TEACHERS' STRATEGIES IN TEACHING SPEAKING AT HIGH SCHOOL

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Abstract

The purpose of this research is to find out the teachers' strategies in teaching speaking. This research used a descriptive method to analyze the data and discuss the findings. The subject of this research is the English teachers in SMAN 5 Palu. The data of the research were collected by carrying out an interview and questionnaire. The researchers found that there are four strategies used by the teachers: role play, interview, describing pictures, and storytelling. Of these four strategies, role play is the most frequently used by the teacher because this strategy involves many students so many students are active in learning.

Keywords: Teacher strategies; Teaching Speaking.

BACKGROUND

Language is an important means of communication in life, through language humans can communicate with another. It is used to deliver messages or ideas from the speaker to the listeners or the writer to the reader in the interaction among themselves. Communication will be easy if the sender and the receiver understand the information delivered. Without language, a human cannot hitch interaction with each other in lifestyle or learning one thing. People's activities cannot run well without language.

Even though every country has its language, English is the most commonly spoken language used in the world. It is being one of the global languages, so it makes it easier for people to share their knowledge everywhere. As the result, the Indonesian Government had decided that English be taught as a foreign language in Indonesia. Therefore, students learn English from elementary school.

In learning English, there are four abilities ought to we all know and down by students, like listening, speaking, reading, and writing. Out of the four, skills speaking is the most significant one. consistent with (Bailey & Nunan, 2005) Speaking consists of manufacturing systematic verbal utterances to convey which means. It means to convey associate data, idea or thought there'll be a communication. Spoken language is one of every of the foremost basic and pervasive types of human interaction (Bailey & Nunan, 2005). (Ayua, 2017) Through communication, everybody will specific their minds freely and impromptu.

In learning a foreign language, speaking is an important component of English. Learning these skills makes students easy to share their ideas with others and they can go abroad to continue their studies. Communicating with the target language is not easy, especially for students that lack vocabulary and not confidence which makes them tend to be afraid of using the target language. In this student problem teachers have a role to help their students in achieving student goals in learning the target language.

A teaching strategy is an educational technique, method, or plan of classroom

actions or interactions intended to accomplish specific teaching/learning goals (Ayua, 2017). The term of teaching strategy is therefore an educational technique, method, or plan of classroom actions or interactions intended to accomplish specific teaching/learning goals (Ayua, 2017). Teachers' strategies often expect the students to develop their speaking skills without help. Even though students start learning English from elementary school but there are still many students could not speak English fluently.

Talking about speaking, it is not easy for a student to master it. Mostly, students are confused and difficult to speak English. Some of them are also not confident speaking in front of the class. It might be because they are ashamed, hesitant, afraid of making a mistake or expressing their ideas. By mastering these skills, the teacher has an important role or responsibility to help the student by prepare mastering those skills with some strategies to teach English subjects especially in speaking.

There are many strategies that the teacher can apply and develop in the teaching and learning process. Every skill such as speaking, listening, writing, and reading has different strategies because each skill has its own target goals. Teachers' strategies that are implemented need to match for students' ability and condition. A teacher should prepare a strategy to teach the students in all conditions such as in the classroom in the school or through the internet or known as E-Learning. Moreover, the ways for teaching English people talents ought to be created acceptable for every skill to achieve the expected outcomes. Based on the case above, the researchers are interested to do research with descriptive method. The researchers want to know what strategies are used by the teachers.

The Nature of Speaking

There are four important skills in teaching English should we know. Those are reading, listening, writing, and speaking. Speaking is an associate interactive method of constructing that means that involves manufacturing and receiving and process data (Brown, 2004). It is a method to convey associate data or express thought and a key for communication among individuals in everyday life. Through speaking, people could specific their minds, ideas, concept, and thought freely and impromptu.

According to Harmer (2001), the reasons why people communicate are three. First, people communicate because they want to say something. As Harmer explained, the word 'want' refers to the intentional need the speaker has to convey messages to others. Simply declared, individuals speak as a result of they only don't need to stay silent. Second, individuals communicate as a result of "they have some communicative purpose". Communicative with purposed means that the speakers want something to happen as a result of what they say.

Brown (2004) states that a productive skill that can be directly empirically observed is speaking. Those observations are invariably colored by the accuracy and effectiveness of a test taker's listening ability, which essentially compromises the reliableness and therefore the validity of an oral production take a look at. In speaking, speakers don't usually speak complete sentences but useless specific vocabulary than in communication.

Furthermore Brown (2004) states that there square measure some basic kinds of speaking as within the following:
- Imitative: It is an ability that follows or does something similar. It is called parrot back (imitates) a word or phrase or possibly a sentence. In the teaching-learning process teacher usually lead a phrase and says "Repeat after me" then says what the teacher says.
- Intensive: the assembly of force or effort of oral language or designed to demonstrate the grammatical, phrasal,

lexical, or phonologic relationships. it's concerned heaps of effort on work.

- Responsive: it is an interaction involving the comprehension of a short conversation like small talk, greetings, and simple comments. It is a kind of short reply to someone asking a question or replies to a comment, giving instructions and directions that sufficient and meaningful.
- Interactive: The distinction between responsive and interactive speaking is within the length and quality of the interaction, which typically includes multiple exchanges and/or multiple participants. Interaction can take the two styles of transactional language, which has the aim of exchanging specific information, or social exchanges that have the aim of maintaining a social relationship.
- Extensive (monologue): It is an extensive oral production task that embraces speeches, oral representations, and storytelling, throughout that the chance for oral interaction from listeners is either extremely restricted (perhaps to nonverbal responses) or dominated out along

Teaching Strategies

Teaching is an activity where teachers transfer knowledge to the students. Teaching refers to all the processes and activities designed to impart knowledge, skills, and understanding at all levels of education (Ayua, 2017). It is also a process to help a student to develop their knowledge. So, it is the commonplace of formal teacher-student interaction during the learning and teaching process.

In teaching, strategy has an important role to achieve a particular goal, teacher should balance the strategies to the needs of students. According to Zulfian et al. (2018), different teaching strategies mean different ways of helping students to learn. This shows that strategy cannot be ignored in the teaching and learning world.

The term of strategy is widely used in various fields of activities aimed at obtaining success. For this research, the term of teaching strategy means an educational technique, method, or plan of classroom actions or interactions intended to accomplish specific teaching/learning goals (Ayua, 2017). Meanwhile, Haidir and Salim, (2014) state that "the strategy can include, among others: 1) methods, 2) approaches, 3) the election of sources including the media used in learning, 4) grouping students, and 5) measurement of success".

Teaching strategies are collected to fulfill the language learners' desires throughout learning English. There are many teaching strategies, methods, and techniques as follows:

- Cooperative learning is one of the teaching strategies used by teachers. It aims to arrange classroom activities into academic and social learning experiences that are called educational approaches. It is arrangement students into teams, and have been represented as "structuring positive reciprocity". This learning can even produce reciprocity between students, therefore learning resources for college students don't seem to be simply lecturers and textbooks however additionally fellow students. In cooperative learning, there is a unit some typical ways that will be used such as cluster investigation, STAD (Student Teams-Achievement Divisions), and Jigsaw.
- A modeling strategy is a strategy that demonstrates how the teacher wants their students to learn and to do what teachers' goals. It is learning certain skills or knowledge, there is someone or object that can be imitated. This strategy makes students more active in learning, students become more confident to practice something and have no fear. Students are more active in giving responses, add awareness of responsibility to the task

given and students experience firsthand that skill practiced it.

- Discussion Group is an activity where students have to discuss with their group and they work together to achieve a common set of goals. Students frequently interact and have regular contact. It is one of the activities in speaking class with a simple form such as a discussion to coach the students to speak English.

- The direct method is usually referred to as the natural method and is commonly (but not exclusively) employed in teaching foreign languages, the learners only communicate with the target language. In this method, teaching activities are full in using target language that determines teachers' performance with an audiovisual association between expertise and expression, words and phrases, idioms and meanings, and rules.

- Demonstration means performing an activity so that learners can observe how it is done to help prepare the learners to transfer theory to practical application. This strategy is to helps people who learn well by modeling others, promoting self-confidence, providing an opportunity for targeted questions and answers, and allowing attention to be focused on specific details rather than general theories.

- A cognitive strategy is everything about the behavior of students in the learning process related to how students to thinking power. Speaking cognitive strategy is a strategy in which we explain what we do and what we think in speaking (Goh, 2007). The behavior of students is to fix their fault, use gesture cues, practice the pronunciation of words, write, read from books or blackboards, and stare at the instructional media.

- Practice and Exercise (drilling) is a practice that includes examining materials that have been learned. Drilling is a repetition of information on a specific topic until it is completely immersed in

the learner's mind expected to help learners understand the information better. This is useful in developing speed and accuracy in remembering facts, generalizations, and concepts.

- Communication strategy, according to Goh (2007) is a plan or way how to solve communication problems. It helps the students to deal with their vocabulary knowledge when they want to talk for example when we want to say something in English but there is one object that we don't know. Using this strategy, the teacher helps the student to develop their speaking skill.

- The question-answer relationship (QAR) is a strategy that helps students understand the different types of questions. This activity will be carried out when students have finished reading and will be given a kind of question to test their ability to understand and how students decipher the answer of the kind of question is being asked. Students could develop their thinking when they want to answer the questions. And before answering the questions, they need to consider an answer. Questioning could help learners to explore a deeper level of thinking, knowing, and understanding.

Role-playing is a playing a role activity. Goh (2007) states that it is an activity where students take part with the character of a person also the age, occupation, gender, and so on. While Oxford English Dictionary defines role-playing as the changing of one's behavior to fulfill a social role. In this activity, students have their lines to read and memorize. Role-playing takes place between two or more people, who act out roles to explore a particular scenario that involves many students.

Teaching Speaking

According to Goh (2007), speaking is important for language learners. Besides the role it plays in communication, speaking can also facilitate language acquisition and

development". It shows that speaking is a crucial part that has to be mastered by students in order they can communicate well with others especially for their future in finding a job. By learning these skills students will be confident to communicate or to share their ideas with others and they can go abroad to continue their studies. The goal of teaching is to make sure that the students are competent to speak, therefore the language course is very important. Therefore, the teacher ought to be contemplated with some aspects in planning such activities which may build the scholars easier to be told.

In the process of learning to speak, we should know the aspects or components of speaking itself. There are five speaking skills including pronunciation, fluency, grammar, vocabulary, and comprehension. Comprehension is the understanding of a language as a way of communication wherever 2 or additional individuals speak to every different. Students ought to even have the flexibility to control structure and to use applicable grammatical types in communication. vocabulary could be a part of speaking. Pronunciation is additionally a very important side of speaking ability. It emphasizes additional concerning however the sounds of the speaker were caught by listeners. Fluency is the ability to talk a language swimmingly, effectively, and easily.

The Importance of Speaking

Learning to speak is something needed in this era. English is one of the international languages most people used to get information for those who live in different regions, states, countries, and continents of the world. It also gives the employment getting opportunities and getting success to achieve the desired goals in life. In learning English, speaking is important to support students' ability to use the language.

According to Rao (2019), nowadays, it has become quite common to prove the

candidates' talents at the time of their job interviews and many of the selections are based on the performance of the interview. Moreover, learning speaking is also useful for the students when they have to settle down well in their professions in the future. It is one of the chances for them to go continue study in abroad so they can a lot of opportunities for work in the future. The important speaking can be seen in people daily activities and business activities.

From the explanation above it is important for students to learn English, so the English teacher has an important role in teaching speaking to the students. The researchers concluded that the strategies are very important in the teaching and learning process. The right strategy can help the students in achieving their goals in speaking. Teachers must be able to apply the right strategies to help students in achieving the target language.

METHOD OF THE RESEARCH

The researchers used descriptive qualitative research that focuses on teachers' strategies. Descriptive research aims to describe what already exists. In this research, the researchers collected, processed, and analyzed the data to get the conclusion of the research.

The subject of this research was the English teacher of SMA Negeri 5 Palu, consisting of two teachers, RJ (first teacher) and AD (second teacher). The research was conducted at different times and locations. This research focused on the teaching strategies of the teacher.

Data source in the research is the subject where have come from obtainable information. It means that the data source in research was a subject where the data can be obtained. The data source of this research was the information from the teachers. The researchers also took other sources taken from other literature related to the source and the internet.

In this research, the researchers used interviews and questionnaires to collect the data as the instrument. The questionnaire was the first instrument and the interview was the second instrument used by the researchers. The questionnaire was consisting of ten questions and the interview consisted of five questions. The questionnaire was to support the data taken from the interview.

The technique of data collection was the way to get accurate data and the specific information that researchers analyzed and conducted. In this research, the questionnaire and interview were two kinds of instruments that the researchers used to collect the data.

First, the researchers gave questionnaire to the teachers. Before the teachers respond to the questionnaire, the researchers explained how to answer the questionnaire and what information is needed from the questionnaire. After that, the researchers gave about 5 minutes to the teacher to respond or answer it.

Second, the researchers interviewed the teachers at different times and locations. One of the teachers was interviewed online. The interview consisted of five questions related the teaching strategies. It was conducted to catch the information about the teachers' strategies in teaching speaking. Having all the data, the researcher then analyzed them descriptively.

FINDING AND DISCUSSION

Findings of Questionnaire

The result of the questionnaire shows that almost all of the strategies listed are used by the teachers. In teaching, the teachers usually collaborate some strategies so they used more than one strategy in the classroom in the teaching and learning process. It depends on the teacher. It can make the teaching and learning process effective and efficient in transforming and developing the knowledge of the students that have a different learning style. It also can make the learning process fun and able to develop the abilities of students. The following table presents the result of the questionnaires.

No.	Statement	Teacher 1	Teacher 2
1.	Cooperative Learning	Sometimes	Sometimes
2.	Modeling	Always	Always
3.	Discussion Group	Always	Always
4.	Direct Method	Sometimes	Sometimes
5.	Demonstration	Always	Always
6.	Role Play	Always	Always
7.	Practice and Exercise (drill)	Always	Sometimes
8.	Question and Answer Relation	Always	Always
9.	Contextual Teaching	Always	Seldom
10.	Problem Solving	Sometimes	Sometimes

Findings of Interview

The interview with two English teachers of SMAN 5 Palu to get the accurate data to support this research was conducted on July, 13th, and 14th 2021. The researchers interviewed to get data about teaching strategies in teaching speaking. The results of the interview with two teachers were related to research questions.

The first point was about the teaching strategy used by the teachers. Teaching strategies used by the teacher in teaching speaking were role play, interview, describing the picture, and storytelling.

- **Roleplay**

Roleplay is an activity where students play a role. In this activity, the students are set into groups and they have to act with the role they choose. This activity allows students to practice speaking in a real situation.

Second Teacher's Statement:
"…there is actor/actress who can role as father, mother, and children. Student make a short drama and they have each role to play".

- **Interview**

According to (Hasriani. G, 2019) interview is one of the teaching techniques that can increase students' speaking skills. The interview technique aims to gather students in a conversation and to encourage students to speak. Through interview techniques, someone's oral language skills would be trained because of the interaction between one person and another. This technique will facilitate students to develop their speaking skills because they have pairs to talk or to discuss so they will be motivated to speak and be active in speaking.

- **Storytelling**

Storytelling is the activity of telling stories and people where the person who does storytelling are called storytellers. The story is usually from ancient times, especially to explain natural events or to describe the early history of a place or people. In this method, the teachers focus on student accuracy and comprehension of the story. This method helps the students to use the information and deliver the messages to others.

Second Teacher's Statement:
"…the fluency of students telling the story and then the accuracy of students using connecting words such as preposition and so on and also the comprehension about the story whether they understand the story or not.

- **Describing Picture**

Describing pictures is an activity in which students describe a picture. Students explain a picture in detail and they can explore words and remember vocabulary from the picture they described. Describing a picture accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

First Teacher's Statement:
"…the student trying to describing picture, place or things around them. The example, we can ask the students to describe things close around them which is easy to reach.

The second point is related to the teaching strategy used by the teacher. Teaching strategy has the goal of the teaching-learning process. Every strategy that teachers used to have its purpose. Based on the interview with the teachers about the teaching strategy used by the teacher can be seen below.

Roleplay is used by the teacher to help students to interact with the other and develop a sense of communication outside of the classroom. It can develop students' fluency in the target language, promotes students to speak or interact with others in the classroom increase motivation, and makes the teaching-learning process more enjoyable.

First Teacher's Statement:
"…to measure their ability to communicate. This strategy can help students speaking skills. They can practice their pronunciation, speaking, and practice their listening from the role play and also increase students' vocabulary."

The interview was used by the teachers to improve student communication and to increase student confidence.

First Teacher's Statement:
"…to improve student skill even tough for himself, herself or for the public to confidences"

It is to gather students in a conversation and to encourage students to speak. This activity develops student speaking skills because they have pairs to talk and discuss so they will motivate to speak.

Second Teacher's Statement:
"…to evaluate the students' fluency how fluent the students to convey the language to the interviewees."

Describing pictures used by the teachers is to gain student vocabulary. In this activity, the student can share their opinion and ideas related to the picture. The students discuss the pictures with their groups, then the students were asked to make a short dialogue based on the picture.

First Teacher's Statement:

"Example we can ask the students to describe things close around them which is easy to they reach and the purpose of use this strategy we can enrich the vocabulary and also the insight."

Storytelling used by the teachers is to increase the speaking and listening skills in English and Increase the vocabulary, phrases, and idioms of English. In this activity, the students setting in a group with different stories and will retell the story.

