CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter there are some points are discussed by the researcher that are: The Review of Online Class, The Review of Speaking, Difficulties and Speaking English and Strategy in Learning Speaking.

A. The Review of Online Class

1. Definition of Online learning/Daring

The word online comes from two words, namely on and line, as well as daring comes from *"dalam"* and *"jaringan"*. According to Greenhow (2018), online learning can be as goo as or even better than in- person classroom learning. Research has shown that students in online learning performed better than those receiving face-to-face instruction, but it has to be done right. The best online learning combines elements where students go at their own pace, on their own time, and are set up to think deeply and critically about subject matter combined with elemnt where students go online at the same time and interact with other students, their teacher and content.

According to Dabbagh and Ritland (2005: 15) online learning is a system open and scattered learning with using pedagogical devices (tool education), which is made possible through internet and network-based technology for facilitate the formation of the learning process and knowledge through action and interaction. They also say, there are three components on online learning, namely: (a) model learning, (b) instructional strategies and learning, (c) online learning media. These three components form an interactive linkage, in which there is

learning model structured as an informing social process the design of the online learning environment, leading to the specification of the strategy instructional and instructional specifically allows for ease learns through the use of technology learning.

Others, based on Michael Molinda (2005), Online Learning (direct learning) can be defined as an effort to manage learners (participants students) with their learning resources (databases, experts / instructors, libraries) physically separated or even far apart but can communicate with each other, can or collaborate directly / synchronously and indirectly / asynchronous).

Sank and Sitze (2004: 2) also define online learning as follows: "Online learning involves the use of network technologies (such as the Internet and business networks) for delivering, supporting, and assessing formal and informal instruction". These definitions explain that online learning is a learning mode that involves network technology media such as the internet or business networks to present, support and measure processes and results, both formal and informal. Through these media materials, electronic libraries, other teaching materials, synchronous and asynchronous discussions, conversations, e-mails, conferences and knowledge sharing applications are combined into an open and distance learning facility. It is important to note that, according to Shank and Sitze, online learning does not have to be all activities presented online but can also be combined with face-to-face learning called hybrid or blended learning.

Based on Isman (2016), daring learning means that learning using the internet network during the process. Others, according to Azhar (2011), state that

online learning can be understood as a formal education organized by elementary school where students and instructors (teacher) is in a separate location so it requires interactive telecommunication system for connect the two and various resources necessary in it. Learning is everything that can carry information and knowledge in the interactions that take place between the teachers with students.

From the definition above, online learning can be defining as learning activities that processing use the technology in long distance (online). In this term, it can be accessed in education to exploit the technology for achieving the goal toward the delivery of material on the process.

2. The Advantages and Disadvantages of Online Learning

Seeing world conditions, it can be said that we need online learning in learning process so it can run well. In Riyana (2019) books, she states online learning needs analysis as below:

a. Online learning needed by institutions: People feel comfortable using technology information and needs to study, access for learning is improved as a result, learning in general and based learning clear technology and supported by stakeholders interests are the key of success in online learning, "Everybody does it" as an excuse for do it, though things it doesn't match organizational culture or the process of institutions and resources and support which is inadequate.

b. Online learning needed by students: They want and need to learn with this way they have access to technology, for example available computer and internet, they have enough time and skills for using technology, they

see it as add value to work them and life, they have support to help on issues technology, they are uncomfortable with technology, they don't have access or time, they need a lots of interactions or support directly, not online, they can't or they don't want to learn in this way.

The use of online learning is needed and used in the world of education when there is an emergency situation such as the Covid-19 outbreak that has hit all over the world currently. Online learning is widely used today because of the assumption that learning like this gives us advantages. Even though, if in the learning process there is no creative or maximal design, students will feel bored and the results will not be so maximal at the end. It can be concluded that the use of online learning will have a good as well as bad impact on students

According to Bilfaqih (2015), he states that online learning has many benefits such as improving the quality of education and training by using multimedia effectively in learning, increasing the affordability of quality education and training through the provision of online learning and reducing the cost of providing quality education and training through the use of shared resources.

