

BAB IV

DISCUSSION AND FINDINGS

A. Research Result

To find out the prominent obstacles in speaking English of students at an Islamic Junior High School in Kudus class 7 A , researchers collected data through questionnaires, interviews, observation, and documentation. From the data collection, the researcher obtained the following result.

1. The Students Prominent Obstacle In Speaking English at Islamic Junior High School in Kudus

There are four skills in learning English namely, reading, speaking, listening and writing. Speaking skills are the main thing that needs to be learned if the learners want to learn fluently. However there are many obstacles if the learners want to master speaking skills. At an Islamic Junior High School in Kudus there are still many students in class 7 A who have difficulty learning speaking English, there are several obstacles faced by students in learning speaking skills.

a. Afraid of mistake

There are some students at Islamic Junior High School in Kudus grade 7 A who are still afraid of making mistakes in learning to speak English. Because they feel that learning to speak English is difficult, interpreting it is difficult, and just one wrong letter has a different meaning. In addition, they do not read enough so they are scared of saying words wrong and not pronouncing them correctly. Another reason why they are afraid of mispronunciation is because pronunciation is difficult and translating from mother tongue to English is difficult.¹

¹Verlita, the interview from researcher, December 5, 2023, Transcript

Figure 4.1 Interview with student



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Based on the data from the questionnaire, the researchers found the following data:

Table 4.1 Result of questionnaire afraid of mistake

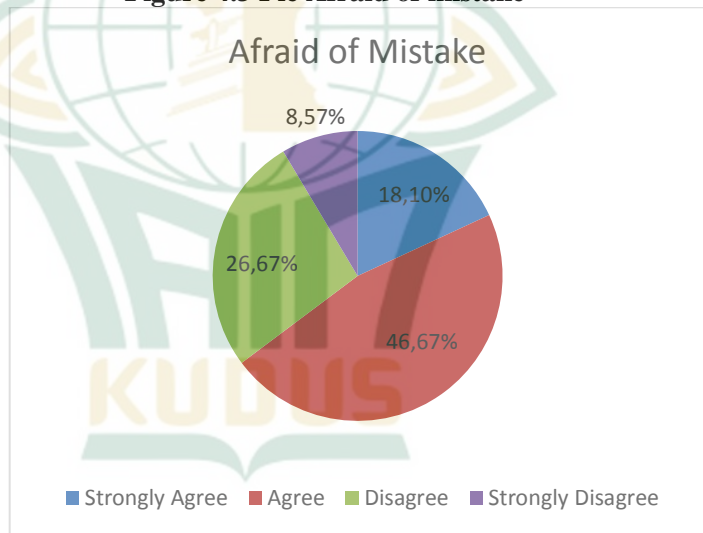
No	Item	SA	A	D	SD	Total
	Afraid of mistake					
1	I am afraid of making mistakes in speaking English in class	4	12	4	1	21
2	I feel afraid of making mistakes if I speak English with my teacher.	3	8	8	2	21
3	Learning English makes me afraid of making mistakes	3	8	6	4	21
4	I am afraid of making mistakes when speaking English in class	3	10	7	1	21
5	When my teacher asks me to speak English, I'm afraid I'll make a mistake.	6	11	3	1	21
Total		19	49	28	9	105
Note:						
SA : Strongly Agree						
A : Agree						
D : Disagree						
SD : Strongly Disagree						

²Documentation by the Researcher About Afraid of Mistake data, December 5, 2023.

From the table above, the researcher found that, agreeing statements to various questions related to afraid a mistake obtained the highest total score, namely 49 total statements. Meanwhile, the strongly agree statement is at 19 total statements. On the other hand, the disagree statement also obtained a fairly high total statement, which was 28. Meanwhile, the disagree statement only obtained 9 total statements.

