

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, statement of research problem, objective of the research, significance of the research, and definition of key terms.

A. Background of the Study

Speaking is the process of producing verbal speech which is done concluded that speaking is the process of sharing ideas and opinions verbally language communication in society (Bailey, 2003: 48). In this research, researchers focus on speaking skills. This is one aspect of learning a second or foreign language that must be mastered by everyone. It means that English is a necessity for many people, especially for Indonesians students. By mastering speaking, students can also have a conversation meaning, receive, and process information to others directly. For Speaking English is not easy, because people have to master several aspects in speaking. They are fluent, vocabulary, pronunciation, grammar and comprehension.

Nunan, (2000: 39) said that speaking is very important in our life because without speaking we cannot know what the others talking about and speaking is a way use to interaction with other people. It is assumed that speaking skill is one of the important aspects of mastery in English. To success can be measured through the students' skills in carrying out

conversation and interact verbally in that language. It can be concluded that speaking skills must be mastered if the native population has decided to improve their communication skills.

MAN 8 Jombang is one of the Islamic senior high schools in Jombang. It is located in Jl. H. Ismail 25 Parimono, Ds. Plandi, Kec. Jombang, Kab. Jombang, East Java. The location is strategic, because it is located in the city center and is very affordable with public transportation, so it's very easy to find this school. It has four majors. They are science class (MIPA), social class (IPS), and religious (IHK) class. This school has been supported by several complete facilities for the teaching and learning process such as multimedia computers, libraries, laboratories, and so on

The researcher focused on eleventh grade. The researcher chooses eleventh grade because of the middle class between tenth and twelfth grade class. Because ten grade students are still adapting to new schools and class twelve students are ready to join National Examination. In eleventh grade especially class XI MIPA 2 the students still have difficulty when they speak English. Whereas, speaking is important for eleventh grade. Based on the lesson plan and syllabus in eleventh grade of MAN 8 Jombang, the students have to learn about expression and text. The students can communicate some expression dialogues such as expression sadness, expression angry or annoyance and to help students in making text such as hortatory text, narrative text.

In this research, the researcher chooses XI MIPA 2 because the students are not good responsive when they learn English. Some students cannot speak English fluently. There are a lot of reasons why they get difficulty in speaking English. he researcher is interested in conducting the research about students' difficulties in speaking skill. The reseacher wants to know the students' difficulties in learning speaking skill, the factors causes and the solution to solve the problems from the difficulties. From the background above, the reseacher decides to conduct a research entitled **“Difficulties in Speaking Skill of the Eleventh Grade Students of MAN 8 Jombang in the Academic Year of 2018 / 2019”**. The reseacher hopes that this research will be useful for the reader.

B. Problems of the Study

Based on the background, the problems of the research can be formulated follows:

1. What are the difficulties in speaking skill of the eleventh grade students of MAN 8 Jombang in the academic year of 2018 / 2019?
2. What factors cause the difficulties in speaking skill of the eleventh grade students of MAN 8 Jombang in the academic year of 2018 / 2019?

3. What strategies do the students use to overcome the difficulties in speaking English at the eleventh grade of MAN 8 Jombang in the academic year of 2018/2019?

C. Objectives of the Study

In line to what has been stated in the problem statement, the objectives of this study are:

1. To describe the difficulties in speaking English of the eleventh grade students of MAN 8 Jombang in the academic year of 2018/2019.
2. To describe the factors cause the difficulties in speaking English of the eleventh grade students of MAN 8 Jombang in the academic year of 2018/2019.
3. To describe the strategies that the students use to overcome the difficulties in speaking English at the eleventh grade of MAN 8 Jombang in the academic year of 2018/2019.

D. Significance of the Study

The research has two major benefits, they are theoretical significance and practical significance.

1. The theoretical benefit

The researcher hopes that the result of this research can be used as the reference in the teaching English speaking to the eleventh grade

students. The finding this result of the research will be useful to the readers who are interested in analyzing teaching speaking to the eleventh grade students.

2. The practical benefit

The researcher hopes this research can give significance for the students, the teacher, and other researchers.

a. For the researcher

The result of this research can be used as one of the ways to develop the researcher's knowledge and experience.

b. For the reader

The reader will get more information and knowledge of the applying teaching English speaking.

c. For the teacher

This research can be useful for English teacher to increase their understanding about students' difficulties in speaking skill, the strategies that is used to overcome the difficulties in speaking English. This understanding will provide teachers with heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the classroom activity.

d. For the school

This research can enrich the treasury of knowledge of the school to reach the advancement of the school to competence in the knowledge development competition.

