

Chapter Four

Findings and Discussions

This chapter discusses the result of the research including findings and discussions. In the findings, the researcher explains the result of the data including problems in speaking and strategies used to overcome those problems. The discussion of the research is also strengthened by some theories and the quotation is also included.

EED of UMY Students' Difficulties in Speaking

After collecting the data through interview, the researcher found that there were twelve major difficulties faced by EED of UMY students in speaking. According to Zhang (2009), the majority of EFL students faced difficulties in speaking English. In this section, the researcher will discuss the difficulties orderly followed by supporting statements from expert related to the difficulties. Furthermore, the researcher also put the statement from the participants.

The students' environment did not support to speak English.

Environment played important role for student to learn language especially in speaking context (Gan, 2010). It means that when the environment is supporting, it can facilitate the student to master the language more easily. In contrast with that statement, this research found that the participants' environment did not support them to speak English. Three participants stated that their environment did not support them to speak English. The statements below showed that participant one and participant four faced speaking difficulty in the environment:

(P1.2) "My environment declined when I ask to speak English in the first time. So, I rarely find people who want to speak English".

It was supported by participant four who also stated that the environment had become the difficulty and did not support to speak English. Participant four said:

(P4.7) “Yes, which is environment. I feel difficult to speak English because the environment does not support to speak English and there are no friends who want to speak using English”.

Actually, one of the problems that became the environment did not support to speak English because first language dominant used. This phenomenon was proven by another participant. The statement from another participant was below:

(P2.8) “My environment is still using first language, so the opportunity to speak English is limited”.

From the findings of this research, the students at EED of UMY faced difficulty in speaking related to the environment that did not support them to speak English because of the environment was first language dominant and there were no friends to talk in English. Accordingly, Bilal at all (2013) stated that students are unable to improve their speaking skill because their environment does not support to speak English. Based on that statement, it could be indicated that environment was considered as one of the difficulties faced by students in speaking English.

The students’ pronunciation was poor. The two of six participants agreed that they had poor of pronunciation when speaking English as their difficulty in speaking English. It could be seen on the interview result by the statement from two participants:

(P3.7) “My pronunciation is still wrong when speaking English”.

(P5.5) “I still cannot pronounce some English words correctly. So, pronunciation becomes my problem. The way to pronounce in English is also my difficulty in speaking English”.

From those statements, it could be seen that the participants faced speaking difficulty in pronunciation aspect. Pronunciation difficulty occurred because the participants were wrong in pronouncing some English words correctly. It is supported with Gan (2012). Gan revealed that one of being obstacles in speaking English is poor of pronunciation. The students have trouble in pronouncing some particular vowels, consonants and intonations.

The students had lack of input exposure. The third difficulty in speaking was lack of input exposure. This research found that there was one participant stated that he had lack of input exposure. Here is the statement from participant six:

(P6.8) “I have less input in English that hamper my speaking fluency”.

So, lack of input exposure became one of the difficulties in speaking faced by the students at EED of UMY and it hamper students’ speaking fluency. According to Hassan and Selamat (2002), input as the essential aspect of learning. Without input, students automatically had obstacle in output. Hence, lack of input exposure hampered students in speaking fluency because they had no varieties of output.

The students faced anxiety. The fourth difficulty found in this research was anxiety. This difficulty was faced by two participants in speaking. It was proven by the statements from the participants below:

(P2.2) “I usually afraid and too worry when I speak using English in front of many people”.

(P5.2) “The first is anxiety when speaking English. It happens for many factors such as lack of vocabulary that I had and lack of grammar. So, when I speak to many people, they do not understand about what I said”.

Anxiety is related to someone psychology. Anxiety is considered as the difficulty in speaking. It could be seen in the participants’ statements that they felt anxious when speaking English in front of many people. Furthermore, lack of understanding vocabulary and grammar were also contributing as one of the factors that caused students felt anxious. It was in line with Tokoz-Goktepe (2014) that the student struggles with English and simply fears of using English because of having anxiety. Added by Tokoz-Goktepe (2014) that some of EFL students who faced difficulty in vocabulary mastery and grammar pattern felt anxious when they speak English.