Furthermore, the researcher converts the data into the form of a percentage diagram in order to provide a proportional or relative distributive picture of each value in the dataset. So that the relative contribution of each value against the whole can be compared easily with the following depiction:

Figure 4.3 Pie Afraid of mistake



The percentage diagram above shows that there are 18.10% of students who strongly agree that they feel afraid of being wrong when speaking English, and as many as 46.67% of students who agree. So the total number of students who agree that they are afraid of being wrong is 64.77%. On the other hand, there are 26.67% students who disagree, and 8.57% students strongly disagree if they feel afraid of being wrong

when speaking English. So the total number of students who disagree if they are afraid of being wrong is 35.24%. So, it can be concluded that most students in class 7 A feel afraid of being wrong when speaking English in class.

b. Shyness

It is not easy for students at an Islamic Junior High School in Kudus class 7 A to learn to speak English in class and interact with other students using English. They feel embarrassed if they speak English in front of the class interacting with the teacher or with other students. The students feel embarrassed, afraid of being laughed at if they make mistakes in front of the class. They are embarrassed to use English in class because of their lack of learning and reading. In addition, some students also feel embarrassed if they speak English with the teacher because they are embarrassed if their pronunciation is wrong.³

Figure 4.4 Interview with student



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³Jihan, the interview from researcher, November 5, 2023, Transcript

⁴Documentation by the Researcher About Shyness data, November 5, 2023.

Based on data from questionnaires, researcher found the following data :

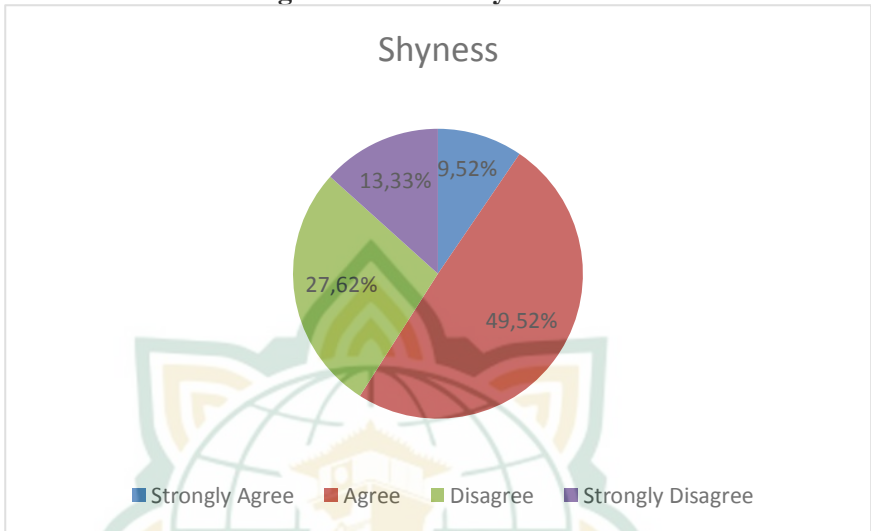
Table 4.2 Result of questionnaire shyness

No	Item	SA	A	D	SD	Total
	Shyness					
1	I feel shy about speaking English in class	1	14	4	2	21
2	I am shy when I am asked to speak English	2	10	6	3	21
3	I can speak English well, but I am shy when speaking	2	13	5	1	21
4	I am embarrassed when I mispronounce English	2	11	6	2	21
5	I don't study English to fight shyness in class.	3	4	8	6	21
Total		10	52	29	14	105
Note: SA : Strongly Agree A : Agree D : Disagree SD : Strongly Disagree						

From the table above, the researcher found that, agreeing statements to various questions related to shyness obtained the highest total score, which was 52 total statements. Meanwhile, strongly agree statements were only at 10 total statements. On the other hand, the disagree statement also received a total of quite a few statements high, which was 29. While for the statement strongly disagree obtained a number 14 total statement.

Furthermore, the researcher also converted the data into a percentage diagram in order to provide a proportional or relative distributive picture of each value in the dataset. The following is a depiction of the percentage diagram of student statements related to shyness:

Figure 4.5 Pie of shyness



The percentage diagram above shows that there are 9.52% of students who strongly agree that they feel shy when speaking English, and as many as 49.52% of students who agree. So overall students who agree if they are shy to speak are 59.04%. On the other hand, there are 27.62% students who disagree, and 13.33% students strongly disagree if they feel shy when speaking English. So the total number of students who disagree if they are shy to speak is 40.95%. So, it can be concluded that most students in class 7 A feel shy when speaking English in class.

c. Anxiety

Another factor that inhibits students at an Islamic Junior High School in Kudus class 7 A is anxiety. It is not easy to fight anxiety if they make mistakes in learning speaking skills. They feel nervous, shy and there is fear, because they are not used to speaking in English.⁵