E. Definitions of the Key Term

In order to avoid misunderstanding or misinterpretation in this study, the researcher describes the meaning of the main terms used as follows:

1. Speaking Skill

Speaking is one of skills that use oral word to express the idea, so the speaker should fulfill the component of speaking so that the listener can understand the speaker idea or the speaker meaning.

2. Student difficulties

Student difficulties are something that is difficult to do or understand that is faced students. There are students with behavioral or emotional disorders, or special difficulties in learning. Educational needs are considered a rise mainly from problems in interaction between students and educational context (Paris: 2004).

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about theoretical description in this research which cover review of speaking, review of problem speaking, and review of strategies use to overcome problem speaking.

A. Review on Speaking

1. The Definition of Speaking

Speaking is one of the four skills in English. It is used by everyone to communicate something in daily life. The people could express idea, feeling, and thought orally. Brown (2001: 257) said that speaking is literature to express something, express thoughts loudly, and use sound.

Bailey and Savage (1994: 27) explain that speaking is foreign or seconds language in teaching and learning, which has a purpose in language context to improve communication efficiency. Mastery speaking skill in English is a priority for many second or foreign language learners. Speaking is a second or foreign language that has often been viewed as the most demanding of the four skills.

Cooper (2010: 88) explains that speaking is a productive skill because someone does activities for using his speech organs successfully, while receptive skills are therefore need someone else to listen to what has been said to react to what has been never heard before succeeded.

Based on the three theories, it can be concluded that speaking is productive skills as a second or foreign language used to express ideas, information, feelings of the speaker to others directly. In speaking, people must have the ability to use words with the correct pronunciation, to design the correct grammar for speech, and to choose diction or choice of words.

2. Component of Speaking Skill

Speaking is not easy to express something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. Brown (2001:168) stated that there are some components should be recognized by learner in learning speaking:

a. Pronunciation

Thornburg (2005: 127) states that pronunciation refers to students' ability to produce speech that can be understood to fulfill assignment requirements. It refers to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning.

b. Grammar

Harmer (2001: 12) said that grammar is a language description of ways in which words can change shape and combined into sentences in that language. It helps the learners to combine the words, to produce sentence correctly. In speaking, grammar could help the learners will to

different the formal and informal expression or polite and impolite expression.

c. Vocabulary

Vocabulary is an important element in speaking. Without vocabulary, students cannot say something. Learners can make sentence or communicate effectively what they want to say. Full of meaning many words in foreign English are very important (Edge, 1993: 27)

d. Fluency

Fluency is used to measure a person's ability or inability to use language. Fluency is the extent to which speakers use language fast and confident, with a little doubt, or a natural pause, wrong start, search for words, etc. (Nunan, 2003: 55).

e. Comprehension

In learning English, understanding is the ability to understand and the process of stretching discourse, to formulate the representation the meaning of the sentence (Brown, 2007: 226). It requires someone can understand what other speakers say automatically in oral communication.

Based on the explanation above, it can be concluded that the students need pronounce phonemes correctly, use appropriate stress and intonation patterns to get good speaking.

3. Micro and Macro Speaking Skills

Brown (2004: 142) defines that a list of speaking skills can be arranged for the purpose of serving as a skill taxonomy from which we choose one or some that will be the purpose of the assessment task. There are micro skills and macro skills in speaking, as follow :

a. Micro skill of speaking

- 1) Produce chunks of language of different lengths
- 2) Orally produce differences among the English phonemes and allophonic variants
- 3) Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentences.

- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 13) Use appropriate registers, implicate, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- 14) Convey links and connections between events and communicate such relation as main idea, supporting ideas, new information, given information, generalization, and exemplification.
- 15) Use facial features, kinesics, body language, and other nonverbal along with verbal language to convey meanings.
- 16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

b. Macro skill of speaking

- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.
- 2) Use appropriate styles, registers, implicate, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.

- 3) Convey links and corrections between events and communicate such relations as focal and peripheral ideas, events and feelings new information and give information, generalization and exemplification.
- 4) Convey facial features kinesics, body language, and other nonverbal cues along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor understanding you.

Based on the theories above, it can be concluded that macro skills and micro skills contain ingredients of difficulties, depending on the stage and context of the tasktakers, but macroskills have appearance of being more complex than microskills. The microskills concern to produce the smaller chunks of language suchas phonemes, morphemes, words, collocation, fluency, and phrasal.

4. Characteristic of Success Speaking Activity

Brown (2001: 270) stated that oral language is easy to do but in some cases, this is difficult. In order to that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as :

a. Learners take a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

In classroom discussion all of the learners get change to speak, and contribution are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak if they are interested in the topic have something new to say about it, because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of a acceptable level of a language accuracy.

