

**AN ANALYSIS OF STUDENTS' SPEAKING STRATEGIES
AND THEIR PROBLEM IN SPEAKING SKILL AT THE
SIXTH SEMESTER STUDENTS OF THE ENGLISH
DEPARTMENT OF IAIN KERINCI
ACADEMIC YEAR 2020/2021**

A THESIS



BY :
LESI APERTA
NIM : 1710203009

**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2020/2021**

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STUDENTS OF THE ENGLISH DEPARTMENT OF STATE ISLAMIC
INSTITUTE (IAIN) KERINCI ACADEMIC YEAR 2020/2021**

A THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree
at English Education Program in Faculty of Education and Teacher Training State
Islamic Institute (IAIN) Kerinci

By:

LESI APERTA

NIM. 1710203009

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STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2020/2021**

CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitled “**An Analysis of Students’ Speaking Strategies and Their Problem in Speaking Skill at the Sixth Semester Students of the English Department of IAIN Kerinci Academic Year 2020/2021**”, is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to substantial extent has been accepted for the award of any another educational institution, except where due acknowledgment is made is the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, expect to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expression is acknowledged.

Sungai Penuh, August 2021

The Researcher



AGENDA	
NOMOR :	161
TANGGAL :	16/08/2021
PARAF :	Sungai Penuh, 31

Dr. Suhaimi, S. Pd., M. Pd.
Musdzal, M. Pd.
LECTURERS OF IAIN KERINCI

To :
The Rector of IAIN Kerinci
At
Sungai Penuh

OFFICIAL NOTE

Assalamualaikum Wr. Wb.

After guiding, analyzing, briefing and correcting the writing of Lesi Aperta's thesis (The Student's Number is 1710203009) entitle : "An Analysis of Students' Speaking Strategies and Their Problem in Speaking Skill at the Sixth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021", we are of the opinion that this thesis has met the qualification as one of partial fulfillment of requirements for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for final examination.

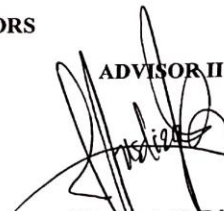
ADVISORS

ADVISOR I



Dr. Suhaimi, S. Pd., M. Pd.
NIP. 19690607 200312 1 002

ADVISOR II



Musdzal, M. Pd
NIDN. 2005028402



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK)
JURUSAN PENDIDIKAN BAHASA INGGRIS**

*Jalan Kapten Muradi Kecamatan Pesisir Bukit Kota Sungai Penuh; Telepon (0748)21065;
Faksimili (0748)22114; KodePos 37112; Website:
www.iainkerinci.ac.id; email: info@iainkerinci.ac.id*

APPROVAL AND ACCEPTENCE

This thesis has been defended before the board of examination (Munaqasah) on August 25th, 2021 and was approved as one of the requirements to obtain Undergraduate Degree (S1) in English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Sungai Penuh, August 25th, 2021

State Islamic College of Kerinci

The Chairman

ARIDEM WINTONI, M.Pd.
NIP. 19790925 200912 1 003

Examiner I

Dr. RUDI HARTONO, M.Pd.
NIP. 19730122 200003 1 002

Advisor I

Dr. SUHAIMI, S.Pd., M.Pd.
NIP. 19690607 200312 1 002

Examiner II

HERAYATI, M.Pd.
NIP. 19890329 202012 2 018

Advisor II

MUSDIZAL, M.Pd.
NIDN. 2005028402

DEDICATION

I dedicated this thesis for:

My beloved father and mother, because of you my life feel so easy and full of happiness. Thank you for their love, effort, support, and always praying for my success in the future.

My big Family, thank you for their support, kindness, concern, and wisdom for telling me how to live honestly and happily.

My cutie friends, their kindness is truly incomparable. They are one of the people who deserve this form of my struggle.

May Allah SWT. bless them.

I thanks very much to you all.

Big love and hug.

MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ
خَيْرٌ لَّكُمْ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا
تَعْلَمُونَ

Meaning:

“But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it bad for you. And Allah knows, while you know not”.

Artinya:

“Boleh jadi kamu membenci sesuatu padahal ia amat baik bagimu, dan boleh jadi pula kamu menyukai sesuatu padahal ia amat buruk bagimu. Allah mengetahui sedang kamu tidak mengetahui”.

(Q.S. Al-Baqarah : 216)

ABSTRACT

Lesi Aperta, 2017

:An Analysis of Students' Speaking Strategies and Their Problem in Speaking Skill at the Sixth Semester Students of the English Department of IAIN Kerinci Academic Year 2020/2021

Advisors

: 1. Dr. Suhaimi, S.Pd., M.Pd.

2. Musdizal, M.Pd.

The purpose of this study was to know the speaking strategy that used by students and their problems in speaking skill. The research was conducted at the sixth semester students in the English Department. This research was about 'An Analysis of Students' Speaking Strategies and Their Problems in Speaking Skill at the Sixth Semester Students of the English Department of IAIN Kerinci Academic Year 2020/2021'.

In this research, the researcher used a mixed method research design in sequential explanatory type. The researcher choose students semester sixth as population that consisted 51 students. The researcher used total sampling technique to determine the sample of quantitative, and used purposive sampling to qualitative. In collecting the data, the researcher used questionnaire to quantitative, and interview to qualitative. The researcher analyzes the data by using descriptive analysis. The researcher used SPSS (*Statistical Program for Social Science*) 20.0 for windows to analyze the data of questionnaires. While, to analyze the data of interview the researcher used three major phases, they were: data reduction, data display and drawing conclusion.

From the data analysis, the researcher found the speaking strategy that used by students and students' problems in speaking skill of the English Department of IAIN Kerinci as follow: (1) The speaking strategy that mostly used by students was Metacognitive Speaking Strategy, while Memory Speaking Strategy was the strategy that least used by students. (2) The students' problems in speaking skill were still lack of vocabulary. In general they still have difficulty distinguishing vocabulary that has the same meaning. In addition, the speed of speaker was also a factor that affects their speaking skill. Not only that, they were still afraid, felt anxiety, and shy in English Speaking.

Keyword: *Speaking Strategies, Problem in Speaking Skill, Mixed Method Research.*

ABSTRAK

Lesi Aperta, 2017

: Analisis Strategi Berbicara Siswa dan Masalah Mereka di Dalam Kemampuan Berbicara Bahasa Inggris pada Mahasiswa Semester Enam Jurusan Pendidikan Bahasa Inggris di IAIN Kerinci Tahun Akademik 2020/2021.

Pembimbing

**: 1. Dr. Suhaimi, S.Pd., M.Pd.
2. Musdizal, M.Pd.**

Tujuan dari penelitian ini adalah untuk mengetahui strategi berbicara yang digunakan oleh siswa dan masalah mereka dalam keterampilan berbicara dalam bahasa Inggris. Penelitian ini dilakukan pada siswa semester enam di jurusan bahasa Inggris. Penelitian ini tentang 'Sebuah Analisis Strategi Berbicara Siswa dan Masalah Mereka dalam Keterampilan Berbicara pada Semester Enam di Jurusan Bahasa Inggris di IAIN Kerinci Tahun Akademik 2020/2021'.

Pada penelitian ini peneliti menggunakan metode penelitian campuran dengan jenis penjelasan berurutan. Peneliti memilih siswa semester enam sebagai populasi yang terdiri dari 51 siswa. Peneliti menggunakan teknik pengambilan sampel total untuk menentukan sampel kuantitatif, dan menggunakan teknik pengambilan sampel purposive untuk kualitatif. Dalam mengoleksi data, peneliti menggunakan angket untuk kuantitatif, dan wawancara untuk kualitatif. Peneliti menganalisis data dengan menggunakan analisis deskriptif. Peneliti menggunakan SPSS (*Statistical Program for Social Science*) 20.0 for windows untuk menganalisis data angket. Sedangkan, untuk menganalisis data wawancara peneliti menggunakan tiga fase utama, yaitu: reduksi data, penyajian data, dan penarikan kesimpulan.

Dari analisis data, peneliti menemukan strategi berbicara yang digunakan oleh siswa dan Masalah siswa dalam keterampilan berbicara di jurusan bahasa Inggris di IAIN Kerinci, sebagai berikut: (1) Strategi berbicara yang paling banyak digunakan oleh siswa adalah strategi berbicara metakognitif, sedangkan strategi berbicara memori adalah yang paling sedikit digunakan oleh siswa. (2) Masalah-masalah siswa dalam keterampilan berbicara adalah masih kekurangan kosakata. Pada umumnya, mereka masih sulit membedakan kosakata yang memiliki makna yang sama. Selain itu, kecepatan berbicara dari lawan bicara juga mempengaruhi keterampilan berbicara mereka. Tidak hanya itu, mereka masih takut, merasa cemas, dan malu dalam berbicara menggunakan bahasa Inggris.

Kata kunci: *Strategi Berbicara, Masalah dalam Keterampilan Berbicara, Penelitian Campuran.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ
وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ

Alhamdulillah rabbil'alamin first and foremost, the researcher would like to give high thankfulness to the one and the only Allah SWT for the mercy and opportunity given to the researcher to finish this thesis. Peace is upon prophet Muhammad SAW the idol of all Moeslem all over the world that has shown use the right way of Islam for happiness on the world and the hereafter.

The title of the thesis is **“An Analysis of Students’ Speaking Strategies and Their Problem in Speaking Skill at the Sixth Semester Students of the English Department of IAIN Kerinci Academic Year 2020/2021”**.

This thesis is made to fulfill the requirements to get undergraduate degree in English Teaching at English Education Program the State Islamic Institute of Kerinci.

Then researcher would like to express thanks to :

1. Dr. H. Asa'ari, M.Ag.as the rector of IAIN Kerinci.
2. Dr. Ahmad Jamin, S.Ag., S.IP., M.Ag.as the first rector assistant of IAIN Kerinci.
3. Dr. Jafar Ahmad, S.Ag., M.Si.as the second rector assistant of IAIN Kerinci.
4. Dr. Halil Khusairi, M.Ag. as the third rector assistant of IAIN Kerinci

5. Dr. Hadi Chandra, M.Ag. as Dean Faculty of Education and Teacher Training of IAIN Kerinci
6. Aridem Vintoni, S.Pd, M.Pd as the leader of English Education Program.
7. Musdizal, M.Pd as secretary of English Department and as my second advisor, who giving me chance to consult and valuable suggestion, advices and recommendation in completing this thesis.
8. Dr. Suhaimi, S.Pd., M.Pd. as my first advisor who giving me chance to consult and valuable suggestion, advices and recommendation in completing this thesis.
9. Then, thanks to all lecture in IAIN Kerinci especially in English Education Program, who have educated since the first year of the study.
10. All of administration staff of IAIN Kerinci.

Finally, the researcher would like to express the great thank to his beloved parents, beloved sister, big family, the friends who have given support, love, suggestion, prayers, and everything that could not mentions one by one. The researcher awards this thesis still has much weakness because of the limination of knowledge and others. The researcher so expected and appropriate when there are some critics and suggestions to complete it.

Sungai Penuh, August 2021

The Researcher



LESI APERTA
1710203009

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning English, there are four skills that should be mastered by students, namely speaking, listening, writing and reading. Speaking and writing are productive skills, listening and reading are receptive skills. All of these skills are important, because they are the keys to communication. Among the four skills taught to students, speaking was one that should be mastered by students, because in speaking the students able to use English in the real communication.

Moreover, In Al-Qur'an surah Ar-Rahman 1-4 Allah SWT said:

الرَّحْمَنُ ۝١ عَلَّمَ الْقُرْآنَ ۝٢ خَلَقَ الْإِنسَانَ ۝٣ عَلَّمَهُ الْبَيَانَ ۝٤

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Artinya: (Tuhan) yang Maha pemurah. Yang Telah mengajarkan Al-Quran. Dia menciptakan manusia. Mengajarnya pandai

berbicara. (QS. Ar Rahman: 1-4).

Meaning: (God) Most Gracious. Who has taught the Qur'an. Allah created man. Teaching him is good at speaking.¹

¹Al-qu'an (Ar-Rahman).

Based on the surah Ar Rahman (1-4), it means in the Al-Qur'an also explained that Allah has taught us how to speak, and also how to use a good or correct words in communication. In addition, we also have to use correct word or vocabulary, verb, and other aspects while speak.

However, speaking is the main element to be mastered by students in learning English. Because speaking involves communicative performances, and other important elements, such as pronunciation, grammar, vocabulary, etc. As stated by Richards and Renandya that speaking is one of the central elements of communication.² Because of that, they should be taught in learning English to make the students able to use the target language to communicate.

Besides, speaking is very important skill. Speaking as communication tool in the world especially speaking English. Thornbury says speaking is so much a part of daily life that people take it for granted.³ Of course, in learning speaking the strategies that use by students in speaking are very important.

According to O'Malley and Chamot speaking strategies are important as they help learners in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language.⁴ Thus, the speaking strategies can help the students to understand what speaker say and help them to solve the problem in communication.

²Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: University Press, 2002), P.210.

³ Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), P.1.

⁴J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, (Cambridge: University Press, 1990), P.43.

Furthermore, the speaking strategies applied by students consciously when they face problems in speaking. The students used the strategies when processing the new information and performing tasks in the language classroom. This was because language classroom look like a problem solving environment where they got complicated tasks given by teachers, so that the students needed to find the quickest and simplest technique to do what are commanded to them.

In addition, according to Richards concerns that the mastery of speaking skill in English is a priority for many second-language or foreign-language learners.⁵ Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Because of that, the students must have speaking strategies to master speaking skill well.

Specifically, based on the preliminary interview at the sixth semester students of the English department of IAIN Kerinci on July 21nd2020 via online, the researcher found that the sixth semester students did not yet have the strategy in their speaking skill and the students' scores in speaking subject was low, then during interview with researcher they admitted that their mastery in speaking skill was very poor.

Based on the explanation of the problems above, the researcher interest to analyse the students' speaking strategies and their problem in speaking

⁵Jack C.Richards, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge: University Press, 2008), P.19.

skill. Thus the researcher was conducting this research entitled “**An Analysis of Students’ Speaking Strategies and Their Problem in Speaking Skill at the Sixth Semester Students of the English Department of IAIN Kerinci Academic Year 2020/2021**”.

B. Identification of the Problem

Based on the background above, the researcher identified some problems that found by students as follow:

1. The students still unknown the strategy in their speaking skill.
2. The students’ scores in speaking subject was low.
3. The students mastery in speaking skill was very poor.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher limited the problem only on the students’ speaking strategies and students’ problem in speaking skill at the sixth semester of the English department of IAIN Kerinci academic year 2020/2021.

D. Research Question

The problems of this research were formulated into the question below:

1. What are speaking strategies used by sixth semester students of English department of IAIN Kerinci?
2. What are the students’ problem in speaking skill at the sixth semester of English department of IAIN Kerinci?

E. Purpose of the Research

Based on the formulation of research question above, the purpose of this research were:

1. To know speaking strategies that used by sixth semester students of English Department of IAIN Kerinci.
2. To know the students' problem in speaking skill at the sixth semester of English department of IAIN Kerinci.

F. Significance of the Research

The result of this research expected to be valuable input for:

1. For the lecturers

It is expected that the result of this research can provide some valuable and useful information about the students' speaking strategies and students' problem in speaking skill.

2. For the students

It is expected that the students can understand about their speaking strategies and their problem in speaking skill.

3. For the researcher

The result of the research will serve as a future reference for researcher who are interested to research about students' speaking strategies and their problem in speaking skill deeply.

G. Definition of Key Terms

To avoid misunderstanding and misinterpreting in this research, the researcher gives specific terms as follow:

1. Speaking

Speaking is the ability of people to make using of the language in ordinary one.

2. Speking strategies

Speaking strategies is the way or technique that used by students to improving their speaking skill.

3. English Department

English department is one of the department in education and teacher training faculty of IAIN Kerinci.

4. IAIN Kerinci

IAIN Kerinci is one of the College in Kerinci. The location of the College is Pelita IV Street, Sungai Penuh, Sumur Gedang, Kerinci. It was built on March 21st, 1997.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature Speaking

a. Definition of Speaking

According to Kathleen, speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it.⁶ Speaking is the process of someone in expressing an opinion to be analyzed by other directly. In speaking they state their thoughts out loud using sound when talking. Thus means that when someone talks or interacts with others it means they want to convey something important. Christopher states that speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask question, or give an explanation.⁷

Rebecca stated that speaking is the first mode in which children acquire language, it is part of daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.⁸ Speaking is very important in our lives. However, learning to speak for communication needs to be appropriate. Speaking

⁶M. Bailey Kathleen, *Practical English Language Teaching Speaking*, (New York: Mc Graw Hill Companies, 2000), P.2.

⁷Turk Christopher, *Effective Speaking Communication in Speech*, (London: Taylor and Francis e-Library, 2003), P.9.

⁸Rebecca Hughes, *Spoken English TESOL and Applied Linguistics: Challenges for Theory and Practice*, (Great Britain: CPI Antony Rowe, 2006), P.144.

is an important activity that must be carried out by everyone, therefore by speaking someone is free to express feelings and emotions.

From definition above, we can conclude that speaking is productive skill and someone's ability to express the communication with other people. Because the main purpose of speaking is to communicate in order to express thoughts in effective, it being understood the students to understand the meaning of everything and trying to communicate.

b. Function of Speaking

Speaking is one of the skill which is to produce word, to express, to deliver thought, idea and feeling. As speaking function, Richards says that the function of speaking are classified into three;

a) Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experience, and so on.

Because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other.

c) Talk as performance

The third type of talk that can be usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches, the focuses are on both message and audience.⁹

From those definitions above, speaking has its function which cover talk as interaction, transaction and performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication.

c. Types of Speaking

Brown writes that generally there are two types of spoken language, as follow:

a) Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in

⁹Jack C. Richards, *Op. Cit.*, P.21.

speeches, lectures, readings, new broadcasts, and the like, then the listener have two process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

b) Dialogue

It is different with monologue, Brown says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.¹⁰

d. Elements of Speaking

Speaking is a skill in conveying feelings, ideas, and opinions. Speaking English well is influence by the mastering of the elements. Speaking elements are very important and cannot be separate from each other. Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

a) Language Features

- 1) Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds sre modified, added or weakened.

¹⁰H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2001), P.250.

- 2) Expressive device: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non-verbal means how they are feeling (especially in face to face interaction).
- 3) Lexis and grammar: teachers should, therefore, supply a variety of phrase for different function such as agreeing to disagreeing, expressing surprise, shock or approval.
- 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b) Mental/social processing

- a) Language processing: effective speaker needs to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey, the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- b) Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other

participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

- c) (on the spot) information processing: quite apart from our response to others feeling, we also need to be able to process the information they tell us at the moment we get it.¹¹

Based on the explanation above, can be seen that the students need to learn speaking, it is because speaking engages complex things to do.

2. The Problem of Speaking Skill

a. Speaking Problems

Juhana states that there are some psychological factors that hinder students from practicing their speaking in English class. Each of them is explained below:

a) Fear of Mistake

Fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, this fear is linked to the issue of correction and negative evaluation. This is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher.

