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## STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH

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### ABSTRACT

This research was conducted to study students' learning strategies to improve their speech skills as well as the differences between their learning strategies. In this study, data were collected using questionnaires and interviews. The researcher assumed that one of the aspects of the speech skills development process is the learning strategies used by students. The results show Affective Strategies as evidenced by the calculation results, namely, an average value of 58.9% which is in first place. Followed by Memory Strategies with an average of 55.9% in second place. The next strategy in third place is Cognitive Strategies with an average of 54.3%. In fourth place is Compensation Strategies with 52.6% . And the last 2 are Metacognitive Strategies with an average of 49% and Social Strategies with an average of 49% which in this case gets a balanced calculation. That result of this research shows that some students have a better balance when using all types of learning strategies to increase their speech skills. On the other hand, other participants used other learning strategies thoughtfully and appropriately. Based on the research, it seems that students need to be trained to be more know their own language learning strategies. They must use appropriate language learning strategies more thoughtful, purposeful and always able to achieve greater success in developing their speech skills.

**Keywords:** Speaking, Strategies, Improvement

## INTRODUCTION

Language as a tool for communication that is used all over the world, must be learned as a piece of general knowledge in this fast-paced era. Even if there are certain differences in customs, culture, traditions, and area, English is utilized as a common language (Winingsih et al., 2021).

Specifically, English is one of the international languages that is widely used in the world (Ilyas et al., 2021). In Indonesia, English is the foreign in our country and often used in aspects of life such as science, technology and education.

One of skills that to be learn by universities student is speaking skills. As a basic skill that must be learn to express and say something out loud Speaking is one way of expressing, saying something out loud which means showing feelings, opinions, facts or words aloud so that they can be heard. As commonly known speaking is an instrumental act by which a speech will have an impact on the listener. To have speaking ability student should start having a conversation and can begin with the

development of conversational skills in a foreign language.

The use of strategies in speaking English is one way to get better communicating both in public and in daily life, can overcome you in difficulties in learning the language (Stevanie, 2021) Speaking strategies help in memorizing, preparing, practicing speaking, teaching etc. Language Learning Strategy (LLS) is an important part of the learning process in the subject of learning strategy (Kussin et al., 2018). In recent language research, learning strategies have been thoughtful, teachable, intentional, self-selected and self-controlled ideas and actions for learning the target culture and language. Consequently, This article speaking strategies ultimately raises questions that need to be explained through the following questions:

What are the strategies used by the 4th students of English Department in UIR in improving their Speaking English Skills and What are dominant strategies used?

## REVIEW OF RELATED LITERATURES

There are 6 strategies in learning English, which are affective strategies, cognitive strategies, compensation strategies, memory strategies, metacognitive strategies, and the last is social strategies (Wahyuni & Ilyas, 2016).

Several research regarding strategies in improving speaking skills. In speaking, the use of affective strategy is expected to control speaker's emotion in balance or even more positive during speaking performance. With applying affective strategy, speaker can be more relaxed and enjoy speaking. Thus, this strategy is a solution for dealing with negative emotion that may occur in speaking (Efriyandi & Syafri, 2017).

The next strategy is, <sup>1</sup> Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. All of these strategies involve deliberate manipulation of language to improve learning. Classifications of learning strategies distinguish between cognitive strategies and two other types, metacognitive strategies (organizing

learning), and social/ affective strategies (which enable interaction) (Straková, 2013).

Compensation strategies refer to the learner finding synonyms from the context of the reading and relying on non-verbal communication, such as gestures, to communicate meaning when the exact meaning of a statement is not understood (Shakarami, Hajhashemi, & Caltabiano, 2017).

For next strategy, <sup>2</sup> Memory Strategy has positively contributed to the acquisition of new information/ vocabulary, retention, and production as the learners were able to learn the language more easily, effectively and in a self-directed way (Balini, 2018).

Then metacognitive, <sup>3</sup> is the ability to be conscious of one's mental processes. Metacognitive take conscious steps to understand what they are doing when they learn tend to be the most successful learners (Rahimi & Katal, 2012).

For the last, Social Strategy has some function in speaking <sup>5</sup> such as asking questions, receiving answers, correcting mistakes, establishing cooperation, trying to study feelings and thoughts of people of the targeted culture (Mehmet, 2016).

Can be assumed some problems lie with the students themselves, because the most important thing in language teaching is the one who learns the language. The students were indebted to the teachers, the conditions and the teaching materials for not being able to speak in words, The main cause of their failure can be seen in themselves. (Ilyas, 2018).

