

STRATEGIES USED BY THE FIFTH SEMESTER STUDENTS IN ENGLISH STUDY PROGRAM OF NUSA CENDANA UNIVERSITY IN OVERCOMING SPEAKING PROBLEMS

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ABSTRACT

Speaking is one of the four skills in language that has an important role in learning process. By speaking, people deliver their ideas and feelings to one another; therefore a communication happens among them. The purpose of this research is to know the strategies in overcoming speaking problems that faced by the students of the fifth semester in English Study Program of Nusa Cendana University in the year of 2021. The method used in this research is descriptive qualitative method. The instrument that used in the research was an interview through zoom. The results of the study showed that there were some problems faced by the students. The Psychological Problems were anxiety, nervous, shyness and a lack of motivation. The Linguistic Problems were a lack of vocabulary, a difficulty in distinguishing words that have similar pronunciation and a difficulty in forming a correct sentence, grammar, and fluency. The writer also found some strategies used by the students in overcoming the problems. The common strategies were the most-used strategies used by the students, there were watching English movies, listening to English songs, practicing speaking English, using social media. The least strategies as the uncommon strategies were memorizing vocabulary and reading. The writer found that every student faced the problems in speaking English but they also had some strategies in overcoming the difficulties.

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INTRODUCTION

In this new era, English has become a trend language or an international language that is used by people all over the world. People communicate their thoughts and ideas through writing and speaking. The diversity of culture and languages among different countries sometimes become a problem in sharing opinions or

intentions. Therefore, mastering English as an international language is needed especially in this globalization era. It has many benefits, including in learning and increasing one's knowledge.

Speaking is the activity of giving speeches and talks. Speaking is the skill that makes human beings different from and superior to the species of living beings. By speaking, people deliver their ideas and feelings to one another; therefore a communication happens among them. Speaking is one of the productive skills. Speaking and writing are productive skills because learners apply these skills in a need to produce language. They are also known as an active language.

The correlation between speaking and grammatical knowledge does exist. When people talk, they produce vocabulary and need a rule in speaking. Harmer (1991) stated that grammar knowledge is essential for competent users of a language. It means that the language user must learn grammar because grammar skills will help people organize words and messages and make it meaningful. Grammar also makes people speak confidently and fluently. Huebner (1960) stated that speaking is a skill used by someone in daily life communication whether at school or outside. Tupan in Wulandari (2014) also stated that language is first spoken. Huebner's and Tupan's statement tells us how important it is to have speaking skill. It breaks our curiosity why do we have to learn it.

In fact, many people think that speaking is one of the obstacles in interacting. In today's modern world we are demanded to be more developed in various aspects, one of them is in speaking performance. However, for some people it is still considered difficult because it is motivated by various obstacles. In general, a person's doubt in speaking English lies in doubt for fear of being wrong, lacking confidence, shame and inferiority, all of which are summarized in problems in public speaking.

Therefore to increase English speaking skill needs some strategies. Oxford (1990) stated that learning strategies are the steps taken by students to enhance their learning. Strategies are especially important for language learning because they are tools for active and self-directed involvement, which is essential for developing communicative competence. Many students try to apply some different strategies to learn speaking skill. Jones (1998) said that learning strategies are necessary to build students' motivation and help them to be independent in learning English. Sometimes, students nowadays at university levels or in high school levels do not feel confident to speak English either inside or outside the classroom. Chamot (1987) stated that learning strategies are techniques, approaches or thoughtful actions that students take to the learning and recall both linguistic and content area information.

When the students want to communicate in English, they will use the achievement strategies but they will face the problems of communication due their lack of knowledge about the language, such as grammar or vocabulary, and they will try to overcome these problems by finding ways around the problems, Fulcher (2003). From the previous theory, the writer uses the theory from Fulcher as the foundation of this Thesis. The writer chooses this theory because the theory makes sense, and suits with the topic of this research.

A similar study was conducted by Hanunah (2009). She described about students' strategies in overcoming speaking problems in speaking class of second semester at English Department of Tarbiyah Faculty *IAIN Sunan Ampel Surabaya*. The result of the study showed that the students had difficulties in their speaking ability particularly in terms inhibition, nothing to say, low or uneven participation, mother tongue used. The other study was investigated by Ananda Putri Ayu (2020) at English Department of Tarbiyah Faculty in Islamic University. She concluded that the problems faced by the students in learning speaking were inhibition, nothing to say, low or uneven participation and mother tongue used. Based on these two studies previously, this study has similar titles as mentioned by the writer above. The difference of the previous studies, the writer will not only see the linguistic problems but also the psychological problems.

