

**EXPLORING ENGLISH TEACHERS' STRATEGIES
TO OVERCOME STUDENTS' PROBLEMS IN SPEAKING**

THESIS

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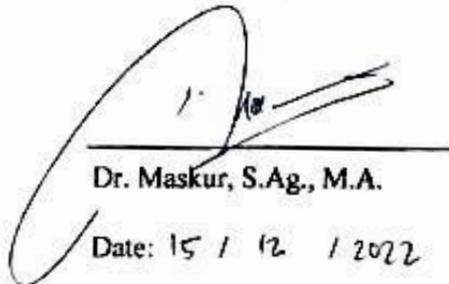
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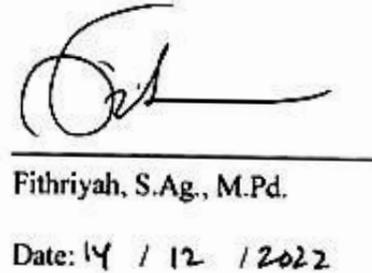
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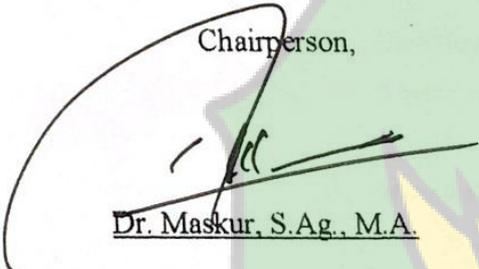
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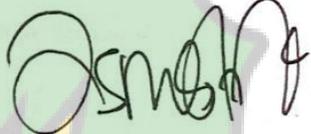
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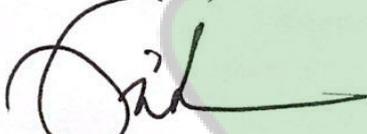
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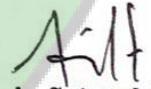
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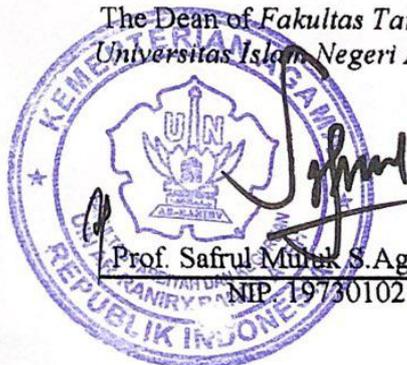

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Exploring English Teachers' Strategies to Overcome Students' Problems in Speaking

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,



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ABSTRACT

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The researcher conducted this research to explore English teachers' strategies to overcome students' problems in speaking. The research questions were to find out the students' problems in speaking and teachers' strategies to overcome students' problems. The sample of this research were two English teachers from MAS Darul Ulum. In this study, qualitative research used as an approach to this research. In collecting the data, the researcher employed semi-structured interviews and observation. From the data collection, it was found that the students' problems are unconfident and lack of vocabulary. Also, teachers used different strategies (role play and picture describing) to explain the target language. As a result, those strategies that teachers applied is able to overcome students' problems (unconfident and lack of vocabulary).

جامعة الرانيري

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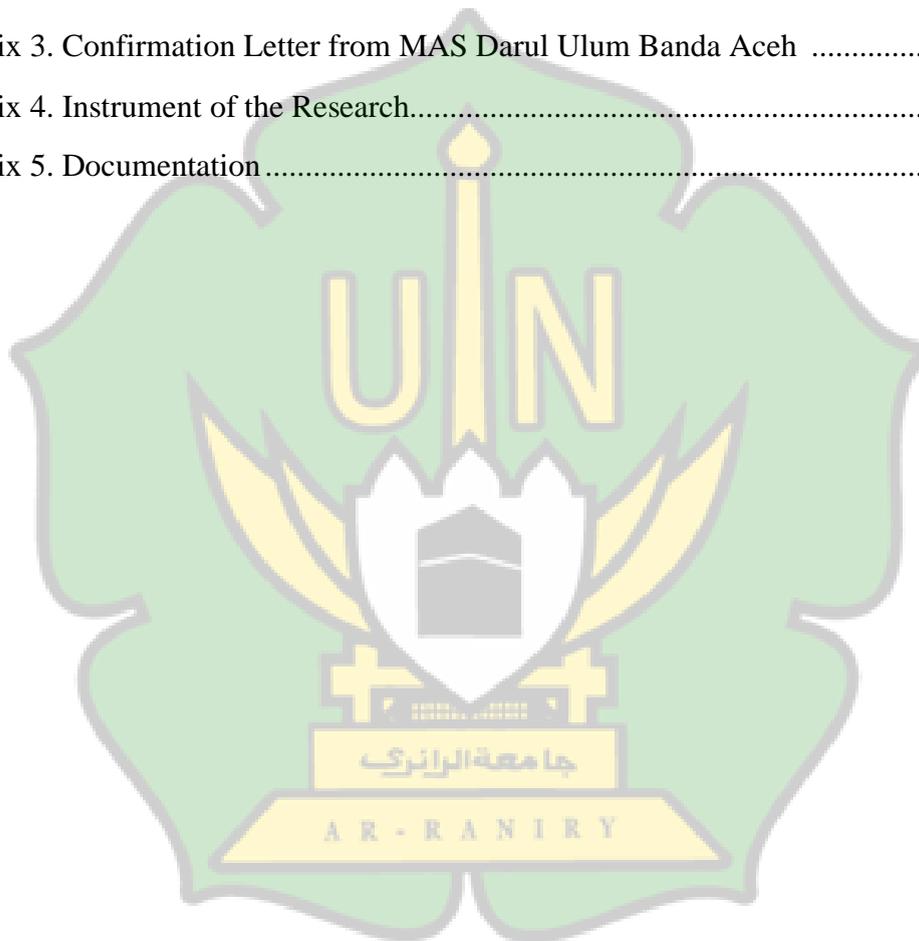
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CHAPTER I INTRODUCTION

A. Background of Study

Speaking is a part of human life that cannot be separated from someone's activity. It means speaking involves two or more people who make a two-way communication. According to Linse and Nunan (2005), speaking is an interactive activity where speakers create, receive, and processing information with the goal of creating meaning.

According to Muhammad as Head of Dayah Education Department that from fourty dayah in Banda Aceh, four dayah got "A" accreditation, three came from Dayah (Modern) including; Dayah Inshafuddin, Dayah Darul `Ulum, Dayah Babun Najah, and one from the Salafiyah (Traditional), namely Dayah Madinatul Fata. Randomly, I took one location from four dayah that got "A" accreditation to explore the research. And the choosen one is Dayah Modern Darul Ulum Banda Aceh.

Darul Ulum is one of the Islamic educational institutions that implement the madrasah system, and students live in dormitories with an education period of 3-6 years. Darul Ulum has its curriculum in addition to the curriculum set by the Ministry of Religion and Ministry of Education and Culture. The subject matter taught includes English, English debate classes, Tahfiz, etc. Here, students are required to speak English and Arabic every day. This school has an A accreditation. It is obvious from their achievements receiving many accomplishments and awards, such as debates and story-telling. Besides, students

regularly participate in student exchange programs and scholarships nationally and internationally.