The students had lack of English speaking practice. According to Alonso and Junio (2012), the more practice students do, the better result they will obtain. However, lack of practice speaking English became one of the problems in speaking encountered by students. It was proven by this phenomenon that the participants were saying that they had lack of practice speaking English became the contribution of problems in speaking. Here are the statements from the participants:

(P2.3) “Well, maybe I am rarely to speak English in front of many people”.

(P5.6) “I rarely practice speaking English because I use Indonesian language for communication”.

So, based on the participants’ answered, it could be concluded that students had lack of practice speaking English because the environment was first language dominant. In addition, the students were lack of using English in front of many people. Likewise, students preferred in using Indonesian language then it became their obstacle in speaking. Hence, it was in line with Alonso and Junio (2012). Alonso and Junio said that the students difficult to practice speaking English because the students does not live in English speaking country. As a result, first language is dominant used.

The students had lack of grammar. The researcher found that the sixth difficulty in speaking was grammar. There were two participants who stated that they faced grammar stumbled block when speaking. The first participant was participant two and it can be seen in the statement below:

(P2.4) “I speak unstructured and the grammatical are wrong when speaking English. Furthermore, I do not know some vocabularies that should be used in adjective or adverb. For example, the vocabulary that should be used in an adverb or an adjective but reversed. Sometimes, that is the problem”.

The second participant who stated that stumbled block by grammar and overthinking about grammar when speaking English was participant three. The statement is:

(P3.4) “I am overthinking about grammar when speaking English”.

Hence, based on the participants' answers, it could be concluded that grammar became the problem and stumbled students in speaking English. The participants did not know the vocabularies that should be used in adjective or in adverb and they also overthinking about grammar when speaking English. Those participants' statements were sustained by Gan (2012) who stated that students are stumbled block by grammar when they speak English. Some of them think about particular grammar item being involved before producing utterances.

The students had lack of vocabulary knowledge. Lack of necessary vocabulary was faced by four participants in this research. The participant six got difficulty in speaking because he had limited vocabulary knowledge. Here is the statement from participant six:

(P6.3) "My vocabulary knowledge is also limited".

The participant four stated that she faced difficulty in finding some words and could not keep the communication going. It was proven by statement from participant four below:

(P4.6) "Sometimes, I am still difficult to find an appropriate vocabulary to be spoken in English".

Two participants stated that they had difficulty in vocabulary because they rarely read English book. Those were participant three and participant five. The statements are:

(P3.3) "I have less of vocabulary knowledge because I am rarely reading English book".

(P5.3) "My vocabulary knowledge is limited because I rarely read book".

From those statements, it could be seen that vocabulary was the difficulty in speaking. Two participants stated that they had difficulty in vocabulary because they had rarely reading English books. It was in line with Liu and Jackson (2008) who stated that EFL students have poor vocabulary as their problem in speaking English. Additionally, Tokoz-Goktepe (2014) argued that most of EFL students have lack of vocabulary knowledge because they have lack in reading English books.

The students preferred to use first language. Participant two said that he preferred to use his first language. Here is the statement from participant two:

(P2.5) “Another problem in speaking English is that I am in first language used dominant”.

From the participant’ statement, it indicated that the participant faced difficulty in speaking because of first language dominant used. So, the participant preferred to used first language than English. That statement was clearly correlated with Gan (2012). Gan argued that when students finish their classes and their first language is dominant used. Hence, first language used to be considered as the problem in speaking English in EFL students.

The students had lack of confidence. This phenomenon had found in this research that there was one participant who stated that she had lack of confidence when speaking English. Participant three said:

(P3.2) “I feel less confident when speaking English”.

It means that students who have lack of confidence can influence their speaking fluency. Based on the finding, the participant felt lack of confidence when speaking English and it became her problem in speaking English. Alongso

and Junio (2012) showed that most of the students aware of the importance of acquiring speaking skill but they show their lack of confidence when speaking English. So, lack of confidence considered as a problem in speaking English.