The writer chose this topic as the research because she is interested and wanted to go directly into the speaking field. In this case study, the writer will take some samples that are in the fifth semester to analyze

their speaking strategies. The reason the writer chooses the fifth semester is because they have different motivation and strategies in mastering aspects of speaking. But, the focus is on the strategies faced by them.

Based on the explanation above, the writer would like to discuss about the Cendana University, entitled "Strategies used by the Fifth Semester Students in English Study Program of Nusa Cendana University in Overcoming Speaking Problems in The Academic Year of 2021".

METHOD

This research used a qualitative descriptive method to analyze the strategies and problems faced by the students of the fifth semester in speaking. Raco (2010) stated that the purpose of using the qualitative method is to find out an in-depth understanding of a phenomenon, fact or reality and can be understood if the researcher goes deeper, not only on the surface.

A type of qualitative descriptive research is case study method or approach. Case studies are included in the descriptive analysis research, which is the research carried out focused on a particular case to be observed and analyzed carefully until it is complete. The case is can be singular or plural, for example in the form of individuals or groups. A case study is detailed study of specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.

The research was collected through Zoom because of the pandemic of Covid-19. The research was done virtually and also used writing instrument and a list of questions as guides in conducting interviews with the students of the fifth semester.

The research was conducted in The English Study Program of Nusa Cendana University. The time needed to do this research was around two weeks from January, 13th-21st 2022.

The research subjects of this study were thirty students out of 158 students of the fifth semester in English Study Program of Teacher Training and Education Faculty of Nusa Cendana University. The writer chose 30 students based on the theory from Arikunto (2002) states that "if the population is more than 100 the sample size to be taken ranges from 10-15% or 20-25% from the population, but if the number of the population is less than 100, all of the population is taken as the sample". So, the writer decided to choose this method to analyze one class that had different problems and strategies in speaking English.

The data collection techniques used in this research was interview. According to Creswell (2012), interview gives more opportunities for the researcher to gain detail information that cannot be collected from the observation. For gathering a further understanding of speaking problems that faced by the fifth semester students, the writer conducted interview with the students of the fifth semester. Interview contains of fifteen questions refers to the speaking problems and strategies.

Some procedures should be done by the writer in the process of getting the data from subject of research.

Preparation phase

In this part the writer used some preparation, as follows:

1. The writer prepared an online media such as zoom and recorder, writing instrument, and a list of questions used as a guide in conducting interviews with the students of the fifth semester.
2. The writer prepared a permit letter from The Faculty of Teaching Training and Educational Nusa Cendana University for the research.

Data collection phase

1. The writer chose thirty students of the fifth semester in English Study Program. The population were 153 and divided into 4 classes, which each class consisted around 30-40 students, so the writer took one class by using The Random Sampling method. The writer used a lottery technique to choose one class randomly among the whole classes in the fifth semester students.
2. The research was conducted in The English Study Program of Nusa Cendana University.
3. The research was collected through zoom because of the pandemic of Covid-19.
4. The writer made an appointment with the subject of research.

5. The writer asked some questions used Indonesian language, then translated to English and recorded the conversation during the interview and the location will be held through online.

Data Analysis

The data analysis from the interview involved some steps, as follows: 1) identified the speaking problems and the strategies used by the students of The Fifth Semester Students. 2) analyzed the data used a formula to see the percentage of each problem and the strategies used by the students. The writer used the formula as stated below:

$$P = f / n \times 100 \%$$

Description:

P=percentage (%)

F=frequency (number of respondents' answers)

N=total number of respondents

Research Instrument

Research instrument is all tools in the research by using certain method. The writer used interview. The following is the specification of instrument:

Table. Research Instrument

No	Instrument	The aim
1	Interview	<ul style="list-style-type: none"> ✓ Do you feel a lack of vocabulary is one of the problems in speaking English? ✓ Do you find it difficult to distinguish words that have similar pronunciation in English? ✓ Do you think to form sentence well in speaking English is hard? ✓ Do you think grammar is the obstacle in speaking English? ✓ Do you find fluency is also the problem in speaking English? ✓ Do you feel anxiety and shyness are also the causes of problem when you speak English? ✓ Do you nervous when you speak English? ✓ Do you find lack of motivation is also the problem? ✓ What efforts or strategies do you make to overcome the difficulties? ✓ What are the strengths and weaknesses when you use the strategies? ✓ What is the most effective strategy you use?

