

STUDENTS' STRATEGIES IN OVERCOMING THE DIFFICULTIES ENCOUNTERED IN SPEAKING

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Abstract

This research was concerned to find out strategies were used by the eighth grade students of MTsS Safinatussalamah Lhokseumawe to overcome the difficulties in English speaking, and to know the reason they chose those strategies. The design applied in this research was descriptive qualitative research. Meanwhile, the techniques of data collection were observation, field note, and interview. The researcher analyzed the data by Miles and Huberman model, namely data reduction, data display, and conclusion. The result of the research showed that there were various learning strategies used by the students. There were meta-cognitive strategies, cognitive strategies, and social-affective strategies. They chose those strategies based on some reasons, such as because they wanted to check their language to be a good language in speaking, they felt easier to get the ideas in speaking, and they knew their ability in speaking. So, the strategies were very important to help students in learning process especially in learning English speaking. A good strategy also helped the students to learn fun and creative, so that the students would feel interested in learning and they could practice their speaking.

Keyword : *strategy, difficulty, speaking.*

A. Introduction

English is one of the important subjects taught to the students beside the other primary subject at school. There are four skills such as; speaking, listening, reading and writing that are taught in English. Speaking is considered the most important skill to master, because there is an assumption that students must learn and speak English fluently in this globalization era. In junior high school, speaking should be learned and should be practiced in the classroom. The students must try to speak in English lesson to make them communicate in English.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts. Speaking is a crucial part of second language learning and teaching. The basic need as English learners in order to be able to speak English is practice. In speaking English, students need to study hard. But it cannot give the guarantee for them would be successful. We would need some more important aspects such as motivation, interest, confidence, intelligent and etc. among other things that greatly influences the result of speaking English is the strategy used. Each student has a different strategy in speaking English. Some strategies should be made to enhance the students' success.

Longman (1998: 1045) stated that strategy is particular plan for gaining success on a particular activity. In speaking English, the students must try to find or to use a good strategy to make them able and confidence to speak fluently. The strategies are very important things in achieving the target of speaking success. By using good strategy in speaking the target of speaking could be reached effectively. So the students could speak well, do not nervous, express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Generally, the goal of someone who learns language certainly is to be able to communicate with native speaker of the target language that is English or at least could communicate orally. There are two kinds of communication; verbal communication and non-verbal communication. For non-verbal communication, the communication is sent by gestures, movement, anything a thing, times, etc. For example: times, when we go to a doctor, usually we would look at times and there is prepare the waiting room. Time for a doctor was a kind of non-verbal communication.

Many English language students tried to applied some strategies to make able themselves to speak in the classroom. Students should practice their English in daily life as well as in the classroom at least. In the future they would be able to communicate effectively based on their need of the social context among different people and different situation.

Based on the curriculum expectation, students' strategy in speaking English is necessary to enhance the learner's success in speaking. The students' strategies of MTsS Safinatussalamah should be supported by qualified the strategy used by the students, the readiness of the students, suitable teaching equipment, and applying good strategies in speaking. In fact, not all teaching was always supported by qualified teachers, not all students ready to learn the materials. Nowadays, several schools might have good strategies in speaking English. However, they could get successful result if the language they used good strategies or speaking techniques, and the knowledge of classroom management that support them.

Speaking practice was probably the most reliable route to true communication in developing the students' ability. Most of students speaking ability could be considered still poor because they are still hard to express their feeling and ideas in speaking English, conversation, and discussion. They felt that speaking English is the hardest skill in English learning. Students' strategies are an intentional behavior and thought used by the learner during learning and

speaking English to help them understand, able to speak, and remember new information. Students' strategies are procedures undertaken by the learner, in order to make their own speaking as effective as possible.

Based on the observation done by the researcher at MTsS Safinatussalamah, it showed most of the students get significant problem in speaking English especially in expressing oral presentation and express their feeling and ideas in speaking. The students could not understand well when the teacher used English in teaching process and they were not able to express and did oral presentation. In this research, the researcher tried to find out the strategies used by the students to overcome the difficulties in English speaking especially in describing the object.

