LANGUE

English Students' Strategies to Speak English (a Case Study of Sixth Semester Students of English Education Department) the State Institute for Islamic Studies Sulthan Thaha Saifuddin Jambi

Ade Indah [1]

[1]*Ade Indah Universitas Jambi. e-mail: adeindahps789@gmail.com*

ARTICLE INFO	ABSTRACT
	This study aimed to discuss about English students' strategies to speak English of sixth semester English Education Department of The State Institute for Islamic Studies Sulthan Thaha Saifuddin Jambi. The design of the study is Qualitative Method with a case study approach. Subjects of the study were the Sixth Semester Students of English Education Department and Faculty of Education and Teacher Training of The State Institute for Islamic Studies Sulthan Thaha Saifuddin Jambi. In the collecting of data, the researcher used Observation and Interview. The analyzing technique was the data reduction, data display and conclusion drawing. The results of the research show that most of English students have strategies applied to increase their ability to speak English. They used learning strategies from watching movies, absorb the structure of English through Silent Period and Improving Fluency. Researchers did not find the learning strategies of Native Speakers applied by English students because very difficult to find native speakers in their areas. Researchers also found difficulties faced by English students to speak English such as Pronunciation, Vocabulary and Meaning and Grammar. Researchers had also found the other difficulties faced by English students which were fearful or nervous and the lack friends / partners who want to speak English with them to increase their speaking skills.

1. Introduction

Not all English students in particular majoring English education actually have the ability in the field that they have mastered the English language. Moreover, English students as soon teacher's candidates should be able to speak in front of crowds or the next day would be their students. Being early half of the hardest step faced by English students, especially those not yet mastered how to speak English, and the difficulties expressed his intention to be

conveyed. Lack of vocabulary owned the teacher candidates greatly affect their speech, according to (Tarigan, 1994) to the vocabulary of which was to assist students to understand the meaning structures of words, sentences, and so on, accompanied by the necessary training. Associated with vocabulary that is the pronunciation that became difficult for prospective teachers, they hard to pronounce vocabulary with the correct pronunciation and often afraid would be wrong to be saying it.

Besides, it became their own difficulties for English students namely structural grammatical that they are very difficult to apply in speaking, although the beginning of the semester they had studied the structure but still had difficulty in applying a good talk with the correct grammatical argument against Natural Approach expressed also by Long (1987) he said that the Comprehensible Input alone is not enough to make people proficient in English. Teaching grammar needs to be given because it will be easier for students to master and understand English. Therefore, they are trained to be an English teacher's candidates are competent then they as an English teacher candidate were required to speak with proper grammar. Besides the other difficulties is the lack of confidence to speak in front of the crowd, or even his own friends. The other supporting difficultly for Speaking is complex and difficult to mastery because it contains elements of linguistic and non-linguistic such as vocabulary, intonation, articulation of formal and informal expressions, gestures, and so forth. Research got closer to the language classroom every day as English teachers have understood the need to keep up-to-date and to improve their teaching practices. This study was a qualitative approach and reflects that continuous search for qualifying our teaching.

Based on the preliminary research, the researcher found that became teacher candidates need to prepare very mature, starting from readiness to speak English well and smoothly, then of the English students: those who now are preparing to pursue the next step, the students who were there in the eighth semester or tenth semesters years teachings are no longer even get subjects such as speaking and others, because the course as it had been given in the previous semester. No repeated or learned even in practice, indirectly, that language will be lost. Therefore, many of the final semester the students cannot speak well, then often forget some of vocabulary or grammatically structure when they speak. When they will face the test or trial in thesis examination, we often found many students who speak less than expected, but they have learned half of the previous semester. Therefore, depart from the problems and phenomena that English students are required to be able to speak English in order to equip them as candidates for a good teacher and is able to master the English language I raised these problems so that English students be preparing the way and powerful strategies that will continue to wear especially for sixth semester. Sixth semester is the semester that was very nice and actively using English both inside and outside the college campus. Half of the English students, they have a lot of past lectures especially for subjects in the speaking class. They have passed 4 classes to spoke at half past in 4th semester. In addition, they have their speaking ability test with courage participated in several competitions speak English as speeches, debates and more.

2. Literature Review

Many experts explain about definition of speaking. Speaking is a productive language skill to express ideas and convey messages to the speakers (Abrar, 2019; Siahaan, 2008). It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. It is a mental concept that processed by someone in such a way to form a meaning when uttered. Hornby talk about speaking is to say exactly what you think, in every direct way" (Hornby, 2003

p.1289). It means that speaking is skill that has meaning which appears directly from our mind to convey messages to other people. In other words, speaking a way to say what you feel now, and it is appears from our mind.

