.[2]

The success of teaching and learning process, including teaching and learning speaking is greatly influenced by some components namely the teacher, students, method, motivation, and the linguistic factors. Learning speaking can be done effectively if the whole influencing components support each other to reach the goal. So identifying the problems and the causes of the problem in learning speaking is very important. So that the speaking class will run well.

The students may have problems to speak English in class, but they creat some ways or strategies to overcome their problems in learning speaking.

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[2] Nunik Lukitasari, *"The problems in Learning Speakingat The Second Year of SMPN 2 Ponorogo"*, Thesis, (Malang: Library State University of Malang (UM). 2008), P.2

Glenn Fulcher has stated:

Learners use achievement strategies when they wish to express themselves but they have problems because they lack the knowledge of the language (Grammar or Vocabulary) to communicate. The learner tries to overcome this lack of knowlegde by finding ways around the problems.[3]

A 51-year-old Finnish learner of English says that speaking English is a difficult task: he understands the language and knows a lot about its grammar and lexicon, but when he has to speak, he seems to be at a loss for words. This is a problem that other people have noticed as well. For example, many people report that they can understand a language but they cannot speak it. There are also other countries where people experience the same phenomenon, for example in the Japanese context it seems that many people have difficulties in speaking English.[4]

Based on theories and findings stated, the researcher will observe kinds of difficulties which are encountered by SMPN 1 BABADAN students and types of strategies they employ to solve their speaking barriers. From that case, the researcher is interested in conducting by the title "**The Students' Strategies in Solving Speaking Barriers**" (a Case Study at Seventh Grade of Junior High School in SMPN 1 Babadan Ponorogo on Academic Year 2018/2019)**.**

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[3] Glenn Fulcher, *Testing Second Language Speaking*, (pearson: Longman, 2003), P.31

[4] Henna Paakki, *Difficulties in Speaking English and Perceptions of Accents, Master's thesis*, (University of Eastern Finland, 2013), P. 1

B. Focus of the study

This research focuses on The students strategies in solving speaking barriers (A case study in SMPN 1 BABADAN).

C. Statements of the problem

Depend on the statement about the background of study there are the statement of the problem formulated bellow:

1. What kind of barriers faced by students' speaking english in SMPN 1 Babadan?

2. What kind of strategies employed by the students' to solve their barriers in speaking English in SMPN 1 Babadan?

D. Objectives of the study

Concerning with the problem statements, this study has some objectives described as the following:

1. To find out the students barriers in speaking English.

2. To find out the students strategies in solving speaking english barriers.

E. Significances of the study

The result of this research was expected to the beneficial for:

1. Theoritically

   The result of this research, hoped it could give contribution for knowledge development.

2. Practically

   a. For teachers

      The teachers can use this research as another sources to find more information. This research also may help to find out other strategies in teaching in the classroom using the interesting way. And also it will give some suggestions to help teachers overcame these barriers.

   b. For students

      The students to be know how to superintend of speaking barriers, and couldn't afraid if speaking english because they was felt trust speaking english again.

   c. For researcher

      The researcher can know in more detail way how to teach speaking efective for Junior High School.

   d. Reader

      This research able be read by reader and the reader gets the information about the student strategies in solving speaking barriers.

F. Organization of the study

In this organization of thesis, researcher described thesis design and devided thesis into six chapters. The squence of the chapter is as follows;

CHAPTER I :   INTRODUCTION

Chapter 1 is introduction with background of study, research focus, statetement of the problem, objective of research, significance of study, and organization of thesis.

CHAPTER II :   REVIEW RELATED LITERATURE

Chapter II is a review related literature theoretical background and previous study finding. The theoretical backgorund involves material related teaching speaking and students strategies in solving speaking barriers. The previous study finding concludes that result of previous studies that have similar cases with this research.

CHAPTER III :   RESEARCH METHODOLOGY

Chapter III is Research Methodology. This explains about research desaign, research role, research location, data source, procedure of data collection, and data analysis.

CHAPTER IV :   DATA DESCRIPTION

Chapter IV is data description. This described of general data description that consist of speacific data description.

CHAPTER V :   DATA ANALYSIS

Chapter V is data analysis. This is present of the research. It loads the result of process analyzing data. Researcher analyzes and produces interpretation of data based on the problem.

CHAPTER VI :   CLOSING

Chapter VI is closing. It consists of conclusion of the research and recomendation.
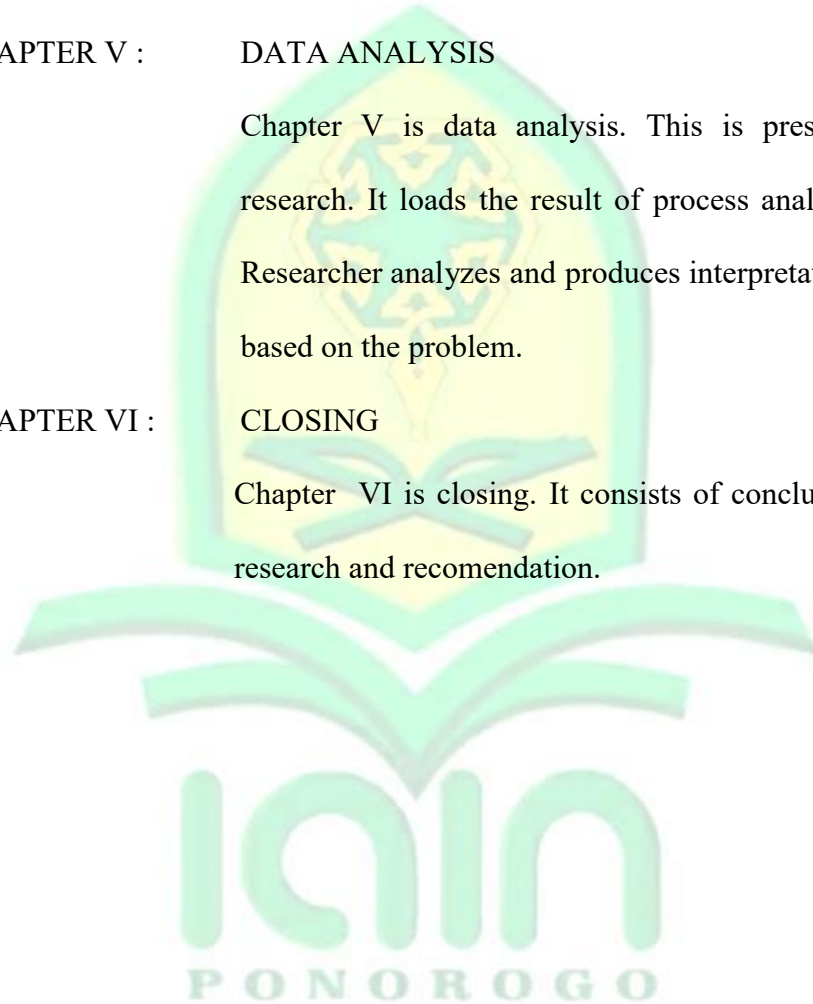
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature that used in this study. The reviews related of literature have of goal of providing previous studies and information that concerns with research problem including the speaking barriers face by students and students strategies to solve speaking barriers.

A. Previous Study

Previous study is reviewed in order to avoid an imitation. There are some similar researches which are intended to explain about "The Students' strategies in solving speaking barriers" . The researcher will discuss Speaking barriers faced by the students and The Strategies to Solve Speaking Barriers.