Meanwhile, the advantages and limitations of online learning according to Michael Molinda (2005) are as follows:

a. Advantages: The Internet can contain text, audio, graphics, video animation etc, can be updated information and students can access unlimited information, students can access information anywhere without going far, students can consult with experts and exchange opinions with

other students, communicate easily, not too expensive (cheap).

b. Limitations: Many internet materials are incompatible with student material, for example: cigarettes, alcohol, pornography etc, there was piracy of copyright, it is difficult to find information because every day thousands of webs grow, requires technicians to organize the LAN, requires a connection tool to be able to access the internet, access delays, requires a critical perspective on incoming information.

Haryono (2003) explains that online learning has several weaknesses, namely: use of the internet requires adequate infrastructure, internet usage is expensive, and communication over the internet is often slow. Besides, according to Bullen and Beam (Soekartrawi, 2003) explain that online learning or e-learning has several drawbacks, namely: lack of interaction between teachers and students or even between students themselves. This lack of interaction can slow down the formation of values in the teaching and learning process, the tendency to ignore academic or social aspects and vice versa encourage the growth of business / commercial aspects. The learning and teaching process tends to be towards training rather than education, the change in the role of the teacher from mastering learning techniques using ICT, students who do not have high learning motivation tend to fail, not all places have internet facilities (maybe this is related to problems with the availability of electricity, telephone or computers), lack of personal who know and have skills on internet and lack of computer language skills.

B. The Review of Speaking

1. Definition of Speaking

Speaking is one of important elements in studying English. All of the students have to be able to speak English. To know more details about speaking, the researcher tries to define some definition of speaking from some experts. There are many definitions of speaking that have been interpreted by some experts. Tarigan (1981: 15), speaking is a form of human behavior that make use of physical, psychological, neurological, semantic and linguistic factors very intensively. Tarigan further (1986: 3) argues that speaking is a person's ability to pronounce articulated sounds or words that purposed to express, express and convey the person's thoughts, ideas and feelings. Meanwhile, Brown and Yule in Nunan (1989: 26) argue that speaking is using spoken language which consists of short, incomplete or separate speech in the sphere of pronunciation. The pronunciation is very closely related to the reciprocal relationship between the speaker and the listener.

According to Rivers in Erwadi (2004: 7), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interaction, in which someone speak to someone directly.

According to Chastain (2004), speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. To increase the skill in communicating in English, it is not enough in the classroom but practice outside of the classroom. It will be influenced our speaking skill. Next, according to Djago Tarigan (1995: 149) speaking is the skill of conveying messages through spoken language. The relationship between messages and spoken language as a medium of delivery is very heavy. The message received by the listener is not in its original form, but in another form, namely the sound of language. The listener then tries to divert the message in the sound of the language into its original form.

From definition above, it can be concluded how important speaking is for the students; that speaking is a way of people to make communication with the others, express the thoughts or the ideas, and understanding for all the meaning, information, and knowledge to do a communication. Speaking can also improve their knowledge of language only by speaking would they be able to convey their ideas to other people. Speaking as a complex cognitive skill; speakers not only produce sounds but also a set of meaningful words and body language that can be understood by listeners either explicitly or implicitly. It also can help them develop their mind and awareness of aspects necessary to enhance their critical speaking ability.

2. The Purposes of Speaking

In learning a second or foreign language, speaking is the most important

aspect. The goals can be carrying out by a conversation and interaction orally through the students in that language. Speaking is very important in our life because without speaking we cannot understand what the other talk and the way that we use to have an interaction with the other people. The main purpose of speaking is to communicate with the others. As related to it purposes, it functions to international communication. The language that used in speaking is a tool for communication. The people can reach their aims, objectives, and goals within using a proper language communication. The speaker will deliver a mind thing about what the speaker will be said with their society. As English language is considered to the international language and spoken through the entire world, it serves the purposes of communicating with the people in different regions, states, countries and continents of the world.

