

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Teaching and Learning Language Strategies

Strategy as one thing that important in every situation and condition. Everyone needs strategy to achieve some goals that as they want. As a student and teacher also need strategy to acieve the education goals. Every student will have different behavior and strategy to learn the new knowladge. Every teacher also will use different strategies to achieve aim of education. Thesuccessfull of solving a problem in education can be seen based on what strategies that are used. Steiner (as cited in Nickols, 2016: 3) defines Strategy are as follows:

- 1) A strategy is that which top management does that is of great importance to the organization.
- 2) Strategy refers to basic directional decisions, that is, for purposes and missions.
- 3) The strategy consists of the important actions necessary to realize these directions.
- 4) Strategy answers the question: What should the organization be doing?
- 5) Strategy answers the question: What are the ends we seek and how should we achieve them?

Cohen (as cited in Shi 2017: 25) defines learning strategies as the particular approaches or technique that learners employ to try learn an L2. Language Learning Strategies are conscious or potentially conscious actions and learners can identify them in their learning process. O'Malley and Chamot's(2010: 97)

classify language-learning strategies into three main subcategories: Metacognitive Strategies, Cognitive Strategies, and Socio effective Strategies.

- 1) Metacognitive is an expression to indicate an executive function involve planning, thinking, observing, and evaluating. It means when learning a language, students must have a plan to arrange the schedule of learning, thinking when learning process happen, observing when someone product, and evaluate when it ends.
- 2) Cognitive strategies involve the manipulation or transformation of the material to be learned, such as resourcing, repetition, grouping, deduction, imagery, auditory representation, keyword method, elaboration, transfer, inference, note-taking, summarizing, recombination and translation. Social/affective strategies mainly involve the learner in communicative interaction with another person, for example, when collaborating with peers in problem-solving exercises". (Liu, 2010:101).
- 3) Socio effective strategies can be stated that they are related with social mediating activity and transacting each other. Social affective strategies are very important in learning a language because language is used in communication and communication occurs between people. According to Brown (as cited in Hardan, 2013:1718) some sets of Socio effective are cooperation and questioning for clarification.

Moir, Bongolan, and NTC (2005: 2) point some key strategies in teaching a language.

- 1) Vocabulary and Language Development, by discussing vocabulary words key to introducing new concepts. Exploring specific academic terms to add their vocabularies and build their knowledge.
- 2) Guided Interaction. Student understand about what they read by listening, speaking, reading, also writing about concepts in the text, in this strategy teacher guide and give structure to student lessons
- 3) Metacognition and Authentic Assessment. In this strategy, the teacher not only creates a student who only memorizes lesson or some text but the teacher gives explicit thinking skills (metacognition) crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language
- 4) Explicit Instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.
- 5) The Use of Meaning-Based Context and Universal Themes, take something meaning full of their life will make student easier to remember and connect with their mind.
- 6) The Use of Modeling, Graphic Organizers, and Visuals. Pictures, diagrams, and charts, help students of language easily recognize information to supporting ideas. Visual makes language and content accessible to students.

When teaching speaking, teachers have to prepare their selves. What should be prepared? The teacher should have an ability to teach, creativity and innovation. When they want to teach speaking teacher have to complete his/her plan. Start from lesson plan that arranges as well, the media that will be used at

the class, the assessment, and the evaluation. Teachers have to understand what does add in the lesson plan, teachers must understand the aim of the material and the function of what teacher should do when open, and close the class. Teachers should be able to change and make the classroom life, she/ he must know what the suitable media for explaining the material. Teachers may use all of the things that have a connection with the material, like the real thing, videos, music, picture or others. Besides media, the teacher understands too how the teacher assesses the student, what instrument used by teachers score the student skills in oral or spoken.