¹¹Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), P.269.

b) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking.

c) Anxiety

Anxiety is feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. Anxiety influences students in learning language.

d) Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students who lack of confidence about communicate.

e) Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success. Motivation is important to notice in that it can affect students' reluctance to speak in English. In this

sense, motivation is a key consideration in determining the preparedness of learners to communicate.¹²

b. Indicators of Speaking

Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. According to Harris there are five indicators of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

a) Comprehension

Is the complex cognitive process involving the intentional interaction between speaker and listener. For oral communication, it certainly requires a subject to respond, to speak as well as to initiate it.

b) Grammar

It is needed for students to arrange a correct sentence in conversation. The students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral

¹²Juhana, "Psychological Factors that Hinder Students from Speaking in English Class", Journal of Education and Practice, Volume 3, No.12, 2012, P.100.

and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features.

e) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.¹³

¹³David P. Harris, *Testing English as a Second Language*, (McGraw-Hill, 1996), P.81.

3. Speaking Strategies

a. Definition of Speaking Strategies

An important component of learning speaking is that of speaking strategies. According to Griffiths that strategy is the term which will be used for the purposes of the presentwork.¹⁴ In other words, strategies is the way utilized by students to diverse degrees in language learning, that strategy use facilitates language learning, that good language leraners employ more effective learning strategy use interacts with different variables like anxiety, proficiency in speaking English, motivation, personality, and learning style.

Students' speaking strategies is the way to ease their understanding in speaking. It is used to improve students' ability in speaking English as foreign language. It will help the students to discover the easier tricks and technique learning speaking in English language. O'Malley and Chamot says that speaking strategies are important as they help learners in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language.¹⁵ Thus, speaking strategies are the conscious that learners take to achieve their learning goals.

The researcher conclude that strategy is plan, or technique used for accomplishing something or mission or a task. Then can be

¹⁴Carol Griffiths, *Language-Learning Strategies: Theory and Research*, (AIS St Helens: Centre for Research in International Education, 2004), P.1.

¹⁵J. Michael O'Malley and Anna Uhl Chamot, *Loc.Cit.*

concluded that speaking strategies is specific actions or technique taken by the learner to accomplishing task or to make learning faster, enjoyable, and effective.

b. Classification of Speaking Strategies

According to Dornyei and Scott, the term of speaking strategies in literature could refer to communication strategies.¹⁶ Based on the concept that communication is the primary goal of speaking. Dornyei and Scott says that in learning speaking skill there are six classification of speaking strategy, as follows:

a. Metacognitive Speaking Strategy

Metacognitive speaking strategy are actions which go beyond purely cognitive device, and which provide a way for learners to coordinate their own speaking learning process. Other metacognitive speaking strategies, like organizing, setting goals and objectives, considering the purpose, and planning for a language tasks, help learners to arrange and plan their language learning in an efficient, effective way.

Metacognitive speaking strategies include three strategy sets:

- a) Centering, this set of three strategies helps learners to converge their attention and energies on certain speaking tasks, activities, skills, or materials. Use of these strategies provides a focus for speaking learning.

¹⁶Dornyei Z and Scott M.L, *Communication Stratgies: An Empirical Analysis with Retrospection*, (Provo: Bringham Young University Press, 1995), P.173.

b) Arranging and Planning, this set contains six strategies, all of which help learners to organize and plan so as to get the most out of speaking learning. These strategies touch many areas: finding out about speaking learning, organizing the schedule and the environment, setting goals and objectives, considering task purpose, planning for task, and seeking chances to practice the language.

c) Evaluating the students' speaking learning, in this set are two related strategies, both aiding learners in checking their speaking performance. One strategy involves noticing and learning from errors, and the other concerns evaluating overall progress.

b. Cognitive Speaking Strategy

Cognitive speaking strategies are essential in learning a new language. Such strategies are a varied lot, ranging from repeating to analyzing expressions. With all their variety, cognitive speaking strategies are unified by a common function: manipulation or transformation of the target language by the learner.

Four sets of cognitive strategies exist:

a) Practicing, practicing the new language in natural, realistic settings, as in participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language.

- b) Repeating, saying or doing something over and over; listening to something several times, rehearsing, imitating a native speaker.
- c) Translating, converting a target language expression into the native language (at a various levels, from words a phrases all the way up to whole texts); or converting the native language into the target language; using one language as the basis for understanding or producing another.
- d) Deductive Reasoning, using general rules and applying them to new target language situations. This is a top-down strategy leading from general to specific.

c. Memory Speaking Strategy

Memory Speaking Strategy regaining their prestige as powerful mental tools. The mind can store some 100 trillion bits of information, but only part of that potential can be used unless memory speaking strategy come to the aid of the learner. Memory speaking strategies often involve pairing different types of material.

In speaking learning, it is possible to give verbal labels to pictures, or to create visual images of words or phrases.

Memory speaking strategies fall into three sets:

- a) Structuring the process of reviewing, this category contains just one strategy, structures reviewing. Looking at new target

language information once is not enough; it must be reviewed in order to be remembered.

b) **Building Mental Links**, in this set are three strategies that form the cornerstone for the rest of the memory speaking strategies: grouping, associating/elaborating, and using context.

c) **Retrieving**, the two strategies in this set, using physical response or sensation and using mechanical tricks, both involve some kind of meaningful movement or action. These strategies will appeal to learners who enjoy the kinesthetic or tactile modes of learning.

d. **Compensation Speaking Strategy**

Compensation speaking strategy are intended to make up for an inadequate repertoire of grammar and especially of vocabulary. Many compensation speaking strategy for production are used to compensate for a lack of appropriate vocabulary, but these strategies can also be used to make up for a lack of grammatical knowledge. For instance, if learners do not know how to express the subjunctive form a verb, they might use a different form to get the message across.

Two sets of compensation speaking strategies exist:

a) **Overcoming Limitations**, eight strategies are used for overcoming limitations. Some of these are dedicated solely to speaking, but some can be used for writing , as well. They are;

switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, and coining words.

b) Guessing based on Clues, the two strategies which contribute to guessing intelligently refer to two different kinds of clues: linguistic and nonlinguistic.

e. Affective Speaking Strategy

Affective speaking strategy refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing speaking learning. Speaking learners can gain control over these factors through affective speaking strategies.

Three main sets of affective speaking strategies exist:

a) Reducing Anxiety, three anxiety-reducing strategies are listed here. Each has a physical component and a mental component.

b) Making Positive Statements, saying or writing positive statements to oneself in order to feel more confident in learning the new conversation.

c) Viewing Risk and Mistakes Wisely, pushing oneself to take risks in a speaking learning situation, even though there is a chance of making of mistake or looking foolish. Risks must be tempered with good judgment.

f. Social Speaking Strategy

Social speaking strategy are a form of social behaviour, it is communication and communication occurs between and among people. Learning a speaking thus involves other people, and appropriate social speaking strategies are very important in this process.

Three sets of social speaking strategies exist:

- a) Asking others for help, this set of strategies involves asking someone, possibly a teacher or native speaker or even a more proficient fellow learner, for clarification, verification, or correction.
- b) Cooperating with others, this set of two strategies involves interacting with one or more people to improve speaking skill. These strategies are the basis of cooperative speaking learning, which not only increases learners' speaking performance but also enhances self-worth and social acceptance.
- c) Enhancing mutual understanding, enhance can be develop more easily when speaking learners use two strategies, they are; developing cultural understanding, becoming aware of others' thoughts and feelings.¹⁷

¹⁷*Ibid*, P.38.

B. Review of Related Findings

In review of related finding, some studies which were relevant to this thesis have make the thesis arrangement easier and to avoid repeating the same study. So, the researcher has tried to find some previous studies that were relevant to this research. First, Natalia Rahayu from IAIN Cirebon entitle *An Analysis of Students' Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School*.¹⁸ Her study included the descriptive research. The objectives of her study were to find the students' problem, the factors, and the strategies to overcome with the problem in speaking English daily language. The data were derived from interview and observation. The result of the research was the researcher found that the students had many problems it comes from their internal and external factors. The students still lack of understanding of grammatical patterns, incorrect pronunciation, and they limited of vocabulary mastery, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline, fear of making mistake and environment factors. Besides, they have also a psychological problem such as lack motivation. The main factors of students problem because the environmental factors which do not support them to implement English in daily language communication.

The second researcher was Baiq Rahmawati Yendra from UIN Lampung did a research entitle *An Analysis of Students' Problem in Mastering Speaking Skill Faced By the First Semester of the Twelfth Grade at*

¹⁸Natalia Rahayu, *An Analysis of Students' Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School*, (State Islamic Institute of Cirebon, 2015).

SMAN 3 Kota Bumi Lampung Utara in the Academic Year of 2017/2018.¹⁹ Her study included the qualitative research method. The objectives of her study were to find the students' problem in mastering speaking skill. The data were derived from observation, interview, and questionnaire. The result of that research was first, the researcher found that the student problem in mastering speaking were: lack vocabulary, pronunciation, grammar, fluency, and comprehends or understood English well. Second, the cause of problem that student faced in mastering speaking skill were the students unconfident to speak English, fear to make mistakes were speaking, anxiety when teacher asked to speake up, and shy to perform in front of the class. Furthermore, students lack of motivation in learning English.

Third, Jin Xu from Chinese Collage did research entitle *The Relationship Between the Use of Speaking Strategies and Performance on IELTS Speaking Test*.²⁰ The objectives of the research were to find out the speaking strategy that used by the students, and to find out the performance of students on IELTS speaking test. The data were derived from the questionnaire. The result of that research was the overall use of speaking strategies is at a medium frequency range; and participants are found to use compensation speaking strategy most frequently while cognitive speaking strategy is the least frequently used one. IELTS speaking test performance is positively correlated with the use of all six types of speaking strategies.

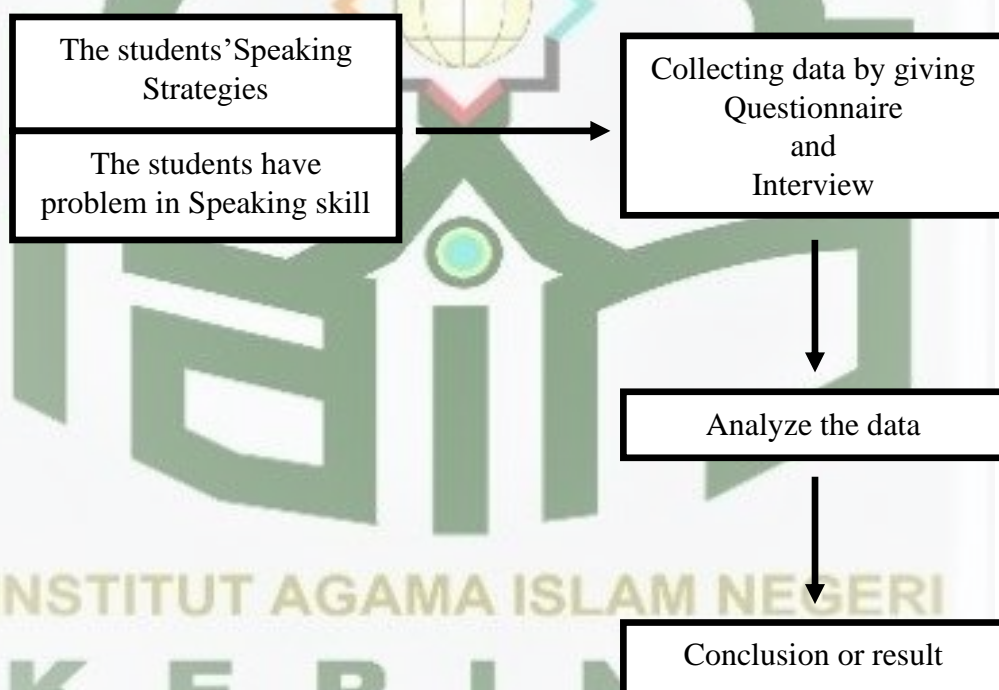
¹⁹Baiq Rahmawati Yendra, *An Analysis of Students' Problem in Mastering Speaking Skill Faced By the First Semester of the Twelfth Grade at SMAN 3 Kota Bumi Lampung Utara in the Academic Year of 2017/2018*, (State Islamic University of Lampung, 2018).

²⁰Jin Xu, "*The Relationship Between The Use of Speaking Strategies and Performance on IELTS Speaking Test: A Study on Chinese College Students*", *International Journal for 21stCentury Education*, Volume 3.2, 2016.

All of the researches discuss about students problem in speaking skill and the strategies that used by students. Considering all of them, the researcher argues that there was still an area of study that has not been explored. Therefore, the researcher would find out how the students' speaking strategy and their problem in speaking skill. This research investigates the sixth semester students of English department of IAIN Kerinci.

C. Conceptual Framework

Conceptual framework in this research, we can see the diagram as follow :



From diagram above, in this research, the researcher gave questionnaire to get the data from speaking strategies while in speaking problem the researcher gave interview to get the data and then from that data the researcher have analyzed, so the researcher have made the conclusion about the students' speaking strategies and their problem in

speaking skill at the sixth semester students of the english department of IAIN Kerinci.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a mixed method research design in sequential explanatory type. According to Creswell, a mixed method research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem.²¹ He also states that sequential explanatory mixed method design consist to first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results.²²

In this research, the researcher collected the data by using questionnaire and interview, and then the researcher described or analyzed the data from the result of test about students’ speaking strategies and their problems in speaking skill at the sixth semester of the English department of IAIN Kerinci academic year 2020/2021.

B. Procedure of the Research

Procedure of this research was used Concurrent Triangulation model.

According to Creswell, in the concurrent triangulation strategy, the researcher collecting the data concurrently (at one time), then compare both of data to

²¹John W. Cresswell, *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research) 4th Edition*, (Addison Wesley, 2011), P.535.

²²*Ibid*, P.542.

find out whether there are convergence, differences, or some combination.²³ The formula of this research was started from formulation of quantitative and qualitative problems. In collecting the data, both of methods were carried out at the same time where each was independently. Both of findings which were quantitative and qualitative data were analyzed with using each methods. Then, the researcher analyzes the data by using descriptive analysis which was described and explained the data from each aspects that researched. It was aims to combine the data between quantitative and qualitative to get the comprehensive analysis of the research problem.

C. Population and Sample

1. Population

A population is generalization area consisting of objects or subjects that have certain qualities and characteristics that are determine by the researcher to be studied and then conclude.²⁴ The population of this research was the sixth semester of English Department of IAIN Kerinci.

The distribution of the population of the research can be seen in the following table:

²³John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, (University of Nebraska: Pearson, 2013), P.320.

²⁴Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), P.80.

Table 1 : The number of population of this research (sixth semester of English Department of IAIN Kerinci)

No.	Class	The number of the population
1.	PBI VI A	17
2.	PBI VI B	18
3.	PBI VI C	16
Total		51

2. Sample

A sample is part of the number and characteristics of the population. If the population is large, and it is impossible for the researcher to study everything and the population, for example because of limited funds, energy and time, the researcher can use samples taken from that population.²⁵ It was a process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected.

In this research, the researcher used Total Sampling. Total sampling is a sampling technique when all of the populations are used as the sample.²⁶ The researcher used total sampling in this research because the total number of population was less than 100. So, the sample that was used in this research was all of the students sixth semester of English Department of IAIN Kerinci academic year 2020/2021, that consisted 3 classes (51 students) to complete the number of sample that was needed.

²⁵*Ibid*, P.81.

²⁶*Ibid*, P. 85.

The class that was taken as sample was PBI VI A (17 students), PBI VI B (18 students), and PBI VI C (16 students).

D. Source and Kind of Data

In this research, the researcher used primary data. Sugiyono state that primary data is a data source that directly provides data to data collectors.²⁷ In this case, the researcher conducted the research directly on subject to get the data by using questionnaire and interview.

E. Instrument of the Research

Instrument is very important in the research. Creswell says that instruments are tools for measuring, observing, or documenting quantitative data. The researcher identify these instruments before they collect data, and they may include a test, a questionnaire, a tally sheet, a log, an observational checklist, an inventory, or an assessment instrument.²⁸ Because there were some instruments that can be used in collecting data of a research, in this research, the researcher used only the following instruments:

1. Questionnaire

In this research, the researcher used questionnaire to get the detail information of students' speaking strategies. The total number of questionnaire was 30 items about speaking strategies. The respondent of questionnaire was all of the students at the sixth semester of English Department of IAIN Kerinci academic year 2020/2021. The

²⁷*Ibid*, P.193.

²⁸John W. Creswell, *Education I Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research) 4th Edition, Op.Cit.,P.622.*

questionnaire was adapted from Jin Xu. The researcher used specification of questionnaire as follows:

Table 2: Questionnaire Items Description

NO.	Speaking Strategy Subcategories	Number of Items	Total Items
1.	Metacognitive Speaking Strategy	1, 2, 3, 4, 5	5
2.	Cognitive Speaking Strategy	6, 7, 8, 9, 10	5
3.	Memory Speaking Strategy	11, 12, 13, 14, 15	5
4.	Compensation Speaking Strategy	16, 17, 18, 19, 20	5
5.	Affective Speaking Strategy	21, 22, 23, 24, 25	5
6.	Social Speaking Strategy	26, 27, 28, 29, 30	5
Total			30

2. Interview

In this research, the researcher used the interview to collected data about students' problems in speaking skills. As well as, the purpose of this interview was to make sure about the result of preliminary observation and to get more data related of this research. In this case, the researcher used purposive sampling technique to get the sample of interview. Purposive sampling technique is intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon.²⁹

The researcher adapted the interview from Baiq Rahmawati Yendra. The topic of interview can be described as follows:

²⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Bandung: Rineka Cipta, 2006), P.45.

Table 3: specifications of Students' Interview

No.	Indicator	No Item	Total Item
1.	Indicator of speaking, they are:		
	a) Vocabulary	1	7
	b) Pronunciation	2, 3	
	c) Grammar	4, 5	
	d) Fluency	6	
e) Comprehension	7		
2.	Causes of students problems in Speaking skill, they are:	8	5
	a) Lack of Confidence	9	
	b) Fear of Making Mistakes	10	
	c) Anxiety	11	
	d) Shyness	12	
	e) Lack of Motivation		
Total			12

F. Techniques of Collecting Data

1. Questionnaire

The researcher gives questionnaire to get the quantitative data of student's speaking strategies. Questionnaire is a set of questions or statements that the respondent must answer or complete.³⁰

In this research, the researcher gives questionnaire in order to know the further opinions and the aspects that may influence the students' speaking strategies. From collecting data through questionnaire, the researcher finds out the students' speaking strategies.

³⁰Subana and Sudrajat, *Dasar-dasar Penelitian Ilmiah*, (Bandung: Pustaka Setia, 2005), P.136.

2. Interview

The interview is used as a data collection technique if the researcher wants to conduct a preliminary study to find out the problems that must be researched.³¹

However, they differ from other conversations by having a specific structure and purpose. In this research the researcher used structure interview type to get the qualitative data from the students and the problems found by that students. In addition, the researcher finds out the students' problems in speaking skill.