According to Bueno, Madrid, and Mclaren (2006: 321), "Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years.

According to (Tarigan, 2008: 30-36), basically, there are three aims of speaking consist of:

a. To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30). In this case, the speaker just wants to inform about a fact.

b. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value (Tarigan, 2008:32). For example, when the teacher told about story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.

c. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008: 35). The teacher has to make a good teaching to the students by giving them example in delivering material. For example, the students can be understanding the mindset of the lesson and can be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

d. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Targan, 2008: 36). Discussions activity is believed to get more attention from the students because they have to solve the problem from the task which is given by the teacher.

From the statement above, it can be concluded that through speaking, people can inform their feeling and knows their feeling from ask him/her in their

communication and make some decisions.

3. The Kinds of Speaking

Nunan (in Brown 2001: 250) writes that generally there are two types of spoken language, as follow:

a. Monologue

Brown state that monologue is the speaking where one speaker uses spoken language for any length of time such as in speeches, lectures, readings, ne broadcasts, and the like, then the listener have to 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; Nunan 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 speakers say.

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example, here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

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4. The Components of Speaking

Based on the discuss of some experts about speaking, the researcher can define the component of speaking in each theory as follows:

There are four aspects below has a great influence in speaking as Hormaililis (2003: 6), they are:

a. Vocabulary: vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. (Ur in Hormaililis 2003: 6).

b. Grammar: Warriner in Ramli (2003: 6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore,

speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.

c. Fluency: speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormaililis (2003: 17) states that the fluency is the quality or condition of being fluent. It is the skill to use the language spontaneously and confidently and without undue pauses and hesitation.

d. Pronunciation: pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000: 11) says that to use the stress and the intonation inaccurately can cause problem.

According to Vanderkevent (1990), there are three components in speaking.

a. The speakers: speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b. The listeners: listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The utterances: the utterances are words or sentences, which are

produced by the speakers to state the opinion. If there is no utterance both of the speakers and the listeners will use sign.

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a. Comprehension: For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b. Grammar: It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) that 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 communicative effectively or express their ideas both oral 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. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

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. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

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. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like "ums" and "ers", and so on.

C. Difficulties and Speaking English

1. Difficulties in Speaking English

In learning English, there are four main skills which must be mastered for

students. The skills are listening, speaking, reading and writing. All of these skills connect each other. For example: Speaking skill can't be separated from listening and writing skill that is also supported by reading skill. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Speaking skill is the most important skill to acquire foreign or second language learning. Brown and Yuke (1983) say, "Speaking is the skill that the students will be judged upon most in real life situations". Regardless of its importance, learning speaking English has an important role to look for the success of someone in learning English.

Nevertheless, the modern world demands for the requirement of communication so that they will increase their abilities in speaking and perform well in real-life situations. In this modern world, English is an international language so human resources will try to learn it despite of difficulties. Difficulty in speaking English is a very common problem and often occurs in students. There are too many reasons are given by them because of the many problems that arise out of it. These obstacles will ultimately give very big results in speaking English. It will give bad impact on children in learning English due to the pressure on the learning process.

According to Gulam Mustafa (2018) say that, the students have many difficulties in speaking English as follows:

a. Fear of committing mistakes: Most students hesitate to speak English because what others may think if they find the mistake. They can laugh at them or insult them. To be on safe side, they prefer to keep quiet or speak

as little as possible.

Solution: It is normal for a non-native speaker of English to commit mistakes while learning English because English is not his mother tongue. Even the uneducated or less educated native speakers do mistakes while speaking English. One should take courage to speak English without caring for mistakes every time. They may ask the listeners to rectify them, as and when needed.

b. Non-availability of words to express feelings: A non-native speaker of English wants to say something but he doesn't get words to express them in English. For example when the students want to express some words to other but they have a problem with less of English vocabulary so they are not be able to express for what they want to say.