In their own language children are able to express emotions, communicate intonations and reactions, explore the language and make fun of it, so they expect to be able to do the same in English. In other words, speaking activity must be done on fun situation that make the students feel enjoy to learn it. When the conditions of the learning process class are good, enjoy, fun, full of spirits, etc. it will make the brain of the students are processed, so that acquisition process of the students run effectively. According to Taringan (1981), talk is a form of human behavior that utilizes the physical factors, psychological, neurological, semantic and linguistic intensive. More Taringan (1986) suggests that talking is the ability to pronounce sounds articulation or words intended to express, express and convey thoughts, ideas and feelings of the person.

Brown and Yule in Nunan (1989) argues that speaking is the use of spoken language consisting of words are short, incomplete or fragmentary within the scope of pronunciation. Pronunciation is very closely associated with the mutual relationship between the speakers made one with listeners. Meanwhile, according to Djago Taringan (1995) speaking is a skill to convey the message through spoken language. The link between the message and the spoken language as a medium are used to deliver very heavy. Messages are received by the listener is not in its original form, but other forms of the sounds of language. Listeners then tried to divert the message in the form of the language sounds into shape.

Basic Types of Speaking

Brown (2004) categories the basic of types of speaking, which are: Imitative, Intensive, Responsive, Interactive and Extensive.

1. **Imitative Speaking**

   At one end of a continuum of types of speaking performance is the ability to simple parrot back (imitate) a word or phrase or possibly a sentence. This is a purely phonetic of level of oral production, a number of prosodic, lexical, and grammatically properties of language may be included in the criterion performance. Test takers are assessed if they have the ability to imitate a word while pronouncing. However, conveying the meaning is not the purpose. The role of listening here is the short terms storage.

2. **Intensive Speaking**

   The intensive level interpreted as short stretches of discourse (no more than one sentence) through which they demonstrate linguistic ability at a specified level of language.

3. **Responsive Speaking**

   Responsive speaking includes interaction and comprehension speaking skill at the somewhat limited level of very short conversations, standard greeting and small talk, simple requests and the like. More creativity on the students' part is required.

4. **Interactive Speaking**

   Interactive speaking is extremely similar to responsive speaking, however varying in that an interactive speaking session is much more involved, may include multiple interlocutors, and is commonly found in the English speaking. Interactive speaking is important because they can look their ability in producing fluid, detailed, and in-depth discussions with one or more respondents.

5. **Extensive Speaking**

   Extensive speaking talks about relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction. Extensive speaking is extreme important; students are left by themselves to produce clear and

intelligible speech. There usually is some type of audience present; there is no dialogue between presenter and audience members. Only the person presenting speaks during this time.

In short, these kinds of activities can be seen in the following figure:
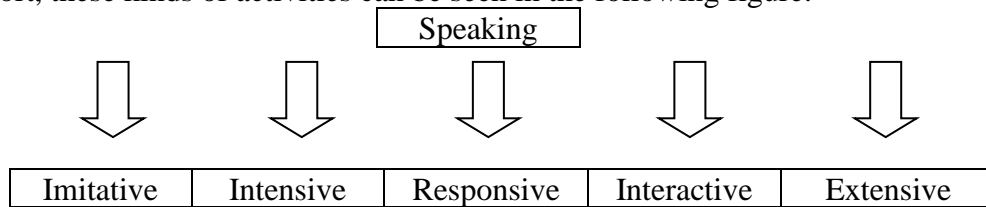
Speaking Skills Aspects

One of important skills in learning English is speaking. Speaking is influenced by several aspects. They are fluency, pronunciation, grammar, vocabulary (Vilimec, 2006).

1. Fluency

    One factor that influences someone's speaking skills in fluency. People can be said as fluent speaker if they fill the following features (Vilimec, 2006; in Thornbury, 2005): speaker's pauses may be long but not frequent, speaker's pauses are usually filled, speaker's pauses occur at meaningful transition point, and there are long runs of syllables and words between pauses. A model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying "um" by subjects as they complete a task. Based on those expert researchers concludes fluency are ability to speak easily and smoothly (Nunan, 2004). According to this opinion, it can be said that fluency is people clearness during speaking process.

2. Pronunciation

    Pronunciation refers to the student's ability to produce comprehensible utterances to fill the task requirements (Thornbury, 2005). More issues related to pronunciation are pitch, intonation, individual sounds, sounds and spelling, and stress (Harmer, 2001). Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended. In accordance to this, pronunciation can be defined as the results of producing the sound of speech.