Based on a preliminary study at MAS Darul 'Ulum, one of the implementations of the curriculum taught requires students to be able to speak English. However, the researcher found that some students cannot use English in conversation. They have no idea when they want to speak up. They need a long time to think first and finally give up with silence, some loss of confidence in their skill, and worried about getting it wrong, then they are laughed at by others. On the other hand, maybe this is the problem of teachers who do not apply some strategies in learning to speak.

Related to the problems mentioned above, an applicable strategy of teaching English is required to be implemented by English teachers at MAS Darul Ulum. Teachers can apply many strategies in teaching speaking and there are many highly effective strategies in teaching and learning process that have been invented in recent years. Kayi (2006) pointed out strategies in teaching speaking: discussion, simulations, role play, brainstorming, storytelling, information gap, interview, reporting, playing cards, story completion, picture describing, find the differences, picture narrating. In addition, some of strategies has been implied by the teacher in previous researcher.

The first previous study by Nur Haliza (2019) entitled Teacher Strategies to Overcome Speaking Problems at SMPN 2 Pangkajene. This study used descriptive-qualitative research. Students' limited vocabulary and lack of experience speaking English as a second language are the main problems they

experience when speaking. In order to solve this problem, the teachers employed 5–10 different vocabulary memorizing strategies as well as expository method inquiry strategies. The expository approach was a strategy that was frequently used in the classroom since students are getting speaking practice and are required to participate in the learning process. This strategy proved quite helpful in overcoming speaking problems.

Khasanah conducted the second study (2020), entitled English Teaching Strategies on Speaking Skill of Tahfidz Class at The Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019. Descriptive qualitative research was applied in this study. The students' lack of confidence in their ability to speak English was one of the problems the English teacher faced during the learning process. The teachers used role play, brainstorming, and discussion. The brainstorming strategy makes the students think about how to execute role play by discussing with each other. The use of these strategies can improve the student to speak English confidently.

The third study conducted by Satriawan (2018), entitled Teachers' Strategies Based on The Students' Problem in Speaking English: A Study at Two Senior High Schools of Praya. Descriptive qualitative research is used in this study. In this case, the student's problem is those following years of education, and they are still unable to speak English. One of the strategies the English teacher applied was three dominant strategies. In contrast to storytelling and interviews, role-playing has become the most commonly used strategy. These

strategies have been mostly implemented because teachers thought they could help students speak English properly.

To sum up, there are three previous research found different problems. There are various teachers' strategies to find a compatible strategy to teach English speaking skills. Depend on the situation that the teachers face. Consequently, the problems in speaking English are important and must be researched to recognize the students' real problems. In this research, the researcher seeks to figure out what strategy has been applied by the teachers to consider those explanations to overcome students' problems in speaking at MAS Darul Ulum Banda Aceh.

B. Research Question

1. What are the students' problems in speaking?
2. What are the teachers' strategies to overcome students' problems at MAS Darul Ulum Banda Aceh?

C. Research Aim

1. To find out the students' problems in speaking at MAS Darul Ulum Banda Aceh.
2. To find out the teachers' strategies to overcome students' problems.

D. The Significance of Study

This study mainly explores English teachers' strategies to overcome students' speaking problems. This study's results are expected to benefit teachers, students, and other researchers. For teachers, this study is expected to find an appropriate strategy compatible with students' needs. Through this study, teachers'

strategies will be followed in order to help students' problems in the classroom. Moreover, it give more knowledge to other researchers that are interested in researching this topic.

E. Scope of Study

The scope of this study might be restricted in speaking teaching strategy.

F. Terminology

To avoid misunderstanding, several basic terms must be specified in order to understand their actual meaning.

1. Teacher's Strategy

A strategy is a sequence of plans and arrangements created by teachers and applied in activities involving multiple sources of information and methods in a study. The strategy is supposed to accomplish a specific learning goal. The strategies for learning English skills within the classroom and in practical ways during class activities. The efficiency of the teaching strategies determines the effectiveness of the teaching process. A teacher's strategy should be engaging and able to keep the attention of the class. The effectiveness of the teaching process is largely based on the teaching strategies implemented. A teacher's strategy should be entertaining and able to keep the attention of the class. The students can understand how to deal with unfamiliar items by knowing the context of the material. (Linse & Nunan, 2005).

2. Problems in Speaking

Speaking is one of the challenging skills in English that has to be learned by the students. Speaking is the primary problem that is regularly faced when learning to speak. Many students have individual problems. According to a study by Taiqin (1995) on non-language factors, 95% of students reported having trouble speaking because they were nervous about making mistakes in front of the class, lacked the words to express themselves, didn't know how to say it, didn't feel confident or comfortable if they did and weren't interested in the subjects that the teachers were assigned.

In addition, Raba'ah (2005) indicated that several factors lead to problems in speaking English. The students, curriculum, teaching strategies, and the environment influence some factors. For example, many learners require more words to express their meaning, and consequently, they cannot keep the interaction going.

3. Speaking

Speaking is expressing thought aloud using the voice or talk. It implies that when someone communicates with others by applying language as a communication tool, they want to deliver an important message. A speaker and a listener are needed for communication. Therefore, both the sender and the listener are involved in communication. They must communicate to convert ideas, opinions, information, points of view, and feelings.

Speaking is significant in the lives of learners because it could be simple to communicate with others if the students are competent speakers. Atallah

(2016) stated the most reliable way is speaking. Speaking ability also includes the capacity to facilitate communication with others in a style that is understandable to the listener by discussing ideas using moral language, intentions, emotions, and feelings.



CHAPTER II

LITERATURE REVIEW

A. Teachers' Strategies in Overcoming Students Problem in Speaking

A strategy is a planned approach to completing a task or activity in order to attain particular objectives. According to Brown (2007), strategies are plans people utilize in a certain scenario, and each person's strategies are unique. In other words, the term "strategy" here refers to the measures students take to overcome a specific issue or activity, which will vary among students depending on the circumstance.

According to Hamruni (2009), the approach is a means of putting into practice a strategy that can function effectively and efficiently. The teacher's strategy in class will determine how effectively speaking is taught. There are a few strategies that teachers might employ to teach English speaking, according to Kayi (2006):

a. Discussion

Since both the students and the teacher can contribute to the teaching-learning process in the classroom, discussions may be made up of three to five student panels as an effective active activity or approach to improve the student's abilities. They will routinely work on their communication skills in their relationship.

Giri in (Rahmat 2017: 20) expresses that "The use of group strategy in Small Group Discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the

answer to the exercises. Moreover, when the group strategy in Small Group Discussion was combined with the use of picture, the students were very motivated in making sentences.” This research emphasized the use of the climbing grammar mountain game to improve the ability in using simple present tense and the similarity is both use Small Group Discussion. It was an effective way to teach structure; it could motivate students to compete each other. The students could learn from each other and got more practice with the target language by working in small groups. They gained satisfaction and confidence by putting to use what they had studied. So, each group competed to get the highest mark.

Kenz and Greg in (Putri, Suparman, and Suka 2016: 2) state “A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal.” That means the students can work together in solving their problems or they can answer the question from the teacher. Another expert states that “Small group discussion could improve the student’s speaking skill. There are 3 reasons why we can use small group discussion in improving speaking skill. First discussion is used to increase teacher-student interaction and student-student verbal interaction in the classroom. Second, discussion is used to promote meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes. Third, it is used to help students adopt more responsible and independent mode of learning (Antoni et al.