G. Technique of Analyzing Data

1. Questionnaire

The procedures of analyzing quantitative data, as follows:

- 1) The quantitative data obtained from the questionnaire that could be presented in descriptive data.
- 2) Technique of analysis quantitative data in this research was used the SPSS (*Statistical Program for Social Science*) 20.0 for windows.
- 3) The purposes of using SPSS were to determine the Mean, Median, Modus, Standard Deviation, and Range of each aspect researched.
- 4) To know the percentage in each items, the researcher was used the following formula:³²

$$\text{Index \%} = \frac{\text{Score Total} \cdot 100}{y}$$

³¹Sugiyono, *Op.Cit.*, P. 137.

³² Abeduh, "Cara Menghitung Skala Likert", *teknikelektronika.com*, 2015.

Table 4: Interpretation each indicator of speaking strategies questionnaire³³

Level	Percentage
High	76 – 100 %
Enough	56 – 75 %
Low	40 – 55 %
Very Low	0 – 39 %

2. Interview

The qualitative data analysis technique that used by researcher was descriptive analysis. According to Miles and Huberman there are three major phases of data analysis: reduction data, display data and drawing conclusion or verification.³⁴ This following figure illustrated the component of data analysis by Miles and Huberman:

1) Reduction Data

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. In reduction data the mass of data has to be organized and meaningfully reduced or reconfigured.³⁵ In this research, the reduction data was carried out to focus data on the students' speaking problem at the sixth semester of the English Department of IAIN Kerinci. In reducing the data, the researcher must be guided of the goals to be achieved, namely to know the students'

³³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1993), P.208.

³⁴ Mathew B. Mies and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publication, 1994), P.12.

³⁵ *Ibid*, P.10.

speaking problems and the cause it. By doing data reduction, the existing data provided more description and make it easier for researcher to get the data.

2) Display Data

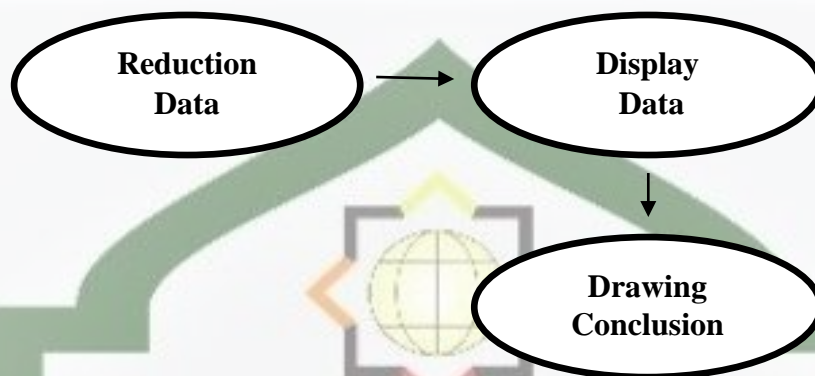
Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.³⁶ In this case, display data that doing by the researcher was in descriptive form of display data in systematic report. It can be make the researcher easier in understanding the result of the research.

3) Drawing Conclusion / Verification

The last step of analyzing the data was drawing conclusion/verification. Drawing conclusion involves stepping back to consider what the analyzed data mean and to assess the implication for the questions at hand. Verification is linked to drawing conclusion, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research

³⁶ *Ibid*, P.11.

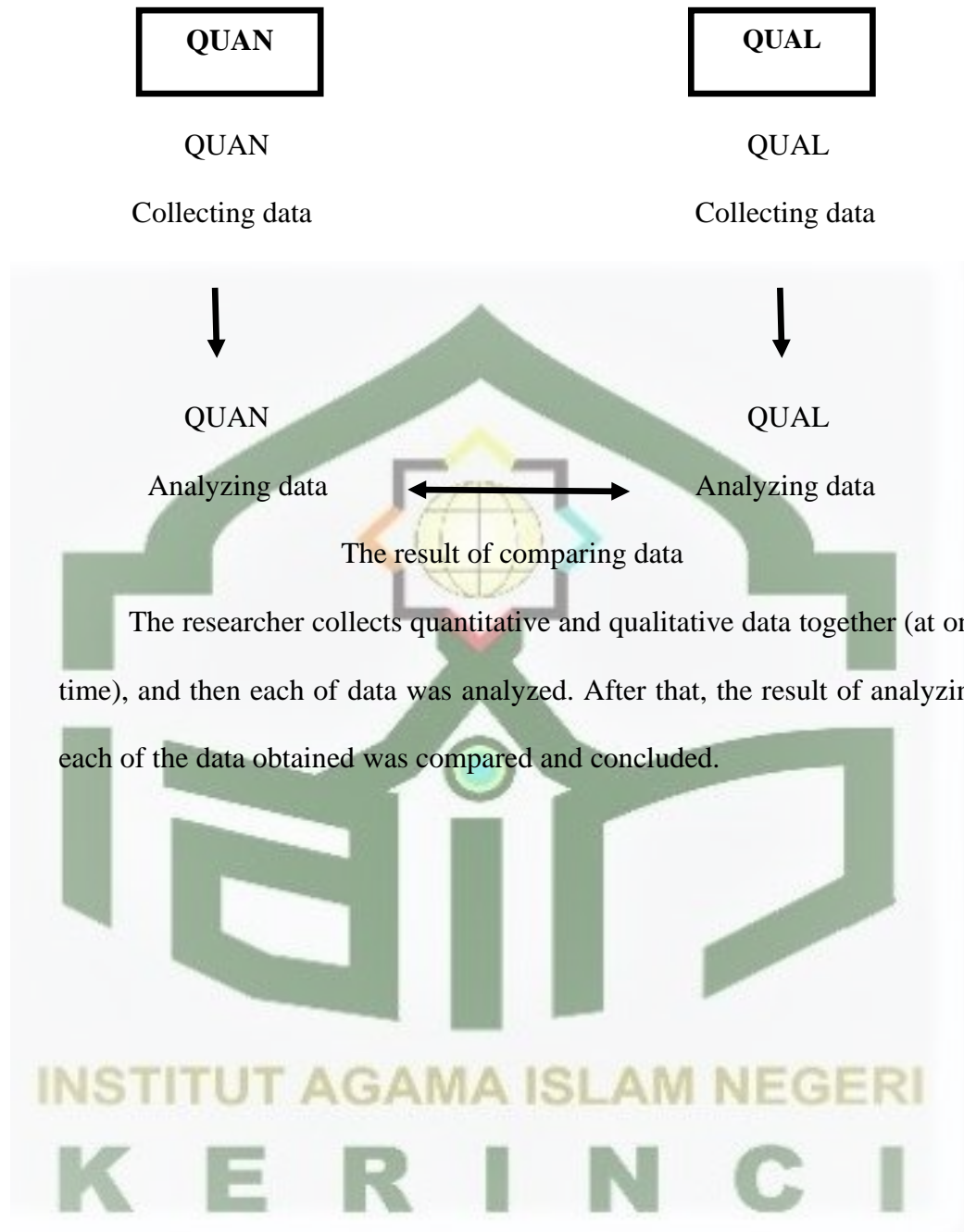
objectives.³⁷ In this step, the researcher draw the conclusion and verify the answer of research question that done in displaying the data by comparing the interview data. Thus, the researcher get the conclusion about students' problem in speaking skill.



Furthermore, to look the validity of data was used concurrent triangulation strategy. According to Creswell, in the concurrent triangulation strategy, the researcher collecting the data concurrently (at one time), then compare both of data to find out whether there are convergence, differences, or some combination.³⁸ In this strategy, mixing occurs when the research at interpretation or discussion steps. Mixing was done by merging two research data into one or by integrating or comparing the results of both the data simultaneously in discussion.

³⁷ *Ibid*, P.11.

³⁸ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, *Loc. Cit.*



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Result of Try Out

a. Result Try Out of Speaking Strategies Questionnaire

(1) Validity of Speaking Strategies Questionnaire

Validity is the degree to which a questionnaire measures what is it supposed to measure.³⁹ To calculate the validity of speaking strategies questionnaire, the researcher was used SPSS (*Statistical Program for Social Science*) 20.0 for windows. The minimum standard of validity questionnaire was 0,05 (5%).

The researcher has distributed questionnaire of students' speaking strategies. The questionnaire consisted 30 statements with 5 alternatives of answer Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA). The scores ranges from 1 to 5 using Likert Scale.

The result of the validity of speaking strategies questionnaire, there were 30 items got *valid*. Therefore, all of the item can be used for real test.(See Appendix 2)

³⁹Gay, L.R, *Educational Research: Competencies for Analysis and Application*, (London: Merrill Publishing Company, 1987), P.128.

(2) Reliability of Speaking Strategies Questionnaire

A reliable test is consistent dependable.⁴⁰ The questionnaire has been tried out first, to find out the reliability of the questionnaire. This test function was to make the researcher more accurate and to find out whether the questionnaire appropriate or not. The result of try out was calculate by using Cronbach's Alpha is a statistic generally used as a measurement of internal consistency or reliability. Table 4 shows the result of reliability questionnaire of instrument.

Table 5: Reliability Statistics of Speaking Strategies Try Out

Reliability Statistics	
Cronbach's Alpha	N of Items
.967	30

Based on the result of the test, it has found that the value of reliability was **0,967**. It means the interpretation criteria of the correlation coefficient was *high* levels.

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⁴⁰H. Doughlas Brown, *Op.Cit*, P.20.

2. The Result of Research

a. Analysis of Data

(1) Students' Speaking Strategies

The students' speaking strategies was as the variable (X). To know students' speaking strategies, the researcher conducted the online research on March 24st 2021 that given questionnaire to the 51 students which consisted 30 items. From 51 respondents only 49 respondents that filled out the questionnaire. (See Appendix 9)

The questionnaire was analyzed by using SPSS (*Statistical Program for Social Science*) 20.0 for windows . The questionnaire was assessed by Likert Scale rating which has five options, they are Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA).

The output of descriptive statistic by using SPSS 20.00 for students' responses questionnaire of Metacognitive speaking strategy. It can be seen in the table below:

Table 6: Descriptive statistics of metacognitive speaking strategy

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Metacognitive Speaking Strategy	49	12	22	940	19.14	2.558	6.542

Based on the table above, the results of data descriptions follows:

- a. N is the number of respondents who filled out the questionnaire data presented is 49 respondents.

- b. Minimum is the lowest value which is 12.
- c. Maximum is the largest value which is 22.
- d. Sum is the total of score is 940.
- e. Mean is the average value that is 19.14.
- f. Standard deviation is a measure of distribution data from the average value which is 2.6.
- g. Variance is the data variance obtained from multiples of the standard deviation which is 6.6.

The result of students' metacognitive speaking strategies questionnaire describe by showing frequency and percentage based on item of questionnaire in the following table:

Table 7: Percentage students' responses for each item of metacognitive speaking strategy

Number of Items	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
1	1	2,04%	0	0%	7	14,28%	23	46,93%	18	36,73%
2	0	0%	4	8,16%	10	20,40%	20	40,81%	15	30,61%
3	1	2,04%	1	2,04%	3	6,12%	21	42,85%	23	46,93%
4	2	4,08%	4	8,16%	23	46,93%	15	30,61%	5	10,20%
5	1	2,04%	5	10,20%	21	42,85%	16	32,65%	6	12,24%
Total	5	1,02%	14	2,85%	64	13,05%	95	19,38%	67	13,67%

Based on the table above item 1 showed that 2,04% students choose option "Strongly Disagree", 0% choose "Disagree", 14,28% choose "Neutral", 46,93% choose "Agree", and 36,73% choose "Strongly Agree". It indicated 23 of 49 the students "Agree" if they would pay attention when someone near them talks in English.

Based on the table above item 2 showed that 0% students choose option “Strongly Disagree”, 8,16% choose “Disagree”, 20,40% choose “Neutral”, 40,81% choose “Agree”, and 30,61% choose “Strongly Agree”. It indicated 20 of 49 the students “Agree” if they will use mental language preparation and organization prior to speaking in English.

Based on the table above item 3 showed that 2,04% students choose option “Strongly Disagree”, 2,04% choose “Disagree”, 6,12% choose “Neutral”, 42,85% choose “Agree”, and 46,93% choose “Strongly Agree”. It indicated 23 of 49 the students “Strongly Agree” if they will correct themselves after they realize they have spoken incorrectly.

Based on the table above item 4 showed that 4,08% students choose option “Strongly Disagree”, 8,16% choose “Disagree”, 46,93% choose “Neutral”, 30,61% choose “Agree”, and 10,20% choose “Strongly Agree”. It indicated 23 of 49 the students “Neutral” if they set up learning goals for oral English aimed at the three speaking tasks in TOEFL.

Based on the table above item 5 showed that 2,04% students choose option “Strongly Disagree”, 10,20% choose “Disagree”, 42,85% choose “Neutral”, 32,65% choose “Agree”, and 12,24% choose “Strongly Agree”. It indicated 21 of 49 the students “Neutral”

if they periodically summarize the progress they have made, find out problems and try to solve them.

The overall percentage of students' responses to metacognitive speaking strategy, as follows:

Table 8: Metacognitive speaking strategy

Items		F	Scores	%
1, 2, 3, 4, 5	SD	5	5	2,04
	D	14	28	5,71
	N	64	192	26,12
	A	95	380	38,77
	SA	67	335	27,34
Total		245	940	100 %
Respondents			49	
Max Score			1225	
Percentage			76,7 % (High)	

Based on the table above, it revealed that metacognitive speaking strategy obtained total frequency of 245 for all alternative answers, a total score of 940, and a maximum score of 1225. The results of percentage calculation obtained 76,7% which is in the high category. It means that the overall students average use metacognitive speaking strategy.

The output descriptive statistic for students' responses questionnaire of Cognitive speaking strategy, can be seen in the table below:

Table 9: Descriptive statistics of cognitive speaking strategy

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Cognitive Speaking Strategy	49	8	23	895	18.29	3.149	9.917

Based on the table above, the results of data descriptions follows:

- a. N is the number of respondents who filled out the questionnaire data presented is 49 respondents.
- b. Minimum is the lowest value which is 8.
- c. Maximum is the largest value which is 23.
- d. Sum is the total of score is 895.
- e. Mean is the average value that is 18.29.
- f. Standard deviation is a measure of distribution data from the average value which is 3.2.
- g. Variance is the data variance obtained from multiples of the standard deviation which is 9.9.

The result of students' cognitive speaking strategies questionnaire describe by showing frequency and percentage based on item of questionnaire in the following table:

Table 10: Percentage students' responses for each item of cognitive speaking strategy

Number of Items	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
6	0	0%	1	2,04%	8	16,32%	19	38,77%	21	42,85%
7	3	6,12%	7	14,28%	10	20,40%	22	44,89%	7	14,28%
8	2	4,68%	3	6,12%	7	14,28%	11	22,44%	26	53,06%
9	3	6,12%	3	6,12%	15	30,61%	15	30,61%	13	26,53%
10	3	6,12%	16	32,65%	20	40,81%	9	18,36%	1	2,04%
Total	11	2,30%	30	6,12%	60	12,24%	76	15,50%	68	13,87%

Based on the table above item 6 showed that 0% students choose option “Strongly Disagree”, 2,04% choose “Disagree”, 16,32% choose “Neutral”, 38,77% choose “Agree”, and 42,85% choose “Strongly Agree”. It indicated 21 of 49 the students “Strongly Agree” if while talking about something in Indonesian, they would think about how to say it in English.

Based on the table above item 7 showed that 6,12% students choose option “Strongly Disagree”, 14,28% choose “Disagree”, 20,40% choose “Neutral”, 44,89% choose “Agree”, and 14,28% choose “Strongly Agree”. It indicated 22 of 49 the students “Agree” if when others speak English, they would try to repeat in low voice.

Based on the table above item 8 showed that 4,68% students choose option “Strongly Disagree”, 6,12% choose “Disagree”, 14,28% choose “Neutral”, 22,44% choose “Agree”, and 53,06% choose “Strongly Agree”. It indicated 26 of 49 the students “Strongly

Agree” if they practice oral English by listening to English songs or watching English movies.

Based on the table above item 9 showed that 6,12% students choose option “Strongly Disagree”, 6,12% choose “Disagree”, 30,61% choose “Neutral”, 30,61% choose “Agree”, and 26,53% choose “Strongly Agree”. It indicated 15 of 49 the students “Neutral” if when they don’t know how to express something in English, they will try translating from Indonesian which has the similar meaning to English.

Based on the table above item 10 showed that 6,12% students choose option “Strongly Disagree”, 32,65% choose “Disagree”, 40,81% choose “Neutral”, 18,36% choose “Agree”, and 2,04% choose “Strongly Agree”. It indicated 20 of 49 the students “Neutral” if they practice oral English by using structured formulas and patterns to enhance understanding and fluency.

The overall percentage of students’ responses to cognitive speaking strategy, as follows:

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Table 11: Cognitive speaking strategy

Items		F	Scores	%
6, 7, 8, 9, 10	SD	11	11	4,48
	D	30	60	12,24
	N	60	180	24,48
	A	76	304	31,02
	SA	68	340	27,75
Total		245	895	100 %
Respondents	49			
Max Score	1225			
Percentage	73 % (Enough)			

Based on the table above, it revealed that cognitive speaking strategy obtained total frequency of 245 for all alternative answers, a total score of 895, and a maximum score of 1225. The results of percentage calculation obtained 73% which is in the enough category. It means that some of students average using cognitive speaking strategy.

The output descriptive statistic for students' responses questionnaire of memory speaking strategy, can be seen in the table below:

Table 12: Descriptive statistics of memory speaking strategy

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Memory Speaking Strategy	49	10	25	880	17.96	3.953	15.623

Based on the table above, the results of data descriptions follows:

- a. N is the number of respondents who filled out the questionnaire data presented is 49 respondents.
- b. Minimum is the lowest value which is 10.
- c. Maximum is the largest value which is 25.
- d. Sum is the total of score is 880.
- e. Mean is the average value that is 17.96.
- f. Standard deviation is a measure of distribution data from the average value which is 3.9.
- g. Variance is the data variance obtained from multiples of the standard deviation which is 15.7.

The result of students' memory speaking strategies questionnaire describe by showing frequency and percentage based on item of questionnaire in the following table:

Table 13: Percentage students' responses for each item of memory speaking strategy

Number of Items	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
11	0	0%	2	4,68%	16	32,65%	18	36,73%	13	26,53%
12	1	2,04%	8	16,32%	14	28,57%	17	34,69%	9	18,36%
13	1	2,04%	4	8,16%	14	28,57%	21	42,85%	9	18,36%
14	1	2,04%	5	10,20%	17	36,73%	16	32,65%	10	20,40%
15	3	6,12%	8	16,32%	16	32,65%	14	28,57%	8	16,32%
Total	6	1,22%	27	5,56%	77	15,91%	86	17,54%	49	9,99%

Based on the table above item 11 showed that 0% students choose option "Strongly Disagree", 4,08% choose "Disagree", 32,65% choose "Neutral", 36,73% choose "Agree", and 26,53% choose "Strongly Agree". It indicated 18 of 49 the students "Agree"

if they memorize the pronunciation of a new word first when learning it.

Based on the table above item 12 showed that 2,04% students choose option “Strongly Disagree”, 16,32% choose “Disagree”, 28,57% choose “Neutral”, 34,69% choose “Agree”, and 18,36% choose “Strongly Agree”. It indicated 17 of 49 the students “Agree” if they periodically review what they have previously learnt about oral English in order to enhance memorization.