B. Review of Literature

1. The Purpose of Learning Speaking

Speaking is used for many different purposes, and each purpose involves different skill. When the people used casual conversation, for example, they purposes may be to make social contact with people, to establish rapport, or to engage in discussion with someone or friend. Each these different purposes for speaking proficiency to the fullness implies knowledge of the rules that account for how spoken language reflect the context or situation in which speech occurs, their participants and their specific role and relationships, and the kind of activity the speakers are involves in.

Bygate in Nunan (1992: 45) stated that speaking really depends on the routines, because these are conversational ways of presenting information. The speaking routines are divided into two types, information routines and interaction routines. Information routines can be subdivided into routines that are lexically expository in nature like describing something, giving a set of instructions, making a comparison, and those are evaluative (giving an explanation making a justification, predicting, coming to a decision). Interaction routines can be subdivided into service encounters for example, a job interview or social encounter such as dinner party, a coffee break or work.

Nunan (2003: 45) stated that teaching speaking is to teach ESL learners to:

1. Produce the English speech sounds and sound patterns.
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Based on the explanation above, it can be concluded that the purposes of learning speaking is to enable the students to speak based on the situation give to create their own utterance to describe their world, and to provide the students with the ability to give information, to express ideas and to build relationship in English through oral communication.

2. The Difficulties in Speaking

There were some components need to master in speaking skill, they were: accent, grammar, vocabulary, fluency, and comprehension. These factors also made students difficult in speaking English. Some commonly problem faced by students related to the components above, there were:

1. Pronunciation, wrong in pronunciation would make someone could not propose the idea exactly, and could not appreciate what has someone said.
2. Intonation, wrong in intonation would give different meaning of word. One word could be said with different intonation and with different intonation would give different meaning. For example, “sorry” it have say in stress up it means it ask someone to repeat the word which has he/she said.
3. Vocabulary, lack of vocabulary would lose change to arrange the sentences and express the idea when he/she said.
4. Grammar, by know grammar helped someone to express the idea in correct time, cause in grammar explain different time, such as the sentences in present, past, and future time.

As a learner of English language, students faced some difficulties in speaking English. Students were often reluctant to speak because they were shy and not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions.

3. Definition of Learning Strategies

There are some definitions of learning strategies according to the experts. Rebecca (1990: 7) stated that learning strategies are specific action taken by learner to make learning process easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situation. While Biehler and Snowman described learning strategies as “general plan someone formulates for determining how best achieve and overall academic goal before dealing with the learning task itself. Whereas, O’Malley and Chamot (1990: 1) defined learning strategies as “the special thought or behaviors that individuals use to help them comprehend, learn, or retain new information”. Oxford as quoted by Huda (1999: 54) defined learning strategies as “specific action taken by learners to make language learning more effective, more self directed and more enjoyable.

Based on the perceptions of the experts, the researcher concluded that learning strategies is the activities are done by learners including planning and action to make language learning easier and more enjoyable.

a. Types of Learning Strategies

According to O’Malley and Chamot (1990: 1) there are three types of strategies, those are; meta-cognitive, cognitive, and socio-affective strategies. Each strategy has different purpose and function in learning language, for more explanation as described below:

1. Meta Cognitive

Meta cognitive refers to learners’ automatic awareness of their own knowledge and their own ability to understand, control, and manipulate their own cognitive. It was a term to express executive function, strategies which

require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main meta-cognitive strategies, it was possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

Meta cognitive strategy helped learners to overcome their problem in speaking English. Learners were often difficult in learning process. It could be caused by confusing in priority of elements first to speak, confusing rules and do not know how can he speak by English. With all things, many learners lose their focus, which could be regained by the conscious of meta-cognitive strategies, such as directed attention; it could be overcoming where the first priority should to learn. Other meta-cognitive strategies like monitoring and evaluating helped students to arrange and plan their language learning in an efficient way.

Students who were good English learners might tickle second language in different way from who were less good or they might behave in the some ways but more efficiently. In his statement, Naiman, Fröhlich, and Stern (1991: 230) stated the good language learning strategies were:

- a. Find learning style that suit you
- b. Involve yourself in language learning process
- c. Develop an awareness of language both as system and as communication
- d. Pay constant attention to expending your language.

Based on the statement above, it could be concluded that a good language learners know well about him. The students would find a good strategy suit with them.

