

Appendices

Appendix 1: Interview Guideline

Purpose	Theory	Questions for interview
		1. Di semester berapa dan mata kuliah apa yang fokus dengan <i>speaking</i> ?
Problems in Speaking	<p>Problems</p> <p>1. <u>Anxiety:</u> Students are afraid in making mistakes when they speak English. Tokoz-Goktepe, (2014)</p> <p>2. <u>Inadequate of vocabulary knowledge:</u> Students of EFL students have poor vocabulary as their problems in speaking English. (Tokoz-Goktepe, 2014; Liu and Jackson, 2008; Gan, 2012)</p> <p>3. <u>Lack of grammar pattern:</u> Students are stumbled block by grammar when they speak English. Gan (2012)</p> <p>4. <u>Poor of pronunciation:</u> Students have trouble in pronouncing some particular vowels, consonants, and</p>	2. Didalam <i>speaking</i> , masalah-masalah apa saja yang menghambat anda dalam berbicara bahasa Inggris?

	<p>intonations. (Tokoz-Goktepe, 2014; Gan 2012)</p> <p>5. <u>Lack the motivation:</u> Students have less motivation in learning or speaking English language, even from their teacher. (Al Hosni 2014; and Tokoz-Goktepe, 2014)</p> <p>6. <u>Poor listening facilities:</u> Students have poor of listening facilities as their obstacle in producing speaking. Bilal, Rehman, Rashid, Adnan, & Abbas (2013)</p> <p>7. <u>Unavailability of the environment that help to speak English:</u> Students unable to improve their speaking skill, because their environment is first language dominant. Bilal, Rehman, Rashid, Adnan, & Abbas (2013)</p> <p>8. <u>Inappropriate teaching strategy:</u> Lack of teaching speaking strategy give negative impact in students speaking performance. Al Hosni (2014)</p> <p>9. <u>Inappropriate curriculum:</u> Curriculum which is implemented is not appropriate</p>	
--	--	--

	<p>for teaching speaking English. The curriculum is just focus on teach reading and writing. Al Hosni (2014)</p>	
<p>Strategies in overcoming the speaking problems</p>	<p>Strategies</p> <ol style="list-style-type: none"> 1. <u>Motivation with the help of mother tongue:</u> Giving a detailed skeleton of processes and methods of learning first language can motivate students in learning second language. Rajasekaran (2010) 2. <u>English Speaking Circle (ESC):</u> In order to solve this issue, students directed to form ESC involving of their own close friends in the classroom. Students are asked to speak only in English in their ESC. Rajasekaran (2010) 3. <u>Follow-up activity:</u> These strategies have good result. It can be organized by students itself or teachers. One of these activities is like word game as conducted to competition. This strategy provides the students to be brave in expressing their ideas. The result which had been felt 	<ol style="list-style-type: none"> 3. Setelah anda mengetahui masalah-masalah tersebut, strategi-strategi apa yang anda gunakan atau terapkan untuk mengatasi masalah-masalah tersebut?

	<p>by students is improvement in their confidence level.</p> <p>Rajasekaran (2010)</p> <p>4. <u>Reading club:</u></p> <p>Students should form to group of reading in their class.</p> <p>Students of member reading club are asked to read newspaper regularly. Then, discussed it. Rajasekaran (2010)</p> <p>5. <u>Enable fun oral activity:</u></p> <p>Some fun oral activities such as songs, rhymes, pictures and simple story can be as strategy to enable students more enjoy in learning their speaking skill.</p> <p>Al-Abri (2008) as cited in Al Hosni (2014)</p> <p>6. <u>Pauses</u></p> <p>Students can pause in a few times to meditate some words to be produced. It allows students to silent, and then speaks out the utterances found. Lindblad (2011)</p> <p>7. <u>Repeat a word or part of words.</u></p> <p>Students repeat some words in order to produce what they intend to say. Lindblad (2011)</p> <p>8. <u>Nonlinguistic signals</u></p>	
--	---	--

	Speaker adds mime, gestures, and facial expression while speaking occur. Ya-ni (2007)	
--	---	--