Speaking is the most important skill, so English speaking would be interest to discuss. Not only about the speaking itself but also another component in speaking such as some approaches to teach speaking, the strategies to increase speaking ability, and some others. There are some research her who has observed about speaking and its components. Devi novita sari in her research was explained about the strategy to improve students' ability in speaking English by using pictures series. In her research, she has explained that in teaching speaking by using picture series, the teacher can create an interesting class. The researcher believe that pictures can improve students ability in learning English speaking,

but a research found that picture gives just a little contribution in learning process. While video gives bigger contribution on it. Nurul hidayah fitriani (2014) explain that to make students speak the target language is not always easy and there can be several different reasons why this is the case. The current study investigates one possible reason, namely speaking anxiety. Speaking nerves barriers students from speaking which has a negative effect on their oral skills. I agree with her that it is barrier to make all the students speak English in the classroom activity. Nurul on his research stated that anxiety is the reason of that question. But actually there are so many kinds of reasons of it.

B. Theoretical Background

1. Definition of speaking

Speaking is one of the important skills in English beside writing, reading, and listening that should be mastered by language learners. It can use to communicative with all of the people over the world fluently. It is an important part of everyday interaction and most often the first impression of a person is based on their ability to speak fluently and comprehensibility.

Speaking is an activity used by someone to communicate with others. It takes place every where and has become a part of daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to others through communication.

Speaking is not simply expressing something orally. There are some aspects that need to be acquired by students in order to have good speaking skill. They are pronunciation, fluency, accuracy and vocabulary.

2. Second language acquisition

A theory of SLA includes an understanding, in general, of what language is, what learning is, and for classroom contexts, what teaching is.[5]

According to Fulcher learning to speak a second or third language (nonprimary) language is different from acquiring a primary language or languages.[6]

Nunan in Nanik describe that second language Acquisition refers to the way in which learner, child or adult learns a second or foreign language. The learning may take a place in tutored or untutored environment, and in second language or foreign language setting. The field of second language acquisition has underground tremendous growth over the last twenty years.[7]

Richards and Rodgers in Lukitasari offer the following four characteristics of a communicative view of language:[8]

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[5] H. Douglas Brown, *Principle Language Learning And Teaching*, (Pearson: longman, 1994), 4th ed. P. 272.

[6] Glenn Fulcher, *Testing ....*, p.23.

[7] Nanik H , *"The Problems of Teaching and Learning Speaking at SMUN 1 Kejayaan Pasuruan"*, thesis , (Malang: Library of UNESA, 2008), p.11

[8] Nunik lukitasari, *"The Problems……"*, thesis ,p.2.

1. Language is a system for the expression of meaning

2. The primary function of language is for interaction and communication.

3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

3. The importance of speaking skill

Speaking is one of the four language skills that must be provided by English teacher in teaching and learning English. Speaking skill is very important to be learned, because by mastering speaking, we also master the language. Speaking is not only to produce sound of words or sentences but also to express our idea, opinions, and everything that we want to say.

Fulcher state "Speaking is the verbal use of language to communicate with others , the focus of its skill is to increase the students' ability to communicate in the target language"[9].

Burns and Joyce in Kurniasari , in every day life speaking has many different reasons. Some of these reasons are to do with humans' desire to relate to each other as people, while others have to do with exchanging information or seeking a practical outcome.[10]

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[9] Glenn Fulcher, *Testing*.., p. 23
[10] Vida Kurniasari, "*Students Strategies*……………, p. 10.

Moreover, according to Nunan in lukitasari, communication is collaborative achievement in which the speakers negotiate meaning in order to achieve their goals.[11]

Wilkins in Athena said that among the four skills; reading, listening, speaking, and writing, spoken language should be the primary objectives in language teaching. All learners in foreign language teaching must be able to communicate one other in using the target language.[12] Certainty, teacher should be able to stimulate the students' interest to speak up, but there are still many teachers who did not have much time to give practice drills. This is not the aim of speaking. As long as the students get the message of speaking communication have been done. It seems that the students have this skill to further life, to get job or another reason.

4. Speaking learning activities

Activities of learning should be conducted to develop the students' ability in speaking. These activities can involve some styles. According to Kavi, there are several activities that can be used in learning speaking, such as discussion in group, storytelling, role-play, speech in front of audience, debate, etc.[13]

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[11] Nunik Lukitasari, "*The Problems*…………………, p. 9
[12] Tera Athena," *Students Non linguistic*……………, p.10
[13]. Harvavi Kavi, *teaching speaking*, (http://unr.edu/homepagehayriyek, accessed on march 17, 2018)

1. Discussion in group

   The students' are divided into two groups to discuss any interesting topic. They may aim to arrive at a conclusion, share ideas about an event or find solution in the discussion.

2. Story Telling

   Students' can briefly summarize a tale or story heard from somebody beforehand, or they create their own stories to tell their classmate. Story telling fosters creative thinking, it also helps students' express ideas in the format of beginning, development and ending, including the characters and setting a story has to have.

3. Role play

   In this activity, the teacher give information to the learner such as who they are and what they think or feel, the teacher can tell the students that they are David, you go to doctor and tell what happen last night.

4. Speech in front of audience

   This is a rather hard activity to be done by students'. In this case, the students' should be able to make a paper to be presented in front of audience, and then students' will present one of the topics of their idea.

5. Debate

   In this activity, students' are divided into two groups, teachers will give one topic to debate. They will be free to express their opinion on the

topic. At the end of it, teacher might like to put the issues to vote or make conclusion about the topic that has been already debated.

6. Dialogue

This traditional language learning technique that has gone somewhat out of fashion in recent years. The learner think a brief dialogue and they might learn by heart. They perform privately in pairs or publicly in frond of their friends. Learners can be asked to perform the dialogue in the different topic such as their relationship in their family, culture, and other ideas.

7. Reporting

It can be used to make students' speak up. In this activity teacher asked students' to read news paper or magazine before coming to the class, in the class they report to their friends what they find as the most interesting news. According to Hammer, there are kinds speaking activities that can be used in speaking class, such as ; information – gap, favourite objects, survey, photographic competition, and the portrait interview.[14]

a. Information – Gap Activities

Information – gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information – because they have different information, there is gap

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[14] Jeremy Harmer, *How To Teach English*, (Pearson: Longman, 2007), p.129-130.

between them . For example : *describe and draw* (one of popular information – gap activity).

b. Favourite Objects

Favourite objects is an activity in which students' asked to talk about their favourite objects (things like MP3 players, instruments, clothes, picture, ect). They think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, and why they do so important to them, ect

c. Survey

It can be used to get students' interviewing each other. For exam ple , they can design a questionnaire about people sleeping habits with questions like 'how many hours do you normally sleep?', 'have you ever walked in your sleep or talked in your sleep?', ect.

d. Photographic Competition

In this activity students' divided it several groups, teacher told them that they going to be the judges of a photographic competition. The teacher brings four or five kinds of picture, for example: a picture of for men with different kinds activity. Before they see the picture, they decide the criteria that they going to use to make their choice. They have to choose the winning of the photograph by using the criteria that they have decided. Finally the groups have to report back on their choices and say why they have chosen.

e. Portraits Interview

In this activity, the students' are put into four or five groups, each groups gets a copy of picture from the teacher. They should make a question based on the picture. Finally a students' from each groups come to the front of class and play a different characters and interview in the same way.

5. Speaking barriers faced by the students.

According to Sadtono in kurniasari, language learning has two problems, they are linguistic factor and non-linguistic factor:[15]

1. Linguistic factors are factors related to language. They are pronunciation, grammar, vocabulary and language culture background.