Second Teacher's Statement:

"It is to evaluate the student fluency, the student accuracy, the student comprehensive about the story. So student asks to tell a story example narrative text and then use storytelling strategy we can evaluate the fluency of students telling the story and then the accuracy of students using connecting words such as preposition and so on and also the comprehension about the story whether they understand the story or not."

The third point is concern about challenges faced by the teacher. Based on the interview with the teachers there are some challenges that teachers faced in teaching speaking they are student low motivation, environment, unprovided facilities, lack of vocabularies, and also parents' attention.

Motivation is one of the internal factors influencing students' academic performance among various factors. In motivation, there are emotions, attention, willingness, and others. With motivation, a learner wants to succeed in learning without motivation student will certainly fail to make the necessary effort. Lack of motivation is a situation where a student does not want to learn due to the difficulty in following the lesson. It is difficult to student learning since the students are not well-motivated.

The environment an important role in influencing the achievement of students. It will be able to have a negative or positive impact on students. The environment that affects learning activities is the family, school, and community environment.

Second Teacher's Statement:

"…influence because in their environment there is no ability to speak English. There is no native speaker. This is one reason why the students have low motivation to learn English…".

The environment will greatly affect the motivation of students in improving their abilities, especially speaking skills where it is one of the abilities that can determine the extent of our knowledge about the application of English itself. This is because when learning a language, the most important thing in language learning is the practice of using the language itself.

The facilities provided by the school were very important in the role of improving the quality of the students. Existing facilities can make the teaching and learning process run well. If there are no facilities like a monitor or speaker the teacher also has difficulties in teaching especially in English.

Vocabulary is very important for people who learn English as a foreign language. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. The students who lack vocabulary will difficult to understand the lesson.

Lack of attention from students' parents is one of the factors that affect students' ability to learn and speak in English. It is one of the reasons for the lack of motivation conveyed by the participant was from the family environment. A house that has a bad

influence on children will be fatal as it causes them to have deficient competence and learning ability.

The fourth point is about factors that influence the teacher use the strategies in teaching speaking. The teaching strategy used by the teachers should be considered with some factors. Based on the interview there are four factors that teachers considered including School curriculum, curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course. It is help teacher to teach with course design or syllabus.
Second Teacher's Statement:
"…School curriculum especially syllabus, it should be following the level of student ability so that the curriculum greatly influences student success in a subject.

Students' learning styles: every student has a different style of learning. Some students can understand the material with an explanation but some students need to be given an example and then can understand.

Student English levels, not all students have the same level of ability. Some students can quickly understand an explanation from the teacher and some students do not.

The materials of learning, In the subject, there is some easy and difficult material. this affects students' interest in learning. For example, some students prefer to learn by listening to songs or stories, some students prefer writing material, and others.
First Teacher's Statement:
"Every student of course has a different style in learning. And then the material or lesson that the teacher will teach is also one of the reasons why a teacher should consider using the strategy because in teaching strategy has different goals or different house so teacher have to choose the exact or suitable between material and teaching strategy. The level of student in understanding in English we can conclude that level of students

understanding is different there is low, middle, and high understanding in perfectly".

The second teacher's response in the interview stated that teachers should consider choosing the strategy to be used with several considerations as discussed above. A teacher should know what strategies that suitable for the student so they can study comfortably. This statement is also supported by the results of an interview with the first teacher.
First Teacher's Statement:
"As a teacher, we must have a lot of potential and creativities in choosing methods or strategies which are based on basic competencies or the situation and condition related with, the students. As a teacher we have to see the creativity and could to choose what kind of the method and strategies that suitable based on the material and student condition".

Furthermore, the last point is the effectiveness of teaching strategies in teaching speaking. Based on the interview with the teachers, the strategies that the teachers used helped and encouraged students to speak English.
First Teacher's Statement:
"Yes, it is effective because when we apply these strategies role play, interview and describing picture student can be active, the students can be active to practice to communicate and games they have an interaction to the others."

Discussion
The researchers compared the others' previous findings. Handayani (2019) in her research finds that teachers used are roleplay, drilling, outdoor activity, direct strategy, and give motivation. Those strategies could improve students' speaking abilities because this is the main goal in learning English, which is to use English in everyday life. The similarity of the findings is the teachers use roleplay. Ahmad et al.

(2013) investigated Strategies for Teaching Speaking and Reading Comprehension Skills. He concluded that the teachers applied three kinds of stages in teaching speaking those are pre-reading, whilst reading, and post-reading stages. The findings show there is no similarity with the strategies that the teacher used.

The teaching strategy consists of learning material and procedures that are used to help students to achieve the purpose of learning. Haidir and Salim (2014) state, a learning strategy is a general approach and a series of actions that will be taken and used by the teacher to choose several learning methods that are suitable for learning". By using the strategy, the teaching and learning process will be more successful.

In the research finding conveyed by the researchers above, some components are discussed in the research finding. The components consist of teaching strategies used by the teacher, the reasons why the teachers use the strategies, the challenges faced by the teachers, the factors that influence using teaching strategies, and why teachers should be considering choosing teaching strategies.

Based on the interview with the two English teachers, the researchers found some strategies used by the teachers in teaching speaking are role play, interview, storytelling, and picture describing. (1) Role play is an activity that a student plays a role. According to Bailey & Nunan (2005), roleplay is a speaking activity in which the students take the part of other people and interact using the characteristics of those people (for instance, age, gender, occupation, and so on). It encourages students' thinking and creativity, students could develop and practice new language and behavioral skills and they can create the motivation and involvement necessary for learning to occur. It is used by the teacher to develop student speaking skills and increase students' vocabulary. (2) Interviews are semi-structured sequences of questions

intended to elicit particular information from the people answering the questions (Bailey & Nunan, 2005). It means that interview is an activity of asking and answering the question. It is used by the teacher to gather students in conversation, encourage the students to speak, and enrich student vocabulary. (3) Storytelling is an activity telling a story. It is used by the teachers to evaluate students' fluency, accuracy, and comprehension. (4) Describing a picture is an activity describing a picture. According to Murni (2020), describing pictures is one of activities in teaching English speaking. It is used by teachers to enrich student vocabulary.

From the interview with the teachers, the researcher found there are five problems are they are low motivation, environmental problems, facilities, lack of vocabulary, and parents' attention. In learning the important thing that students have is motivation because low motivation in learning makes them lazy to learn. The supported environment and parents' attention also influence the student their English level. Learning English especially in speaking vocabulary is the key. Without vocabulary, it is impossible to communicate. According to (Bailey & Nunan, 2005) Speaking consists of producing systematic verbal utterances to convey meaning. It means to convey information, idea or thought there will be communication.

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data taken from the interview and the questionnaire, the researchers come to some conclusions. There are four teaching strategies that the teachers used in teaching speaking. They are interviews, storytelling, role play, and describing a picture. Teacher 1 not only uses one strategy to deliver material but always combines it because the students have different levels of understanding of the material. Teacher 2 uses one teaching

strategy only because the teacher considered the material with students' conditions and situations.

Suggestion

Through this research, the researchers would like to give some suggestions. For the teachers, who are suggested to select the appropriate teaching strategies and create various strategies in teaching speaking to be implemented. Therefore, the teaching goals could be achieved. Teachers are also suggested to enrich the way they teach by applying various kinds of interactive activities during implementing various strategies. The teacher as a facilitator in teaching and learning activities should improve students' speaking skills using various strategies to make students follow the lesson, have fun, and enjoy. And last for the reader this research hopefully can be useful for the future researcher to students' speaking skills.

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THE STRATEGIES OF TEACHING SPEAKING IN JUNIOR HIGH SCHOOL

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Abstract

This research was conducted to determine the strategies used by the teachers in teaching speaking skills to students in junior high school. The subjects of this research are an English teacher and eighth-grade students of Junior High School in Balamoa. This research used the descriptive qualitative method. The instruments used were interview guides and observation checklists. The interview guide was used to guide the researcher in giving questions to identify the speaking strategy. Furthermore, the observation checklist was used to observe the teaching and learning process in the classroom. The results show that the strategies mostly used by the teacher were discussion and drilling. In carrying out the strategies, the teacher used songs as a medium to support both strategies. Meanwhile, students' responses to the strategies were positive. They like the strategies, enjoy them, and feel helped in their ability to speak English.

Keywords: Teaching Strategy, Speaking, Skill.

BACKGROUND

English is a very popular language in the world. Many countries use it as a second language or foreign language. One of the countries that use it as a foreign language in Indonesia. In Indonesia, it can be found in every level of education from kindergarten to college. It`s used in the education process is expected to help students use English well and then can make them easier to interact with many people in the world and can help them to get a job. Therefore, in Indonesia, it is introduced since childhood to make it easy for them to use it.

Several aspects must be mastered by English learners. According to Sadiku (2015) in learning a language, four aspects are needed, namely listening, reading, speaking, and writing. These aspects play an important role in learning a language, but the speaking aspect is an aspect that is more often needed by many people. According to Dionar &Adnan (2018), the speaking aspect is an aspect that can be one of the right ways to convey feelings, ideas and can build social

relationships with many people directly. It means that in mastering the speaking aspect, we can communicate verbally with many people in everyday life.

Speaking is one of the important skills that should be mastered in learning a language. Through speaking we can communicate or share ideas with many people orally. The ability to speak is one of the abilities that the researchers hope students can master especially in speaking English. Kemendikbud (2012) states that the 2013 curriculum has some basic competence for the students such as to behave, knowledge, and skill in the learning process. Skill is one of the basic competences that should be learned by the students including speaking skills. Moreover, in terms of mastering the speaking skill of learning English, students are expected to be able to pronounce English properly and correctly. So that the learning objectives can be achieved properly.

Speaking skill is not easy to be mastered by the students. According to my preliminary observation, there were many difficulties that they faced when they were trying to speak English such as; difficulty to pronounce word by word and understand the meaning of words. Not only the lack of self-confidence but also the lack of vocabulary that creates them hard to use English. Moreover, their environment also does not support them to use English because of the mother tongue influence. All of these problems become a barrier to mastering English for the students.

Seeing the situation above, the teacher's role is needed in the process of teaching English in the school. Teachers, who are expected to be able to manage the class well, can help the students to understand the material quickly. This requires a good strategy from a teacher in teaching. According to Anggraeni et al (2020), the choice of material and creative strategies by a teacher can support students` understanding of what is being taught. The strategies used by the teacher can affect students` ability to master English, especially speaking skills.

In this research, the researchers chose Junior High School in Balamoa as a place to conduct research. It is located in Balamoa village, Dolo Barat sub-district, Sigi regency. The researchers chose eighth-grade teachers and students as the main focus of this research especially about the teacher`s strategy in teaching speaking skills and the student's responses to the strategy. Through information from the teacher and the students, the researchers have learned that there are two strategies that the teacher has given to the eighth-grade students of Junior High School in Balamoa, namely discussion, and drilling strategies. In providing this strategy the teacher uses songs as a medium to help the teacher give the material to the students. Then the researchers saw that the students' responses were good. They showed a positive attitude when following the

learning process. They seem to enjoy it more and can speak English better.

Based on the background above, the researchers conducted research dealing with Teachers' Strategy in Teaching Speaking Skill at the Eighth Grade Students of Junior High School in Balamoa.

The Definition of Speaking

Speaking is the best way to express your ideas or feelings to others. According to Zuhriyah (2017), speaking is the way for many people to express and communicate their opinions to others orally. While Riski et al (2018) state that speaking is the ability to express opinions or ideas verbally so that they can produce verbal speech that is systematic and has a meaning that can be understood by the person they are talking to. Based on the definitions above that speaking is a way for everyone to produce utterances that are spoken directly to others. So that it can produce an activity that is communication.

Aspects of Speaking Skill

Mastery of all of the aspects of a language is very important for everyone. They can produce good language when mastering all of it. Therefore, in speaking English there are several aspects that we must pay attention to. Astutik (2015) states that in general the most important aspects of speaking are grammar, fluency, accuracy, vocabulary, and pronunciation. Those are some aspects that must be considered when speaking English.

1. Grammar

Grammar also becomes the main thing in speaking English. According to Harahap et al (2015), grammar must be known by a speaker in speaking so that the message conveyed can be understood by the listener because the speaker can organize words well. It means when someone masters the grammar of a language they can easily communicate with many people without any misunderstanding because the words

compiled by the speaker become a good sentence and can be understood by the listener. Having good grammar in a language can avoid us from misunderstanding. Therefore, grammar is one of the important aspects to master.

2. Fluency

Fluency is also used as a component to measure one`s speaking. According to Kusumawardani & Mardiyani (2018), fluency is the ability to speak fluently and spontaneously without stopping too many times. It means when someone has a good fluency in speaking then they can convey words correctly. The speaker does not think too much about what they will say to others properly and precisely. Therefore, it is very important to increase our fluency in speaking a language.

3. Accuracy

Accuracy is one of the most important components of spoken language. According to Firman & Ul Haq (2012), accuracy is a person's ability to speak that can be understood by the listener with the right grammar and appropriate word selection. So, it does not cause doubt in interaction. Based on the statement above that when the speaker chooses the correct words it makes a listener easy to understand the meaning of the sentences conveyed by the speaker. Then the listener will faster understand the sentence in the communication process.

4. Vocabulary

To be able to speak English, a person needs to master the vocabulary of a language. According to Alqahtani (2015), vocabulary is important to learn because vocabulary is a collection of words that are needed to communicate or express ideas from the speaker to the listener. It means that mastering a lot of vocabulary can facilitate us or students in expressing opinions to others. We realize that every vocabulary has meaning. This can help us interact with many people.

5. Pronunciation

Pronunciation is very useful in a language, especially in English. According to Gilakjani (2016), pronunciation is one of the important aspects of a language because it can be the main source of the listener's understanding of the sounds of words spoken by the speaker. That means when someone can manage the pronunciation correctly, the words they say will be conveyed properly and can produce the right meaning of the word. But if someone does not have the right pronunciation then the words, they say will make the listener confused with the words conveyed. Therefore, pronunciation is very useful in saying a word or sentence in a language.

The Definition of Teaching Strategy

The teaching strategy is a method or technique used by the teacher in the learning process. Zulfian et al. (2018) state that teaching strategies are one of the things that become a concern for teachers to achieve. According to Maulidar et al. (2019), a good teaching strategy in the learning process can determine the success of the teacher in achieving the learning goal. It means that the effectiveness of a lesson depends on the way the teacher provides material to students. Cooperation between teachers and students in interacting in the classroom can create effective learning. While Sari and Zainil (2020) state that in the teaching and learning process, teachers and students must do it well to achieve effective and efficient learning. It is clear that when the teacher provides appropriate strategies to students and students give good responses to the strategies that the teacher provides, it can produce expected learning.

Strategies for Teaching Speaking

Teaching speaking English to students is not easy. A teacher must choose a strategy according to the needs of students in teaching speaking. Saragih et al. (2019) state that teachers can use different strategies to

achieve goals in the teaching and learning process. Teachers can use various strategies in teaching speaking English to students. According to Kayi (2006), several strategies can be used in teaching speaking, such as the following:

1. Discussion

Discussion is a method that is often used by teachers at school. In this activity, the teacher will choose a topic to discuss in discussions between students. There is a session explaining the material and a session giving opinions on what has been conveyed. According to Hadriana (2008), a discussion is an activity that can create a safe and active learning environment for students to participate in the learning process. Students can interact and can communicate directly with the interlocutor through this activity. It is very clear through discussion students can have the opportunity to express their opinion about something. Therefore, these activities can help students to improve their speaking skills.

2. Storytelling

Through storytelling, students can briefly summarize the stories or stories they have heard before. Through storytelling, students can also create their own stories in their own words and tell them to their friends. According to Zuhriyah (2017), storytelling is an activity carried out by a storyteller to retell a story to others in his/her language. It clearly explains to us the use of the storytelling strategy to make students think creatively in uttering words, besides that it can also help students remember word by word in English.

3. Picture Describing

In teaching English, a teacher must be smart in choosing teaching strategies. One of the teaching strategies that is often used is a picture or describing a picture. The use of pictures in teaching speaking skills can help students remember what to say. According to Nurdini (2018), the use of pictures can make communicative learning more creative and pictures can be a visual aid that becomes material and can produce language. It means that the use of picture strategies can help teachers provide understanding to students in learning English.

4. Role Play

Roleplay is a learning strategy that makes students talk while playing roles. In this game, students get information from the teacher. The teacher will give instructions to students on how to pretend in various social roles. Roleplay is one of the strategies that can make students talk. According to Syafitri (2018), role play is one way to improve students' speaking ability. It is clear that when students want to improve their speaking skills, they will be helped by using this strategy. So that it makes students more active in speaking.

5. Simulation

The simulation is similar to role-play. Simulations are more complicated than role play. In the simulation activities, students are asked to take the demonstration material. This demonstration material is used in simulation activities, for example, students are asked to become a singer, so students must carry a microphone to the class. Hardianty et al. (2013) state that this activity can give advantages to entertain and increase students' confidence in speaking in front of the class. It means this strategy is very helpful for students in learning English.

6. Drilling

The next strategy is drilling. According to Larosa et al. (2020), drilling is a strategy that emphasizes the repetition of oral practice that can demonstrate students` foreign language skills. In the drilling activity, the students would repeat what is heard from the model, namely the teacher or native speaker. Of course, this strategy can help students in improving their English pronunciation. When they find it difficult to pronounce words in English, they can use this strategy to deal with the problem by repeating it over and over again. The repetition of pronunciation that is often done in this activity will make it easier for

students' tongues to pronounce words in English.