Solution: A student should always have two dictionaries – one from mother tongue to English and other from English to mother tongue. Searching words in these dictionaries inspires one to speak English.

c. Difference of syntax: The arrangement of words [syntax] in mother tongue is different from the syntax of English. One cannot translate a sentence from mother tongue to English in the exact same manner. For example, in Indonesia language it doesn't have a plural suffix which is comparable to the English "s". Indonesian plural concept is understood by the context or by adding of other word to describe an object that will be more than one.

Solution: Reading of English books, especially one meant for lower

classes helps to learn the English syntax. The arrangement of subject, predicate and object in every language is quite different. One needs to know it clearly.

Based on Tasmia (2019) in her research stated that the students' difficulties in learning speaking English consist of grammar, pronunciation, vocabulary, anxiety and shyness. She adds that even the grammar is not a primary goal, but it is very important to strengthening the structure and improving fluency in language. Almost all of the students were in low mastering in English grammar. Sometimes some people think that in terms of speaking, someone will not think too much about what they going to say. In term of pronunciation, sometimes the students made mistakes of it, even when they have to repeat what the teacher uttered before, they still in false pronunciation and they still dormitory intonation or their style in speaking English still using Indonesian style. While in vocabulary, the problems of students are lack of vocabulary, so they cannot practice English with their friends. They just only memorize the vocabulary that only relate with their lesson at school. In terms of anxiety, When learning English language, especially speaking English don't ever afraid about mistakes is the people want to progress in speaking conversation, but this is different Eight Grade of Riyadhul Amien Islamic Boarding Junior in High School Muaro Jambi, most of them were felt shy, nervous and fear of making mistakes when they tried to speak English with their friends in the classmate. They were afraid if the teacher would be angry if they made some mistakes when speaking English.

Others, according to Taiqin (1995) say that, "ninety-five percent of students

said that they had difficulty speaking because they were afraid of making errors in class, they had no idea to say they were not confident and comfortable if they made mistakes and they were not interested with the topics that are given by the lectures. Furthermore, he said that as a student are afraid of making mistakes and losing their self-respect. In other words, as long as students can get their ideas across, they have completed the communicative process and have survived.

Next, based on Hetrakul (1995) also said that, "they use English more frequent only inside the class and less frequent outside the class" whereas, students' have limited time to learn English in class, and they still do not have enough pressure or motivation to practice English outside the class in order to get used with speaking English. These problems will give a problem that make senior high school students have difficulties to communicate in English.

Moreover, according to Ur (1991:121), there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue:

a. Inhibition

The students usually inhibited when trying to speak some words in speaking activities. Because they worry about making mistakes and simply shy in speaking English language.

b. Nothing to say:

The students cannot think of anything to say, because they have no motivation to express themselves in speaking. Actually, the students

often lack confidence and less of vocabularies in their speaking ability. And they feel insufficient in language skills to express exactly what they want to say.

c. Low participation

The students have low participant when they speak, this mean that they have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

d. Mother tongue use

The students usually use mother tongue in speaking activities, because it is easier, and also they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones-to keep to the target language.

In addition, Xinghua (2007) states that psychological problems are those problems which always disturb emotional and physical health, the relationships, work productivity, or life adjustment such as nervous, lack of self-confident and afraid to speak. These problems may affect students' performance in their speaking. Related to Elliot (1998:29), concept of self- confidence relates to self-assuredness in one's personal judgement, ability, power, etc, sometimes manifested excessively. Good self-confidence comes from a focus on the self (self-consciousness). Lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of

perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of self-confidence. Here are some of the characteristics of lack self-confidence such: a major confidence crisis, lack of faith in themselves to take on new challenges, difficulty of being assertive, fear of confrontation, an extremely low opinion on themselves, difficulty in one area such as speaking in social group and social phobia.

