

STUDENTS' STRATEGIES IN LEARNING SPEAKING SKILLS AT SMP NASRANI 3 MEDAN

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Article Info	Abstract
Article History Received: December 2019 Revised: December 2019 Published: January 2020	<i>Speaking is one of the learning skills possessed by students. The speaking skill has been trained from an early age, but the results of speaking learning are still far applied. Many students still experience difficulties in learning to speak because of shame, fear, anxiety, and lack of confidence that inhibit the ability of students to speak English in the classroom, lack of motivation, and also poor students' learning habits. Mastery of students' vocabulary is still low, as for student learning strategies is one aspect that determines the success of students in speaking. Students can have their learning strategies by memorizing vocabulary, believing themselves and improving vocabulary pronunciation. This research was conducted to identify the difficulty of speaking in English faced by students and find out the strategies they used to overcome these difficulties. The researchers used a qualitative descriptive method involving as many as 17 students in grade 9 at SMP Nasrani 3 Medan. The result of this research shows that students have difficulty in speaking English namely lack of grammatical understanding, lack of vocabulary, the incorrect pronunciation of words, fearing the response of others, feeling nervous in making mistakes, lack of self-confidence and shame. The strategy that students do is asking help to others, trying to compose sentences in different ways by using gestures and taking the rules in positive thinking. Briefly, it can be concluded that students have a sense of difficulty in speaking English.</i>
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INTRODUCTION

In the era of globalization, English is the medium of every communication. In local and global communication, English is called the international language and also the second language of other countries. In Indonesia, English is still considered a foreign language because the language used in daily life is not English but commonly people use their national language and even their traditional language to communicate with their friends, their classmates, their family members, and so on in daily life. Students are recognized as English learners' competence from speaking competences. It was reflected in grammar, vocabulary, reading, fluency, and reading skills (Haerazi & Irawan, 2019). Before students speak, they must know what they are going to say besides they must be able to use pronounce every word correctly (Buhari, 2019).

In the main language skills, speaking is considered the most important where the skills that must be mastered well in learning a new language where most people mastering speaking skills are one of the most important aspects in learning a foreign language, and student

success can be measured by ability in terms of conduct conversations in that language (Nunan, 1991: 39). Because speaking is the most aspect of learning English, all students in the classroom must be able to master that skill that is speaking skill. Besides that Suhendar and Supinah (1992: 21) state that speaking skills are productive skills, skills change the form of thoughts or feelings into a meaningful form of language sounds, smooth and successful relationship with the social environment and work environment.

However, speaking skills in foreign languages is uneasy for students to master. Students consider that speaking is the most difficult skill to master because it requires preparation to speak well such as knowing what topic is going to discuss with our classmates, how to start it, how to extend the talk, and how to end the talk or discussion with a polite way. It is in keeping with Bohari (2019) who informs that students can perform their speaking abilities through discussion activities. It is reinforced by Wahyuningsih (2018) who states if students can do all of those, learning a new language will not be difficult for students even though the language is not our mother tongue or our national language.

Furthermore, Abidin (2011: 125) states that speaking skills occupy a very important position because it is a characteristic of students' communicative abilities. In other words, the ability to speak does not only play an important role in learning but it also plays an important role in other learning (Chien et al., 2019). Speaking skills also means as an indicator of students' success in learning the language. If they can speak English fluently, it will be easy for students to express their ideas verbally in a particular subject class (Pawlak, 2018). The ability to speak is usually seen as a key manifestation of learners' ability in the target language. If all is done well like memorizing the words every day, doing a great deal of practice, knowing a grammatical point well, students will definitely be able to speak English well and their listeners will get a message or main point easily from the words that are spoken by the speakers.

In terms of daily life, this has the goal that teaching in speaking skills is to enable students to understand and use language appropriately and in accordance with clear situations. There are also many junior secondary students still lacking in speaking skills such as lack of vocabulary, bad or unusual pronunciation, and poor grammar (Heriansyah, 2012, p.31). In order to make students be able to speak English, the students have to memorize many English words, they know how to pronounce the English words correctly, and they have to be able to arrange a good sentence by comprehending grammatical point (Lail, 2018).

