

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter shows the researcher presents of the results of the data presentation and the research finding of Difficulties in Online Speaking Class among Ten Graders at Islamic Senior High School 3 Tulungagung through the questionnaire and interview. The respondents of the questionnaire were 52 (fifty-two) students. Then, the researcher selected all the respondents within the criteria by choosing the students which included high, medium, and low scores in learning English. Therefore, the selection of subject also considering to the active students that can contribute for this research. The selection is intended to represent all the different variations in the ability of each student in terms of learning English. Next, the researcher discussed with the English teachers in MAN 3 Tulungagung to get the subjects in this study. The English teachers gives some students who were filfull of the criteria. Finally, from the selection, 9 students with those criteria were obtained and an interview was carried out to get more detailed information.

#### **A. Data Presentation**

This section presented that the data presentation of that researcher found through questionnaires and online interview. The data presentation was divided into three parts based on the research questions: 1) The students' difficulties in Online Speaking Class 2) The factors that cause the difficulties in Online Speaking and 3) The strategies to facing the difficulties in Online Speaking Class. First, the

researcher distributed questionnaires to tenth grade students, then the researchers selected the students who filled out the questionnaire by taking students in the category of three students with high scores, three students with middle scores and three students with low scores. In getting the subjects that fulfill the criteria, the researcher asked the English teacher for files of the students' scores and then discussed which students could be the subjects in this study. Based on the research, the researcher findings as follows:

### **1. The Difficulties Experienced by Students' in Online Speaking Class**

#### **a. Self confidence**

First problems were considering of fear. The fear here related to two main things that were fear for making mistakes and the lack of self-confident. In consequence, these two things are related to each other. When students are afraid to make mistakes, the indication is that they are also not confident and will have difficulty speaking English. In terms of fear of making mistakes it can consist of several aspects such as shy and afraid for being judgements. Firstly, S1 (high achiever) and S8 (low achiever) said that the student's become afraid started from his fear of being laughed at by everyone around him. It will be a very big problem or bad impact when their brain is already set with the fear of ridicule from others. Because of that, they don't dare to try to speak English.

As S1 said that

*"Ya berdampak sekali, karena dengan ketakutan itu tidak akan berani mencoba dan tidak akan bisa bicara Bahasa Inggris. Mungkin ditertawakan*

*sama semua orang jadi takut gitu.*

English version

(Yes, it was really impact, because with that fear it will make not dare to try and will not be able to speak English. Maybe I will be laughed at by everyone so afraid of that.)"

S1 also stated that he becomes not confident if he wanted to talk English language and it's made him very difficult to practice more better to others people.

*"Saya kurang percaya diri jika mau berbicara bahasa Inggris dan itu sangat menyulitkan bagi saya untuk tampil lebih baik di depan orang lain.*

English version

(I don't have the confidence to speak English and it's very difficult for me to perform better in front other people.)"

As S8 said as follow

*"Itu sangat berdampak besar karena ya kita itu punya pola pikir gimana kalau kita itu salah, otomatis kita itu dijudge atau diolok-olok, jadi itu yang membuat kita takut untuk mencoba atau ya setidaknya kita berbicara apa adanya tulus seperti apa yang kita bisa lakukan apa atau apa yang bisa kita bicarakan dengan bahasa Inggris. Jadi kita kalau salah itu, mindset kita itulah yang mengatakan bahwa kita sudah dalam keadaan takut.*

English version

(That was a big impact because we have a mindset what if we are wrong, we are automatically judged or mocked, so that makes us afraid to try or, at

least we speak as sincerely as what we can do or what are we talk in English. So, if we are wrong, it's our mindset that says we're already in a state of fear.)"

Therefore, S8 (low achiever) also added that he automatically had a feeling of distrust that occurs so that it is difficult for him to practice speaking English either with his friends or others. However, when he wanted to talk to his teacher, firstly he tried to talked with his friends but he was teased so that the student didn't have the confidence to start talking to the teacher.

As S8 stated as follow

*“Jadi otomatis timbul rasa tidak percaya diri dalam diri saya, itu yang membuat saya sangat sulit untuk mempraktekkan berbahasa Inggris baik dengan lingkungan teman atau yang lain. Karena jika dengan guru itu, pertama sebelum dengan berbicara bahasa Inggris dengan guru, saya ingin mencoba dengan teman sedangkan dengan teman sendiri sudah diejek seperti itulah atau gimana, itu membuat saya tidak percaya diri untuk berbicara dengan guru.*

English version

(So automatically there was feeling of insecurity occurs in me, that's makes it very difficult for me to practice speaking English either with friends or others. If i'm going to talked with the teacher I had to start try talking with my friend. I wanted to try it with friends while with my own friends was

teased me like or something wrong, so it made me not confident to talk with the teacher.)”

It also added by S5 (middle achiever) by saying she lack of self-confident due to thinking about whether it is right or wrong when speaking, especially from someone who has a shy nature that already exists to her.

As S5 said as follow

*"Ehm, kalo menurut saya sih iya, karena pede atau tidaknya seseorang itu kan bisa mempengaruhi gaya bicaranya juga kan ka, jadi ingin berbicara kaya gak pede gitu tidak pede karena memikirkan bener enggaknya, apalagi yang malu untuk berbicara baik bahasa Indonesia maupun bahasa Inggris.*

English version

(Ehm, in my opinion, I think yes, because someone is confident or not, it can affect their speaking style too, right, so if you want to talk like you are not confident, you are not confident because you think about it or not, especially those who are embarrassed to speak both Indonesian and English.)"

S5 (middle achiever) also said that she became not confident like embarrassed because she was ashamed of herself and in the end, she was afraid to speak English because she thought what is being said is correct or not.

*“Terkadang itu kaya gak pede, kaya malu gitulo kak, maksudnya orangnya pemalu gitulo kak, jadi untuk ngomong Bahasa Inggris takut ada salahnya juga.*

English version

(Sometimes it's like being insecure, like being shy, it means that when the person is shy, so that will be afraid to speak English because of speaking is right or wrong.)”

b. Nothing to say

The next problem is the limitations of students by saying something. This means that the student is confused to express ideas or words that come to mind during the conversation so that they are unable to speak. The statement was supported by S5 (middle achiever) who said

*“Iya kadang mau mencari topik ataupun pada saat berbicaranya, saya bingung awalnya gimana, mau cerita apa trus topiknya itu membahas apa. Jadi bingung kak.*

English version

(Yes, sometimes if I want to look for a topic when in conversation, I was confused at first, what I want to talk about and what the topic was discussed. So, I become confused.)”

S5 (middle achiever) also said that that if she had no ideas, it would be difficult for her to speak. Especially when the brain or mindset is already confused to say something so that it becomes unable to speak English.