2014). In other words, using small group discussion can increase student-teacher interaction and vice versa in case of learning speaking English.

b. Role play

Role playing is another strategy for encouraging students to dialog. Students act out lots of social situations and positions in their fake situations. During role-playing exercises, the teacher provides the learner with information about their identity, thoughts, and feelings.

The role-play will help the students to achieve the fluency. Harmer (2007) claims that role play can be used to encourage general oral fluency or to train student for specific situation, especially where they are studying for specific purpose. For example, the students in vocational school are drilled to practice several function to book a hotel's room.

Moreover, according to Ladousse (2009:5), role play is an enjoyable activity and does not threaten the students. This activity leads the students to play such a drama. The student will playing role to be another person in certain situation. It is important to train the students to be aware to speak in a certain situation. Of course when people speak they have to know the setting or where the conversation happens and what situation it is.

The role-play will build up self-confident by giving more opportunity to explore their thought rather than damage it. Role play actually can be quite simple and brief technique to organize (Ladousse:2009). It is also highly flexible leaving much scope for the exercise of individual variation, initiative and imagination.

Moreover Harmer (1998:92), the role-play activity is that where students are asked to imagine that they are in different situations and act accordingly. This makes the student will practice directly. They can practice to understand situations such as being guest at a party, travel agents answering customer's questions or participant in a public meeting about a road-building.

Using the role-play technique can be very useful in teaching speaking. Ladousse (2009:05) proposes several reasons for using the role-play technique. It gives a very high variety of experiences which can be brought into the classroom. The range of functions and structure, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communications games, or humanistic exercise. Through the role-play technique, the teachers can train the students in speaking skill in any situation. This explanation makes us understand that the role-play technique is very flexible. The teacher can set the material beyond the students and they can learn from the material given. Blatner (2009) states that the role-play technique is a method for exploring issues involved in complex social relation. They have very little small talk, and in consequence often appear unnecessary brusque and abrupt. It is possible to build up these social skills from a very low level through the role-play technique.

Ladousse (2009:9) states that the role-play technique belongs to the category of language learning techniques sometimes referred to as low input - high input. This means the approach of this technique is students centered

approach. Here the teacher centered presentation phase is very short. The teacher only gives a little presentation. After that, the students plunge into an activity in which accomplishing the task is more important than using the exact word, in which fluency predominates over accuracy. The role-play technique, in fact, has two points of view in looking at language work. The students can manage their self a free and uncontrolled way, with the language they know or they just practice the structure and function that have been presented to them at an earlier stage of the lesson or the course.

c. Simulations

Role-play and simulations are quite similar; however, the more detailed nature of simulations distinguishes them from role-play. To create a realistic environment for a simulation, students can bring materials to class. For example, if a student is playing the part of a singer, she brings a microphone and starts singing right away. Simulations and role-play offer various benefits. First off, they inspire kids because they are entertaining. Since they will play a different part and not be required to speak for themselves during role-play and simulation exercises, they boost the self-confidence of students who may be nervous.

Brown (2001:135) defines simulation as an activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences. According to Jones (1982:5) a simulation is reality of function in a simulated and structured environment. This definition shows that simulation has three essential elements: reality of function, simulated

environment, and structure. The participant must step inside the function mentally and behaviorally to carry out their duties and responsibilities in the situation required (Jones, 1982:5). Having participants accept the reality of function is the main part of simulations. The participant must stop thinking that they are students.

d. Information Gap

The Information Gap Technique is a useful activity in a speaking class. In an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make a decision (Neu & Reeser, 1997). These types of activities are extremely effective in an L2 classroom. They give every student the opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would normally otherwise do. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated. Another advantage of Information gap activities is that students are forced to speak to other students in order to accomplish their tasks.

e. Brainstorming

According to Lince and Defriyanti (2013:2) say that Brainstorming is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. By using brainstorming technique, the students can speak easily, because of the students free to think and give information

about the topic. And then, the students can be responsible for recording the thoughts and ideas which are simply written up on their mapping. According to Oxford dictionary, Brainstorming literally means using the term brain to storm a problem. It is a technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously contributed by its members.

The Brainstorming technique uses Mind Mapping and Story Mapping as the tools in speaking activity related to a recount text. By using this technique, the learning goals can be fulfilled. In addition, Borich (2004) mentions that there are some other purposes, including to help people understand more about character, to make students interested and motivated learning in class, to encourage students expressing what's on their mind, and to help evaluate students' development and comprehension about the materials. These functions can encourage students to speak English more fluently.

The teacher uses Mind Mapping in Brainstorming technique because it can help the students' comprehension in learning the generic structure of the text. According to Buzan (2005:4), Mind mapping is a way to note effectively and creatively and it will map the ideas literally. This technique can improve students' creativity and make them happy in the learning because it consists of colors, pictures, and some keywords that can also make them find it easy to learn English. It means that mind mapping can encourage students to write

the ideas of past event and they can elaborate it easily after they brainstorm with their friends.

f. Storytelling

Story telling is one of the teaching media in English language education. This media will help teacher to deliver material. According Sundmark (2014) and Remi (2011), storytelling has potential means to increase children language skills. Therefore, the teacher as a facilitator should give the good example in the language usage. The students could easily adapt what the teacher did. Dawkins and O`neil (2011) said that as a teacher, we are not only telling story. The story should has moral value, make them feel interest and experiences.

Storytelling activity involve direct contact between two main actors. They are listener and teller. The listener`s role is focus on the expression of the teller and how the facial and body has shown. The teller`s role is to prepare and present the language: usage, vocalization, effectively and efficiently communicate of a story (Barzaq, 2009, p. 7).

Story telling is a key to change student`s motivation. Even students with low motivation and weak academic skills are more like listen storytelling. So, the teacher can educate them by the value of story. Sadly, many teachers think that storytelling takes time. But, it is not true. Storytelling is also part of the education. If in the beginning the teacher tell the precious story. The students will remember for long time. It is also the benefit of storytelling, students will easy to summarize a tale story, they doing creative thinking, and

helps the students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have (Kayi, 2012).

g. Interviews

Tehudi and Mitchell (1999) say that interview is the dialogue or question-answer exchange which is considered as the primary learning. Interview can be effective technique in obtaining information, to motivate the students to speak, it can make the students confident to express their ideas in English, given the opportunity to the students to demonstrate that they communicate freely in English. There are various reasons to apply this technique. Firstly, the students have time to express their ideas and then practice their speaking skill in interview. By this technique, students can improve their conversation by such expression as asking opinion, giving opinion, agreeing opinion, and disagreeing opinion.

An interview can often be an effective technique of obtaining information. According to Dandoli and Haning (2001:23), interview is a teaching technique that encourages the students to express their ideas, emotions or feeling, and problem. The teacher found that it is of suitable ways in improving students' speaking skills. They are given the opportunity to speak freely and communicatively, although it isn't like the native speaker. In this research, the writer wants to describe the interview as teacher's technique in teaching speaking. Interview is a teaching technique in teaching speaking. Interview is a teaching technique that encourages the students to express student's ideas, emotions or feeling and problem. On the other hand,

placing too much performance pressure on learners too soon may have the risk-taking that is necessary if their competence is to be extended, one way to ease pressure on learners is to give them sufficient time to rehearse before asking them to perform in front of class (Thornbury, 2005:73).