3. Grammar

    Grammar is the system of rules set the conventional arrangement and relationship of words in a sentence (Brown, 2001). In relation to contexts, a speaker should consider the following things such as who the speaker is, who the audience is, where the communication takes place, what communication takes place before and after a sentence in question, implied versus literal meaning, styles and registers. Referring to this explanation above, it can be clarified that grammar is a system of rules during speaking activities happen, it considers by some following things like speaker, audience, place, topic, meaning, and style.

4. Vocabulary

    There are three usual things used by speakers in what they are being said (Thornbury, 2005): When people speaking, they are involving high proportion of words and expressions that express their attitude to what is being said, Speakers usually use words and expressions that express positive and negative appraisal because speakers have their own interpersonal function, and by identifying what people like and dislike, they are able to express solidarity. Speakers usually use words and expression that point to the place, time, and participants in the intermediate or a more distant context.

Based on the explanation above it can be concluded there are four speaking skills aspects, they are fluency, pronunciation, grammar, vocabulary. Those are important skills in learning English is speaking, because speaking is a skill to convey the message through spoken language.

Learning Speaking Strategies
Language Learning Strategy

There is much information accepted transferred by language learner in a language classroom. Language learning strategies can be defined as thought and actions, consciously selected by learners, to assist them in learning and using language in general, and in the completion of specific language tasks. Therefore, oxford (1990:7) states that the word "strategy" comes from Greek's term, strategies which means generalship or the art of war, or it can be specified on the maximum management of troops, ships, or aircraft in a planned campaign. For nonmilitary concept, it has meaning to describe a plan, step or conscious action toward achievement of an objective. Furthermore, this term used in, education terminology, that is transformed then into language strategies. To understand more about language strategies, there are various definition of it for some scholars that will be explained as follow.

Faerch Clause and Casper (Hismanoglu, 2000) state that learning strategy is the way of learners to master linguistic and sociolinguistic competence in the target language. It means that all language learners will do these kinds of acts consciously or unconsciously when facing the new language. They will use it when processing the new information and performing tasks in the language classroom. This is because language classroom looks like problem solving environment where get new input and sometimes complicated tasks given by the instructors, so that they need to find the quickest and simplest way to do what are instructed to them.

Kinoshita et.al (in Cleeton and Grollitsch, 2010), expose that in order to make students' learning become easier and more efficient, they need to be directed toward the use of language learning strategies in a language lesson. It means that language learning strategies take an important role for learners accomplish. By using language learning strategies, students will be able to master the language effectively and efficiently.

After all, it can be concluded that learner will use learning strategies consciously or unconsciously when they process new information and doing tasks in the language classroom. In addition, it is important for learners to find the easiest way to do hard tasks and new input given by their facilitators and it can be described just like a problem-solving environment. Surely, this struggle that then is known as language learning strategies.

Classification and Difficulties of Language Learning Strategies
Classification of Language Learning Strategies

1. Cognitive Strategies

    Cognitive strategy is a metal process or procedure for finishing a particular goal. According to (Oxford:2003) cognitive strategies involve manipulation or transformation of the language in some direct way such as note taking. For example, if students' goals are to write good essays, their cognitive strategies might include brainstorming and completing an outline. The cognitive strategies that students use influence how they will perform in school, as well as what they will do outside of school. Cognitive strategies are means for learning an L2 that make use of direct analysis or synthesis of linguistics material (Troike, 2012). There are involve the language learning strategies of direct learning techniques like identification, grouping, memory, and storage of language

material as well as the language use strategies of finding information, production of words, repetition, translation, deduction, resourcing, note taking, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, and summary are among the most important cognitive strategies. In short, they cover many of the processes manipulations that learners go through in both learning and using the target language. By considered from the explanation above, cognitive strategies can be defined as strategy with use direct technique in its process.

2. Metacognitive Strategies

Metacognitive strategies are considered by learners to control their language learning. Metacognitive or beyond-the-cognitive strategies are used to provide control over the learning process (Oxford:2003). Learners make plan for what will they do, then they are checking on progress, and evaluating their performance on a given task. Metacognitive strategies are the strategies for learning second language that attempt to regulate language learning with conscious planning and monitoring (Troike, 2012). Metacognitive strategies mean strategies applied to plan for learning and thinking about the learning process, monitoring production and comprehension as well as evaluation after the completion of an activity. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation. So that, metacognitive needs student's planning in do their task.

3. Affective Strategies

The third strategy that learners use is affective strategies. Affective strategies are means for learning an L2 that are related to individuals' feelings. Affective strategies help students regulate their emotion, motivation, and attitudes. In addition, they are used to reduce anxiety and provide self-encouragement. Affective strategies are techniques to get better control over their emotions (Oxford, 2003). In the classroom teacher can play an active role in developing and exploiting affective strategies by building a generally positive atmosphere in the class. This can happen by encouraging and counseling learners, by helping them identify aims and work towards learning, through personalizing activities, and through pair and group work. It can be clarified that affective strategy needs controlling emotion from students during learning process happens.