In addition, the problem is then considered not only to lie in the instructional methods that have been applied by teachers in the teaching of four language skills, speaking, writing, listening, and reading (Haerazi & Irawan, 2020). It is assumed that some problems lie with the students themselves because they have crucial roles in learning processes. The most important main factor is that many students who when asked to speak in class will reject the reasons for fear, shame, and fear of being wrong, lack of confidence in students is caused by lack of preparation and lack of understanding of the elements of language and non-language influences in speaking skills (Aprianoto & Haerazi, 2019). Success can be found in themselves. One aspect that is involved in the process is developing speaking skills in terms of language learning strategies undertaken by students.

In doing this research, there are several research questions formulated by the researchers. They are as follows (1) what difficulties are faced by students in speaking English? (2) What are the students' strategies in speaking English? (3) How do students apply those strategies in speaking English? Besides the research questions, there are several objectives formulated. They are as follows (1) to find out what difficulties faced by students in speaking English. (2) to investigate students' strategies in speaking English. (3) to know what strategies applied by the students in speaking English.

The importance of this research is to find the students' ability in speaking English and to increase their self-confidence to speak English so that they are able to speak English in their daily life, especially in their classroom while learning a subject. Teachers in the classroom feel easy to get an idea to make their learners fluently to speak English so that the teaching and learning process becomes interesting processes. Besides, students follow the class as active learners to speak English.

Literature Review

Speaking Skills

Structure and expressing language verbally from good speech and language that can be understood. They must also learn about how to convey the meaning of language according to the context they are talking about. Speaking is the ability of humans to make sounds and express opinions from their minds. According to Nunan (2003, p.48) (cited in mart 2012.p.91). Speaking is an oral production of skills which consists of constructing a systematic verbal utterance to convey meaning. In a slightly different statement, Brown (2004: p.140) shows that speaking is an interactive process of meaning construction which involves producing and receiving and processing information". In speaking, students learn how to organize ideas and sentences.

Teaching Speaking Strategies

All language learners will use language-learning strategies in their learning process. In learning strategies, it is usually defined as a process of questions that consciously considers learning strategies as techniques, approaches or deliberate actions taken by students in the framework of different strategies and withdrawal and second language and content is information. Learners employed language learning strategies consciously when processing new information and performing tasks. The strategies help them to comprehend better and quicker. Therefore, language learning strategies are fundamental to success in learning a new language.

Strategic language learning has been classified by many researchers; see for example by Rubin, (1987) oxford, (1990) and (1990), Rubin (1987), as cited in Zara, (2012, p.64) categorizing strategic learning languages into three main groups: Strategic learning includes all strategies that are directly related, and social strategic strategies learning, including those directly related to learning (cognitive) or which indirectly involves the learning process (metacognitive). Cognitive strategic consists of clarification, practice, memorization, and guiding. Planning, setting goals and self-management belong to strategic metacognitive (Keitman, 2019; Garcia et al., 2015). While strategic communication is less strategic that is directly related to language learning because their focus is on the process of participating in a conversation and gaining meaning throughout or clarifying the intentions of the speaker. Strategic communication is used by speakers to overcome communication difficulties. Social strategy is an activity carried out by students which gives them the opportunity to practice their knowledge.

RESEARCH METHOD

Research Design

This research was conducted at SMP Nasrani 3 Medan. This school is one of the private schools in Medan, North Sumatera. This research is aimed at finding the students' strategies in learning speaking at SMP Nasrani Medan. The design of the research was the qualitative descriptive method. This was a common design used by researchers to find out data in the form of a description or explanation. By using this method, the researchers tried to find the difficulties that were faced by students while speaking in front of many people especially with their own classmates. The difficulties could be about lack of vocabulary or they have a limited

vocabulary, loss of confidence in training themselves in speaking with their classmates, and so on. The difficulties would be found by using this research design.