Based on the explanation above, it can be concluded that in teaching speaking, the teacher gives instruction for students to speak and express their ideas, opinion, select appropriate words and sentences in the classroom during the teaching learning process and outside classroom. Beside that, the teacher also have to give motivation and opportunity the students to speak, so they more confident in speak English.

5. Types of Classroom Speaking Performance

There are many types of classroom speaking performance that students are expected to carry out in the classroom. Brown (2004:141) explained six types of classroom speaking performance, as follow :

a. Imitative

Students practice an intonation or try to identify a certain vowel sound. The elements of language form are the focus of this activity.

b. Intensive

This is speaking performance that is designed to practice some phonological or grammatical aspects of language. It is done by individual or even in pairs.

c. Responsive

It means that students practice their language by answering someone questions. This activity use simple utterances which can meaningful and authentic.

d. Transactional (Dialogue)

Interpersonal dialogue seeks for the purpose of maintaining social relationships than for the transmission of facts and information. Students are usually asked to have dialogue about their feeling.

e. Extensive (monologue)

Students are asked to give extended monologues in the form of oral reports, summaries, or speeches.

f. Other interactive techniques

These include interviews, games, jigsaw, problem solving activities, role play, and discussion.

6. The Activities to Promote Speaking Skill

Many activities can be done by learners to practice speaking. Kayi (2006) explained that there are activities to promote speaking. They are:

a. Discussions

Muria (2001: 106) stated that discussion is probably the most commonly use activities in oral skills class. Teacher must take care in planning and setting up a discussion activity. First, planned (versus random) grouping or pairing of students may be necessary to ensure a successful outcome. Second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it to keep time, take notes, or report results are made by group members. Finally, the students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected. This activity help the students to critical thinking and quick decision making, and learn how to express and justify themselves in polite ways while disagreeing with the others.

b. Role Play

One other way of getting students to developing speaking is role playing. In this activity, the students created a dramatic situation in classroom or in part, simply acting out dialogues, but also in part

relabeling objects and people in the room to prepare imaginative role i role-playing. The teacher gives information to the learners such as who they are and what they think or feel. Role play has appeal for students because it allows the students to be creative and to pu themselves in another person's place for a while.

c. Simulation

Simulations are very similar to role-plays but what makes simulations different than role play is that they are more elaborate. In simulation, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations can motivate the students. Second, Harmer (1984) said that simulation can increase the confidence of students who are hesitant, because in role playing and simulation activities, they will have a the role is different and does not have to speak for itself, meaning they don't have to take the same responsibility.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the

information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas

f. Story-telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. 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. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, the teacher not only know students' speaking ability, but also get the attention of the class

g. Interviews

Students can conduct interviews on select topics with people freely. It is a good idea that the teacher provides a rubric to students so

that they know what type of questions that they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviewing, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Story completion

This is a very enjoyable, the students sit in a circle. For this activity, a teacher starts telling a story, after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and they report to their friends what they find as the most interesting news in the class. Students can also talk about whether they have experience anything valuable to share with their friends.

j. Playing Cards

In this game, students should make a group consist of four students.. Each group suit will represent a topic. For instance:

Diamonds : Earning money

Hearts	:	Love and relationships
Spades	:	An unforgettable memory
Clubs	:	Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. However, the teacher should begin of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

k. Picture Narrating

This activity has several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures, they need to use while narrating.

l. Picture Describing

Another way to make use of pictures in a speaking activity is to give students only one picture and ask them to describe what it is in the picture. For this activity students can form groups and each group is given by different picture. Students discuss the picture with their groups, then a person for each group describes the picture in the class. This activity can foster the creativity and imagination of the learners as well as their public speaking.

B. Problem Faced by the Students in Learning Speaking

Mastering speaking is not easy. In learning speaking, the students are usually faced by the problems during teaching learning process. Ur (1996:121) explained that there are some problems faced by the learners in speaking activities. These problems can be explained as follow:

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some real time exposure to an audience. Learners is often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful or criticism, or shy of their speech attracts.

b. Nothing to say

The learners have not idea to speak. Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the feeling that they should speaking.

c. Un-event participant

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

d. Mother tongue used

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier.

Secondly, it feels unnatural to speak to one to another one. If they are talking in small groups, it can be quite difficult to keep use the target language.

Based on the problem above, it can be concluded that there are four problems in learning speaking, namely: inhibition, the low participation use of mother tongue. The teacher should find the suitable technique in teaching and give motivation to students fell more confidence to share ideas in front of class.