7. Conversation

A conversation is a communication activity carried out by two or more people. Romadlon (2016) stated that the practice of conversation in various contexts and situations can facilitate students` communication skills in English. It is very good for students in improving their speaking skills. In addition, through this strategy students also learn social interaction with many people in various situations. Therefore, the conversation can also be another option in choosing teaching strategies for students, especially to build their speaking skills in English.

METHOD OF THE RESEARCH

This is descriptive qualitative research. The researchers chose descriptive research because they wanted to describe the kinds of strategies used by the teacher in teaching speaking skills and the researchers wanted to find out the responses given by the students on the teacher's strategy in teaching speaking at the eighth grade of Junior High School in Balamoa.

The researchers use two techniques to collect data. There were interviews and observations. The interview became the first technique in this research. It was given to the English teacher and the students at the school. This interview contained some questions that the researchers gave to the English teacher. The researchers asked about the strategy that the teacher used in the learning process especially in teaching speaking skills. After that, the researchers interviewed several students due to their opinions on the strategy that they got from the teacher in the speaking class. The researchers hope that the technique can be conducted well for all of the subjects in this research.

In conducting the interview technique, the researchers used a supporting instrument namely an interview guide. The interview guide was given to the teacher and the students. The researchers asked several questions to the teacher, including what specific strategy that the teacher chose in teaching speaking, what the advantages and disadvantages of that strategy are, and why the teacher chose the strategy and how it was applied in teaching. Meanwhile, the questions that were given to the students in the interview include, what did they think about learning speaking skills in English, did students like the kinds of strategy that the teacher used in teaching speaking skills, did they help by the strategy in learning speaking skills. All of the questions above would be given to the teacher and the students in the interview.

While the second technique in this research is observation. The researchers did it in two ways namely virtual or non-virtual depending on the situation at school. The observation activity aims to observe the teacher strategy in the teaching process and to observe the students' responses in the learning process at the eighth grade of Junior High School in Balamoa. To help the use of the observation techniques, the researchers would use an instrument namely an observation checklist. The observation checklist consisted of some topics. The topics that were given such as the conditions of the teacher and the students in the school then the researchers would look at how the teacher used the strategy in teaching speaking and how students respond to the strategy. They are all the techniques and instruments used by researchers to collect valid data and to answer the questions in this research.

Qualitative data analysis is the process of systematically searching and arranging materials that enable the researchers to present what has been discovered to others. In this research, the researchers used descriptive qualitative. The qualitative data were derived from an interview and class observation. Rijaldi (2018) argues that qualitative data analysis can be done in four steps, namely data collection, data reduction,

data display, and drawing conclusion/verification. Based on the explanation above, this research was analyzed through the following procedures:

The first step was data collection. In collecting the data, the researchers did interviews and observation. In the interview, the researchers gave some questions for the English teacher and the students related to what strategy that the teacher used and how the students responded to the strategy that the teacher chose in the teaching and learning process. While observing activity, the researchers did it in the classroom or virtual depending on the condition of the school or the teacher's suggestion. This activity aims to confirm the information that the researchers got from the previous interview.

The second step was data reduction. In this step, the researchers simplify the data that has been collected from the previous step. The third step was data display. Data that has been reduced from the previous step would be presented at this step in the form of structured information and the fourth step was to conclude/verify. This was the last step that the researchers did to analyze the data. The researchers would make all of the information into one unit and conclude it

FINDING AND DISCUSSION

Result of Interviews
- **The Result of Teacher Interview**

In collecting the data from the teacher, the researchers conducted the interviews by mobile phone. It was due to the COVID-19 situation, and the government policy to comply with health protocols and social distancing. The current situation reminds the researchers and the English teacher to communicate better via mobile phones without meeting each other. This was done to reduce the spread of COVID-19. Even though the interview between the researchers and the teacher was conducted via mobile phone, the researchers were able to get any information from the teacher.

In opening the question in this research, the researchers began to ask questions about whether the teacher used certain strategies in teaching English to the eighth-grade students of Junior High School in Balamoa and the teacher answered yes, I used various strategies. Then the next question given by the researchers was what kind of strategy did you use in teaching English, especially teaching speaking skills in the eighth-grade students of Junior High School in Balamoa. She also replied that she used discussion and drilling strategies given through songs to teach speaking skills to the students. After that, the researchers asked about the advantages and disadvantages of the chosen strategy. Then she replied that the advantage of the discussion strategy was that the teacher could know about the choices of songs that students favored while the disadvantage of the discussion strategy was difficult to determine the assessment for all the students because they had their own choices of songs. Then, for the drilling strategy, the advantage was that students are helped in pronouncing words in a language because they were often repeated, but the disadvantage was that students cannot be creative because they only repeat the pronunciation, they hear without trying to pronounce it.

The next question was how the teacher implemented the strategies in the eighth grade. She also replied that the first step she took was to share English songs through the WhatsApp group of the students. It aims to invite students to discuss which songs would be chosen by them. For example, in this discussion, the teacher gives ten songs to discuss with students. After the discussion, the teacher asked students to choose three songs of the ten songs given so that they could choose which songs they like and easy to pronounce. After that, the songs that have been selected would be played to students in the classroom using small speakers.

Before the researchers guided the students to pronounce word by word in that

song, she would first play the songs on speaker for them and give them a chance to listen to them. After that, she would guide the students in their pronunciation so that they produce more precise pronunciation. By repeating the pronunciation of the word, students would be helped in pronouncing it. In this case, the teacher would recite word by word in the song. After that, the students would repeat the pronunciation. Finally, when they feel they can follow the pronunciation, they practice it in front of the classroom.

After that, the researchers asked the reason for choosing the strategy then the researchers got an answer that the main reason makes the teacher use the discussion and drilling strategy specifically in the use of songs was because of her experience since seventh grade. At that time, the students that she taught in the eighth grade were still in seventh grade. They were given a conversation strategy by the teacher but the students did not seem to enjoy and they also seemed stiff in carrying out the strategy. In addition, the pandemic was also another reason that makes her choose new strategies. Therefore, she decided to change the conversation into a discussion and drilling strategy assisted by songs in teaching English speaking.

Then the researchers asked the opinion of the English teacher about the use of this strategy in teaching whether this strategy was effective in teaching speaking skills in the eighth grade or not. She answered that this strategy was quite effective. Then the researchers asked whether or not there were any other strategies used in teaching English, especially speaking skills. She replied that she only used songs as a medium in discussions and drilling strategies. Then the researchers asked the English teacher about her opinion on the students' responses about the strategy given. For this question, she likewise answered that the use of discussion and drilling assisted by song was more liked and enjoyed by students. After that, the

researchers asked whether the English teacher ever had failed in using these strategies when teaching speaking. The teacher answered she had. For example, when she asks students to record their voices and send them to her, the students have difficulty conveying the results. Then the researchers asked about the expectations of the English teacher regarding the use of these strategies in teaching speaking in the eighth grade. She also hopes to be more optimal in teaching English and always prioritizes student comfort. Hopefully, the use of discussion and drilling strategies are given through songs can make English easier for the students to pronounce.

- **The Interview Result from Students**

After conducting the first interview with the English teacher, the second step was the researchers conducted interviews with students. This interview was conducted directly on students of Junior High School in Balamoa. The researchers interviewed them one by one. Even though the students looked shy in giving answers to the researchers, the researchers were still grateful because all the students answered all the questions given by the researchers. Explanation of the data results from the interview is written based on what was found by the researchers. The interview results obtained would facilitate researchers in analyzing the data.

In starting the question, the researchers asked whether they liked or did not like learning English, and all students answered that they like learning English. When they stated that they all liked it, the researchers asked them about their reasons for learning English. They gave answers that were quite varied. Some of them answered because they liked to learn English, they learned English with friends, English was a good and interesting lesson, English was their favorite subject and one of them said that she likes to see people who can speak English. In the next question, the researchers asked whether they like learning to speak in English or not.

They also answered that they like learning to speak in English. Then the researchers asked their reasons why they liked speaking lessons in English and they answered that they wanted to be able to speak in English.

After that, the researchers asked about how your teacher taught speaking in class, whether your teacher used pictures, storytelling, or used conversation. They all answered that their teacher used songs. Then the researchers asked whether there were any other strategies besides the strategies currently used by the teacher in teaching speaking in the eighth grade. Some answered 'no' while some answered 'yes'. But the other strategy they got when they were in seventh grade was using conversation. But now when they were in eighth grade, their teacher only focuses on discussion and drilling strategy by using songs in teaching English to them. Then the researchers asked them about whether they liked or not the strategy chosen by their teacher and all of them answered that they like it. Some gave reasons that they liked the use of songs to support the discussion and drilling strategy because singing was fun, singing was a hobby, they could speak English, and some said they liked listening to English songs.

The next question was to ask them whether they ever found it difficult to learn English, especially when they were asked to speak in English. All students answered that they had difficulty especially in speaking. In their difficulty, the teacher always helps them. The teacher does not only help them but also guides them in solving their problems in speaking English. They were also happy with how the teacher helped them solve their problems. Finally, the students also stated that they hoped the teachers` strategy could be improved in the future.

Result of Observation

The researchers carried out observations in the eighth grade of Junior High School in Balamoa. The researchers want to see directly what strategy that the English teacher uses when teaching speaking skills and how

the responses are shown by students to the strategy. The results of the observations could be seen in the table below:

Table of Observation Checklist

English Teacher's Activities	Yes	No
The teacher uses certain strategies in teaching English at the eighth grade of Junior High School in Balamoa	✓	
Strategies chosen by teacher has advantages	✓	
Strategies chosen by teacher has disadvantages	✓	
The use of those strategies is effective in Teaching Speaking Skill in Eighth Grade.	✓	
Teacher gives alternative strategy		✓
Students' Activities	Yes	No
Students like learning English	✓	
Students like to learn Speaking in English	✓	
Students like the strategy used by teacher in teaching English especially Teaching Speaking.	✓	
Students can adapt to the strategy chosen by the teacher.	✓	
Students difficulties in learning English especially when they are asked to speak is solved by this strategy.	✓	

Discussion

Based on the data the researchers collected through interviews and observations above, the researchers will explain it more clearly according to the focus of the researchers in this research, which is about the teacher's strategy in teaching speaking skills and how students respond to the strategy. Meanwhile, the data collected through interviews and observations can also answer the questions in this research, "What kinds of strategy were used by the teacher in teaching speaking skills to students of Junior High School in Balamoa?" and "How do the students respond to the strategy used by the teacher in teaching speaking of Junior High School in Balamoa?". Next is the results that

the researchers got after conducting interviews and observations.

In conducting the research, the researchers used two techniques in collecting the data; interview and observation. The first activity was to interview the teacher and the eighth-grade students of Junior High School in Balamoa. In giving interview questions to the teacher and the students, the researchers used an interview guide to assist the researchers in delivering questions to the subjects in this research. In giving interviews to the sample of this research, the researchers started by giving an interview to the English teacher. The English teacher was the first subject that the researchers interviewed. The purpose of this interview is to find out the kinds of strategies the teacher uses in teaching English in the eighth grade.

From the interview, the researchers obtained data that the English teacher of Junior High School in Balamoa used strategies in teaching English, especially speaking skills. This was evident from the statement conveyed by the English teacher in the interview session that was conducted by the researchers. The English teacher of Junior High School in Balamoa explained that she used strategies in teaching English in the eighth grade, namely discussion and drilling strategies which were assisted by the use of songs as a supporting tool in implementing these strategies. The selected strategies have their respective advantages and disadvantages. Starting from the first strategy, namely discussion, the advantage of discussion in terms of using songs, that it was easier for the teacher to know about the choice of songs that students like, but the disadvantage of discussion in terms of using songs was difficult to assess. The different choices of songs between the students make it the teacher difficult to determine the assessment. There were long, short, simple, and complete songs. Although it was difficult to assess, the main focus of the teacher in teaching speaking was about the

accuracy of words that the students can pronounce, the understanding of the meaning of the word, and the good pronunciation that was produced by the students. Meanwhile, the drilling strategy also has advantages, it was that students were more assisted in pronouncing words that were difficult to pronounce by being repeated by the teacher or native speaker and followed by the pronunciation and the disadvantage was that drilling can make students not creative in pronouncing words.

The first steps taken by the teacher in implementing these strategies were to conduct a discussion strategy with students. Usually, this discussion was carried out by teachers and students in WhatsApp groups. In their discussion, they discussed the songs that students liked and considered easy for them to follow the pronunciation, for example, there were ten songs that the teacher gave to students through the WhatsApp group and the teacher would ask them to take three songs from the ten songs. After the teacher and students choose a song, the teacher makes an appointment with the students about when the right time to practice the song that they chose from WhatsApp. After that, when the teacher and students have met, they would immediately use the song in the learning and teaching process. The song that has been selected would be played to students using small speakers by repeating or drilling. In this step, students would be assisted with strategy drilling in pronouncing the words in the song. Students would first listen to the pronunciation and then follow it repeatedly. Meanwhile, the English teacher also helps and guides them in pronouncing the words in the song.

In terms of choosing these teaching strategies, the teacher has several reasons, namely the teacher said that discussions and drilling strategies supported by the use of songs can be more easily carried out during a pandemic like now. The teaching and learning process between the teacher and the

students can be done anywhere and anytime by using a song as a medium in carrying out these strategies. The COVID-19 pandemic and current government regulations limit everyone's activities. Everyone was advised to comply with health protocols and government regulations. Therefore, the teacher decided to use this strategy because it was easier for students to learn it at home.

Based on the statement given by the teacher that the use of the strategy above was better in teaching English to students, especially in speaking skills. This was shown through the positive attitude given by the students towards these strategies. Students enjoy the strategies more. In addition, students were also more relaxed in following the lessons. When the teacher asked them to speak one by one in front of the classroom they dared to do so. Of course, it was very good for the development of their ability to speak in English.

Before applying the discussion and drilling strategies, the teacher also gave another strategy to students, namely conversation. However, when the teacher gave a conversation to the students, the students did not seem to enjoy the strategy. They look stiff in having a conversation. This strategy was quite effective when carried out directly in the classroom, but considering the current condition of the COVID-19 pandemic, the English teacher decided to turn it into a discussion and drilling strategies which were carried out through the use of songs. From the change in strategy given by the teacher, she saw a good response from the students. Students seem happier and enjoy using the strategy.

However, in terms of teaching-learning in the classroom, it was not always smooth. There were many things that unpredictable can happen in the learning and teaching process. Sometimes the students have difficulty collecting their tasks from the teacher and it makes the teacher cannot assess them. Even though it was like that, it did not become a barrier in the teaching and learning process of Junior High School in Balamoa. The English teacher still hopes to improve her strategy based on the comfort of the students at the school.

After conducting interviews with the eighth-grade English teacher of Junior High School in Balamoa, the researchers again arranged a time to meet with the eighth-grade students. Interviews with students of Junior High School in Balamoa were conducted directly to students one by one at the school. Junior High School students were required to come to school twice a week. These two days were used by students to come to school to meet teachers non virtually. Besides, the students can use the days to take assignments from the teacher, submit assignments that they have done to the teacher, and also students can also ask the teacher about material from the WhatsApp group that they do not understand. Seeing this, the researchers decided to meet with eighth-grade students on Wednesday, April 21, 2021.

It was a little hard to interview students in this place because they were shy. The researchers gave their understanding and persuaded them, then finally, they agreed to be interviewed one by one. When interviewed, the students also gave varied answers. In the first question, the researchers asked whether they liked English lessons or not. They all replied that they liked English lessons. It turns out that they have several reasons, namely because they study with friends, English lesson was good and interesting, English was their favorite subject, they enjoy learning English because they were happy to see people who can speak English. In addition to learning English, students of Junior High School in Balamoa also like to learn to speak English. This was because they all want to be able to speak English. They were given a discussion and drilling strategies by the teacher through the use of songs.

Students said that they had received another strategy, namely conversation, but at

this time the teacher only focused on discussion and drilling strategies using songs. They also like the use of songs to support their teacher's teaching strategies because some of them say that the song was fun, some like to sing and some even said singing was a hobby. When some of them feel shy to sing, the teacher would ask them to read the words in the song slowly. Students said that in terms of learning English they had difficulties especially when they spoke English. However, they said that their difficulties could be overcome with the guidance given by the teacher. Their teacher guides them patiently and slowly so that they can speak English well. They also feel happy and like the help given by the teacher in solving their problems in English, especially in speaking English. All students hope that in the future the teacher can improve the strategies used in teaching English to them, especially teaching speaking skills in English.

While the second data collection technique was to make observations. This activity was carried out to prove whether or not the statements of teachers and students in interview activities were true. This observation activity was carried out on the day of the student and teacher meeting at the school. As the researchers explained, there were two days a week in this school which were designed by the teacher as a day to share material between teachers and students of Junior High School in Balamoa. In the meetings of teachers and students at school, they did not have discussions inside but outside the classroom. This was due to government regulations that are not allowed to conduct the teaching and learning process in the classroom during the current COVID-19 pandemic. Therefore they did learn outside the classroom. Even though they study outside, they still follow the learning process well.

In the observation, the researchers observed the teaching and learning process carried out by teachers and students. In

delivering material to students, the teacher provides strategies in teaching, namely discussion and drilling. The teacher discusses the choice of songs that have been chosen with students and did drilling to students by playing songs to students and asking them to repeat the pronunciation of words in songs that they have heard. If students have difficulty pronouncing word by word in the song, the teacher would repeat the pronunciation directly for students and help them to pronounce it. So that students can produce the right pronunciation.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data that the researchers got from the interview and observation. The researchers conclude that there are two strategies that the teacher used in teaching speaking skills for the eighth-grade students of Junior High School in Balamoa. They are discussion and drilling. In implementing the strategies, the researchers used songs as a medium to support the use of the strategies. While the responses from the students are positive. They like, enjoy, and feel helped with the use of the strategies.