Based on the table above item 13 showed that 2,04% students choose option “Strongly Disagree”, 8,16% choose “Disagree”, 28,57% choose “Neutral”, 42,85% choose “Agree”, and 18,36% choose “Strongly Agree”. It indicated 21 of 49 the students “Agree” if while learning a new word, they will place it in a meaningful context like a sentence or conversation for easier memorization.

Based on the table above item 14 showed that 2,04% students choose option “Strongly Disagree”, 10,20% choose “Disagree”, 36,73% choose “Neutral”, 32,65% choose “Agree”, and 20,40% choose “Strongly Agree”. It indicated 17 of 49 the students “Neutral” if while learning new words or phrases, they could associate them with what have been learnt before.

Based on the table above item 15 showed that 6,12% students choose option “Strongly Disagree”, 16,32% choose “Disagree”,

32,65% choose “Neutral”, 28,57% choose “Agree”, and 16,32% choose “Strongly Agree”. It indicated 16 of 49 the students “Neutral” if they try to group the new words and phrases according to their functions or meanings for easier memorization.

The overall percentage of students’ responses to memory speaking strategy, as follows:

Table 14: Memory speaking strategy

Items		F	Scores	%
11, 12, 13, 14, 15	SD	6	6	2,44
	D	27	54	11,02
	N	77	231	31,42
	A	86	344	35,10
	SA	49	245	20,00
Total		245	880	100 %
Respondents		49		
Max Score		1225		
Percentage		71,8 % (Enough)		

Based on the table above, it revealed that memory speaking strategy obtained total frequency of 245 for all alternative answers, a total score of 880, and a maximum score of 1225. The results of percentage calculation obtained 71,8% which is in the enough category. It means that some of students average using memory speaking strategy.

The output descriptive statistic for students’ responses questionnaire of compensation speaking strategy, can be seen in the table below:

Table 15: Descriptive statistics of compensation speaking strategy

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Compensation Speaking Strategy	49	12	23	900	18.37	2.913	8.487

Based on the table above, the results of data descriptions follows:

- a. N is the number of respondents who filled out the questionnaire data presented is 49 respondents.
- b. Minimum is the lowest value which is 12.
- c. Maximum is the largest value which is 23.
- d. Sum is the total of score is 900.
- e. Mean is the average value that is 18.37.
- f. Standard deviation is a measure of distribution data from the average value which is 2.9.
- g. Variance is the data variance obtained from multiples of the standard deviation which is 8.5.

The result of students' compensation speaking strategies questionnaire describe by showing frequency and percentage based on item of questionnaire in the following table:

Table 16: Percentage students' responses for each item of compensation speaking strategy

Number of Items	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
16	2	4,08%	3	6,12%	19	38,77%	24	48,97%	1	2,04%
17	1	2,04%	3	6,12%	8	16,32%	23	46,93%	14	28,57%
18	0	0%	10	20,40%	13	26,53%	21	42,85%	5	10,20%
19	0	0%	0	0%	9	18,36%	18	36,73%	22	44,89%
20	2	4,08%	4	8,16%	22	44,89%	17	34,69%	4	8,16%
Total	5	1,02%	20	4,08%	71	14,48%	103	21,01%	46	9,38%

Based on the table above item 16 showed that 4,08% students choose option “Strongly Disagree”, 6,12% choose “Disagree”, 38,77% choose “Neutral”, 48,97% choose “Agree”, and 2,04% choose “Strongly Agree”. It indicated 24 of 49 the students “Agree” if they try to adjust the topic for the conversation or discussion conducted in English when they feel it difficult to express.

Based on the table above item 17 showed that 2,04% students choose option “Strongly Disagree”, 6,12% choose “Disagree”, 16,32% choose “Neutral”, 46,93% choose “Agree”, and 28,57% choose “Strongly Agree”. It indicated 23 of 49 the students “Agree” if they will infer or guess the meaning of a new word or phrases they don't understand.

Based on the table above item 18 showed that 0% students choose option “Strongly Disagree”, 20,40% choose “Disagree”, 26,53% choose “Neutral”, 42,85% choose “Agree”, and 10,20% choose “Strongly Agree”. It indicated 21 of 49 the students “Agree” if

when practicing oral English, they try to explain a word that they cannot clearly express in English with easier vocabulary or replace it with a synonym.

Based on the table above item 19 showed that 0% students choose option “Strongly Disagree”, 0% choose “Disagree”, 18,36% choose “Neutral”, 36,73% choose “Agree”, and 44,89% choose “Strongly Agree”. It indicated 22 of 49 the students “Strongly Agree” if when they don’t understand others, they would ask them to slow down the speed or repeat what they said.

Based on the table above item 20 showed that 4,08% students choose option “Strongly Disagree”, 8,16% choose “Disagree”, 44,89% choose “Neutral”, 34,69% choose “Agree”, and 8,16% choose “Strongly Agree”. It indicated 22 of 49 the students “Neutral” if they will infer what others will say next according to what they have said earlier.

The overall percentage of students’ responses to compensation speaking strategy, as follows:

Table 17: Compensation speaking strategy

Items		F	Scores	%
16, 17, 18, 19, 20	SD	5	5	2,04
	D	20	40	8,16
	N	71	213	28,97
	A	103	412	42,04
	SA	49	230	18,77
Total		245	900	100 %
Respondents		49		
Max Score		1225		
Percentage		73,4 % (Enough)		

Based on the table above, it revealed that compensation speaking strategy obtained total frequency of 245 for all alternative answers, a total score of 900, and a maximum score of 1225. The results of percentage calculation obtained 73,4% which is in the enough category. It means that some of students average using compensation speaking strategy.

The output descriptive statistic for students' responses questionnaire of affective speaking strategy, can be seen in the table below:

Table 18: Descriptive statistics of affective speaking strategy

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Affective Speaking Strategy	49	10	23	914	18.67	3.412	11.641

Based on the table above, the results of data descriptions follows:

- a. N is the number of respondents who filled out the questionnaire data presented is 49 respondents.
- b. Minimum is the lowest value which is 10.
- c. Maximum is the largest value which is 23.
- d. Sum is the total of score is 914.
- e. Mean is the average value that is 18.67.
- f. Standard deviation is a measure of distribution data from the average value which is 3.5.
- g. Variance is the data variance obtained from multiples of the standard deviation which is 11.7.

The result of students' affective speaking strategies questionnaire describe by showing frequency and percentage based on item of questionnaire in the following table:

Table 19: Percentage students' responses for each item of affective speaking strategy

Number of Items	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
21	0	0%	5	10,20%	4	8,16%	15	30,61%	25	44,89%
22	0	0%	6	12,24%	16	32,65%	14	28,57%	13	26,53%
23	3	6,12%	2	4,08%	19	38,77%	14	28,57%	11	22,44%
24	2	4,08%	6	12,24%	14	28,57%	15	30,61%	12	24,48%
25	4	8,16%	2	4,08%	16	32,65%	16	32,65%	11	22,44%
Total	9	1,83%	21	4,28%	69	14,08%	74	15,10%	72	14,07%

Based on the table above item 21 showed that 0% students choose option "Strongly Disagree", 10,20% choose "Disagree", 8,16% choose "Neutral", 30,61% choose "Agree", and 44,89% choose "Strongly Agree". It indicated 25 of 49 the students "Strongly

Agree” if they believe in themselves that they can do well in oral English.

Based on the table above item 22 showed that 0% students choose option “Strongly Disagree”, 12,24% choose “Disagree”, 32,65% choose “Neutral”, 28,57% choose “Agree”, and 26,53% choose “Strongly Agree”. It indicated 16 of 49 the students “Neutral” if they try to control they tension like taking a deep breath before talking to others in English.

Based on the table above item 23 showed that 6,12% students choose option “Strongly Disagree”, 4,08% choose “Disagree”, 38,77% choose “Neutral”, 28,57% choose “Agree”, and 22,44% choose “Strongly Agree”. It indicated 19 of 49 the students “Neutral” if they try to talk with others in English on their own initiative.

Based on the table above item 24 showed that 4,08% students choose option “Strongly Disagree”, 12,24% choose “Disagree”, 28,57% choose “Neutral”, 30,61% choose “Agree”, and 24,48% choose “Strongly Agree”. It indicated 15 of 49 the students “Agree” if they feel free to speak English even if they might make mistakes.

Based on the table above item 25 showed that 8,16% students choose option “Strongly Disagree”, 4,08% choose “Disagree”, 32,65% choose “Neutral”, 32,65% choose “Agree”, and 22,44%

choose “Strongly Agree”. It indicated 16 of 49 the students “Neutral” if they try engage in self-talk to simulate the exam situation.

The overall percentage of students’ responses to affective speaking strategy, as follows:

Table 20: Affective speaking strategy

Items		F	Scores	%
21, 22, 23, 24, 25	SD	9	9	3,67
	D	21	42	8,57
	N	69	207	28,16
	A	74	296	30,20
	SA	72	360	29,38
Total		245	914	100 %
Respondents		49		
Max Score		1225		
Percentage		74,6 % (Enough)		

Based on the table above, it revealed that affective speaking strategy obtained total frequency of 245 for all alternative answers, a total score of 914, and a maximum score of 1225. The results of percentage calculation obtained 74,6% which is in the enough category. It means that some of students average using compensation speaking strategy.

The output descriptive statistic for students’ responses questionnaire of social speaking strategy, can be seen in the table below:

Table 21: Descriptive statistics of social speaking strategy

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Social Speaking Strategy	49	10	25	919	18.76	3.767	14.189

Based on the table above, the results of data descriptions follows:

- a. N is the number of respondents who filled out the questionnaire data presented is 49 respondents.
- b. Minimum is the lowest value which is 10.
- c. Maximum is the largest value which is 25.
- d. Sum is the total of score is 919.
- e. Mean is the average value that is 18.76.
- f. Standard deviation is a measure of distribution data from the average value which is 3.8.
- g. Variance is the data variance obtained from multiples of the standard deviation which is 14.2.

The result of students' social speaking strategies questionnaire describe by showing frequency and percentage based on item of questionnaire in the following table:

Table 22: Percentage students' responses for each item of social speaking strategy

Number of Items	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
26	0	0%	3	6,12%	11	22,44%	18	36,73%	17	34,69%
27	1	2,04%	7	14,28%	15	30,61%	9	18,36%	17	34,69%
28	0	0%	5	10,20%	18	36,73%	16	32,65%	10	20,40%
29	2	4,08%	7	14,28%	5	10,20%	19	38,77%	16	32,65%
30	0	0%	5	10,20%	21	42,85%	11	22,44%	12	34,48%
Total	3	6,12%	27	5,50%	70	14,28%	73	14,89%	72	15,69%

Based on the table above item 26 showed that 0% students choose option “Strongly Disagree”, 6,12% choose “Disagree”, 22,44% choose “Neutral”, 36,73% choose “Agree”, and 34,69% choose “Strongly Agree”. It indicated 18 of 49 the students “Agree” if they would request others to help them correct their mistakes when talking in English.

Based on the table above item 27 showed that 2,04% students choose option “Strongly Disagree”, 14,28% choose “Disagree”, 30,61% choose “Neutral”, 18,36% choose “Agree”, and 34,69% choose “Strongly Agree”. It indicated 17 of 49 the students “Strongly Agree” if when they get stuck or halting while speaking English, they would repeat the last word they have said or restart the sentence.

Based on the table above item 28 showed that 0% students choose option “Strongly Disagree”, 10,20% choose “Disagree”, 36,73% choose “Neutral”, 32,65% choose “Agree”, and 20,40% choose “Strongly Agree”. It indicated 18 of 49 the students “Neutral”

if they would seek the listener's confirmation after talking about something in English.

Based on the table above item 29 showed that 4,08% students choose option "Strongly Disagree", 14,28% choose "Disagree", 10,20% choose "Neutral", 38,77% choose "Agree", and 32,65% choose "Strongly Agree". It indicated 19 of 49 the students "Agree" if they use eye contact, facial expression and motions to help express thought emphasize speech.

Based on the table above item 30 showed that 0% students choose option "Strongly Disagree", 10,20% choose "Disagree", 42,85% choose "Neutral", 22,44% choose "Agree", and 34,48% choose "Strongly Agree". It indicated 21 of 49 the students "Neutral" if while talking to others in English, they may pause at appropriately to generate further expressions or ideas.

The overall percentage of students' responses to social speaking strategy, as follows:

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Table 23: Social speaking strategy

Items		F	Scores	%
26, 27, 28, 29, 30	SD	3	3	1,22
	D	27	54	11,02
	N	70	210	28,57
	A	73	292	29,79
	SA	72	360	29,38
Total		245	919	100 %
Respondents		49		
Max Score		1225		
Percentage		75 % (Enough)		

Based on the table above, it revealed that social speaking strategy obtained total frequency of 245 for all alternative answers, a total score of 919, and a maximum score of 1225. The results of percentage calculation obtained 75% which is in the enough category. It means that some of students average using social speaking strategy.

(2) Students' Problem in Speaking Skill

In this research, the students' problem in speaking skill was as the variable (Y). To collecting the data of students' problem in speaking skill, the researcher conducted the interview to students with different sample that used in questionnaire. In this case, the researcher used purposive sampling technique, because it was in accordance with the amount of data needed, namely to 24 of 51 respondents or students. To know the students' problem in speaking skill, the researcher have done online interview to the 24 students on April 17st 2021. The type of interview was structured interview which consisted 12 questions. **(See Appendix 10)**

From the interview about students' problems in speaking skill that have been carried out by researcher, the results were obtained in the following:

When the interview, the first question asked by the researcher was whether the respondents agree that they lack of vocabulary. All respondents admitted that they lacked of vocabulary. This was evident from the data obtained by the researcher from all of respondents who agreed, such as the answers from all respondents:

“Apakah anda setuju bahwa anda kekurangan kosakata?”

"Ya, saya sangat setuju".

It was really apprehensive to see the condition of the respondents who still lack of vocabulary if they were in their sixth

semester and almost finished their SI studies. During college from semester 1 to 6, the respondents were confused about their achievement in speaking it was caused the vocabulary was still not they mastered.

When the researcher asked about how the respondents pronounce in English, some respondents answered quite well as expressed by respondent 5:

“Bagaimana pengucapan bahasa Inggris anda?”

“Lumayan bagus, karena pengucapan dalam bahasa Inggris itu ada yang mudah dan ada yang sulit”.

However, respondent 3 stated that:

“Sejauh ini tidak ada masalah, tetapi akan keliru ketika bertemu kata yang memiliki makna yang sama”.

Although English was not use a written accent to tell how the language should be spoken. So the respondents should know about the different elements such as; pronunciation, word emphasis, rhythm, and intonation. Of course, the respondents must also refer to the context of other person, so that their pronunciation can be understood correctly and the problems faced by respondents as described by respondents 3 and 5 that have been resolved properly.

The problem about how respondents distinguish vocabulary that have same pronunciation was one of the main problems encountered by researcher when conducting interviews with respondents. As stated by respondent 17:

“Bagaimana anda membedakan kosakata yang memiliki pengucapan yang sama?”

"Dengan melihat kosakatanya dulu, dan walaupun pengucapannya sama tetapi artinya bias saja berbeda jauh dan beragam, jadi saya selalu memperhatikan konteks penggunaannya".

Besides that, respondent 18 actually said:

"Saya menggunakan kamus dan google terjemahan suara untuk membedakannya".

In English, there were the words that the written and pronounce have the same way, but have different meanings. Statements from respondents 17 and 18 indicate that the problems experienced by the respondents, especially when distinguishing vocabulary that has the same meaning can be resolved in several ways such as; Pay attention to context and word emphasis, use of grammar, and adjust meaning. But indirectly for respondents who have not found a way to solve the problem, it affected their motivation in speaking.

However, when the researcher asked the respondent about how their arranged the sentences well, some of the respondents answered using grammar. As respondent 20 said:

“Bagaimana anda menyusun kalimat dengan baik?”

"Saya menyusun kalimat dengan baik dan benar biasanya selalu menyesuaikan dengan struktur grammar dan tenses".

That's roughly what other respondents answered when the researcher asked the same question.

English sentence structure was the key to solid and effective communication if the respondents want to speak English like a native speaker. Half of the respondents have used the correct tricks when they arranged a sentence well.

The researcher also asked what make the respondents feel confused in composing English sentences.

“Apa yang membuat anda bingung dalam menyusun kalimat bahasa Inggris?”

“Kurangnya kosakata yang diketahui” was the answer of respondent 2.

In contrast to respondent 2, respondent 9 actually answered:

“Ketika menggunakan tobe, dan kapan penggunaan V1, V2, V3”. Such is their difference answers.

The period of learning English was not really affect how to compose the sentences, speaking well, etc. This was evident from the data obtained by the researcher from all of respondents who stated that they were confused in composing sentences caused not mastering the vocabulary, forget and difficult to determine the appropriate grammar. Among the 24 respondents, none of the respondents answered that they did not have problems or confusion when they were going to compose English sentences. This has shown that the respondents must really be serious in studying all English lessons to get satisfactory results.

When the researcher asked about their fluency in speaking English. Respondent 16 said:

“Bagaimana dengan kefasihan anda dalam berbicara bahasa Inggris?”

"Lumayan baik".

The answer of each respondent was not much different from the answer of respondent 16.

The respondents gave the positive response to this question, because they felt they could speak English better. The comfortable feeling that they feel when speaking in this foreign language was a measure of their positive attitude. So that they conclude that they can speak English fluently, despite their lack of vocabulary.

Respondent 22 revealed:

“Bagaimana anda meniru intonasi atau penekanan kata ketika berbicara dalam bahasa Inggris?”

"Musik, film, dan native speaker"

When the researcher asked how the respondent emulated the intonation when speaking in English. In addition to what was stated by respondent 22, respondent 17 stated:

"Mendengar kan lagu bahasa Inggris dan menonton film bahasa Inggris".

The respondents admitted that they learned English intonation through English movies and songs. Because, from movies and songs, respondents got a new experience where they giving the opportunity to improve their English language skills especially in speaking.

When they watch movies and listen to songs, respondents can better understand the new vocabulary and using it in daily life.

In addition to the questions above, the researcher also asked how the respondents understood English when listening to native speakers. Respondent 11 answered:

“Bagaimana pemahaman anda berbicara ketika mendengar penutur asli?”

"Paham, kalau cepat tidak paham".

The statement of respondent 11 can be said that they do not understand what native speakers say. The respondents admitted that they could understand native speakers if they spoke be slowly. In contrast, they will go blank when native speakers increase their speed in speaking. This was due to the respondents' unfamiliarity with listening to native speakers, they easier to understand if what was said by native speakers was spoken directly by their lecturers or friends.

During the study, the researcher wanted to find out whether the respondents were afraid of making mistakes when speaking in English. In this question, the researcher obtained answers from

respondents 14 who expressed:

“Apakah anda takut membuat kesalahan saat berbicara dalam bahasa Inggris? Jelaskan alasan anda?”

"Takut, karena yang saya ucapkan kadang tidak sesuai struktur kalimat dan pronounce".

In addition, respondent 21 stated:

"Ya sedikit, karena takut salah pronounce dan grammar".

All of the 24 respondents, there were 15 respondents who answered that they were afraid of making mistakes when speaking in English. From the results of interview conducted by researcher, it was found that respondents were afraid to speak spontaneously. This may be due to the respondent not or lack of preparation when speaking in English.