In learning a language skill, especially speaking, students usually find some difficulties when they are studying about grammar and vocabulary, and lack of confidence Teaching speaking is considered to become the most difficult lesson. The students need the mastery of pronunciation, structure, discourse, and the social context of cultural competence. Besides, speaking is

## **METHODS**

This research study was performed at fkip uir. The subjects of this research were second-year at english department of universitas islam riau. The reason researcher chose second-year students was because they had several years in learn speaking english experience teaching them to speak. Students from 2 classes. We chose these classes because they are taught by the teacher. The focus of the study was more than 20 students,

difficult, more effort is required on the part of the students and teachers. It is not enough for the students to listen only (Ilyas & Putri, 2020).

It is true that English is difficult for students to master, especially when it comes to speaking. Before students can communicate, they must be prepared for the things they will say or the most suitable English words they can use, such as word selection, pronunciation, grammar, etc. They has a lot of trouble expressing what moves their mind in words and is inseparable some problems related to their speech performance. On the other hand, speaking English is not and a straightforward and easy task even for English language students (Ilyas, 2018).

selected from 2 classes, 15 students from each class. In selecting sample of the research, the researcher used random sampling techniq. The main tool for collecting the data needed for this study was questions and interviews. Further point out that qualitative researchers can also use

written documents or other things to understand the studied event.

For the questionnaire, The researchers used The Strategy Inventory for Language Learning (SILL) version 7.0 with 27 items as a tool for evaluating the language learning strategies used by students. It was created by Oxford at 1990. 27 items were selected as tools for evaluating the language learning strategies that students use to improve their speech skills. The question consists of six parts: (a) more effective memory (memory strategies), (b) use of mental processes (thinking strategies), (c) compensation for lost knowledge (cognitive strategies) compensation, (d) organization and evaluation of learning (metacognitive strategies), (e) managing emotions (influencing strategies) and (f) learning from others (influencing strategies). The five-point SILL scale ranges from "Strongly Disagree" to "Strongly Disagree." The overall average indicates how often more robust learning strategies have been used, while the averages for each SILL component indicate which groups of strategies are typically used by the student.

The researcher also interviewed 5 students. This was done in order to confirm the learning strategies of the subjects. We

used a question-and-answer session that involved self-observation, which allowed students to think about what they would normally do if they were dealing with a familiar language task. The interviews were conducted in Indonesian. During the interview, data were collected using a personal chat through wa. The answers were transcribed and translated into English.

The data analysis procedure for this research study is as follows. First, data from questions and interviews were collected and translated into the target language. Second, the data was coded to classify learning strategies for students. Third, the data were analyzed. Fourth, the results of the interpretation of documents, questionnaires and interviews are described in the form of an account. Finally, the fifth step is to draw brief conclusions from the research results.

## RESULTS AND DISCUSSION

### a. Results

After distributing the questionnaire, The researcher got the results of student assessments. The table shows the results

and averages of speaking students' language learning strategies can be seen in table 1.

Table 1. Speaking Students' Language Learning Strategies

Speaking Learning Strategies	Avarage
Memory Strategy	55.9 %
Cognitive Strategy	54.3 %
Compensation Strategy	52.6 %
Metacognitive Strategy	49 %
Affective Strategy	58.9 %
Social Strategy	49 %

Based on table 1, it shows the results more often using affective strategies as evidenced by the calculation results, namely, an average value of 58.9% which is in first place. Followed by memory strategies with an average of 55.9% in second place. The next strategy in third place is cognitive strategies with an average of 54.3%. In fourth place is compensation strategies with 52.6%. The last 2 are metacognitive strategies with an average of

49% and social strategies with an average of 49% which in this case gets a balanced calculation.

To confirm the quantitative data, interview was conducted. To improve pronunciation, participants practice their accent by repeating and imitating the sounds of words, listening to native speakers and songs, and watching English movies. They added that they consulted dictionaries of written and audio sources such as Google Translate to find out how to



pronounce the word. Some of them read English books and sang lyrics of English songs. They also exchanged notes and asked their friends to speak English with them. Some have learned from English films. They focus on how the actors pronounce the words, so they have references to repeating the words they have heard. In addition, there are students who often search the dictionary to know how to pronounce words.

For vocabulary improvement strategies, participants choose memorization. At first they saw English movies with English subtitles. They encounter new vocabulary, look up meaning in a dictionary, and then try to memorize and practice the word. They also memorize and practice pronunciation of words regularly. The students added that they memorized them by reading articles online and predicting meanings based on the reading context. They also responded by talking to friends on social networks, where they found and learned new words. Beside that, they stated that listening to music and reading lyrics were their strategies to improve their vocabulary. Some participants encounter new words from reading books. When they see an unfamiliar word, they take notes and later look up a dictionary to get the exact meaning.