4. Social Strategies

In learning process, students need to socialize with other. Socializing influence how students learn and interact with peers. Social strategies employed by learners for interacting with other learners and native speakers, such as through asking questions to clarify social roles and relationships, asking for an explanation of verification, and cooperating with others in orders in order to complete tasks (Oxford, 2003). By using social learning strategies, students can improve their compactness, and also braveness in learning process. Social strategies are means for learning L2 that involve interaction with others (Troike, 2012). For example, students who work in pair with students from other class will do a conversation to know each other. Students who can use social strategies will develop the conversation and also their ability in speaking. In addition, social strategy has another function for students as their factor to find friends.

Difficulties of Language Learning Strategies

It seems indisputable that as far as the teaching of English in junior high school (SMP) and senior high school (SMA) even level lectures, cannot be said not achieve the expected goals. One of the most obvious indicators is the constraints faced by students in learning

English. They required perseverance, perseverance and a tenacious attitude to master the English language (Djiwandono, 2009).

Difficulties in learning English to be difficult to understand and comprehend the material, for example certain ingredients tenses it is always there from grade elementary school to college, but still could not make understand and comprehend. Besides tenses are quite difficult to understand there are other when reading and listening to strangers talk, because when foreigners speaking different tone and intonation with Indonesia, so if the word is not appropriate or less of the letter could also be different. Students often hear the English language in the world of technical or computer. For examples electronics, reforestation, and others. Even sometimes students really memorize the English term, but cannot mention ordinary objects they use every day in English, also they were ashamed to use English for fear of ridicule. The presence of some of the difficulties faced by students in learning the English language are, increased competition, demands that we are able to speak English. There are several other difficulties experienced by some communities in Indonesia, such as in pronunciation, vocabulary and conversation. There are three basic elements to learn English. However, some people find it difficult to apply. According to Ghrib (2002) there are three problems or difficulties in speaking, that is:

1. Pronunciation

    English pronunciation is different from other languages. There is a kind of spoken letters are hidden or implied. For examples the letter "r" and the letter "t". Both of these letters should not speak clearly. Not only at the accent, in the pronunciation between American, Australian and English are different. Generally, American English is more slowly in pronunciation. Where we hear native Australia to speak, we will listen to a fast tempo with a lot of abbreviations. Some communities are difficulties in terms of pronunciation. They often make mistakes in pronunciation of letters that need to be camouflaged and the same words but have different meanings.

2. Vocabulary and Meaning

    Not many people are able to memorize vocabulary in a short time. This is because the vocabulary of the English language too much, but has many meanings. For example: the word "make" can be interpreted as "make", but can also mean "cause". Other words such as "get"can mean "get" but can also mean "telling".

3. Grammar

    Many people are learning English in grammar restricted. Most of them say that dealing with grammar is the most important issue, because when talking does not use proper grammar would affect the sentence we would say. Leech et al (1982: 3): "References to the Mechanism According to the language of work when it is used for communication with other people Grammar Do mechanism for putting words together, but we have said very little about sound meaning". Michael Swan (2005: xix) "Rules that shows how words are combined, drafted or amended to indicate a specific type of meaning". Grammar can thus be partly seen as a knowledge of what words can go where and what form these words should take. Studying grammar means knowing how different grammatical elements can be strung together to make chains of words. Based on the explanation above it can be concluded that there are three difficulties of language learning strategies English in junior high school (SMP) and senior high school (SMA) even level lectures, they are pronunciation, vocabulary and grammar. The researcher used this theory to find out the difficulties faced by the pre-service English teachers to speak English.

Strategies of Speaking

For most people learning English is not easy and many of them are then discouraged because they can't speak English. It takes perseverance, perseverance and resilience to master the English language. In general, language learning strategies involve three aspects of cognitive power (the ability to absorb, store, and retrieve information from the mind), metacognitive (the ability to monitor the thought process), and social / affective factors (the ability to cooperate with others and control emotions). Speech skills can be obtained by utilizing several strategies, such as learning from the audio-visual media, how to learn from native speakers, how to gather the power to speak through the "silent period" and by improving the eloquence of speaking with practice. According to Djiwandono there are four several strategies of speaking (Djiwandono, 2009: 135).