The students were discouraged by friends. This phenomenon had been found in this finding of this research that student was demotivated by students' friends when speaking English. It was proven by the statement from participant three:

(P3.6) "So, when in the first semester at listening and speaking as the subject, there was an incident when I started speaking English and my friends demotivated me. They said 'what are you talking about? If you cannot speak, it would be better not to talk'".

According to Muhonen (2004), in speaking context, demotivating forces reduce motivation during action. Based on the participant' statement, it could be indicated that demotivating was decreased student' motivation in speaking English. Demotivating occurred when students started to speak but other students demotivated them with saying a sentence such as what would you talking about? You better kept silent if you could not speak English well. After that, the students preferred to not speak English. Furthermore, it became the problem for students in speaking English.

The students' mother tongue is not English. Based on the finding of this research, the researcher found that there were two participants who had problem in speaking related to the English as their foreign language. Those participants were participant four and participant six and they said:

(P4.4) “Here, when we talk using English and English is not our first language, we need to know some things such as grammar”.

(P6.2) “I feel English language is not our language. So, I rarely use English to communicate to people especially people who have good ability in speaking English”.

Students have to think about what they say and make use their working memories in order to recall language structures and grammatical rules to produce correct sentences in target language when learning a second language or foreign language (Lindblad, 2011). It is in line with participant’ four statement that she was think that English was not her language and she needed to recall her grammatical knowledge when speaking English. Furthermore, when students thought that English was not their language, they preferred to do not used the language. Therefore, English as the students’ foreign language was being obstacle for students in speaking.

The students were afraid of making mistakes. This research found that one of the causal problems being stuck in speaking was students were afraid of making mistakes when speaking English. This difficulty has found from participant four who stated that she was afraid speaking English because English was not her language. It was proven by statement below:

(P4.5) “When we speak and not use our language, we are afraid of making mistakes. So, when I make mistakes when speaking English, it will be laughed by others”.

From the participant’ statement, it could be inferred that the students were afraid of making mistakes when speaking English because English was not their

language. It is in line with Tokoz-Goktepe (2014) that students are afraid in making mistakes when they are speaking English. Hence, it was clear that afraid of making mistakes was considered as one of the problems in speaking English.

To conclude, from all of those participants' statement, this research found twelve difficulties faced by students at EED of UMY in speaking. It was proven by the data obtained such as the difficulties found that the students' environment do not support to speak English, the students' pronunciation is poor, the students have lack of input exposure, the students face anxiety, the students have lack of English speaking practice, the students have lack of grammar pattern, the students have lack of vocabulary knowledge, the students preffer to use first language, the students have lack of confidence, the students discouraged by friends, the students' mother tongue is not English and the students are afraid of making mistakes.

Students' Strategies to Overcome Speaking Difficulties at EED of UMY

After collecting the data, the researcher found that there were eighteen strategies used by six participants to solve their speaking difficulties at EED of UMY. The results are obtained from the experience from six participants.

The students practiced speaking English. According to Alonso and Junio (2012), the more practice students do, the better result they will obtain. This research found that practice speaking English was one of the strategies used by four participants. The first participant who used practice speaking English as the strategy in speaking was participant one. Participant one had practiced speaking English before she became a student at EED of UMY. Here is the participant one statement:

(P1.3) “In my opinion, I do not have any problem with grammar. It is because I have studied grammar around six months before I am at PBI UMY. For the first three months, I really learned about 16 tenses in English. Then for the second three months, I also learned grammar. Besides, when we speak English, grammar is not the main point. Thus, the main point is we directly practice speaking English”.

The second participant also stated that the participant practiced speaking English such as talking to himself as the strategy to overcome speaking problem related to the environment that did not support to speak english. The participant two stated:

(P2.12) “For the environment, I like talking to myself; I speak to myself using English”.

The third participant said that she practiced speaking English through teaching English for kid. Here is the statement:

(P3.13) “Nowadays, I teach English for kids. I teach the basics of English. So, I can practice speaking English there”.