To improve grammar, students use a variety of strategies, such as memorizing times and grammar patterns, along with a basic formula used in creating sentences. She evaluated school lessons, asked and answered questions from her friends, focused on English-speaking writings and speeches, and then imitated them. Some people like to read articles or books in English and pay attention to grammar. Some students spent time reading grammar books and other verbal materials with grammar patterns, such as dictionaries, and asked their teachers to explain if they had a problem. Eventually, they used and repeated the basic formula they learned to practice sentence formation. The students also repeated the school lessons, memorized the formula for the sentences, and practiced the pronunciation of the sentences. Students also learn grammar by reading books. They ask a friend if they have a problem. There are also students who say they are learning from mistakes.

Participants used various strategies to become familiar with English and improve its fluency. Participants reported speaking to people, including their classmates and native speakers. Participants try to use English in everyday life. So participants try to start a conversation by starting with English first. It found that some of



participants are practicing by communicating with themselves so that they have a chance to use English. They decided to stay in touch with English culture by seeing, listening and reading things in English. One of the strategies used was to try to feel comfortable using English. Some participants tend to memorize sentences and try to repeat sentences more often. By doing things over and over again, they can get to know each other and talk faster. They also mentioned that they practice speaking English with friends.

Meanwhile, to better understand spoken English, participants proposed answers based on two situations. One is trying to understand others, and the other how they can understand others. Participants ask their peers to use synonyms more often, to speak slowly, to use simple words, to predict meaning, to ask for help, to slow down their speech by paying more attention to their peers. , observe their movements and body language when they have difficulty understanding what is being said. While making sure we understand their language, they decided to clearly explain what they were saying, using synonyms and even their mother tongue. They also used gestures and body language, repeated words or

sentences, and asked for confirmation from their speaking partners. Some participants reported using common words, translating the language into their native language, using gestures, speaking slowly, and repeating words to make sure their speaking classmates understood what they were saying. If they do not understand what their partners are saying, they seek help from their friends and try to pay more attention to speaking their partner's words, partner's lips and body language. In addition, they sometimes ask for an explanation if they are unsure of the meaning of what has been said.

#### **b. Discussion**

Affective strategy is the number one strategy obtained through the results of existing research with 58% gains, because students use this strategy a lot in controlling their negative things in learning speaking, students control their emotions more in learning , this is in accordance with the findings that say affective strategy is to control the speaker's emotion in balance or even more positive during speaking performance. with applying affective strategy, speakers can be more relaxed and enjoy speaking. thus, this strategy is a solution for dealing with negative emotion that may occur in speaking (Efriyandi & Syafri, 2017).

In the second list, the most widely used strategy is the memory strategy with the acquisition of 55.9%, this strategy is used by students in terms of remembering vocabulary and producing through pronunciation, this strategy is supported by the opinion that the emotion Strategy has positively contributed to the acquisition of new information/ vocabulary, retention, and production as the learners were able to learn the language more easily, effectively and in a self-directed way (Balini, 2018)

In the third list, cognitive strategy is the strategy used by students with 56.2% gain, this strategy is used by students to repeat words that have been learned, know a meaning, and also guess a word/meaning. This finding is in accordance with the opinion that cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization Agustin, Laksmi, & Suharyadi, 2021).

The fourth strategy, namely, the compensation strategy obtained 52.6% results, this strategy is a strategy related to students who are able to find the opposite of a word in a foreign language, especially speaking, this is in accordance with

research that explains compensation strategies is a strategy refer to the learner finding synonyms from the context of the reading and relying on non-verbal communication, such as gestures, to communicate meaning when the exact meaning of a statement is not understood (Shakarami, Hajhashemi, & Caltabiano, 2017).

Furthermore, being in fifth position with 49% metacognitive gains, it is known that this strategy is related to the mentality of students who are aware of their understanding of what is being learned in speaking and foreign languages, of course, this is in accordance with the statement Metacognitive is the ability to be conscious of one's mental processes. Metacognitive take conscious steps to understand what they are doing when they learn tend to be the most successful learners (Rahimi & Katal, 2012).

The last strategy is the social strategy, this strategy leads to the strategy of students in interacting directly with other people, this strategy shows results at 49%. This strategy is in accordance with the explanation, namely regarding some functions in speaking such as asking questions, receiving answers, correcting mistakes, establishing cooperation, trying to study

feelings and thoughts of people of the targeted culture (Mehmet, 2016).

## CONCLUSIONS

It can be summed up that fourth semester students at English Department of Universitas Islam Riau in improving their speaking's skill involve Affective strategies, Cognitive strategies, Compensation strategies, Memory Strategies, Metacognitive Strategies, and the last is Social Strategies. In addition, the dominant strategy is affective.

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