

**PARTICIPANTS' STRATEGY IN SOLVING SPEAKING
DIFFICULTIES; A Case Study at Grade XI of SMAN 1 Tanjung
in Academic Year 2013/2014**



A Thesis Journal

By

EKA WIDYAWATI

NIM: E1D110069

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF MATARAM**

2014



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Majapahit No. 62 Mataram NTB 83125 Telp. (0370) 623873



APPROVAL

This thesis article entitled

“Participants’ Strategy in Solving Speaking Difficulties; A Case Study at Grade XI of SMAN
1 Tanjung in Academic Year 2013/2014”

By

Eka Widyawati

NIM: E1D110069

Has been approved in Mataram on November 2014 by:

First Consultant,

Drs. Udin, M.Pd

NIP. 196612311991031017

**PARTICIPANTS' STRATEGY IN SOLVING SPEAKING
DIFFICULTIES: A Case Study on Second Grade of SMAN 1 Tanjung in
Academic Year 2013/2014**

By

EKA WIDYAWATI

NIM. E1D110069

Kadyasuccess19@gmail.com

MATARAM UNIVERSITY

Advisor:

First: Drs. Udin, M.Pd

NIP. 19641231199303 1 016

ABSTRACT

This study investigates the speaking strategies used by the EFL students of the second grade of *SMAN 1 Tanjung*. Students' strategy was revealed from three ways of data collections such as observation, non-observation, and semi-structured interview, all of which contained the questionnaires which were related to students speaking difficulties and strategies. Self reported question was also used to find out students' speaking English level. Among 30 participants, the major findings on students' speaking difficulties were that, (97%) 29 students lacked on vocabulary, (80%) 24 students were lack on pronunciation, while (67%) 20 students confessed not to have good environment. Regarding to students' speaking strategies, there were found that from 14 questions which were derived from 5 classification of speaking strategies, (43.33%) 13 students corrected their own speaking mistake and also accepted others' feedback, and used synonym when they lack of necessary words. (33.33%) 10 students were brave to take the risk to speak by using English language. 9 students (30%) used some interesting phrases which were taken from television or radio program and consider in depth before speaking, also they felt worry to create mistakes while speaking. Over all, from 5 strategies, the percentage of the usage was: 40% students used cognitive strategies, 26.7% management and planning strategies, 23.3% interpersonal strategies, the last two were communication-experiential and affective strategies which were 13.3%. In this thesis, some findings, pedagogical impacts, and some suggestions for further research are also discussed.

Key words : *Speaking Skill, Participants' Difficulties, Strategy, Difficulties*

**STRATEGI PESERTA DALAM MENYELESAIKAN KESULITAN
BERBICARA; Studi Kasus pada Kelas XI SMAN 1 Tanjung
Tahun Akademik 2013/2014**

Oleh
EKA WIDYAWATI
NIM. E1D110069

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki strategi berbicara dalam bahasa Inggris yang digunakan oleh siswa kelas dua SMAN 1 Tanjung. Strategi siswa diperoleh melalui tiga cara yakni observasi, Non-observasi, dan wawancara. Adapun kuesioner yang terdapat dalam penelitian ini berkaitan dengan kesulitan siswa dalam berbicara dengan bahasa Inggris dan strategi yang digunakan untuk mengatasi permasalahan berbicara mereka. Di antara 30 peserta, terdapat tiga jenis kesulitan yang paling sering di hadapi siswa yakni, (97%) 29 siswa mengalami kesulitan dalam bahasa Inggris terkait kurangnya kosakata, (80%) 24 siswa mengalami kesulitan dalam pengucapan, sementara (67%) 20 siswa tidak memiliki lingkungan yang mendukung dalam belajar bahasa Inggris. Terkait dengan strategi berbahasa siswa, ditemukan bahwa dari 14 pertanyaan yang diperoleh dari 5 klasifikasi strategi berbicara, (43.33%) 13 siswa mengoreksi kesalahan berbicara mereka sendiri, dan juga menerima umpan balik dari orang lain, serta menggunakan sinonim ketika mereka tidak memiliki kata-kata yang dibutuhkan. (33.33%) 10 siswa, berani mengambil risiko untuk berbicara dengan menggunakan bahasa Inggris. 9 siswa (30%) menggunakan beberapa ungkapan menarik yang diambil dari program televisi atau radio dan dipertimbangkan secara mendalam sebelum berbicara, mereka juga merasa khawatir untuk membuat kesalahan ketika berbicara. Secara keseluruhan, dari 5 klasifikasi terkait dengan strategi dalam berbicara, persentasenya adalah 40% siswa menggunakan strategi kognitif, 26,7% menggunakan strategi manajemen dan perencanaan, 23,3%, strategi interpersonal dan dua strategi terakhir yakni pengalaman-komunikasi dan afektif yang masing-masing 13,3%. Dalam skripsi ini di bahas juga tentang , beberapa temuan, dampak pedagogis dan beberapa saran untuk penelitian selanjutnya.