However, the researcher also wanted to know whether the respondents felt anxious when speaking in English. Respondent 1 admitted:

"Apakah anda merasa cemas saat berbicara dalam bahasa Inggris? Apa alasan anda?"

"Ya, takut salah ngomong".

This was expressed by the respondents with a feeling of enthusiasm.

Other respondents also said like that. This showed that what was experienced by respondents was caused their lacking self-confidence so that they lose ideas when they have something to say when speaking in English.

Before asking the last question, the researcher first asked whether the respondent felt embarrassed when speaking in English. This was answered by respondent 20:

"Apakah anda merasa malu saat berbicara dalam bahasa Inggris? Sebutkan alasan anda?"

"Malu, karena belum fasih".

Respondent 12 also said:

"Ya, takut salah".

Another answer was also expressed by respondent 7 with:

"Lumayan, ketika berbicara dengan orang yang lebih pandai speaking".

Many respondents answered that they embarrassed in various reasons. This was showed that the main cause of their shyness when speaking in English was lack of confidence, this may also be due to a lack of support from the environment. Respondents who were embarrassed when they want to express their opinion using English, they feel insecure about their ideas to be conveyed.

The last question the researcher asked to respondents was whether the respondent lacked motivation. Respondent 17 said:

"Apakah anda kekurangan motivasi? Katakan alasan anda?"

"Tidak, karena banyak sumber motivasi saya".

The respondents admitted that they did not lack of motivation, their motivation came from family, friends, lecturers, and some even said that they themselves were also the motivation. By having many sources of motivation, this was improved their speaking skill slowly due to supports from their environment.

From the results of the interview above, it can be concluded that there were several problems that affect students' speaking skills. Some factors were lack of vocabulary, in general they still have

difficulty distinguishing vocabulary that has the same meaning. In addition, the speed of the speaker was also a factor that affects students' speaking skills. Not only that, they were still afraid, felt anxiety, and shy in English speaking.

Reviewed the results of interview with researcher related to the speaking condition of students who have in semester 6, of course this was very concerning. In this case, the researcher assumed that not only vocabulary must be improved by students. In their speaking problem but also their courage or confidence to speak in public was also very important to improve.

Moreover, from the result of students' speaking strategies questionnaire and students' speaking problems interview, it can be concluded that Metacognitive Speaking Strategy was used by students to solve their problem in speaking skill, such as still lack of vocabulary, in general they still have difficulty distinguishing vocabulary that has the same meaning. In addition, the speed of speaker was also a factor that affects students' speaking skill. Not only that, they were still afraid, felt anxiety, and shy in English speaking. Moreover, in using metacognitive speaking strategy students will consciously to analyze and find out their mistakes in speaking. Metacognitive speaking strategy applied by students in solving their problems in speaking skill, that consist of 3 stages, such as: centering a representation mental of the problems, arranging and

planning how to solve their problems, and evaluating the result that work it. Therefore, the students will be independent students because themselves were the direct supervisor and assessor of their speaking skill.

B. Discussion

This research was to know the students' speaking strategies and their problem in speaking skill. This research was conducted to 49 respondents for speaking strategies questionnaire and 24 respondents for speaking problems interview.

Based on the result of this research, the researcher found that among 6 the classifications of speaking strategy namely, Metacognitive Speaking Strategy, Cognitive Speaking Strategy, Memory Speaking Strategy, Compensation Speaking Strategy, Affective Speaking Strategy, and Social Speaking Strategy, that supposed by Dornyei and Scott.⁴¹ There was one strategy that mostly used by students was Metacognitive Speaking Strategy with percentage 76,7% in High Category, total score of 938 and Mean value 19.14. Disparately, the strategy that least used by students was Memory Speaking Strategy with percentage 71,8% in Enough Category, total score of 880 and the Mean value was 17.96. It was different from the result of previous research by Jin Xu (2016), where found that the students use Compensation Speaking Strategy most frequently with the Mean value of 3.59. While,

⁴¹Dornyei Z and Scott M.L, *Op. Cit.*, P.173.

Cognitive Speaking Strategy was the least frequently used one with the Mean value of 3.16.

Having conducted the interview to students, the researcher found their problems in speaking skill, they were: lack of vocabulary, in general they still have difficulty distinguishing vocabulary that has the same meaning. In addition, the speed of the speaker was also a factor that affects students' speaking skills. Not only that, they were still afraid, felt anxiety, and shy in English speaking. Furthermore, in previous research by Baiq Rahmawati Yendra (2018), it also found that the students' problem in mastering speaking skill were the students had limited vocabulary, they were confused to pronounce the words in English, lack of grammar, could not speak fluently, and face difficulty to understand what the speaker said. Besides, the students inhibit to practicing English speaking and usually used their mother tongue. It was supported by Richards, who stated that students mostly face some problems in speaking English, their problems in speaking English are difficulties in getting meaning or understanding the conversation, vocabularies, pronunciation, shy, and afraid in making mistakes in meaning or content of their speaking.⁴² Beside, Juhana states that there are some factors that include in pshycological factors that related with second language learning among them are; fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation.⁴³ Based on the finding in the research above, it can be concluded that theory of Richards and Juhana was appropriate with the real condition.

⁴²Jack C. Richards, *Op. Cit.*, P.21.

⁴³ Juhana, *Op. Cit.*, P.100.

After the researcher analyzed and found the finding of the research, hopefully the researcher gave contribution of the research to better way. Mastering speaking should be supported by several thing, they are: vocabulary, pronunciation, grammar, fluency and comprehension.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that conducted by the researcher about “An Analysis of Students’ Speaking Strategies and Their Problem in Speaking Skill at the Sixth Semester of the English Department of IAIN Kerinci in Academic Year 2020/2021”. It can be concluded that:

1. The speaking strategies that mostly used by students was Metacognitive Speaking Strategy with percentage 76,7% in High Category, total score of 938 and the value of Mean was 19.14. Memory Speaking Strategy was the strategy that least used by students with percentage 71,8% in Enough Category, total score of 880 and value of Mean was 17.96.
2. The students’ problem in speaking skill were still lack of vocabulary, in general they still have difficulty distinguishing vocabulary that has the same meaning. In addition, the speed of the speaker was also a factor that affects students' speaking skills. Not only that, they were still afraid, felt anxiety and shy in English speaking.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the Students of English Department

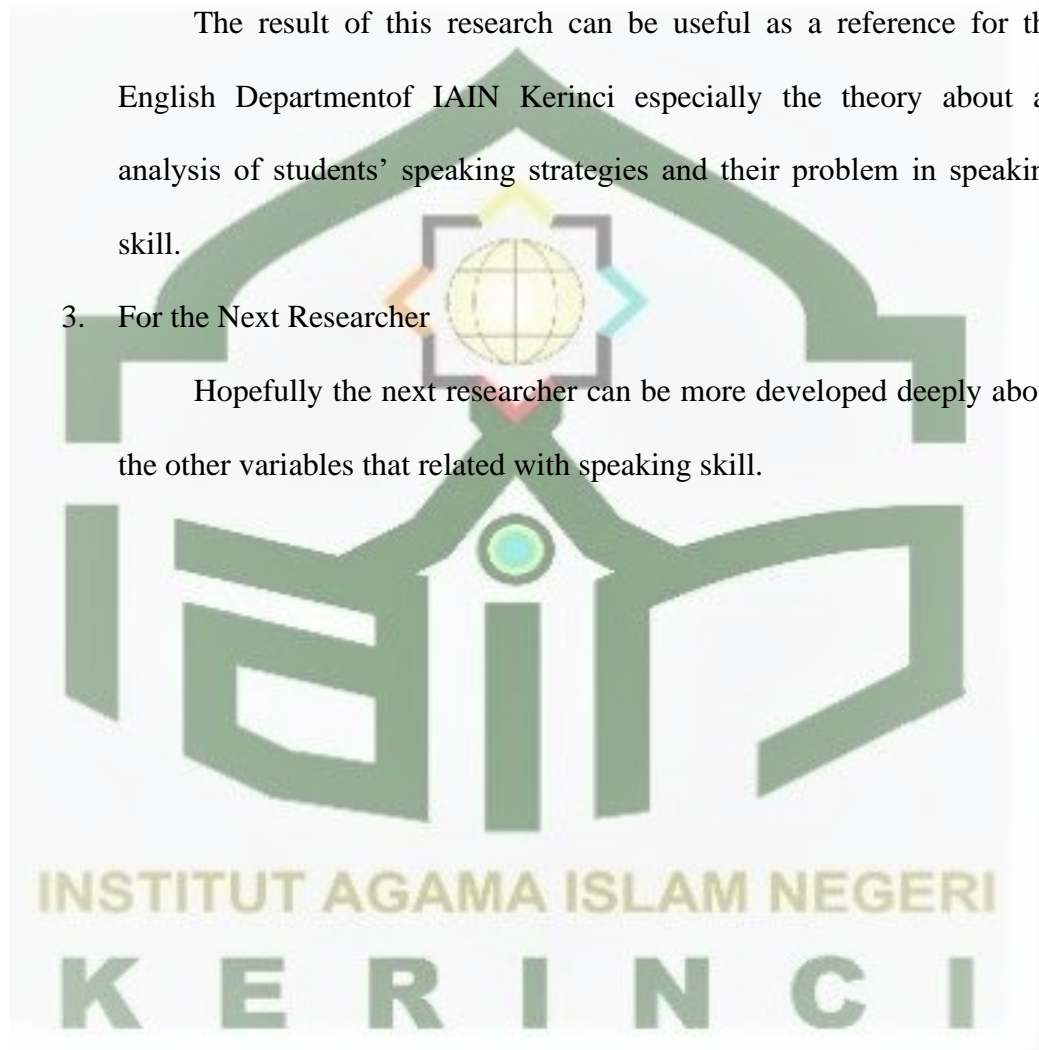
Hopefully the students can be choosing the suitable speaking strategy to minimize their problems in speaking skill.

2. For the English Department of IAIN Kerinci

The result of this research can be useful as a reference for the English Department of IAIN Kerinci especially the theory about an analysis of students' speaking strategies and their problem in speaking skill.

3. For the Next Researcher

Hopefully the next researcher can be more developed deeply about the other variables that related with speaking skill.



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CURRICULUM VITAE

I. Personal Information

Name : LESI APERTA
 Place / Date Of Bith : PALING SERUMPUN / NOVEMBER 20th, 1999
 Address : TANJUNG
 Religion : MOSLEM
 Nationality : INDONESIAN
 Marital Status : SINGLE
 Father's Name : HENDRI
 Mother's Name : NIRLILIS
 Phone Number : +6285332090893
 Email : apertalesi@gmail.com



II. Educational Background

2005 – 2011 : **Elementary School**
 SDN 036/XI Paling Serumpun
 2011 – 2014 : **Junior High School**
 SMPN 4 Sungai Penuh
 2014 – 2017 : **Senior High School**
 SMAN 5 Sungai Penuh
 2017 – 2021 : **Institute**
 State Islamic Institute of Kerinci

Sungai Penuh, August 2021

LESI APERTA

NIM: 1710203009

The logo of Institut Agama Islam Negeri Kerinci features a stylized green archway. Inside the arch is a central emblem consisting of a yellow globe with a grid, surrounded by a multi-colored geometric pattern in shades of orange, purple, and blue. Below the arch, the word 'KERINCI' is written in large, bold, green capital letters.

APPENDIX

INSTITUT AGAMA ISLAM NEGERI
KERINCI

APPENDIX 1

Speaking Strategies Questionnaire

Nama :

Nim :

Kelas :

Pertanyaan di bawah ini tidak memiliki jawaban standar dan tidak akan mempengaruhi pembelajaran anda kedepannya. Silahkan mengisi kuesioner sesuai dengan pengalaman belajar anda. Pilihlah 1 jawaban pilihan diantara 1, 2, 3, 4, 5 menurut anda yang sesuai dengan kondisi anda yang sebenarnya.

Keterangan:

- 1 : Sangat Tidak Sering.
- 2 : Tidak Sering.
- 3 : Kadang-Kadang.
- 4 : Sering.
- 5 : Sangat Sering.

No.	Pernyataan	1	2	3	4	5
1.	Saya memperhatikan ketika seseorang didekat saya berbicara dalam bahasa Inggris.					
2.	Saya akan menyiapkan dan mengatur mental sebelum berbicara dalam bahasa Inggris.					
3.	Saya mengoreksi diri saya sendiri setelah saya menyadari bahwa saya telah berbicara secara tidak benar dalam bahasa Inggris.					
4.	Saya menetapkan tujuan pembelajaran untuk bahasa Inggris					

	yang ditujukan pada 3 skill di TOEFL.					
5.	Saya merangkum kemajuan yang telah saya buat, mencari tahu masalah, dan mencoba menyelesaikannya.					
6.	Saya berbicara tentang sesuatu dalam bahasa Indonesia, kemudian saya akan memikirkan bagaimana mengatakannya dalam bahasa Inggris.					
7.	Ketika orang lain berbicara dalam bahasa Inggris, saya akan mencoba mengulang dengan suara rendah.					
8.	Saya berlatih bahasa Inggris lisan (speaking) dengan mendengarkan lagu-lagu bahasa Inggris atau menonton film bahasa Inggris.					
9.	Ketika saya tidak tahu bagaimana mengungkapkan sesuatu dalam bahasa Inggris, saya akan mencoba menerjemahkan dari bahasa Indonesia yang memiliki arti yang mirip dalam bahasa Inggris.					
10.	Saya berlatih bahasa Inggris lisan (speaking) dengan menggunakan rumus dan pola terstruktur untuk meningkatkan pemahaman dan kefasihan.					
11.	Saya menghafal pengucapan sebuah kata baru terlebih dahulu saat mempelajarinya.					
12.	Saya meninjau apa yang telah saya					

	pelajari sebelumnya tentang bahasa Inggris lisan (speaking) secara berkala untuk meningkatkan kemampuan menghafal.					
13.	Saat mempelajari kata baru, saya akan menempatkannya dalam konteks yang bermakna seperti kalimat atau percakapan agar lebih mudah dihafal.					
14.	Saat mempelajari kata atau frasa baru, saya dapat mengaitkannya dengan apa yang telah dipelajari sebelumnya.					
15.	Saya mencoba mengelompokkan kata dan frasa baru sesuai dengan fungsi atau artinya agar lebih mudah dihafal.					
16.	Saya mencoba menyesuaikan topik percakapan atau diskusi yang dilakukan dalam bahasa Inggris ketika saya merasa sulit untuk mengungkapkannya.					
17.	Saya akan menyimpulkan atau menebak arti kata atau frasa baru yang tidak saya mengerti.					
18.	Saat berlatih bahasa Inggris lisan (speaking), saya mencoba menjelaskan kata yang tidak dapat saya ungkapkan dengan jelas dalam bahasa Inggris dengan kosakata yang lebih mudah, atau menggantinya dengan sinonim.					
19.	Jika saya tidak bisa memahami					

	orang lain, saya akan meminta mereka untuk memperlambat kecepatan atau mengulangi apa yang mereka katakan.					
20.	Saya akan menyimpulkan apa yang akan dikatakan orang lain selanjutnya sesuai dengan apa yang mereka katakan sebelumnya.					
21.	Saya yakin pada diri saya sendiri bahwa saya dapat menguasai bahasa Inggris lisan (speaking) dengan baik.					
22.	Saya mencoba mengendalikan ketegangan saya seperti menarik napas dalam-dalam sebelum berbicara dengan orang lain dalam bahasa Inggris.					
23.	Saya mencoba berbicara dengan orang lain dalam bahasa Inggris atas inisiatif saya sendiri.					
24.	Saya merasa bebas untuk berbicara bahasa Inggris meskipun saya mungkin membuat kesalahan.					
25.	saya mencoba terlibat dalam self-talk untuk mensimulasikan situasi ujian.					
26.	Saya akan meminta orang lain untuk membantu saya memperbaiki kesalahan saya saat berbicara dalam bahasa Inggris.					
27.	Saat saya terhenti berbicara dalam bahasa Inggris, saya akan					

	mengulangi kata terakhir yang saya ucapkan atau memulai ulang kalimat.					
28.	Saya akan meminta konfirmasi pendengar setelah saya membicarakan sesuatu dalam bahasa Inggris.					
29.	Saya menggunakan kontak mata, ekspresi wajah, dan gerakan tubuh untuk membantu mengekspresikan pikiran atau menekankan ucapan.					
30.	Saat berbicara dengan orang lain dalam bahasa Inggris, saya mungkin berhenti sejenak untuk membangkitkan ekspresi atau ide lebih lanjut.					



APPENDIX 2

Problem In Speaking Skill Interview

1. Apakah anda setuju bahwa anda kekurangan kosakata?
2. Bagaimana pengucapan bahasa Inggris anda?
3. Bagaimana anda membedakan kosakata yang memiliki pengucapan yang sama?
4. Bagaimana anda menyusun kalimat dengan baik?
5. Apa yang membuat anda bingung dalam menyusun kalimat bahasa Inggris?
6. Bagaimana dengan kefasihan anda dalam berbicara bahasa Inggris?
7. Bagaimana anda meniru intonasi atau penekanan kata ketika berbicara dalam bahasa Inggris?
8. Bagaimana pemahaman anda berbicara ketika mendengar penutur asli?
9. Apakah anda takut membuat kesalahan saat berbicara dalam bahasa Inggris? Jelaskan alasan anda?
10. Apakah anda merasa cemas saat berbicara dalam bahasa Inggris? Apa alasan anda?
11. Apakah anda merasa malu saat berbicara dalam bahasa Inggris? Sebutkan alasan anda?
12. Apakah anda kekurangan motivasi? Katakan alasan anda?