Strategies mean a plan of action to achieve our aim, so teachers' strategies mean teacher plan of activities to achieve the aim of their material/ability of the teacher to create a strategy in the activity diverse learning that meets the various levels student's ability. In the process of teaching and learning, teachers must have a strategy, in order for students can learn effectively and efficiently, right on that purpose expected. To achieve that goal, the teacher must understand the presentation techniques, people called it as teaching method. Teachers who have good delivery strategies are capable of implementing a more cooperative and interactive way of teaching so that students will be active in following the learning atmosphere.

Some learning strategies are used on the learning process such as:

1) Quantum learning

Quantum learning is:

“Keeping all together structures specially and privately in order to construct meaningful information, using all of the neural networks in brain”. Vella in an Investigation the Effect of Quantum Learning Approach on Primary School 7<sup>th</sup> Grade Student (2014/Vol 5).

Quantum learning is one of educational strategies that has been implemented lately that gives benefits to the teacher as one of the education subject. Quantum learning has a purpose to makes students enjoy learning English. According to Haslan (2011:9) quantum learning, include teaching quantum model, learning quantum model, reading quantum model, writing quantum model, success quantum model and beyond teaching and learning. In learning using quantum learning strategy, student always interacts with the environment. The aim of Quantum learning is TANDUR (*Tumbuhkan, Alami, Namai, Demonstrasikan, Ulangi, and Rayakan*). The first is *Tumbuhkan*, it means to grow the student interest in a learning. In these part instructors or teacher gain student in learning process. So in this strategy of learning teacher can conclude about student understanding, student agreement and the benefit of the lesson for them. The second is *Alami* is the part that teacher present an experience that can understandable by students. This part gives student chance to develop their knowledge by observing something. The third is *Namai* or given name. In this part, by teacher help student make a concept that got by them. Student experiences make student be able to define and memorize what they have learned before. The fourth is *Demonstrasi*, demonstration is a part

when teacher gives student time to students to show their experience by presenting their knowledge in front of the class, answer or asking questions and show their task. The fifth is Ulangi or repeat it. Repetition will very useful to practice. As much as possible student repeat, it will help student deep understanding. The last part is to celebrate, students do it for recognition for completion or giving an appreciation of their result of performance or presentations. Like applause or say prices and thanks.

## 2) Contextual teaching-learning

Surdin(2018: 58) says contextual teaching and learning (CLT) is a strategy of learning that matches the performance of the brain. CLT is a system to build patterns that prove a meaning by connecting the academic content and daily content of learners. It will be important to apply in the learning process because it will accept and useful in long-term-memory.

There are two benefits of CLT strategies. These strategies provide an opportunity for learners to solve some problems by type of intelligent, student ways and learning style like visual, kinesthetic and additive. The second benefit is CLT makes student develop the critical thinking. They were trained to develop student's way by finding, questioning, articulating, explaining or describing, and making a decision. (Gardner in The Development of English Learning Model Based on Contextual teaching and learning (CTL) In junior high schools/vol 2).



### 3) Mastery learning

Mastery learning has an aim to make sure student expected in learning objective or goals. This strategy is to motivate a student to achieve some competences and this strategy make student expected to achieve 75% until 90% get the point of material. The other aim of this strategy is to increase student learning efficiency, student interest, and student positive attitude on the learning process. Wena (2008: 184) mentions steps of mastery learning are Orientation, presentation, structured practice, guided practice, and independent practice. In Orientation step instructors or teacher, explain the learning purpose, duty that has to done and the student responsibility. Then teacher continue to explain the new skill and concept accompanied by example, presentation will be better if teacher uses visual or audiovisual media, so student no face difficulties in the next phase. The third step is structured practice, in this part instructors give student problem-solving practice like important steps as gradually in completing a problem. Teacher gives some question and by student answer teacher gives feedback. Next step is guided practice, in this step student by instructor guidance gets occasion to finish a practice of solving problem on group. The last one is independence practice, this part help student to show their score of learning. By this program teacher know the result of the student learning, instructors can evaluate the result as well and also instructors are able to identify, is this one need evaluation or not.