Table 1 shows that, the research instrument that used as a guide to ask the students of the fifth semester. It consists of a list of questions that the writer asked to the students. The questions are divided into two parts, such as questions related to problems in speaking English and the strategies used by the students in overcoming speaking problems.

Table 2. Specification of Interview

No	Aspect	Indicators
1.	To know the possible problems in speaking English.	The writer asked about what are the problems in speaking skill. <ul style="list-style-type: none"> ✓ Do you feel lack of vocabulary is one of the problems in speaking English? ✓ Do you find it difficult to distinguish words that have similar pronunciation in English?

		<ul style="list-style-type: none"> ✓ Do you think to form sentence well in speaking English is hard? ✓ Do you think grammar is the obstacle in speaking English? ✓ Do you find fluency is also the problem in speaking English? ✓ Do you feel anxiety and shyness are also the causes of problem when you speak English? ✓ Do you nervous when you speak English? ✓ Do you find lack of motivation is also the problem?
2.	To know learning strategies to overcome their speaking problems.	<ul style="list-style-type: none"> ✓ What efforts do you make to overcome the difficulties? ✓ What are the strengths and weaknesses when you use the strategies? ✓ What is the most effective strategy you use?

Table 2 shows that, the specification of the interview. It consists of aspects and Indicators of the interview. The aspect is to know the possible problems in speaking English and to know learning strategies used by the students. The indicators consist of the questions of the interview, which are divided into two parts. The first part focuses on their problems in speaking English, and the second part focuses on their strategies in overcoming speaking problems.

FINDINGS & DISCUSSION

This part presents the research result that found by the writer to find out the research problems. The data was taken by doing interview with the thirty students of the fifth semester in English Department of Nusa Cendana University. Through the interview, the writer found out the causes of speaking problems and also the strategies used by the students.

Problems Encountered by the Students of the Fifth Semester in the English Study Program of Nusa Cendana University.

Regarding the first research question, “What are the problems encountered by the students of the fifth semester in English Department of Nusa Cendana University?” The writer found some answers from the samples by the interview. The following data are the problems that faced by the students. The problems such as linguistics problems and psychological problems.

Linguistic Problems

The writer found some problems that related to linguistic problems that have been listed into a table. The following table is the given answers by the students that have been calculated using percentage.

$$P = f / n \times 100 \%$$

Description:

P=percentage (%)

F=frequency (number of respondents' answers)

N=total number of respondents

The writer used a percentage formula, so the readers could read and see the percentage of each problem from the whole samples. The total of the samples are thirty students. The writer used close-ended interview to find the linguistics problems that faced by the students.

Table 3. Linguistic Problems

Questions	Yes	No	Maybe
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Do you feel lack of vocabulary is one of the problems in speaking English?	100%	-	-
Do you find it difficult to distinguish words that have similar pronunciation in English?	76,67%	6,67%	16,67%
Do you think grammar is the obstacle in speaking English?	70%	6,67%	23%
Do you think to form sentence well in speaking English is hard?	50%	16,67%	33,3%
Do you find fluency is also the problem in speaking English?	66,67%	13,33%	20%

Table 3 shows that, there were some linguistic problems that faced by the thirty students of the fifth semester in The English Department of Nusa Cendana University. They are as follows;

According to the interview, the writer found some problems that related to linguistic problems. 30 out of 30 (100%) students felt lack of vocabulary, 23 (76,6%) students found difficulties in distinguish words that have similar pronunciation, 15 students (50%) felt difficult to form correct sentence in English, 21 students (70%) felt grammar was the obstacle. 20 students (6,67%) were also stated that fluency was also the problem in speaking English.

Based on the research finding above, the writer found that there were some linguistics problems that faced by the fifth semester in speaking English. Basically in speaking skill, there are four aspects they are fluency, vocabulary, grammar, and pronunciation. The result of the interview showed that most of the students did not completely master the four aspects of speaking skills. The writer found that lack of vocabulary was the obstacle that found in every student and followed by some other problems. During the interview the writer could tell that some of them were still difficult in sharing their opinion even when they were speaking in Indonesian language. The students felt that in sharing and ideas and opinion was hard for them and also they found difficulties in distinguish words that have similar meaning because they had lack of vocabulary. Due to reason, this limits them to having conversation either in daily life or in campus.