The next participant who practiced speaking English like speaking and participating in a conference as the strategy was participant four. Here is the statement from participant four:

(P4.12) “I attended a conference with my friends once. I studied with my friends about how we were present our research. Thus, I also learned how to talk with my friends in English”.

Practice speaking English was the strategy used by participants since they are studying at EED of UMY even before becomes student at EED of UMY. One

participant stated that he practiced speaking English like talking to himself in English. Furthermore, practice such as taught English and participated in a conference could be as a strategy in speaking. From the participants' statements, practice speaking English was a good strategy for students to overcome speaking problems specially for overcoming the environment that did not support to speak English.

The participants' statement was in line with Alonso and Junio (2012) that EFL Students can do practice speaking English to improve their speaking ability and overcome their speaking struggle. Some models of practice can speak with their friends, participate in any classroom activities or outside activities, teach English kids, and do conversation with native English.

The students took notice to role model. The finding of this research found that there were two participants who had been taking notice to role models or lecturers as their strategy to improve speaking skills. It was proven by the statements from participant one and participant six below:

(P1.5) “So, I try to stay close with lecturers who have a good pronunciation to get correction when I get wrong pronouncing words”.

(P6.11) “I always pay attention to the lectures or people who have good ability in English when they speaking”.

Students can take notice to role models and make improvement of their speaking specially to get better of their pronunciation. As a result, students can imitate and improve their speaking. It is in line with participants' statement that they could stay close and pay attention to role model such as lecturers and made improvement of their self as a result of taking attention. According to Crosby

(2000), the role models are genuinely interested in facilitating the growth of students, which being selected by students as a model.

The students watched English movies. Another strategy was found in this research by participants was watching English movies. Most of the participants stated that watching English movies as the strategy in speaking to overcome difficulty their vocabulary and pronunciation. As the statements from participant four and participant five:

(P4.13) “Besides, I often watch English movies. So, it can help me to improve vocabulary knowledge and how to pronounce English in correct way”.

(P5.10) “I watch English movies and pay attention to people how to pronounce English words”.

One participant stated that she often watches Korean movies with English subtitle to improve vocabulary knowledge. It was proven by the statement from participant three:

(P3.11) “I also like to watch Korean movies. However, I search those movies with English subtitle”.

From the statements above, it could be seen that watching English movies was useful for students in improving their vocabulary knowledge and pronunciation to deal with problems in speaking. It was in line with Prensky (2001) that watching English movies can be a strategy to enable students enjoyable in learning speaking, improving vocabulary knowledge, correcting wrong pronunciation and tuning their brain in the second language.

The students joined an English speaking club. This research also found that there was participant who joined an English speaking club to speak and practice their speaking to overcome their speaking problems. Here is the statement from participant six:

(P6.13) “I and my classmate create a community to speak English. So, when the class is done, we gather around and speak English with one topic has been selected before”.

From the participants’ statement above, an English speaking circle such as join a community to speak English with close friends could be used as one of the strategy to improve their speaking English and to solve the difficulty in environment that did not support to speak English. This strategy could be done when the class was done. So, the students gathered around and made circle to start speaking English with one topic decided. It was supported by Rajasekaran (2010) that one of the problems encountered by EFL students is that they have minimum knowledge in learning and using English language. In order to solve this issue, students directed to involve to English speaking club with their own close friends.

The students used English in communicating on phone. Two participants were found that they communicated in English using phone such as calling to solve their speaking problems. Those participants were participant one and participant two. Here are the statements:

(P1.8) “So, in my opinion, my environment is not support me to speak English. To deal with that, sometimes, I use English when I call my friends”.

(P2.13) “besides, formerly I often chat to my friends on the phone using English”.

Hence, communication using phone both calling and chatting in English between students and their friends gave positive impact in solving speaking difficulties which in the environment that did not support to speak English. According to Prensky (2001), using phone to communicate English in both call and instant messages can become strategy in speaking problem for EFL students.