C. Factors Causing the Difficulties in Speaking

Ellis (1985:10) stated there are factors that influence foreign language learning, as follow:

a. Age

Richards and Renandya (2000: 204) stated that age is one of them the most frequently cited determinants of success or failure in learn foreign language. People of different ages have different need, competences, and cognitive skills. The children of primary age to acquire much of a foreign language through play, for example, whereas for adults can reasonably expect a greater use abstract thought

b. Aptitude and Intelligence

The students who has high IQ usually can solve their problem easily and they can understand the material faster that gave from the teacher than their friends who have lower IQ. Whereas aptitude is

natural ability carried since born. Some students are better in learning languages than others. It is caused by students have different aptitude in learning process. Ellis (1985) said that aptitude is a special ability involved in language learning.

c. Cognitive Styles

Olivia and Saracho (1997: 5) stated that cognitive style is reflection of individual psychological differentiation, and behavioral or intellectual response to the situation. It is one way to characterize individual differences. Cognitive style describes consistencies in using cognitive processes. Cognitive styles include stable attitudes, preferences, or habitual strategies that distinguish the individual styles of perceiving, remembering, thinking, and solving problems.

d. Personality

Pervin (2008:6) stated that personality is the characteristic of people which cause consistency of feeling, thinking, and behavior. Many students have difficulty in speaking. It can be caused by personality factors. The students usually afraid about making mistakes, shy of the attention when speak English, lack vocabulary, error grammatical, and not good pronunciation.

e. Motivation

Motivation is one of factors that play important to get success or failure good speaking for someone. Harmer (2007:98) stated that motivation is some kind of internal drive which pushes someone to do

things in order to achieve something. Students have high motivation to success can receive and get better achievement than the students have weak motivation. Motivation is divided into two categories, they are extrinsic motivation and intrinsic motivation. Extrinsic motivation is caused by any number of factors outside the classroom , for example the students need to pass an exam, the hope of financial reward, or the possibility or future travel.

There are two main types extrinsic motivation, as follow:

1) Integrative motivation

The students need to be attracted by the culture of the target language community, and in the strong form of integrative motivation, they hope to integrate themselves into that culture.

2) Instrumental motivation

The students believe mastery of the target language will become instrumental to get a better job or position status. The language is an instrument in their attainment of such a goal.

While, Intrinsic motivation comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. The motivation that brings students to the task of learning English can be affected and influenced by attitude of a number of people. There are intrinsic motivation :

a) Physical condition

The physical condition come from the atmosphere in which a language is learn is vitally important: the cold grayness of much institutionalized education must be compensated for in some way if it is not to have a negative effect on motivation.

b) Method

The method are taught by teacher must have some effect to students. If they find it deadly boring they will probably become de-motivated, they either loses this confidence, motivation can disastrously affected, whereas if they have confidence , they will comfortable with the method being used, success is more likely.

c) The teacher

It is the major factors in the continuance of a student's motivation. Whether the students like the teacher or nor may not be very significant, though, is that two teachers using the same method can have vastly different results.

d) Success

Success or lack of it plays a vital part in the motivational drive of a student. Both complete failure and complete success may be de-motivating much of task set, the speed expected from the student.

D. Strategies in Learning Of Speaking

To solve many problems in speaking, the learners need strategy to overcome in learning speaking. The strategies will help learners participate actively in such authentic communication. This section discuss about language learning strategy which include: (1) The definition of learning strategies, (2) Classification of language learning strategies.

1. The Definition of Learning Strategies

There are many experts that give the definition of learning strategies. O'Malley and Chamot (1990:1) said that "learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Neil Mc. Laren (1990:8) defined that learning strategies are those procedures used by learner in order to cope with the problems faced. These specific actions to make the learners in the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable.

White (in Hurd& Lewis, 2008:9) stated that learning strategies are commonly defined as the operations or processes which are consciously (or unconsciously) selected and employed by the learner to learn the target language or facilitate a language task. Beside from that, Chamot (in Macaro, 2001:17) defined Learning Strategies as techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information. By employing the right strategies, the process of learning the language will improve

significantly. Appropriate language learning strategies result in improved, faster language proficiency. Language learning strategies play an important role in the process of learning language.

Based on the definition, learning strategies is a technique that used by learners to improve their comprehension, to get new information with more quickly, easily, and effectively. Learning strategies is used by learner to achieve their goal in learning.