Kata kunci: *Berbicara Keterampilan, Kesulitan Peserta, Strategi, Kesulitan*

Background

Language is strongly related to an activity called speaking. Speaking can be defined as an activity to deliver message to her or his interlocutor orally. It is obviously related with the communication process where human use the language in order to take and send the message that is being intended to be delivered either by the speaker or the hearer. According Katharine G. Butler and Elaine R. Silliman (2002: 6), language is a tool not only for analyzing and synthesizing, but also for integrating in order to construct and express new interpretations towards something which is heard or read.

Using the language means that people are transferring information particularly by verbal communication where the speaker has a duty to maintain the flow of conversation which convinces that the message has been delivered properly. Maintaining conversation requires a strategy called strategic competence. Celce-Murcia (1995) says that strategic competence is strategies of either verbal or non-verbal communication that can increase communication's efficiency and it enables learner to tackle some difficulties which occurred in communication. There are some ways that students can use based on strategic competence such as circumlocution, gesturing, paraphrase, asking for repetition, etc. (Stern's 1992), all of which are used to make conversation runs smoothly. In line with this, Dornyei and Thurrel (1991) claim that the weaknesses of either fluency or conversation skill exist because of underdevelopment of strategic competence.

However, nowadays either junior or senior high schools are forced to learn English as only the preparation to face the exam. Students' mindset are brought into the notion that learning English is the matter of being able to pass the English exam as students are merely required to be able to answer the whole questions appropriately (*see Yetti Zainil 2013; Hafiz, et all 2013; Richard and Rodgers 2002*).

Based on the situation above, some problems cannot be avoided in their next coming learning especially in speaking skill. Therefore this research is conducted under the issue of overcoming speaking difficulties where it is

completely entitled “Participants’ Strategy in Solving Speaking Difficulties; Case Study in the Second Grade of SMAN 1 Tanjung”.

Statement of Problem

There are three statements of problem formulated in this research such as: Based on the background provided above, three statements of problem are raised as follow:

1. What are the speaking difficulties faced by participants of the science class?
2. Do they have strategy in solving their English Difficulties?
3. What are those strategies used in solving participants’ speaking difficulties?

Purpose of Study

Based on the statement of problem, there are some purposes to conduct this study such as to firstly find what kinds of difficulties are faced by participants of a language in doing spoken English. It is also to find out whether students have their own strategy in speaking or not, as well as to seek the learners’ way in solving their English speaking difficulties. It is supposed to enrich not only the participants of this research but also the readers’ knowledge in making their speaking better as they have known some strategies

Significance of Study

Practically, this study will gather some authentic data from participants of a science class in which the result will be given to teacher, lecturer, students and those who learn about language strategy. Theoretically, this study will investigate participants’ way in solving speaking problem, so it can be helpful to increase people’s knowledge about strategies in speaking, to decrease speaking difficulties in English language learning, to improve speaking skill and also can be one of the references for next researcher

The Nature of Language

Naturally, using the language requires a communicative competence which means that someone has the skill to communicate appropriately. According to Marianne Celce-Murcia (1995:7) communicative competence is made of four aspects such as grammatical competence, sociolinguistic competence, discourse competence and strategic competence, all of which have their own specification. While Zainil (2013:1) states that in the 1994 of our curriculum, the importance of communicative competence is emphasized to reach the goal in learning English as a foreign-language in Indonesian elementary school. Not long after, the ministry of education of Republic Indonesia publishes a new curriculum known as Competence Based Curriculum of 2004 then moved to the next one that is 2006 curriculum which was modified to show the importance of English language usage as it is made as the main input of language in language classroom (Diknas 2006).