Suggestion

After seeing the results, the researchers give some suggestions to the teachers, the students, and researchers in the future. For a teacher, the researchers suggest further improving the strategy in teaching English, especially in teaching speaking skills, so that students are more interested in participating in the learning process. In addition, students are also suggested to be more disciplined in following the English learning process to understand the lesson better from the material that has been delivered by the teacher and the researchers hoped that this research can be useful for future researchers as a reference to enrich the next research that discusses teachers` strategy in speaking skill.

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STRATEGIES IN SPEAKING ENGLISH AT GRADE X STUDENTS

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Abstract

This study is analyzing the students' strategies in speaking English as a foreign language. It was conducted to the tenth-grade students. There were 36 students selected as the sample of the research. The researchers applied a descriptive method as the design. Interviews and questionnaires became the source of data in this study. The result of this study shows that the strategies used by students are: cognitive strategies, metacognitive strategies, communication strategies, social strategies, socio-affective strategies, direct strategies (memory and compensation), indirect strategies (affective), management, and planning strategies, communicative-experiential strategies, and interpersonal strategies. Most of the students use those strategies in their classroom activities and daily life based on their answers in the interview.

Keywords: Speaking Skill, Senior High School Students, Strategy.

BACKGROUND

The English teaching plan requires four skills. They are listening, speaking, reading, and writing. Among these skills, speaking is one of the most important skills in language learning. Through speaking, language learners can communicate with others to convey information and ideas and maintain social relationships. In addition, a large proportion of language students in the world learn English to communicate fluently. There are definitely above 1.5 billion speakers of English globally. And one of the ways to communicate is conducted through speaking.

Speaking ability also becomes the main objective of language learning especially in senior high school in Indonesia. The School-Based Curriculum also stipulates mandatory requirements for speaking skills. The curriculum states that in the curriculum, the English learning literacy of Senior High School Students must comply with the development of communication skills

mentioned in the national education and government regulations 22 UU year 2006 (Indonesia, 2009) regarding linguistic interaction in the content of high school content standards, high school teaching process should be a goal to cultivate oral and written communication skills in daily life. After graduating from high school, students are expected to be able to communicate proficiently in English.

Cognitive strategies involve manipulating or switching language in some direct way, such as taking notes. Compensation strategy is the act of compensating for lost knowledge. Use compensation strategies when speaking; however, communication can occur in other language skill areas. They continued and elaborated on indirect strategies including metacognition, emotion, and society; metacognition or transcendence strategies are used to provide control over the learning process. Emotional strategies are techniques

that can better control emotions. Social strategies are actions that involve others in the language learning process, such as asking questions. Direct strategies include memory strategies, cognitive strategies, and compensation strategies, and indirect strategies include metacognitive strategies, affective strategies, and social strategies.

Based on the above statements, it can be seen that language learning strategies are very important for students to increase their knowledge when learning a new language. It is also a parameter for students who master the language. If students do not have language-speaking strategies, they will not master English quickly and well.

According to the students' oral English problems, it can be inferred that each student has a certain tendency and ability to use certain learning strategies. Therefore, the use of various learning strategies is affected by the student's family background, experience, and personality. Because the students have their characteristics, they can use different learning strategies that are useful and comfortable for them. Therefore, this study investigates the speaking learning strategies used by first-year of senior high school students in a vocational school which in it, students are prepared to speak English for international relation or their further job.

Nature of Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing and receiving information. All normal human being in this world understands and speak to carry out every activity in their daily life. Every person speaks because they are living in a society that needs interaction with each other.

Speaking is a productive skill. According to Kuswandari (2018), the skill of speaking involves both receptive and productive participation. Concerning usage, speaking is active, productive, and makes use of an aural medium. Also, speaking refers to the realize the use of language in oral interaction and visual media, because it is an activity that makes full use of gestures and facial expressions.

The Concept of Strategy

There are multiple interpretations of the definition of strategy, but they all come from the same source. The word comes from the ancient Greek term "Strategia", used to refer to the tactics used to defeat the enemy. In the field of education, there is little difference in the usage of this word, but in this case, the enemy is the lack of student knowledge. Ghani (2003) defines language learning strategies as specific actions, behaviors, steps, or techniques that students frequently use to improve their progress in L2 developing skills; these can facilitate the internalization, storage, retrieval, or use of the new language. Zulfian et al. (2018) point out that different teaching strategies are simply different ways of helping students to learn−that is, different ways of helping them to achieve the learning outcomes that the teacher has decided are important. A strategy is a tool of autonomous participation necessary to develop communication skills.

In short, the teaching environment of the 21st century is determined by the globalized world in which students live. Harsh working conditions require students to maintain autonomy and efficiency in all fields. In this context, learning strategies have become necessary for cultivating students' language skills so that they can be self-sufficient and guide their learning process.

Speaking Learning Strategy

The success of language learning is influenced by the strategies used by the student. **It** is undeniable that foreign language learners must be equipped with proper learning strategies to learn the target language more effectively and efficiently because language learning is a conscious and strategic attempt. (O'Malley, J. M., Chamot, 1990). So, strategy is required for learners to acquire their target language.

Language learning strategies is a term that refers to processes and actions that are intentionally applied by language learners to help them learn or use language more effectively. Language learning strategies play an important role in L2/FL learning because language learning strategies can help students promote the acquisition, storage, retrieval, or use of information and increase self-confidence (Chang et al., 2007). In other words, language learning strategies play an important role in student learning activities; they can help students to solve their problems in learning foreign languages. (Jihad, 2016) states that language learners who use language-learning strategies more than others generally achieve greater language proficiency. Therefore, understanding what types of language learning strategies (LLS) and communication strategies (CS) students employ to develop their oral performance is of crucial importance.

Many researchers have classified language learning strategies (Rubin, 1987; O'Malley, 1985; Oxford, 1990; Stern, 1992). These categories are as follows:

a. Rubin's classification of language learning strategies

Rubin (1987) categorizes LLS into three main groups: Learning strategies, Communication strategies, and social strategies. The following is a summary of his classification:
1) Learning strategies (Cognitive learning strategies & Metacognitive learning strategies)
2) Communication strategies
3) Social strategies

Rubin (1987) believes that learning strategies include all strategies directly related to learning (cognitive) or strategies that indirectly involve the learning process (metacognitive). Concerning the statement above, cognitive means clarification, practice, memory, and follow-up; meta-cognition means planning, goal setting, and self-management. Based on Hismanoglu's opinion (2000), communication strategies are used to deal with communication difficulties, and social strategies are used for conditions in which individuals need to practice knowledge. In other words, when learners start to learn something, they can respond to specific learning circumstances and appropriately manage their learning.

b. O'Malley's classification of language learning strategies

O'Malley (1985) categorizes language learning strategies into three groups; Metacognitive strategies, Cognitive strategies, and Socio-affective strategies. The following classification for LLS can be presented as:
1) Metacognitive strategies: refer to strategies used to plan to learn and think about the learning process, monitor production, and understand or evaluate after completing activities.
2) Cognitive strategies: involve the direct manipulation of learning techniques, such as repetition, translation, deduction, etc.
3) Socio-affective strategies: deal with social transactions and activities.

c. Oxford's taxonomy of strategies

Oxford (1990) divides language learning strategies into two main categories; Direct strategies and Indirect strategies. Each category contains several sub-categories as:
1) Direct strategies
   a) Memory strategies: techniques that help students store new information in memory and retrieve it later.
   b) Cognitive strategies: involve manipulating or switching language in some direct way, such as taking notes.
   c) Compensation strategies: the act of compensating for lost knowledge.
   d) Communication strategies: use compensatory strategies when speaking; however, communication can occur in other language skill areas
2) Indirect strategies:

a) Metacognitive strategies are used to provide control over the learning process.
b) Affective strategies or emotional strategies are techniques that can better control emotions.
c) Social strategies involve other people's behaviors in the language learning process, such as asking questions and cooperating with peers.

d. Stern's classification of language learning strategies

Stern (1992) proposes five main language learning strategies:
1) Management and planning strategies
2) Cognitive strategies
3) Communicative-Experiential strategies
4) Interpersonal strategies
5) Affective strategies

Management and planning strategies can help students guide their learning. In other words, these strategies are used by individuals to set reasonable goals for themselves, choose appropriate methods and techniques, and evaluate their strategies. Cognitive strategies, because they are implicit, are directly related to learning and necessary analysis and problem-solving procedures, such as clarification, memory, etc. The purpose of the communication experience strategy is to solve the problem of communication overflow (Stern, 1992). Continuous interpersonal communication strategies are the methods students use to evaluate their performance. Finally, students use emotional strategies to deal with their emotional problems (Stern, 1992). Although different researchers have proposed these classifications, most of them are more or less the same.

METHOD OF THE RESEARCH

This study used the descriptive method. Furthermore, descriptive research determines and reports the thing. It means that descriptive research happens naturally and has no control over the condition and the situation, also can only measure what already exists. The reason why the researchers chose this title was to find out the students' strategies in speaking English. From the data, the researchers found the strategies that the students used in speaking English.

The population of this research was the first-year students in the 2020/2021 academic year at SMK N 2 Palu, Jl. Setia Budi, Palu consisting 17 classes. There were about 585 students, consisting of 275 male students and 310 female students. By knowing that the population was huge, therefore, for this research, the researchers only took one class by applying a random sampling technique.

In this research, tests and questionnaires were two instruments that the researchers used to collect the data. The interview was based on students' speaking fluency by asking one question only. While the questionnaire was based on the strategy students used in speaking English as a foreign language. The research was conducted in SMK Negeri 2 Palu, one of the vocational high schools in Palu.

In the implementation, the researchers gave the students questionnaire that used *Google Form* that they must answer. In this research, the researchers used a questionnaire as the main instrument. A questionnaire is a popular data collection method, but it is hard to design and requires several rewrites to produce acceptable questionnaire items. Through the questionnaire, the researchers obtained information and wanted to know what the students thought about these interesting strategies. Through questionnaire surveys, the researchers understand students' opinions about the oral learning process of English. Additionally, the researchers understand students' emotional, cognitive, and social skills in learning strategies. In this case, the researchers gave the students fifteen statements containing strategies that have been proposed by several experts, are:

Rubin (1987), O'Malley (1985), Oxford (1990), and Stern (1992).

After students finished responding to the questionnaire, the researchers conducted a meeting on *the Zoom* application to collect data on the test. The meeting facilitated an interview with students to answer one question about speaking English. In addition, the researchers used the interview as the second instrument. The researchers interviewed to find out students' speaking strategies in using English. The number of questions in this interview session consisted of one question of asking them about have they had ever spoken English before and would be developed if students' answers were yes. The result from the interview made it the researchers easy know kind of the strategies that students used to increase their speaking. It is also used to obtain more in-depth information about their English-speaking strategies from the topic.

FINDING AND DISCUSSION

Result of Questionnaire

The questionnaire was addressed to the thirty-six students which were intended to get information concerning the problem statement of this research. The questionnaire consisted of fifteen questions distributed to the students. The students were expected to choose the answer based on what they perceived, as follow: (1) I ask my classmate or teacher about a word or phrase, (2) I use dictionary for communicative activities in class, (3) I use synonyms or explain what I want to say, (4) Pronounce a word or phrase, I say it in Indonesian, (5) Pronounce a word or phrase, I use my gestures and hands, (6) I ask my interlocutor to repeat a word or phrase, (7) I connect a word or phrase with a word I understand, (8) I use words and phrases that are generally known, (9) I put together some ideas in my mind before speaking, (10) To spin out the time, I use fillers such as: and, well, etc, (11) I repeat the last word or phrase I said to spin out time, (12) I do not think too much before speaking

so the idea can flow buy itself when I speak English, (13) I ask my interlocutor to repeat or explain in a different word or phrase, (14) I told my interlocutor when I did not understand something, (15) I will just keep quiet and not respond to my interlocutor. These statements were responded to by the students in frequency options; Always, Sometimes, Seldom, and Never.

The responses of students are presented in tables. The following tables show statements based on theories that have been explained in chapter II with each percentage, those are:

The theories from Rubin (1987) are presented in table 4.1 that includes statement number 3, table 4.2 that includes statement number 7, and table 4.3 that includes statement number 8 from the Questionnaire sheet.

Table 4.1 Rubin (1987)

Item	Statement	Options	Frequency	Percentage
3	I use synonyms or explain what I want to say	Always	10	28%
		Sometimes	16	44%
		Seldom	7	19%
		Never	3	8%
	Total		36	100%

Table 4.1 shows data on the students' frequency in using synonyms in speaking English. There are 16 students (44%) that sometimes use synonyms in speaking English, 10 students (28%) who always use synonyms in speaking English, 7 students (19%) that seldom use synonyms in speaking English, and 3 students (8%) that never use synonyms in speaking English.

Table 4.2 Rubin (1987)

Item	Statement	Options	Frequency	Percentage
7	I connect a word or phrase with a word I understand	Always	24	67%
		Sometimes	11	31%
		Seldom	0	0%
		Never	1	3%
	Total		36	100%

Table 4.2 indicates data on the students' frequency in connecting words or phrases with a word they understand in speaking English. It is found that 24 students (67%)

who always connect word or phrase with a word they understand in speaking English, 11 students (31%) that sometimes connect word or phrase with a word they understand in speaking English, 0 students (0%) that seldom connect word or phrase with a word they understand in speaking English and 1 student (3%) that never connect word or phrase with a word they understand in speaking English.

Table 4.3 Rubin (1987)

Item	Statement	Options	Frequency	Percentage
8	I use words and phrases that are generally known	Always	17	47%
		Sometimes	15	42%
		Seldom	1	3%
		Never	3	8%
	Total		36	100%

Table 4.3 presents data on the students' frequency in using general words and phrases in speaking English. There are 17 students (47%) who always use general words and phrases in speaking English, 15 students (42%) that sometimes use general words and phrases in speaking English, 1 student (3%) that seldom use general words and phrases in speaking English, and 3 students (8%) that never use general words and phrases in speaking English.

Furthermore, the theories from O'Malley (1985) are presented in table 4.4 that consists of statement number 6, table 4.5 that consists of statement number 11, and table 4.6 that consists of statement number 13 from the Questionnaire sheet.

Table 4.4 O'Malley (1985)

Item	Statement	Options	Frequency	Percentage
6	I ask my interlocutor to repeat a word or phrase	Always	7	19%
		Sometimes	17	47%
		Seldom	6	17%
		Never	6	17%
	Total		36	100%

Table 4.4 shows data on the students' frequency in asking interlocutors to repeat a word or phrase in speaking English. It is found that 17 students (47%) sometimes ask their interlocutor to repeat a word or phrase in speaking English, 7 students (19%) who always ask their interlocutor to repeat a word or phrase in speaking English, 6 students (17%) that seldom ask their interlocutor to repeat a word or phrase in speaking English, and 6 students (17%) that never ask their interlocutor to repeat a word or phrase in speaking English.

Table 4.5 O'Malley (1985)

Item	Statement	Options	Frequency	Percentage
11	I repeat the last word or phrase I said to spin out time	Always	11	31%
		Sometimes	16	44%
		Seldom	7	19%
		Never	2	6%
	Total		36	100%

Table 4.5 indicates data on the students' frequency in repeating the last word or phrase to spin out time in speaking English. There are 16 students (44%) that sometimes repeat the last word or phrase to spin out time in speaking English, 11 students (31%) who always repeat the last word or phrase to spin out time in speaking English, 7 students (19%) that seldom repeat the last word or phrase to spin out time in speaking English, and 2 students (6%) that never repeat the last word or phrase to spin out time in speaking English.

Table 4.6 O'Malley (1985)

Item	Statement	Options	Frequency	Percentage
13	I ask my interlocutor to repeat or explain in a different word or phrase	Always	6	17%
		Sometimes	12	33%
		Seldom	9	25%
		Never	9	25%
	Total		36	100%

Table 4.6 presents data on the students' frequency in asking interlocutors to repeat or explain in different words or phrases in speaking English. There are 12 students (33%) that sometimes ask their interlocutor to repeat or explain in a different word or phrase in speaking English, 6 students' (17%) who always ask their interlocutor to repeat or explain in a different word or phrase in speaking English, 9 students (25%) that seldom ask their interlocutor to repeat or explain in a different word or phrase in

speaking English, and 9 students (25%) that never ask their interlocutor to repeat or explain in a different word or phrase in speaking English.

Table 4.7 Oxford (1990)

Item	Statement	Options	Frequency	Percentage
1	I ask my classmate or teacher about a word or phrase	Always	10	28%
		Sometimes	17	47%
		Seldom	7	19%
		Never	2	6%
	Total		36	100%

Table 4.7 shows data on the students' frequency in asking their classmate or teacher about a word or phrase in speaking English. There are 17 students (47%) that sometimes ask their classmate or teacher about a word or phrase in speaking English, 10 students (28%) who always ask their classmate or teacher about a word or phrase in speaking English, 7 students (19%) that seldom ask their classmate or teacher about a word or phrase in speaking English, and 2 students (6%) that never ask their classmate or teacher about a word or phrase in speaking English.

Additionally, the theories from Oxford (1990) are presented in table 4.7 involves statement number 1, table 4.8 involves statement number 4, table 4.9 involves statement number 10, and table 4.10 involves statement number 15 from the Questionnaire sheet.