1. Learn from Movies

    Movies in Digital Video Disc form can be used to improve the speaking ability in English. English-language movies are very rich with utterances that are typical English culture, facilities. The translation facility is very helpful to see the idea and then revealed in English. Steps that can be done to learn from the movie by looking at the translation while simultaneously listening to the actor or actress's speech, repeating the listening of a piece of movie duration of about 8-10 minutes at least 2x to solidify the already obtained and complete the previous missed and can record translations with Pause and practice practicing English phrases with the translations already recorded.

2. Learn from Native Speakers

    One strategy to improve speech is to learn from native speakers. When the opportunity to talk with an American, British, Australian or other English country by manipulating the conversation with him by studying the phrases in English. When chatting occasionally stop talking for a moment and let your words hang up to give the impression that the speaker is looking for the right phrase. Generally native speakers will immediately fill that gap with the right speech and capture the speech assisted by native speakers in memory as a verbal part of the repertoire.

3. Absorb the Structure of English through Silent Period

    Learning English or other foreign languages is like a child learning his mother tongue. At first, the child does not start directly by saying words, but undergoes a "silent period" first, where he will listen to people around him speaking and interacting with the language. After the time is right, he begins to utter a word, followed by two words one sentence and so forth he is able to speak fluently, ask, answer, utter speech, comment, even argue. Through an in-depth study of the development of foreign language learning sentences, it is revealed that there is a sequence passed by the learners of the language in its journey from the beginning to the advanced.

4. Improving Fluency

    Fluency is defined as the ability to speak with a relatively smooth, not often cut off because speakers still have to find the right words by using well-understood words in various context situations and sentences. The more often the learned word is used in context, the more it sticks to the memory and the easier it is remembered and used in speech. The more often the exercise is done, the easier it is to access those words with their meaning, and the more smoothly the speech. Based on the explanation above it can be concluded that there are four strategies of speaking to pre-service English teachers to speak English, they are study from movies, learn from native speakers, absorb the structure of English through silent period and improving fluency. The researcher used this theory to find out the strategies applied by English students to speak English.

Teacher's Candidates

The education process is a matter that cannot be separated in human life. Education is a basic concept or aim to guide and nurture of the unknown becomes known to both public and private structures, directions, facilities and infrastructure that have been planned so that support this education process and to produce the absorption of important material. According to Ametembum, teacher is of all persons authorized and responsible for the education pupils / students, either individually or in a classic, both in school and outside of school. (Akmal: 2013).

But that alone is not enough if it does not use a guy who can give guidance counseling and teaching, known as a teacher. In the world of education and teaching teachers are not only in charge of delivering course material to review their students, but teachers should also provide guidance, training and even a role model for their students' review. According to Surya (2002) he says that teachers as professional educators should have a good image in the community, teachers or followed and replicated in a sample.

Teaching practice program is an opportunity for students-teachers to be able carry out duties as teachers. In other words, teachers-candidate are student-teachers who taking teaching practice program. They implement teaching practice during definite period. In one state in Jambi which be site and access of this research, teachers-candidate are from different class, they are have the high and good score of speaking class. Sometimes, they are often asked by friend classmates to learn together because it has the ability to speak more, and also make the others motivated to want to learn to speak like them who have achievement or ability to speak prominent. It is intended that they get more guidance on teaching on subject content and classroom management effectively (Atputhasamy, 2005, as cited by Northcote & Lim, 2009). Then, the teachers' candidates that leads to becoming a good teacher can be proved by them have the ability to speak correctly, have good score in speaking class, known the technique to speak English and how to pronounce it and others criteria.

English Teacher's Candidates
Characteristic Features

The more time goes by and more and more people realize the importance of English, a teacher cannot simply deliver the material. He must have something else as an added value and a figure of fun for her students. According to Patel and Jain (2008) he says that an English teacher must have the following criteria: must be a lover of English, must have sound knowledge of English language as well as literature, must know the different methods of teaching English, and must have and ability and skill to teach methodically and systematically.

Criteria of Good English Teacher

How to be a good teacher cannot easy. They must understand some of the traits and criteria that have an absolute requirement and the criteria for English teachers, among others: to love the English language, have knowledge about the English language, know the various methods of teaching English and have the ability to teach English. According to Patel and Jain (2008), once of the criteria to become a teacher of English has been fulfilled, an English teacher must have good skills and competencies: must know how to use different audio-visual aids, must be able to pronounce English responsible correctly, must have ability to speak English correctly, must know the techniques of writing, must know and speak observing correct intonation and stress pattern, must be Able to speak with correct phrases, should always take interest in students and become soft toward his self, must have an ability to identify the mistakes of his self, must have an ability of thinking power and must have the knowledge of different types of activities and how to organize all activities.