2. Classification of Language Learning strategies

O' Malley and Chamot (1990:44-45) have been classified language learning strategies into three main subcategories, namely meta-cognitive strategies, cognitive strategies and socio-affective strategies.

a. Metacognitive strategies

It is higher order thinking skills that students use to manage their own language learning. Metacognitive strategies are the strategies which involve planning for learning, monitoring and evaluating learning after an activity is completed. Metacognitive strategies which allow learners to control their learning through organizing, planning, evaluating (Richards J, 1996:63).

Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. Three sets of strategies belong to this group and they are centering your learning, arranging and planning your learning, and evaluating your learning. The aim

of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and valuation of progress.

1) Advance Organizers

It is previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle. For example students review before they go into class.

2) Directed Attention,

It is deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.

3) Functional Planning

It is planning for and rehearsing linguistic components necessary to carry out an upcoming language task. For example, a students make summary of the materials to prepare the final exams.

4) Selective Attention,

It is deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and/or linguistic markers. For example, choosing the familiar topic to practice English orally or writing some important words to help memorize the dialog.

5) Self-Management

Understanding the conditions that help students and arranging for the presence of those conditions. For example, the students make a clam conditions when study in classroom or in outside of class.

6) Self-Monitoring

It is checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place. For example, the students ask to their friends to monitoring and correcting the wrong words when they memorize something.

7) Self-evaluation,

It is checking the outcomes of one's own language learning against a standard after it has been completed. For example, the students try to speak with foreign tourist to practice speaking skill.

Metacognitive strategiees refer to learners' behavior in centering, arranging, planning and evaluating their learning. Metacognitive strategies encompass a)paying attention; b) delaying speech production to focus on listening; c) organizing; d) setting goals and objectives; e) planning for language task; f) self-monitoring; and g) self-evaluating.

b. Cognitive strategies

Cognitive strategies are important role in the process of learning a foreign language. Alberta (2009:47) stated that cognitive language strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously learners rule, guessing at the meaning of unknown words and using a variety of ways to organize new information and link the new information to previously learned language. Operate directly on incoming information, manipulating it in ways that enhance learning.

Ellis (1997:76) explained that cognitive strategies is analyzing and particular memory strategies, such as the keyword technique are highly useful functions in the process of becoming competence in using the new language. Cognitive strategies may be limited in application to the specific type of task in the learning activity. The four sets in this group are practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing is the most important in this group which can be achieved by repeating, working with sounds, and using patterns.

The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. The adults learners commonly use analyzing and reasoning

strategies. These are use to understand the meaning and expression of the target language. These are also to make new expression.

Here is an example of a learner who practices with sounds of the words that have letters ough. The words through, though, tough, trough contain ough to sounds different. To understand them better the learners make own phonetic spelling: throo, thow, tuff, and troff.

1) Resourcing Translation

It is using target language reference materials such as dictionaries, encyclopedia, or textbooks. This is the first language as base for understanding and/or producing the second language. For example students are searching new vocabulary in dictionary.

2) Repetition

It is imitating a language model, including overt practice and silent rehearsal. For example, the students repeats the pronunciation until mastered.

3) Grouping

It is classifying words, terminology, or concepts according to their attributes or meaning. For example, students classify words with the same meaning to memorize the words.

4) Deduction

It is applying rules to understand or produce the second language or making up rules based on language analysis.

5) Imagery

It is using visual images (either mental or actual) to understand or remember new information. For example, students use illustration that has relation with the topic in order to memorize more fast.

6) Auditory representation

It is planning back in one's mind the sound of a word, phrase, or longer language sequence. For example, when you are trying to learn how to say something, speak it in your mind first.

7) Keyword method

It is remembering a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language. For example, identifying a familiar words that students hear.

8) Elaboration

It is relating new information to prior knowledge, relating different parts of new information to each other, or making

meaningful personal associations with the new information. For example, the students relating new information to other concepts in memory.

9) Transfer

It is using previous linguistic knowledge or prior skills to assist comprehension or production. For example, if the student talking about something he/she already learn (in English), all he/she has to do is remember the information and try to put it into Indonesia.

10) Inferencing

It is using available information to guess meanings of new items, predict outcomes, or fill in missing information. For example, the students things of the whole meaning of the sentence, and then he or she can get the meaning of new word.

11) Note taking

It is writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading. For example, the students prepares book to catch the all materials while listening section.

12) Summarizing

It is making a mental, oral, or written summary of new information gained through listening or reading.

13) Recombination

It is constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

14) Translation

It is using the first language as a base for understanding or producing the second language.

c. Social affective strategies

Alberta (2009:47) stated that social affective language learning are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitude to help them learn the language.