#### 4) Active learning

Active learning is to optimize all of the potentials that student has, so all of student can achieve the good achievement based on their own characteristic. On the other hand active learning also to keep student attention to focus on learning process. In these strategy instructors only as facilitators who keep the learning process initiative and full of responsibility on the students' side. This strategy is designed to make students always study in their life, so student does not always depend on instructors' or teacher when students want to learn something new. Based on the explanation above researcher can conclude that active learning is learning strategies that student engagement is very important. Prince (2004: 1) states that where students passively receive information from the instructor active learning is often contrasted to the traditional lecture. It is because active learning centered on student and passive learning centered on teacher.

#### 5) Discovery-inquiry learning strategies

Discovery learning is a strategy that helps student to improve the way of the active students' learning by discovery and investigating themselves. Therefore, the result will be unforgettable by student in their mind. Use the strategy the student will be able to think as their analysis. Firstly, student gets stimulation like something that cause confusion that will make them find out and want to investigate the problem. Then problem statement will get from student opinion or investigation, in this time, teacher give occasion to student to collect some information as much as possible. After that student will collect



and process the data. On last step student will verify the data, they will prove whether the hypothesis set earlier with alternative findings, associated with the results of data processing. Therefore, student can generalize the problem.

Inquiry learning is a strategy that has an aim to make student have to arrange the meaning of something on the material. This strategy prepares students for some situations to conduct their own experiments widely. By this strategy student can conclude what happening, want to do something, asking a question, looking for the answer also connect with another. In inquiry learning, student gets a question from teacher then they will give responses of the problem so student unconsciously will observe why the case happen. Student will conduct experiments or data by discussing. After all teachers will give change to student to write the information that they get, student can ask a question to the teacher.

#### 6) Cooperative Learning

Cooperative learning is a learning strategy that supports contextual learning. It can be define as a study on group. Cooperative learning come from an assumption that the learning process is not always from teacher to students, but student also able to show their potentials to teach each other in peer teaching. According to Johnson and Johnson (as cited in Ariyani, 2016: 40), there are some characteristics for the success of group-based learning in Cooperative learning:

- 1) Positive independence of cooperative learning. Each other on a group of learning have to support each other to achieve a goal. Those things have to

understand by every member of group to always supporting each other because to get goals it depend on each other.

#### 2) Individual accountability

It focuses on group activity that cooperative learning is work together and get result together. So every member of group have to understand and ready for question or quiz that have given from their teacher and at the end the result of their answer will give back to their group not individual.

#### 3) Face to face interaction

In this part student divide into small groups. Every individual encourages each other to facilitate what their group needs. Complete task that given by the teacher to reach their group's goals.

#### 4) Social skills

To support each other in a group of learning, students have to trust each other, communicate as accurately, support each other, solve a problem together as wise.

#### 5) Group processing

In this part student discuss, is their discussion good or not, what the weakness and strangeness to support when achieving their goals, how can they always support and how can they always work in groups. It will give impact to their group relationship later.

The appropriate strategy that is used when teaching extracurricular of every instructors will be different. When teaching extracurricular at school A and school B, the teacher will face different student, different condition and different ability.

So the appropriate strategy that suitable for teaching is known by the instructor itself. The appropriate strategy that suitable for SMAGA English Club is active learning because of the students of SMAGA EC are shy and less confident to deliver a word or sentence. Moreover, the instructors may use this strategy to help student speaking skill.

## 2.2 Extracurricular

According to Government Regulation of The Education and Culture Republic of Indonesia number 62 of 2014 about extracurricular activities in elementary and middle education, extracurricular is an activity that carried out by the student outside formal learning under the supervision of education units. Government Regulation of The Education and Culture Republic of Indonesia also explain the extracurricular purposes such as: develop potential, talents, interest, abilities, personality, cooperation, and optimal independence of student in order to support achievement of national education goals. Extracurricular consist of two, mandatory extracurricular activities and selected extracurricular activities.