*“Iya kak, karena jika kita tidak punya ide sudah sulit bagi saya mau bicara apa. otaknya bingung yang mau dikatakan itu apa, jadinya tambah gak mampu untuk berbicara bahasa Inggris.”*

#### English version

(Yes, because if we don't have any idea, it's already difficult for me to talk for what to say. Her brain was confused for about what to say, so she couldn't speak English even more.)”

Furthermore, it also supported by S7 (low achiever) as said that, when the learning process is going on, when suddenly the student is appointed to represent a conversation without any preparation, then they will be confused and have not been able to take part the lesson within better.

*“Terus kalau untuk ide itu kadang-kadang kalau tiba-tiba ditunjuk itu kan kadang-kadang kita apa ya gitu blank mau bicara apa nggak punya persiapan kan kalau tiba-tiba gitu.”*

#### English version

(For the idea, sometimes if it is suddenly appointed, sometimes she is blank, she doesn't have any preparation if it suddenly happens.)”

S7 (low achiever) also stated that if there is no preparation at the beginning, then she will be confused to start speaking English. The confusion starts from where she is confused about what topic is being discussed or what kind of conversation he will talk about.

*“Iya kak, tanpa ada persiapan kan saya jadi bingung mau bicara apa. Terus yang dibahas apa, yang mau saya katakan juga bingung apa.”*

#### English version

(Yes, without any preparation, I become confused for about what to say. Then what was discussed, what I want to say and it also make me confused.)”

Meanwhile, S8 (low achiever) claimed that he is more ready to speak English when the topic is given and he is given some time to memorize what will be prepared. Here, it means that he will only be ready when there is a grace period when the speaking process is carried out because he will also having confused and cannot express what he wants to say.

*“Ya itu cukup mempengaruhi, soalnya ya kan saya bingung mau bilang apa mau bicara apa, kalau sebelumnya sudah diberitahu kalau kita harus menulis tentang misalnya pengalaman selama liburan dalam berbahasa Inggris otomatis saya akan memilih kosakata lebih dahulu dari bahasa bahasa Inggris, selebihnya kan kita hanya menghafal. Setidaknya kita pasti tahulah ya Bahasa Inggrisnya kalau misalnya pada hari ini saya bermain sepak bola itu kan juga seperti itu, saya bisa dengan mudah tau*



*bahasa Inggrisnya. Jadi sebenarnya kalau selama itu tidak rumit sih saya tidak tidak ada masalah, kalau hanya bercerita seperti itu tidak masalah dan selama itu masih dalam lingkup pelajaran bahasa Inggris saya masih percaya diri tidak terlalu pengaruh ya. Cukup percaya diri percaya diri dengan apa yang bisa saya lakukan.*

#### English version

(Yes, that's quite affect, because I'm confused about what to say, if previously we were told that what we have to write about, for example, an experiences during holidays in English, I will automatically choose the vocabularies at the beginning over English, the rest, we just memorize and memorizing the words. At least we certainly know the English of the word, such today I play soccer, it's also like that, I can easily know the vocabularies. So actually, as long as it's not complicated, I don't have a problem, if it just talked about like that, it's fine and as long as it's still within the scope of English lessons, I'm still confident that it won't have much of an impact. Just confident enough for what I can do.)”

#### c. Structure (Grammar & Syntax)

Others, in several other aspects such as linguistic elements or grammar where the sentence structure is usually reversed in its position between Indonesian and English. This is clearly different when it applied to english speaking learning because it can confuse the students earlier. In grammar case, the problem lies in the verb. The verb that is meant is in English there is a provision between the verbs

for the appropriate time rules to be used in sentences. Certainly, it makes the students themselves become confused and afraid to speak English by remembering the rules. As S7 (low achiever) and S8 (low achiever) stated in their interview.

S7 stated as follow

*“Iya kak, karena kaya itu kan juga harus sebenarnya harus hafal penggunaannya itu di waktu kapan, terus kalau dari bahasa Indonesia di translate ke bahasa Inggris itu kadang-kadang kan apa ya seperti susunan kalimatnya tidak sama dan berubah.*

English version

(Yes, Sis, because it's like you have to actually memorize its usage at what time, then if it's translated from Indonesian to English sometimes, what if the sentence structure is not the same and changes.)”

Therefore, S7 (low achiever) also added that she has difficulty and confusion because of the differences structure of the sentence between Indonesian and English.

*“Iya, grammar dan tenses itu berpengaruh sekali dan membuat saya bingung. Karena antara bahasa Indonesia dan bahasa Inggris struktur kalimatnya tidak sama kak.*

English version

(Yes, grammar and tenses are very influential and make me confused, because the sentence structure between Indonesian and English is not same.)”

S8 stated as follow

*"Sebenarnya secara struktur bahasa Indonesia dan bahasa Inggris itu tidak beda jauh, ini ya sama seperti bahasa Indonesia dan bahasa Inggris tidak bingung ya, tapi yang membedakan cuma itu kata kerjanya. Kata kerja bentuk pertama, kedua, ketiga itu yang membuat saya bingung juga membingungkan dan menyulitkan. Ya itu yang membuat saya bingung di kata kerjanya.*

English version

(Actually, the structure between Indonesian and English is not too different, this is the same as Indonesian and English, they are not confused, but the only difference is in the verb. The first, second, third forms of verbs that make me confused are also confusing and difficult. Yeah that's what confuses me in the verb.)”

The same statement also added by S9 as the differences of sentence structure between Indonesian and English. As example, we may know the arrangement of words in sentences (syntax) between the two languages is not same. For example, where the sentence rules where the position of the words are reversed. As S9 (low achiever) stated as follow

*“Perbedaan struktur kalimat kan memang ada dalam bahasa Inggris dalam bahasa Indonesia, mungkin dari segi struktur, itu ada beberapa kesamaan, cuma tata letak bahasa itu memang sedikit berbeda, kan untuk Indonesia dengan bahasa Inggris. Bahasa Indonesianya itu, tapi kan bahasa Inggrisnya terbalik-balik. Contoh bahasa Inggrisnya saya membuat itu kan we make atau terkadang begini apa-apa ya kadang itu di bahasa Indonesia urut tapi di bahasa Inggrisnya itu terbalik-balik. Jadi strukturnya itu berbeda dan membuat bingung. Intinya bahasa Indonesia urut tapi di bahasa Inggrisnya tidak malah terbalik-balik. Trus kita mau berbicara malah jadi salah karena Bahasa Inggrisnya itu diurutkan dari bahasa Indonesianya.*

#### English version

(The differences in sentence structure do exist between English within Indonesian, maybe in terms of structure, there are some similarities, but it's only the position of the language is different, either Indonesian and English. It's Indonesian, but the English is reversed. For example, in English, I make it we make or sometimes it's something like this, sometimes it's in Indonesian sequence but in English it's upside down. So, the structure is different and confusing. The point is that the Indonesian language is sequential but in English it is not even reversed. Then, if we want to talk instead it becomes wrong because the English is sorted from the Indonesian language.)

d. Lack of time

The addition problems in speaking English were about lack of time. In this case, it is related to the lack of practice. This thing was closely related to the point where students experience problems caused by time constraints. When they rarely practice speaking English in conversation, it means that from the start they already have a little time. With this condition, it was possible for students themselves to have problems being able to speak English often in their daily life. As S3 (high achiever) stated

*“Penyebab saya kesulitan berbicara bahasa Inggris adalah karena kurangnya praktek berkomunikasi dengan menggunakan bahasa Inggris.*

English version

(The reason I have difficulty speaking English is because of the lack of practice in communicating using English.)”