Table 4.8 Oxford (1990)

Item	Statement	Options	Frequency	Percentage
4	Pronounce a word or phrase, I say it in Indonesian	Always	20	56%
		Sometimes	11	31%
		Seldom	2	6%
		Never	3	8%
	Total		36	100%

Table 4.8 indicates data on the students' frequency in pronouncing a word or phrase using Indonesian in speaking English. It is found that 20 students (56%) who always pronounce a word or phrase use Indonesian in speaking English, 11 students (31%) that sometimes pronounce a word or phrase use Indonesian in speaking English, 3 students (8%) that never pronounce a word or phrase use Indonesian in speaking English, and 2 students (6%) that seldom pronounce a word or phrase use Indonesian in speaking English.

Table 4.9 Oxford (1990)

Item	Statement	Options	Frequency	Percentage
10	To spin out the time, I use fillers such as: and, well, etc	Always	22	61%
		Sometimes	9	25%
		Seldom	2	6%
		Never	3	8%
	Total		36	100%

Table 4.9 presents data on the students' frequency in using fillers such as: and, well, etc. to spin out time in speaking English. There are 22 students (61%) who always use fillers to spin out time in speaking English, 9 students (25%) that sometimes use fillers to spin out time in speaking English, 3 students (8%) that never use fillers to spin out time in speaking English, and 2 students (6%) that seldom use fillers to spin out time in speaking English.

Table 4.10 Oxford (1990)

Item	Statement	Options	Frequency	Percentage
15	I will just keep quiet and not respond to my interlocutor	Always	2	6%
		Sometimes	9	25%
		Seldom	6	17%
		Never	19	53%
	Total		36	100%

Table 4.10 shows that data on the students' frequency in just keep quiet and not respond to an interlocutor in speaking English. It is found that 19 students (53%) never just keep quiet and not respond to an interlocutor in speaking English, 9 students (25%) that sometimes just keep quiet and not respond to an interlocutor in speaking English, 6 students (17%) that seldom just keep quiet and not respond to an interlocutor in speaking English, and 2 students (6%) who always just keep quiet and not respond to an interlocutor in speaking English.

Lastly, the theories from Stern (1992) are presented in table 4.11 that enclose

statement number 2, table 4.12 that enclose statement number 5, table 4.13 that enclose statement number 9, table 4.14 that enclose with statement number 12, and table 4.15 that enclose statement number 14 from Questionnaire sheet.

Table 4.11 Stern (1992)

Item	Statement	Options	Frequency	Percentage
2	I use a dictionary for communicative activities in class	Always	11	31%
		Sometimes	15	42%
		Seldom	9	25%
		Never	1	3%
	Total		36	100%

Table 4.11 indicates data on the students' frequency in using a dictionary for communicative activities in speaking English. There are 15 students (42%) that sometimes use a dictionary for communicative activities in speaking English, 11 students (31%) who always use a dictionary for communicative activities in speaking English, 9 students (25%) that seldom use a dictionary for communicative activities in speaking English, and 1 student (3%) that never use a dictionary for communicative activities in speaking English.

Table 4.12 Stern (1992)

Item	Statement	Options	Frequency	Percentage
5	Pronounce a word or phrase, I use my gestures and hands	Always	7	19%
		Sometimes	19	53%
		Seldom	6	17%
		Never	4	11%
	Total		36	100%

Table 4.12 presents data on the students' frequency in using gestures and hands to pronounce a word or phrase in speaking English. It is found that 19 students (53%) sometimes use gestures and hands to pronounce a word or phrase in speaking English, 7 students (19%) who always use gestures and hands to pronounce a word or phrase in speaking English, 6 students (17%) that seldom use gestures and hands to pronounce a word or phrase in speaking English, and 4 students (11%) that never use gestures and hands to pronounce a word or phrase in speaking English.

Table 4.13 Stern (1992)

Item	Statement	Options	Frequency	Percentage
9	I put together some ideas in my mind before speaking	Always	25	69%
		Sometimes	8	22%
		Seldom	1	3%
		Never	2	6%
	Total		36	100%

Table 4.13 shows the data on the students' frequency in putting together some ideas in mind before speaking in speaking English. There are 25 students (69%) who always put together some ideas in mind before speaking in speaking English, 8 students (22%) that sometimes put together some ideas in mind before speaking in speaking English, 2 students (6%) that never put together some ideas in mind before speaking in speaking English, and 1 student (3%) that seldom putting together some ideas in mind before speaking in speaking English.

Table 4.14 Stern (1992)

Item	Statement	Options	Frequency	Percentage
12	I do not think too much before speaking so the idea can flow by itself when I speak English	Always	4	11%
		Sometimes	14	39%
		Seldom	15	42%
		Never	3	8%
	Total		36	100%

Table 4.14 indicates that data on the students' frequency in do not think too much before speaking so the idea can flow by itself in speaking English. It is found that 15 students (42%) seldom do not think too much before speaking so the idea can flow by itself in speaking English, 14 students (39%) that sometimes do not think too much before speaking so the idea can flow by itself in speaking English, 4 students (11%) who always do not think too much before speak so the idea can flow by itself in speaking English, and 3 students (8%) that do not think too much before speak so the idea can flow by itself in speaking English.

Table 4.15 Stern (1992)

Item	Statement	Options	Frequency	Percentage
14	I told my interlocutor when I did not understand something	Always	18	50%
		Sometimes	13	36%
		Seldom	3	8%
		Never	2	6%
	Total		36	100%

Table 4.15 presents data on the students' frequency in told interlocutor when did not understand something in speaking English. There are 18 students (50%) who always told their interlocutor when did not understand something in speaking English, 13 students (39%) that sometimes told their interlocutor when did not understand something in speaking English, 3 students (8%) that seldom told their interlocutor when did not understand something in speaking English, and 2 students (6%) that never told their interlocutor when did not understand something in speaking English.

The questionnaire was given on 23rd June 2021. The result of the questionnaire was analyzed by using the percentage from spreadsheets in *Google Form*.

Result of Interview

The interview was addressed to the sixteen students of tenth-grade SMK Negeri 2 Palu to get the data that supported this research on June 23rd, 2021. The researchers interviewed each student by asking 4 oral questions. The researchers described the result of the interview descriptively.

Table 4.16 Question 1

No.	Question	Answer	Frequency	Percentage
1	Have you ever spoken English before?	Yes	16	100%
	Total		16	100%

Table 4.16 shows the answer of students on the question of whether or not they have ever spoken English before that all of the students or 16 students that interviewed have been ever spoken English before.

Table 4.17 Question 2

No.	Question	Answer	Frequency	Percentage
2	When did you speak English before?	Primary School	2	13%
		Junior High School	11	69%
		Tutoring Class	1	6%
		A few months ago	1	6%
		One week ago	1	6%
	Total		16	100%

Table 4.17 presents those 11 students or 69% of the students spoke English when they were a student in Junior High School, 2 students or 13% of them spoke English when they were a student in Primary School, 1 student or 6% of them spoke English when they were in Tutoring Class, 1 student or 6% of them spoke English a few months ago, and 1 student or 6% of them spoke English one week ago.

Table 4.18 Question 3

No.	Question	Answer	Frequency	Percentage
3	To whom did you speak English before?	Sister	1	6%
		Classmate	6	38%
		English Teacher	4	25%
		Friends	5	31%
	Total		16	100%

Table 4.18 displays the answers of 16 students or 38% spoke English with their Classmate before, 5 students or 31% of them spoke English with their Friends before, 4 students or 25% of them were spoke English with their English Teacher before, and 1 student or 6% of them spoke English with her sister before.

Table 4.19 Question 4

No.	Question	Answer	Frequency	Percentage
4	What did you talk about when you were speaking English before?	Grammar	1	6%
		Dialogue	1	6%
		Storytelling	1	6%
		Foods	1	6%
		Self-introduction	3	19%
		English Course	3	19%
		Forgot	1	6%
		Daily Life	1	6%
		Internet Game	1	6%
		Football Match	1	6%
		Homework	1	6%
		School Life	1	6%
	Total		16	100%

Table 4.19 shows that 3 students or 19% of them were talked about Self-Introduction

when they spoke English before, 3 students or 19% of them talked about English Course, 1 student or 6% of them talked about Grammar, 1 student or 6% of them talked about Dialogue, 1 student or 6% of them talked about Storytelling, 1 student or 6% of them talked about Foods, 1 student or 6% of them talked about Daily Life, 1 student or 6% of them talked about Internet Game, 1 student or 6% of them talked about Football Match, 1 student or 6% of them talked about Homework, 1 student or 6% of them talked about School Life, and 1 student or 6% of them forgot what he talked about when he spoke English before.

Most of the students were starting to speak English when they were in Junior High School with their friend, classmate, or their English teacher and all of the students that were already interviewed have been spoken English before. The most topic they were talked about was self-introduction and the English course, which contained dialogue and storytelling.

Discussion

This part presents the discussion of the research findings. In the process of conducting the research, the researchers interviewed sixteen students to know the basic information about their experience in speaking English as a foreign language. The main point that the researchers got from the interview was all of the students have been spoken English before. Another point that the researchers got was they start speaking English when they were in Junior High School, Primary School, Tutoring Class, and a few months ago. Additionally, most of the students were spoken English with their Classmate, English Teacher, and their friends when they start to speak English. Moreover, Self-Introduction and English Course were most topics talked about by the students' when they start to speak English. There are also some responses from students after the questionnaire session that they frequently used those strategies from the

questionnaire in daily life but it helps them to speak English in classroom activities. Therefore, not entirely of the students can speak English fluently.

The result of the questionnaire from students shows that the students mostly used management and planning strategies to help them as foreign language learners to direct their learning speaking strategy, such as using a dictionary and body language that consisted of gestures of hand and body to speak as explained below.

There are three statements in the questionnaire sheet that contains Rubin's (1987) theories that describe data in table 4.1 explains the students' frequency in using synonyms in speaking English. From the data that have been explained in the result of the Questionnaire, it can be determined that using synonyms in speaking English is considered as one strategy. It is found that almost 50% of 36 students used synonyms in speaking English. Secondly, table 4.2 describes data on the students' frequency in connecting words or phrases with a word they understand in speaking English. From the data, it can be determined that connecting a word or phrase with a word they understand in speaking English is considered as one of strategy that more than 50% of 36 students used in speaking English. Lastly from Rubin's (1987) theories, table 4.3 defines data on the students' frequency in using general words and phrases in speaking English. From the data that have been explained before, it can be determined that using general words and phrases in speaking English is considered as one of strategy that almost 50% of 36 students used in speaking English. Those are means that theories from Rubin's (1987) that contain cognitive and metacognitive strategies, communication strategies, and social strategies are already familiar for students to use in speaking English.

There are also three statements in the Questionnaire sheet that contain theories from O'Malley's (1985) that explains data in

table 4.4 which describes the students' frequency in asking interlocutor to repeat a word or phrase in speaking English. From the data, it can be determined that asking interlocutors to repeat a word or phrase in speaking English is considered as one of strategy that almost 50% of 36 students used in speaking English. Moreover, data in table 4.5 that defines the students' frequency in repeating the last word or phrase to spin out time in speaking English shows that it is considered as one of strategy that almost 50% of 36 students used in speaking English. Lastly from O'Malley's (1985) theories in table 4.6 presents that data on the students' frequency in asking interlocutors to repeat or explain in a different word or phrase in speaking English can be determined as one of strategy that almost 50% of 36 students used in speaking English.

From Oxford's (1990) theories there are 4 statements contained in the Questionnaire sheet. First, Table 4.7 presents the data on the students' frequency in asking classmates or teachers about a word or phrase in speaking English. It can be determined as one of the strategies that almost 50% of 36 students used in speaking English. Also, data in table 4.8 describes the students' frequency in pronouncing a word or phrase using Indonesian in speaking English. It is determined as one of the strategies that almost 50% of 36 students used in speaking English. Furthermore, table 4.9 defines students' frequency in using fillers such as: and, well, etc. to spin out time in speaking English. This is can be determined as one of the strategies that almost 50% of 36 students used in speaking English. Last from Oxford's (1990) theories in table 4.10 shows that data on the students' frequency in just keep quiet and not respond to an interlocutor in speaking English considered as one of strategy that almost 50% of 36 students used in speaking English.

Another five statements contained in the Questionnaire sheet were theories from

Stern's (1992) that define data in table 4.11 on the students' frequency in using a dictionary for communicative activities in speaking English. This is considered as one of the strategies that almost 50% of 36 students used in speaking English. For table 4.12, it describes the data on the students' frequency in using gestures and hands to pronounce a word or phrase in speaking English. It is also determined as one of the strategies that almost 50% of 36 students used in speaking English. While table 4.13 explains the students' frequency in putting together some ideas in mind before speaking in speaking English. It is can be determined as one of the strategies that more than 50% of 36 students used in speaking English Furthermore, table 4.14 presents the students' frequency in not thinking too much before speaking so the idea can flow by itself in speaking English. This is considered as one of the strategies that more than 50% of 36 students used in speaking English. Last, table 4.15 shows the students' frequency in telling interlocutors when they did not understand something in speaking English. This is determined as one of the strategies that more than 50% of 36 students used in speaking English.

Based on the explanation above, the speaking strategies proposed by Stern in 1992 were the most speaking strategies used by the tenth-grade students of SMK Negeri 2 Palu. Stern proposes five main language-speaking strategies as Management and planning strategies that help students as foreign language learners to direct their learning such as using a dictionary and body language. Cognitive strategies that require problem-solving such as brainstorming. Communicative experiential strategies that overflow of communication such as students' do not think too much before speaking so the idea can flow by itself when they speak English. Interpersonal strategies that evaluate their performance and affective strategies that to deal with their emotional

problems such as they told their interlocutor when they did not understand something.

Another speaking strategy that was mostly used by the students was proposed by Oxford in 1990. Oxford divides language-speaking strategies into two main categories as Direct strategies consist of memory that helps learners to store new information, cognitive strategies that involve manipulation or transformation, compensation strategies that are used to compensate for missing knowledge, and communication strategies that occur in other language areas. Furthermore, indirect strategies consist of metacognitive strategies that are used to provide control over the learning process, effective strategies that techniques to gain better control over students' emotions, and social strategies that involve other people in the language learning process such as questioning.

CONCLUSION AND SUGGESTION

Conclusion

After the researchers conducted the interview, questionnaire, and analyzed the data, the researchers comes to conclude that the tenth-grade students of SMK Negeri 2 Palu have 10 strategies in speaking English as a foreign language, those strategies are cognitive strategies, metacognitive strategies, communication strategies, social strategies, socio-affective strategies, direct strategies (memory and compensation), indirect strategies (affective), management and planning strategies, communicative-experiential strategies, and interpersonal strategies. In addition, some of the students have strategies in speaking English besides the theories already explained such as taking notes.

Suggestion

Based on the conclusion, the researchers provide some suggestions. Those are, the students should have awareness how to motivate themselves to speak English word more often, such as reading English books or novel, listening to the English songs, and watching English movie. It will be helpful to improve their strategy in speaking English. Also, due to the Covid-19 pandemic, the researchers conducted interviews with students online by meeting on the *Zoom* application and provided them with questionnaires in *Google* Forms to answer. Having this experience, the researchers suggest further researchers collect data offline, because some students find it difficult to respond to certain instruments items online. Lastly, the researchers hope this research can contribute to the improvement of English teaching and learning especially for the students themselves.

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AN ANALYSIS OF GRADE ELEVEN STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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Abstract

This research aims in finding out the Grade XI students' ability in writing descriptive text. It applied the descriptive method. The subject was the grade eleven students, with 31 students taken from one class by using a random sampling technique. The data of the research were collected by carrying out the interview, questionnaire, and test. The result of this research indicates that students' ability in writing the descriptive text was categorized as 'excellent' with a mean score of 87.5.

Keywords: Writing, Ability, Descriptive Text.

BACKGROUND

English is the easiest way to communicate with people from other countries about many aspects of human life such as technology, economy, social, and politics. In Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should learn. In the educational system in Indonesia, English is included in curriculum K13, starting from elementary to university levels.

In teaching and learning English, there are four skills such listening, speaking, reading, and writing that students should learn. In this research, the researcher focuses on writing skills. Writing is categorized as a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to organize and express them into sentences and paragraphs that enable a reader to understand the ideas of the written works.

Teaching writing is an ongoing process that facilitates in several ways. Teaching writing appropriately is important to facilitate the mastery of students' second language. Teaching writing is important for students because it can help students recognize thoughts, opinions, and ideas that are worth sharing with the world.

Descriptive text is a text that presents information about something. In a descriptive text, the information conveyed is very general. It provides information about the subject as the topic of the text. Even though it looks easy to learn, students have some difficulties in learning this material. The students do not know how to develop them to produce a descriptive text.

In a descriptive text, the students have to organize their thinking logically and when they want to describe people, places, or things then they have to be able to communicate with people in detail. The reason why the researchers chose descriptive text is that in the second year students in high school have also learned to the writing descriptive text in the first semester. Therefore, the researcher assumes that students already know about the descriptive text.

The researcher focuses her research on the students' ability in writing descriptive text. Their writing ability involves how they develop and organize their ideas, use appropriate vocabulary, write sentences with correct grammar and mechanics. There are generic structures of descriptive, writing which are identification, description, and conclusion. Identification is the part of the text where the students can identify the phenomenon while a description is a part where the students could describe qualities, parts, and characteristics. the conclusion is cluing the end of the text.

The researcher assumes based on her experience in learning English especially in writing descriptive text that there are some difficulties. The first, in developing ideas; the problem is the students wrote many main ideas in one paragraph. The second, in organizing; the problem is the ideas to write a descriptive text. Third, the students found difficulties in grammar. Fourth, when students process writing sentences, many problems could be found. Some students had a lack of vocabulary and they also got difficulties in developing ideas related to their topic. The last difficulty was related to spelling, punctuation, and capitalization.