2. Non-linguistics factors are factor of non-language such as the student, the teacher, method, material, facilities, motivation and etc.

1. Linguistic problems

The linguistic problem includes all the difficulties found in the target language it self encountered by one who is studying the language. Linguistic problem has some categories they are :

a. Pronunciation

The outer manifestation of speech is sound. The speaker must first decide what to say, be able to articulate the words, and

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[15] Vida Kurniasari," Students Strategies………, p. 10

create the physical sounds that carry meaning. Second language learners therefore need knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of the individual word, and understanding of intonation (Fulcher)[16].

b. Grammar

Like most words in our language, the word "grammar" is used in several different senses. It may mean a particular kind of book, a textbook for learning a language, or a reference of book for looking up various point of usage. Grammar is a description of the language form and pattern we use in communication. According to Ur , grammar is sometimes defined as 'the way words are put together to make correct sentences'.[17]

Harmer states that grammar is partly the study of what forms or structure are possible in language. Thus a grammar is a description of the rules that govern how a language's sentences are formed.[18]

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[16] Glenn Fulcher, Testing……………………, p. 25

[17] Penny Ur, "A course in language teaching (practice and theory)", (Combridge university press, 1996), p.75

[18] Jeremy Harmer, How To Teach…….., p. 1

c. Vocabulary

Vocabulary is one of important component in language acquisition. we can not communicate without mastering an adequate number of vocabularies. Vocabulary can be defined, roughly, as the words we teach in the foreign language (Ur)[19] . However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. Burns and joys in Kurniasari states that vocabulary or context word are first recognisable element of spoken language to develop. [20]

According to Harris and Spat in kurniasari vocabulary is concept of explaining things (noun), action (verb), observable qualities (adjective and adverb), and relationship (function, conjunction, and preposition).[21]

Murcia and Mc Intosh in lukitasari confirms this hunch as a general rule, but he also isolates five specific factors that make a word relatively easy or difficult to learn:

1. The intrinsic difficulty of the word to be learned

2. The interaction between a group of words to be learned at the same time

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[19] Penny Ur, A course………………., p. 60
[20] Vida Kurniasari," Students Strategies……., p. 13
[21] Nunik Lukitasari, "The Problems…………, p. 12

3. The interaction between groups of words to be learned in sequence

4. The effect of repeated presentation of words to be learned.

2. Non linguistic problems

a. The student factor

In teaching and learning process students play an important part. They come to classroom with different background, ability, style, attitude, etc. They are different from others. According Brown and Segaran in Athena, student factors include such of some points that have relationship with age, opportunity, motivation, talent, attitudes, persistence, and also the bravery of drilling to speak up in front of audience. About the opportunity, the best time to learn English is when the learners' need of this language appears and there is a spare are high motivation and opportunity, at that time, the learners can learn well.

The success of learning English does not only depend on the ability, but also depends on persistence. Good potential does not give much success if the opportunity to learn is not used. So, the ideal terms in the combination of the potential and persistence that should run well. The learners' attitude about the learners' language can fulfil what they need in communication and put on the meaning of his or her though clearly. Another factor is that the learners who

have sociable character and take the opportunity to speak English with other person incline more success when they make communication and relation. In this case, they should force themselves to take this opportunity to speak up in English.

In this occasion, the bravery is quite important and embarrassed sense should be disappeared, because it sense can obstruct the capability in learning English speaking.

b. The teacher factor

Teacher is a figure that has an important role in teaching and learning activities. Teacher is a model, a manager, and a controller in the classroom. He or she takes a significant position in effectiveness and efficiency of teaching and learning process. Teacher also demanded to create an enjoyable and acceptable condition in order to make teaching and learning process will run well. According to Athena, an English teacher plays a very important rule in English instruction since he or she is one of the factors that determines whether the teaching will be successful or unsuccessful. Nunan states that in terms of acquisition teacher talk is important,

c. Motivation

Motivation is important for students. It pushes them positively. Without motivation, the students will be lazy and having bad mood in the classroom. For creative construction to take place, motivation must probably be based on communication need for the second language. The need may be immediate or longer-term. In skill learning, it may also be due to factors related directly to the context of instruction, such as shortterm behavioural objectives, which have little to do with communication as such. [22]

According to Nunan in Lukitasari, there are some effort can be done to built up learners motivation:[23]

1. Make instructional goals explicit to learners

2. Break leaning down into sequences of achievable steps

3. Link learning to the needs and interest of learners

4. Allow learners to bring their own knowledge and perspective into the leaning process

5. Encourage creative language use

6. Help learners to identify the strategies underlying tasks they are engage in

7. Develop ways in which learners can record their own progress.

[22] William T Littlewood, Foreigne And Second Language Learning (Language Acquisition Research And Its Implication For The Classroom), (Combridge University Press), p.78

[23] Nunik Lukitasari, "The Problems of…….., p. 16

d. Method

It is the way of teaching language based on a particular set of theory dealing with the nature of language, learning, and teaching that is applied in the classroom.

According to Brown, method is a generalized prescribe set of classroom specifications for accomplishing linguistic objectives. Method tends to be primarily concerned with teacher and students roles and behaviours, and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials.[24]

e. Material

In material development and classroom teaching the goal is to develop a sequence of activities that leads the teachers and learners through a learning route that is at an appropriate level of difficulty, is engaging, that provides both motivating and useful practice. Good materials do many of the things that a teacher would normally do as part of his or her teaching.

Tomlinson in Richards suggests that good materials have the following characteristics:[25]

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[24] H Douglas Brown, Principle…………..., p, 171
[25] Jack C Richards, Curriculum Development In Language Teaching, (Combridge University), p. 263

1. Material should achieve impact

2. Materials should help learners feel at ease

3. Material should help learners to develop confidence

4. What is being taught should be perceived by learners as relevant and useful

5. Material should require and facilitate learners self-investment Material should provide the learners' with opportunities to use the target language to achieve communicative purpose

f. Facilities

Text book, teaching media laboratories, classroom, and library are facilities of teaching and learning process. Meanwhile teacher, students, method, material, and facilities are instrumental input which influences teaching and learning process. If the facilities in the school are available, the goals of teaching and learning process will be easy to be reached.

3. **Another possible problems**

In learning speaking, students get problems to talk. Ur stated that there are some problems faced by students in learning speaking, they are:[26]

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[26] Penny Ur, A Course In………, p.121

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

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

4. Mother-tongue used

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be 'quite difficult' to

get some classes-particularly the less disciplined or motivated ones to keep to the target language. Moreover, Ur stated about the characteristic of successful speaking activity, they are:

1. Learners talk a lot

    As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seen obvious, but often much time is taken up the teachers talk or pauses.

2. Participation is even

    Classroom discussion is not dominated by a minority of talk active participants but all get chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high

    Learners are eager to speak because they are interested in the topic and have something new to say about it, or because learners wants in contribute to achieve a task objective.

4. Language is of an acceptable level

    Learners express themselves in utterances that are relevant, easily comprehensible to each others, and of acceptable level of language accuracy.[27]

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[27] ibid,.p.120

6. **The strategies to solve speaking barriers.**

Brown states that strategies are specifics method in approaching a problem or task, modes of operation for achieving a particular ends, planned design for controlling and manipulating certain information. In other word, strategies refers to steps, operations, and routines used by learners to assist accession storage, retrieval and use of information.