Definition of Speaking

Speaking can be defined as the activity of producing sound which contains meaningful speech or talks. According to Tarigan (2008:16), speaking is the ability to express, state, and give the opinion as the result of producing sounds articulation or words. In line with this, Brown and Yule (2006:34) say that the sounds are produced to be used to express verbally what are called as thought, ideas, or feeling which is known as speaking ability. In all speaking is the process or activity of producing sounds as the result of an ongoing process in our organ of speech where the sound is used to utter or deliver what are there in people's mind as their thoughts, feelings, or opinion.

Factors that Cause Students' Speaking Difficulties

There are some internal and external factors that cause some speaking difficulties such as learner's age, aptitude, social psychological factors, and their personality, social milieu and input (Rod Ellis 1997). While, according to Gan (2012) some factors such as vocabulary lack, awareness of grammar, imperfectly learned pronunciation and intonation, inadequate opportunity to speak English in

the class, lack of focus on language improvement in the curriculum and input-poor environment outside the class are the cause of students' difficulties.

- a. Age means that the learner who starts learning at the earlier age is potentially better in attaining accent-free performance.
- b. Aptitude is related to the language proficiency in which an individual who has high aptitude is potentially able to speak better than those who have low aptitude.
- c. Social psychological factor relates with individual's motivation and attitude toward English language.
- d. Personality copes with individual's self esteem, extroversion, anxiety and risk taking in learning a language.
- e. Social milieu is an environment where the learning takes place.
- f. Input is something that students receive such as an authentic language from native speaker.
- g. Vocabulary lack deals with students' speaking fluency
- h. Students' knowledge of grammar often creates the fearfulness of making grammatical error while speaking.
- i. Imperfectly learned pronunciation and intonation refer to students' focuses towards their pronunciation that raise an anxiety to speak.
- j. Inadequate opportunity to speak English in the class echoes the fact that speaking skill is still neglected in teaching and learning.
- k. Lack of focus on language improvement in the curriculum shows that the knowledge and awareness about the system of language are emphasized rather than the use of language in real communication.
- l. Input-poor environment outside the class means that there is no any supporting activity outside the class that can help students to practice their English language.

Language Learning Strategy

Language learning strategy is a way to overcome or to facilitate the process of learning a language. According to Stern (1992), language learning strategies (LLS) into some types such as management and planning strategies, cognitive strategies, communication-experiential strategies, interpersonal strategies and affective strategies. Management and planning strategies are used to help learners to arrange their own learning which is usually applied to set reasonable goals, appropriate choice of methods and techniques, and evaluate themselves as well. Cognitive strategies relate directly to learning and problem solving requirement, also analysis procedures such as clarification, memorization, etc. Communication-experiential strategies are to maintain the overflow of ongoing communication. Interpersonal strategies are the way to evaluate performance of students. Finally, affective strategies engage with emotional problems of learners (Stern, 1992).

Strategies in Solving Speaking Difficulties

There are some ways that can be used to overcome speaking difficulties like what stern has classified such as management and planning strategy, cognitive strategy, communication-experiential strategy, interpersonal strategy and affective strategy. While some ways to solve difficulties of speaking based on Grace (http://www.mld.metu.edu.tr/sites/default/files/buket_tarakcioglu.pdf) and Dornyei and Thurrel (1991) such as:

- Circumlocution or paraphrase i.e. describing or exemplifying the target object or action (e.g. ‘the thing you open wine bottles with’ for ‘corkscrew’, or ‘small fast military plane’ for ‘fighter’);
- Approximation - i.e. using a term which expresses the meaning of the target lexical item as closely as possible (e.g. ‘ship’ for ‘sailing boat’, or ‘fish’ for ‘carp’);
- Non-linguistic means (e.g. mime, gesture, or imitation);

- Borrowed or invented words (e.g. 'auto' for 'car' or 'house controller' for 'caretaker').
- Appeal for help such as turning to the conversation partner for help either directly or indirectly
- Fillers/hesitations such as the use of filling words to fill pauses and to gain time to think.