Based on the cases explained above, the researcher intends to analyze and find out the students' writing ability especially in descriptive text.

The Nature of Writing

Writing is one of the important language skills that we must learn. Through writing, we could express our feelings, give messages to others, make transactions, and do many more things that we could do through writing. As we know, learning to write in a second language is not only *writing things down* and writing is one of the four basic skills which are very complex and difficult to learn.

Writing is a process to give ideas and messages. Hermanita and Tarina (2013) state that writing is a way to convey messages and ideas that are made in the form of writing on a piece of paper or other fields. This is the act of making a mark on a surface. Specifically, writing is a kind of expression in language created by a certain set of symbols, which have conventional values to represent certain visually arranged words. This means that writing is a way to convey messages and ideas, expressed through language created through symbols and visual arrangement.

Descriptive Text

Descriptive text is the process of describing something in detail. According to Noprianto (2017) explain that descriptive text is a depiction process that is carried out through clear sequencing of its characteristics, starting from naming, classifying, and handling attributes, behaviors, functions, and so on so that readers or listeners can pay attention to what is written by the author. about as if they could directly see it through their own eyes. Similar to Husna (2017) also explain that descriptive text is a text that describes something so that the reader or listener can get the same understanding as what the writer experienced with his/her six senses: appearance, smell, taste, action, taste, and sound.

Base on the explanation above, researchers conclude that descriptive text is a process of describing which has a detailed order according to its characteristics so that the reader or listener can feel or see it for real.

General Concepts of Descriptive Writing

Descriptive writing is writing that describes a person, place, thing, or idea in detail. Definition of descriptive writing, according to McCarthy (1998) is a writing domain that develops images through the appropriate use of sensory words and phrases, and through devices such as metaphors and the sound of words. McCarthy (1998) also explains that writing descriptively appropriately makes us think

about beautiful poems, vivid story paragraphs that help us see the setting of a forest or seascape or city street, about passages that show us people acting, speaking, and feeling in a way that makes them believable and real to us. This means that descriptive writing makes the reader imagine what is in the writing more deeply if the writer describes something in great detail.

Writing Analysis

In assessing students' writing skills, teachers must take several steps, the steps according to Harris (1988):

1) Previously decided on the appropriate research basis. Determine the value of emphasis to be given to various writing factors, such as content, formal grammar, style, and mechanics. The composition scoring consists of :
   a) The teacher must determine the number of scores on each criterion. In all criteria, the total score is a composition score.
   b) The teacher should make a general assessment for all criteria. The criteria are classified into several categories, such as poor, good, excellent, etc. Classification is based on categorical standards. However, it should also consider the performance of the class in general.

   The number of teachers should be considered in selecting the system. If there is only one teacher in the class, it is better to use the first method. However, if there are multiple scores to mark the composition, the second method is more appropriate to give a general impression for the essay.

2) If possible assess students' papers anonymously. However, it will be very difficult to apply this method if the number of students is very small in a certain class. The teacher, of course, still remembers the students' handwriting and style. When the numbers permit, on the other hand, anonymous scoring is highly desirable, for identifications of papers often leads quite unconsciously to score bias.

Papers may be scored anonymously simply by having the students put their names on the unusual back of the sheets or on the cover of the test booklets which may all be folded back before scoring begins.

3) Before the teacher assesses any paper, the teacher scans several papers to determine the general standard. Decide, for instance, a high, high-medium, low-medium, and low paper to serve the models. Then, as a teacher score the papers, return occasionally to the earlier models to ensure that the standards which are determined before are not shifting.

4) Each theme has at least two independent readers. Starting with a practice session, beforehand for all readers in which they mutually agree on the rating of the sample papers to determine a general standard and create a score for each component of the average score or number of more than one reader. When the second reader disagrees, then asks the paper to be read a third time and accepts the one that is closer to the experiment that has been shown by the third reader.

In short, the steps that teachers should do in assess students' written texts are; first is to determine the basis of the assessment, the second step is to rate student papers anonymously, the third step is to scan the paper to determine the standard score and the last step is to ask some readers to rate the students' paper.

The Elements of Writing

The teacher should know the five general components in elements of writing because these are important for a teacher to know and could make it easier for teachers to assess students' writing text. The five components are :

1) Developing Ideas

Developing ideas is thinking deeply about a topic and analyzing various aspects of writing. Generating ideas and sparking creativity are very important before completing a writing assignment. This requires students to express their understanding through the ideas which they have. Barnet and Stubbs (1986) stated that "a good paragraph has unity (it makes a point, or indicates where a topic unit begins and ends)". To have paragraphs, students must make ideas into sentences.

2) Organizing ideas

In writing, organizing ideas is how the ideas are put into writing. The organization of ideas refers to writing and how the paragraphs and sentences are written or organized according to the provisions of the aspects in writing. A plot in writing influences the reader to interpret ideas, so ideas have to be organized. In organizing ideas, the students should use two components of the generic structure of descriptive writing, which are identification and description. In the identification component, students must identify the phenomenon to be described. That is, in the description component, the students should describe the parts, properties, and characteristics of objects.

Gerot and Wignell (1994) stated that "there are two components in descriptive text, (1) identification; identify the phenomenon to be described, and (2) description; describe parts, qualities, and characteristics". In the identification component, students must identify the phenomenon to be described. That is, in the description component, the students should describe the parts, properties, and characteristics of objects.

3) Grammar

Grammar is the rule in using language that regulates the structure of words, sentences, and sounds. Grammar could help people to learn a language. In learning a language we will learn the grammar of that language. In grammar, there are rules of language structure. If we use language using good grammar it will make it easier for people to understand what we are saying.

In grammar, there are tenses. Tenses are the concepts of a sentence that explain the occurrence and time of a statement. The present tense is tenses that are often used in descriptive text and also in daily activity. In factual point of view description, for example; eating, bathing, sleeping, etc. According to Knapp and Watkins (2005) the parts of speech used are :

a) Simple present tense

According to Hashemi and Murphy (2004), a speaker use the present simple to talk about things in general. He uses it to state that something happens all the time or repeatedly, or that something is true in general. While Leki & Azar (1982) states in general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the future.

Simple Present Tense: $S + V + E/ES + O$

Example: Dhita always brings some novel in her tote bag.

b) Adjective

The adjective is one of the word classes that explains nouns. The adjective has some functions in a description. Adjectives are used to add more information to nouns and technical, every day or literary, depending on the text type; for example:
Technical: Kue rambutan is wrapped with chocolate and abundant topping.
Everyday: Durian has a sharp smell
Literature: His very sharp eyes give a frightening impression to his enemies
Adjectives are often used in literary descriptions that have an impact on the emotions of the reader because maybe it combined with verbs and adverbs.

4) Vocabulary

Vocabulary is the basic stage in learning a language. Having a lot of

vocabulary will help you master a language faster. All vocabulary could be used in writing. According to Hadfield & Hadfield (2007) vocabulary is divided into two kinds, those are; a) productive vocabulary or active is words that can be generated by themselves, b) receptive vocabulary or passive is words that they never produce, but they understand.

5) Mechanics

Mechanics is the rules of writing in the placement of spelling, punctuation, capital letters, etc. Without mechanics, writing will not be neatly arranged. An example of mechanics is when writing begins with a capital letter, such as; My sister speaks English fluently. Examples of violations of mechanical rules, such as; my sister speaks English fluently.

Punctuation in mechanics is very important. Punctuation makes writing easy to understand, clear and consistent. Here are four functions of punctuation, those are;

a) Grammatical structure marking
   Commas and periods are used to mark words, phrases, and clauses, for example:
   However, the child realized it, he began to cry, he realized that his mother had died.
b) Instructions for reading text aloud (prosody)
   The use of commas, question marks, and exclamation points, for example:
   Where are you going? Turn right, Run!
c) Highlighting semantic units (blocks of the meaning)
   The use colons and semicolons, for example:
   His eyes glazed over; he is sleepy.
   Shopping list: tissue; chocolate; glasses; biscuits; toothpaste and pears.
d) Emphasize meaning by using graphic dimensions
   Heavy use of exclamation points, scare quotes, capitalization, etc. As an example:

My 'sister' is a psychopath. She KILLED all of her friends!!!

In short, there are several aspects that a teacher should consider when a teacher analyzes a student's written text. These aspects are content, form, grammar, style, and mechanics that are basic in students' written texts. In writing, all these components can not be separated from each other to produce good writing.

Components of the Rubric

There are several components of the rubric in assessing student performance. Those are the components :

1) Criteria
   Criteria are indicators and standards used to assess students' writing performance. The writing aspect has several different criteria. The criteria represent the quality of performance that students should do.
2) Level
   The level is used as a measure of the extent to which the quality of student performance in writing. Describe the quality level of student performance in several ways. Experts use descriptive scales such as; "less", "enough", "good", and "expert".
3) Descriptors
   Descriptors describe students' achievement in each performance and assessment aspect. Descriptors make it easier for teachers to assess student work.

METHOD OF THE RESEARCH

This is descriptive research. The researcher involved herself deliberately in collecting data. It referred to the activity of collecting data from the subject of the research by using an instrument to get a description of the revealed problems.

The subject of this research is the grade eleven students of SMA Negeri 3 Palu. The subject consisted of thirteen classes (MIA 1-

7, IPS 1-5, and Bahasa 1). The researcher used a random sampling technique in this research. The subject of this research is one class.

This research conducted at SMA Negeri 3 Palu, focusing at grade eleven students. It is located at Jl. Dewi Sartika No. 104. Palu, Sulawesi Tengah.

Before collecting data, the researcher conducted the observation first. The researcher used three instruments. The instruments are interviews, questionnaires, and tests. The instruments were used to find out the students' ability in writing descriptive text.

Procedures of Data Collection**.** The first is an interview. In this research, the interview was given to the teacher. The purpose of the interview is to find out more information related to students' ability in writing descriptive text. It is additional information to support the result of the data. It consists of five items. The second is a questionnaire. The researcher gave the questionnaire to students. The purpose of the questionnaire is to find out more information related to students' ability in writing descriptive text. It is additional information to support the result of the data. It consists of seven items.

Test

Last is a test. The researcher gave the test to the students. The purpose of the test is to find out students' ability in writing descriptive text. The researcher used the scoring criteria adapted from Hughes (2003). Scoring criteria are as follows :

Aspects	Criteria	Scores	Categories
Content: Topic development	- Thoroughly develop topics	10	Very good
	- Less detail, but relevant to the topic	9	Good
	- Not qualified in topic development	8	Fair
	- Have no knowledge of the topic	7	Poor
Organization: Paragraph structure	- Write paragraph structures correctly	5	Very good
	- Lack of organized but ideas stand out	4	Good
	- Incoherent ideas and lacks logical sequencing	3	Fair
	- Does not write paragraph correctly	2	Poor
Vocabulary: Choice diction	- Accurate and effective in words/diction selection	10	Very good
	- Not effective in using words/diction, but accurate	9	Good
	- Use less accurate words/diction, but the meaning is clear	8	Fair
	- Meaning becomes unclear, due to mistakes in choosing diction/words	7	Poor
Grammar: Sentence structure/ construction	- Correctly in using the tenses, pronouns, subject-verb agreement, etc.	10	Very good
	- Errors in tense, subject-verb agreement, etc., but the meaning is clear	9	Good
	- Errors in tense, subject-verb agreement etc. and the meaning is not clear	8	Fair
	- Dominated by errors, because they do not understand grammar	7	Poor
Mechanics: Spelling, punctuation and capitalization	- No errors in mechanics	5	Very good
	- Some errors in mechanics, but the meaning is clear	4	Good
	- Many mechanical errors and unclear meaning	3	Fair
	- Dominated by errors in mechanics	2	Poor
Total Score 1-40			

Source: Hughes (2003).

The researcher used final scores categories from Shukla and Limbasiya (2015), as follow:

Range of Final Scores	Categories
86-100	Excellent
76-85	Very Good
60-75	Good
55-59	Average
<-54	Poor

Source: Shukla and Limbasiya (2015)

In analyzing the data and the percentage, the researcher counted

individual scores. The formula is adapted from Ratnawulan and Rusdiana (2014), as follow:

$$S = \frac{R}{n} \times 100$$

S = Individual score
R = Obtained score
n = Maximum score

In analyzing the mean score, the researcher applied a formula from Ananda and Fadhli (2018), as follow:

$$M = \frac{\Sigma x}{n}$$

M = Mean score
Σx = the number of scores
n = Sum of distribution

FINDING AND DISCUSSION

Research Findings

The researcher has conducted her research at SMA Negeri 3 Palu to thirty-one students of grade eleven students by using a random sampling technique. The observation was conducted at one class and the researcher found the results as follows.

Result of the Interview

The researcher interviewed the English teacher to get accurate data to support this research. The interview consisted of five questions. The results of the teacher's interview can be seen below.

Researcher	:	*Do the students understand the descriptive text?*
English teacher:		*Yes, all of the students understand the descriptive text.*
Researcher	:	*Can the students write descriptive text properly and correctly?*
English teacher:		*Some of them can not write properly and correctly because they just focus on their favorite subject. So, if English is not their favorite subject they will not focus on it, but if English is their favorite subject, they will focus on it.*
Researcher	:	*Do students have difficulty writing descriptive texts?*
English teacher:		*Yes, some of them have, because some of them do not like English subjects. So they do not have the motivation to study English and they are lazy to study.*
Researcher	:	*Can the students write descriptive text according to the topic?*
English teacher:		*Yes, most of them could write according to the topic, because they understand the descriptive text.*

| Researcher | : | *Can students use grammar, vocabulary, spelling, capitalization, and punctuation properly?* |
| English teacher : | | *No, they can not, because they are still confused to use grammar and mechanics.* |

The researcher concluded that the result of the teacher's interview shows that most of the students can write descriptive text and some of the students can not because they do not like English subjects, so they could not focus and are lazy to study English.

Result of the Questionnaire

The questionnaire consisted of seven statements and was already distributed to the students. As follow:

No	Statements	SA	A	D	SD
1.	I understand the descriptive text	6	25	-	-
2.	I can write descriptive text properly	3	24	4	-
3.	I find it difficult to write a descriptive text	5	12	14	-
4.	I can write descriptive text according to the topic	1	27	2	1
5.	I understand and can use spelling, capitalization, and punctuation properly	4	16	6	5
6.	I can use grammar properly	1	11	18	1
7.	I can use vocabulary properly	1	17	9	5

The first statement shows that all of the students understand the descriptive text. No one of the thirty-one students picked 'strongly disagree'. No one picked 'disagree'. Twenty-five students picked 'agree'. Six students picked 'strongly agree'. It means all of the students understand the descriptive text.

The second statement is about students' ability in writing descriptive text. It shows no one student picked 'strongly disagree'. Four students picked 'disagree'. Twenty-four students picked 'agree'. Three students picked strongly agree'. It means most of the students can write descriptive text properly and correctly.

The third statement is about students' difficulty in writing descriptive text. It shows no one student picked 'strongly disagree'. Fourteen students picked 'disagree'. Twelve students picked 'agree'. Five students picked 'strongly agree'. It means most of the students have no difficulty in writing descriptive text.

The fourth statement is about students' understanding of using mechanics. It shows one student picked 'strongly disagree'. Two students picked 'disagree'. Twenty-seven students picked 'agree'. One student picked 'strongly agree'. It means most of the students understand using mechanics.

The fifth statement is about students' ability in writing Descriptive text according to the topic. It shows five students picked 'strongly disagree'. Six students picked 'disagree'. Sixteen students picked 'agree'. Four students picked 'strongly agree'. It means most of the students can write Descriptive text according to the topic.

The sixth statement is about students' understanding of grammar. It shows one student picked 'strongly disagree'. Eighteen students picked 'disagree'. Eleven students picked 'agree'. One student picked 'strongly agree'. It means some of the students can use grammar properly and correctly.

The seventh statement is about students' understanding in choosing the diction. It shows five students picked 'strongly disagree'. Nine students picked 'disagree'. Seventeen students picked 'agree'. One student picked 'strongly agree'. It means that most of the students can not use and choose the diction properly and correctly.

Result of the Test

The researcher gave a test as the instrument in collecting data. The test focused on the students' ability in writing descriptive text. The researcher instructed the students to write descriptive text based on the topic given and all of the students made the descriptive text in their own words.

Then, the researchers checked the results of the test.

Based on the results of the test, most of the students scored in the 'excellent' category. From thirty-one students, two students scored in the 'good' category, nine students scored in the 'very good' category, and twenty students scored in the 'excellent' category. Based on the table above, it shows that students' means score is as follow:

$$\Sigma M = \frac{2.712,5}{31} = 87.5$$

Based on the mean score, it showed that all of the thirty-one students got 87.5 as the mean score, and in the final score category of 87.5 is 'excellent'.

After calculating the students' scores on the test, the researcher explained the students' ability in writing descriptive text based on five scoring criteria, which are; content, organization, vocabulary, grammar, and mechanics.

The total score of thirty-one students in terms of content was 100%. From the aspect of content, three students got the 'poor' category with a percentage score of 9.67%. They do not know about the topic. Four students got the 'fair' category with a percentage score of 12.90%. Their topic development is inadequate. Five students got the 'good' category with a percentage score of 16.12%. Their topic is relevant but lacks detail. Nineteen students got the 'very good' category with a percentage of 61.29%. They wrote with thorough development of the topic.

The total score of thirty-one students from the organization aspect was 100%. In the organization aspect of the thirty-one students, five students got the 'poor' category with a percentage score of 16.12%. They have not written paragraphs correctly. Three students got the 'fair' category with a percentage score of 9.67%. The ideas are incoherent and lack logic. Fourteen students got the 'good' category with a score percentage of 45.16%. The ideas stand out but lack of organized. Nine students got the

'very good' category with a score percentage of 29.03%. They have written paragraph structure correctly.