Extracurricular is one of the nonacademic program that as a student places to create creativity and share their talent or interest. Usually extracurricular held after school time or maybe a day on the last day. There is some kind of extracurricular at Indonesian school as commonly such as sports, dance, music, language club, art, science, etc. All of those actions have some purposes to build student confidence and their creativity. Almost every school start from elementary school until the university has some extracurricular program. Some of the school give rules that all of the students have to join those activities, even some school

use a full day to do extracurricular. Many students lazy to follow activity like this, some of them choose to go home early after their lesson finish. Student who follows extracurricular will use their time better than students who not join those activity. There are some benefits of joining the extracurricular program. Keenan (as cited in student psychology journal, p.150-155) states that there are some effects by joining an extracurricular that explained as follows:

The first is extracurricular generate good academic outcomes. Turner (2010: 7) mentions some correlations between extracurricular activities and academic achievement. It can be seen from character, skills, social, reduce risk and of course betterment. Based on those explanations, a student who active in extracurricular will develop and improve their thinking, confidence, and problem solving unconsciously. The second is extracurricular improve participants' skill set. When the student is learning the process usually, only learn and teach about material on books or task but when they learn from extracurricular, they will get will more practices than only studying material on books. Both of them will be an important part, if study at class and extracurricular can be together, it will complete student achievement. Joining extracurricular activities will improve student skill like working well in groups, independence, following instructions, task persistence, also dealing with authority figures (Hayes, 2014:22).The third extracurricular aid psychological development. He also believes that join some activities like extracurricular will influence psychology development.

English extracurricular has the aim to give student chance to develop and improve their English because there is no extra English class in regular class.

## 2.3 Motivation

Motivation is really needed when teaching and learning are processing because motivation is energy to empower the best activity. Instructors or teacher will show their spirit when teach some material if they have a motivation similar students, their learning will get success if they have a good mood because they get motivated.

Bakar (2014: 732) states on his journal that motivation as a complex part of human psychology and behavior that influences people to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist at the task. According to another statement that there is a significant role in teaching and learning process of motivation (Istianti,2013:6). The researcher agrees with that opinion because a student who has motivation will get a big opportunity to reach their aim of learning. By having in joining program, students will build intention in their mind and do it with their heart.

Moreover motivation like a vital thing in learning and teaching process. It cannot be divided from learning and teaching process, student intention will be pushed by motivation and motivation will empower their study process so they will get their target of studying goals.

### 2.3.1 The kind of Motivation in Learning

Motivation comes from their self and outside them. Ryan & Deci (2000: 70) divides two kinds of motivation such as Intrinsic and Extrinsic motivation. Intrinsic motivation is defined as doing activity for the satisfaction of themselves.



It means this motivation come from themselves. They have their own intention to reach something so it can motivate them to go ahead or to reach their goals of teaching and learning. For example, students want to be a teacher so they are motivated to complete their need and to do their best study and continue to the next level of education not force by anything but it comes from their own self-awareness with an essential purpose and not just a symbol.

The extrinsic theory is a motivation that comes from outside. Different from Intrinsic, Extrinsic comes from many factors that influence like family, society, teacher, classmate etc. It does not come from themselves because it not from their need it just from outside stimuli. For example, students study hard because tomorrow will attend the final exam not because they want to understand knowledge. It seems that it only to complete their score of lesson, not their need. The other example of this type of motivation is a university student study hard because their parents want to see their son get a good achievement or win an event, it shows how different extrinsic and intrinsic for.

Therefore, motivation is a psychology that makes some persistence, intrinsic as an inner willingness from their deepest heart and extrinsic as a motivation that comes from outside. Extrinsic motivation is easy to lost, but by focusing on an aim student will get the motivation success.