INSTITUT AGAMA ISLAM NEGERI
KERINCI

APPENDIX 3

Trying Out Tabulation Of Speaking Strategies Questionnaire

Respondents	Items																														Skor Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Amel	4	2	4	4	3	4	3	5	4	4	2	3	4	3	4	3	4	3	4	3	3	4	3	2	2	2	3	2	2	2	95	
Andes	5	3	5	5	4	4	4	5	5	5	5	4	5	5	4	4	4	4	4	5	5	4	5	4	4	5	5	4	5	3	133	
Andita	5	3	5	5	3	4	2	5	3	5	4	3	5	3	4	4	4	2	4	3	5	4	5	5	3	3	3	3	4	3	113	
Ayu P	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	4	5	4	4	4	4	120	
Ayu G	5	5	5	5	4	5	5	5	3	5	3	4	5	4	3	4	5	5	5	3	5	3	3	4	5	5	3	5	3	5	127	
Dewi	4	3	3	4	3	4	4	3	4	4	2	3	4	2	3	4	4	4	4	4	2	3	3	2	3	3	4	3	2	3	96	
Filda	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	3	3	4	3	3	3	4	3	3	4	4	4	110	
Mia	4	3	5	4	4	5	2	5	3	4	4	4	4	4	3	4	5	2	4	3	5	3	5	3	4	5	3	4	4	3	116	
Miftahul	4	4	4	4	3	4	4	4	3	4	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	116	
Nadila	5	4	4	5	5	5	5	5	5	5	5	5	5	5	3	3	5	5	5	5	5	3	4	3	5	5	5	5	5	4	138	
Rahul	4	4	4	4	3	4	4	4	3	4	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	116	
Renda	4	3	4	4	3	2	3	4	4	4	2	3	4	3	2	3	2	3	3	3	4	2	3	2	2	3	3	2	2	3	89	
Sari	4	4	5	4	3	4	5	5	5	4	5	3	4	4	4	3	4	5	5	3	5	4	4	4	4	5	3	4	5	4	125	
Sesa	5	3	5	5	3	4	2	5	3	5	4	3	5	3	4	4	4	2	4	3	5	4	5	5	3	3	3	3	4	3	113	
Syaumi	5	4	4	5	4	3	4	4	4	5	4	4	5	4	3	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	119	
Titik	4	3	4	4	3	2	3	4	4	4	2	3	4	3	2	3	2	3	3	3	3	4	2	3	2	2	3	3	2	2	3	89

Zulkifli	1	2	3	1	3	1	1	1	1	1	1	3	1	2	2	2	1	1	3	2	2	2	1	1	3	2	2	3	1	2	54
	71	58	73	71	59	63	59	73	62	71	59	59	66	58	56	61	63	59	67	59	69	56	62	55	60	64	59	60	59	58	



APPENDIX 4

Validity and Reliability Of Speaking Strategies Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.967	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	106.06	395.934	.815	.968
VAR00002	106.82	405.154	.684	.968
VAR00003	105.94	409.559	.636	.969
VAR00004	106.06	395.934	.815	.968
VAR00005	106.76	412.816	.571	.969
VAR00006	106.53	391.265	.805	.968
VAR00007	106.76	395.441	.658	.969
VAR00008	105.94	394.059	.783	.968
VAR00009	106.59	404.007	.567	.969
VAR00010	106.06	395.934	.815	.968
VAR00011	106.76	384.066	.873	.967
VAR00012	106.76	412.816	.571	.969
VAR00013	106.06	395.934	.815	.968
VAR00014	106.82	399.779	.780	.968
VAR00015	106.94	409.309	.570	.969
VAR00016	106.65	411.618	.625	.969
VAR00017	106.53	391.265	.805	.968
VAR00018	106.76	395.441	.658	.969
VAR00019	106.29	407.971	.725	.968
VAR00020	106.76	406.066	.651	.969
VAR00021	106.18	398.404	.687	.968
VAR00022	106.94	409.309	.570	.969
VAR00023	106.59	397.507	.689	.968
VAR00024	107.00	394.125	.708	.968
VAR00025	106.71	400.471	.697	.968
VAR00026	106.47	392.390	.789	.968
VAR00027	106.76	406.066	.651	.969
VAR00028	106.71	400.471	.697	.968
VAR00029	106.76	384.066	.873	.967

VAR00030	106.82	405.154	.684	.968
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Validity of Speaking Strategies Questionnaire

Items of Speaking Strategies Questionnaire	Corrected Item-Total Correlation	Criteria
1	.815	Valid
2	.684	Valid
3	.636	Valid
4	.815	Valid
5	.571	Valid
6	.805	Valid
7	.658	Valid
8	.783	Valid
9	.567	Valid
10	.815	Valid
11	.873	Valid
12	.571	Valid
13	.815	Valid
14	.780	Valid
15	.570	Valid
16	.625	Valid
17	.805	Valid
18	.658	Valid
19	.725	Valid
20	.651	Valid
21	.687	Valid
22	.570	Valid
23	.689	Valid
24	.708	Valid

25	.697	Valid
26	.789	Valid
27	.651	Valid
28	.697	Valid
29	.873	Valid
30	.684	Valid



APPENDIX 5

Descriptive Statistics of Indicator Students' Speaking Strategies

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Metacognitive	49	10	12	22	938	19.14	.365	2.558	6.542	-.859	.340	.044	.668
Cognitive	49	15	8	23	896	18.29	.450	3.149	9.917	-1.239	.340	2.182	.668
Memory	49	15	10	25	880	17.96	.565	3.953	15.623	.067	.340	-.530	.668
Compensation	49	11	12	23	900	18.37	.416	2.913	8.487	-.665	.340	-.634	.668
Affective	49	13	10	23	915	18.67	.487	3.412	11.641	-.529	.340	-.538	.668
Social	49	15	10	25	919	18.76	.538	3.767	14.189	-.557	.340	-.624	.668
Valid N (listwise)	49												



APPENDIX 6

Students' Responses Speaking Strategies Questionnaire

Respon dents	It e m 1	It e m 2	It e m 3	It e m 4	It e m 5	It e m 6	It e m 7	It e m 8	It e m 9	It e m 1 0
AP	5	2	5	3	4	5	4	5	5	3
TK	4	3	4	2	3	5	3	4	4	2
ROD	4	4	4	4	3	4	4	4	3	4
AG	5	4	5	3	4	5	5	5	3	4
AS	4	5	4	3	3	4	3	5	4	3
AW	5	5	5	4	3	4	2	5	3	3
APL	4	4	5	3	4	3	4	5	4	3
MYF	4	2	5	3	4	4	2	5	3	2
FA	4	4	4	3	4	4	4	4	4	3
MJ	4	4	4	4	3	4	4	4	3	4
SWN	4	4	5	4	3	4	5	5	5	4
SF	5	4	4	3	4	4	4	4	4	2
Z	1	3	3	4	3	2	1	1	1	3
NN	5	4	4	4	5	5	5	5	5	3
RS	4	3	4	2	3	5	3	4	4	2
SS	5	5	5	4	3	4	2	5	3	3
DS	4	3	3	2	3	4	4	3	4	3
PM	4	4	5	3	3	3	1	2	2	3
AFL	5	5	4	5	3	3	5	2	5	3
YOS	5	3	5	4	3	5	5	3	5	5
AAL	4	3	4	5	4	5	3	4	2	2
A	4	5	4	4	3	3	3	5	5	1
DDS	5	5	4	3	3	3	4	5	4	4
HF	4	4	5	4	4	4	4	5	3	4
IA	4	5	4	5	4	5	2	5	5	4
NT	3	5	4	3	3	4	5	5	5	3
SD	4	5	4	3	2	5	3	1	4	3
SNF	4	5	5	3	4	5	4	3	5	2
YMP	3	2	4	3	4	4	3	3	3	4
GFS	4	3	5	4	2	3	2	5	1	2
N	3	5	3	2	2	3	2	4	3	2
RZ	4	5	5	4	4	5	3	3	5	4
MP	3	5	4	3	4	3	4	3	4	3
YF	3	4	4	3	4	5	4	4	5	3
TN	3	5	5	1	1	4	2	5	3	1
DA	5	3	2	4	3	5	3	5	5	3
FS	4	4	2	3	2	4	3	3	3	3
KU	5	4	5	5	5	5	4	5	2	2
NV	5	4	5	3	5	5	4	5	3	2
NO	4	3	4	1	3	4	5	5	5	1
MPP	5	3	4	4	3	4	4	4	4	3
TM	5	4	5	3	5	5	4	5	3	2
YS	4	4	4	5	3	5	4	5	4	3
LF	5	4	5	3	5	5	4	5	3	2

NA	5	4	5	3	5	5	4	5	3	2
PZ	5	4	5	3	4	5	4	5	4	2
RN	8	4	5	3	4	5	4	5	4	2
FR	4	5	5	3	3	4	4	4	4	3
IA	3	2	1	4	2	4	1	2	1	2

Respon dents	It e m 1 1	It e m 1 2	It e m 1 3	It e m 1 4	It e m 1 5	It e m 1 6	It e m 1 7	It e m 1 8	It e m 1 9	It e m 2 0
AP	3	5	5	5	4	4	4	3	4	5
TK	4	2	4	3	2	3	2	2	3	3
ROD	4	4	4	3	4	4	4	4	4	4
AG	3	4	3	4	3	4	5	4	5	3
AS	3	3	4	3	4	3	4	3	4	3
AW	3	2	4	3	4	4	4	2	4	3
APL	3	3	4	4	4	4	4	4	4	4
MYF	3	4	5	4	3	4	5	5	4	3
FA	4	3	3	3	3	4	4	3	3	3
MJ	4	4	4	3	4	4	4	4	4	4
SWN	5	4	4	4	4	3	4	4	5	3
SF	4	3	4	4	3	2	4	3	4	4
Z	2	4	3	2	2	2	1	4	3	2
NN	4	5	5	5	3	3	5	5	5	5
RS	4	2	4	3	2	3	2	2	3	3
SS	3	2	4	3	4	4	4	2	4	3
DS	4	3	2	2	3	4	4	3	4	4
PM	4	3	4	2	4	3	4	2	4	2
AFL	3	4	1	5	1	4	3	2	5	1
YOS	5	4	4	4	5	4	5	5	5	3
AAL	3	4	3	2	2	4	4	3	5	5
A	3	3	4	4	4	4	4	4	5	3
DDS	4	3	3	4	4	2	4	3	3	3
HF	4	4	3	4	3	4	4	4	4	3
IA	5	4	4	4	3	4	5	4	5	3
NT	4	4	4	4	3	3	4	5	5	3
SD	4	2	2	1	1	1	3	2	4	2
SNF	5	4	4	3	3	3	5	3	5	4
YMP	3	3	3	4	3	4	3	4	3	3
GFS	4	3	4	3	3	4	3	3	5	4
N	3	3	3	3	2	3	3	3	3	3
RZ	4	4	3	4	4	4	3	5	4	4
MP	4	3	3	3	4	4	4	2	4	4
YF	4	3	3	4	4	4	4	3	5	4
TN	3	2	2	3	1	1	3	4	5	2
DA	4	5	4	3	3	4	4	4	5	5
FS	2	2	2	3	2	4	2	2	3	3
KU	5	5	5	5	5	3	5	4	5	4
NV	5	5	5	5	5	3	5	4	5	4
NO	5	5	5	5	3	5	5	3	5	3

MPP	3	2	3	2	2	3	4	4	4	3
TM	5	5	5	5	5	3	5	4	5	4
YS	5	4	4	5	3	3	3	4	3	3
LF	5	5	5	5	5	3	5	4	5	4
NA	5	5	5	5	5	3	5	4	5	4
PZ	5	4	4	4	5	3	5	4	5	4
RN	5	4	4	4	5	3	5	4	5	4
FR	3	3	3	3	3	4	4	3	4	3
IA	3	1	3	3	2	3	4	2	4	1

Respon dents	It e m 2 1	It e m 2 2	It e m 2 3	It e m 2 4	It e m 2 5	It e m 2 6	It e m 2 7	It e m 2 8	It e m 2 9	It e m 3 0
AP	5	2	5	4	5	5	4	4	5	3
TK	4	3	3	2	1	3	4	2	2	3
ROD	4	4	4	4	3	4	3	4	4	4
AG	5	4	3	4	4	5	4	5	3	5
AS	3	3	3	2	3	2	3	2	2	2
AW	5	3	5	5	5	3	2	3	4	3
APL	3	3	3	3	5	5	3	4	4	4
MYF	5	2	5	3	3	5	5	4	4	3
FA	4	4	3	3	3	3	4	4	4	4
MJ	4	4	4	4	3	4	3	4	4	4
SWN	5	5	4	4	5	5	5	4	5	4
SF	4	2	4	4	4	4	4	4	4	4
Z	2	2	1	1	4	2	2	3	1	2
NN	5	5	4	3	3	5	3	5	5	4
RS	4	3	3	2	1	3	4	2	2	3
SS	5	3	5	5	5	3	2	3	4	3
DS	2	4	3	2	3	3	2	3	2	3
PM	3	4	1	3	4	5	3	5	4	5
AFL	4	2	5	3	5	3	4	2	4	4
YOS	5	4	5	3	5	5	5	5	5	5
AAL	5	4	4	5	4	5	5	5	2	3
A	5	3	3	4	4	4	3	4	3	3
DDS	4	5	3	3	5	4	3	5	3	3
HF	4	4	5	4	5	3	4	3	4	4
IA	5	5	3	3	5	5	5	4	4	5
NT	5	4	4	4	4	4	5	5	5	5
SD	5	5	2	2	2	3	3	3	1	2
SNF	2	4	3	2	4	4	3	3	5	3
YMP	4	3	3	4	3	4	3	4	4	3
GFS	4	3	3	3	3	4	3	3	4	3
N	2	3	4	4	4	2	2	5	3	3
RZ	5	4	4	5	4	5	5	5	5	3
MP	2	3	3	3	1	4	1	4	4	3
YF	5	4	3	3	3	5	4	4	4	4
TN	3	5	1	1	3	3	2	3	2	2
DA	5	3	5	5	4	5	5	4	4	4

FS	4	3	5	5	3	3	3	2	3	3
KU	5	5	4	5	4	4	5	3	5	5
NV	5	5	4	5	4	4	5	3	5	5
NO	5	3	3	3	5	5	5	3	5	3
MPP	5	3	5	5	2	5	2	3	4	3
TM	5	5	4	5	4	4	5	3	5	5
YS	5	3	5	4	3	5	5	5	5	3
LF	5	5	4	5	4	4	5	3	5	5
NA	5	5	4	5	4	4	5	3	5	5
PZ	4	5	3	4	3	4	5	3	5	5
RN	4	5	3	4	3	4	5	3	5	5
FR	4	4	3	3	3	4	3	4	4	3
IA	5	2	2	4	1	5	3	4	2	2



APPENDIX 8

Try Out

Speaking Strategies Questionnaire

Nama : DEWI SUSMILA

Nim : 1810203013

Kelas : 6A

Pertanyaan di bawah ini tidak memiliki jawaban standar dan tidak akan mempengaruhi pembelajaran anda kedepannya. Silahkan mengisi kuesioner sesuai dengan pengalaman belajar anda. Pilihlah 1 jawaban pilihan diantara 1, 2, 3, 4, 5 menurut anda yang sesuai dengan kondisi anda yang sebenarnya.

Keterangan:

- 1 : Sangat Tidak Sering.
- 2 : Tidak Sering.
- 3 : Kadang-Kadang.
- 4 : Sering.
- 5 : Sangat Sering.

No.	Pernyataan	1	2	3	4	5
1.	Saya memperhatikan ketika seseorang didekat saya berbicara dalam bahasa Inggris.				V	
2.	Saya akan menyiapkan dan mengatur mental sebelum berbicara dalam bahasa Inggris.			V		
3.	Saya mengoreksi diri saya sendiri setelah saya menyadari bahwa saya telah berbicara secara tidak benar dalam bahasa Inggris.			V		

4.	Saya menetapkan tujuan pembelajaran untuk bahasa Inggris yang ditujukan pada 3 skill di TOEFL.				V	
5.	Saya merangkul kemajuan yang telah saya buat, mencari tahu masalah, dan mencoba menyelesaikannya.			V		
6.	Saya berbicara tentang sesuatu dalam bahasa Indonesia, kemudian saya akan memikirkan bagaimana mengatakannya dalam bahasa Inggris.				V	
7.	Ketika orang lain berbicara dalam bahasa Inggris, saya akan mencoba mengulang dengan suara rendah.				V	
8.	Saya berlatih bahasa Inggris lisan (speaking) dengan mendengarkan lagu-lagu bahasa Inggris atau menonton film bahasa Inggris.			V		
9.	Ketika saya tidak tahu bagaimana mengungkapkan sesuatu dalam bahasa Inggris, saya akan mencoba menerjemahkan dari bahasa Indonesia yang memiliki arti yang mirip dalam bahasa Inggris.				V	
10.	Saya berlatih bahasa Inggris lisan (speaking) dengan menggunakan rumus dan pola terstruktur untuk meningkatkan pemahaman dan kefasihan.				V	
11.	Saya menghafal pengucapan sebuah kata baru terlebih dahulu		V			

	saat mempelajarinya.					
12.	Saya meninjau apa yang telah saya pelajari sebelumnya tentang bahasa Inggris lisan (speaking) secara berkala untuk meningkatkan kemampuan menghafal.			V		
13.	Saat mempelajari kata baru, saya akan menempatkannya dalam konteks yang bermakna seperti kalimat atau percakapan agar lebih mudah dihafal.				V	
14.	Saat mempelajari kata atau frasa baru, saya dapat mengaitkannya dengan apa yang telah dipelajari sebelumnya.		V			
15.	Saya mencoba mengelompokkan kata dan frasa baru sesuai dengan fungsi atau artinya agar lebih mudah dihafal.			V		
16.	Saya mencoba menyesuaikan topik percakapan atau diskusi yang dilakukan dalam bahasa Inggris ketika saya merasa sulit untuk mengungkapkannya.				V	
17.	Saya akan menyimpulkan atau menebak arti kata atau frasa baru yang tidak saya mengerti.				V	
18.	Saat berlatih bahasa Inggris lisan(speaking), saya mencoba menjelaskan kata yang tidak dapat saya ungkapkan dengan jelas dalam bahasa Inggris dengan kosakata yang lebih mudah, atau				V	

	menggantinya dengan sinonim.					
19.	Jika saya tidak bisa memahami orang lain, saya akan meminta mereka untuk memperlambat kecepatan atau mengulangi apa yang mereka katakan.				V	
20.	Saya akan menyimpulkan apa yang akan dikatakan orang lain selanjutnya sesuai dengan apa yang mereka katakan sebelumnya.				V	
21.	Saya yakin pada diri saya sendiri bahwa saya dapat menguasai bahasa Inggris lisan (speaking) dengan baik.		V			
22.	Saya mencoba mengendalikan ketegangan saya seperti menarik napas dalam-dalam sebelum berbicara dengan orang lain dalam bahasa Inggris.			V		
23.	Saya mencoba berbicara dengan orang lain dalam bahasa Inggris atas inisiatif saya sendiri.			V		
24.	Saya merasa bebas untuk berbicara bahasa Inggris meskipun saya mungkin membuat kesalahan.		V			
25.	saya mencoba terlibat dalam self-talk untuk mensimulasikan situasi ujian.			V		
26.	Saya akan meminta orang lain untuk membantu saya memperbaiki kesalahan saya saat berbicara dalam bahasa Inggris.			V		
27.	Saat saya terhenti berbicara dalam					

	bahasa Inggris, saya akan mengulangi kata terakhir yang saya ucapkan atau memulai ulang kalimat.				V	
28.	Saya akan meminta konfirmasi pendengar setelah saya membicarakan sesuatu dalam bahasa Inggris.			V		
29.	Saya menggunakan kontak mata, ekspresi wajah, dan gerakan tubuh untuk membantu mengekspresikan pikiran atau menekankan ucapan.		V			
30.	Saat berbicara dengan orang lain dalam bahasa Inggris, saya mungkin berhenti sejenak untuk membangkitkan ekspresi atau ide lebih lanjut.			V		

Nama : Sari Wahyuningsih

Nim : 1810203001

Kelas : 6A

Pertanyaan di bawah ini tidak memiliki jawaban standar dan tidak akan mempengaruhi pembelajaran anda kedepannya. Silahkan mengisi kuesioner sesuai dengan pengalaman belajar anda. Pilihlah 1 jawaban pilihan diantara 1, 2, 3, 4, 5 menurut anda yang sesuai dengan kondisi anda yang sebenarnya.

Keterangan:

- 1 : Sangat Tidak Sering.
 2 : Tidak Sering.
 3 : Kadang-Kadang.
 4 : Sering.
 5 : Sangat Sering.