In addition, S3 (high achiever) also said that the time given in school was not sufficient to practice speaking English because of the division in several aspects in learning English such as listening, reading and writing skills.

*“Kalau di sekolah kan seminggu dua kali dan waktunya itu tidak cukup buat saya kak, karena bahasa Inggris yang diajarkan tidak hanya cuma kemampuan berbicara, ada yang mendengarkan, membaca dan menulis seperti itu.*

English version

(In my school, the English lesson only twice a week and the time is not enough for me, because English is taught not only the ability for speaking, there are listening, reading and writing skills also.)”

Furthermore, S1 added that within this situation, speaking learning was not effective as the direct practicing but in this pandemic, speaking is rarely practiced. This means that the time available in online learning is very little and cannot maximize them to get a better result in practicing English speaking, as S1 stated in interview

*“Kurang efektif, karena seringnya pembelajaran berbicara bahasa Inggris itu membutuhkan praktek secara langsung, sedangkan pembelajaran online tidak mendukung hal tersebut. Jadi untuk waktu yang diberikan di sekolah untuk waktu mempraktekkan berbicara bahasa Inggris itu, jarang sekali karena kondisi seperti ini.*

#### English version

(It’s quite effective, because in oftening learning to speak English requires hands-on practice, while online learning does not support this. So, for the time allotted at school for the time to practice speaking English, it's rare because of this kind of condition.)”

Meanwhile, S6 (middle achiever) also said if the English learning process in the school were not only focus on speaking, but also listening, reading, writing, doing an exercise, and listening material. Within a very short duration, it will not maximize them, for their English speaking.

As S6 stated as follow

*“Iya, soalnya waktunya tidak cukup untuk dipelajari, soalnya kan dibagi-bagi waktunya untuk mengerjakan soal, mendengarkan materi dari gurunya. Jadi saya rasa waktu untuk pembelajaran berbicara bahasa Inggris itu kurang kak.*

English version

(Yes, because the time is not enough to learn, because the time is divided into working on questions, listening to the material from the teacher. So, I think the time for learning to speak English is not enough.)”

S6 (middle achiever) also added that with very little time at school, he has not been able to develop her English-speaking skills and to develop these skills with the insufficient time is very limited.

*“Waktu di sekolah itu kan sangat terbatas, jadi untuk mengembangkan kemampuan berbicara bahasa Inggrisnya menjadi sulit. Dengan waktu yang terbatas jadi saya rasa itu belum cukup untuk mengembangkan kemampuan berbicara saya.*

English version

(The time at the school was very limited, so for developing my English-speaking skills was difficult. With limited time so I don't think it's enough to develop my speaking skills.)”

e. Environment

In case of the environment, there are several divisions such as support from parents, teachers, friends and habits. In general, the familiarity language surrounds us are the use of daily language which causes the student to have difficulty in other languages. For example, as said by S3 (high achiever), that the school environment also has a role in which the teacher explains the material is sometimes still entirely in Indonesian rather than English.

S3 statement as follow

*“Saya jarang memakai bahasa Inggris ketika berbicara karena kalau mungkin di rumah itu bahasa yang dipakai adalah bahasa Jawa dan jika disekolah itu yang dipakai adalah bahasa Indonesia. Jadi walaupun waktu pelajaran bahasa Inggris yang kita pakai tetap bahasa Indonesia.*

English version

(I rarely use English when speaking because it's possible for me when at home the language used is Javanese and at school it is Indonesian. So, even though we use English during our lessons, we still use Indonesian.)”

Moreover, S3 (high achiever) added that his environment such friends never asked him to practice speaking English with each other.

*“Teman saya tidak pernah memberikan atau menyuruh saya untuk mempraktekkan berbicara menggunakan bahasa Inggris bersama mereka.*

English version

(My friends never asked me to practice speaking English with them.)”



Besides, on S7 (low achiever) explain that due to online learning, they almost never using English language to speak. This surely makes the students themselves familiar with the mother language used rather than the language in which they are intended to be studied.

S7 statement as follow

*“Soalnya kan di rumah juga nggak pernah pakai bahasa Inggris terus di sekolah juga nggak pernah soalnya kan online ya waktunya kan juga terbatas.*

English version

(I never use English language in home, and I never use English language at school, because nowadays it's online, so the time is limited to practice with them.)”

S7 (low achiever) also added that in her environment, either parents, teachers and friends do not always support and provide motivation. Moreover, within these conditions, it is rare to practice speaking English.

*“Baik orangtua, guru maupun teman itu jarang memberikan saya dukungan maupun motivasi untuk berbicara bahasa Inggris. Saat ini, saya hanya bisa bertemu mereka lewat chat tanpa bertemu secara langsung.*

English version

(Either my parents, teachers, and friends are rarely giving me support neither motivation too. Right now, I can only meet my friends via chat without ever see them in face-to-face.)”

In other case, the people we often communicate with was friends and friends here also have a very big influence. We need to know that the linguistic systematics in Indonesia is when those who try to speak English will be labeled as someone who does not follow the culture as it is, which means we also have to follow the mother tongue that is used in the life around us. Therefore, the students themselves tend to be lazy to talk when the other person does not exist. Moreover, in the condition of online learning now, they cannot meet or face to face just to practice speaking their English. As S8 (low achiever) and S9 (low achiever) stated their statement as follow

S8 stated as follow

*“Paling dominan itu adalah, ya itu mempraktkannya itu sangat sulit, soalnya balik lagi ke lingkungan. Lingkungan itu sangat sulit untuk diajak berbicara bahasa Inggris, jadi karena lingkungan yang tidak mendukung.*

English version

(The most dominant thing is, yes, it's very difficult to practice it, because it's back to the environment. That environment is very difficult to speak English to, so it's because of the unsupportive environment.)”