Most of the students considered that grammar was inhibited them in speaking English. They said that grammar was confusing and hard to learn and that also made them had no confidence in interaction with their friends or lecturers. That is why, as one aspects of language, grammar cannot be separated from learning English. But, some students thought that grammar does not really matter in conversation as long as the listener understand what the speaker means. Regardless of the given reason, grammar plays important role as a bridge between a speaker and a listener in communication. Lado (1977) stated that grammar as the study of rules that are claimed, to tell the students what should and should not say in order to speak language of the social educated class.

A few students faced the problem in pronunciation when they tried to speak English. They found it difficult to pronounce the word correctly and also they were afraid if pronounce the words wrong. According to Hismanoglu (2006), pronunciation instruction is very important for oral communication. It is also a significant part of communicative competence. Although the role of English pronunciation is important in English language, many teachers do not pay enough attention to this important skill. There were quite twenty three students who were difficult to distinguish some words that have same pronunciation. For example the word “plain/plane”, most of them find it difficult to pronounce the two words, which Homophones also becomes their problems in speaking, even some of them did not know how to pronounce the words correctly. Sometimes they could mistaken the meaning of some words is just because they could not distinguish the words. Some of them also added that mother tongue also affected some students in pronunciation; they did not feel confident and got nervous while they were giving speeches. They also afraid of being laughed by their friends and became passive in speaking English. These students might encounter difficulties in learning

English as a foreign language especially in pronouncing English words as the effect of the difference in language structure between English and their first language or mother tongue. Padhilah (2017) stated that the students that used to speak their Mother tongue (local language) in their daily activities found a difficulty to speak another language, moreover if it is English which they used only when they were in an area that require to use English.

Based on the data interview, 20 out of 30 students thought that fluency was one of the obstacles in speaking English. Some of them stated the same reason that when they begin to speak English they tried to imitate the way the native speaker speaks, but they ended up by making mistakes or maybe not being confident of how the way they speak so they thought to be master in speaking English at least they can speak fluently. The rest of it did not consider fluency was the problem and some of them said that as long as English was not their first language they do not have to be fluent and also some of the students thought that they became more hesitate if they forced themselves in speaking.

Psychological Problems

In this section, the writer has listed some psychological problems that found by the interview. The writer found the students were not only faced the linguistics problems, they also had some obstacles in psychological aspect. The writer also used a percentage formula to see the percentage of the whole psychological problems.

Table 4. Psychological Problems

Questions	Yes	No	Maybe
Do you feel anxiety and shyness are also the causes of problem when you speak English?	93,3%	6,67%	-
Do you nervous when you speak English?	80%	3,33 %	16,67%
Do you find a lack of motivation is also the problem?	30%	-	70%

Table 4 shows that, the students also encountered psychological problems were the inhibition in speaking English. 28 out of 30 students (93,3%) felt anxiety, and shyness are the causes of problem in speaking English. 24 students (80%) felt nervous while they were speaking English. 9 students (30%) found lack of motivation was the problems in speaking English.

According to Ansari & Oskrochi (2004), self-confidence is related to selection, motivation, perseverance, vulnerability, and patterns of subjective expectations, ambition and ambitious influence of one's self.

28 out of 30 students felt anxiety and shyness are the causes of problem in speaking English. They do not have system belief that they could have ability in speaking skill. They also stated that because English is not their first language, most of them found difficulties in speaking English and they started felt shy and anxious when speak English, especially in public. 6 students said that they became anxious and less confidence when they started to speak in front of class. They are often inhibited about trying to speak English because they fear of making mistakes, did not feel comfort to speak publicly, or simply shy of the attention that their speech attracts. During this pandemic season the students rarely use English in everyday life, they had low opportunity in speaking English. Most of them only speak English when they were in campus. Due to reason they would finally have little time to practice speaking English and increase their confidence by being active in speaking class.

9 students had lack of motivation in speaking English. Hosni (2014) stated that some students have low motivation in speaking English and they are not aware of being able to speak English. 4 students stated that kind of being lazy to practice speaking English. They only had English conversation when they were in Campus.

The Strategies Used by the Students of the Fifth Semester in the English Study Program of Nusa Cendana Univeristy

The second research question, “What are the learning strategies used by the students of the fifth semester in English Study Program of Nusa Cendana University to overcome speaking problems?”