Social affective strategies are very important in learning a language, because language is used in communication and communication occurs between people. Three sets of strategies are included in this group; asking question, cooperating with others, and empathizing with others.

1) Cooperation

It is working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity. For example the students cooperate with their friends to make discussion to choose the suitable person.

2) Questioning for clarification

It is eliciting or asking from a teacher or peer additional explanation, rephrasing, or examples about language learning difficulties. For example, the students ask the correct pronunciation to their friends or private teacher.

3) Empathizing with others

It means to put oneself in someone else situation to understand that person point of view. Learners can use social strategies to develop cultural understanding and become aware of thoughts and feelings of others.

Based on the description above, it can be conclude that there are three strategies proposed by O' Malley, such as metacognitive strategies, cognitive strategies, and socio affective strategies. In metacognitive strategies, the students has seven strategies, namely advance organizer, selection attention, self management, functional planning, self monitoring, and self evaluation. While, the students used twelve cognitive strategies, namely: resourcing, grouping, repetition, deduction, recombination, note taking, key word, inferring, auditory representation, contextualization. The last, the students can be used two social strategies, namely: cooperation and question for clarification.

CHAPTER III

RESEARCH METHOD

In this research, the researcher takes a certain procedure covering six components. They are (1) the research design, (2) Subject of the Study, (3) research setting and source of the data, (4) techniques of collecting data, (5) techniques of analyzing data and (6) the trustworthiness of the data.

A. The Research Design

In this research, the researcher uses descriptive qualitative research method. In conclusion, this research is a descriptive qualitative research. This research is qualitative since the data are in the form of words. This is caused the researcher is intended to describe about the students' difficulties in speaking skill, the factors cause the students' difficulties and their strategies that use to overcome the difficulties in speaking English at eleventh grade of MAN 8 Jombang.

B. Subject of the Study

Suharsimi (2006:130) stated that population is all of the research of subject. The population of this research is all the students of MAN 8 Jombang. The teacher teaches seven classes, they are : XI MIPA 1, XI MIPA 2, XI IPS 1, XI IPS 2, XI IPS 3, XI Religion (IIK). The researcher observes not at all of classes but only one a class, it is only XI MIPA 2 class. The researcher chooses class of XI MIPA 2 as the subject of research.

C. Setting of the Research

The research is carried out in MAN 8 Jombang which is located on in Jl. H. Ismail 25 Parimono, Ds. Plandi, Kec. Jombang, Kab. Jombang, East Java. The school has 3 majors. They are science class (MIPA), and social class (IPS), and religion class (IIK). The total of class are 18 classes in MAN 8 Jombang.

It is located in Jombang regency on the right street, and the public transportation is very available, so very easy to find this school. Beside that, MAN 8 Jombang gives free internet access to support teaching and learning activities. MAN 8 Jombang several extracurricular that has provided. The researcher collected the data from the learning process of speaking class in eleventh grade of MAN 8 Jombang in the academic year of 2018/2019. The researcher observes class XI MIPA 2.

D. Sources of the Data

The sources of data in qualitative research are proved by theories in words and some events in the place of the data. The source data in this research used events and informants. From the events of the observation that had done by the researcher, it is used to collecting data, while the interview use to know about the reason what the difficulties in learning in speaking skill.

1. Events

The events are in the form of teaching-learning activity in English subject especially teaching learning speaking at eleventh grade

students of MAN 8 Jombang. The researcher focuses only one class XI MIPA 2 class. The researcher observes the students' difficulties of speaking in class.

2. Informants

Informant is a person who gives about something (Hornby, 1995:150). The researcher has the students as key informant to interview. In this research, the informant refers the students of the eleventh grade of MAN 8 Jombang. The English teacher is Mrs. Titik Dewi Masruroh, S. Pd., who conducts English teacher for the eleventh grade students, especially in class XI MIPA 2 class.

E. Techniques of Collecting Data

The way of the researcher to get the data needed in research activity is usually known as a technique of collecting data. Creswell (2012:297-298) explained that collecting data is the required data and information takes from observation and interview. Collecting of data is important of the research. It is because collecting data used to support the successful research. In the classroom, the researcher takes photograph to provide more accurate data. In this research, the researcher uses data some techniques of qualitative data collection including: observation and interview.

a. Observation

Observation is one of the technique that is used to collect the data. The researcher is able to find the answers by focusing and taking

participant in an event or activity. Observation is taking regular conscious notice classroom action and occurrences, which are particularly relevant to the issues or topics investigating (Burns, 1999:80).