The students built confidence when speaking English. The researcher found that there were two participants who speaking English in front of many people, they built confidence such as had assumption that every new person who met was friends, ignored fear and had high self-esteem. It was proven by the statement from participants below:

(P1.10) “When I start speaking English in front of many new people, I assume that they are my friends to gain my confidence in speaking English”.

She also said that she ignored her fear when speaking English to cope with anxiety. The statement is:

(P1.11) “Then for the second strategy for coping with anxiety when speaking English is that I ignore my fear when I am speaking English”.

Last, the sixth participant also conveyed the same idea about the strategy used to cope their anxiety when speaking English. The statement is below:

(P6.14) “So, to overcome anxiety when I speak English in front of many people, I think that I have a good ability in English than other people”.

From the statements above, it could be concluded that built confidence when speaking English such as ignored fear and had high self-esteem became the strategy to cope anxiety in speaking English. According to Giddens (2013), positive assumption simple means assuming the best about person. Giddens also said that in speaking context, students usually bring positive thinking to their audiences to decrease their fear when speaking English and gain their confidence level. Nixon, Aulakh, Townsend and Atherton (2009) supported that gaining confidence when speaking English was considered to be valuable in helping students to reduce their fear and improve confidence level. Another explanation that supported was come from Furner, Yahya and Duffy (2005). Furner, Yahya and Duffy said that students can raise self-esteem to increase their potential when speaking English.

The students used first language as strategy when speaking English.

This strategy was found in this study by participant two. The participant two stated that the use of L1 was helpful to go ahead in communicating L2. It was proven by statement from participant two below:

(P2.6) “So when I am speaking English and I do not know the words to be produced in English, I use my first language to solve it. For example, one day, I said *traktir*, but I did not know in English. So I immediately said *traktir*”.

Therefore, based on the participant’ answered, it could be concluded that using first language while speaking second language could be a strategy for EFL students’ to kept communication going and to solve the problem in vocabulary

mastery. Nation (2003) argued that L1 provides a familiar and effective way of quickly getting to grips with meaning and content of what needs to be used in L2.

The students used pause and filler when speaking English. The eighth strategy found in this research was using pauses and fillers when speaking English. This strategy used by participant two and participant three to overcome anxiety in speaking. Here are the statements from two participants:

(P2.8) “To overcome anxiety, I usually do deep breath, took a short breath and relaxes my body. Sometimes, I do it in the middle of my speech or sometimes before I speech. So, when I want to speak, I would have paused to take a breath, and then speak again to try to overcome it”.

(P3.14) “I use filler when speaking and sometimes I also pause to rethinking and then speak again”.

From those statements, it could be seen that the participants used pause and filler for rethinking and relaxing their brain then speak the utterance found. Thus, it became a strategy used by the students to cope speaking problem while speaking occur. Additionnaly, students did pause when speaking English can solve their anxiety. It was similar to lindblad (2011). Lindblad said that students can pause in few times to found some words to be produced in speaking English and to solve their speaking problem.

The students were fidgeting when speaking English. One participant agreed that moved part of body such as hand could handle and deceased anxiety while speaking English. It was proven by the statement from participant two below:

(P2.9) “Usually when I speak English, there is part of my body such as my hand or my leg that always move and cannot silent”.

From the participant’ statement above, it could be concluded that the students moved some parts of the body such as hand or leg to handle and decrease anxiety when speaking English. Yang, Chen and Jeng (2010) argued that students can effective reduce anxiety when speaking English through part of body movement such as hand. Thus, it is truly that moving parts of the body could be a strategy to reduce speaking anxiety when speaking English especially for EFL students.

The students read English texts from any sources. Reading is categorized in receptive language skills. From the data gathered, the researcher found that reading English texts became the strategy in improving vocabularies in speaking problems. It was proven by participant who read English in solving their limited vocabularies in speaking. The statement is:

(P2.10) “For vocabulary, it can be solved by reading. I read not only from books, it can be from internet. After I read and find new vocabularies, underline it, and then I search the meaning”.

In addition, there was one participant said that he read tenses book to overcome his grammar struggle in speaking English. The statement is:

(P5.9) “For grammar struggle, I read tenses book to enrich my knowledge about grammar”.