Research design

The design of this research is a case where it is defined as one way to investigate a particular case to be observed. According to Yin (2003:13-14) definition of case study is divided into two technical terms such as, a) A case study is an empirical inquiry where the contemporary phenomenon in the real life context particularly when there is no sufficient evident toward the boundaries between phenomenon are investigated. b) The case study inquiry relate technically with distinctive situation where many variables that much relies on interest than that of data points, and one result exist. It also relies on various sources of evidence where some necessary data are converged. The data collection and analysis are guided by benefitting the prior development of theoretical propositions.

Population and sample

Population is all second graders of SMAN 1 Tanjung that consist of four science and four social classes in which the amount of all second graders are 254 students. However, in this study sampling is used in order to facilitate the research process such as economized the time, money and the energy. The sampling technique used is purposive sampling where it is the way to take sample by handpicking the cases to be involved as the sample based on researcher's judgment of their typicality. In this sampling, a sample that seems to give satisfaction to the needs of researcher is built up. There are of course some considerations that make me chose XI IPA 1 as my sample such as, a) It is the superior class. All students in the class are those who were taken from the big

seven of each class when they were at the first grade. It means that they are estimated own much and good strategies in solving speaking difficulties. b) The science class tends to be more polite and easy to be controlled so they are easier to be worked with. c) Science class is more open minded so they are expected to cooperate in good way.

Data Collection

There are three ways that used to gather the data in this research namely:

1. Observation. It is the way to collect the data through observing what is going on or happening in the class during the process of teaching and learning. In this research, the observer puts herself as the non-participant
2. Non-Observation. It is the process done in order to get the data by using an instrument such as questionnaire. Type of questionnaire used is Self-Reporting Questionnaire in order to create students' openness to report their own confidence about the levels of English speaking skill that they have.
3. Interview. Types of interview taken here is semi-structured where firstly some questions are listed to be asked and then each question will be pertained in depth (Arikunto, 2002).

Data Analysis

Based on Moleong (2009), the most widely used of qualitative data analysis are based on grounded theory by Glaser and Strauss where some steps are taken such as:

1. Open coding
Identifying and naming the conceptual categories to be grouped into where it belongs to.
2. Re-examination of categories (Axial coding)
In this phase, the researcher re-examine the appropriateness of the categories which have been grouped before in order to take the fix categorization to be continued to the next analysis.
3. Selective coding

Selecting the main category, and then relating with other category systematically, validating its relationship, and filling in categories that need further refinement (Strauss and Corbin, 1990).

Discussion from Observation, Non-Observation and Interview

In conducting a research I took the second grade of IPA 1 of SMAN 1 Tanjung which contained 30 students as the subject of study, as well as providing 24 questions which was divided into two different ways such as non-observation and interview.

To answer the first question, I have done two ways such as observation and non-observation. The first way, I did an observation to get students division about whose students were active, less active or totally not active which were eventually grouped into such categories. Here I found that among the 30 students, there were only 6 students who were active, 16 less active, and 8 students were totally not active. The attainment of the observation result was from the combination between ongoing observation and teacher's information, so the result would be more accurate. When I did the observation, I found that 20% students were active because they kept talking with the teacher during the light conversation which was intended to be arranged without being hesitate to create mistake or shy to speak. When the teacher asked their opinion, they, without being pointed, raised their hand and shared their opinions; the teacher's information was also strengthen my observation where the students that I found active during the conversation were truly active as the result of the previous two semesters of teaching and learning especially in learning English language. While 53.3% was the amount of the less active students, they did talk, but only after being pointed by the teacher, and they were more likely to speak in short time compared to the active one. While, the rest students were not active do to their role in class. They did not speak even though the teacher invited them to do so. During this conversation, not all students were invited to speak due to the time limit. Thus, in order to know what kind of those students belonged to, I was asking for teacher's

information. And based on the information I got the students who were less active and totally not active through the previous two semesters. The totally not active students were calculated by teacher experience while teaching them. The 26.7% students were totally not active among all students, because they were rarely hard to speak up even when they were pointed by the teacher. Thus, they were considered to be the totally not active students.