The interview provides the students with the opportunity to demonstrate that they can communicate freely in English exactly like native speaker, it is expected that their proficiency level of spoken English will not hinder undergraduated student's comprehension of any given subject. It is done to create real communication experiences. Interview encourage the students speak English more than their teacher. The teacher is only guide to make conversation run smoothly.

B. Teacher's Roles in Teaching Speaking

A teacher is qualified to transmit knowledge to students that will help them develop, recognize, and gain abilities that will be used to meet the problems in life. The teacher also imparts to the students the values, abilities, and knowledge that promote growth. According to Mbise (2008), the teacher is the only person who has the power to affect behavioral change in the cognitive, psychomotor, and affective domains.

Sometimes, if the activity is going well, teachers will need to participate in some way. According to Harmer (2007), there are three roles for teachers in speaking exercises;

- a. Prompter

Students occasionally lose the fluency we demand of them because they are lost, unable to think of what to say next or for other reasons. In certain cases, leaving students to work themselves out of difficult situations is the best course of action for teachers. However, by making specific suggestions, teachers can assist them and the activity advance.

b. Participant

When asking students to develop language, teachers ought to be effective animators. However, there are situations when teachers want to contribute in the debate and role-play themselves. In doing so, they can finely prompt students to present fresh material to advance the activity, guarantee ongoing student interest, and sustain a creative environment.

c. Feedback Provider

Overcorrecting kids during speaking activities might hinder them and eliminate the communicative nature of the movement. It is crucial that we let students evaluate their work after they finish an activity and that we share with them what, from our perspective, went well.

When their students are engaged in a speaking activity, some teachers become quite involved and want to join. Naturally, teachers participate as long as they do not take control. However, it is best to take a step back and observe and listen to what is happening instead.

Elder and Paul (2003) mention a few recommendations for teachers to follow as they help students learn how to speak in English:

1. Using games, conditions when students are making an effort to communicate, and personalization to present and practice patterns in a way that seems important to them.
2. Combining the use of new patterns with other strategies, kids have learned so they may more easily internalize them.
3. Giving the students chances to make educated guesses regarding how to modify the patterns in unexpected situations.
4. Building the students' self-confidence by encouraging them to speak up in front of the class and other students on their own.
5. Giving the kids problems to solve repeatedly and ensuring their success would help them develop their inner power to deal with challenging situation.

C. Students' Problems

Speaking is one of the challenging skills in English that must to be learned by students. In learning to speak, the biggest concern that is always encountered is talking. According to Hughes (2002), According to Hughes (2002), one of the difficulties in learning is that students are reluctant to use language, grammar, and pronunciation in interpersonal interactions. In addition, because they frequently continue to speak Indonesian and other native tongues while learning English in class, most students cannot communicate their views or opinions in oral communication. Students need more practice in speaking English well.

Speaking issues can be caused by various factors, claim Farianto and Harmaini (2017). First, the students need to be more motivated to demonstrate

their public speaking abilities in front of the class. Second, the students are not engaged by the instructional methods or the course materials. Third, the learner's lack speaking confidence since they frequently worry about making mistakes. Most Senior High School students deal with anxiety as a typical problem. When speaking English, students are nervous about making mistakes, claims Tokoz (2014). Anxiety is generally described as pressure while learning a foreign language. As a result, it's important to pay attention to this learning component. This research aims to discover the causes and effects of anxiety and look into anxiety-reduction strategies. This study was conducted with SMA Pergis Yapki Maros students. This study the descriptive qualitative approach was used in this study. Interviews, recordings, and observation were the methods used to collect data. The researcher took field notes and recorded observations on video. The researcher also divided the methods students employed to lessen their performance anxiety in speaking English into many categories: Preparation, relaxation, self-confidence, peer seeking, ignoring audiences, and holding a script.

Triyadi (2017) adds that there are outside factors that lead to speech problems as well, including:

a. Lack of motivation

The fact is that so many students struggle with speaking English and don't want to contribute to the problem further. According to Hosni (2014), some students need more confidence in speaking English and must be aware they can. A lack of motivation indicates that the students need to perceive a genuine necessity for them to speak English.

b. Unavailability of the environment to speak English

The first language dominates the environment around students. Some students converse with one another in their native tongue at school. Bilal et al. (2013) claimed because their native language is so prevalent in their surroundings, it is challenging for students to improve their speaking abilities. Therefore, the need for an atmosphere where English can be spoken makes speaking difficult.

c. Improper teaching strategy

Speaking is a part of the teaching process that benefits from teaching strategies. According to Hosni (2014), the lack of speaking teaching strategies significantly affects students' communication skills.

d. Anxiety

Anxiety is a feeling of sweating, chest pain, palpitations and sudden anxiety. It is related to someone's psychology. Tokoz-Goktepe (2014) said that students are afraid to make mistakes when speaking in English. This indicates that the problem faced by students when speaking English is anxiety. So, when students start speaking English, they are afraid of criticism and shy.

Post-Traumatic Stress Disorder is another problem that could affect a student. Davison et al (2012) stated a person's experiences can lead to a mental disorder called post-traumatic stress. It occurs when you have a bad experience, most likely one involving public speaking. You get these awful feelings associated with public speaking for some reason. As a result, whenever you consider public speaking, perhaps you can engage in it or feel it in the future. You keep thinking about this time when it was distressing for you.

The following are some things the instructor can do to help with some of the problems, according to Penny Ur (1995: 121):

1. Use group activities to increase the quantity of student conversation that occurs in a short time and help students who are reluctant to speak in front of the entire class overcome their inhibitions. Even with the teacher monitoring every learner's speech in a group setting, there is still likely to be more time for constructive, effective oral practice than in an entire class setting. This is because mistakes will occasionally be made, and learners may sometimes use their mother tongue.
2. Base the activity on simple language; generally speaking, the language level required for a discussion should be lower than that used in intensive language learning activities in the same class. Participants should be able to recall and produce the language with the least difficulty in speaking fluently. Teaching or reviewing important vocabulary before the activity begins is a good idea.
3. Choose your topic and assignment carefully to encourage interest; the more individuals are encouraged to participate, the clearer the discussion's goal will be.
4. If the work relies on group discussion, offer participation instructions when introducing it. Provide some teaching or training in discussion skills.
5. Keep the students using the target language. The teacher may designate one of the groups as the monitor, whose responsibility is to remind participants to use the target language and later report to the teacher on how well the group managed to keep to it. Even if there is no actual punishment, participants are

encouraged to exercise greater caution simply because they know that such gaps are being watched.

These considerations lead to the conclusion that, including in Darul Ulum, students should deal with various problems other than anxiousness and other problems related to public speaking.

D. Previous Study

To prove the originality of this study, the researcher presents five previous research that deals primarily with teachers' strategies in teaching English.

The first previous study by Nur Haliza (2019) entitled *Teacher Strategies to Overcome Speaking Problems at SMPN 2 Pangkajene*. This study used descriptive-qualitative research. The problems faced by students when speaking are students' limited vocabulary and lack of familiarity with using English as a second language. For this problem, the teachers used inquiry strategies related to the expository method and 5 to 10 vocabulary memorization methods in the learning process. The expository approach was a strategy that was frequently used in the classroom since students are trained to speak and are expected to be involved in the learning process. This strategy proved quite helpful in overcoming speaking problems.