There are many strategies to find way to be good English language learners. According to fulcher, there are some strategies to solve lack the knowledge of the language (grammar and vocabulary).[28]

1. Over generalization/morphological creativity.

When learners need to use lexical items or expressions over which they do not have full control, it is likely that they will tranfer knowledge of the language system on to these items. For example, if a learners knows that the morphem /-ed is a past tense marker and wishes to use the past tense of the verb 'buy' he or she would say 'buyed' instead of 'bought'.

2. Paraphrase

If a learner cannot remember vocabulary immediately, it is paraphrased by using a lexical item that is a near synonym for the word needed. Alternatively, a learner may sometimes used circumlocution by trying to explain what is meant, or describe a

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[28] Glenn Fulcher, Tesring................p. 31-32

concept for which the words are not unknown. For example, a learner who could not recall the word 'kettle' spoke of the thing that you boils water in.

3. Cooperative Strategies

   In face to face comunication it is possible for a learner who is having difficulty in communicating to get help from the listener. Getting help csn take the from of asking someone if they have understand, appealing directly for help in saying something, or providing an unknown word.

4. Non-Linguistic Strategies

   Speaker usually share a common physical environment, unless they are communicating over the telephone. The learner can use gesture or mime, or point to object in the surroundings in order to order to elicit language or help wirh communication.

5. Word Coinage

   This simple strategy means making up new words in communicate a concept for which the learner does not have right vovabulary. For example : using "air ball" for "ballon". When there is no time to look up the dictionary or where the dictionary fails them, stududents sometimes make up their new words to get the meaning across. For example: the use of term "tooth doctor" Instead of dentist.

6. Code Switching

If a learner is speaking to someone with whom he or she has a language in common a word or phrase taken from the common language may be used to overcame a communication difficulty.

7. Using mime or gesture

In this strategy, the learner use physical motion, such as mime or gesture, in place of sxpression during conversation to indicate to meaning. For example: not able to say "i'm afraid", the students mimes the emoticon of fear by crouching with his arms crossed over crossed over his head.

Mastering speaking skill for indonesia learners is not to easy since as foreign language. English is not be used in their daily activity. Although for most of students in english club of SMPN 1 Babadan where English is their major aspect of learnig, that they supposed to speak English more than other, they seem rarely communicate in English each other. There must be some factors cause it. One of the factors is because of they face barriers in speaking English. According to saadi, speaking difficulties can be defined as some things that can hinder students' progress and exclude them gradually from the procedure of learning because they fail in fulfilling the basic requirements of succesful communication during the english lesson. Meanwhile, Thonrbury (in pratiwi) states that barriers in speaking English in target language can be caused by: (1) the lack of knowledge of language elements, e.g grammar,

vocabulary, and pronunciation, (2) less opportunities to practice speaking English and (3) the low motivation and confidence to speak that may be caused by uninteresting and unfamiliar topics.

The theory has been proved by some researches dealing with English Foreing Language students barriers in speaking English, it is revealed some barriers faced by english learners, and most of the results show that the mechanical elements of the language is the major barriers faced by the learners. Those are inadequate vocabulary, grammar as a stumbling block, and unproper pronunciation that are on the top of barriers of the speaking faced by the learners.
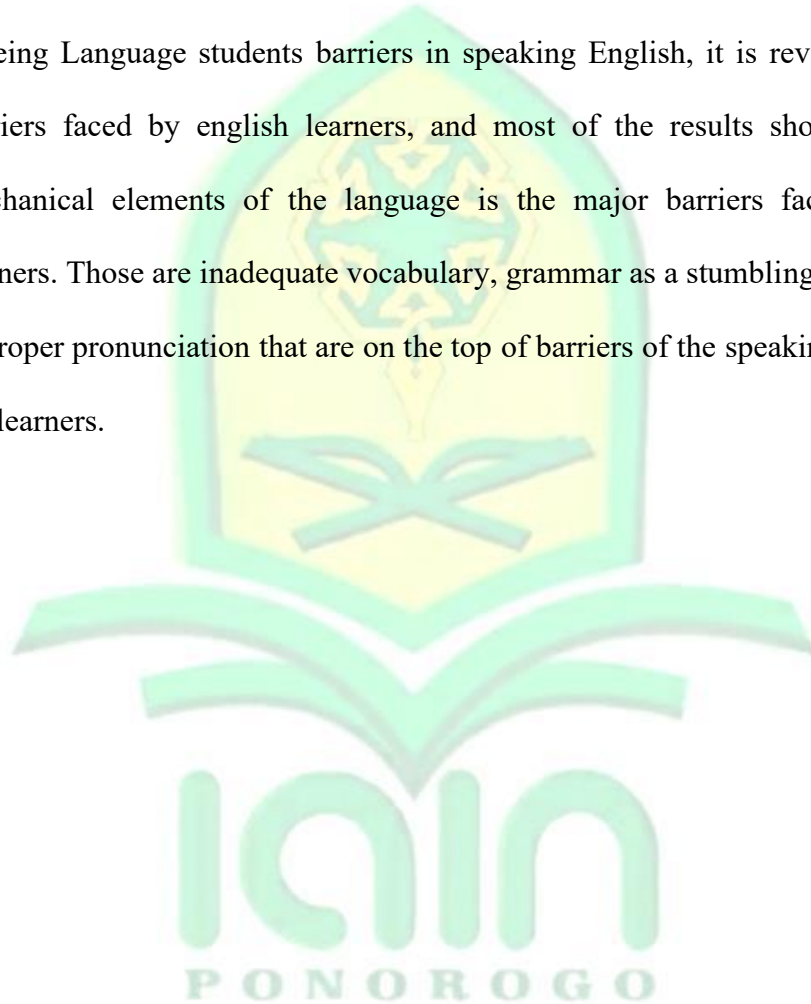
CHAPTER III

RESEARCH METHODOLOGY

Research methodology is a way to systemacally solve the research problem. It may be understand as a science of studying how research scientifically. In it, we study the various steps that are generally adopted by researcher in studying his problem along with the logic behind them. It is necessary for the researcher to know not only the research method/technique but also methodology.

1. **Research design**

The Design of the research that is used by the writer is descriptive qualitative research. In this study is classified to case study research.

This research applies a descriptive qualitative research. Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening.[29]

According to Suharsimi Arikunto, "Descriptive research is a research that is purposed to gather the information about the status of phenomenon, which

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[29]C. R. Kothari, Research Methodology Methods and Technique (Second Revised Edition), (New Age International Publishers, 2004), 8

is condition of a phenomenon objectively based on the condition when the research was done. Descriptive research does not need administration or controling to the treatment. Descriptive research is purposed to make description about the situation or event, and the phenomenon just the way it s and usually is not directed to test the hypothesis, but to find some informations which can be used for making an inference[30]. The researcher chose this design because it was the only most suitable for study about interpreting, setting and knowledge of phenomena.

The design of this study was Descriptive-Qualitative. Descriptive-Qualitative includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The purpose of this method was to describe the activities, situations and condition of student strategies in solving speking barriers at SMPN 1 Babadan.

2. **Researcher's role**

The characteristic of qualitative research was not separated from participant observation. If the observer observed by making himself, more or less, a member of the group he was observing so that he can experience what the members of the group experience. The researcher as an observer in this class to

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[30] Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta, Rineka Cipta, 2005), 7th-ed, P.234

saw and listened what the all of the class situation. 'Participant observation, referred to by a case study as ongoing and intensive observing, listening and speaking needs some explaining. Because the researcher was role establish to describe the fact situation in the classroom which use strategy in teaching speaking. Therefore, in this research was a key instrument, as the full participant and as data collector, other instruments support the data. The last, the researcher as analyzer who analyzed what he seen and found before when be the observer and collector of data.