No.	Pernyataan	1	2	3	4	5
1.	Saya memperhatikan ketika seseorang didekat saya berbicara dalam bahasa Inggris.				√	
2.	Saya akan menyiapkan dan mengatur mental sebelum berbicara dalam bahasa Inggris.				√	
3.	Saya mengoreksi diri saya sendiri setelah saya menyadari bahwa saya telah berbicara secara tidak benar dalam bahasa Inggris.					√
4.	Saya menetapkan tujuan pembelajaran untuk bahasa Inggris yang ditujukan pada 3 skill di TOEFL.				√	

5.	Saya merangkul kemajuan yang telah saya buat, mencari tahu masalah, dan mencoba menyelesaikannya.			√		
6.	Saya berbicara tentang sesuatu dalam bahasa Indonesia, kemudian saya akan memikirkan bagaimana mengatakannya dalam bahasa Inggris.				√	
7.	Ketika orang lain berbicara dalam bahasa Inggris, saya akan mencoba mengulang dengan suara rendah.					√
8.	Saya berlatih bahasa Inggris lisan (speaking) dengan mendengarkan lagu-lagu bahasa Inggris atau menonton film bahasa Inggris.					√
9.	Ketika saya tidak tahu bagaimana mengungkapkan sesuatu dalam bahasa Inggris, saya akan mencoba menerjemahkan dari bahasa Indonesia yang memiliki arti yang mirip dalam bahasa Inggris.					√
10.	Saya berlatih bahasa Inggris lisan (speaking) dengan menggunakan rumus dan pola terstruktur untuk meningkatkan pemahaman dan kefasihan.				√	
11.	Saya menghafal pengucapan sebuah kata baru terlebih dahulu saat mempelajarinya.					√
12.	Saya meninjau apa yang telah saya pelajari sebelumnya tentang bahasa Inggris lisan (speaking) secara			√		

	berkala untuk meningkatkan kemampuan menghafal.					
13.	Saat mempelajari kata baru, saya akan menempatkannya dalam konteks yang bermakna seperti kalimat atau percakapan agar lebih mudah dihafal.				√	
14.	Saat mempelajari kata atau frasa baru, saya dapat mengaitkannya dengan apa yang telah dipelajari sebelumnya.				√	
15.	Saya mencoba mengelompokkan kata dan frasa baru sesuai dengan fungsi atau artinya agar lebih mudah dihafal.				√	
16.	Saya mencoba menyesuaikan topik percakapan atau diskusi yang dilakukan dalam bahasa Inggris ketika saya merasa sulit untuk mengungkapkannya.			√		
17.	Saya akan menyimpulkan atau menebak arti kata atau frasa baru yang tidak saya mengerti.				√	
18.	Saat berlatih bahasa Inggris lisan(speaking), saya mencoba menjelaskan kata yang tidak dapat saya ungkapkan dengan jelas dalam bahasa Inggris dengan kosakata yang lebih mudah, atau menggantinya dengan sinonim.					√
19.	Jika saya tidak bisa memahami orang lain, saya akan meminta mereka untuk memperlambat					√

	kecepatan atau mengulangi apa yang mereka katakan.					
20.	Saya akan menyimpulkan apa yang akan dikatakan orang lain selanjutnya sesuai dengan apa yang mereka katakan sebelumnya.			√		
21.	Saya yakin pada diri saya sendiri bahwa saya dapat menguasai bahasa Inggris lisan (speaking) dengan baik.					√
22.	Saya mencoba mengendalikan ketegangan saya seperti menarik napas dalam-dalam sebelum berbicara dengan orang lain dalam bahasa Inggris.				√	
23.	Saya mencoba berbicara dengan orang lain dalam bahasa Inggris atas inisiatif saya sendiri.				√	
24.	Saya merasa bebas untuk berbicara bahasa Inggris meskipun saya mungkin membuat kesalahan.				√	
25.	saya mencoba terlibat dalam self-talk untuk mensimulasikan situasi ujian.				√	
26.	Saya akan meminta orang lain untuk membantu saya memperbaiki kesalahan saya saat berbicara dalam bahasa Inggris.					√
27.	Saat saya terhenti berbicara dalam bahasa Inggris, saya akan mengulangi kata terakhir yang saya ucapkan atau memulai ulang kalimat.			√		

28.	Saya akan meminta konfirmasi pendengar setelah saya membicarakan sesuatu dalam bahasa Inggris.				√	
29.	Saya menggunakan kontak mata, ekspresi wajah, dan gerakan tubuh untuk membantu mengekspresikan pikiran atau menekankan ucapan.					√
30.	Saat berbicara dengan orang lain dalam bahasa Inggris, saya mungkin berhenti sejenak untuk membangkitkan ekspresi atau ide lebih lanjut.				√	

Nama : Zulkifli

Nim : 1810103007

Kelas : 6A

Pertanyaan di bawah ini tidak memiliki jawaban standar dan tidak akan mempengaruhi pembelajaran anda kedepannya. Silahkan mengisi kuesioner sesuai dengan pengalaman belajar anda. Pilihlah 1 jawaban pilihan diantara 1, 2, 3, 4, 5 menurut anda yang sesuai dengan kondisi anda yang sebenarnya.

Keterangan:

- 1 : Sangat Tidak Sering.
 2 : Tidak Sering.
 3 : Kadang-Kadang.
 4 : Sering.
 5 : Sangat Sering.

No.	Pernyataan	1	2	3	4	5
1.	Saya memperhatikan ketika seseorang didekat saya berbicara dalam bahasa Inggris.	V				
2.	Saya akan menyiapkan dan mengatur mental sebelum berbicara dalam bahasa Inggris.		V			
3.	Saya mengoreksi diri saya sendiri setelah saya menyadari bahwa saya telah berbicara secara tidak benar dalam bahasa Inggris.			V		
4.	Saya menetapkan tujuan pembelajaran untuk bahasa Inggris yang ditujukan pada 3 skill di TOEFL.	V				

5.	Saya merangkul kemajuan yang telah saya buat, mencari tahu masalah, dan mencoba menyelesaikannya.			V		
6.	Saya berbicara tentang sesuatu dalam bahasa Indonesia, kemudian saya akan memikirkan bagaimana mengatakannya dalam bahasa Inggris.	V				
7.	Ketika orang lain berbicara dalam bahasa Inggris, saya akan mencoba mengulang dengan suara rendah.	V				
8.	Saya berlatih bahasa Inggris lisan (speaking) dengan mendengarkan lagu-lagu bahasa Inggris atau menonton film bahasa Inggris.	V				
9.	Ketika saya tidak tahu bagaimana mengungkapkan sesuatu dalam bahasa Inggris, saya akan mencoba menerjemahkan dari bahasa Indonesia yang memiliki arti yang mirip dalam bahasa Inggris.	V				
10.	Saya berlatih bahasa Inggris lisan (speaking) dengan menggunakan rumus dan pola terstruktur untuk meningkatkan pemahaman dan kefasihan.	V				
11.	Saya menghafal pengucapan sebuah kata baru terlebih dahulu saat mempelajarinya.	V				
12.	Saya meninjau apa yang telah saya pelajari sebelumnya tentang bahasa Inggris lisan (speaking) secara			V		

	berkala untuk meningkatkan kemampuan menghafal.					
13.	Saat mempelajari kata baru, saya akan menempatkannya dalam konteks yang bermakna seperti kalimat atau percakapan agar lebih mudah dihafal.	V				
14.	Saat mempelajari kata atau frasa baru, saya dapat mengaitkannya dengan apa yang telah dipelajari sebelumnya.		V			
15.	Saya mencoba mengelompokkan kata dan frasa baru sesuai dengan fungsi atau artinya agar lebih mudah dihafal.		V			
16.	Saya mencoba menyesuaikan topik percakapan atau diskusi yang dilakukan dalam bahasa Inggris ketika saya merasa sulit untuk mengungkapkannya.		V			
17.	Saya akan menyimpulkan atau menebak arti kata atau frasa baru yang tidak saya mengerti.	V				
18.	Saat berlatih bahasa Inggris lisan(speaking), saya mencoba menjelaskan kata yang tidak dapat saya ungkapkan dengan jelas dalam bahasa Inggris dengan kosakata yang lebih mudah, atau menggantinya dengan sinonim.	V				
19.	Jika saya tidak bisa memahami orang lain, saya akan meminta mereka untuk memperlambat			V		

	kecepatan atau mengulangi apa yang mereka katakan.					
20.	Saya akan menyimpulkan apa yang akan dikatakan orang lain selanjutnya sesuai dengan apa yang mereka katakan sebelumnya.		V			
21.	Saya yakin pada diri saya sendiri bahwa saya dapat menguasai bahasa Inggris lisan (speaking) dengan baik.		V			
22.	Saya mencoba mengendalikan ketegangan saya seperti menarik napas dalam-dalam sebelum berbicara dengan orang lain dalam bahasa Inggris.		V			
23.	Saya mencoba berbicara dengan orang lain dalam bahasa Inggris atas inisiatif saya sendiri.	V				
24.	Saya merasa bebas untuk berbicara bahasa Inggris meskipun saya mungkin membuat kesalahan.	V				
25.	saya mencoba terlibat dalam self-talk untuk mensimulasikan situasi ujian.			V		
26.	Saya akan meminta orang lain untuk membantu saya memperbaiki kesalahan saya saat berbicara dalam bahasa Inggris.		V			
27.	Saat saya terhenti berbicara dalam bahasa Inggris, saya akan mengulangi kata terakhir yang saya ucapkan atau memulai ulang kalimat.		V			

28.	Saya akan meminta konfirmasi pendengar setelah saya membicarakan sesuatu dalam bahasa Inggris.			V		
29.	Saya menggunakan kontak mata, ekspresi wajah, dan gerakan tubuh untuk membantu mengekspresikan pikiran atau menekankan ucapan.	V				
30.	Saat berbicara dengan orang lain dalam bahasa Inggris, saya mungkin berhenti sejenak untuk membangkitkan ekspresi atau ide lebih lanjut.		V			

APPENDIX 9

The Result of Students' Speaking Strategies Questionnaire

Nama : Andesman putra

Nim : 1810203019

Kelas : 6A

Pertanyaan di bawah ini tidak memiliki jawaban standar dan tidak akan mempengaruhi pembelajaran anda kedepannya. Silahkan mengisi kuesioner sesuai dengan pengalaman belajar anda. Pilihlah 1 jawaban pilihan diantara 1, 2, 3, 4, 5 menurut anda yang sesuai dengan kondisi anda yang sebenarnya.

Keterangan:

- 1 : Sangat Tidak Sering.
- 2 : Tidak Sering.
- 3 : Kadang-Kadang.
- 4 : Sering.
- 5 : Sangat Sering.

No.	Pernyataan	1	2	3	4	5
1.	Saya memperhatikan ketika seseorang didekat saya berbicara dalam bahasa Inggris.					V
2.	Saya akan menyiapkan dan mengatur mental sebelum berbicara dalam bahasa Inggris.		V			
3.	Saya mengoreksi diri saya sendiri setelah saya menyadari bahwa saya telah berbicara secara tidak benar dalam bahasa Inggris.					V
4.	Saya menetapkan tujuan pembelajaran untuk bahasa Inggris			V		

	yang ditujukan pada 3 skill di TOEFL.					
5.	Saya merangkul kemajuan yang telah saya buat, mencari tahu masalah, dan mencoba menyelesaikannya.				V	
6.	Saya berbicara tentang sesuatu dalam bahasa Indonesia, kemudian saya akan memikirkan bagaimana mengatakannya dalam bahasa Inggris.					V
7.	Ketika orang lain berbicara dalam bahasa Inggris, saya akan mencoba mengulang dengan suara rendah.				V	
8.	Saya berlatih bahasa Inggris lisan (speaking) dengan mendengarkan lagu-lagu bahasa Inggris atau menonton film bahasa Inggris.					V
9.	Ketika saya tidak tahu bagaimana mengungkapkan sesuatu dalam bahasa Inggris, saya akan mencoba menerjemahkan dari bahasa Indonesia yang memiliki arti yang mirip dalam bahasa Inggris.					V
10.	Saya berlatih bahasa Inggris lisan (speaking) dengan menggunakan rumus dan pola terstruktur untuk meningkatkan pemahaman dan kefasihan.			V		
11.	Saya menghafal pengucapan sebuah kata baru terlebih dahulu saat mempelajarinya.			V		
12.	Saya meninjau apa yang telah saya					V

	pelajari sebelumnya tentang bahasa Inggris lisan (speaking) secara berkala untuk meningkatkan kemampuan menghafal.					
13.	Saat mempelajari kata baru, saya akan menempatkannya dalam konteks yang bermakna seperti kalimat atau percakapan agar lebih mudah dihafal.					V
14.	Saat mempelajari kata atau frasa baru, saya dapat mengaitkannya dengan apa yang telah dipelajari sebelumnya.					V
15.	Saya mencoba mengelompokkan kata dan frasa baru sesuai dengan fungsi atau artinya agar lebih mudah dihafal.				V	
16.	Saya mencoba menyesuaikan topik percakapan atau diskusi yang dilakukan dalam bahasa Inggris ketika saya merasa sulit untuk mengungkapkannya.				V	
17.	Saya akan menyimpulkan atau menebak arti kata atau frasa baru yang tidak saya mengerti.				V	
18.	Saat berlatih bahasa Inggris lisan(speaking), saya mencoba menjelaskan kata yang tidak dapat saya ungkapkan dengan jelas dalam bahasa Inggris dengan kosakata yang lebih mudah, atau menggantinya dengan sinonim.			V		
19.	Jika saya tidak bisa memahami				V	

	orang lain, saya akan meminta mereka untuk memperlambat kecepatan atau mengulangi apa yang mereka katakan.					
20.	Saya akan menyimpulkan apa yang akan dikatakan orang lain selanjutnya sesuai dengan apa yang mereka katakan sebelumnya.					V
21.	Saya yakin pada diri saya sendiri bahwa saya dapat menguasai bahasa Inggris lisan (speaking) dengan baik.					V
22.	Saya mencoba mengendalikan ketegangan saya seperti menarik napas dalam-dalam sebelum berbicara dengan orang lain dalam bahasa Inggris.	V				
23.	Saya mencoba berbicara dengan orang lain dalam bahasa Inggris atas inisiatif saya sendiri.					V
24.	Saya merasa bebas untuk berbicara bahasa Inggris meskipun saya mungkin membuat kesalahan.				V	
25.	saya mencoba terlibat dalam self-talk untuk mensimulasikan situasi ujian.					V
26.	Saya akan meminta orang lain untuk membantu saya memperbaiki kesalahan saya saat berbicara dalam bahasa Inggris.					V
27.	Saat saya terhenti berbicara dalam bahasa Inggris, saya akan mengulangi kata terakhir yang saya				V	

	ucapkan atau memulai ulang kalimat.					
28.	Saya akan meminta konfirmasi pendengar setelah saya membicarakan sesuatu dalam bahasa Inggris.				V	
29.	Saya menggunakan kontak mata, ekspresi wajah, dan gerakan tubuh untuk membantu mengekspresikan pikiran atau menekankan ucapan.					V
30.	Saat berbicara dengan orang lain dalam bahasa Inggris, saya mungkin berhenti sejenak untuk membangkitkan ekspresi atau ide lebih lanjut.			V		

Nama : Ariffsa

Nim : 1810203026

Kelas : 6b

Pertanyaan di bawah ini tidak memiliki jawaban standar dan tidak akan mempengaruhi pembelajaran anda kedepannya. Silahkan mengisi kuesioner sesuai dengan pengalaman belajar anda. Pilihlah 1 jawaban pilihan diantara 1, 2, 3, 4, 5 menurut anda yang sesuai dengan kondisi anda yang sebenarnya.

Keterangan:

- 1 : Sangat Tidak Sering.
 2 : Tidak Sering.
 3 : Kadang-Kadang.
 4 : Sering.
 5 : Sangat Sering.

No.	Pernyataan	1	2	3	4	5
1.	Saya memperhatikan ketika seseorang didekat saya berbicara dalam bahasa Inggris.				√	
2.	Saya akan menyiapkan dan mengatur mental sebelum berbicara dalam bahasa Inggris.					√
3.	Saya mengoreksi diri saya sendiri setelah saya menyadari bahwa saya telah berbicara secara tidak benar dalam bahasa Inggris.				√	
4.	Saya menetapkan tujuan pembelajaran untuk bahasa Inggris yang ditujukan pada 3 skill di TOEFL.				√	

5.	Saya merangkul kemajuan yang telah saya buat, mencari tahu masalah, dan mencoba menyelesaikannya.			√		
6.	Saya berbicara tentang sesuatu dalam bahasa Indonesia, kemudian saya akan memikirkan bagaimana mengatakannya dalam bahasa Inggris.			√		
7.	Ketika orang lain berbicara dalam bahasa Inggris, saya akan mencoba mengulang dengan suara rendah.			√		
8.	Saya berlatih bahasa Inggris lisan (speaking) dengan mendengarkan lagu-lagu bahasa Inggris atau menonton film bahasa Inggris.					√
9.	Ketika saya tidak tahu bagaimana mengungkapkan sesuatu dalam bahasa Inggris, saya akan mencoba menerjemahkan dari bahasa Indonesia yang memiliki arti yang mirip dalam bahasa Inggris.					√
10.	Saya berlatih bahasa Inggris lisan (speaking) dengan menggunakan rumus dan pola terstruktur untuk meningkatkan pemahaman dan kefasihan.	√				
11.	Saya menghafal pengucapan sebuah kata baru terlebih dahulu saat mempelajarinya.			√		
12.	Saya meninjau apa yang telah saya pelajari sebelumnya tentang bahasa Inggris lisan (speaking) secara			√		

	berkala untuk meningkatkan kemampuan menghafal.					
13.	Saat mempelajari kata baru, saya akan menempatkannya dalam konteks yang bermakna seperti kalimat atau percakapan agar lebih mudah dihafal.				√	
14.	Saat mempelajari kata atau frasa baru, saya dapat mengaitkannya dengan apa yang telah dipelajari sebelumnya.				√	
15.	Saya mencoba mengelompokkan kata dan frasa baru sesuai dengan fungsi atau artinya agar lebih mudah dihafal.				√	
16.	Saya mencoba menyesuaikan topik percakapan atau diskusi yang dilakukan dalam bahasa Inggris ketika saya merasa sulit untuk mengungkapkannya.				√	
17.	Saya akan menyimpulkan atau menebak arti kata atau frasa baru yang tidak saya mengerti.				√	
18.	Saat berlatih bahasa Inggris lisan(speaking), saya mencoba menjelaskan kata yang tidak dapat saya ungkapkan dengan jelas dalam bahasa Inggris dengan kosakata yang lebih mudah, atau menggantinya dengan sinonim.				√	
19.	Jika saya tidak bisa memahami orang lain, saya akan meminta mereka untuk memperlambat					√

	kecepatan atau mengulangi apa yang mereka katakan.					
20.	Saya akan menyimpulkan apa yang akan dikatakan orang lain selanjutnya sesuai dengan apa yang mereka katakan sebelumnya.			√		
21.	Saya yakin pada diri saya sendiri bahwa saya dapat menguasai bahasa Inggris lisan (speaking) dengan baik.					√
22.	Saya mencoba mengendalikan ketegangan saya seperti menarik napas dalam-dalam sebelum berbicara dengan orang lain dalam bahasa Inggris.			√		
23.	Saya mencoba berbicara dengan orang lain dalam bahasa Inggris atas inisiatif saya sendiri.			√		
24.	Saya merasa bebas untuk berbicara bahasa Inggris meskipun saya mungkin membuat kesalahan.				√	
25.	saya mencoba terlibat dalam self-talk untuk mensimulasikan situasi ujian.				√	
26.	Saya akan meminta orang lain untuk membantu saya memperbaiki kesalahan saya saat berbicara dalam bahasa Inggris.				√	
27.	Saat saya terhenti berbicara dalam bahasa Inggris, saya akan mengulangi kata terakhir yang saya ucapkan atau memulai ulang kalimat.			√		

28.	Saya akan meminta konfirmasi pendengar setelah saya membicarakan sesuatu dalam bahasa Inggris.				√	
29.	Saya menggunakan kontak mata, ekspresi wajah, dan gerakan tubuh untuk membantu mengekspresikan pikiran atau menekankan ucapan.			√		
30.	Saat berbicara dengan orang lain dalam bahasa Inggris, saya mungkin berhenti sejenak untuk membangkitkan ekspresi atau ide lebih lanjut.			√		

Nama : M. Primal Putra

Nim : 1810203044

Kelas : 6.C

Pertanyaan di bawah ini tidak memiliki jawaban standar dan tidak akan mempengaruhi pembelajaran anda kedepannya. Silahkan mengisi kuesioner sesuai dengan pengalaman belajar anda. Pilihlah 1 jawaban pilihan diantara 1, 2, 3, 4, 5 menurut anda yang sesuai dengan kondisi anda yang sebenarnya.