Khasanah conducted the second study (2020), entitled *English Teaching Strategies on Speaking Skill of Tahfidz Class at The Tenth Grade of SMA Al-Azhar Syifa Budi Solo in Academic Year 2019*. This study used descriptive-qualitative research. The problems the English teacher faced in the learning process were: the students had less confidence to speak English. The teachers

used role play, brainstorming, and discussion. The brainstorming strategy makes the students think about how to execute role play by discussing with each other. The use of these strategies can improve the student to speak English confidently.

The third study conducted by Satriawan (2018), entitled Teachers' Strategies Based on The Students' Problem in Speaking English: A Study at Two Senior High Schools of Praya. This type of research is qualitative descriptive. In this case, the student's problem is those following years of education, and they are still unable to speak English. One of the strategies the English teacher applied was three dominant strategies. In contrast to storytelling and interviews, role-playing has become the most commonly used strategy. These strategies have been mostly implemented because teachers thought they could help students speak English properly.

The fourth research by Ari Prasetyaningrum, Layla Wati and Zahratul Fikni (2020) in Their Journal "English Foreign Language Students" Strategies in Overcoming Speaking Problems" This research is discussed about the strategies of English as Foreign Language students of Hamzawandy University, Nusa Tenggara Barat, in overcoming speaking problem. This study applied a qualitative methodology. In this journal, the researchers came across issues like speaking anxiety, a limited vocabulary, and difficulty with grammar structures, poor pronunciation, and lack of confidence, inadequate listening facilities, and unavailability of environment, inappropriate teaching strategy, and inappropriate curriculum. Students' solutions in this journal included getting ready for talks and

speaking exercises such role-play, brainstorming, oral interviews, debate, games, telling a tale, and discussion.

The fifth research by Rianingsih (2015) entitled *Teacher Strategies for Overcoming Students' Speaking Problems at Ma An-Nur Cirebon's English Intensive Program*. As a consequence of her research, she discovered that teachers had many methods for overcoming students' speaking problems. These strategies include debate, role play, prepared speeches, interviewing, games, and brainstorming. Additionally, it was discovered that the instructor's approach to overcoming students' problems in the English Intensive program positively affected students' responses.

There are some similarities between this investigation and the earlier preview study mentioned above. However, there are several associated supporting theories for the study that this research and earlier studies have in common. The research's subject is another similarity. The focus of this study and the one before it is on teaching strategies as the study's subject. Despite having a similar research topic, this study's findings will differ from those of the earlier one because of variations in the backgrounds of the students and the schools involved.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A research design refers to the strategy to integrate the different components of research projects in cohesively and coherently. The researcher will investigate, analyze, and examine social processes involving relevant individuals or cases. Rutberg (2018) stated “qualitative research is flexible and adapts to new information based on data collected, provides a holistic perspective on the topic, and allows the researcher to become entrenched in the investigation” (p.211). Qualitative research was chosen to answer the research questions and acquire more in-depth information from the participant in this study.

B. Research Participant

A population is the whole people who have certain individualities and are being the studied by a researcher. Creswell (2008), claims a population is a collection of people who have the similar characteristic. All the English teachers at MAS Darul Ulum Banda Aceh were included in the study's sample. There are just two English teachers at the school, so the researcher selected all of them.

According to Creswell (2014) sample is the core group of the target population to be studied by researchers with the aim of making generalizations to be the target population. To choose the sample, the researcher used purposive sampling. William (2008), on his website, states that purposive sampling can be beneficial for situations where the researcher needs to reach a targeted sample

quickly and where sampling for proportionality is not the primary concern. As a result, the target sample consisted of two English teachers from MAS Darul Ulum.

C. Data Collection

1. Interview

The researcher used interviews to get information from the individuals and gather data. In qualitative research, numerous data-gathering methods are used, such as observation, textual or visual analysis, and interviews (Creswell, 2005). For this study, the researcher employed in-person interviews and semi-structured interviews to gather data. According to Given (2008), "semi-structured interview is a qualitative data gathering approach in which the researcher asks informants a sequence of planned but open-ended questions. The interview guidelines, which include the predetermined order of questions, were utilized in semi-structured interviews. Before the interview, the researcher supplied a set of questions; nevertheless, additional follow-up inquiries might be required.

Since the questions can be created depending on the participant's responses and current condition, the researcher chose a semi-structured interview. The information was recorded over the phone throughout the interview as the participants were questioned on various topics related to the research problem. The researcher chose two teachers to participate in this study as a representative sample of all classes.

2. Observation

The researcher's observation sheets were taken and modified from Fortune (2000). The observation sheet focused on the teaching strategies used by teachers to develop speaking skills, whether they were employed during the observation, were not applicable or served as activities.

Strategy	Descriptions		
	Teacher MM		
	Observation	N/A	Activities
Discussion			
Role Play			
Simulation			
Information Gap			
Brainstorming			
Storytelling			
Interview			

(Table 3.1)

D. Data Analysis

Data analysis is a systematic procedure that helps the researcher recognize the data. Barbara (2004) claimed that analysis is the process of understanding the data by reducing the volume of data acquired.

1. Observation

Creswell (2013) stated the observation steps to be taken by the qualitative observational researcher are analyzing the data and writing the research report. The researcher's work culminates in synthesizing and interpreting the data into an understandable and enlightening piece of writing. But, despite the fact that these steps mark the culmination of the researcher's work, it should not be assumed that they are reserved for the end of the study. Instead, it is common for the researcher to analyze data and write parts of the final report throughout the research process. In analyzing descriptive data, the researcher reviewed what was witnessed and recorded, and synthesizes it with the observations and words of the participants themselves.

2. Interview

The data which were obtained from the structured interview analyzed by using the six steps qualitative data analysis from Creswell (2012). The researcher analyzed the data after the interviews were completed in the form of transcripts, then filtered the important and required data for this research, and divided the data into groups depending on the theme of the questions at the time of the interview. In addition, the data was coded by the researcher to facilitate analysis. Following the analysis of each data, the researcher analyzed the data relevant to the purpose of the research by looking for patterns and drawing connections between them. Furthermore, the researcher interpreted the findings and analyzed the results. After the data has been validated, it will be analyzed and interpreted in terms of the theme.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The findings of the research done at MAS Darul Ulum will be explained in this chapter. This research intends to exploring English teachers' strategies to overcome students' problem in speaking. The research was carried out between October 31 and November 1, 2022. The researcher interviewed the teachers to identify about the students' problem in speaking. Additionally, the researcher conducted classroom observations to clarify the teachers' strategies.

The findings of interviews and observations are according to the data processing procedure determined in chapter III. The researcher will use the defined criteria to process the data.

1. Interview

The interview consisted of eight primary questions and several supporting questions. All questions concerned to the English teachers' strategies to overcome students' problems in speaking. For each respondent, the interview process took 10 to 20 minutes. The data of this study are the results of interviews which were analyzed qualitatively. Teacher-1 (MM) and Teacher-2 (MR) were the teachers. The researcher asked all participants the same questions to find out the students' problems in speaking at MAS Darul Ulum Banda Aceh.

Coding investigations were conducted to obtain data on participants' responses for data analysis. According to the theme, each response is specifically coded and grouped below. The researcher collected multiple conclusions after going through several procedures, which were grouped into two points.