Thus, it could be concluded that reading English texts from any sources such as book and internet was useful for student to overcome and to enrich participants’ vocabulary knowledge and grammar pattern dealing with the

problems in speaking. Pikulski and Templeton (2004) argued that through reading, students can build their vocabularies knowledge and grammar rules. As a result, students can improve their speaking ability and fluency.

The students improved self-awareness when speaking English. Based on the finding of this research, the researcher found one participant who had improved self-awareness in solving speaking problem. It was supported by the statement of participant two below:

(P2.11) “We correct ourselves. Thus, what we had been discussed; we recall and mark where the mistakes are. So, here we really increase our awareness while speaking and try not to repeat the same mistakes”.

Self-awareness is associated with increased salience of someone physical and affective and also leads to increase accuracy of self-report of their problems in speaking (Joinson, 2001). Thus, self-awareness was related to people who more aware about their mistakes in the past. Based on that statement, it could be indicated that improving self-awareness such as recall and mark about mistakes in the past while speaking could be a strategy in speaking to avoid the same mistakes in the past and could improve the understanding about grammar rules.

The students participated speaking English in the classroom. The finding of this research also found that there were two participants who had taking participation to speak English in any chance in the classroom. Those participants were participant three and participant four. Here are the statements:

(P3.10) “There is a subject course that requires us to read a novel. Then, after we read, we have to write essay there. In the last, we also need to give opinion about the reading”.

(P4.8) “My way to overcome anxiety is the first one, I tried to participate or speak as much as possible when I have a chance to speak”.

From the participants’ answered, it could be concluded that took participating to speak English in any chance such as gave comment or opinion about particular issue discussed was a good strategy in overcoming speaking problem in the classroom. It also drilled the students to more practice. As a result, it became the strategy to cope anxiety in speaking problems. It was in line with Sawir (2005) who stated that students take chance to give comment on various aspects of English language learning which enable them to use the language in practical way. Thus, it was evident that taking participation to speak English such as giving comment or opinion in the classroom became good strategy in overcoming speaking difficulties.

The students listened to English songs. The researcher found that the participant listened to English songs as strategy in speaking. The participant stated that listen to English songs was helpful them in learning speaking specially to improve vocabulary and pronunciation. It was proven by the statement below:

(P4.14) “I listen to English songs. So, it is helpful to increase my vocabulary knowledge and my pronunciation”.

Hence, based on the participant’ answered, it could be determined that listen to English songs was helpful students in learning speaking specially to improve vocabulary and pronunciation. According to Al-Abri (2008), listening to English songs enables students to more easily in learning their speaking and also gives positive impact in students’ vocabulary knowledge and pronunciation.

The students used non-linguistic signals when speaking English. The researcher also found that the participant used non-linguistic signals as a strategy while speaking English. It was proven by statement below:

(P3.15) “I use body language to explain and to make others understand what I said”.

From the statement above, it could be seen that using non-linguistic signals such as mimes, gestures and body languages while speaking occur could be a strategy to solve speaking problem related to the vocabulary mastery. It was in line with Ya-ni (2007) who stated that students add mimes, gestures and facial expressions while speaking occur to declare something in English. However, non-linguistic signals could be a solution for students in speaking English since they could make some gestures and make other students understand what they said.

The students read aloud. This study also found that participant used reading aloud as strategy to improve speaking pronunciation. It was proven by the statement from participant four below:

(P4.10) “I also read aloud. So, I tried to how to pronounce something in English in the correct way. Thus, beside I read, I also write, and then I pronounce it aloud”.

This strategy applied by participant was in line with Spencer (2011). According to Spences, reading aloud has proven to increase students’ comprehension, fluency, motivation, vocabulary, pronunciation and encourage students’ understanding of content matter in EFL classroom speaking context. Likewise, students’ speaking skill would increase effectively.