These criteria are then coupled with a variety of expertise and other capabilities, among others: the ability to use a variety of audio-visual, knowing how English pronunciation correct, knowing how the technique of writing is right, he understands the ability of the students, she understands the ability of the students, has the ability to identify shortcomings and mistakes the students, have good handwriting and have the ability to be well-organized. Thus, it is clear that the four teachers in addition to pedagogical competence, professionalism, competence and social also includes components and criteria for "extra" above. Quotes Gail Godwin, then teaching is the fourth preparation and three-fourths theater.

3. Research Methodology

3.1 Research Design

This research used a qualitative descriptive approach (non-interactive method) in the aim to describe English students' speaking learning strategy with a case study approach. Selinger and Shahomy (1989) describe that this kind of research is done in order to get information from the phenomena that occur when the study takes place. This is added by Gall (2007) who says that this research needs to describe the characteristics of a particular sample of individuals or any other phenomena. Therefore, this study tries to examine and explain the problem and strategy based on the data, which means that this study observes and investigates the problems related to English Education students' speaking learning strategies. The results of the analysis provided a full understanding of the students' strategy use and the ways they used the strategies.

3.2 Participants

The research was conducted at English Education Program Faculty of Education and Teaching Training of IAIN STS Jambi. Precisely in the sixth semester of English Education Program include class A, B, C, and D and they consist of 20 English Students and from each class are taken for 5 students who had the good English score and had experiences in event of English such as debate, spelling bee, speech contest and others and based on their score of speaking courses in 1st until 4th semester. Research was conducted at this place for some reason. Firstly, the English Education Program was studying place where the researcher as students there. Secondly, that the student's English Education Program they had many capabilities in the areas of speaking, evidenced by the high value of their talk, and then proved with his part helped them never attended and won the contest/event in English when they were in last high school or when they were in college.

3.3 Instruments

This research used list of observation and data of Interview as the instruments to collect the data.

3.4 Data Analysis Procedures

This research was qualitative data, so it was analyzed by using technique of analysis of descriptive qualitative. The analysis of descriptive qualitative give predicate to researched variable according to real condition. Then writer analyzed the data by using the technique as follow:

Reduction of Data

Reduction of data means shift, being focus on simplification, shorten data and simplification and shorten the data and transformations original data documentations which gated from filed

of research. The reductions of data in the side of research choice which function of the data by away of this short, so the conclusion can be toke and verified. By this analysis the writer discussed about speaking strategies used by the English students of English Education Program.

Display of Data

Display of data is group of the data or arranging information is given as possibility to take conclusion an action the data. This implementation in order to a presentation better is one of the main way for qualitative analysis, the presentation are discussed comprises some kinds there are matrix graphic, draft, all things be design for combine some arranging by written. In this research, the researcher will display the strategies and difficulties faced by English students as follow:

a. Strategy of English students to speak English

No.	Students'	Criteria of Strategies
1	Student 1	3
2	Student 2	1
3	Student 3	4
20	Student 20	5

Note:
Strategies 1: learn from movies
Strategies 2: learn from native speakers
Strategies 3: absorb the structure of English through silent period
Strategies 4: improving fluency
Strategies 5: Listening to music, reading books and others strategies

b. Difficulties Faced of English students to speak English

No.	Students	Difficulties
1	Student 1	2
2	Student 2	4
3	Student 3	4, 3
20	Student 20	3

Note:
Difficult 1: pronunciation
Difficult 2: vocabulary and meaning
Difficult 3: grammar
Difficult 4: motivation, nervous and the others as supporting the factors

Taking conclusion

Taking conclusion in my opinion as researcher is only part of activity in thought configuration: those conclusions are varied, as long as the research takes place. The example of the first data collections someone analyzed qualitative by beginning to seek supporting information and took the rote of the explanation patterns of configuration which could be clear the cause and presentation effect of proposition from data reduction of the data in the conclusion making as one of related things during the period before collections.

4. Findings and Discussion

Many ways that could be done to speak English with a steady. Some of them with daily vocabulary, a supportive environment to speak English, practice speaking English, often

listening and singing English songs, watching videos or reading English books then translating it. As teachers-candidates they have a variety of strategies to improve their speaking skills, so that later when they will be the teachers, they have been ready in their speaking.

The strategies of the English students used by learning from watching movies. Learning how to speak by learning from movies can be done by watching English movies by occasionally disabling translations available, what if there are some unknown vocabularies try by looking at the dictionary and then matching it by reactivating the translations available. Many of the pre-service teachers applied the learning strategy from watching movies because it was considered a strategy easy and very effective to do. Watching movies was the most widely used strategy by the English students it was proved by the theory of Djiwandono (2009) that by watching movies could improve the ability to speak the ideas in English. Some of the English teacher candidates used this strategy, this was evidenced when researcher did research in their class, they were watching western English-language movies during empty hours or while waiting for lecturers to teach. The way they watch it without using a translation or subtitle, and when they do not know the vocabulary were spoken by the cast players, they ask friends who knows more or directly sees the dictionary to ascertain the meaning of the actor or actress said.