In this section the writer has collected some strategies that used by the 30 students. The results of the interview shows that some students used the same strategies and some just did not. The writer divided the strategies into two strategies. The first is the common strategies which are the most-used strategies used by the students, and the second is the uncommon strategies that was only used by the least students.

Common Strategies

According to the interview, there were some common strategies used by the students of the fifth semester in English Department of Nusa Cendana University to overcome their speaking problems. The common strategies are the same efforts that used by them.

The writer used a percentage formula, as the same formula used in calculating the percentage of the speaking problems before.

$$P = f / n \times 100 \%$$

Description:

P=percentage (%)

F=frequency (number of respondents' answers)

N=total number of respondents

The total of the samples are 30 students. The writer used open-ended interview to find what kind of strategies that used by the students. They are as follows;

Table 5. Common Strategies

Common Strategies	Number of the students	Percentage
Watching English movies	19	63,33%
Listening to English songs	15	50%
Practicing speaking English	11	36,67%
Using Social media	11	36,67%

Table 5 shows that, 19 out of 30 students (63,33%) used to watching English movies. They agreed that watching English movies was one of the effective ways or it could be said the most favourite technique to overcome speaking problems, that they could practice their speaking just by listened to the native speakers.

Second, the next strategy was listening to English songs. 15 students (50%) stated that listen to English songs was not much different from watching the English movies. They found both were fun and interesting.

Third, 11 students (36,67%) said they tend to practicing speaking English. They usually practiced or had some conversation with their friends.

Fourth, 11 students (36,67%) used social media. Social media such as YouTube, Instagram and Facebook were some platform they used a lot. They could access many things globally; one of them was learning English.

Based on the data analysis through the interview, some students have different strategies and some have the same efforts in overcoming speaking problems. The lack of basic skill in speaking ability such as; vocabulary, grammar, fluency and pronunciation made most of the students were still struggling on it. 28 out of 30 students said that they had lack of vocabulary; most of them stated that to overcome the problem they used to watching English movies. This strategy was the best strategy or the most-used strategy that the writer

found during the interview. Watching movie can be said as a good method for improving language skills now days, especially in speaking skills. The students imitate the pronunciation from the movie and will get used to it, in addition movies can increase student's motivation to learn speaking English in a fun way. Movies are equipped with audio visuals where the students can hear the correct words and sentences are pronounced, so the students can figure out how to pronounce words correctly and practice it right away. Through the method, they found it interesting because besides watching movies were their hobbies they also could learn many things from it. They said watching movies could increase new vocabularies and they learned how to pronounce some words correctly, they became know some slangs and common everyday phrases in English and could adapt the way the English native speaker talked. Hearing natives accent also helped them, especially in fluency aspect in speaking English. Some of them argued that by watching regularly could have further and some benefits not only in speaking ability but also in listening skill and release fear of learning English. All these impacts could have long term effect for the students. But this strategy also has some weaknesses. Some of the students said that some movies had no subtitles available and sometimes the actors talked too fast so they did not really get the point of the conversation.

The second most strategy that used by the students was listening to English songs. This strategy is not much different from the watching movies strategy. Through listening to English songs, the student experienced it way more comfortable and efficient especially listen to their favourite songs. Murphey (1992) discussed that the benefits of songs, and asserts that songs aid the development of language in young children and influence short- and long-term memory. He added that songs are short, self-contained texts and recordings which contain simple, repetitive, conversational language. A song can be an important thing to develop English learning because most people love listening to a song. So, when people learn English by using English songs, it can be kind of interesting especially for young learners who are facing globalization and the development of the times by listening to western songs because listening to western songs has become a habit in this country. Some of the students also agreed that songs and music could lower their anxiety and useful for learning vocabulary and listening material. The weaknesses that writer discovered during the interview, a few students argued that some new vocabularies could not be found in dictionary. Based on some of the definitions above, it can be concluded that learning media is needed to support learning activities. Movies and songs can be important to develop learning English because most of the students like to listen to songs and watching movies.

The third strategy was practicing. The students sometimes made a short or long conversation with their friends directly or indirectly. The indirectly way they usually used to having conversation through text messaging. They found those two ways lots of flexibility in practicing English. Some of them also admitted that self-talk technique was quite helping them in speaking English. Two participant students said that this technique could advance their self-confidence, clear any doubts and developed their English fluency. The writer did not find any disadvantages of this strategy during the interview.