### **2.3.2 Factors Influencing Motivation**

The main strength of the teacher or instructor when they are teaching or learning is motivation. Why motivation? Because, the foundation of learning and



teaching is motivation. Stenberg in *How Motivation Influences Student Engagement* (2012/Vol 1) believes that motivation is very important for school success, in its absence the student never may make an effort to learn. It shows how important motivation is. Ryan and Deci (2000 : 68) have developed Determination Theory (SDT) as an approach of human motivation uses traditional empirical methods about humans' evolved inner resources for personality development and behavioral self-regulation.

Factor that influence motivation will come from many ways. Intrinsic and extrinsic is motivation theory that created Ryan and Deci (2000 :70)

- Intrinsic

According to Herzberg (as cited in Ratliff & Hicks, 1998: 4) state intrinsic motivation includes achievement, recognition for achievement, the work itself, responsibility, and growth or advancement. Therefore, the factors that may influence the intrinsic motivation are the Physiological and Psychological factor. Physiological factor will be supported by student's healthy and fresh physical condition that will be beneficial and provide good learning outcomes. Healthy physical means in good condition throughout the body and its parts / free from disease. Psychological factors also have some factors that influence, there are *attention*, attention as also as the main factors that influence intrinsic motivation because the good attention from their teacher will help student understanding and ability of the material. *Intelligence*, this factor is related to Intelligence Question of students as potential skill that someone has and is an important element in process of solving a problem that will face by students.

*Interest* calls as the factor that influences motivation. Student interest will followed by happy condition. If they are happy, they will build a good atmosphere of learning so they get intrinsic motivation.

- Extrinsic

Even if students motivate themselves but an extrinsic factor also the main part of motivation itself. Tuan (2012: 431) states some factors outside the classroom are parent, teachers, friends, or student previous learning. Parents' expectation is significant to students' school, performance, their motivation, and their academic achievements. Therefore, based on those views, parents is the powerful supporter of student learning. By parents, support student will highly motivate because parents are the first that always inside the student at home. Parents will always know what their children need and want, so parents know what should be given to their children is it good or not. Parents will complete their children need for study like books and school attribute. Parents also affect student attitude if their parents give them a good example and lesson at home. It will make students have a good attitude and they are enjoying learning process. So by parents support in completing and motivating children is highly empower student motivation in learning. Teacher/Lecturer as the second factors that influence student motivation. Which is, teacher gives the lesson to student is a main point of motivation. By good performance, good media that used, content of learning process, and evaluation absolutely will add student spirit of learning. Classmate as the next factors that influence student motivation. Student will spend their day at school together with their

classmate, it impossible if they do not influence each other, therefore student has to choose the best friend who can support each other.

Therefore, motivation is an important part in learning position. If teacher and parents are, able to give motivation to student or their children it will make student motivation appear and intention will be better. Give motivation to student as good as possible will make students realize how important learning process that will be reached.

## **2.4 Speaking**

### **2.4.1 The Nature of Speaking**

Rickheit & Strohner (2006: 207) define speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver. Rebecca (2006: 144) states that speaking is the first mode in which children acquire language, it is the involvement of most people with language activities, and prime motor of language activities.

Boonkit (2010: 1305) explains that speaking assumes as one of the four macro skills necessary for effective communication in any language. When they are not using their mother tongue, English is universally used as a means of communication Moreover speaking is very vital way to begin interaction with others in internet world, community, international organization even in some daily live. And the Indonesian Education major of English always uses speaking as the obligation to pass English especially for Junior and Senior high school. Speaking

English at junior and senior high school will be useful for their job, education and future so student needs the best learning of that skill.

Speaking is the most challenging skill that faced by students. Students need English, specially speaking that will always use when students get duty from their teacher or maybe their school gives rule to always speak English when communicating with each other at classroom. Not only as a language skill or academic purposes in class but also as International communication. And also that free trade has been implemented in ASEAN, certainly Speaking will be used more often to communicate in neighboring and our countries.

Speaking as one part of daily need that has to be understood by everyone. As a language learner, speaking is important point, because by speaking student can convey an information, ask a question or answer a question not only at school but in daily life.