Lack of self-confidence may bring the students for believing that they are not going to be a good English speaker. This lack of self-confidence also becomes a great problem which affects students' speaking performance. It is difficult for the students to master English speaking if they are not confident with their own speaking ability.

It necessary to know that every problem have solution for it. The solution may occur in different situation or condition. More addition, the fluently of speaking English such for Senior High School are important considering their needs to face their working world. So it's possible for them to have a better speaking English performance in their learning process. The problems will be identified and to be solved until it gets well results in future.

2. **The Factors of Students' Speaking Difficulties**

There are many factors that cause the students to have difficult in learning speaking English. Furthermore, too many researches that conducted to have known of this problem. One of it is Irmawati (2016) shows that the inhibiting factors for speaking skills in English comes from two parties, namely teachers and students. First, inhibitions from the teacher such as lack of assignments about speaking that

makes students reluctant to prepare before the learning process in class begins, monotonous learning activities, lack of use of learning media, lack of opportunities for students to practice speaking (lack of practice), ways of delivering input or feedback that make students feel ashamed and afraid, and the attitude of the teacher is too serious when teaching. Meanwhile, from the students' side, it includes a lack of courage to actively participate in speaking activities for fear of making mistakes, lack of use of English as the language of instruction during the learning process, and lack of motivation to learn English actively because they do not consider English as a necessity but rather only as a compulsory subject.

Second according to Juhana (2012:101), there are some psychological factor that faced by the students in speaking English, they are:

a. Fear of Mistake

As argued by many theorists, 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, According to Juhana (2012: 101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students" fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

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 shyness could be a source of problem in students" learning activities in the classroom especially in the class of speaking. Actually, the students felt of shyness makes their mind go blank or that they will forget what to say.

c. 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 or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.

d. Lack of Motivation

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.

According to Juhana (2012:103) further adds that motivation is an inner energy. From the motivation the students will enhance their study interest.

Next, based on Suwandi and Rafida (2019), they stated that there are five factors that cause the students to have difficult in speaking such psychological, bad or lack vocabulary, the use of English language isn't often in their daily life, pronunciation and grammar. The first is psychological factors; students feel shy to talk when they are on campus because they are afraid of being laughed at by

listeners or anyone close to them during the conversation. The second is a factor related to bad vocabulary; lack of vocabulary, in fact, makes students not confident to use English for communication. Because they do not know many English words, the factor related to friends is the third barrier; students do not use English for their daily communication because they have no friends to talk to in English when they are off campus. The fourth is the factor related to pronunciation; students experience difficulty with pronunciation. They have difficulty producing English sounds and stressful words. Students realize that they have bad speech especially in stressful words. The fifth is a factor related to grammar; make a lot of grammar mistakes when students speak English. Others, they add that the factors that affects the students in difficult of learning speaking process such as the lack of assignments given by the teaching so the students do not practice speaking skills outside of class activities because they are more prepared to complete assignments. The second reason is when the learning activities provided are too monotonous, so they are not interested and feel bored to participate actively. Next is the lack of use of media in terms of learning. In addition, there is a lack of practice time in practicing speaking English and practicing appearances for speaking English. They rarely practice on time constraints both in terms of practice and to appear in front of the class or in other people. In addition, the lack of clarity of instructions is a cause for them to be difficult to speak English. The next reason is that the role of the teaching staff is more dominant, talks more and appears more active. The last, too many assignments so they are less focused the speaking activities at school.

Others, according to Soekamto (1992:71) the factors of English language ability as internal and external factors. Internal factors are everything potential within the person, external factors are everything outside the person. Internal factors such as character, temperament, talents, ways of thinking, self-confidence, attention, motivation, perception, student personality and level intelligence. External factors such as education level, teachers, habits, interests, talent and environment.