Appendix 2: Axial and selective coding

Speaking Problems		
Point	Translated Statement	Theme
The students' environment does not support to speak English. /////	<p>(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.</p> <p>(P2.7) My environment is still using first language, so the opportunity to speak English is limited.</p> <p>(P3.8) My environment is always using Indonesian language.</p> <p>(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.</p> <p>(P5.7) We use Indonesian language and Javanese language to communicate to others.</p>	<p>(P1.2) The student' environment does not support to speak English.</p> <p>(P2.7) The student' environment is first language dominant.</p> <p>(P3.8) The student' environment is first language dominant.</p> <p>(P4.7) The student' environment does not support to speak English.</p> <p>(P5.7) The student' environment is first language dominant.</p> <p>(P6.9) The student' environment is first language dominant.</p>

	(P6.9) My environment is using Indonesian language and Javanese language, so it is difficult for me to use English.	
The students' pronunciation is poor. ////	<p>(P1.4) I have problem in pronunciation.</p> <p>Sometimes, I am not confident with my pronunciation, so I should learn more about it. Thus, I need to learn about pronunciation.</p> <p>(P3.7) My pronunciation is still wrong when speaking English because I rarely use English.</p> <p>(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.</p> <p>(P6.5) Also the problem is when we speaking are not really correct from pronunciation aspect.</p>	<p>(P1.4) The student' pronunciation is poor.</p> <p>(P3.7) the student' pronunciation is poor.</p> <p>(P5.5) The student has poor of pronunciation in English.</p> <p>(P6.5) The student' pronunciation is poor.</p>
The students have lack of input exposure.	(P6.8) I have less input in English that hamper my speaking fluency.	(P6.8) The student has lack of input exposure.

<p>The students face anxiety. /////</p>	<p>(P1.9) Yes, sometimes when I meet new people and I speak in front of them using English, I feel nervous.</p> <p>(P2.2) I usually afraid and too worry when I speak using English in front of many people.</p> <p>(P3.5) I am also faced anxiety when speaking English. It happens because I am afraid to speak to people using English.</p> <p>(P4.2) The first problem is anxiety. It is because every people pay attention to us when we speak English especially in the classroom. So, that situation makes me anxious when speaking English.</p> <p>(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</p>	<p>(P1.9) The student feels nervous when speaking English.</p> <p>(P2.2) The student worries when speak English.</p> <p>(P3.5) The student feels anxious when speaking English.</p> <p>(P4.2) The student' problem is anxiety.</p> <p>(P5.2) The student feels anxious when speaking English.</p> <p>(P6.6) The student feels shy and afraid to speak English.</p>
---	--	--

	<p>about what I said.</p> <p>(P6.6) So, when we speak English to people who have more ability than us, then we are afraid to speak English in front of them.</p>	
<p>The students have lack of English speaking practice. ///</p>	<p>(P2.3) Well, maybe I am rarely to speak English in front of many people.</p> <p>(P5.6) I rarely practice speaking English because I use Indonesian language for communication.</p> <p>(P6.7) English in Indonesia is a foreign language. So, not everyday use English, not every day listen to English.</p>	<p>(P2.3) The student has lack of practice speaking English.</p> <p>(P5.6) The student has lack of practice speaking English.</p> <p>(P6.7) The student has lack of practice speaking English.</p>
<p>The students have lack of grammar pattern. ////</p>	<p>(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.</p>	<p>(P2.4) The student has lack of grammar pattern when speaking English.</p> <p>(P3.4) the student is overthinking about grammar when speaking English.</p> <p>(P4.3) Grammar becomes the problem in speaking.</p> <p>(P5.4) The student has lack of grammar</p>

	<p>(P3.4) I overthinking about grammar when speaking English.</p> <p>(P4.3) The second problem is about grammar. Here, we speak not using our language and need to know the rules. Thus, sometimes I forget what kind of grammar rules should I used when I speak English.</p> <p>(P5.4) I lack of understanding about grammar pattern. So, when I speak using English is unstructured and make people misunderstanding about what I said.</p> <p>(P6.4) The next problem is when we speak is not really correct in grammatical aspect.</p>	<p>pattern.</p> <p>(P6.4) The student has poor of grammar pattern.</p>
<p>The students have lack of vocabulary knowledge. ///</p>	<p>(P3.3) I have less of vocabulary knowledge because I am rarely reading book.</p> <p>(P4.6) Sometimes, I still difficult to find an appropriate vocabulary to</p>	<p>(P3.3) The student has limited vocabulary knowledge.</p> <p>(P4.6) The student has limited vocabulary knowledge.</p> <p>(P5.3) The student has</p>