The second strategies the pre-service English teachers used is learning to speak English from native speakers can be done by watching live television broadcasts about the way native speakers speak or just meet face-to-face and talking with the native speakers. Learning from native speakers was mostly not done by some English students due to lack or not often found native speakers around the environment or even the area where they live. Almost all of the English students have not implemented a direct speech strategy with native speakers. Because of the difficulty of meets with native speakers in the area of residence, therefore the English students have difficulty implementing the strategies. The third strategies are absorbing the structure of English through silent period strategies performed by several English students they apply this strategy by first looking at the surroundings or by starting a few words or short conversations until finally with a long conversation. They used this strategy such as self-taught or self-study on campus like at home or on a course. They pay attention first and then digested and remembered, then at home they repeated again and on time applied with his friends. The fourth strategies are increasing fluency, the strategy is mostly applied by prospective teachers, teacher candidates apply strategies by reminding their eloquence of practicing what they know about vocabularies that they know, or the linguistic structures they deem to be true. Improving the eloquence of one of the many applied by English students by the way they practice a lot of what they know or that they get. Because more often practice to practice is the easier it also accessed the words and meanings and the more smoothly also the speech that we remember or what we learn. The last, after did the research, the researcher found that some of the English Students do have a good and smooth way of talking. Fluency and have a good speaking gained them because of the frequent practice of what they know, they also test their speaking skills by following some English and other competitions that is why some of them do have more speaking ability than others. The competition was usually followed by the English teacher candidates such as English debate, English speaking speech, master of ceremony English or other competitions that support to develop their speaking skills. And the others strategies applied from pre-service English teachers are listening to the music, reading English books and translate the meaning, reading and memorizing vocabularies by creating a new vocabulary or phrase, then pasting it in a door or other place that often looks like a mobile phone, so often seen it will be easy to remember.

In order hands, the difficulties were also found in that case. The first causes that makes the English Students had problem in speaking English is Pronunciation (Ghrib 2004), the pre-service English teachers for to study English in pronunciation is very important, from the wrong pronunciation it will form a vague vocabulary also. Some of these English students found it as difficult to prunance what they learn, how to pronounce with the correct spelling or correct emphasis intonation. The other reason why pronunciation is difficult, because English pronunciation different from the other languages. There is a kind of letters that are pronounced or implied for example the letters "r" and the letter "t". These two letters should not be pronounced clearly. The pronunciation of "live" and "life" is also sometimes confusing. Some and same are also have the similar pronounce. The other from the observation researcher found the wrong pronunciation from December month is /dI'semba(r)/ not dIsember. The pronunciation will also be more difficult to understand when they hear it from Americans and English people because of the difference in accents. The second problem is vocabulary and meaning. English has many vocabularies with various meanings as well. Some of the English students find it when dealing with vocabulary, they find it difficult how to fit the vocabulary so that the other person will understand and connect with what is being said. When asked about their difficulty in speaking English, the students said that most of their problems from a lack of knowledge of vocabulary and meaning. Memorizing vocabulary in English is a tiring activity because of many meanings. For example: the word "make" can be defined as "make", but it can also mean "cause". Others words such as "get" that can be interpreted "obtained" but can also be interpreted "ordered".

The third difficulty cause is grammar. English always deals with reference of time while Indonesian does not have one. Most of them are very easy get confused with English grammar, while grammar is very needed to form a right sentence. If the English students do not have master of grammar, of course they will not be able to produce sentences that grammatically right. Realizing the grammar of them not bad, they are just afraid to using grammar, they felt wrong like mix and make the pattern of tenses into sentences. They are just not practicing cause afraid the wrong grammar and using the grammar in the sentences and the students want to speak into respondents. The last, the researcher found the others difficulties that English students faced in speaking there are: some of English students often feeling nervous they had when their speaking English in front of class or the people they do not know. They are also faced difficulty to find friends who want to speak English, because when their friends who are invited to speak English and they also often do not want or often considered a pride of their own, as a result they hold to speak and want to speak if asked or asked questions from lecturers. For further research, other researchers can proceed by analyzing the causes or factors of the nervousness or anxiety that the students face or regarding other strategies for other objects and places.