3. **Research setting**

The research choose SMPN 1 BABADAN. Some reasons for selecting the place were:

a. SMPN 1 BABADAN is one School in Ponorogo which there are some teachers used some strategies in solving Speaking English.

b. The place of research was strategic, so the research could do the research efficiently.

4. **Data source**

1. Primary Data

The source of data for this research is in form of the information that the researcher got from the subjects. This information related with the students

strategies in solving speaking barriers in seventh grade of SMPN 1 Babadan.[31]

2. Secondary Data

Secondary data means data that are already available. They refer to the data which have already been collected and analysed by someone else.[32]

To support the primary data to make it suitable to answer the statement of the problems, the researcher use documents, books other written sources that related and appropriate with character education and teaching speaking.

Data source were subject or somebody who gave data as materials of analysis for research. The researcher needed the subject of this data research to get the data. The data sources in this research were the English teachers and Seventh Grade Students of junior high school in SMPN 1 BABADAN.

The subject of this research was the English teacher of SMPN 1 Babadan : Endang Munarsih, S.Pd and the students of VIID class.

5. Instrument of data collection

Instrument is a tool used for particular purpose, especially for delicate or scientific work. Instrument of data collection is the way to get data in the

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[31] Norman K. Denzim, Handbook of Qualitative Research, (California: SAGE Publication. Inc, 1994), 248.

[32] C. R. Kothari, Research Methodology Methods and Technique (Second Revised Edition), (New Age International Publishers, 2004), 111.

research used by researcher. Research instrument is can be used to acquire, process and interpret information obtained from the respondents who do use the same measuring pattern. Instrument of data collection is the way get data in the research by the researcher.

According to Arikunto," *instrument penelitian adalah alat atau fasilitas yang digunakan dalam mengumpulkan data agar pekerjaannya ;ebih mudah dan hasilnya lebih baik dalam arti lebih cermat, lengkap, dab sistematis sehingga mudah diolah.*[33]

In this research, researcher uses interview to collect data. The table below showed the list of interview to colect the data.

Table 1.1
List of interview

No	Pertanyaan	Jawaban
1.	Menurutmu apakah ada beberapa kesulitan dalam speaking english?	
2.	Kesulitan apa yang kamu alami dalam berbicara menggunakan bahasa inggris?	
3.	Strategi apa yang kamu lakukan/pakai untuk mengatasi kesulitan tersebut?	
4.	Sebutkan langkah-langkah khusus yang	

Suharsimi Arikunto, prosedur penelitian suatu pendekatan praktik,(Jakarta: PT Rineka Cipta,1992), 136

	kamu lakukan berdasarkan strategi yang kamu terapkan tersebut!	
5.	Hambatan apa yang sering kamu temui saat menerapkan strategi tersebut?	
6.	Bagaimana peran bapak/ibu guru dalam membantu mengatasi kesulitan dalam berbicara bahasa inggris?	

6. Technique of data collection

Data collection technique is to get the data and it must be chosen based on the kinds of data to be acquired. Data collection technique played an important role in research, because without using good technique, the researcher was not be able get the valid data, otherwise, the conclusion was inaccurate.

Data collection technique used in this study as follows:

a. Interview

The writer interviewed English teacher of SMPN 1 Babadan to get concepts of strategies teaching speaking in solving speaking barriers.

Interview is a specific form of emphasizing, participating and observing trends that takes place between two people. The interviewer participate by determining the setting or social context in which the interview takes place and asking questions or presenting other stimuli in order to elicit information from the person being interviewed. Therefore one of the first steps for conducting an interview must be the development

of the list of questions to be asked, or the interview schedule. The techniques for constructing questionnaires and structured interview schedules are quite similar. In conducting an interview, the interviewer should attempt to create a friendly, nonthreatening atmosphere. Much as one does with a covering letter, the interviewer should give a brief, casual introduction to the study; stress the importance of the person's participation; and assure anonymity, or at least confidentiality, when possible.[34]

The researcher had asked the respondent if he will give some time and reveal some of his thinking, not in an idle chat but in a situation where the researcher will record it, or write it down. In this interview the researcher used list of question. Every effort should be made to create friendly atmosphere of trust and confidence, so that respondents may feel at ease while talking to and discussing whit interviewer. The questions that had done should be in details so that information collected will be reliable and sufficient. The flexibility will enable the information such as; the director, the teachers and the students gave the real information especially about feeling attitude, and their opinion about the application of use student strategies in solving speaking barriers.

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[34] Lawal Iro Sani Cln, *Data collection techniques a guide for researchers in humanities and education*, (Katsina State, Nigeria, Department of library and information Science, International Research Journal of Computer Science and Information Systems (IRJCSIS) Vol. 2(3) pp. 40-44, April, 2013), P. 43

b. Observation

Observation means to watch attentively in a scientific or systematic manner. In an observational study, the current status of a phenomenon is determined not only by asking but by observing. Observation is sometimes treated as a research method, sometimes as data collection techniques to be utilized with a research method (Powel and Connaway, 2004:157). As a data collection technique, it is used in both basic and applied research and in qualitative and quantitative studies.Observations can be of the setting or physical environment, social interactions, physical activities, nonverbal communications, planned and unplanned activities and interactions. The observer should also take into consideration for non-occurrences, things that should have happen but did not.[35]

In this case, the researcher did the observation on the students of SMPN 1 BABADAN to get the information and all the description of the activities in the classroom.

7. **Technique of data analysis**

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data,

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[35] Ibid, P.41

representing data, and making and intepretation of the large meaning of the data.[36]

Qualitative data analysis is a process of searching and arranging the data taken from the observation, interview, anddocumentation. Qualitative data analysis consists of three current flows of activity: data reduction, data display, and data verification.[37]

1. **Data reduction**

Data reduction is a stage of summarizing, classifying and focusing on essential; things. In this stage, researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data that will be analyzed. The data that will be reduced is about the practice of character education in teaching listening. In this case, the researcher selecting the data that are accurate. The data that are from interview, observation, and documentation are written by the researcher base on the research problems.

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[36]John W. Creswell, Research Design fourth edition, (USA: Sage Publications, 2014), 183.

[37] Matthew B. Miles and Michael Huberman. An Expanded Sourcebook Qualitative Data Analysis, (California: Sage Publication, 1994), 10.

2. **Data display**

Data display is a stage of organizing the data `into pattern of relationship. The data display can make the collected data easier to understand. In this step, the researcher clarifies the data and characterizes it into diagram or columns.

3. **Verification/ conclusion drawing**

In this case, the researcher makes the conclusion that can be in a form of thick description from the selected data, relate and accurate with the research problems. This conclusion is the answer of the research problems.

8. **Research procedure**

In this research, there are some procedures of research which must be done. They are planning, application and reporting.

1. **Planning**

This procedure includes arranging the research plan, choosing the field or research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research ethic.