In detail, the data analysis was structured into two themes and coded according to what the research question needed to clarify. The theme was about the problems in speaking at MAS Darul Ulum Banda Aceh, including the performance of students in speaking and students' problems in speaking.

a. Students' problems in speaking

This section mainly discusses the questions regarding analyzing the student's speaking problem.

1) The performance of students in speaking

Based on the results of interviews, all participants stated that student's performance is still average, because some students are above the average, but several students are below the average. It proved by MM and MR:

The ability of the students here is in speaking, especially at the Islamic boarding school, so some of them are already proficient in English because the Islamic boarding school also has a vocabulary. In every day when at dawn there are given vocabulary and also conversations. There are also students whose speaking levels are low. [MR]

in speaking, if I see that half of the children actually can, even though they are wrong, we also speak English because it is not our mother tongue, wrong mistakes are normal, maybe there we need motivation not to be afraid of English, we don't it's the same as reading the Koran, if we make a mistake, it's not a sin, if it's wrong it's okay to say something, the important thing is there is a will. [MM]

2) Students' Problems in Speaking

There are some problems for students in speaking English. It is based on interviews with English teachers (MR and MM). There are statements from the teachers:

a) Unconfident

usually, students want to talk but later some are embarrassed, some of their friends talk wrongly and are laughed at a little, some are lazy to speak, or later they say "Ma'am, I can't speak English", "Miss, I have difficulty speaking English, so use Indonesia. [MM]

b) Lacks of Vocabulary and Grammar

Their speaking difficulty is difficult in vocabulary. They don't understand how to speak English according to the rules. It means that English is not like us, Indonesian, which is in England, right? I think that's where the difficulty is. [MR]

c) Social

The environment influences, especially in the dayah. Here they have a language week. For example, the first week's schedule speaks English and it is mandatory. Then the following week the Arabic language schedule. If they really apply that week and use it as much as possible, I think they will be able to speak in subjects, even with friends. But, maybe it's not used as fully as possible later some speak Indonesian [MR]

In my opinion, sometimes there is an environment that forces us whether we want it or not we have to be able to. It's like for example if we go to school out of school where they don't understand any other language besides English for example, like it or not we have to be able to. So the environment dominantly influences language. Because we are forced to do so [MM]

2. Observation

The observation sheet was used to find out the teachers' strategies to overcome students' problems. According to the researcher's observations, the teachers applied role play and picture describing.

The following is the result of the observation in the classroom with teacher MM who used a role play to overcome students' problems in speaking English. Based on the observation, it can be seen shows how the teacher MM's strategy toward implementing the strategy to help to overcome the students' problem in speaking.

The observation sheet included eight strategies. From the observation, it can be determined that the researcher discovered only one strategy in the observation.

a. Teachers' Strategies to Overcome Students' Problems at MAS Darul Ulum Banda Aceh

The role play was applied by the teacher MM. It applied by using role play activities. The students are seated in groups (3-4 students). Then, the teacher provides them with a discussion topic. Students in their groups respond to questions and exchange ideas to come up with a solution that everyone in the group agrees on.

The researcher then conducted a similar observation with teacher MR. The researcher discovered that both teachers applied relatively different strategies to overcome the students' problems in speaking. However, both teachers taught different levels of classroom grades. The following is the result of the observation in the classroom with teacher MR who used a picture describing strategy. It is applied by using picture describing.

In this section, the teacher also helped the students by providing insight from the picture that would discuss. Additionally, the teacher selects pictures depend on student preferences and increases their comfort level when

speaking English. For instance, the boys preferred of a football player since it related to their play. The girls preferred a picture related to Korean Pop (K-Pop).

B. Discussion

This section is analyzed based on the research results. The researcher asked two research questions that were answered using the results of observation and interviews. The first research question is, " What are the students' problems in speaking?". Based on the analyzed data, the problems of students in speaking English in MA Darul Ulum Banda Aceh are unconfident and lack of vocabulary.

Before the researcher discusses about the problem. The researcher found by the interview that the student's performance was in average level. Because the students also got the extra materials from the additional English class and English conversation week in Darul Ulum, which force them to speak English. But only some of them still had a lot of problems to speak English.

The first problem is unconfident. This problem appeared because the students tend to mocked by his friends. This phenomenon also included in social impact problems in speaking English. Wolf (2002) claimed mocking is a form of social interaction in which people align themselves with a social norm by zeroing in on some feature of the target person(s) which unfavorably differs from that norm. This is done in a joking manner, which can range from congenial gentle teasing to humiliating and scornful ridicule. The students are expected to be able to express their idea using English in daily activities. But, in fact, students need to more confident in expressing their ideas orally. Producing spoken language has often

meant a difficulty for them. The statement is that speaking is the most complex and challenging skill to master (Hinkel, 2005: 485), whereas speaking is most often used to communicate by people.

The second problem is the need for more vocabulary. Students' that has lack of vocabulary can influence their speaking skill. Maulana et.al (2016) stated that the most problems they faced in learning speaking skill are lack of vocabulary, pronunciation, lack of confidence to speak and afraid of making errors while speaking. In addition, students felt shy to speak English or to express opinions because they were afraid of making mistake of lack vocabulary.

The second research question is "What are the teachers' strategies to overcome students' problems at MAS Darul Ulum Banda Aceh?" Based on observation was analyzed. The teachers at MAS Darul Ulum Banda Aceh used two teaching strategies (role play and picture describing strategies) and to overcome student's problems (unconfident and lack of vocabulary) in speaking. Also, the teachers encouraged the students with motivation that affected to increase their mentality to speak English.

The first one was role play. The researcher agreed that the teacher should treat the students with the first strategy because the students are pronounced in speaking English. They can freely express their ideas by speaking. Role play in this distance learning class allows the course's objectives to be met in the limited time through an integrated approach which enables the practice of language skills, content and interaction skills and strategies. The teacher's role as participant

giving clear instructions was equally important. At other times, teachers may want to participate in discussion.

Role play strategies have been developed to help children overcome educational barriers by improving skills in their social-emotional learning (Mitchell, 2008). This strategy includes role play activity. This is a best practice intervention strategy to improve engagement and accessibility to academic goals to benefit them later in life (Mitchell, 2008). The teacher asked a question or assigned them a task to tackle while seated in groups of three to four students. Given the variety of possible solutions and conversation topics. Students in groups responded to questions and exchanged ideas to come up with a solution that everyone in the group could agree upon. According to Colorado (2015), this tactic is crucial because it allows students to collaborate to achieve a goal or reach an understanding. Each group member must participate, and it guarantees that students are exchanging ideas. Students practiced taking turns, helped one another during the activity.