Next, based on Endang and Indrawati (2019:32) stated on their studies that the factors that affect the student performance in speaking class were linguistic and non-linguistics. The linguistics factor knowing the experienced by students including vocabulary, pronunciation, and grammar. Whereas non-linguistic factors include self-confidence, anxiety, and mastery of the topic.

D. Strategy in Learning Speaking

1. Principles of Strategy

According to some experts, the definitions of strategy are described as below. First, based on Mintzberg (1994), in his book, "The Rise and Fall of Strategic Planning" stated that people use "strategy" in several different ways, the most common being these four:

a. Strategy is a plan, a "how," a means of getting from here to there.

b. Strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy.

c. Strategy is position; that is, it reflects decisions to offer particular products or services in particular markets.

d. Strategy is perspective, that is, vision and direction.

Second, according to Steiner (1997), in his book "Strategic Planning" stated that:

a. Strategy is that which top management does that is of great importance to the organization.

b. Strategy refers to basic directional decisions, that is, to purposes and missions.

c. Strategy consists of the important actions necessary to realize these directions.

d. Strategy answers the question: What should the organization be doing?

e. Strategy answers the question: What are the ends we seek and how should we achieve them?

Others, according to Tjiptono (2006) the term strategy comes from Greek, namely "strategia" which means the art or science of becoming a general. Strategy can be interpreted as a plan for the distribution and use of military force in certain areas to achieve certain goals.

Furthermore, according to Brown (2007) stated that strategies are specific method of approaching a problem or task, modes of operation for achieving a

particular end or planned designs for controlling and manipulating certain information.

The strategy can be concluded as the method or way to achieve a goal to be achieved in an activity. There are many problems that occur in daily activities includes social development, technology, economy, and especially education. The problems that happen in education may interfere with things that related to students learning. Form here; the strategy will be used to face the problems that exist in surroundings.

2. The Strategy in Learning Speaking

We know that English is a foreign language in Indonesia. It means that it is different things to do for the most Indonesian students, because it cannot be learnt naturally as their mother tongue. In learning English speaking, some students will make problems or errors when they try to uttered words, phrases or sentences. Problems or errors in speaking can't correct themselves, therefore it is need explanation. Basically, people have many difficulties to learn it because their environments aren't speaking English. They speak only in English during the time of lesson. It means that the students or people don't have a chance or many times to practice speak English. Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations through English language.

According to Oxford (1990), it stated that some learning strategies in

speaking described as below;

a. Direct Strategies:

1) Memory includes creating mental linkages (grouping/classifying the language materials, associating/relating one piece information to another and placing new words into a context), applying images and sounds (using imagery, semantic mapping/making an arrangement of words into a picture, using key words, and representing sounds in memory), reviewing well (structured reviewing) and employing action (using physical response or sensation and using mechanical techniques).

2) Cognitive includes practicing (repeating, formally practicing ith sounds and writing systems, recognizing and using formulas and patterns, recombining and practicing naturalistically), receiving and sending message strategies (getting the idea quickly and using resources for receiving and sending messages), analyzing and reasoning (reasoning deductively, analyzing expression, analyzing contrastively, translating and transferring) and creating structure for input and output (taking notes, summarizing and highlighting).

3) Compensation strategies include guessing intelligently (using linguistic clues and using other clues) and overcoming limitations in speaking and writing (sitching the mother tongue, getting help, using mime orgesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words and using a circumlocution or synonym).

b. Indirect Strategies:

1) Metacognitive strategies include centering the learning (overviewing and linking with already known material, paying attention and delaying speech production to focus on listening), arranging and planning the learning (finding out about language learning, organizing, setting goals and objectives, identifying the purposes of a language task, planning for a language task and seeking practice opportunities) and evaluating the learning (self monitoring and self evaluating).

2) An affective strategies includes lowering the anxiety (using progressive relaxation, deep breathing or meditation, using music and using laughter), encouraging themselves (making positive statements, taking risks wisely and rewarding themselves) and taking the students emotional temperature (listening to their body, using a checklist, writing a language learning diary and discussing their feelings with someone else).

