



STUDENTS' LEARNING STRATEGIES TO SOLVE SPEAKING PROBLEMS: A CASE STUDY AT THE SEVENTH GRADE STUDENTS OF SMPN 2 KURIPAN ACADEMIC YEAR 2022/2023

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ABSTRACT

The strategies to solve speaking problems are needed to fluent needed to improve students' fluency in speaking. This study aims to investigate the students' problems in speaking and their strategies to solve the problems at the seventh grade students' of SMPN 2 Kuripan. This research employed a case study design. Data collection techniques used was observation, questionnaire and interview. The subject of this study are the seventh grade students and the english teacher of SMPN 2 Kuripan. The findings of this research revealed that (1) students' problems are inhibition, nothing to say, un-even participants, and mother tongue used. (2) Students strategies to solve speaking are social-affective strategy, cognitive strategy and metacognitive strategies.

Keywords: *learning, strategy, speaking*

INTRODUCTION

for gaining new knowledge or changing one's present habits, abilities, attitudes, or preferences. According to Krashen (1982) Learning refers to the methods, strategies, or intentional acts that students use to help them remember both linguistic and subject-specific information.

A strategy is a well-thought-out plan or approach for achieving a certain objective, typically over an extended period of time. According to Brown (2000:13), Strategies are specialized ways to approach a problem or activity, modes of operation to accomplish a specific goal, planned designs, or controlling. Richards (2001) states that "Strategies is the method and activities that will be used by students to attain the goals. In these circumstances, the strategies will make learning simpler, quicker, more pleasant, more self-directed, more efficient, and more adaptable to different circumstances. On the other hand, The student can use strategies to master the content or target language.

In Indonesia, English is used as a foreign language, at elementary schools, English is already taught as a local content topic. Additionally, English has been taught as a required subject from junior high school through university. This information demonstrates how crucial it is for all kids to learn English. All of a student's skills are developed while studying English. Students should be proficient in four fundamental skills. One of the language abilities that English language learners should master is speaking. Speaking is seen as a necessary skill due to its importance in facilitating learners' learning of English. It enables pupils to express themselves artistically and imaginatively, as well as efficiently communicate with others.

Nunan (1991), claims that the ability to have a conversation in the target language serves as a benchmark for how well a language has been mastered. Speaking so serves as a gauge of language proficiency. According to Richards (1990) learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they felt they have improved in their spoken proficiency.

Speaking is important aspects in learning process, it is a crucial part of second language learning and teaching. As we know, Speaking is one of the four talents in

English that people use to communicate with one another, as we all know. English language proficiency requires people to have a certain level of speaking proficiency. They are grammar, pronunciation, vocabulary, and fluency. Rabba'ah (2005:15) pointed out that speaking English is challenging for a variety of reasons. Some of these elements have to do with the students themselves, the curriculum, the environment, and the methods of instruction. Nurhanifah and Widiyawati (2012) found the problem in learning speaking English at junior high school and the effort made to overcome them. They found five problems, self-confidence, pronunciation, vocabulary, grammar and diction. Students typically employed a variety of strategies to get past their language barriers when speaking English with their teacher, their friends, or their family, including looking up words in the dictionary when they were stumped and speaking out when given the chance in class.

Students, when studying English in the classroom, sometimes worry about trying to speak English. They do not speak English in their daily activities because it is not their mother tongue. As a result, their oral English proficiency is lower than their written proficiency. When students wish to improve their ability to learn foreign languages, it forces them to need plan. Furthermore, the researcher decide to do research at seventh grade students of SMPN 2 KURIPAN to find learning strategies are use by the students in solving their speaking problems.

RESEARCH METHOD

Research Design

A case study methodology was used in this research. A case study is focused on an in-depth research of a particular individual, organization, or event in order to discover the reasons behind underlying ideas. It is a product of qualitative study. Creswell (2013) asserts that qualitative research examines and comprehends the meanings that individuals or groups assign to social or human issues.

Subject of the Study

The subject of this study was the seventh grade students of SMPN 2 Kuripan and English teachers who were teaching at SMP Negeri 2 Kuripan in academic year 2022/2023.

Method of Collecting Data

Observation

Observation was used to get some information about students' learning strategies in solving speaking problems in the teaching-learning process at the seventh grade students of SMPN 2 Kuripan. This study observed what students did in terms of their learning strategies for solving their speaking problems.

Questionnaire

In this research, questionnaires are used to get the data well organized and systematically base on the research problems. Questionnaire refers to a set of questions that written in the places of paper in order to get some information.

Interview

The researcher interviewed the English teacher after the teaching and learning process was completed. The length of interview was about ten until fifteen minutes. In the interviewed, the English teachers where asked about the activities in the classroom ofcourse including students problems in speaking and streategies used by students during teaching and learning process.

Method of Data Analysis

1. Transcribe

Transcribing the recoding into textual form was the first step before the researcher began to evaluate the data.