2. Cognitive Strategies

Cognitive strategies were strategy or group of strategies or procedures that the learners used to organize speaking material to be memorized in a long term to improve social skill (O'Malley JM and Chamot, 1990: 44). It was more limited to specific learning tasks and they involved more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inference were among the most important cognitive strategies. The use cognitive strategies could increase the efficiency which the learners approaches a learning task. Often, more than one cognitive strategy was used with others, depending on the learners and numerous strategies, some of these strategies include repeated, resourcing, and deduction.

Cognitive (translating, analyzing) and meta-cognitive (planning, organizing) strategies were often used together, supporting each other. Cognitive strategies like repetition, it is imitating other people's speech overtly or silently for example: learners spoke by listening native speaker. Repetition strategy more increase learner's speaking components such as accent, fluency, accuracy, and vocabulary. Other cognitive strategies like resourcing and deduction. Resourcing focuses on learners in using language material such as conversation book or English magazine in improving speaking prophecny. However, deduction strategy

was important in speaking English, it could make the learners know to apply the rules to use or comprehend English.

3. Social-Affective Strategies

Social-affective strategies could be stated that they were related with social-mediating activity and transacting with others to increase interaction with others, and using mental control to assure one-self that a learning activity would be successful or to reduce anxiety about a task to learn (O'Malley JM and Chamot, 1990: 44). These strategies revolve around and involve other people. It may involve other people in minimal way but often require actually having some gaps meaningful interaction with it. Social affective strategies have to do with social mediating activity and interacting with other. O' Malley and Chamot (1990: 44) said that social strategies represent a broad grouping that involves either interaction with another person or identional control ever effect. In studying, making a group work or study together will be interesting. It is easier than study alone. It could be discussed many problems, could solve the task easily, and would get good decide if people study together.

There are three social affective strategies stated by O' Malley and Chamot, (1990: 44) they are as follow:

1. Cooperation: Working with peers solve a problem, pool information, check notes, or get feedback on the learning activity.
2. Asking for clarification: eliciting from a teacher or peers additional explanation, rephrasing, or example.
3. Self-talk: using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about task.

Based on the explanation above, to be easier in applying this strategy, the learners should cooperate with others, empathizing with other in learning material. One of the most basic social interaction in social strategies are asking questions, asking for help, asking for the history of a place, the nature of people.

Based on the explanation above, it could be concluded that learning strategy has different types, like meta-cognitive strategies used to control learner's cognition that was coordinate the learning process. While, cognitive strategies used to organize learning materials to be memorized in a long term. Meanwhile, socio-affective strategies used to increase interaction with others and to enhance motivation to learn.

4. Speaking Learning Strategies

Whenever people speak and especially perhaps when they speak in foreign language, there are times when they wish to say something, but they do not have the words or the grammatical structure to say it. Under these circumstances, people often use some learning strategies in speaking English. The learning strategies are:

1. Speaking with Your Body

Learning strategy; cognitive, (self-monitoring). Overcoming limitations in speaking by the use of mime or gesture. It used to learn to use physical motion in place of oral expression to indicate meaning in a conversation.

In this learning strategy, students should do several tasks.

2. Listen and Learn

Learning strategy: meta cognitive, (directed attention). Centering your learning by delaying speech. It is used to help learners focus on listening before oral production.

3. Why did not You Just Ask?

Learning strategy: Social-affective, (cooperating). Cooperating with proficient users of the new language. It is used to enhance communication with proficient users of the new language.

In overcoming the difficulties in speaking, the students can follow several learning strategies like it has mentioned above. The goal of these learning strategies it to help students becoming more effective and more enjoyable in leaning and ways in which they can enhance their own comprehension and production of the target language.

C. Research Method

In this research, the researcher used descriptive qualitative approach. According to Bogdan (1982: 30) qualitative research is descriptive, the data collected are in the form of words or picture rather than number. Qualitative research was a research that used to investigate the condition of the naturalistic object. It was a research that was used to describe and analyze phenomena, event, social activity, attitude, belief, perception and people thinking either in individual or in group and the data is in the form of words or picture rather than number. In this research, the researcher intended to describe the strategies used by the students in overcoming the difficulties in speaking.

1. Research Subject

This research was conducted at the eighth grade students of SMPN 1 Nisam. There were four classes at class VIII which the total student was 98 students. The researcher only chose nine students. They were three students from higher level of ability, three students from middle level of ability, and three students from lower level of ability. The reason why the researcher chose nine students only because in descriptive qualitative the sample is small.