Then, the researchers asked several students about their strategies in solving the difficulties while speaking with their classmates, teachers, family members, and especially in front of many people. In fact, each student wants to be fluent in English. Of course, they have several strategies in order to train themselves in speaking English. Each student has their own strategies in solving their weakness against speaking English. From their difficulties and their strategies, they were formulated in the form of description and reason. Briefly, a descriptive qualitative method was used by the researchers to get data on this research.

The subject of the Study

The Subjects of this research were the students of the 9th grade of high school at SMP Nasrani 3 Medan. The total subject was about 17 students. They were chosen by asking first to their English teachers. The students are different from their intelligence. It was expected to get the data from those students. The samples taken by researchers were using random sampling techniques. This method was used to find out how students' learning strategies in speaking skills, while the number of students in this research was 17 people.

Instruments

In doing the research, instruments were so important used by the researchers to get the data. In order to get the data, instruments chosen by the researchers should be suitable so that data related to this study could be collected. Without the instruments, it was so complicated to collect the data to support the research. The instruments of this research were as follows:

Test: The first instrument used by the researchers was a test. The test was not about giving a piece of paper to every single student but each student would be invited one by one with their partners to make a short conversation with their partner. The material of the test was from their textbook. First, we as researchers tried to ask about them. After that, they were given five minutes to prepare themselves and after that, they had to show themselves in speaking with their partners. Actually, the test was run orally.

Observation: the observation was also included as one of the instruments used by the researchers. While applying this instrument, we observed the way students preparing them in speaking English with their partners. We wanted to notice how they prepared themselves in arranging a short conversation with their classmates.

Interview: the interview is used to collect data that were about their difficulties and strategies in speaking English. By doing this, we got reasons for them. Exactly, they had different reasons against their difficulties and strategies in speaking English to each other. By using this instrument, it was expected to get data in the form of reasons.

Data Analysis Technique

Data are gotten by using observation, interviews, and tests. This aims to get the data about their difficulties in speaking English and their strategies to make themselves be able to speak English. The result of the data will be shown by using a table which was about the percentage of students that could speak English fluently, less fluent, and could not speak English at all. After that, the researchers would make an interview session with the students. Each student would be asked one by one about their difficulties in speaking English and then what ways they apply to overcome those difficulties so that they could speak English fluently in the class. It was also asked their English teachers about the students while learning English in the classroom. Briefly, all the data analyzed by the researchers would be shown by using a table.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In doing this research with the title strategies students learning in speaking skills, the researchers found some findings related to our research. Finding that we got was the result of the observation, interview, and giving the oral test to the students.

Giving an oral test to each student with their partner, as the researchers, we called the students with their partners in front of the class. After that, we asked them to make a short conversation with their partner. In making the conversation, we gave them 5 minutes to prepare themselves in making the conversation. Before giving it, we asked about their names.

Table 1. The Ability of Students in speaking

No.	Student	Percentage	Assessment
1.	3 students	18%	Very good
2.	4 students	24%	Good
3.	10 students	58%	Enough

Table 1 above showed that the ability of students in speaking. While giving a short test with their partner to make a short conversation, we got the ability of each student in speaking. There were 3 students with 18 percent who were very good at speaking. Next, there were 4 students with 24 percent who were good at speaking English. The last was number 3 of table 1. There were 10 students who were enough in speaking. Totally, most of the students were not good at speaking.

After giving an oral test to the students. We make an interview session. We called them one by one and we asked about their difficulties in speaking.

Table 2. Reason/Difficulties of Each Student in Speaking

No.	Students	Reason/difficulties
1.	3	Less confidence
2.	4	Not good in grammatical point
3.	10	Lack of Vocabulary

From Table 2 above, the researchers got the reasons or difficulties in speaking English. There were 3 students who were less confident. Next, there were 4 students that were not good at the grammatical point. The last was 10 students. They were lack of vocabulary. That was an explanation of table 2 that related to their reasons or difficulties in speaking English. While doing the interview session, the researchers also asked about their strategies to make them be able to speak English especially in their classroom while having teaching and learning processes.