After grouping students into some divisions that have been determined previously, I continued to the non- observation. I gave them the questionnaire which contained 18 questions all of which were an essay and self-reported question. All the questions were related to the difficulties that students' generally faced.

Then, I continued to the non-observation where there was found the students' difficulties. From 9 categories of difficulties such as, age, aptitude, attitude, motivation, environment, vocabulary, pronunciation, risk-taking, and mother tongue, the most created difficulties faced by students were 7, and the lowest difficulties faced was zero (0). Based on the table 4.2 there was a student who did not have any single difficulty as the result of questionnaire (*See appendix RD-2*)

The table 4.2 shows that there were 97% (29 students) faced the difficulties as the matter of "Vocabulary Lack", 80% (24 students) have difficulties as the matter of "pronunciation", and 67% (20 students) felt weak on the matter of "Environment, either in school environment or at home. 53% (19 students) felt that their difficulties came as the matter of "Aptitude", 63% (15students) were lack as the result of "mother tongue interference", and 47% (14 students) had difficulties as the matter of their "Negative Attitude". The other 20% (6 students) answered that their difficulties was the result of their "lack of motivation", while the rest 17% (5 students) said that their difficulties was the result of their fears on "taking the risk" while speaking English language. There was no single students (0%) answered that their difficulties was the result of their time learning or as the matter of the age from which they start learning English.

From the result above, we can conclude that the most difficult thing faced by students in speaking was the vocabulary case by the percentage of 97%. They could not speak due to the lack of their vocabulary. The second type that the students faced much was the matter of pronunciation. From 2 of the sub-number of the question, 80% students answered, they were lack at pronunciation as well as they were too focused on their pronunciation. The third of the most difficult thing faced was the matter of students' environment. The case of environment was divided into two types of environment such as inside and outside class environment. From both of this type, 67% students said that they had uneven chance in class to speak, and had not good environment outside the class whether in school environment or at home. .

In summary, the types of students' speaking difficulties are: vocabulary lack as the first difficulties that students faced most, pronunciation as the matter of being too focus and being lack of it, environment, aptitude as the matter of students' soft skill which were brought since they were born to this world, mother tongue interference, students' negative attitude towards English language, Students' motivation, and students' fear in speaking English as the matter of less risk taking that they have.

To answer the second statement of problem Based on the argumentative table (table 4.5) where 100% students agreed and said yes that speaking strategies could overcome their speaking difficulties. Considering this argument, I can conclude that all students have their own strategies. How would it come?. It was because no students would say yes the strategies could help them to solve their speaking difficulties unless all of them had it on their own. Therefore, it is clear that all students of the second grade of IPA 1, SMAN 1 Tanjug did have the speaking strategies.

Coming to the answer of the third statement of the problem, I take the result from table 4.4. We can see that all students of the second grade of IPA 1 gave the responses toward speaking strategies. In the table, there were 14 questions derived from 5 categories of speaking strategies as have been explained

previously. Those 14 questions have their own point that led to the students' scores.

Based on table 4.4 we see the different number of strategies that students usually applied in speaking English language such as management and planning strategies (MP), cognitive strategies (C), communicative-experiential strategies (CE), interpersonal strategies (I), and affective strategies (A). The category of each strategy was divided into some sub-number from which we can identify what were students' strategy in solving their speaking difficulties.