In this research, the researcher is as passive participant to get the data. The researcher joins the class and observes the teaching process. The researcher observes passively without doing any involvement in the classroom teaching and learning process. The observation conducts to get the data about the students' difficulties in teaching learning process of speaking skill. To get the data, the researcher uses both recording and note the teaching learning process. The recording has been run by recorder equipment, which is video recorder or voice recorder. The researcher prepares the recorder before the class is started. The researcher places the recorder near the teacher to get the clear voice. The note has been taken by researcher herself during the observation. The researcher prepares checklist noted before going to observe. Finally, to ensure the obtained data, the researcher compares both the fieldnote and the recording. The recording is transcript and will be the additional proof to complete the taken note.

The researcher observes what happens during the teaching learning process, especially in learning speaking. The researcher observes the difficulties that is faced by students' in speaking skill.

b. Interview

Interview is the way to get information more deep to students. Interview is an important way for researcher to check accuracy of the impressions he or she has gained through observation (Fraenkel and Wallen, 2003:450). In this research, the researcher interviews the students at the end of teaching learning process. The interview is used to gather the information about the researcher interviews them to know about their difficulties and factors causes and the strategies do overcome the students use to overcome difficulties in speaking. The researcher also uses note technique to get data that have been explained before.

F. Technique for Analyzing Data

Sugiyono (2010:334) said that analyzing data is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present you to present what you have discovered to others. In this research, to analyze the data the researcher uses descriptive qualitative analysis. The researcher uses an observation model analysis involving collecting the data, reducing the data, and presenting the data and drawing conclusion. After collecting the data, the researcher reduces and presents the data.

In reducing the data, the researcher rejects meaningless data, so she got the important points of finding. It is followed by presenting the data, it

means that the researcher presents about the data systematically and logically, so the meaning of every clear event. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation. In this research, the researcher to analyzes the students' difficulties in speaking skill for the eleventh grade of MAN 8 Jombang. The researcher uses interactive model analysis the data that expended by (Miles and Huberman, 1994:22). There are three main components, they are: reduction the data, presentation/display the data, verification or drawing conclusion.

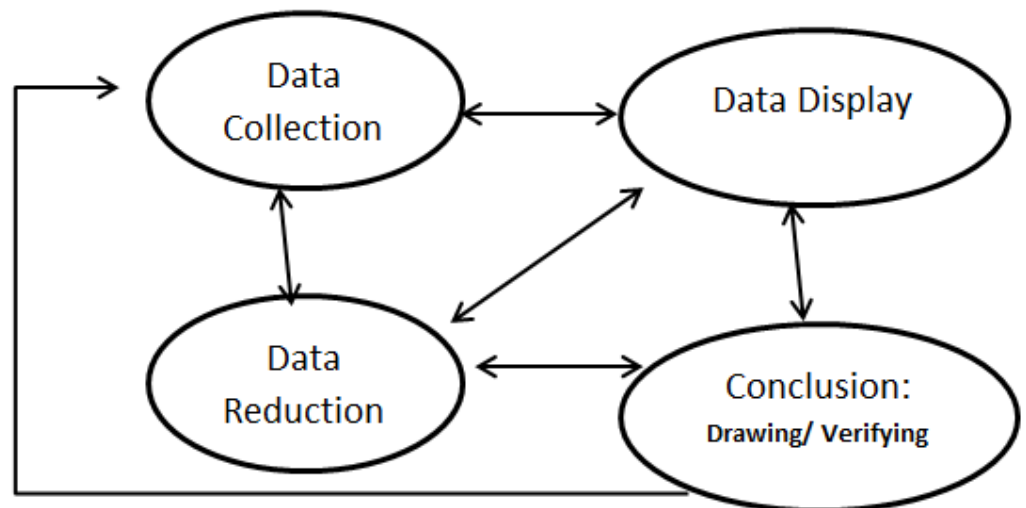


Figure 3.1 Miles and Huberman Interactive models (1994)

a. Reduction the data

Reduction the data refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes and transcriptions. In this research, the researcher focus on the reducing and transformation of rough data the field notes of observation and interview. The first step in reduction of

the data is identify the data acquired (transcript of interview, field note from observation, and other source data that is needed). The second is giving choose the data that is choose and focus on needed data. The last is to make a summarizing of the data. Reduction of the data is carried out continuously until the research ends.

The researcher takes the data about the students difficulties in speaking skill, the factors cause, and the strategies that the students use to overcome the difficulties in speaking English.

b. Presentation or display of the data

It is as the second component in analyzing the data. Display of the data is an organized, compressed assembly of information that permits conclusion drawing and action. Data display of this research is narrative text. Data display is a data description in this research. The researcher described the data that had been reduced. It means that the data is drawn and explained in the form of words, sentences and paragraphs. The researcher displays the data then describes it, after describing the data, the researcher makes analysis about the data.