2. **Application**

a. Observing the   process of speaking class in 7D SMPN 1 BABADAN PONOROGO.

b. Collecting the data: the researcher interviewed the students about their strategies in solving speaking barriers.

c. Analyzing data

d. Making conclusion and suggestion

3. Research report

In this activity researcher writes a research report in form of learning speaking activity in the class in SMPN 1 BABADAN PONOROGO.
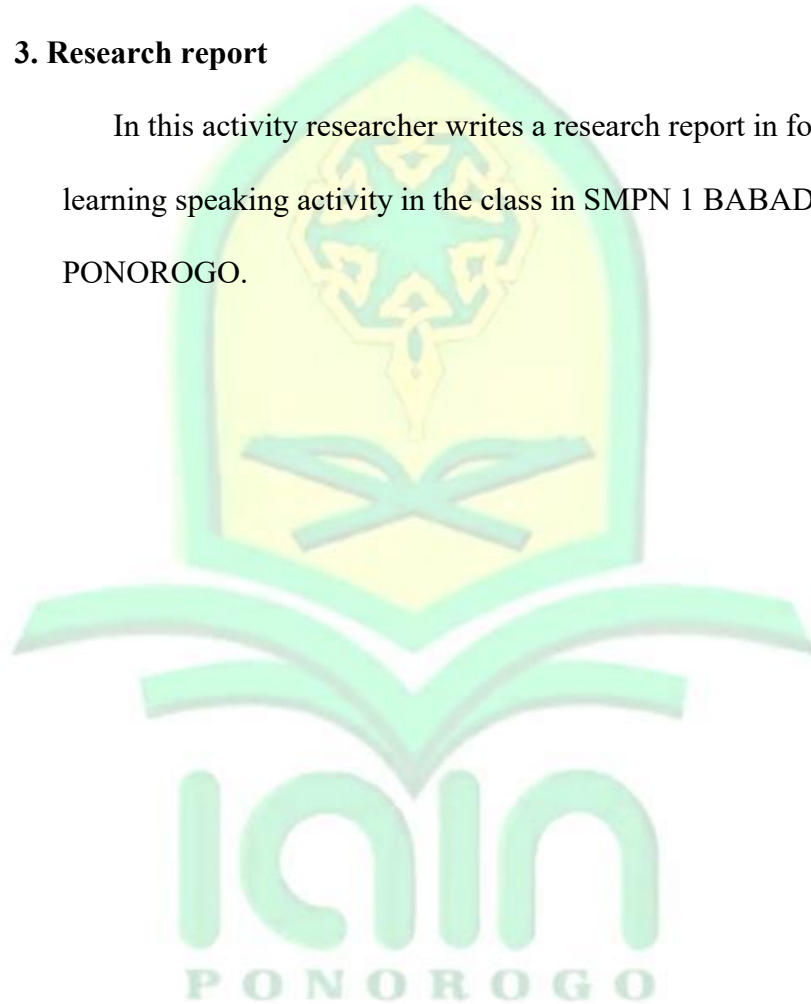
BAB IV

DATA DESCRIPTION

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

A. Data general

1. Background of SMPN 1 Babadan.

   SMPN 1 Babadan is one of education institutional in Ponorogo. This school occupies an area 10.200 m² with building large 1.665m². SMPN 1 Babadan registered at Accreditation school with score 93,08 (A) with the number 202051111001. SMPN 1 Babadan has 24 classroom with 567 students which are education with 49 teachers.

2. Geographical location

   SMPN 1 Babadan located on Purwosari village, Babadan Ponorogo. SMPN 1 Babadan complex take place north of center of Ponorogo suburb at nort center Babadan goverment office.

3. **School organization structure**

School organization at SMPN1 Babadan containts : School Committee, Headmaster, Vice of Headmaster, Administration Staff, Vice of Curriculum, Vise of Students, Vice of Infrastructure, Vice of Public Relation, Guarduanship of Class, Teacher, Students, and Community.

4. **Vision and mission of school**

   a. **Vision**

   Excellence in achievement, knowledge science and technology, cultured, and Environmental care by Faith and piety.

   b. **Mission**

   1. Develop a program of active learning, creative, innovative and fun.

   2. Cultivate the potential of students through ICT- based learning.

   3. Cultivate the students' potential in the field of sports and the arts.

   4. Creating discipline, orderliness, cleanliness, and noble character.

   5. Preserving the environment, prevent pollution and environment damage.

   6. Create an environment that is clean, healty, green, leafy, beautiful, comfortable and safe.

7. Good cooperation and synergy between the school community, and community agencies.

B. The Presentation of Spesific Data.

1. Speaking barriers faced by students.

Based on the result of data collection, the researcher found that there were some problems faced by seventh grade of SMPN 1 Babadan Ponorogo.

The result of the interview showed that most of the students did not completely master the three primary elements of speaking; they were vocabulary, grammar and pronounciation.

The writer also found that most of the students speaking ability were not really good. For example, their vocabularies were ironic because it constitutes the main element that should be mastered by every student if they want to be able to speak English well. In other words, if a student or someone wants to speak English, they must master vocabulary first before mastering other elements of speaking. As revealed and co nfirmed by the result of the interview, it showed that most of the students have difficulties to master vocabulary, and they also still had difficulties in comprehending of using noun, verb, adjective and adverb in communication. These are opinion from teacher about the students' barriers.

According to Siti Mutmainah, S.Pd teacher of SMPN 1 Babadan.

"They feel shy and often confuse when speak English, limited time to try speaking English, limited vocabularies that they had been memorized. They fell confused and did not know the pronounciation of the verbs and less confident if they asked to try speaking English."[38]

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

The enthusiasm or strong is the primary thing for someone to get success and high accomplishment in his life. In short, equipments and opportunity are important things to get success, but the most important thing is enthusiasm or motivation. If the motivation strong enough, it provokes a decision to act[39].

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

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[38] Look at the interview transcript : 17/I/23-03/2018
[39] Look at the field note : March, 14th 2018

This is the opinion according to Dessy Tatia Fitriani as a student of SMPN 1 Babadan :

> "I found some difficulties, I still afraid if my teacher asked me to speak English, and also the difficulties to understand the English material."[40]

Low or uneven participation is compounded by the tendency of some learners to dominate, while other speaks very little or not at all. In addition they also felt afraid if they were wrong in pronounciation, and sometimes they felt that the topics were uninteresting and they did not understand the materials as well.

According to Bayu Adi Pradana as a student of SMPN 1 Babadan :

> "I found the difficulties when composing the sentence, sometimes it was unreadable and did not suitable when it has been read, eventhough I did not understand how is tenses in English."[41]

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

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[40] Look at the interview transcript : 7/I/23-03/2018
[41] Look at the interview transcript: 5/I/23-03/2018

the students' speaking ability not really good is that most of the students were difficult to pronounce words clearly. This fact is based on the result of the interview. In writer's opinion, there is a possibility that the students did not frequently and regularly practice how to pronounce words clearly. Consequently, this makes their tongue become stiff to pronounce words. It was because they seldom practiced the way to pronounce words in their daily life.

According to Aldo Brian Ivana, students of SMPN 1 Babadan :

"I felt unconfident if my teacher asked me to speak English. My friends also felt unconfident to speak English."[42]

They also thought that they had less confidence in speaking English because they were afraid of making mistakes and felt that it was unnatural to speak in English. The students are often inhibited about trying in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts. Moreover, they are still difficult to differ in pronouncing vowel and consonant. It is because in pronouncing vowels and consonant between Indonesia and English is different so sometimes it made them confused to pronounce vowel and consonant in English. In this case the teacher's role is very needed.

According to Endang Munarsih, S.Pd., teacher of SMPN 1 Babadan :

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[42] Look at the interview transcript : 2/I/23-03/2018

"Like the limited vocabularies which had been memorized, and also felt confused, the other was confused and did not know the pronounciation of the vocabularies and the students felt unconfident if they asked to try speaking English."[43]

The teacher should be able to identify and correct the students' sound that they are mispronouncing. They were also difficult if they tried to speak with native speaker because the native speaker speaks too fast. It made them difficult to understand the pronunciation of the native speaker.