S9 stated as follow

*“Iya, yang pertama adalah tentang lingkungan sosial, baik lingkungan dari pertemanan. Lingkungan kita dari di lingkungan saya sendiri itu dominan bahasa Jawa. Yang kedua lingkungan pertemanan, ini bisa sangat sulit bisa mudah, karena apa kalau kita berteman dengan orang yang sesama minat dengan bahasa Inggris maka lebih mudah untuk speaking. Karena apa, teman kita itu jago bahasa Inggris, kita juga asik belajar. Contoh atau kedua- duanya itu masih belajar, terus ada temannya lagi yang bisa bahasa Inggris, itu yang jago ini bisa membenarkan teman-teman yang masih belajar untuk belajar berbicara Bahasa Inggris dengan benar itu.*”

#### English version

(Yes, the first is about the social environment, and also the environment of friendship. Our environment from my own environment is predominantly Javanese. The second is the friendship environment, this can be very difficult or easy, because if we make friends with people who share interests in English, it will be easier to speak. Because our friend is good at English, we are also comfort to learn. For examples or both are still learning, then there are other friends who can speak English, those who are good at it can justify friends who are still learning to learn to speak English correctly.)”

#### f. Vocabulary

Based on the results of questionnaires and interview, almost all students have difficulty in speaking English with very low vocabulary problems. The students stated that they had very minimal vocabulary to master so that they had

difficulty when they had to start speaking, S3 (high achiever) stated in questionnaires

*“Kesulitan yang paling utama adalah minimnya kosakata yang harus dikuasai, karena menurut saya tahapan dalam belajar berbicara bahasa Inggris adalah dimulai dengan menghafalkan sedikit demi sedikit kosakata lalu dipraktekkan. Jika pada tahap pertama saja belum mampu, maka untuk melangkah ke tahap berikutnya akan sulit.*

English version

(The main difficulty in learning speaking English is the lack of vocabulary that must be mastered, because in my opinion the stages in learning to speak English are to start by memorizing the vocabulary little by little and then practice it. If you are not able to do it at the first stage, then it will be difficult to move to the next stage.)”

Moreover S3 (high achiever) also added in his interview that his vocabulary is still low or minimal, causing him to lack vocabulary mastery and that is the main or dominant difficulties for him in learning to speak English.

*“Kesulitan paling utama atau dominan adalah kurangnya kosakata yang saya kuasai. Ditambah lagi dengan kosakata saya yang rendah jadi itu cukup menyulitkan saya untuk berbicara bahasa Inggris dengan yang lainnya.*

English version

(The most major or dominant difficulty is the lack of vocabulary that I had master. Furthermore, my vocabulary is in low level, so it's quite difficult for me to speak English with others.)”

In otherwise, S4 (middle achiever) stated in questionnaire that there were many vocabularies that must be known, but because of the large number of vocabularies, the student forgot the vocabulary which ultimately made the students unable to speak English.

*“Kosakata yang sangat banyak sekali, terkadang membuat saya masih lupa ketika ingin berbicara bahasa Inggris.*

English version

(The large of vocabulary, sometimes it makes me still forget when I want to speak in English.)”

S4 (middle achiever) also added that he did not understand the vocabulary so well that it made his speaking English not fluent. He also added that he had to memorize more vocabulary because his vocabulary was still limited so he was not brave enough to speak English.

*“Iya, kesulitannya adalah kita belum memahami kosakata tersebut, jadi kosakatanya rendah kita jadi gak faham gitu. kalau dibilang kosakata saya sudah cukup ya masih belum karena masih banyak yang harus saya pelajari lagi dan kosakata saya masih terbatas.*

English version

(Yes, the problems are that we don't understand the vocabulary, so our vocabulary is low and we don't understand it. If you say my vocabulary is enough, it's still not because I still have a lot to learn and my vocabulary is still limited.)”

Others, S1 (high achiever) assumed that when they lack of English vocabulary mastered, so he doesn't know, what kind of conversation is going on and he also become confused about what to speak, as S1 stated in interview

*“Akibat dari kekurangan kosakata bahasa Inggris, sehingga menyebabkan saya itu tidak mengerti untuk memahami sebuah pembicaraan. Jadi kalau kosakata saya itu rendah maka jika ingin berbicara jadi bingung apa yang mau saya bicarakan.*

#### English version

(As a result of the lack of English vocabulary, it causes me not to understand the conversation. So, if my vocabulary is low, then if I want to speak, I become confused for about what I want to talk about.)”

S1 (high achiever) also added that the most important or dominant difficulty was the lack of vocabulary. The low of vocabulary makes it difficult to speak within complex vocabulary.

*“Kesulitan yang paling utama atau mendominan adalah kekurangan kosakata. Jadi kekurangan kosakata tersebut membuat saya sulit untuk*

*berbicara menggunakan bahasa Inggris apalagi ditambah harus menggunakan kosakata yang begitu rumit.*

English version

(The most major or dominant difficulties is the lack of vocabulary. The lack of vocabulary makes difficult for me to speak in English, even to use such a complicated vocabulary.)”

Besides, S8 (low achiever) also said in interview if he only has easy or the familiar vocabulary, so he can speak English fluently, as S8 stated

*“Kosakata yang saya miliki cukup-cukupan, selama itu tidak menyangkut hal-hal yang rumit seperti biasanya percakapan saya itu yang mudah tidak terlalu rumit ya saya pasti bisa-bisa saja asalkan kosakatanya tidak terlalu yang susah-susah.*

English version

(I have only sufficient vocabulary, as long as it doesn't involve complicated things like usual, my conversations are easy, not too complicated, yes, I certainly be able as long as the vocabulary is not too complicated.)”

Nowadays, our education is using online learning methods. Within the application of this learning method it is believed that there are still many students who experience difficulties in speaking learning including, self confidence, nothing to say, grammar (tenses and syntax), lack of time, environment and vocabulary. These data can be summarized in the Table 4.1

<b>The Difficulties Experienced by Students' in Speaking Online Class</b>		
<b>Self Confidence</b>	Including the students that are afraid for being mistake, shyness and nervourness while having speaking to others so that they're afraid of being ridiculed by other friends. These psychological problems make the students lack of self confidence which make them fail to speak English. It, relate as they are interrelated and influence each other.	
<b>Nothing to Say</b>	Nothing to say mean that the students don't have any idea to say or having trouble to speak up or expressing the idea within oral way. They also stated that without preparation beforehand, they would be confused and be blank to speak or practise in front of others.	
<b>Structure</b>	Grammar	Tenses is a grammatical category at sentence patterns depending on the time used. This of course has an impact on the appropriate verbs for the sentences to be used which later be applied for speaking.
	Syntax	A different structure between Indonesian and English which makes them confused and difficult to speak in English. Assuredly, these make the students still difficult because of the rules in English.
<b>Lack of Time</b>	The time that available in the classroom is not only for learning to speak but includes other aspects such the divison in English skill likes writing, listening and reading. In addition, the teacher at school also does not only focus on one activity but is more dominant towards explaining the material then students listen to the material presented and also take notes on what the teacher explained earlier. In the end, they don't have enough time to practice let alone learn to speak English.	



<b>Environment</b>	First, the surrounding environment which can consist of teachers, friends and parents often uses the Javanese language in everyday language which makes they accustomed to using their mother tongue, even though in the classroom with English learning, the teacher still teaches using Indonesian. Besides that, there is no interlocutor from the circle of friends who can be spoken in English because they have no reason to speak in English for.
<b>Vocabulary</b>	The large number of vocabularies that must be memorized makes them overwhelmed and do not have the support to speak English and the students are only have relatively easy and uncomplicated vocabulary.