The researcher presents the data from the students difficulties in speaking skill, the factors cause, and the strategies that the students use to overcome the students difficulties in speaking.

c. Drawing conclusion

The third activity in analyzing data is drawing conclusion and verification. The researcher is collected and analyzed the data with

valid, consistent, and enough the data. The researcher draws conclusion in the last research. In conclusion, the researcher gives the result of the analysis based on the problems statement where it concludes the valid data from the entire data. The researcher takes conclusion after presenting the data and analysis the data.

G. Trustworthiness of Data

From the research, the researcher gets the data or information from of form of digital photos/videos, some documents. The data is get from interview. Denzin, (in Lexy, 2000:178) explained that triangulation is divided into four kinds, they are:

- a. Triangulation by using the source means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.
- b. Triangulation by using the methods means that the researcher will check the credibility of data of the research and the data source by using several data collection technique and analysis them by some method.
- c. Triangulation by using investigators is that the researcher will recheck the credibility of the data by higher own research or other researcher.
- d. The last technique used in triangulation by using theory. It is technique of examining the data finding standard of comparison from an analysis

explanation as a supporting the data to get a valid evidence of the research result.

In this research, the researcher uses triangulation by using methods. The researcher in gathering the data such as observation and interview. In validating the data, the researcher observed the process of the teaching learning process, while also observing the problems appeared, the researcher does the crosschecking by comparing them to the data of interviews.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the research and suggestion for developing the difficulties in speaking skill of eleventh grade students of MAN 8 Jombang. The following discussion provides the conclusion and suggestion of the study:

A. Conclusion

Based on the result of the research, it can be concluded that the researcher finds students difficulties in speaking English, factors cause difficulties in speaking English, and their strategies use to overcome the difficulties in learning speaking English.

1. Students' difficulties in speaking English.

Every students of XI MIPA 2 in MAN 8 Jombang has different difficult in learning speaking. They are inhibition, nothing to say, un-event participant, mother tongue. In Inhibition, the students feel shy and fearful when they speak English in front of class. In nothing to say, the students are lazy to speak English. In un-event participant, the students fell English is difficult if they speak English because limit in vocabulary, low grammar, and poor pronunciation. The last problem is mother tongue.

2. The factors that cause students have difficulties in learning speaking.

There are third factors. The first factor is motivation. The students only study English depend on schedule English subject and when the teacher will give test for them. The second factor is cognitive style, the students

often read the text English silently. The third factor is class condition. When the students speak English, their friends reply with native language and the classroom is very noisy.

3. The strategies that use to overcome the difficulty in learning speaking.

The first solution is metacognitive strategies. They use self management strategy, use deep breathing or meditation, resourcing strategy such as resourcing from reading English story and listening the English song, and selective attention strategy such as the students choose the easy topic to practice speaking English directly. The second solution is cognitive strategies. The students use two subcategories. They are repetition strategy and recognize formula and pattern in grammar. They try to practice to make sentence more than one. The third solution is socio affective strategies. The students use two subcategories. They are cooperation strategies and ask to correction strategies. The students join English club to practice speaking English and ask their friends or teacher to correct their English.

B. Suggestion

After conducting an action research and based on the research findings, the researcher would like to propose some suggestion for English teacher students, and other researchers. The researcher hopes, it can at least become an input in determining the appropriate teaching technique,

method and media in which can increase students' interest in speaking skill as follow:

1. For the English teacher
 - a. The teacher should make the speaking class more interesting. So, the students cannot be bored in teaching learning process.
 - b. The teacher of speaking skill should master all the material in speaking.
 - c. The teacher should give more motivation to the students in order to that the students can be motivated to speak fluently.
2. For the students
 - a. The students have to prepare the material first before they join the speaking class.
 - b. The students should be more active, high self-confidence and participate during the teaching learning process.
 - c. The students should more practice speaking in their everyday life and explore their ability in speaking confidently, and enjoy during the speaking class
3. The Institution
 - a. The institution has to more emphasize the teachers to have variation method in the teaching learning. It hopes the students are not boring during the learning process. To have many variations teaching methods, it can attract the students toward the subject. In addition, the school's library should provide more collections of

English book. So, the students will have more references about English lesson.

4. For the other researcher
 - a. The researcher hope that this research will guide them as references to conduct the next research or similar problem in students' difficulties in speaking skill. In addition, the result of this research is expected to be able to encourage other researchers to conduct research dealing with the students' difficulties in speaking skill.

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