2. Research Instruments

In collecting the data, the researcher used several instruments to know the strategies used by the students in overcoming the difficulties in speaking, they were observation checklist, field note and interview guide.

3. Data Analysis Techniques

In qualitative research, the researcher applied inductive method in analyzing the data. The activities in analyzing the data were data reduction, data display, and data verification.

a. Data Reduction

Data reduction involved the process of selecting, abstracting, and focusing data that obtained in collecting data. It means that the researcher tried to rearrange the data in good range and made a summary to get the data more clearly based on the problem of the research.

b. Data Display

The researcher displayed the data in narrative text. By displaying data, it would be easy to understand what has happened and know what the researcher will do next.

c. Data Verification

The final step was the researcher made conclusion related to research problem. In previously had told the way analyzing the data for qualitative by reduction the data and displaying the data in narrative text

D. Findings of the Research

Findings of this research was the data analysis on the observation, field note and interview guide.

1. Analysis of Observation

The researcher prepared an observation checklist that contained of 15 items, the questions of the observation checklist were set in term of yes/no question. The result of the observation could be seen in the following table.

| No | Items | Yes | No |
|----|--|-----|----|
| 1 | Students learned idioms | ✓ | |
| 2 | Students created English speaking area in their classroom | | ✓ |
| 3 | Students said to correct form to themselves when another students was made an error | | ✓ |
| 4 | Students focused to learn specific language aspects such as focus in pronunciations | ✓ | |
| 5 | Students used familiar words or language structure in speaking in order to make listeners easy to understand | ✓ | |
| 6 | Students imitated the way their teacher speaks in the class | ✓ | |
| 7 | Students spoke a word or sentence several times to remember it | | ✓ |
| 8 | Students used Indonesian words when they do not know the English words | ✓ | |
| 9 | Students wrote down the main points they would follow when speaking | ✓ | |
| 10 | Students guessed the meaning of the sentences from the teacher's expression | ✓ | |
| 11 | Students generally asked the teacher to repeat a phrase or word that they do not understand | ✓ | |
| 12 | Students asked somebody to correct their language when they talk | ✓ | |
| 13 | Students practiced speaking to interact with others by using dictionary | ✓ | |
| 14 | Students asked some questions to the teacher | ✓ | |
| 15 | Students asked their friends about their friends say if it is not clear | ✓ | |

Based on the observation, it showed that the students used the various strategies to overcome their difficulties in English speaking. From fifteen alternative statements, there were three items ignored by the students. They did not create English speaking area in their classroom, the students did not say the correct form to themselves when another students made errors, and the students did not speak a word or sentence several times to remember it. The researcher certain that the items ignored by the students possibly did not give bad effect to the students in overcoming their difficulties in English speaking.

While the teaching learning process was running, there were some words of phrases spoken by teacher that were not understood by the students, then they asked the teacher to repeat. 80% of the students asked question to the teacher when the teacher gave a chance to do responses. 75% of the students imitated the way the teacher spoke in the class, when they listened unfamiliar or difficult word they tried to repeat that words. It looked from their move lips said the words. Sometimes it sounded overtly even a little. Besides, the students imitated the teacher spoke; they also developed their speaking ability by learned idioms.

The students opened the dictionary and guessed the meaning of the sentences when they did not understand the meaning of teacher's explanation in speaking English. While the conversation or discussion among them was running, there was one of them lost English words. It meant that they did not know the English words anymore. Some of them said the words "what we say" then mixed Indonesian words with English words and also opened the dictionary to see the English words. Before the students practiced in front of the class, one of them asked his/her friend to correct his/her language, they concerned to correct pronunciations and pattern. After they practiced their speaking, they asked to their friend to practice one more time to make it clear what they said. Deliberately or not, they had focused to learn on specific language aspects. Although, they only focused on it when they did presentation or spoke in front of the class.

When the students spoke in front of the class they prepared themselves such as wrote the main points (key words) they would follow when speaking. It was helped them to remember what they should speak, so that their performance was running well as expected. The students also used familiar or language structure in speaking, conversation or discussion.