Table 3. Learning Speaking Strategies

No.	Students	Strategies
1.	3	Reading a lot
2.	4	Watching various types of movies
3.	10	Listening to music

In fact, there were various types of strategies that they knew to make themselves be able to speak English. There were three students that said reading a lot like a strategy to make them be able to speak English. There were 4 students that said watching movies. The rest were 10 students that said listening to music to make them good in speaking.

Discussion

This study is aimed at finding the students' speaking strategies. During doing this research, the researchers noticed that almost of students could not speak English well. There were some reasons or difficulties to make them difficult to speak English. Actually, they knew how to make themselves good at speaking. They knew the strategies but the question was whether the students applied those strategies. These are the reasons why the students were difficult in speaking English.

Less Confidence

In foreign language education, foreign language anxiety causes students to perform in low confidence. It has been recognized as the main factor affecting foreign learners (Awan et al., 2010; Haerazi, Vikasari, & Prayati, 2019; Hewit & Stephenson, 2012). The first reason for student was less confidence. Students were not confident to speak because they didn't train themselves to speak in front of crush or many people. If they trained themselves to speak in front of many people, it would be not so complicated for them to speak. Talking about speaking was all about habit. If we train ourselves as often as possible, it will be easier for us especially for students to be able to speak English. Students also can practice themselves to speak in front of the mirror, they prepare the topic and try to speak the topic. After talking about the topic, try to extend the topic so that it will be broad in giving an explanation of the topic.

Not Good in Grammatical Point

The implicit acquisition of grammatical awareness for foreign language learners is important. In this context, grammar teaching may be useful. It is in line with Derewianka (2012), Hudson (2001), and Rimmer (2008) who informed that teachers should provide learners with grammatical knowledge. The grammatical knowledge determines the students perform well in speaking (Annabel, 2015). Mostly, students in high schools feel uneasy to arrange their sentences because they have a lack of grammatical knowledge. The high school students are not good at grammatical points. In order to make them know about the structure in English, they need to buy a grammar book and try to study the book. It will increase their understanding of the grammatical point in English. Maybe they can make a sentence by applying each topic in the grammar book.

Lack of Vocabulary

The acquisition of English vocabulary determines the students to be able to produce sentences in communication. This study showed that students in high school have low vocabulary mastery. It influences them to speak fluently. In this study, students feel uneasy to have it in long term memory. They feel that learning vocabulary is a conspicuously long and demanding task. They started the whole process of language learning by studying the most basic words and phrases. Therefore, the researchers conclude that learners need to use strategic learning to acquire vocabulary. It is in line with Peter (2018) who states that teachers need to design some assessment tools and learning strategies to know the students' vocabulary mastery. It aims to know the students' vocabulary acquisition after giving treatment in the class.

In teaching speaking skills at high school, there are some strategies that students can apply to overcome the weakness of vocabulary mastery. They have told the strategies when the researchers asked them in the interview session. Here are some strategies: (1) Reading a lot in which they need to be keen in reading various topics. They can be about science, technology, drama and so on. By doing so, it will increase their vocabulary; (2) watching various types of movies in which by doing it, they will get many expressions in daily life speaking. It will be useful for them; and (3) listening to music. By listening to music, they increase their pronunciation and vocabulary. Those are some tips that students need to apply if they want to make them be able to speak English in their daily life especially for students in SMP Nasrani 3 Medan.

In addition, students adapted some strategies proposed by LaBontee (2019) who argue that schemata development for vocabulary knowledge storage in foreign learners. Students always focus their learning on the form (pronunciation, spelling, word parts, morphology), grammatical use (plurality, pre-/affix, sentence construction), collocations (syntax of co-occurring words), discourse function in particular situation and contexts, and productive and receptive uses. These aspects are helpful for students to memorize what they have learned. It was reinforced by Zurri (2018) who found that students are able to keep their vocabularies through much more use them in daily communication. Besides, teachers must help students with learning activities orienting cognitive memories.

CONCLUSION

Actually, it was not really difficult for students to be able to speak as long as they know what they should do. Everything should be trained. It was also the same with speaking English. The students needed to practice themselves like practicing in front of the mirror, speaking with their classmates, listening to English songs, watching various types of movies. Surely, they would be able to speak in their daily life, especially in their classroom.

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