## **2. The Factors Experienced by Students' That Cause the Difficulties in Online Speaking**

In case of difficulty there must be a factor that causes this to happen. These factors are the cause of how obstacles in speaking English exist among them. From the results of the study, it was found that there were several factors that influenced them when they wanted to speak English. These factors are divided into internal factors and external factors. Internal factors are the cause of students' difficulties when speaking English that arise from within the students themselves while external factors are factors that arise from outside or the environment of the student.

### **a. Internal Factors**

Internal factors are divided into several, namely: self-distrust which includes shyness or nervousness, low vocabulary, grammar and lack of motivation. Firstly, the self disctruct come toward the students when they felt shame or fear of being

blamed because they will be criticized by friends. The criticism from friends will certainly drop their mental or psychic so that they do not dare to speak English. As S2 (high achiever) and S9 (low achiever) stated

S9 stated as follow

*“Kalau saya sendiri percaya diri saya kurang, tapi untuk mencoba saya bisa, kan sering main sebuah platform video, chatting itu bisa bertemu dengan orang-orang luar negeri atau dari lain. Sekedar untuk pengenalan diri, saya mungkin bisa, mungkin mereka kurang mengerti apa yang saya katakan, tapi sedikit bisa untuk saya katakan untuk memperkenalkan diri saya seperti itu. Tapi kan kalau itu kan memang secara daring, untuk malu dari diri kita sendiri dan orang lain tidak tahu selesai. Jadi untuk kepercayaan diri itu memang sangat penting. Dari tadi itu berbeda-beda di setiap siswa atau setiap orang.*

English version

(I had lack of confidence, but I just try for what I can, I often play a video platform, chatting whereas I can meet people from abroad or from other countries. Just for self-introduction, maybe I can, maybe they don't understand what I'm saying, but I can say little to introduce myself. But if it's online, it's to be ashamed of ourselves and others who don't know it's over. So, for confidence it is very important. From beginning, it was different for each student or for each person.)”

S2 stated as follow

*“Tidak percaya diri, saya punya masalah sama kepercayaan diri karena malu takut kalau itu disalahkan atau dikritik oleh teman. Kalo guru mengkritik saya tidak takut karena guru lebih kearah mengoreksi kita.*

English version

(Not confident, I have the problem with self-confidence because I'm ashamed and afraid of being blamed or criticized by friends. If the teacher criticizes me, I'm not afraid because the teacher is more towards correcting us.)”

S2 (high achiever) also added that the problem of self-confidence that experienced by each of these students is a very serious problem. From his fearful, he tends to be lazy to learn to speak English.

*“Itu masalah yang serius padahal siswa hanya harus percaya diri, tetapi kalau masalah percaya diri itu ya susah. Siswa akan jadi cenderung malas untuk mempelajari dan memilih abai”*

English version

(That's a serious problem even the students only have to be confident, but if it's a problem with confidence, it's hard. The students will tend to be lazy to learn and choose to ignore.)

The next factor is the lack of vocabulary. If they haven't mastered the vocabulary, then when it comes to practice it will be very confusing. From the beginning, vocabulary is important in influencing someone to speak English. The

students will only be able to say or speak when they only use easy or familiar vocabulary. As S3 (high achiever) as follow

*“Ya minimnya kosakata yang dikuasai, kembali seperti kesulitan tadi jika tahapan awal dalam belajar berbicara bahasa inggris adalah dimulai dari menghafal sedikit demi sedikit kosakata, jika ditahap pertama saja belum mampu maka untuk melangkah ke tahap berikutnya akan sulit.*

English version

(Yes, the lack of vocabulary that being mastered, back to the difficulty if the initial stage in learning to speak English is starting from memorizing vocabulary little by little, if in the first stage you are not able so to move to the next stage will be difficult.)”

S8 (low achiever) also gave the other statement that when he was watching a movie, then with some sentences containing complicated vocabulary, he didn't understand the storyline.

*“Oh, ya kalau kosakata itu lebih iya, artinya itu juga salah satu faktor bahwa rendahnya kosakata yang saya miliki membuat saya kesulitan dalam berbicara bahasa Inggris. Misalnya sja ketika saya sedang menonton film, tiba-tiba ada kosakata yang belum saya ketahui dan terkadang harus mencari di kamus biar paham ceritanya di film kayak gimana.*

English version

(Oh, yes, if the vocabulary, I'm agree with it, it means that it is also one of the factors when my low vocabulary makes difficult for me to speak English. For example, when I was watching a movie, suddenly there was a vocabulary that I didn't know and sometimes I had to look it up in a dictionary to understand how the story in the movie was.)”

Besides, the factors caused by grammar. Its especially in terms of tenses where there is a difference in the verb that is adjusted to the sentence pattern to be said. As S8 (low achiever) stated that he confused and difficulted when he has to put the appropriate verb when he wants to speak.

As S8 stated as follow

*“Grammar, soalnya untuk berbicara bahasa Inggris yang menyangkut grammar dan belajar verb itu kan otomatis saya harus menghafal bentuk dari verb dari setiap kata kerja bentuk pertama kedua dan ketiga. Mungkin saya saja yang kurang belajar.*

English version

(The grammar, because to speak English which involves grammar and learning verbs, I automatically have to memorize the form of the verbs of each at the first, second and third forms of verbs. Maybe I'm the one who doesn't study enough.)”

S8 (low achiever) added another statement that he was confused in placing the appropriate verb in the sentence to be talked. The factor of difficulties in speaking can occur because he has difficulty in understanding the rules of grammar that was different in English.

*“Iya, soalnya untuk bahasa Inggris, saya bingung untuk menempatkan verb buat kalimat yang ini atau kalimat yang lainnya, soalnya aturan grammarnya itu sudah beda.*

English version

(Yes, because for English, I am confused about placing the verb for this sentence or another sentence, because the grammar rules in English are already different.)”

Meanwhile, S2 (high achiever) stated that she being confused when she wants to speak when remembering the sentence that will be said is correct or not because the teacher does not teach in comfortable.

*“Iya membingungkan, saya lebih suka sama guru yang mengajar pakai metode rumus tapi kan kadang nggak semua guru pakai metode itu jadi suka bingung, ini kalimatnya benar atau belum. Biar lebih yakin bahwa kalimat yang dibicarakan itu sudah benar.*

English version

(It's confusing, I prefer teachers who teach using the formula method, but sometimes not all teachers use that method so they get confused, whether this sentence is correct or not. To make sure that the sentence spoken is correct.)”