Based on the explanation above, the result of observation showed that the students used more than one strategy to overcome their difficulties in speaking English. The students combined some strategies to overcome the difficulties in speaking. The strategies were:

- a. Meta Cognitive Strategies

It could be stated that meta-cognitive strategie are the students' automatic awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive process. In this activity, the students focused on learning to specific part of the language input or the situation that would help them in learning. There were 75% of the students used meta-cognitive strategies.

b. Cognitive Strategies

Cognitive strategies were used to organize learning material to be memorized in a long term or to improve social skills. It was more limited to specific learning tasks and they involved more direct manipulations of the learning material itself, in this activity, the students imitated the way their teacher spoke in the class, the students guessed the meaning of the sentence from the teacher expression. The students wrote the main points they would follow when speaking and used Indonesian words when they did not know the English words. Based on the result of observation, cognitive strategies were the strategies mostly used by the students to overcome the difficulties in speaking English.

c. Social - Affective Strategies

Social affective strategies were related with social-mediating activity and transacting with others. In this activity, the students cooperated with others in leaning. They asked the teacher to clarify about the material that did not understand, and asked somebody to correct their language when they talked. Based on the observation, social affective strategies also the strategies were mostly used by the students to overcome their difficulties in English speaking.

The students that capable used a wide variety of language learning strategies appropriately; it can improve their language skill in a better way. Meta cognitive strategies improve organization of learning time, self monitoring, and self evaluation. Cognitive strategies included the use of previous knowledge to help solved new problems. Social – affective strategies could help the students built up their independence and autonomy whereby they were able to control their own learning.

2. Analysis of Field Notes

Field note was used to get information about all activities that occurred in the class. From field note, the researcher obtained the information about the teaching learning process. Before teaching learning process was started, the teacher asked the students to sit calmly and quietly. The teacher opened the class by greeting the students and asking condition of the students and the students gave responses to the teacher's greeting. The teacher also asked about the materials that had been learned, this was used by teacher as a brainstorming.

Generally, the students gave their responses to the teaching learning process, it mean the students did not make noise and make something disturbed when teaching learning process was going on. If the students did not understand, the students raised their hands and asked the teacher to explain. All of the students in the class were very polite and diligent, and classroom atmosphere was quite, and the teaching learning process was running well. The teacher explained or gave instruction to the students for learning speaking.

At the last, the teacher asked students to follow instruction to finish learning speaking by practicing speaking with their pairs in front of the class. The teacher gave the limitation time for students, so they did not spend much time when they talked. Then the teacher checked the students speaking after they had practiced conversation with their pairs in front of the class. The teacher made conclusion about materials and gave advices to the students. The researcher saw the students enjoyed and practiced their speaking seriously.

3. Analysis of Interview

The researcher interviewed nine students from different level of ability. The researcher hoped that the students could give opinions about the reason they used those strategies to overcome the difficulties in speaking English.

The researcher recently asked the students about 12 questions related to activities done by the students to overcome the difficulties in speaking English. The information was taken from the interviews would be described as follow:

| No | Kinds of Strategies | Strategy Characteristics Used by Students |
|----|-----------------------------|---|
| 1 | Meta Cognitive Strategies | Selected attention, planning, self-management. |
| 2 | Cognitive Strategies | Repetition, Inferencing, Resourcing, Translation and Note taking. |
| 3 | Social Affective Strategies | Ask for clarification, Cooperation, Self-talk |

The questions numbers 1 to number 4 were related to meta cognitive strategies. The first question was about the students' learning idiom. The result of interviewed shown that three of nine students had learned idioms when the teacher taught about idioms. By learning that, they could correct their language to improve their speaking. The students who did not study idioms said that they did not like to study about idioms because they did not understand about idioms.

The second question was about students focus to learn specific language aspect such pronunciation when they speak. The result of interviewed shown that all students learned specific language aspect in speaking because they could speak well by using good pronunciation and they felt difficult to express their feeling and ideas.

The third question was about students' speaking by using familiar words or language structure. The result of interviewed shown that two of nine students had used familiar words or language structure in speaking because if they use unfamiliar words, some of the students would be difficult to understand, so they used familiar words or language structure to make their friend easy to understand when they spoke and they also knew their ability in speaking.

The fourth question was about whether they followed the teacher's rules in learning speaking. The result shown that 100% students followed the teacher's rule in learning speaking such as they sit calmly and quietly when the teacher explained about speaking because they could be focused in learning by create a good class condition. They also could listen to the teacher's explanation if the class quiet.