The problems above make some of the students become passive and unconfident in speaking in the class. It can be seen from the interview that 15 students from 128 students that the writer investigated, were still unconfident in speaking in the class. That inhibition will make their speaking ability not run well if the students did not have strategies to overcome those problems.

2. **Students' Strategies to Overcome Their Speaking Problems**

In order to get the top achievement, particularly in speaking ability, the students need to force themselves to get more practices if they want to improve their speaking ability. The Interview showed that most of the students still had problems with vocabulary, grammar and also pronunciation. To overcome those problems the students had strategies in order to make their speaking ability better.

This is opinion according to Aldino Wahyu Febriana Saputra as a student of SMPN 1 Babadan :

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[43] Look at the interview transcript : 16/I/23-03/2018

> "Memorizing the new vocabularies, because much vocabularies in English that I did not know. After that I wrote it in a book as my personal dictionary."[44]

Most of the students' said that they still had little vocabulary so to overcome that problem the students' memorized the vocabulary and often used dictionary if they found new difficult word so their vocabularies would increase. They also tried to comprehend of using noun, verb, adjective and adverb in communication and practiced it in speaking. Students also read English story book or magazine to get new words. If they had a difficulty in vocabulary they could use code switching in their communication. If learners is speaking to someone with whom he or she has a language in common, a word or phrase taken from the common language may be used to overcome a communication difficulty.

The problems that makes students' speaking ability is not really good is that most of the students were difficult to pronounce word clearly. To overcome that problem the students tried to pronounce a new word everyday in order to create the physical sounds that carry meaning. They also listen western song in order to they familiar with the sounds of the words. They also used dictionary or asked somebody else to get correction and knew the differences of pronouncing between vowels and consonant.[45]

The last thing in speaking ability is grammar. Based on the observation it showed that most of the students had big difficulties in learning grammar. To

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[44] Look at the interview transcript : 1/I/23-03/2018
[45] Look at the field note : March, 14th 2018

cope the problem related to grammar, the students studied hard about tenses in order to make their speaking better. If they had difficulties in learning grammar they try to do the exercise in book related to grammar and asked it to their friends. Because by asking to their friend they would not feel afraid like if they asked to their teacher in the class. This strategy is also supported by Fulcher in his idea about cooperative strategies which mentioned that in face-to-face communication is possible for a learner who is having difficulty in communication to get help from the listener. Getting help can take the form of asking someone if they have understood, appealing directly for help in saying something, or providing an unknown word.

According to Brissa Aulia Vernanda student of SMPN 1 Babadan :

"I tried to listen English songs then look for the lyrics to know the correct pronounciation."[46]

The students tried to understand more about pronunciation and grammar because some important factors that make us good in speaking English was comprehending the grammar well and also right in pronunciation. They also practiced English everyday in order to make their fluency better. And they were increasing their confidence although sometimes their friend laughed at them.[47]

Based on the result of data collection, to overcome the problems above the students tried to increase their confidence by being active in speaking

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[46] Look at interview transcript : 6/I/23-03/2018
[47] Look at observation transcript : 01/O/23-03/2018

class. They drilled themselves to be more active and confident in speaking in the class because by often speaking in front of the audience, habitually, they would feel confident and did not feel shame although they had few mistakes in their speech. Classroom discussion is not dominated by a minority of talk active participants but all get chance to speak, and contributions are fairly evenly distributed.

This is opinions according to Anggie Riesmawati Ramela students of SMPN 1 Babadan :

> "Usually I tried to make a dialog in English with my friend in English Club to improve the confidence and did not feel shy when my teacher asked me to do something in English learning process."[48]

They also increased their English by speaking English out of class with their friends, it was because they were more relaxed and they had much time to practice their speech. And they did not feel afraid of making mistakes and were mocked by their friends. As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may be seen obvious, but often much time is taken up the teachers talk or pauses. They also practiced their English not only when English Club but they usually spoke English with their friends everyday in order to make their mother tongue did not affect their speech little by little.

To more practice their English with other students that master English well, the students joined some English Clubs in campus because in English

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[48] Look at interview transcript : 4/I/23-03/2018

Clubs they would have more practices with the other friends that mastered English well. They also often listened to native speaker conversation in order listen to the right pronunciation from native speaker.

The students also often listened to the Western song and also watched Western movies in English. Some songs and movies that they listened were besides for learning also for enjoyment because at their age they still like listened and watched movies. They also tried to speak with native speaker to practice their oral communication like they saw at the movies.[49]

According to Eki Dwi Prayogo, Student of SMPN 1 Babadan :

"I studied first at home before go to school, in a purpose I could understand about the English material."[50]

If the students had problems with the material/topic that was very common for them, they would prepare the material before because by preparing all the material would make them easier to list the new vocabularies. Knowing the material and the vocabularies before would make them easy in making English conversation. The other characteristic of successful speaking activity is having high motivation, learners are eager to speak because they are interested in the topic and have something new to say about it, or learners contributed to achieving a task's objectives.

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[49] Look at field note : March, 9th 2018
[50] Look at interview transcript : 12 /I/23-03/2018

CHAPTER V

DATA ANALYSIS

In this chapter, the research discusses the result of the research based on the statements of problem. The result of the research taken from the result of the observation and interview had to be analysed. The researcher discusses the result of the research which was done at seventh grade of SMPN 1 Babadan Ponorogo. The discussion gives explaination as follows:

A. **Speaking barriers faced by the students.**

Based on observation, some causes of students' problem in learning speaking English are find as follow:

First causes student felt worried, less confident in speaking English, and felt afraid with teacher at the class.

Second, students felt afraid to speak in classs, felt difficult to understand the topic/material and felt that their fluency was not good because of some factors (felt that they had no time to practice, lazy to participate in the class, nervous and unconfidence to speak English in the class.

Third, The students' barriers when speaking English were vocabulary. As a result, the students do not know the vocabulary, then they use Indonesian language when they have to speak English. It is too pity because they will use Indonesian language for several time. It is an facts that conversation requires

vocabulary mastery. A students have not confidence in speaking English because they are afraid if they choose the wrong word.

Fourth , Grammar is quite barriers to be understood by the students. The students will always get a barrier using grammar in speaking English. They do not know when they should apply present time, past time, and future time. There are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

Fifth, Many students have barriers in pronouncing words. The problem which is often faced by the students is about pronunciation. They felt difficult to pronounce certain words because in English, between pronunciation and writing are different. Therefore, they did not recognize yet.

B. **The strategies to solve speaking barriers.**

Based on the interview result, some strategies were used bystudents' to over come their speaking problems, those are;

First, to solve the problem related to barriers, the students' tried to increase their confidence by being active in class and increasing their English by speaking English out of class with their friends.

Second, to solve the problem related to nothing to say, the students' were drilled to be more active and confident in speaking in class and they tried to understand about the difficult topic.

Third, to solve the problem related to low or uneven participation, the students' prepared the material before and motivated themselves to be confident in participating in class.

Fourth, to solve problem related to pronunciation, the students' tried to pronounce a new word everyday by opening the dictionary to know how to pronounce the word and often asked and answered questions in class. They also listen to western song that use English as the language in order that they familiar with the sound.

Fifth, to solve the problem related to vocabulary, the students' memorized the vocabulary and often used dictionary if they found new difficult word. Students also read English story book in order to get new vocabulary.