3) Social strategies include asking questions (asking for clarification or verification and asking for correction), cooperating with the others (cooperating with peers and cooperating with proficient users of the new language) and empathizing with the others (developing cultural understanding and becoming aware of other's thoughts and feelings).

The aim of using these strategies is to avoid the interrupting the flow of communication. The students should know their own development and evaluate their own performance. The strategy in speaking will help students in practicing,

understanding and evaluating in depth. clearly, it will make the learning process easier to organize and achieve its goals.

E. Previous Studies

The first previous study is "*The Students Difficulties in Speaking at The Tenth Grade of Sman 1 Sine In 2014/2015 Academic Year*" by Sheila Yolanda Pradya Afisa. This study used is descriptive qualitative research purposed to know the factors that cause the students have difficulties in speaking English. The location of this research is in SMAN 1 Sine. The instruments that are used are observation, recording, and interview. The sample of this research is the English teacher and the Tenth Grade students of SMAN 1 Sine. The results of the study show the main difficulties of speaking English are vocabulary. Others, the understanding of grammar and pronouncing the words. There also the factors that contribute the difficulties in speaking English that comes from the teacher when they have to do more effort on quantity of the students when speaking English and the student's mentality.

The second study is "*Students' Difficulties in Speaking English at the Tenth Grade of Sekolah Menengah Kejuruan*" by Catur Widyasworo. The aims of this study are to find out the students' difficulties in speaking and to describe strategies used by teacher to overcome the speaking problems. The research used descriptive qualitative to describe the problems. The location of this study is in SMK Negeri 2 Purworejo. The instruments that are used are documentation, questionnaire and interview. The sample of this research is 36 students of the Tenth Grade of SMK Negeri 2 Purworejo. This study results the students of Tenth Grade SMKN 2

Purworejo Academic Year of 2018/2019 is in sufficient level. The difficulties in speaking English of students Tenth Grade of SMK Negeri 2 Purworejo including linguistics aspects such as lack of vocabulary pronunciation and grammar and also non-linguistic aspects such as inhibition, nothing to say, un even participant, mother tongue, anxiety, shyness lack of self-confident and low of motivation. Other result is, the teacher strategies to solve the problem within role play, drilling, brainstorming and giving the students motivation to learn English.

The third study is "*Students' difficulties in learning English speaking skill at SMAN 5 Jambi*" by Ardilla Tiara Tama. The aim of this study is to find out the students' perception about difficulties in learning English speaking skill. The researcher used survey. The location of this study in SMAN 5 Jambi. The instruments that are used are questionnaire, tests, structured interview schedule and checklist. The sample of this research is Science program (MIA 4) of eleventh grader SMAN 5 Jambi. This study results the students that have difficulties in speaking English in term of afraid of doing mistakes, feeling nervous and worried. Thus, they also have difficulties in term of pronunciation, vocabulary and completing the sentences.

Based on the previous study above, it can be concluded that the previous study is different to the other. Despite the topic of the study almost same but there still have different in part of research design, location, sample, the instruments and the result. The differences can be seen from the topic, research design, location, sample, the instruments that used and the result in each study. Firstly, the researcher use qualitative research design to conduct of this research. Secondly,

the subject and the location are refer to students' Tenth Grades at Islamic Senior High School 3 Tulungagung. The instruments that used by the researcher are questionnaires and semi-structured interviews. The collecting of data is conducting in online learning method. The last, the research results the students that have difficulties in speaking online classes as lack of self confidence, nothing to say, structure (grammar and syntax), lack of time, environtment and vocabulary. Therefore, the factors that cause the difficulties of online speaking class divided into two mainly: internal and external factors. Thus, the strategies of students to overcome the difficulties in online speaking class divided into direct and indirect strategies.