#### **2.4.2 Aspect of Speaking**

Speaking becomes the important skill that can make people easier to understand what explained by someone. In reality high school student ability in English speaking still low. They have difficulties to fulfill some aspect of speaking performance. There is some basic component of speaking that mention by Syakur in *The Effectiveness Of Self-Direct-Learning Method In Teaching Speaking Skill To Iranian EFL Learners* (2013/Vol 9) namely; comprehension, grammar, vocabulary, pronunciation, and fluency.

### 1) **Comprehension**

Comprehension refers to understanding. Ability in understanding will make a good ability in speaking. It will as unconscious improve their speaking because they have a good understanding.

### 2) **Grammar**

Grammar as a role of language. Every language will have different grammatical. If the speaker speaks well by their grammatical role, it will be easier for the listener to understand the meaning.

### 3) **Vocabulary**

Vocabulary is one of the main aspects that have to complete for every language learners. Without vocabulary language learners is nothing. Every single word of language will be important for their speaking support.

### 4) **Pronunciation**

Even if the student knows a million vocabularies but they cannot pronounce as well, it will difficult for the listener catch the point of speaker meaning. So pronunciation is the part of speaking that language learners have to understand.

### 5) **Fluency**

Fluency shows how fluent student speak English. The listener will see it how good their fluency is. Fluency also assumes as someone ability in speaking as correctly and fluently (Harchegani, Biria, &Nadi, 2013: 568). If the student able to speak fluently it will make them speak quickly and easily.

Therefore, in order to make a good speaker, those basic components of speaking above have to be fulfilled as the requirement by students.

### **2.4.3 Activities and Method of Learning Speaking**

Learning speaking will make the student feel bored without various activities. Some activities that can be a fun and useful in learning process are discussion, storytelling, brainstorming, simulation, interviews, story completion, reporting, playing card, picture narrating, picture describing, role , find the difference, information gaps (Kayi, 2006).

#### **1) Discussion**

Discussion as one way to convey a material to the student by discussion some topics or themes. On discussion, students have time to asking and answering a question so discussion makes student speak up and find the problem solving of some cases. It will help student ability to have a critical thinking when faces some cases because they are getting used to stimulate to be active by discussing repeatedly.

#### **2) Storytelling**

Story telling in front of people and audience will add student confidence in speaking. Before telling a story, they will arrange the storytelling task by reading and resume it or retell as directly in front of the class or their friends.

It means the student will use their own language when speaking so it will make them develop their speaking also adds their deep understanding.



### 3) **Brainstorming**

Brainstorming makes a list of an act of someone ideas in a small group. Brainstorming has a purpose to generate ideas as possible within a specific period. Make a brainstorm like make an initial or main point of our paragraph. By this way, the student will easier to make a point of what they would say in a long sentence or many paragraphs. By arranging this one student will more organize and the content of the student, speaking will listen clear and flow.

### 4) **Role play**

Role-play is a way that helps students speak. Teacher or instructor gives student information or context about who they are and what they think or feel. For example, teacher gives a situation and student practice it by their idea.

### 5) **Simulation**

Simulation is similar to role-plays. By simulation, students are able to bring their items to their class to create a suitable environment for example if student acting as a doctor, students may bring a stethoscope. By simulation, students will get their occasion to speak with different role or theme with others.

### 6) **Interviews**

Interview as an activity that giving asking and giving information about something that not only at school but also at it might be on the others places. By interview student will try to speak to ask and give information by their self, they will speak and set their mind.

### 7) Story completion

In this strategy, student will make a circle for free speaking. Instructors will tell a story then for a few sentences instructors will stop it, the student has to continue the next part of those stories. After the student stops the story, the other student continues the story until the last student. Every student has to speak four to ten sentences.

### 8) Reporting

Report a news or some event that use English will help student in pronounce or speak about the information. By speak an activity or news that have read by them on TV or magazine they inform in front of the class about that news, so student will easier to convey a message from understanding what happened before. It will effective because student knows well the news before.