2. Code the Data

It implies that coding is the process of dividing passages of text into smaller passages or distinct categories. To evaluate and arrange the data in order to comprehend textual meanings, coding is used (Cohen, Manion, and Morrison, 2006). Coding aids the researcher in recognizing categories and trends.

3. Reporting Findings

In this study, The data was provided by the researcher in written form, which is suitable for a wide range of audiences. The researcher used a formal structure for reporting in an educational context.

4. Summarizing the Findings

After transcribing, coding, and reporting the data, the researcher began describing the findings with a general summary of the important findings. The researcher gives the reader a concise synopsis of the research in the findings summary.

FINDINGS AND DISCUSSION

The Findings from Observation

The researcher carried out observation to find out kinds of problems are faced by students in speaking English. The research was conducted on Monday, 20th February until Saturday 25th February 2023 in the morning. In the process of observation, The researcher was present during the teaching and learning process. During the teaching and learning process , teachers explicitly describe the material to be studied in english before translating it into Indonesia.

While the teacher teaching materials to the students in front of class, the researcher observed the students' speaking ability by Their involvement in the teaching and learning process. The students looked difficult to show their ability, they looked nerveous, self-doubt, lack of confidence, shy and worry.

The Findings from Questionnaire

Table 1.1 The result of students' speaking problems in speaking English refers to Ur 1996 theory can see in table bellow :

No	Students' speaking problems in speaking English	Indicators
1	Inhibition	- Fear of making mistakes

		<ul style="list-style-type: none"> - Shy - Hate being their friends attention - Lack of confidence
2	Nothing to Say	<ul style="list-style-type: none"> - Lack of vocabulary - Have no motivation
3	Low or Uneven Participation	<ul style="list-style-type: none"> - Different a tendency between one student and other - Have little taking time to speak
4	Mother Tongue Use	<ul style="list-style-type: none"> - The use of mother tongue use is natural thing to do for students - Students feel by using mother tongue is easier

4.3. The from Teacher Interview

Table 1.2 The findings of students' learning strategies to solve their speaking problems refers to O'Malley and Chamot 1990 can see in table bellow:

No	Students' learning strategies	Indicators
1	Metacognitive Strategies	<ul style="list-style-type: none"> - Memorize Vocabulary
2	Cognitive Strategies	<ul style="list-style-type: none"> - Find the materials in social media
3	Socio-affective Strategies	<ul style="list-style-type: none"> - Asking their friends - Make a group discussion

		<ul style="list-style-type: none"> - Practicing - Role play - Reporting
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4.4. Discussion

The current study looks towards the students' problems in speaking and their strategies to solve the problem. The speaking difficulties were identified using Ur's (1996) categorization of speaking difficulties. In order to differentiate between strategies used by students in the process of learning to speak in the classroom, the researcher used the inventory of speaking strategies by O'Malley and Chamot (1990).

The researcher discovered ten problems faced based on the research findings by the seventh grade students of SMPN 2 Kuripan. The result showed that the difficulties faced by seventh grade students of SMPN 2 Kuripan in speaking English were fear of making mistakes shy, hate being centre of their friends attentions, lack of confidence, lack of vocabulary, have no motivation, uneven participation and mother tongue use.. Moreover, there are seven strategies are mostly used by the seventh grade students of SMPN 2 Kuripan to solve their speaking problems, were are memorize vocabulary, finds the material in social media, asking their friends, make a group discussion, practicing, role play and reporting.

CONCLUSION AND SUGGESTION

Conclusion

The findings of the students' speaking problems revealed that the students had problems with inhibition, having nothing to say, having uneven participants, and using their mother tongue.

The findings of the students' strategies to solve speaking difficulties reveal that the students used social-affective strategies, cognitive strategies, and metacognitive strategies. The researcher concludes that strategies are necessary to preserve speaking fluency. Not all of the

students who participated in the research had enough techniques to use when they ran into speaking problems. In other words, teaching students effective speaking techniques can give them confidence.

Sugesstion

After presenting the results, the researcher makes some sugesstion for how to proceed with this study. The sugesstions are made with students, teachers, and future researchers in mind.

This research can provide more information and ideas concerning students' speaking difficulties while learning English, as well as solutions to help students solve their speaking problems. The researcher proposes that the students use the proper method for the problem at hand.

Based on the study's findings, teachers should be aware of any potential difficulties students may have in speaking English. Thus, teachers should anticipate these obstacles while teaching English in the learning process, particularly when it comes to speaking activities, and inform students about solutions that are likely to be useful for dealing with the problems they confront. As a result, students can increase their English skills

Finally, this study has a limitation: it only studies speaking difficulties and strategies based on students' evaluations of their own experiences. The researcher hopes that other researchers will continue this research on a comparable topic to learn about other barriers to speaking English and techniques. In addition, the researcher suggests that other researchers investigate the problems and strategies in speaking English not only through interviews and observation, but also through the use of another instrument in order to provide a more accurate image of the students' problems and methods.

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