The last, the caused of the problems comes from low motivation. Motivation appears in various sources such as parents, teachers and friends. This motivation is very important to encourage students themselves to be even more enthusiastic about learning to speak English. As S8 (low achiever) stated that the support from

friends is the most important because from there, he is able to start practicing speaking English but the opposite happens. As S8 stated as follow

*“Kalau guru tentu sedikit mendukung tapi ya itu teman. Teman yang sulit untuk mencari dukungan dari teman. Sebenarnya sih itu ada beberapa, tapi tetap saja, ujung-ujungnya kita mix bicarannya.*

English version

(If the teacher is a less of support, but yes, that's a friend. It difficult to find the support from friends. Actually, there are several, but still, in the end we mix it up.)”

S8 also gave an argument that when there was no other person to talk to when he wanted to practice speaking English. Their parents never ask what their son favorable in learning so there is no support. It would become a factor of difficulty for him. Eventhough, in this case there is already a friend who can be talked to even it is still in an easy scope.

*“Orang tua saya sih, tidak pernah berbicara untuk masalah pelajaran bahasa Inggris yang saya jalani. Selain itu, dari teman yang mau diajak sebagai lawan bicara pun menjadi salah satu faktor kesulitan itu, ya meskipun ada teman yang saya ajak bicara dan mereka ngomongnya dalam beberapa kalimat tentang obrolan-obrolan kecil dn itu sudah dimulai. Ya lumayan asyiklah.*

English version

(My parents never spoke about the problems I was studying in English. In

addition, the friend who wants to be talked to as an interlocutor is also one of the factors of the difficulty, yes, even though there are friends that I talk to and they talk in a few sentences in small conversation and it has already started. Yes, it's pretty fun.)”

The same statement also added by S9 (low achiever) that his parent just only enough to know about the score of English he obtained in the school. There is no form of motivation or other that can encourage him to be more able to speak English. Additionally, from teachers and friend which is also not support. As S9 stated as follow

*“Pertama orang tua, orang tua untuk bahasa Inggris cuma tahu aja. Untuk motivasi dan lain-lain sudah tidak ada. Kalau pujian saya rasa tidak, cuma orangtua cukup tahu saja nilai-nilai saya untuk bahasa Inggris bagus. Itu saja untuk pujian tidak, cukup tahu yang bagus ini yang jelek ini. Kalau guru saya rasa biasa aja sih, cuma bagus udah tidak ada lagi.*

#### English version

(First, parents, for English lesson they only just know it. For motivation and others aren't. They never give me praise; they only know enough about my scores just good in English. As for the teacher, I think it's normal, it's just good, and no more.)”

S9 (low achiever) also said that the environment from his friends is not very appreciate in learning English and they still lack of ability, especially to speak English. They are more interested in other things.



*“Kalau dari lingkungan teman, saya tidak ada teman khusus bahasa Inggris malah teman-teman saya itu rata-rata berbicara soal agama, soal ilmu dan lain-lain itu dan untuk bahasa Inggris tuh sangat kurang. Teman-teman saya itu bahasa Inggrisnya biasa saja dan mungkin speakingnya masih kurang.*

#### English version

(In terms of friends, I don't have any friends who specialize in English. In fact, most of my friends talk about religion, about science, and so on, and less in learning English. Their English are only normally and maybe still weak in English speaking.)”

#### b. External Factors

At the point of external factors, there are several causes that arise that make the students to have difficulty speaking English such as lack of practice and also time constraints. As S3 (high achiever) stated that the teacher in the school are only giving the material in front of the class without practicing for speak English. As S3 stated as follow

*“Mungkin karena kurangnya praktek berbicara Bahasa Inggris. Biasanya guru hanya memberikan catatan lalu siswa mencatat tugas untuk membuat contoh tentang materi tersebut. Jadi jarang untuk praktek berbicaranya.*

#### English version

(Maybe due to lack of practice speaking English. The teacher usually only gives notes and then students take notes on assignments to make examples

of the material. So, it's rare to practice speaking.)”

S3 (high achiever) also added that he rarely to practice speaking English with his friends. They almost never practice it except when they're learning English, especially when it is prioritized for speaking aspect in the classroom and it was taught by their teacher.

*“Jarang, dan hampir tidak pernah praktek berbicara bahasa Inggris sama sekali. Kami itu hanya akan menggunakan bahasa Inggris ketika pembelajaran bahasa Inggris, itu saja kalau ada kegiatan bicarannya, kalau nggak ada yasudah.*

#### English version

(Seldom, and almost never. We will only use English when learning English, that's only, if there is a speaking activity, if there is not, then never.)”

Furthermore, S9 (low achiever) gives the same argument whereas if someone is used to practicing using English with native speakers or with other friends, so that the person will begin to be able and can often practice the language, especially English language.

*“Untuk faktor utamanya adalah sosial yaitu untuk hal utamanya adalah speaking atau aspek sosial karena apa, saya melihat ada beberapa bule yang datang ke Indonesia dan mereka bisa berbahasa Indonesia karena sudah terbiasa mempraktekkan berbicara dengan orang Indonesia. Itu juga sama*

*ketika diimplementasikan dengan kakak-kakak mahasiswa yang ada di luar negeri, contohnya Jepang-Belanda. Contohnya saja di Inggris, mereka bisa bahasa sana pertama memang belajar, tapi lancarnya karena mereka terbiasa berbicara dengan teman-teman yang ada di sana.*

#### English version

(The main factor is social, the main thing is speaking or the social aspect because of what, I see that there are some Caucasians who come to Indonesia and they can speak Indonesian because they are used to practicing speaking with Indonesians. It is also the same when it is implemented with students from abroad, for example, Japan- Netherlands. For example, in England, they can learn the language there first, but they are fluent because they are used to talking with friends who are there.)”

Meanwhile, from S2 (high achiever) also added the same argument that her environment does not use English in their daily communication language. So English is a foreign language and they're not familiar with the language. Therefore, she felt difficulty with that situation.

*“Saya pribadi cukup kesulitan, sepertinya itu karena bahasa yang digunakan dalam sehari-hari. Ya kalau buat untuk berbicara bahasa Inggris ya sama nggak terbiasa mengamalkan. Lingkungan kan masih asing sama bahasa Inggris soalnya.*

#### English version

(I personally have quite a bit of trouble, I think it's because of the language that used in mother tongue. Yes, if you speak English, you are not used to practicing it. The environment is still not used to English.)”

S2 (high achiever) also said that in his environment he did not use English very well, which means there was no support so that time constraints became one of the factors of difficulty for him in speaking English.

*“Lingkungan saya itu bahasa sehari-harinya bukan bahasa Inggris, jadi saya itu punya waktu yang terbatas untuk berbicara menggunakan bahasa tersebut dengan siapapun terutam orang tua yang tidak bisa berbahasa Inggris.*

#### English version

(In my environment, the mother tongue is not English, so I have limited time to talk with that language with anyone, especially parents who don't speak English.)”