	<p>be spoken.</p> <p>(P5.3) My vocabulary knowledge is limited.</p> <p>(P6.3) My vocabularies knowledge is also limited.</p>	<p>poor of vocabulary knowledge.</p> <p>(P6.3) The student' vocabulary is limited.</p>
The students prefer to use his first language.	(P2.5) Another problem in speaking English is that I am in first language used dominant.	(P2.5) The student prefers to use his first language.
The students have lack of confidence.	(P3.2) I feel less confident when speaking English.	(P3.2) The student has lack of confidence.
The students discouraged by friends.	(P3.6) So, when in the first semester and listening and speaking as the subject, there was incident that is when I was speaking English, there were my friends who demotivating me with said "what are you talking about? If you cannot speak, it would be better not to talk".	(P3.6) The student is discouraged by friends.
The students' mother tongue is not English. //	<p>(P4.4) Here, when we talk using English and English is not our first language, we need to know some things such as grammar. Moreover, sometimes I forget using an appropriate grammar in an appropriate context.</p> <p>(P6.2) I feel English</p>	<p>(P4.4) English as the student' second language.</p> <p>(P6.2) The student feels that English is not his language.</p>

	language is not our language. So, I rarely use English to communicate to people especially people who have good ability in speaking English.	
The students are afraid of making mistakes when speaking English.	(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.	(P4.5) The student is afraid of making mistakes when speaking English.

Speaking Strategies		
The students practice speaking English. ///	(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	(P1.3) The student practices speaking English. (P2.12) The student practices speaking English with himself. (P3.13) The student teaches English for kids to practice speaking English. (P4.12) The student practices to speak English with her friends.

	<p>practice speaking English.</p> <p>(P2.12) For the environment, I like talking to myself; I speak to myself using English.</p> <p>(P3.13) Nowadays, I teach English for kids. I teach the basics of English. So, I can practice speaking English there.</p> <p>(P4.12) I once attended a conference with my friends. I studied with my friends about how we were present our research. Thus, I also learned how to talk with my friends in English.</p>	
<p>The students take notice to role models. //</p>	<p>(P1.5) So, I try to stay close with lectures who have a good pronunciation to get correction when I get wrong pronouncing words.</p> <p>(P6.11) I always pay attention to the lectures or people who have good ability in English when they speaking.</p>	<p>(P1.5) The student asks the lecture to correct her pronunciation.</p> <p>(P6.11) The student takes notice to role models.</p>

<p>The students watch English movies. ////</p>	<p>(P1.6) Nowadays, I often watch and listen to an English video with subtitle. So, I know the vocabulary and how to pronounce it. Thus, finally I watch and listen to more videos.</p> <p>(P3.11) I also like to watch Korean movies. However, I search those movies with English subtitle.</p> <p>(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.</p> <p>(P5.10) I watch English movies and pay attention to people how to pronounce English words.</p> <p>(P6.12) I watch English movies with subtitles.</p>	<p>(P1.6) The student watches English videos.</p> <p>(P3.11) The student watches Korean movies with English subtitle.</p> <p>(P4.13) The student watches English movies.</p> <p>(P5.10) The student watches English movies.</p> <p>(P6.12) The student watches English movies.</p>
<p>The students join an English speaking club. //</p>	<p>(P1.7) I create a club to speak English. I tell to my friends that if we meet, we try to speak using English.</p>	<p>(P1.7) The student creates an English speaking club.</p> <p>(P6.13) The student creates an English</p>