### 9) Playing card

By playing card or visual media student thinking will build by understanding the card that they get. By those cards, they will write down the topic of the card then write a word or a question about those topics. After write, that word student has to speak and give a question and answer for each other.

### 10) Picture narrating

Picture narrating is an activity that based on sequential pictures. Students are asked by instructors to tell the story-taking place in the sequential pictures. They will speak according to the rubric that given by an instructor.

### 11) Picture describing

Teacher gives a picture of something or a condition then students describe what is the picture, what colors, how many things, what they have to do, what student should do.

### 12) Find the difference

Instructors divide student to a couple, then they get two pictures each other ask and answer the differences or the similarities.

### 13) Information gaps.

In this activity student in a group and they have an information that other groups do not know the information. Student speaks their information and each other will complete if there are still need more information. Students have an opportunity to talk extensively in the target language.

#### 2.4.4 Teaching Speaking

According to Kayi, (2006:1) Teaching speaking to teach ELS learners is:

Produce the English speech and sound patterns, use words and sentence stress, intonation patterns and rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situations and subject matter, organize their thoughts a meaningful and logical sequence, use language as means of expressing value and judgement.

Harmer (as cited in Farabi, Hassanvand, &Gorjian, 2017: 19) points there are three benefits of teaching speaking. Firstly, the teacher gives opportunity to student to speak English as foreign language. Secondly, students will get advantages to express their knowledge freely in order to explore their strengths and weakness. Thirdly teaching speaking makes all of the information about the

language, grammar, structures practiced by the learner and will lead them to speak fluently without difficulty.

Teaching and learning system of speaking must be prepared and carried out seriously. Because learn English speaking will be difficult, English and Indonesia have a different structure and grammatical rules. Student who study English speaking, they have to know grammatical, the stress of sentence, vocabulary, intonation and pronunciation that opposite with Indonesian.

Teacher or Instructor will be difficult when they are teaching English speaking but still use Indonesian. It is the wrong way, it cannot make student improve their mind, only make student know the meaning of the word but difficult to speak. Student has to practice speaking with their teacher too, by using English in the classroom will make student get used to. Teacher as people who more understand have to know the student characteristic, so teacher be able to prepare what media and material that suitable with the student.

### **2.3.5 Speaking Problems**

Indonesian Students still have some difficulties in speaking English. The main reason is that they do not understand in English and do not have Intention in English. Students who do not have intention in English will be seen from their attitude at class when teacher teach them. They ignored teacher instruction and duty, always disturb their friends, lazy to answer a question, do not finish some task or others rules.

According to Tuan & Mai (as cited in Leong & Ahmadi, 2017: 36) say problems of speaking that teacher still can help the student to speak in the

classroom are inhibition, lack of topic knowledge, low participation, and mother tongue use

Bahrani&Soltani (2012: 26) state that:

“A common argument among language teachers who are dealing with conversation courses is that the students do not talk at all.”

Based on Bahrani&Soltani above the roof of the student speaking problem is do not talk. They give a solution to this problem to make a rule for the student to speak aloud in front of the class, the teacher has to get used to students daily habit at class when speaking about everything. They explain that the way that can be used by the teacher is they have to designs a class beautiful or arranging the desk differently, using a poster or wise word on the wall. From the first day, the teacher has to make impressions in their learning and until the next day after teacher has to push student to ask or answer some questions using English. So in this way, students get used to speaking English.

Riyaz and Mullick (2016: 67-68) mention vocabulary, grammar, pronunciation, inadequate opportunities to speak English, large classroom and audio-visual aids were the problems that found in Riyaz&Mullick research.

Therefore, instructor has to minimalize the student speaking problem by the instructors speaking first. Instructors must use English as their way to send materials. Then instructors have to using an interesting strategy by use some media that make student enjoy learning. Instructors have to make student speaking by those things.