Keterangan:

- 1 : Sangat Tidak Sering.
- 2 : Tidak Sering.
- 3 : Kadang-Kadang.
- 4 : Sering.
- 5 : Sangat Sering.

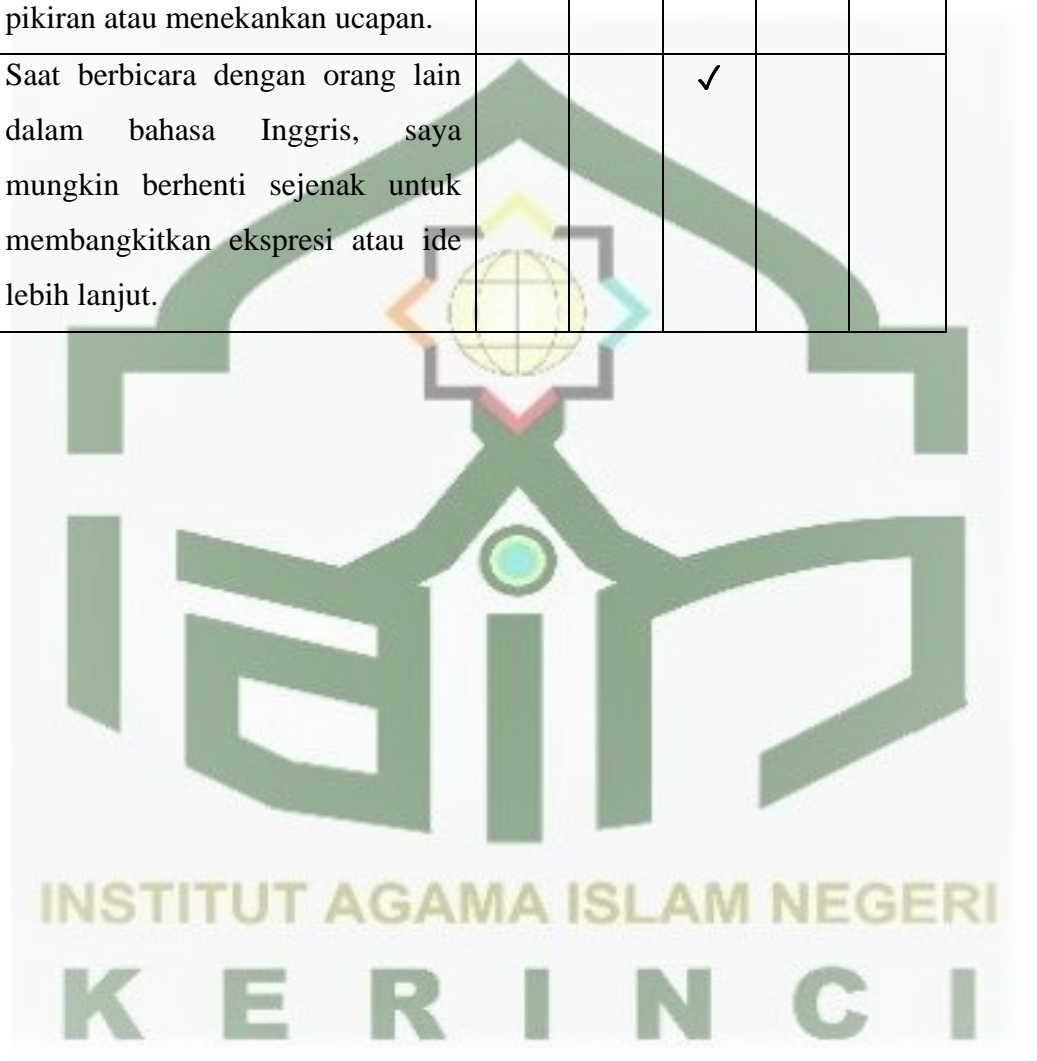
No.	Pernyataan	1	2	3	4	5
1.	Saya memperhatikan ketika seseorang didekat saya berbicara dalam bahasa Inggris.					✓
2.	Saya akan menyiapkan dan mengatur mental sebelum berbicara dalam bahasa Inggris.			✓		
3.	Saya mengoreksi diri saya sendiri setelah saya menyadari bahwa saya telah berbicara secara tidak benar dalam bahasa Inggris.				✓	
4.	Saya menetapkan tujuan pembelajaran untuk bahasa Inggris yang ditujukan pada 3 skill di TOEFL.				✓	

5.	Saya merangkul kemajuan yang telah saya buat, mencari tahu masalah, dan mencoba menyelesaikannya.			✓		
6.	Saya berbicara tentang sesuatu dalam bahasa Indonesia, kemudian saya akan memikirkan bagaimana mengatakannya dalam bahasa Inggris.				✓	
7.	Ketika orang lain berbicara dalam bahasa Inggris, saya akan mencoba mengulang dengan suara rendah.				✓	
8.	Saya berlatih bahasa Inggris lisan (speaking) dengan mendengarkan lagu-lagu bahasa Inggris atau menonton film bahasa Inggris.				✓	
9.	Ketika saya tidak tahu bagaimana mengungkapkan sesuatu dalam bahasa Inggris, saya akan mencoba menerjemahkan dari bahasa Indonesia yang memiliki arti yang mirip dalam bahasa Inggris.				✓	
10.	Saya berlatih bahasa Inggris lisan (speaking) dengan menggunakan rumus dan pola terstruktur untuk meningkatkan pemahaman dan kefasihan.			✓		
11.	Saya menghafal pengucapan sebuah kata baru terlebih dahulu saat mempelajarinya.			✓		
12.	Saya meninjau apa yang telah saya pelajari sebelumnya tentang bahasa Inggris lisan (speaking) secara		✓			

	berkala untuk meningkatkan kemampuan menghafal.					
13.	Saat mempelajari kata baru, saya akan menempatkannya dalam konteks yang bermakna seperti kalimat atau percakapan agar lebih mudah dihafal.			✓		
14.	Saat mempelajari kata atau frasa baru, saya dapat mengaitkannya dengan apa yang telah dipelajari sebelumnya.		✓			
15.	Saya mencoba mengelompokkan kata dan frasa baru sesuai dengan fungsi atau artinya agar lebih mudah dihafal.		✓			
16.	Saya mencoba menyesuaikan topik percakapan atau diskusi yang dilakukan dalam bahasa Inggris ketika saya merasa sulit untuk mengungkapkannya.			✓		
17.	Saya akan menyimpulkan atau menebak arti kata atau frasa baru yang tidak saya mengerti.				✓	
18.	Saat berlatih bahasa Inggris lisan(speaking), saya mencoba menjelaskan kata yang tidak dapat saya ungkapkan dengan jelas dalam bahasa Inggris dengan kosakata yang lebih mudah, atau menggantinya dengan sinonim.				✓	
19.	Jika saya tidak bisa memahami orang lain, saya akan meminta mereka untuk memperlambat				✓	

	kecepatan atau mengulangi apa yang mereka katakan.					
20.	Saya akan menyimpulkan apa yang akan dikatakan orang lain selanjutnya sesuai dengan apa yang mereka katakan sebelumnya.			✓		
21.	Saya yakin pada diri saya sendiri bahwa saya dapat menguasai bahasa Inggris lisan (speaking) dengan baik.					✓
22.	Saya mencoba mengendalikan ketegangan saya seperti menarik napas dalam-dalam sebelum berbicara dengan orang lain dalam bahasa Inggris.			✓		
23.	Saya mencoba berbicara dengan orang lain dalam bahasa Inggris atas inisiatif saya sendiri.					✓
24.	Saya merasa bebas untuk berbicara bahasa Inggris meskipun saya mungkin membuat kesalahan.					✓
25.	saya mencoba terlibat dalam self-talk untuk mensimulasikan situasi ujian.		✓			
26.	Saya akan meminta orang lain untuk membantu saya memperbaiki kesalahan saya saat berbicara dalam bahasa Inggris.					✓
27.	Saat saya terhenti berbicara dalam bahasa Inggris, saya akan mengulangi kata terakhir yang saya ucapkan atau memulai ulang kalimat.		✓			

28.	Saya akan meminta konfirmasi pendengar setelah saya membicarakan sesuatu dalam bahasa Inggris.			✓		
29.	Saya menggunakan kontak mata, ekspresi wajah, dan gerakan tubuh untuk membantu mengekspresikan pikiran atau menekankan ucapan.				✓	
30.	Saat berbicara dengan orang lain dalam bahasa Inggris, saya mungkin berhenti sejenak untuk membangkitkan ekspresi atau ide lebih lanjut.			✓		



APPENDIX 10

The Result of Students' Problem in Speaking Skill Interview

Responden 1 (Filda Anggraini)

1. Do you agree lack of vocabulary?

Answer:

Ya, saya setuju

2. How about your English pronunciation?

Answer:

Lumayan baik

3. How do you distinguish about the words that have same pronunciation?

Answer:

Biasanya dilihat dari arti dan makna

4. How do you arrange the sentence well?

Answer:

Sering memperhatikan grammar saja

5. What do you feel confused in composing the sentences in English?

Answer:

Sering lupa sama tobe

6. How about your fluency in speaking English?

Answer:

Sedang

7. How do you emulate the intonation when you speak in English?

Answer:

Lihat di google translate

8. How about your speaking of understanding when hear the native speakers/speaker?

Answer:

Lumayan baik

9. What do you fear of making mistakes when talking in English? What the reason?

Answer:

Ya, takut orang bingung kita ngomong apa

10. Are you anxiety when talking in English? What the reason?

Answer:

Ya, takut salah ngomong

11. Are you shyness when talking in English? What the reason?

Answer:

Ya, sedikit malu karena bukan bahasa kita

12. What do you lack of motivation? What the reason?

Answer:

Sedikit kurang, karena tidak terlalu ada kemauan dalam bahasa inggis



Responden 2 (Syaumi Fitri)

1. Do you agree lack of vocabulary?

Answer:

Ya

2. How about your English pronunciation?

Answer:

Sedang

3. How do you distinguish about the words that have same pronunciation?

Answer:

Tergantung konteks

4. How do you arrange the sentence well?

Answer:

Menggunakan grammar

5. What do you feel confused in composing the sentences in English?

Answer:

Kurang kosakata yang diketahui

6. How about your fluency in speaking English?

Answer:

Sedang

7. How do you emulate the intonation when you speak in English?

Answer:

Diulangi terus-terusan sampai enak didengar

8. How about your speaking of understanding when hear the native speakers/speaker?

Answer:

Lumayan

9. What do you fear of making mistakes when talking in English? What the reason?

Answer:

Tidak, karena masih belajar

10. Are you anxiety when talking in English? What the reason?

Answer:

Tidak

11. Are you shyness when talking in English? What the reason?

Answer:

Tidak

12. What do you lack of motivation? What the reason?

Answer:

Ya, karena faktor lingkungan



Responden 3 (Andita Wulandari)

1. Do you agree lack of vocabulary?

Answer:

Ya, setuju

2. How about your English pronunciation?

Answer:

Sejauh ini tidak ada masalah, tetapi keliru ketika bertemu kata yang memiliki makna yang sama

3. How do you distinguish about the words that have same pronunciation?

Answer:

Tergantung konteks

4. How do you arrange the sentence well?

Answer:

Pedoman sama grammar

5. What do you feel confused in composing the sentences in English?

Answer:

Kurang menguasai grammar

6. How about your fluency in speaking English?

Answer:

Belum terlalu fasih, karena masih belajar

7. How do you emulate the intonation when you speak in English?

Answer:

Sering nonton film dalam bahasa Inggris

8. How about your speaking of understanding when hear the native speakers/speaker?

Answer:

Paham, bingung ketika mereka mengucapkan kosakata baru yang tidak pernah didengar sebelumnya

9. What do you fear of making mistakes when talking in English? What the reason?

Answer:

Tidak, karena masih belajar jadi kalau salah itu wajar

10. Are you anxiety when talking in English? What the reason?

Answer:

Kadang-kadang, ketika ngeblank

11. Are you shyness when talking in English? What the reason?

Answer:

Tergantung situasi dan kondisi, kalau sama teman oke-oke saja. Tapi ketika sama orang yang lebih paham bahasa Inggris, baru saya merasa agak malu

12. What do you lack of motivation? What the reason?

Answer:

Motivasi banyak, tetapi terkadang emang saya yang malas



Responden 4 (Mia Yusmarisa Fitri)

1. Do you agree lack of vocabulary?

Answer:

Ya, setuju

2. How about your English pronunciation?

Answer:

Lumayan

3. How do you distinguish about the words that have same pronunciation?

Answer:

Melihat situasi dan kondisi

4. How do you arrange the sentence well?

Answer:

Grammar yang benar

5. What do you feel confused in composing the sentences in English?

Answer:

Grammar atau subjek yang menggunakan s/es

6. How about your fluency in speaking English?

Answer:

Mudah dimengerti, sering blank ketika berbicara

7. How do you emulate the intonation when you speak in English?

Answer:

Tergantung situasi dan kondisi

8. How about your speaking of understanding when hear the native speakers/speaker?

Answer:

Lumayan

9. What do you fear of making mistakes when talking in English? What the reason?

Answer:

Ya, takut malu jika salah

10. Are you anxiety when talking in English? What the reason?

Answer:

Tidak terlalu, justru senang

11. Are you shyness when talking in English? What the reason?

Answer:

Kadang malu, jika bertemu dengan orang yang lebih menguasai speaking

12. What do you lack of motivation? What the reason?

Answer:

Ya, karena pergaulan





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 – 21065 Faks : 0748 – 22114
 KodePos . 37112.Website: www.stainkerinci.ac.id e-mail : info@stainkerinci.ac.id

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 Nomor : 117 Tahun 2020

T E N T A N G
PENETAPAN DOSEN PEMBIMBING SKRIPSI
MAHASISWA IAIN KERINCI
TAHUN 2019/2020

- Menimbang : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program strata satu (S.1) IAIN Kerinci, maka perlu menetapkan dosen pembimbing skripsi mahasiswa.
 2. Bahwa dosen yang nama nya tersebut dalam Surat Keputusan ini dipadang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci
 2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci
 3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci
 2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor. In.31/J5.1/PP.00.9/080/2020 Tanggal, 01/07/2020

MEMUTUSKAN

Menetapkan
 Pertama :

- Menunjuk dan menugaskan :
- | | |
|--------------------------------------|-----------------------|
| 1. Nama : Suhaimi, S.Pd, M.Pd | Sebagai Pembimbing I |
| 2. Nama : Musdizal, M.Pd | Sebagai Pembimbing II |

Untuk membimbing mahasiswa menyusun skripsi/Tugas Akhir :

Nama : **Lesi Aperta**
 NIM : 1710203009
 Jurusan : Tadris Bahasa Inggris
 JudulSkripsi :

**THE INFLUENCE OF JEOPARDY GAME TOWARD
 STUDENTS'READING COMPREHENSION OF NEWS ITEM TEXTS
 AT THE TENTH GRADE OF SMAN 5 SUNGAI PENUH ACADEMIC
 YEAR 2020/2021**

Kedua : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH
 PADA TANGGAL : 09 Juli 2020

a.n. Dekan,

Wakil Dekan Bidang Akademik dan
 Pengembangan Lembaga



DESA ADUDDIN, MPd.I

Tembusan :

1. Wakil Dekan Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan
3. Dosen Pembimbing
4. Peringgal



KEMENTERIAN AGAMA REPBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jl. Kapten Muradi Kec. Pesisir Bukit Sungai Penuh Telp. (0748) 21065 Fax. (0748) 22114
 Kode Pos. 37112 Web : www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

Nomor : In.31/D.1/PP.00.9/18/2021
 Lampiran : -
 Perihal : **Mohon Izin Penelitian**

08 Maret 2021

Kepada
 Yth Kepala Tadris Bahasa Inggris
 Di
 Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama : LESI APERTA
 NIM : 1710203009
 Jurusan : TADRIS BAHASA INGGRIS
 Fakultas : Tarbiyah dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi: **AN ANALYSIS OF STUDENTS' SPEAKING STRATEGIES AND THEIR PROBLEM IN SPEAKING SKILL AT THE FIFTH SEMESTER OF ENGLISH DEPARTMENT OF IAIN KERINCI ACADEMIC YEAR 2020/2021**. Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal 08 Maret 2021 s.d 08 Mei 2021.

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w

a.n. Rektor,
 Dekan Fakultas Tarbiyah dan
 Ilmu Keguruan

Dr. Dairabi Kamil, S.Pd., M.Ed

Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Arsip



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS**

Jalan Pelita IV Sungai Penuh Telp. 0748 – 21065 Kode Pos. 37112 web : www.iainkerinci.ac.id

SURAT KETERANGAN

No. In. 31 / J5.1 / PP.00.9 /084/ 2021

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Menerangkan bahwa :

Nama : **LESI APERTA**
Semester : **VIII**
Jurusan : **Tadris Bahasa Inggris**
Fakultas : **Tarbiyah dan Ilmu Keguruan**

Telah melaksanakan penelitian pada semester IV (Empat) Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, yang dilaksanakan dari tanggal 08 Maret 2021 sampai dengan 08 Mei 2021. Dengan judul **“An Analysis of Students’ Speaking Strategies and Their Problem in Speaking Skill at The Sixth Semester of the English Department of IAIN Kerinci Academic Year 2020/2021”**.

Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 10 Mei 2021

An. Ketua Jurusan.

Sekretaris Jurusan



MUSDIZAL, M.Pd