The total scores of thirty-one students from the vocabulary aspect were 100%. In the vocabulary aspect, one student got the 'poor' category with a percentage score of 3.22%. They made errors in employing and choosing diction, making the meaning of the words obscured. Five students got the 'fair' category with a percentage score of 16.12%. They employed diction of less accuracy, but the meaning is not obscured. Nineteen students got the 'good' category with a score percentage of 61.29%. They employed accurate diction but were ineffective. Six students got the 'very good' category with a score percentage of 19.35%. They employed and chose accurate diction.

The total score of thirty-one students from the grammar aspect was 100%. In this aspect, no one gets the 'poor' category. Seven students got the 'fair' category with a score percentage of 22.58%. They have a lot of errors on tenses, pronouns, subject-verb agreement and their meanings are obscured. Eighteen students got the 'good' category with a percentage score of 58.06%. They have very few errors on tenses, pronouns, subject-verb agreement, and their meanings are obscured. Six students got the 'very good' category with a score percentage of 19.35%. They used correct grammar.

The total score of thirty-one students from the mechanical aspect was 100%. In this aspect, no one gets the 'poor' category. Six students got the 'fair' category with a score percentage of 19.35%. They have written with a lot of errors on the mechanics, but the meaning is not obscured. Twenty-two students got the 'good' category with a score percentage of 70.96%. They have some errors in the mechanics, but the meaning is not obscured. Three students got the 'very good' category with a score percentage of 9.67%. They used the correct mechanics and have no errors in the mechanics.

Discussion

After collecting data from students, which aimed to find the students' ability in writing descriptive text at grade eleven in SMA Negeri 3 Palu, the researchers compared the correlation between the instruments. In this research, there is a correlation between teacher's interviews, students' questionnaires, and students' tests. The discussion is divided into three parts; analysis of data collected from teacher interview results, students questionnaires, and tests.

The first analysis is data collected through the interview of the teacher. Regarding the research objectives, the findings show that the teacher said all students understood descriptive text, but some of them could not write descriptive text properly, because most of the students only focused on the subject they liked. So, if they do not like English then they do not want to focus on learning English and that makes them less motivated to learn. Some students have difficulty of writing because they like to choose subjects and only focus on the subjects they like. Even so, most students can write based on the given topic. The teacher also said the students were also not good at using mechanics.

The second analysis is the data obtained in the students' questionnaire. These data are almost the same as the results of the teachers' interview, which in table 4.1 students agree that they understand the descriptive text. In table 4.5 they agree that they could write according to the topic. In table 4.6 some of the students agree that they could use grammar properly. However, in table 4.2 almost all students agree that they could write descriptive text properly. In table 4.4 they also agree that they could use capitalization, spelling, and punctuation properly. In table 4.3 they also do not agree that they have difficulty in writing descriptive text and in table 4.7 they also agree that they could use vocabulary properly.

The last analysis is the data collected from the students' tests. From these data, it can be seen that most of the students got high scores. In table 4.8, it can be seen that two students got 'fair' category, three students got 'good' category and twenty-six students got 'very good' category and can be seen that the mean score of the students is high and got 'very good' category.

The results of the data collected from the students' test show the students' abilities in five aspects. The first is the content aspect. In this aspect, it can be seen that three students got the 'poor' category. They do not have any knowledge of the topic. For example, DS wrote about her pets, while the topic given was about family. Four students got the 'fair' category, they developed the topic inadequate. For example, in the second sentence, the NLGSA wrote that she had parents who loved her. However, after that she wrote, *How could I not just be alone who can be seen I just my child.* The sentence was inadequate in the development of the topic. Five students got the 'good' category, they wrote less detail, but it is related to the topic. For example, ESH develops his topic with less detail, he repeats the sentence he has written before and in the section, he describes his siblings but it lacks detail. Nineteen students got the 'very good' category, they developed the topic thoroughly. For example, MYM wrote about her mother and from beginning to end he describe his mother with thorough development of the idea.

The second is the organization aspect. In this aspect it can be seen that five students got the 'poor' category, they do not write paragraphs correctly. For example, MTL wrote with the development of a good idea, but incomplete at the end of the word, as follows, *he is the one that mak* this sentence is completely incomplete. Three students got the 'fair' category, their ideas are incoherent and logical. For example, MFW in the first paragraph he describes that he has a common family and in the second paragraph he wrote,

I am the first child of two siblings, my family lives at home and I also live at home and am grateful to be alive today despite many obstacles. The development of the idea in the sentence is not incoherent and logical. Fourteen students got the 'good' category, their ideas were stand out but the organization was lacking. For example, SM has described herself and her family with the idea of standing out, but the organization is loose. Nine students got the 'very good' category, they wrote the paragraph structure correctly. For example, ARA wrote three paragraphs that are well structured and correct.

The third is the vocabulary aspect. In this aspect, it can be seen that one student got the 'poor' category, she wrote with errors in the selection of diction, and the meaning is obscured. As an example, *"How could i not just be alone who can be seen i just my own child.* the sentence has an unclear meaning. Five students got the 'fair' category, they use inaccurate diction, but the meaning was not obscured. For example, MBK wrote, *My family is my best family ever.* This sentence is not accurate, he should write *the best family*, not *my best family*. Nineteen got the 'good' category, they used accurate but ineffective diction. As an example, WS wrote, *she is both a mother and a father to me*, in this sentence the placement of the word 'both' is not effective. Six got the 'very good' category, they used accurate and effective diction. For example, NAR wrote about herself and her family in two paragraphs, and in those two paragraphs, she used accurate and effective diction.

The fourth is the grammar aspect. In this aspect, no one got the 'poor' category. Seven students got the 'fair' category with a major error in Grammar. For example, AML described her siblings, but in the sentence *"he is quite smart diligant, and help full person"*, improper use of the subject makes the meaning unclear. Eighteen students got the 'good' category, they wrote with a few grammar errors but the meaning was clear.

For example, EKA wrote about his brother, but in the sentence, *His name is Alsya Putri Sigandhia and Elsya Nekita Salara* in the sentence it is clear that the subject and to be are not correct but the meaning is clear because the object makes the meaning clear. Six students got the 'very good' category, they used the grammar correctly. For example, FBL wrote using the correct grammar in all the paragraphs she made.

The last is the mechanical aspect. In this aspect, it can be seen that no one got the 'poor' category. Six students got the 'fair' category, they wrote with errors in mechanics but the meaning is clear. For example, S wrote *about* the wrong spelling in the descriptive text she made. Twenty students got the 'good' category, they wrote with some errors in mechanics and the meaning was clear. For example, FBL in the first paragraph has spelled *mother* wrong. Three students got the 'very good' category, they do not have errors in mechanics. For example, NH wrote without errors in mechanics.

CONCLUSION AND SUGGESTION

Based on the research findings obtained from this research, it could be concluded that the students' ability in writing descriptive text at grade eleven students at SMA Negeri 3 were categorized as 'excellent' with a total mean score of 87.5.

There suggestions for the teacher, students, and future researchers related to The teaching and learning process especially in writing decriptive text.

1) For the Teachers
   The teachers should develop their methods of teaching writing descriptive text because if they only teach through theory, students will not understand it clearly.

2) For the Students
   The students should further improve their abilities in studying the descriptive text, especially in all aspects.

3) For further Researchers

The result of this study was hopefully able to give input for those who want to conduct developmental research especially on analysis students' ability in writing or other English skill. The researcher also suggests that further research be conducted research about analyzing students' writing in different genres even in different levels of students.

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A CORRELATION STUDY EXAMINING THE RELATIONSHIP BETWEEN METACOGNITIVE KNOWLEDGE AND READING COMPREHENSION ABILITY

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Abstract

This study was aimed at finding the relationship between metacognitive knowledge and reading comprehension ability. Six students who attended the Critical Reading course at Muhammadiyah Palu University participated as the research sample. A Metacognitive Awareness Inventory (MAI) and reading tests were administered. Therefore, the correlational design was applied to find out the levels of correlation between the two variables based on statistical quantitative coefficient correlation. The result showed that there was an average significant relationship between metacognitive knowledge and reading comprehension ability.

Keywords: *Metacognitive Knowledge, Reading Comprehension Ability*.

BACKGROUND

Having a literacy habit is required in this development of the science and technology era. Literacy development is becoming increasingly crucial as a foundational comprehension aim at preparing information for the future. (Hunt et al., 2013). Therefore, literacy has to be introduced in early childhood in order to get a strong foundation of literacy. Reading literacy is one of the skills that need improvement as it plays an important role in a person's life.

Society is urged to be involved in this situation, particularly people in an educational environment. Students at universities, for instance, have to improve their knowledge with the latest information, whether it is from journals, articles, or books. Improving knowledge by reading can provide a wealth of information about the subject they will be studying later.

Reading Comprehension

Reading has become a crucial bridge for students who want to have comprehensive interactive skills (Springer, Harris, & Dole, 2017). In reading, readers tend to build a meaningful representation of a passage using several strategies. The strategies lead the readers to comprehend the text by getting information or messages from it more clearly.

Understanding skills are not only a necessary condition for success during school, because they form the basis of all subsequent subjects, and it is undeniable that they are also essential for success in life (Snow, Burns, and Griffin, 1998). In reading, a reader needs to use several abilities to comprehend a text. As an intuitive cycle that tries to obtain information utilizing a variety of knowledge, namely, linguistic or systemic knowledge as well as schematic knowledge (Alyousef, 2006; Cain & Oakhill, 2007). Thus, reading is also known as an activity that involves getting messages or information that is presented in a written language. Furthermore, the ability to read comes from the way someone wants to learn and practice reading some texts.

There are several stages to comprehending the content of the reading text. In the first stage, students need to recognize material that is mentioned in the text in order to demonstrate literal comprehension (Duncan et al., 2016). After passing through this stage, they can later move to the next level, which is inferential comprehension. It underlines the students' understanding of implicit information that may be stated. Inferential comprehension is a type of reading comprehension that focuses on understanding information that is implicitly presented in the text (Kocaarslan, 2016). Therefore, students need strategies in order to gather information from the text. Students tend to use information that is stated explicitly in the text, prior knowledge, and their experience to create a hypothesis. Critical comprehension is the next stage of comprehending text. At this level, the ability to assess text material is required. Evaluative understanding is comparable to critical understanding (Bogan, King-Mckenzie, & Bantwini, 2012). Students begin to analyze information from the text with certain norms, knowledge, and experience to assess the text. Furthermore, the highest comprehension stage is creative comprehension. Readers need to employ their imagination to obtain new ideas from the services of writers, Yavuz Mumcu and Aktürk (2017); Karamalak and Pesina (2017). It will be related to the psychological and aesthetic impact of the text on the readers, particularly students because it engages in reading cognitive elements.

Reading comprehension is a remarkable accomplishment of balancing and organizing a wide variety of skills and fast routines, which makes comprehension seem effortless and enjoyable for fluent readers (Grabe, W., and Stoller, F, L., 2020). When reading a text, readers do the decoding process. They tend to acquire new knowledge as well as the new information discussed in the text. Thus, reading is one of the most important things to be done in order

to improve one's knowledge. Otherwise, some readers have difficulties in reading, such as a lack of awareness during reading activities. As a result, they only understand some of the information from the text. There was a study that shows reading comprehension is a complex process and students usually have difficulties in constructing meaning from the written text" (Grabe, W. & Stoller, F, L., 2002). Students need some effort to understand or comprehend the text they read, particularly if the text consists of some new vocabulary that can distract their attention while reading.

Metacognition

Students who have problems with reading comprehension need to develop their metacognition. This statement is supported by Alexander & Jetton (2000); Pressley (2000); "reading comprehension has led to an increasing emphasis on the role of metacognitive awareness of one's cognitive and motivational processes while reading." John Flavell (1979) is credited with introducing the term "metacognition" in educational sciences and language teaching. He states that metacognition is "one's knowledge concerning one's own cognitive processes and products or anything related to them." Metacognition comprises all the activities of cognition during the learning process.

Metacognitive Knowledge

Metacognitive knowledge and metacognitive experience or regulation are two types of metacognitive knowledge. Metacognitive knowledge includes information about an individual's memory and learning strengths and shortcomings, as well as information about task cognitive needs and methods for achieving cognitive learning and achievement goals (Händel et al., 2013). It involves the general knowledge someone has as well as engaging in the task during reading. Metacognitive knowledge

involves person knowledge (declarative), task knowledge (procedural), and strategic knowledge (conditional). Person knowledge is concerned with how people learn and process information in general, as well as how they learn and process information in their specific learning processes. Task knowledge refers to the nature of the task that belongs to every individual as the type of processing demanded when they read a certain kind of text. Finally, there is strategic knowledge, which encompasses both a broad understanding of the types and utility of strategies as well as a detailed understanding of their learning effectiveness (Yanyan, 2010).

Metacognitive Experience

The active monitoring of cognitive processes as they occur, as well as the employment of control strategies to maximize cognitive function, is referred to as "metacognitive experience" or "regulation" (Baker & Brown, 1984; Schraw & Moshman, 1995). It comprises both monitoring and control. Metacognitive monitoring refers to one's online awareness of comprehension and task completion, as well as the ability to self-test frequently while learning. The term "control" refers to the conscious and unconscious decisions made in response to the monitoring process's output (Pressley & Ghatala: 1990).

One kind of metacognitive research was done by Zhang Yanyan in 2010. Yanyan's research looked at the role of metacognitive knowledge in Chinese EFL students' English writing. In a prior study, 120 non-English major freshmen in China participated in an English writing assignment and a self-designed metacognitive knowledge questionnaire. The study's findings revealed that demonstrating a strong command of metacognitive knowledge can help EFL learners improve their English writing skills and foster their learning autonomy.

Another study conducted by Cubucku (2008) investigated the efficacy of systematic direct training of several metacognitive methods to aid students in text comprehension. An experimental study employing 130 students (15 males and 115 females) from the English Language Department at Dokuz Eylul University, who joined the study voluntarily, has been conducted. A total of 65 of the participants were exposed to the metacognitive instruction for five weeks. The findings revealed that systematic education in metacognitive language learning strategies could improve reading comprehension.

Regarding some previous studies, in this present study, the researcher focused her study on one aspect of metacognitive only, that is, metacognitive knowledge. It is believed that in successful learning, especially in reading comprehension, it becomes the role of metacognitive knowledge.

Students who attended Creative Reading were in the last stage of the Reading course, most of the students had moderate ability in reading. The environment of conducting this research, as the sample involving this study, was in Indonesia, in which the English language became the foreign language, therefore it would be different from some previous studies conducted which involved the sample or subject of English as a Second Language (ESL) students. Lastly, the instruments used to collect the data were questionnaires and reading tests. By employing correlational studies, it could hopefully prove whether there was a relationship between metacognitive knowledge and reading comprehension ability or not.

This study aims at investigating the relationship between metacognitive knowledge and reading comprehension ability of the 4th semester English Department students at Muhammadiyah University Palu.

Correlational Study

Correlational Study is well known in educational research. Previously, there are some correlational studies have been conducted in Universitas Universitas Muhammadiyah Palu, such as a study conducted by Omolu (2017) entittled Correlation of Employment Status, Motivation And Achievement In Learning, also a study by Manangkari (2019) about the correlation between Motivation and English Achievement. According to Creswell (2012), a correlational study is "a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently." This is a correlation study examining the relationship between metacognitive knowledge and reading comprehension ability.

METHOD OF THE RESEARCH

This research requires a group of data to find out the levels of correlation between the two variables based on statistical quantitative coefficient correlation, thus the correlational design was applied.

The population was less than 100 people. It was better to involve all of the population, yet if there are more than 100 people, it is better to take 10-15%, 25%, or more (Arikunto, 2006). Concerning the total number of the population, there were 6 students from the only class. Therefore, the researcher took all of the population as a sample.

The researcher used a convenience sampling technique in this study because she only enrolled the most accessible sample. Six students participated in the data collection process during the first and second rounds.

To collect the data, the researcher employed questionnaires and tests as the instruments. The Metacognitive Awareness Inventory (MAI), which was developed by Schraw, G. & Dennison, R.S. (1994), was adopted by the researcher in order to get information about students' metacognitive knowledge (person knowledge, task knowledge, and strategic knowledge) as a questionnaire form on a dichotomous scale with two options, which were true and false. The questionnaire consisted of 17 items of statements.

In addition, the test was administered in order to know the students' reading comprehension ability. The reading test was in the form of summarizing and responding to questions. The reading test consists of 17 questions and 3 passages. Each passage was followed by five to seven questions.

In this study, the researcher used two formulations. Rating scales and product-moment correlation were used. Data from surveys, particularly the Metacognitive Awareness Inventory, was calculated using a rating scale, whereas data from students' reading comprehension abilities were calculated using a rating scale.

$$NA = \frac{(BS)}{\left(\sum s\right)\left(\sum p\right)} \times 100$$

where:

NA   : Final Score

$\sum s$: Obtained Score

$\sum p$: Number of Items

BS   : Maximal Score

100   : Equivalent Criteria

Basuki and Hariyanto (2014)

The formula was employed in order to determine students' metacognitive knowledge. Furthermore, it can be grouped as high, moderate, or low.

The researcher employed Pearson's product-moment correlation to determine the degree of correlation.