6. Conclusion

After all data were analyzed accurately based on the research result, the researcher can write some conclusion. Based on the previous analyses of the English students' strategies to speak English, and how are difficulties English students faced in speaking, the researcher concludes that:

Firstly, there are three strategies applied by English Students to speak English were learn from movies, absorb the structure of English through Silent Period and Increasing fluency. The dominant is watching movies because it can be proved of their frequently to watching western movies without Indonesian subtitle and more to use English subtitle. The researcher did not find the strategies of learn from native speakers that used by English

students because very difficult to meet or talking with native speakers in their region area. The researcher found the others strategies applied by English students, they are often following some English competitions, listen to the music, reading English books, and reading dictionary to memorizing the vocabularies by creating a new vocabulary or phrase, then pasting it in a door or other place that often looks like a mobile phone or course books, so it can often see it will be easy to remember it and their can applied it in their speaking.

Secondly, there were three difficulties faced by the English students to speak English, they are Pronunciation, vocabulary and meaning and Grammar. The dominant difficulty they faced in speaking is Grammar. They are very pay attentions with structure of grammar and they still confused to mix and make the tenses in the sentences when they want to speak. The researcher found the others difficulties faced by English students in speaking. There are often feeling nervous when their speaking in front of class or when their speak with the others people they do not now and they are also difficult to find the friends who want to speak English, because they are invited friends who are to speak English also often do not want or often considered a pride of their own, as a result they hold to speak and want to speak if asked or asked questions from lecturers.

References

Abrar, M. (2019). Re-telling: A Narrative inquiry of Indonesian graduate students' speaking experiences in a United Kingdom university. *Indonesian Journal of Applied Linguistics*, *8*(3), 588-596.

Ahmad, Hafiz. (2009). *Kenapa komik digital*. Resume dari materi yang disampaikan pada workshop komik digital pada Indonesia ICT award (INAICTA 2009) 29 Juli 2009 di Jakarta Hilton convention center, (diakses pada 16 November 2014).

A S Hornby. (2003). Oxford Advanced Learner's Dictionary, Six Edition, (New York: Oxford University Press), p. 1289.

Balai pendidikan dan pelatihan keagamaan padang. https: //bdkpadang.kemenag.go.id/index.php?option=com_content&view=article&id=437:ho w-to-teach-speaking&catid=41:top-headlines&Itemid=158.

Brewster, Jean et.al. 2004. The Primary English Teacher's Guide (England).

Brown, H. Douglas. (2014). Language Assessment: principles and classroom practice (United States of America: Longman).

Burns, A., & Joyce, H. (1997). Focus on Speaking. National Centre for English Language Teaching and Research, Macquarie University, Sydney, New South Wales, Australia 2109.

Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education. Milton Park. Abingdon, Oxon, [England]: Routledge.

Djiwandono, Patrisius Istiarto. (2009). Strategi Belajar Bahasa Inggris (Jakarta: PT. Malta Printindo).

Fakultas Ilmu Tarbiyah dan Keguruan IAIN STS Jambi. (2015). *Buku Panduan Skripsi*. Jambi: Penulis.

Ghrib, E.M. 2002. *Secondary school students' perceptions of learning difficulties and strategies*. (online). Available : http:/www.nclrc.org/essentials/speaking/spandex.htm. (accessed from internet on 7th March 2011).

Hermer, J. 2002. *The practice of English language teaching*. Pearson Longman Press.

Hornby, A.S. 1995. *Oxford advanced learner dictionary of current language*. Oxford University Press.

Https://ahlienglish.com/category/metode-belajar (Accessed from internet on 14 may 2017)

Http://achankprima.blogspot.com/2011/01/definisi-of-speaking.html (Accessed from Internet on October 1, 2011)

Http://innovativelearningcenter.co.id/en/3-masalah-dalam-belajar-bahasa-inggris-7-cara-untuk-mengatasinya/ (Accessed from Internet on 14 Mai 2017).

Iskandarwassid & Sunendar. D. (2016). Strategi pembelajaran bahasa PT. Remaja Rosdakarya.

Latief, M.A. (2015). *Research methods on language learning: An introduction*. Universitas Negeri Malang.

Moh Iqro Husain. https://iqrabelajar.wordpress.com/ (Accessed from the internet on 4 April 2017).

Siahaan, S. 2008. *Issues in linguistics*. Graha Ilmu.

Tarigan, H.G. (2008). *Berbicara sebagai suatu keterampilan berbahasa*. Angkasa Group.

Troika. M.S. (2012). *Introducing second language acquisition*. Cambridge University Press.

Wendy A. S & Listbeth H. Y. *Teaching English to children*. Longman.

Yamin, Martinis. (2013). *Profesionalisasi guru dan implementasi KTSP*. GP Press Group.