The students learned more deeply about grammar rules. This research also found that participant four learned more deeply about grammar such as identified the structure of a sentence to overcome her problem in speaking English especially in lacking of grammar pattern. Here is the statement from participant four:

(P4.11) “Then, for grammar, I like to give challenge for myself that I have to understanding about grammar or use it in the appropriate context. So, the strategy is learning more about grammar. I will identify the structure of a sentence, for example subject, verb, and object or complement”.

Students identified the structure of a sentence in knowing about grammar, so students could speak English fluency without blocked by grammar rules. The strategy was supported by Azar (2007) who claimed that most of EFL students setting aside time to focus on grammar seemed effective and efficient as well as a good support for students in speaking English.

The students memorized English words. This strategy was found in this research by participant five. The participant stated that memorize words was helpful to enrich vocabulary in speaking English. Here is the statement from participant five:

(P5.8) “I often memorize words, like kind of adjective words, nouns, and verbs”.

The participant’ statement about memorized words such as adjective, noun and verb to enrich vocabulary while speaking was supported by Yang and Dai (2011) who stated that students can memorize words in order to handle the

problem of acquiring large number of fundamental vocabulary words in the target language when speaking occur.

The students repeated words when speaking English. The last strategy that the researcher got from the finding of this research was repeating English words. The participant said that to get speaking going, he repeated some words to make others understand. It was proven by the statement of participant five below:

(P5.12) “I repeat some words to make other people understand what I said”.

Based on that statement, repeating some English words in speaking was good strategy to make speaking going and other people understand to deal with speaking problem. Furthermore, it also became the strategy in speaking to solve the problem of lack of vocabulary. The participant’ statement about repeated some words to convey belief and to make other people understand was supported by Lindblad (2011) who stated that students repeat some words in order to produce what they intend to say.

This study found eighteen strategies used by six participants at EED of UMY to overcome their speaking difficulties. The first strategy was practicing speaking English. Four participants used this strategy in overcoming speaking difficulties related to the environment that do not support to speak English. The second strategy was taking notice to role model. This strategy used by two participants to correct their mistakes about pronunciation. The third strategy was watching English movies. This strategy used by three participants in solving their speaking problems related to vocabulary and pronunciation. The fourth strategy was joining an English speaking club. This strategy used by participant six to

overcome their difficulty of the environment that do not support to speak English. The fifth strategy was communication on phone using English. This strategy used by participant one and participant two to overcome the environment that do not support them to speak English. The sixth strategy was building confidence when speaking English. This strategy used by participant one and participant six to cope their anxiety dealing with speaking problem. The seventh strategy was using first language when speaking English. This strategy used by participant two to keep communication going while speaking English and to solve the limited vocabulary. The eighth strategy was using pause and filler when speaking English. This strategy used by participant two and participant three to find the utterances when they lost their words and also to handle and to cope anxiety when speaking English. The ninth strategy was fidgeting when speaking English. This strategy used by participant two to overcome anxiety. The tenth strategy was reading English texts from any resources. This strategy used by two participants to improve their vocabulary related to speaking problems. The eleventh strategy was improving self-awareness when speaking English. This strategy used by participant two to avoid same mistakes in the past when speaking English and also to increase the understanding about grammar rules. The twelfth strategy was participating speaking English in the classroom. Participant three and participant four used this strategy to solve anxiety. The thirteenth strategy was listening to English songs. Participant four used this strategy to increase vocabulary knowledge and pronunciation related to speaking problems. The fourteenth strategy was using non-linguistic signals when speaking English. This strategy used by participant three to explain her belief and make other students understand

when speaking English and also to solve speaking problems related to the vocabulary mastery. The fifteenth strategy was reading aloud. This strategy used by participant four to cope her speaking problem in pronunciation aspect. The sixteenth strategy was learning more deeply about grammar. This strategy used by participant four by analyzing and identifying the sentences to increase her grammar understanding. The seventeenth strategy was memorizing English words. This strategy used by participant five to solve problems in speaking related to the vocabulary mastery. The last strategy was repeating words when speaking English. This strategy used by participant five to overcome the speaking problems related to the minimum of vocabulary mastery.