Sixth, to solve the problem related to fluency, the students' tried to understand more about pronunciation and grammar. They also practiced English everyday in order to make their fluency better.

Seventh, to solve the problem related to communication, students' often listened to the Western song and watched Western movies that used English as the language.

Eighth, to overcome the problem related to grammar, the students' studied hard about tenses in order to make their speaking better and do the exercise which related to the grammar. If they had difficulties in learning grammar they asked it to their friends. They also joint some English courses to get more knowledge about grammar.
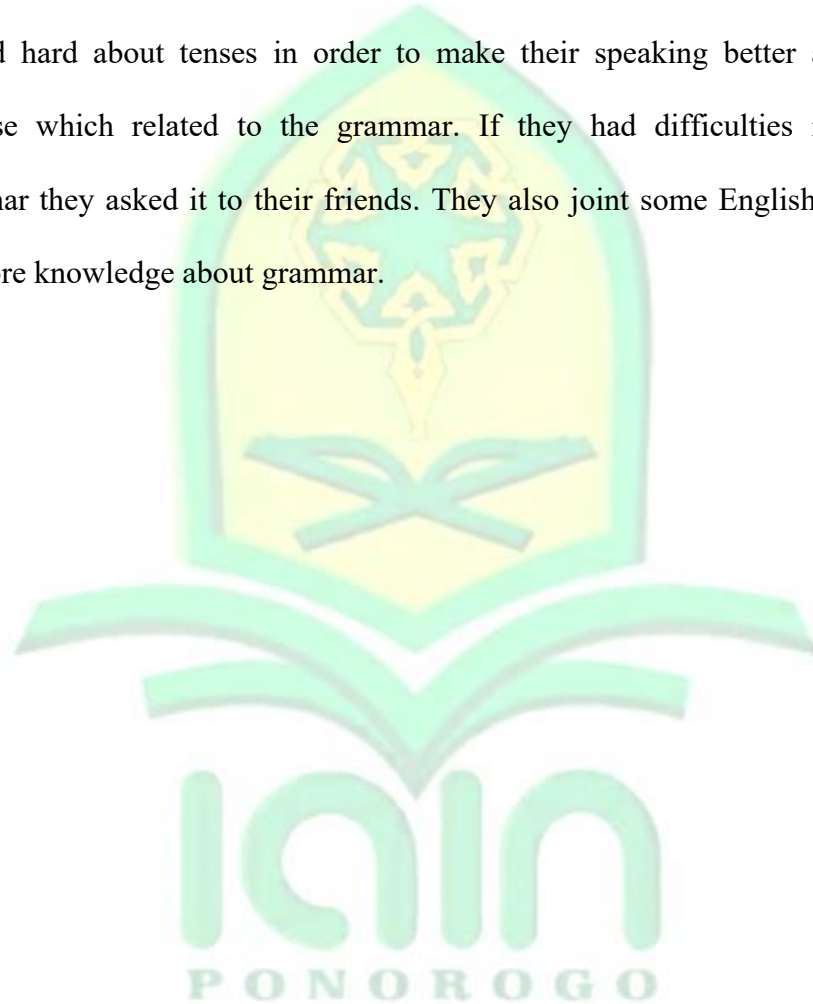
CHAPTER VI

CLOSING

This chapter presents conclusion and suggestions that are derived from the research findings.

A. Conclusion

The researcher concluded from the research problems as follows: 1) the problems faced by 7 D students in learning speaking at SMPN 1 Babadan (2) The strategies which were used in solving the problems.

1. The speaking barriers faced by students.

Based on the result of the interview, the writer could take conclusion about the problems faced by 7D students in learning speaking at SMPN 1 Babadan Ponorogo. The problems faced by the students in learning speaking were inhibition, nothing to say and uneven participation. It was because they did not master the three primary elements of speaking namely vocabulary, grammar, and pronunciation. As a result, many students were not really good in speaking. For example, in term of vocabulary, most of the students said that this element made them difficult to speak English well. There were some causes why the students got barriers in term of vocabulary. Firstly, the students were too lazy to practice speaking and use dictionary. They only

used the dictionary if they found difficult or strange words in the lesson. Secondly, the students were still needed in practicing speaking English with their friends. Sometimes they were difficult in speaking English because the topic was seldom to discuss so they had limited time to think about the topic and they were not ready with the vocabularies that they used. So it made their participation in class low. The students frequently spoke English in inaccurate oral grammar. They did not completely master the tenses in grammar. As a result, they spoke English in unorganised way and frequently confused others when they presented ideas. And it made them shy and afraid to speak English. Their idea would disappear. In fact, grammar will make someone's communication clearer and more accurate. Correct grammar will avoid misunderstanding among the people or students in their communication. The last element of speaking that made the students difficult to speak English well was pronunciation. Most of the students were difficult to pronountiation words clearly. It was because they did not frequently and regularly practice how to pronounce words clearly. They felt difficult to differerence from pronouncing vowel and consonant. It is because of the difference in pronouncing vowels and consonant in Indonesian and English language that sometimes made them confused to pronounce vowel and consonant in English.

2. Students' strategies to solve roblems

Based on the result of the data, there were some strategies used by the students in solving the problems in learning speaking: First, to solve with the problem related to barrier, the students tried to increase their confidence by being active in speaking class and increasing their English by speaking English out of class with their friends. Second, to solve with the problem related to nothing to say, the students were drilled to be more active and confident in speaking in class and tried to understand about the difficult topic. Third, to solve with the problem related to uneven participation, the students prepared the material before and motivated themselves to be confident in participating in class. Fourth, to solve the problem related to pronunciation, the students tried to pronounce a new word everyday and listen to western song in order that familiar to the sound of the words. Fifth, to solve the problem related vocabulary, the students memorized the vocabulary and often used dictionary if they found new difficult word. Students also read English story book or English magazine to get new vocabulary. Sixth, to solve the problem related to fluency, the students tried to understand more about pronunciation. They also practiced English everyday in order to make their fluency better. Seventh, to solve the problem related to oral communication, the students often listened to the Western song and also watched Western movies in English as a language.

B. Suggestions

Based on the findings at the previous chapter, it is necessary to give valuable suggestions for the students, lecturers and also for the other researchers. These suggestions hopefully will become consideration for them in order to improve the quality of the students' speaking ability and also the speaking course, particularly in English Department.

1. **Suggestion for the students**

For the students who want to speak English fluently, clearly, and accurately, the researcher recommends some suggestions. The researcher suggests the students to apply some simple "tricks" in order to improve the speaking ability. When is reading a lot of English books every single time. It will add and enrich our knowledge toward phenomena in the society and also enrich vocabulary stock in our memory and trying to memorize vocabularies in the dictionary continuously. We may take 10-15 minutes to memorize it and also is trying to practice speaking English as often as possible, and learning English with our friends that master the pronunciation well so we will get correction if we are wrong in pronouncing the words. The last is trying to practice speaking not only within classmates inside the class but also outside the class. Finally, to be confident in speaking English in class although sometimes there are some mistakes.

2. **Suggestion for the teachers**

   The writer has some valuable suggestions, especially for the teachers who have competence or specialization in teaching speaking course. In order to improve the quality of both students' speaking ability and speaking course to be more interesting, it is suggested for the teachers to select the most appropriate technique and method based on the students' needs and wants, moreover, the teachers should frequently arouse or encourage the students' motivation in every teaching-learning process of speaking course.

3. **Suggestion for the next researchers**

   The researcher also hopes that the next researchers will continue this research by conducting the further investigation with different subject of investigation such as (reading, listening, and writing) from different population.

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