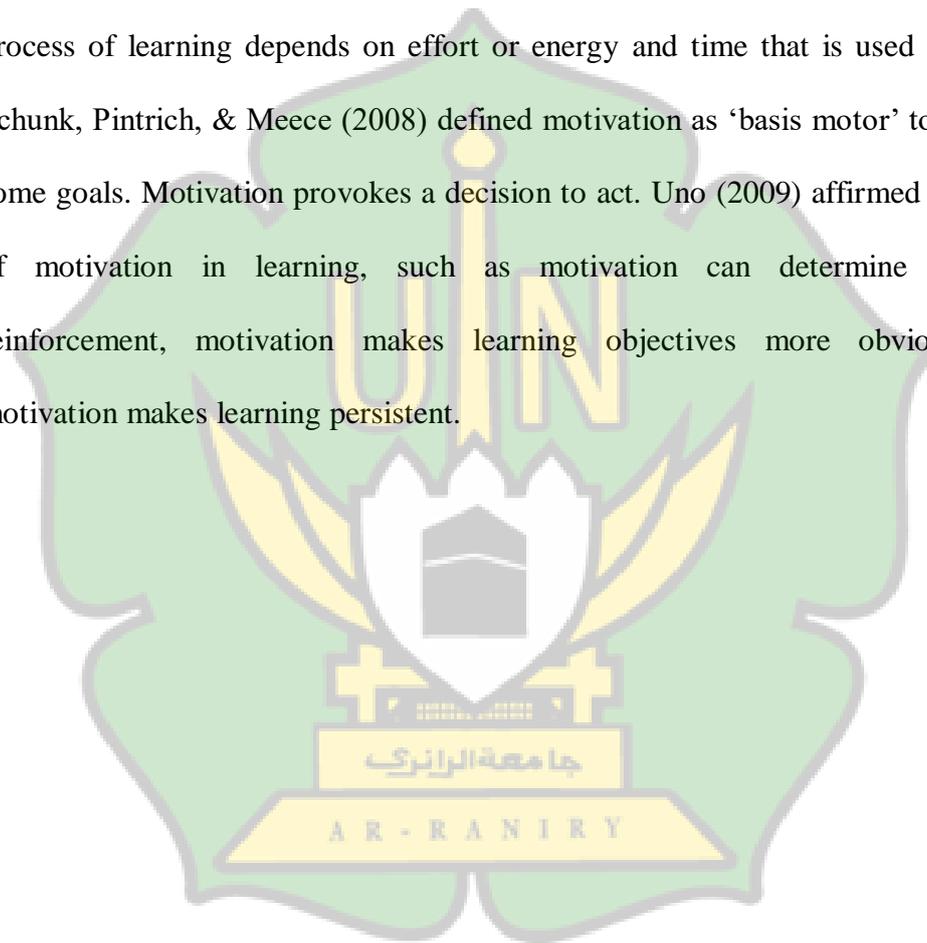
Moreover, the researcher approved the memorizing techniques to provide student performance in speaking. In line with the idea Richards and Schmidt (2013), memorizing is the process establishing information in memory. The term memorizing usually refers to conscious process. Memorizing vocabulary in English is especially important for accessible communication with others or in the teaching and learning process. As many learners need to develop sufficient mastery of the vocabulary, explicit instruction of memory strategies and giving strategy awareness can facilitate them to store and retrieve new vocabulary items.

The second strategy is picture describing. Teacher applied picture describing to overcome students' problem in speaking at MAS Darul Ulum Banda Aceh. It was proved by the teacher who made a few groups of students based on their motivation to speak, next allowed them to discuss it then presented the topic one by one. In this section, the teacher also assisted students with giving insight from the picture that would discuss. Also, the teacher chooses pictures depend on students like and increases their motivation to speak English. For example, the boys liked a picture that related to their hobby, e.g., football player. However, the girls like a picture that related to Korean Pop (K-Pop).

The researcher accepted the way how the teacher managed students with a picture describing strategy. This strategy is considered an easy way to teach speaking skill to students at their beginner level of learning English. By looking at the picture, the students are expected to easily remembering the pictures that showed to them. Consequently, that it must be utilized to the maximum in learning foreign language, especially in learning the speaking skill. Wright (2006) argued that images could stimulate and provide the information mentioned in conversation and discussion as in storytelling.

To support the strategies that teachers applied. The teachers are also giving the motivation to ensure them to speak English. The first motivation that teacher ordered was about student exchange program and university requirements. The teacher gave insight from successfully graduated students who had been accepted on the student exchange program. Also, teacher told students to learn English continuously because it will help student to pass the university admission test.

Next, the second motivation that the teacher gave to the student was watching motivational videos/films. The teacher claimed this way also entertained the students. So they would motivate to speak English in their daily activity. From motivations above, the researcher strongly agrees about those ways because motivation has an important role in learning language by considering that the process of learning depends on effort or energy and time that is used to study. Schunk, Pintrich, & Meece (2008) defined motivation as ‘basis motor’ to achieve some goals. Motivation provokes a decision to act. Uno (2009) affirmed the roles of motivation in learning, such as motivation can determine learning reinforcement, motivation makes learning objectives more obvious, and motivation makes learning persistent.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research entitled exploring English teachers' strategies to overcome students' problems at MAS Darul Ulum Banda Aceh. The result shows role play and picture describing strategy can overcome the problems (unconfident and lack of vocabulary and grammar) in students' speaking MAS Darul Ulum Banda Aceh. Based on the result of research above, the writer concludes these following important points:

1. The use role play and picture describing strategies as teaching strategies useful to overcome students' problems (unconfident and lack of vocabulary) in speaking English at MAS Darul Ulum Banda Aceh.
2. The strategies role play and picture describing strategies improved students' speaking competence. It was reflected from the students' awareness inside the class during the English teaching learning process.
3. The strengths of the application of role play and picture describing strategies for students of MAS Darul Ulum are a) the students become more active, excited, and responsive to the presented materials, b) the atmosphere of English class became relax, fun, and enjoyable.

B. Suggestion

Having concluded the result of exploring English teachers' strategies to overcome students' problems at MAS Darul Ulum Banda Aceh, the writer would

like to propose some suggestion for Headmaster, English teacher, students, and other researcher. The suggestions are as follows:

1. The headmaster

The headmaster should support the English learning process by preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' speaking performance.

2. For the English teachers

It is suggested for the English teacher to use role play and picture describing strategy, because this technique is effective to practice students' speaking performance.

3. For the students

They must practice in speaking English. If they practice it many times, they will be accustomed and they will not be easy enough to be influenced by their mother tongue.

4. For the Other Researchers

The writer is aware that this research is not the end of the problems being studied. The result of the study does not prove yet that the output of this research is good for all time.

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APPENDICES

Appendix 1. Appointment Letter from Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B- 6470/Un.08/FTK/KP.07.6/06/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-9891/Un.08/FTK/KP.07.6/6/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;

2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;

3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;

4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;

6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;

7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI

8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;

11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Mei 2021

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-9891/Un.08/FTK/KP.07.6/6/2021 tanggal 11 Juni 2021

KEDUA : Menunjuk Saudara:
 1. Dr. Maskur, MA Sebagai Pembimbing Pertama
 2. Fithriyah, M. Pd Sebagai Pembimbing Kedua

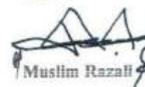
Untuk membimbing Skripsi:
 Nama : Sisca Aryanti
 NIM : 170203138
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Exploring English Teacher's Strategies to Overcome Students' Problems in Speaking

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 03 Juni 2022
 Dekan,


 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk ditaklukkan dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendix 2. Recommendation Letter from FTK UIN Ar-Raniry to Conduct the Research

10/13/22, 6:36 PM

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rāuf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13581/Un.08/FTK.1/TL.00/10/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kota Banda Aceh
2. Kepala MA Darul Ulum Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SISCA ARYANTI / 170203138**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Kampus UNIDA. Gampoeng Lamtemen Timur Kec. Jaya Baru Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring English Teachers' Strategies to Overcome Students' Problems in Speaking*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 Oktober 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 13 November
2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendix 3. Confirmation Letter from MAS Darul Ulum Banda Aceh