Some of the students believed that the other effective strategy was using social media. People nowadays are familiar with the internet; through the internet they could find great opportunities especially in learning aspect. Many platforms allow the students interact globally, which most of them used English. Social media such as YouTube was the most favourite digital tool used by the students. They could learn English content from the English native speaker like some easy tips to speak English clearly and confidently, learn about grammar rules, and etc. They also watched some video blogs as known as vlogs from their favourite channel which could enrich their vocabulary, grammar, and fluency in speaking English. Another social media such as, WhatsApp, Facebook, Instagram, and TikTok also provides the students to practice speaking with native speakers around the world especially English. The disadvantage of this strategy was sometimes the limited internet connection and the network problems.

Uncommon Strategies

Based on the data of interview, there were some uncommon strategies used by some students of the fifth semester in English Department of Nusa Cendana University to overcome their speaking problems. The

uncommon strategies are the least strategies used by the few students. The table below shows the answers by the students that have been calculated using percentage.

Table 6. Uncommon Strategies

Uncommon Strategies	Number of the students	Percentage
Memorizing vocabularies	9	30%
Reading	2	6,67%

Table 6 shows that, 9 students (30%) used to memorize vocabularies. In memorizing English vocabulary, the students do not only memorize the words, but also the meaning. The students realize that in facing their speaking problems they need to add up their vocabularies, some of them said to increase their vocabulary they need to list some words in notebook or piece of papers. Memorizing English vocabulary is one of the aspects to mastering English as foreign language. It means that the students have ability in understanding and using the words and meaning. According to Schwartz & Otani (2018), memorizing English vocabulary is remembering of the words that will learn in the future, such as remembering the words that teacher given then recall when its learn again. Memorizing vocabulary in English is very important to easy communication with other or in teaching and learning process. The students confessed that they had to make a list of vocabulary every day and memorized it, but now the students considered use Smart App that available online on their phones such as online dictionary, Google Translate, and Grammarly that now are happening and easier to use. The writer did not find any disadvantages from this strategy.

The least and the last strategy was reading. Reading will help learners acquire vocabulary and grammar in speaking English, therefore through reading we can say that is one of the best way to improve our speaking skill. Learners see structure of a sentence and this enables them to build their own sentences and utterances. 2 participant students said that to overcome the speaking problems they usually used reading strategy. Both of these students have the same interest in common that they often took time to read English novel or English book. They prefer used this strategy than the other strategies, because basically they found interest in reading and also it could enrich vocabularies. The more often they read the more fluent they become with the use of English and make them more confident in speaking English.

The writer believes to cope the problems in speaking English, the students of the fifth semester can use any strategies that suit to their learning way. From all the strategies above, the writer found some methods are interesting, and those could be added to effective and recommended ways to learn English, especially in speaking English aspect. Basically every strategy is acceptable as long as the students do not find it difficult and also could gain the positivity in using the ways to increase their knowledge in learning English.

CONCLUSION

There were some conclusions based on the data analysis found by the writer. There are two research questions to be concluded in this research, they are; The English speaking problems faced by the fifth semester students in English Study Program of Nusa Cendana University and what strategies that they use in overcoming the problems.

After analyzed the result of the interview, there were some problems faced by the students related to psychological problems, such as less confidence, anxiety, shyness, nervous, and felt afraid if they wrong in pronunciation. The students also encountered linguistic problems, such as lack of vocabulary and grammar, difficulties in distinguish words that have similar meaning, and difficulties to arrange sentences while speaking English.

Each student has their own strategies to cope the problems in speaking English. Most of them had same strategies such as watching movies and listening to English songs. They found these two techniques way more effective, and comfortable in facing the shortage. Basically all the method they used quite helping them in learning speaking English.

Based on the findings at the previous chapter, the writer wants to suggest for the students and the other researchers who want to take the same topic as the writers.

The students should be more active in practicing speaking English in order to improve their speaking ability. They should improve the four elements in speaking English such as, vocabulary, grammar, fluency, and pronunciation, they can opted some method like watching movies and listening to their English favorite songs, social media or another online educational stuff, and reading English books. They also should have motivation to develop self confidence in speaking English. They can create a group with friends to practice more English conversation and could have installed some English learning application through their Smartphone. They should put away their tendency of fear of making mistakes and insecurities as long as this is a part of learning process.

The other Researcher can find more discussion related to this topic and that did not discuss in this study and the Researchers also can add more effective and easy solution in facing the students' speaking problems.

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