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\left\{n\sum x^2 - (x^2)\right\}\left\{n\sum y^2 - (y^2)\right\}}}$$

Where:

$\sum x$: Sum of the x score

$\sum y$: Sum of the y score

$\sum x^2$: Sum of the squared x score

$\sum y^2$: Sum of the squared y score

$\sum xy$: Sum of the product of paired

        x and y score

n : Number of paired score

Best (1981)

FINDING AND DISCUSSION

The researcher computed the data from the Metacognitive Awareness Inventory (MAI) and the Reading Test with a total of 6 students from the 4th semester English Language and Education students.

1) Students' Metacognitive Knowledge Data

The Metacognitive Awareness Inventory, which consisted of 17 statements, was used to collect students' metacognitive knowledge data, as mentioned in the previous chapter. The result of the data can be seen in the following table.

Table 1. Students' Metacognitive Knowledge

No.	Initials	Obtained Score	Criteria High 66-100	Criteria Medium 36-65	Criteria Low 0-35
1.	SSN	58		✔	
2.	MIK	56		✔	
3.	S	52		✔	
4.	SAS	52		✔	
5.	D	54		✔	
6.	DAP	68	✔		

From the previous table, it was revealed that one of the students was in high criteria while the rest of the students' Metacognitive Knowledge was in medium criteria. Further, the students' frequency can be seen in the following table:

Table 2. The Frequency of Students' Metacognitive Knowledge.

No.	Criteria	Frequencies
1.	High	1
2.	Medium	5
3.	Low	-
	Total	6

2) Students' Reading Comprehension Ability

Students' Reading Comprehension Ability data were collected by employing the reading test, which consisted of 17 multiple-choice questions. The result is shown in the table below:

Table 3. Students' Reading Comprehension Ability

No.	Initials	Reading Comprehension
1.	SSN	80
2.	MIK	61
3.	S	68
4.	SAS	78
5.	D	61
6.	DAP	80

The researcher computed the data and found that three students got 80 and the rest of the students got under 75. Further, the students' frequency of Reading Comprehension may be shown in the following table:

Table 4. The Frequency of Students' Reading Comprehension

No.	Scores	Frequencies
1.	85-100	-
2.	84-75	3
3.	74-0	3
	Total	6

3) Correlation between Metacognitive Knowledge & Reading Comprehension Ability

After determining the students' Metacognitive Knowledge and Reading Comprehension, further, the researcher computed the result into a formula in order

to examine the correlation between these two variables by using Pearson Product Moment Formula as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\left\{n\sum x^2 - (x^2)\right\}\left\{n\sum y^2 - (y^2)\right\}}}$$

$$= \frac{6(24382) - (340)(428)}{\sqrt{\{6(19448) - (340)^2\}\{6(30950) - (428)^2\}}}$$

$$= \frac{6(24382) - (340)(428)}{6(19448) - (340)^2 . 6(30950) - (428)^2}$$

$$= \frac{772}{(1088)(2516)}$$

$$= \frac{772}{\sqrt{2737408}}$$

$$= \frac{772}{1654}$$

$$= 0.46$$

After computing the result, it was revealed that the relationship between Metacognitive Knowledge and Reading Comprehension Ability of the 4th-semester students of the English Language Education Study Program FKIP UM Palu was 0.46 with the value of $t_{counted}$ (1,166) was lower than t_{table} (2.132) it means that there was an average positive significant correlation between Metacognitive Knowledge and Reading Comprehension Ability.

CONCLUSION AND SUGGESTION

Regarding the research findings and the discussion from the previous chapter, the conclusion of the current study showed that first there was an average positive significant relationship between metacognitive knowledge and reading comprehension ability of the 4th-semester students of the English Language Education Study Program FKIP Universitas Muhammadiyah Palu.

Considering the results of this study, the researcher suggested that it is better if teachers and lecturers understand the concept of metacognition and its application in teaching. Therefore, teachers and lecturers can develop their knowledge related to teaching materials, methods, and strategies, particularly in teaching reading comprehension. Furthermore, reading becomes something fascinating for students to do, and finally, it becomes a habit that can lead to the development of knowledge.

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A STUDY ON STUDENTS' ANXIETY
IN SPEAKING ENGLISH

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Abstract

This study explains students' anxiety in speaking English. This study employs a qualitative research design. In collecting data, the researchers used interviews. There were three major phases of the data analysis, they were: data reduction, data display, and data verification. From the data analysis, the researchers came across some conclusions: first, the researchers found that the factors of students' anxiety in speaking English are: come from the teacher (threatening acts, incomprehensible input, and pressure). Second, it comes from the students (lack of knowledge, fear of negative evaluation, low self-esteem, and perfection of speech). Third, it comes from the environment (non-intensive English school and unsupportive classmates).

Keywords: Students' Anxiety, Speaking, and English

BACKGROUND

English is mostly used in this world for communication with other people. Wherever people travel, people will frequently see the sign and English advertisements. Crystal (2003:2) mentions that when someone is going to a hotel or a restaurant in a different country, people there could understand English and there would be some menus in English. It proves that English is highly significant in this era no matter where someone is or where someone is from. As long as they want to keep in touch with a larger amount of people beyond the country, English is always a need. Furthermore, English is used for increasing people's knowledge, creating a better life, and learning a new culture. To master English, learners should also learn the culture of the English of native speakers because they always use phrases or idioms. According to Mappewali (2019), to get a good understanding of English idioms, learners should learn the culture of where

the language comes from, in this case, it is the native speakers of English. The learners have to understand how the native speakers use the idiom daily to get the proper translation.

Almost all Indonesians and students from other countries face the same problems in learning English. Thus, Indonesians consider English as a foreign language because English is one of the most difficult languages to master. The Indonesian government, especially in facing ASEAN Economic Community (AEC), has been feeling the importance of English. Government and students must prepare for the MEA. One of the preparations to face AEC is learning English. One of the English language skills that the students should have is speaking skills.

Speaking is an essential tool for communicating. Living in the era of globalization, one must be able to speak English because it becomes a necessity to

build social relationships and create good communication with other people who come from different countries. Thus, improving the ability to speak English is very essential for Indonesian students who know that the ability to speak English well will make a big contribution to their future careers. Nevertheless, it is not an easy task. It needs a lot of practice and strong willpower to keep practicing. In line with this, Leong and Ahmadi (2017) state that speaking English is not easy because components like pronunciation, grammar, vocabulary, plus fluency, and comprehension need to be mastered by the speakers.

Through speaking, people can deliver their ideas, thoughts, opinions, and feelings in their ways. According to Brown (2001:267), speaking is an interactive way to construct meaning which involves producing, receiving, and processing the information, and presence of a speaker and listener. Speaking is a productive skill and cannot be separated from listening skills. If someone speaks, it means he/she produces the text and it has to have a meaning. Thus, someone, who is rarely able to speak or listen to English will feel isolated from English.

According to Alonso (2011), speaking is one of the most difficult skills to obtain for language learners. When speaking, it carries out grammar and vocabulary. Moreover, English learners have to compete with limited time to memorize the words, concerned about the intonation and pronunciation that sometimes interrupt the speaker. Therefore, it is sometimes unattainable to achieve a fluency level in speaking English.

Mostly, students in Indonesia have been learning to speak English from the secondary school until university. According to Nurwardani (2016), graduates of the English Education Study Program are expected to have adequate and relevant speaking skills of students and stakeholders when they work in social, industry, scientific, and professional needs. However, most of the students feel it is difficult to achieve such demand.

Leong and Ahmadi (2017) mention that two factors can influence the learning of speaking. They are linguistic and non-linguistic factors. The linguistic factor includes vocabulary, pronunciation, grammar, fluency, and accuracy. Meanwhile, the non-linguistic factors include anxiety, shyness, fearfulness, and lack of confidence.

Based on preliminary observation, the researcher found that most of the fourth-semester students of the English Education Study Program are anxious when speaking up in front of the class or answering the lecturers' questions. The researcher comes across a sign of anxiety through jittery, avoidance behavior, and less participation from the students. As a result, many of them become passive and silent in the class. If the students are continuously silent in the class, they will have less chance to practice and develop themselves. In other words, anxiety can reduce students' comprehension while receiving material.

Since anxiety can have serious effects on foreign language acquisition, it is important to find out the students' speaking anxiety. Therefore, the researchers are interested in investigating the factors of students' speaking anxiety in learning English more deeply.

METHOD OF THE RESEARCH

This qualitative research aimed at identifying and describing the anxiety in the oral skill of fourth-semester students of the English Education Study Program at the Muhammadiyah University of Palu. A qualitative method was chosen because this study provides an insight into the case of language anxiety. According to Creswell (2009:176), the most essential thing behind qualitative research is to learn about the problem or issue from participants and to

address the research to obtain that information. Therefore, the study case approach allows the researchers to study particular students in an attempt to find out the case of language anxiety.

This study used accidental sampling by asking students who want to become participants of the fourth-semester students of the English Education Study Program of the Muhammadiyah University of Palu. During the initial process with the students, the researchers explained the nature of the study and that all interviews were conducted in Bahasa as the students' first language, to elicit answers without limiting or inhibiting the students. Those who indicated a willingness to participate were scheduled for an interview.

In this study, the researchers used the interview guide. This interview was in direct face-to-face form or an in-depth interview with an open question. According to Bungin (2012), an in-depth interview is a process to obtain information for research by face-to-face questioning between the interviewer and informant or interviewee. In conducting the interview, the researchers asked the students who considered themselves to be anxious in English classrooms and were willing to be interviewed. The interview guide is adapted from Worde, Horwitz, and Price (2003) focusing on foreign language anxiety.
The questions in the interview are listed as follow:
1. Would you like to tell me about your experience in an English-speaking class?
2. What problems did you face in expressing your idea?
3. Did you sometimes feel anxious in expressing your idea?
4. What makes you feel anxious?
5. How do you cope with your anxiety?

The obtained data from the interview were analyzed descriptively. In this technique of data analysis, the researchers only describe the factors of speaking anxiety faced by the fourth-semester students of the English Education Study Program at the Muhammadiyah University of Palu.

According to Miles and Huberman (1994), data analysis consists of three concurrent flows of activity or major phases which follow the framework in qualitative analysis. They are data reduction, data display, and data verification. This study used descriptive analysis by classifying the discussion theme according to the obtained information from the respondents that become the research discussion and the result of the research.

In reducing data, the researchers chose the aspects that appear in the interview and should be minimized or fully aside for the research. Then, the researchers examined all the relevant sources for the description and themes of the research findings.

In the data display phase, the data were organized, and a compressed assembly of the information permits for conclusion drawing. The researchers display the reduced data to facilitate data interpretation. It was displayed in a table with the categories such as the factors contributing to speaking anxiety.

In data verification, the researchers drew meaning from the data in a display. The validation of the data was conducted by interview responses as many times as necessary to obtain the valid findings of the study.

FINDINGS AND DISCUSSION

Findings
The data were gathered through interviews from the participants or students who were considered anxious in English speaking class. The table below is a data display from the interview. It showed what factors that might contribute to the students' anxiety.

Table 1. Contributing Factors to Anxiety

Contributing Factors to Anxiety	Signs
Threatening acts	• Strict or tense lecturers • Fewer smile lecturers • Blaming lecturers
Incomprehensible input	• Less explanation. • Speak too fast.
Pressure	• Perfectionist lecturers • Too many demands • Too many tasks
Lack of knowledge	• Less vocabulary • Lack of grammar. • Less listening skill
Fear of negative evaluation.	• Afraid of making a mistake • Afraid of negative comments • Wrong answer • Unacceptable opinion
Low self-esteem	• Shy • Nervous • Friends have better English (insecure)
Should perfect while speaking	• Should understand the material
Environment	• Afraid to talk • Too much noise • Shocked • Do not get used to the new people • Do not get used to the language

Discussion

The findings defined several factors that can contribute to students' anxiety in their English-speaking classes. It indicated that the factors were coming from teachers (threatening acts, incomprehensible input, pressure), students (lack of knowledge, fear of negative evaluation, low self-esteem, should be perfect while speaking), and from the environment (come from non-intensive English school and friends are rarely using English). Based on the findings the factors that could contribute to students' anxiety can be classified as follows.

1. Teacher as Contributing Factor of Anxiety

• Threatening Acts

The lecturer who has less of a smile and shows a threatening face could make the students tense. It came from the 1st Interviewee that says, "If the lecturer is fun we can enjoy the class. But if the lecturer is killer, we will feel tense."

The lecturer sometimes blames the students when making a wrong pronunciation. It came from the 2nd Interviewee that says, "A lecturer used to say, "why did you pronounce it like that? You have to learn proper pronunciation!"

These kinds of comments create anxiety in students. They contribute to the students' fairness to speak. Therefore, teachers, lecturers, or English instructors need to give motivating comments to students.

• Incomprehensible Input

According to the students, less explanation can contribute to their anxiety when speaking English. They said that sometimes the lecturers give them less explanation which can make them unable to understand the material.

"I can't understand, because the explanation is less. Sometimes the lecturer only gives tasks." (*2nd interviewee*)

Moreover, there is a student who also mentioned that speaking too fast also is one of the factors that can contribute to her anxiety.

"…and the teachers sometimes speak too fast." (*6th Interviewee*).

As foreign language learners, students have limitations. One of the limitations is

the hardship to catch what a speaker pronounces. When a teacher or lecturer speaks fast, the students find it difficult to understand and it triggers their anxiety to respond or speak in English.

- Pressure

The students also think that they sometimes receive too many tasks. In addition, the lecturers sometimes want them to do presentations and storytelling each week and they have to be like the lecturers want.

> "To be honest, there are some lecturers who push us to do what they want or a perfectionist teacher" (*1st Interviewee*).
> Sometimes the lecturer wants us to give storytelling and the next meeting we have to do a presentation." (*4th Interviewee*).

All teachers want their students to have a good ability in the subject they teach. But without realizing it, they give pressure on the students by giving too many assignments. This pressure then contributes to students' anxiety to speak.

2. Students as Contributing Factors of Anxiety

- Lack of Knowledge

Lack of knowledge becomes the biggest problem that can contribute to the students' anxiety. Almost all of them have this problem. The problems that they are facing are a lack of vocabulary, listening skills, and grammar.

From the interviewee:

> "To be honest, it is hard to speak because of less vocabulary and second is the listening." (*1st Interviewee*).
> "less vocabulary, unstable listening skill, and nervous kak". (*2nd interviewee*)
> "When I am not able to express the sentence that I wanna say, I feel depressed. Because I don't know to use the proper vocabulary and grammar." (*4th Interviewee*)

> "Sometimes the answer is already in my head but I cannot say it because of less vocabulary." (*5th Interviewee*).

- Fear of Negative Evaluation

Fear of negative evaluation is when they are concerned about the comments that other people give. It could be from the lecturers or friends in the class. It also can make the students choose to be silent rather than to speak up just to avoid mistakes.

> "Sometimes I am afraid if what I say is wrong, also I am afraid if my friends could not accept my opinion."

- Low Self-esteem

A lot of the students also said they have problems with shyness. It is because they think that other people are good at speaking English but they are not. Some students sometimes compare themselves with their friends or seniors who are already good at speaking English.

> "I think my friends can speak English but I think I am not."

- Should Speak Perfect

Another aspect that the student believes contributes to their anxiety is to be perfect while speaking. They think that they have to speak every time with the correct speech. Thus, they think too much before saying something.

> "Sometimes if we speak we have to master what we say to avoid friends' laugh." (*2nd Interviewee*).

Perceiving others' mistakes as a laughingstock is one of the bad habits of teenagers nowadays. Afraid of becoming the laughing stocks makes the students raise anxiety in speaking.

3. Environment as Contributing Factors to Anxiety

- From Non-intensive English School

Some students believe that the environment also can influence or contribute to their speaking anxiety.

Students sometimes who come from non-intensive English schools when immersed in an English-speaking environment will have problems with their speaking ability because, from high school, they were in a less English environment.

> "Shocked, because I was from madrasah, here is full English but fortunately I have at least a little vocabulary." (*5th Interviewee*).

- Unsupportive Classmates

In addition, there is a student who thinks that they are not able to speak because they are in an unsupportive environment. For instance, they have no people to talk to in the class or very rarely her friends to speak English in the class.

> "Sometimes in the class, my friends rarely use English so that I don't get used to speaking English." (3rd Interviewee).

CONCLUSION AND SUGGESTION

Conclusion

Mostly, students who are entering university do not have preparation, especially in English knowledge. The students at least have English knowledge since they are in high school. If they had prepared earlier, they could have smoothly received the material in the class. The students have to realize that to be in an English Education Study Program, at least they have ever been in an English center or course before entering the university because the material and the environment at the English Education Study Program Faculty will be in English. Many students encounter problems in speaking English, mostly not all about anxiety, but tend to be less knowledgeable. If the students have mastered the four English skills, they will not encounter any problems in the class or the English environment. The English course that almost all students obtain from school sometimes is not enough for students because generally they only have it once a week. Thus, whoever wants to enroll in the English Education Study Program, at least already obtain an English certificate from any courses as their capital to become an English Education Student.

In the research, the researchers found that three factors can contribute to the students' anxiety. They are factors come from Teachers (threatening acts, Incomprehensible input, and pressure), factors come from students (lack of knowledge, fear of negative evaluation, low self-esteem, and should perfect while speaking) and factors come from the environment.

Suggestion

Almost all students have anxiety. Anxiety is the problem of psychology and emotions. People who are in a good mood when learning will obtain much knowledge. Thus, the teacher should make the class situation more fun and become less strict with the students. Furthermore, the students have to know what to do if they consider themselves have anxiety such as always using self-positive talk that making mistakes is good, giving rewards to the students after completing a certain task when speaking up, pretending that it is an informal chat, and to write down anything that could contribute the anxiety and let the teacher knows.

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