The others cause comes from the unfamiliarity language that used. It means that the English language aren't the mother tongue in their daily life. As S7 (low achiever) stated as follow

*“Iya jadi kalau kurang terbiasa memakai bahasa Inggris jadi kita bingung ini kita bilang ini udah bener apa belum. Kadang-kadang kita bingung juga. Jadinya ya takut- takut.*

#### English version

(Yes, so if you are not used to using English, so we are confused, we say these sentences is correct or not. Sometimes we get confused too. So, I'm scared.)”

Based on the presentation data above, two factors were found to be influenced the difficult for speaking in online classroom learning. These factors are internal factors and external factors. It can be presented in the Table 4.2 as follow

<b>The Factors Experienced by Students' That Cause the Difficulties in Online Speaking Class</b>		
<b>Internal factors</b>	Self-distructs	Include a person's lack of confidence which includes being shy or nervous when they have to appear to speak English in front of other people or in conversation.
	Low of Vocabulary	The lack of vocabulary mastered so that they are not able to communicate fluently.
	Grammar	Learning or understanding of grammar that is not so maximal which causes them to be afraid to speak English because they think about the correct or incorrect sentences to be spoken.
	Lack of Motivation	The lack of motivation from parents, teachers and friends who are more accustomed to using their mother tongue in their daily life and when learning English.
<b>External Factors</b>	Lack of Practice	The students rarely to practice speaks English whether at school or other places.
	Limited Time	There's no sufficient time for having learning speaking English.

### **3. The Strategies of Students to Overcome the Difficulties in Online Speaking Class.**

Everyone has different problems, so there are different solutions. Everyone does not only use the same method or strategy with regard to the problems they face. Therefore, the researcher found several strategies used by students in dealing with difficulties in speaking English. The strategies that found divided into various such direct strategies and indirect strategies.

#### **a. Direct Strategies**

Firstly, in memory including the remembering the vocabularies and applied into natural as S1 (high achiever) stated that he will gain and read more vocabulary that were obtained then memorize it and practice to prepare his mentally to be more fluent. As S1 stated as follow

*“Saya akan membaca kosakata yang baru dengan lebih banyak lagi. Lalu saya mencari kosakata baru dan dihafalkan. Setelah itu, saya akan berlatih lagi dan mempraktekkannya dengan memantapkan mental.*

English version

(I will read more new vocabulary. Then, I looked for new vocabulary and memorized it. After that, I will practice again and practice it mentally.)”

S1 (high achiever) also added that if he listens to a song or sees an English movie, it will help him in acquiring new vocabulary by remembering it so that he can practice it.

*“Dengan mendengarkan lagu-lagu bahasa Inggris atau memelihat film-film yang ada subtitlenya itu bisa membantu saya karena saya dapat mendapatkan kosakata yang baru lalu saya mengingatnya dan mempraktekkannya.*

#### English version

(Listening to English songs or watching movies with subtitles can help me because I can get new vocabulary and then I remember it and practice it.)”

At the same time, S8 (low achiever) also stated that the strategy used is to write the new vocabulary in a book or by remember it. Then practice it in front of a mirror like engaging in a conversation. As S8 stated as follow

*“Untuk strategi, menulis kosakata-kosakata baru baik itu di buku atau di pikiran lalu mencoba untuk mempraktekkan sendiri seperti di depan cermin berbicara berbahasa Inggris layaknya menjadi dua orang yang berbeda dengan percakapan seperti itu.*

#### English version

(For strategy, I write new vocabulary either in a book or in my mind and then try to practice speaking English it ourself like in front of a mirror like being two different people with such a conversation.)”

Secondly, in cognitive strategy whether the students try to practice and try to tranfer the message into conversation as S2 (high achiever) says that she increased the vocabulary by finding its direct sources, within reading an old book or

dialogue texts, viewing materials on youtube and listening to music then doing the frequently training so it will become easier. As S2 stated as follow

*“Sering-sering berlatih biar lidahnya lebih fleksibel dengan cara memperbanyak kosakata. Jadi saya membaca baca buku lama, sering baca teks dialog bahasa Inggris mendengarkan lagu-lagu bahasa Inggris dan melihat-lihat gitu di youtube kan sekarang juga udah banyak materi di youtube.*

English version

(Practice it oftenly so that the tongue is more flexible by increasing the vocabulary. So, I read old books, often read English dialogue texts, listened to English songs and looked around on YouTube, now there's a lot of material on YouTube too.)”

In others, S2 (high achiever) added another same statement when cognitive includes repeating, practicing naturalistically and getting the ides in where that the material she learned on youtube is like a conversation in a dialogue whereas later she will digest and get the gist of the material and then repeat it to practice his speaking and try to practice it.

*“Misalnya di youtube ada materi percakapan-percakapan itu, jadi saya mencoba mencerna dan mendapatkan inti apa yang dibahas dalam materi tersebut lalu mengulang-ulang dan mencoba mempraktekkannya sendiri.*

English version



(For example, on youtube there is material for those conversations, so I try to digest and get the gist of what is discussed in the material and then repeat it and try to practice it myself.)”

The same statement also added by S9 (lower achiever) by saying that he will ask for help directly on google, then translate it. Next, he can directly transfer the message to the person that he is talking to. As S9 stated as follow

*“Ini sering terjadi di khalayak ramai tapi untuk saya sendiri adalah kita tidak mungkin untuk membawa kamus sebesar buku itu kemana-mana. Zaman sekarang sudah ada handphone, kita bisa lihat dari handphone, apalagi kita bisa berbicara langsung dari handphone dengan orang itu, jadi kalau memang kita kesulitan, kita bisa memakai handphone. Seperti di google translate itu bisa, aplikasi translate juga bisa. Jadi intinya, kesulitan berbicara bahasa Inggris kepada orang lain, mencarinya ada di handphone lalu kita tunjukan kepada orang itu bahasa Inggrisnya seperti ini.*

#### English version

(This often happens in the general public but for me, it is impossible for us to carry a dictionary as big as a book everywhere. Nowadays there are cellphones, we can see from cellphones, moreover we can talk directly from cellphones with that person, so if we really have trouble, we can use cellphones. As in google translate it can help us, the translate application can too. So basically, it's difficult to speak English to other people, so just

look for it on the cellphone and then we show that person the English translation just like this.)”

The last, the strategy comes from compensation. It means by the student limits himself in speaking by looking for other topics by aligning the vocabulary he has or has memorized and asking for helps. As S3 (high achiever) saying that he only speaks as he can, which means relying only on the vocabulary he has. If it still can't be resolved, he can ask for help from people around or beside him. As S3 stated as follow

*“Oke, kalo saya mungkin hanya semampu saya untuk berbicara Bahasa Inggris dengan kemampuan yang saya miliki. Mungkin nanti jika saya bingung saya bisa meminta bantuan kepada orang di sekeliling atau di samping saya untuk membantu saya.*

#### English version

(Okay, I'm probably only as I can speak English to the best of my ability. Maybe later if I'm confused, I can ask for help from people around or beside me to help me.)”