	<p>YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH MADRASAH ALIYAH DARUL 'ULUM (STATUS DISAMAKAN/Wa/6-d/PP.03.2/587/1998) NSM: 131211710006 NPSN: 10106286 Jalan Syiah Kuala No. 5, Gampong Keuramat, Kuta Alam, Banda Aceh 23123 Telpn (0651) 33312; Pos-el: masdarululumypui@gmail.com</p>									
<p>Nomor : MA.01.94/PP.00.6/087/11/2022 Perihal : Penelitian An. SISCA ARYANTI</p>		<p>02 Nopember 2022</p>								
<p>Kepada Yth. Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Ar-Raniry di- Banda Aceh</p>										
<p>Assalamu'alaikum Wr. Wb. Sehubungan dengan surat saudara nomor : B-13581/Un.08/FTK.1/TL.00/10/2022, tanggal 13 Oktober 2022, maka dengan ini Kami menyatakan bahwa :</p>										
<table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">n a m a</td> <td style="width: 70%;">: SISCA ARYANTI</td> </tr> <tr> <td>NIM</td> <td>: 170203138</td> </tr> <tr> <td>semester</td> <td>: XI</td> </tr> <tr> <td>jurusan</td> <td>: Pendidikan Bahasa Inggris</td> </tr> </table>			n a m a	: SISCA ARYANTI	NIM	: 170203138	semester	: XI	jurusan	: Pendidikan Bahasa Inggris
n a m a	: SISCA ARYANTI									
NIM	: 170203138									
semester	: XI									
jurusan	: Pendidikan Bahasa Inggris									
<p>telah selesai mengadakan penelitian pada tanggal 31 Oktober s/d 01 November 2022 untuk bahan penulisan skripsi dengan judul:</p>										
<p style="text-align: center;"><i>Exploring English Teachers' Strategies to Overcome Students' Problems in Speaking</i></p>										
<p>Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.</p>										
 <p>KEPALA MARIANI, S.Ag., M.A. NIP 197309141999052001</p>										

Appendix 4. Instrument of the Research

Interview Questions

1. Menurut Ibu, bagaimana kemampuan siswa dalam speaking?
2. Apa saja kesulitan yang dialami siswa dalam speaking?
3. Apakah lingkungan mempengaruhi kesulitan siswa dalam speaking?



INTERVIEW GUIDELINE

Teacher 1

Interviewee: MM

Date: 31th October 2022

Place: Darul Ulum Banda Aceh

Q: Menurut ibu, bagaimana kemampuan mereka dalam speaking?

A: Kalau dalam speaking kalau saya lihat setengah dari anak-anak itu sebenarnya bisa, walaupun mereka salah salah, namanya juga kita bahasa inggris itu karena bukan bahasa ibu, salah salah ya biasa, mungkin disitu kita perlu motivasi ngak perlu takut bahasa inggris, kita kan tidak sama dengan membaca Al Quran, salah salah kita kan ngak dosa, ya kalau salah tidak apa apa ngomong saja, yang penting ada kemauan, cuman kan kadang kadang para siswa kurang vocabulary, cuman paling saya bilang “Yaudah di Mix saja Bahasa Indonesia - Bahasa Inggris menye perle bahasa aceh pih jeut” Tapi kadang kadang masih ngak juga ngomong bahasa inggris, ngomongnya lama, mikirnya lama makanya gabisa ngomong, tidak spontan langsung keluar.

Q: Apa saja kesulitan yang dialami siswa dalam speaking?

A: Di vocabulary, kayaknya kurang keterbatasan vocabulary, jadi mau ngomong, mau ucapin, mau bilang ini mikirnya lama, atau nanti harus tanya, “Miss ini Bahasa Inggrisnya apa?” Padahal kan dari awal sudah bilang “Sudah kamu mix saja, yang penting ngomong walaupun campur”.

Q: Apakah lingkungan mempengaruhi kesulitan siswa dalam speaking?

A: Kalau menurut saya iya. Kalau menurut saya, kadang-kadang ada lingkungan yang memaksa kita mau gak mau harus bisa. Kayak misal kita sekolah keluar dimana mereka ga ngerti bahasa lain selain bahasa inggris misal, mau gak mau kita harus bisa. Jadi lingkungan itu dominan mempengaruhi bisa terhadap suatu bahasa. Karena kita dipaksa supaya bisa.



Teacher 2**Interviewee: RF****Date of Interview: 1st November 2022****Place: Darul Ulum Banda Aceh**

Q: Menurut ibu, bagaimana kemampuan mereka dalam speaking?

A: Kemampuan siswa disini dalam speaking terutama kan di dayah jadi ada yang mereka sudah mahir dalam bahasa Inggris karna di dayah juga ada vocabulary. Dalam sehari-hari ketika di waktu subuh ada diberikan vocabulary dan juga conversation. Ada juga siswa yang tingkat-tingkat speaking nya itu rendah.

Q: Apa saja kesulitan yang dialami siswa dalam speaking?

A: Kesulitan speaking mereka itu susah nya di kosa kata sama di grammar. Mereka tidak paham bagaimana ngomong bahasa Inggris itu yang sesuai dengan kaidahnya. Maksudnya bahasa Inggris itu tidak seperti kita bahasa Indonesia yang di Inggris kan. Saya rasa disitu kesulitannya.

Q: Apakah lingkungan mempengaruhi kesulitan siswa dalam speaking?

A: Lingkungannya sangat mempengaruhi saya rasa apalagi di dayah. Di sini mereka ada minggu berbahasa. Misalnya jadwal minggu pertama berbicara bahasa Inggris dan itu wajib. Lalu minggu setelahnya jadwal berbahasa Arab. Sebenarnya jika mereka memang benar menerapkan minggu itu dan menggunakan semaksimal mungkin saya rasa mereka sudah mampu speaking

di dalam mata pelajaran bahkan sama teman. Tapi, mungkin tidak digunakan semaksimal mungkin nanti ada yang ngomong bahasa Indonesia.



Observation Sheet

Strategy	Descriptions		
	Teacher MM		
	Observation	N/A	Activities
Discussion			
Role Play			
Picture Describing			
Simulation			
Information Gap			
Brainstorming			
Storytelling			
Interview			

MM's Strategy

Strategy	Descriptions		
	Teacher MM		
	Observation	N/A	Activities
Discussion		-	
Simulation		-	
Role Play	√		Students are sitting with groups (3-4 students), and they teacher asks

			<p>them a question or gives them a problem to solve. The questions or problems are deliberately chosen, in that there are multiple ways to solve the problem and multiple points for discussion. Students in their groups take turns answer and sharing their ideas with each other, working together to come up with an answer that they all agree on</p>
Picture Describing			
Information Gap		-	
Brainstorming		-	
Storytelling		-	
Interview		-	

RF's Strategy

Strategy	Descriptions		
	Teacher MR		
	Observation	Not App	Activities
Discussion		-	
Simulation		-	
Role Play		-	
Picture Describing	✓		In this section, teacher also assisted students with giving insight from the picture that would discuss. Also, the teacher chooses pictures depend on student liked and increased their motivation to speak English. For example, the boys liked a picture that relate to their hobby, e.g., football player. However, the girls like a picture that relate to Korean Pop (K-Pop).
Information Gap		-	

Brainstorming		-	
Storytelling			
Interview			



Appendix 5. Documentation