There were found some strategies (derived from speaking categories) that students usually applied in solving their speaking problem such as 1) 6.67% students often spoke by using English language in daily life interaction, 2) 30% students used English once they got the chance, 3) 33.33% students took risk even when they were not confident in doing right English, 4) 26.67% students prevented the mother tongue interferences, 5) 43.3% students used synonym and used another words when they lack of vocabulary, 6) 30% students worried to make mistake while speaking, 7) 13.33% students used new vocabulary when speaking with English, 8) 30% students tended to consider in depth before speaking in English, 9) 30% students used the phrases or interesting words that they got from radio or television to be used while they were speaking English, 10) 36.37% students used fillers when they faced difficulties in speaking. 11) 6.67% students fixed their pronunciation by their own, 12) 20% students used some expression such as asking question, apologizing, and complaining, 13) 43.33% students fixed their errors and accepted feedback, and 14) 46.67% students learnt grammar to increase their confidence toward grammar itself.

From above 14 strategies applied, table 4.4 also tells that the most widely used strategy was cognitive strategy specifically sub number 14 which got 46.67% while only 6.67% students used the strategy sub number 1. As a whole, among all students of second grade of IPA 1, they used mostly cognitive strategy which was around 40%. Management and planning strategies were 26.7%. Interpersonal

strategy was 23.3%. Next, communicative- experiential strategy was 13%, and the last one, affective 13.3%. (*See appendix RD-5*)

Based on the interpretation of the table 4.4 above, I can come to answer of the last research problem. The answer is that, as a whole, there were 6 strategies used by students of the second grade of IPA 1, SMAN 1 Tanjung in Academic Year 2013/2014 in solving their speaking difficulties, namely: 1) They used some phrases taken from radio or television to be used in speaking, 2) They considered in depth before they speak in English language, 3) They corrected their own mistakes while speaking, as well as accepting the feedback from another person, 4) They used synonym or another words to explain something when they were lack of vocabulary, the last was 5) They tried to take the risk to speak even they have no confidence to speak in right way, and they were worried if they made mistake while speaking by using English language. In other words the most widely used strategy was the cognitive strategy by the acquisition of 40% from all students of Second Grade of IPA 1. (*See appendix RD- 5*)

Conclusion

This study aimed at finding out strategy in solving speaking difficulties by the students of the second grade of IPA 1 of SMAN 1 Tanjung, and according to the result obtained based on the three ways of the data collection, as well as after analyzing the whole findings, the researcher is able to summarize the general conclusion revealed from this research. The following things are the entire conclusions:

Based on the observation and non-observation, students tended to be difficult to speak in English due to their lack of vocabulary. They did not have enough words to be retrieved once they speak in English language. Their difficulties are added by the problem of pronunciation whether they were lack of it or they were too focused on producing the right pronunciation. Furthermore, the difficulty that they faced was the result from their poor supporting environment.

They confessed that their environment did not give them chance to speak neither in their school nor in their home or social environment. These three difficulties were all placed the highest position under which students tend to be troubled at.

The second thing that reveals as the result of this study is the students' strategies' existence the result was 100% students confessed to have speaking strategy. This finding give us the knowledge that no matter how poor was the English skill of students of XI IPA 1, either they were active, less active or totally not active, they still have their own strategy. It indicates that such strategy is truly needed by everyone to make their learning process especially speaking skill to be better.

Being the main point which was intended to be sought in this study, there were various speaking strategies that students of XI IPA 1 used. The strategy that the students used most was the application of either new phrases or new interesting words they got from television and radio. In addition, they tended to consider much before they speak; they also corrected their mistake on their own, and accept feedback from others. They solve their speaking difficulties also by using synonym or words else when they get hard to deliver their message. In order to be brave to speak, some of them solve it by applying the high risk taking even when they do not have enough confidence to speak the right one. The last way that was often used was the feeling of worried when they make mistake while speaking. These were the strategies applied by students of XI IPA 1 to overcome their speaking difficulties. In brief, the most widely used strategy was the cognitive strategy where 40% students used it.

Suggestion

There are some suggestions either for teacher, students or the further researcher:

1. Regarding to the students' difficulties, either teacher or students need to immediately find the way to overcome the difficulties in terms of vocabulary lack. For instance, students can use some strategies that have been discussed previously.

2. Considering the result, it is useful if further researchers can find out what makes students strategy seemed to be not work on even when they confess that strategy could improve their speaking ability.
3. For the next researchers, they also can do the research on the scope of students' ineffective strategies. Under the discussion of how to decrease students ineffective strategies to make better speaking abilities.

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