	(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.	speaking club.
The students use English in communicating on phone. //	(P1.8) beside that, I also use English when I call my friends. (P2.13) Beside of that, formerly I often chat to my friends on the phone using English.	(P1.8) the student uses English when communicating with her friends on phone. (P2.13) The student uses English in chatting to his friends.
The students build confidence when speaking English. //	(P1.10) The strategy that I used is that I assume that they are my friends. So, when I had already assumed that they are my friends, it can gain my confidence to speak English. (P1.11) Then for the second, I ignore my frightened when I am speaking English. (P6.14) I think that I have a good ability in English than other people when I speak in front of them.	(P1.10) The student assumes that every new person is her friend. (P1.11) The student ignores her frightened when speaking English. (P6.14) The student' self-esteem is high.
The students use first	(P2.6) So when I am	(P2.6) The student uses

<p>language when speaking English. //</p>	<p>speaking English and I do not know the words to be produced in English, I use my first language to solve it. For example, I once said traktir, but I did not know in English. So I immediately said traktir. (P3.16) Sometimes, I use first language when speaking English.</p>	<p>first language as the strategy. (P3.16) The student uses first language.</p>
<p>The students use pause and filler when speaking English. //</p>	<p>(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.</p>	<p>(P2.8) The student pauses to relax and to find the utterances to be produced. (P3.14) The student uses filler and pause to find utterances.</p>
<p>The students are fidgeting when speaking English.</p>	<p>(P2.9) Usually when I speak English, there is part of my body that always movement and</p>	<p>(P2.9) The student does movement to handle anxiety.</p>

	cannot silent.	
The students read English texts from any sources. ///	<p>(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.</p> <p>(P3.9) I read some English quotes from internet. Usually, it is from Instagram accounts that post English quotes. So, it can improve my vocabulary.</p> <p>(P4.9) Then, the next is I love reading. So, when I have less vocabulary, I overcome it with read news, article and novel. From that, I find new vocabularies. So, I can enrich my vocabularies knowledge.</p> <p>(P5.9) For grammar struggle, I read tenses book to enrich my knowledge about grammar.</p>	<p>(P2.10) The student reads English texts from any sources.</p> <p>(P3.9) The student reads English quotes from any sources.</p> <p>(P4.9) The student reads books from any sources.</p> <p>(P5.9) The student reads book.</p>
The students improve	(P2.11) We correct	(P2.11) The student is

<p>self-awareness when speaking English.</p>	<p>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.</p>	<p>more aware about his mistakes.</p>
<p>The students participate speaking English in the classroom. //</p>	<p>(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.</p>	<p>(P3.10) The student reads and gives opinion in English in the class. (P4.8) The student participates to speak English in every occasion in the classroom.</p>
<p>The students listen to English songs. ///</p>	<p>(P3.12) I often listen to English songs. (P4.14) I listen to English songs. So, it is helpful to increase my vocabulary knowledge and my pronunciation. (P5.11) One of the way to enrich my vocabulary is listening to English</p>	<p>(P3.12) The student listens to English songs. (P4.14) The student listens to English songs. (P5.11) The student listens to English songs. (P6.10) The student listens to English songs.</p>

	<p>music with the lyric.</p> <p>(P6.10) The first thing that is simple for me is listening to English music.</p>	
<p>The students use non-linguistic signals when speaking English. //</p>	<p>(P3.15) I use body language to explain and to make others understand what I said.</p> <p>(P5.13) or sometimes I use body language to explain something to make people understand.</p>	<p>(P3.15) The student uses nonlinguistic signals.</p> <p>(P5.13) The student uses nonlinguistic signals to explain something.</p>
<p>The students read aloud.</p>	<p>(P4.10) I also read aloud. So, I tried to how to pronounce something in the correct way. Thus, beside I read, I also write, and then I pronounce it aloud.</p>	<p>(P4.10) The student reads aloud to improve pronunciation.</p>
<p>The students learn more deeply about grammar pattern.</p>	<p>(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</p>	<p>(P4.11) The student learns deeper about grammar rules.</p>

	or complement.	
The students memorize English words.	(P5.8) I often memorize words, like kind of adjective words, nouns, and verbs.	(P5.8) The student memorizes words.
The students repeat words when speaking English. //	(P5.12) I repeat some words to make other people understand what I said. (P6.15) I repeat the previous words to convey information.	(P5.12) The student repeats words to make others understand when speaking English. (P6.15) The student repeats words to convey information.