The questions numbers 5 to number 8 were related to the cognitive strategies. The fifth question was about whether students imitate the way the teacher spoke in the class. The result of interviewed shown that three of nine students had imitated the teacher's way in speaking because it could make them easier and better to speak English and also helped them to practice their speaking, although they still lack of vocabulary, and they wanted to make sure that the way they spoke in English was right like their teacher. According to Bark

(1999: 40) imitating other people's speech overtly or silently is the fastest way to learn anything. So, imitating people also one of the best way in learning speaking.

The sixth question was about they used Indonesian words when they did not know English words. The result of interviewed shown that 100% of the students spoke Indonesian words if they did not know English words because they often lost their words when they speak in front of many people, due to confused, nervous, and shy. So, by mixing Indonesian words with English words helped them in speaking.

The seventh question was about whether they wrote the main point which would be practiced in speaking. The result shown that three of nine students did it. The students used this strategy because it made them easier to get ideas to speak and made them practiced bravely.

The eighth question was about whether the students guessed the meaning of sentence from the teacher's explanation. The result of interviewed shown that five of nine students guessed the meaning of the sentence. The students used this strategy because it could increase their speaking ability, they could enlarge their knowledge in speaking, and they felt more enjoyable in speaking. The students would get the new information in learning language by guessing the meaning.

The question numbers 9 to 12 were related to social affective strategy. The ninth question was about whether students asked their teacher to repeat a word more than one if they did not understand. The result of interviewed shown that three of nine students asked their teacher to repeat a word more than one if they did not understand. They used this strategy because it helped them to understand teacher's explanation.

The question number tenth was about their willingness to ask their friends to correct their language when they spoke. The result of interviewed shown that six of nine students said that they always ask their friends to correct their language when they got difficulties in speaking. The students used this strategy because sometimes they still did not feel confident in speaking. They often asked their friends who had better skill in speaking, because in their opinions their friends' explanation was easier to understand than the teacher.

The question number eleven was about whether they used dictionary when they practiced their speaking. The result of interviewed shown that 100% of the students used dictionary when they did not know the meaning of English words. The students did it because they had lack of vocabulary, so when they practiced their speaking sometimes they looked it up in dictionary.

The question number twelve was about whether the teacher gave the chance to the students to ask the question. The result of interviewed shown that six of nine students said that the teacher gave them chance to ask question. If they got difficulties in learning speaking, they always asked questions to their teacher. The students used this strategy to find out the precise answer of their problem and to make them understand about the problem of speaking. There were three of the students who never asked the teacher, they preferred to remain silent in the class because they did not pay attention to the teacher explanation.

Based on the result of interview above, the researcher concluded that there were many strategies done by the students to overcome the difficulties in speaking, such as imitate the way teacher spoke, making keywords (main points)

and use Indonesian words or mixed English with Indonesian. All activities were considered as collaborative characteristic. All of the characteristic were cognitive strategies. Furthermore, all students also like to ask their friends and ask their teacher for clarification. This was social affective strategies. Besides, the students always follow the teacher rules as self-management and selected attention characteristic and focused to learn specific language aspect, it was like meta-cognitive strategies.

E. Conclusion and Suggestion

1. Conclusion

According to findings and conclusion of the research, there were some conclusions can be drawn as follow:

Most of the eighth grade students of MTsS Safinatussalamah Lhokseumawe still felt hard to express their ideas in English speaking. There were many aspects that influence the result of the learning language such as motivation, aptitude, interest and learning strategies used. There were some strategies were mostly used by the students to overcome their difficulties in speaking. Those strategies were repetition, inferencing, resourcing, translation, and note taking that could be said as cognitive strategies, and also students used clarification, cooperating and self-talk strategies that could be said as social affective strategies. All of the strategies gave a positive effect for the students in speaking. Those strategies made the students happy, fun, active, and easy in learning speaking.

2. Suggestion

To follow up the finding of this research, some suggestions were recommended. The first one was the teacher should explain clearly about the instruction of speaking that they learned and also motivate the students by giving some advices to learn speaking material and practice their speaking in other time. Furthermore, the researcher also suggested the students should realize that if they wanted to be able to speak English well, they should study hard and practice their speaking English everyday as possible as they can.

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