S3 (high achiever) adds a similar statement if there is difficulty in speaking, then he will try to speak with as much vocabulary as he has and will try to ask for help directly from friends or teachers.

*“Iya teman dan guru. Jadi, nanti jika saya susah untuk berbicara dengan kosakata yang saya miliki lalu saya akan meminta bantuan dengan orang*

*tersebut.*

English version

(Yes, absolutely friends and teachers. So, later if I find it difficult to speak with the vocabulary that I have then, I will ask for help with that person.)

The similar statement also added by S4 (middle achiever) as follow

*“Ya mungkin ganti topik lah, mungkin kita bahas itu terus kita langsung ganti topiknya ke arah kosakata yang sudah kita hafal.*

English version

(Yes, maybe we can change the topic, maybe we will discuss it and then we will immediately change the topic to the vocabulary that we have memorized.)”

S4 (middle achiever) also adds that changing the topic will make the other person more understand about what he is talking about and the message in a conversation can be conveyed.

*“Jika dengan mengganti topik itu nanti kan bisa teralihkan dengan yang lebih mudah dan bisa lebih dipahami oleh orang lain. Apa yang ingin kita sampaikan atau bicarakan itu bisa mereka pahami.*

English version

(If you change the topic, it will be diverted to something that is easier and can be understood by other people. What we want to convey or talk about

they can understand.)”

b. Indirect Strategies

First, the metacognitive strategies which including the planning and evaluating the speaking learning. As S1 (high achiever) says that he will study harder and understand the material that sees what mistakes have been made and tries to correct those mistakes. As S1 stated as follow

*“Belajar lebih banyak lagi dan melihat serta mengoreksi kesalahan-kesalahan yang lalu.*

English version

(Learn more and see and also correct the past mistakes.)”

Besides, S1 (high achieve) also adds that by looking at the mistakes he has made, he will evaluate and see how to improve it to a better direction in terms of speaking English.

*“Saya melihat kesalahan-kesalahan yang lalu, di mana salahnya dan bagaimana cara memperbaiki kesalahan tersebut. Dengan itu nantinya saya akan bisa mengevaluasi dan memahami apa kelemahan yang saya miliki dan mencoba untuk tampil lebih baik lagi.*

English version

(I looked at past errors, where they went wrong and learn how to fix them. Later, I will be able to evaluate and understand what weaknesses I have and

try to perform better.)”

Next, affective strategies which including the students how to controlled their emotional or motivating themselves. It supported by S5 (middle achiever) by saying that she will be calmer and enjoy the activity. It certainly encourages the student to have a positive mentally in order to reduce the anxiety that exists in the student when involved in an English conversation. As S5 stated as follow

*“Kaya ketika berbicara pikirnya itu, kaya tenang dan enjoy saja dan latihan lagi jika ada kesalahan gitu.*

English version

(It's like when you talk, you think about it, it's like being calm and enjoying it and practicing again if there are mistakes.)

S5 (middle achiever) also adds the same argument where if we speaked we don't have to think too hard and worry that what we say will be wrong. Just be confident and try to perform better and enjoy the conversation going on.

*“Iya kak, intinya jika ada kesalahan ya latihan lagi, Terus kalau berbicara gak usah dipikir berat atau khawatir, cukup dinikmati saja dan berusaha lebih tenang jadi insyallah nantinya pas bicara atau tampil gak bakalan kesulitan.*

English version

(Yes, the point is that if there is a mistake, practice again. Then, if you talk, you don't have to think hard or worry, just enjoy it and try to be calmer, so

that later when you talk or appear, it won't be difficult.)”

The last, the social strategies whereas the students trying to implement by developing, practicing with friends and asking for the truth or the results of correction of what was said. As S7 (low achiever) says that he asked the teacher to help him be better and get better results. Besides that, it can also be done by asking friends who are better in English speaking to ask for help regarding this matter. As S7 stated as follow

*“Saya akan meminta bantuan kepada orang lain terutama guru-guru terus teman mungkin ada teman yang lebih pandai berbicara speaking bahasa Inggrisnya.*

English version

(I will ask for help from other people, especially the teachers, and maybe there are friends who are also better in speaking English.)”

The same addition argument stated by S7 (low achiever) as follow

*“Kalau bantuan dari guru itu kita bisa meminta bantuan dengan cara meminta guru tersebut untuk membimbing, bimbingan yang dimaksud adalah ketika kadang-kadang ada tugas tentang speaking, jadi kita bisa bertanya kepada guru bahwa speakingnya itu tadi sudah benar atau masih ada yang salah.*

English version

(If the teacher helps us, we can ask for help by asking the teacher to guide,

the guidance is when sometimes there is an assignment about speaking, so we can ask the teacher whether the speaking was correct or is still in wrong.)”

It also added by S9 (low achiever) by saying that he asking clearly about how the process of learning to speak English and developing it through practice with friends and foreigners or native speakers so that they can facilitate the ability to speak English. As S9 stated as follow

*“Yang pertama, setelah pengembangan dan konsultasi dari guru itu, kita mencari teman lawan bicara seperti kepada teman. Jadi yang utama adalah teman dan kita latihan bersama teman-teman. Yang kedua, kita mencari lawan bicara secara online. Mungkin kita bisa menggunakan aplikasi-aplikasi yang ada di HP, yang bisa berinteraksi dengan orang lain di luar negeri yang bisa melatih kita untuk berbicara bahasa Inggrisnya. Kita juga bisa menambah teman dari luar negeri, dengan kita berbicara bahasa Inggris kita bisa menambah teman juga dari luar negeri tidak hanya dari lingkungan ini.*

#### English version

(First, after the development and consultation from the teacher, we look for friends to talk such our friends. So, the main thing is friends and we practice with friends. Second, we look for interlocutors online. Maybe we can use applications on our cellphones, which can interact with other people abroad who can train us to speak English. We can also add friends from abroad, by

speaking English we can add friends from abroad as well, not only from this environment.)”

The strategies that were carried out by the students in overcoming difficulties when speaking English can be showed in the Table 4.3

<b>The Strategies of Students to Overcome The Difficulties in Online Speaking Class</b>		
<b>Direct Strategies</b>	Memory Strategy	Recording and memorizing the vocabulary then practice it by themselves.
	Cognitive Strategy	Looking for some sources likes Youtube, reading books or dialogue texts and google.
	Compensation Strategy	The student makes a boundary by looking for another topic or can also say it with the capable vocabulary to speak or also ask for help from others.
<b>Indirect Strategies</b>	Metacognitive Strategy	Looking for the mistakes, evaluate and correct the error.
	Affective Strategy	Regulates the emotional level which controls the student's anxiety or distrust. The student also responds by simply enjoying the activity and which will certainly encourage a person to be more optimal and perform better.
	Social Strategy	The students try to ask for tutoring and then develop them through practice with friends or native speakers of the language.