⁵Mr, Tri, the interview from researcher, December 19, 2023, Transcript

Figure 4.6 Interview with teacher



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Based on the data from the questionnaire, the researchers found the following data:

Table 4.3 Result of questionnaire anxiety

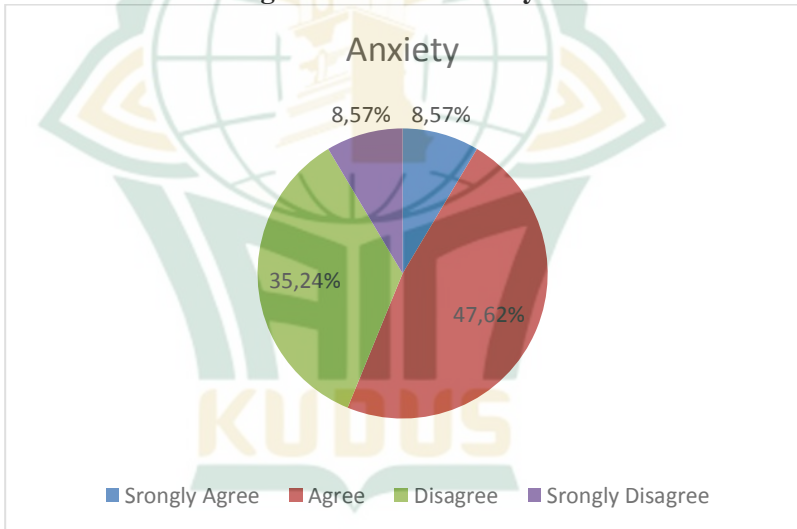
No	Item	SA	A	D	SD	Total
	Anxiety					
1	I feel nervous when I speak English in class	1	12	6	2	21
2	I am always afraid of making mistakes when speaking English in class	2	10	8	1	21
3	When I realize I made a mistake, I get nervous	2	9	9	1	21
4	When answering questions, I am afraid of being corrected by the teacher	2	5	11	3	21
5	I get nervous when I am asked to speak English	2	14	3	2	21
Total		9	50	37	9	105
Note: SA : Strongly Agree A : Agree D : Disagree SD : Strongly Disagree						

⁶Documentation by the Researcher About Anxiety data, December 19, 2023.

From the table above, the researcher found that, statements agreeing to various questions related to anxiety obtained the highest total score, which was 50 total statements. Meanwhile, the strongly agree statement was only at 9 total statements. On the other hand, the disagree statement also obtained a fairly high total statement, which was 37. Meanwhile, the disagree statement only obtained 9 total statements.

Furthermore, researchers also convert the data into a percentage diagram in order to provide a proportional or relative distributive picture of each value in the dataset. The following is a depiction of the percentage diagram of student statements related to anxiety:

Figure 4.7 Pie of anxiety



The percentage diagram above shows that there are 8.57% of students who strongly agree that they hesitate to speak English, and as many as 47.62% of students who agree. So overall students who agree if they hesitate to speak are 56.19%. On the other hand there are 35.24% of students who disagree, and 8.57% of students strongly disagree if they hesitate to speak English. So the total number of students who disagree if they hesitate to speak is 43.81%. So, it can be

concluded that most students in class 7 A feel hesitant when speaking English in class.

d. Lack of Confidence

Self-confidence is the main factor that needs to be done if you want to speak English fluently, but not all grade 7 students at Islamic Junior High School in Kudus can be confident in the classroom or outside the classroom. Students feel less confident, afraid of being wrong, not dare to answer questions given by the teacher due to their lack of learning to read and lack of vocabulary, so they lack confidence in the classroom.⁷ On the other hand, they passively communicate using English in daily life, at school, and in the family.

Based on the data from the questionnaire, the researchers found the following data:

Table 4.4 Result of questionnaire lack of confidence

No	Item	SA	A	D	SD	Total
	Lack of confidence					
1	I am not confident with my English in class	2	7	9	3	21
2	I think my English is not good enough	1	11	7	2	21
3	I do not believe that I can speak English well	1	5	11	4	21
4	I do not feel confident when I am asked to speak English.	3	11	6	1	21
5	I do not feel confident in speaking English in class.	3	9	8	1	21
Total		10	43	41	11	105
Note: SA : Strongly Agree A : Agree D : Disagree SD : Strongly Disagree						

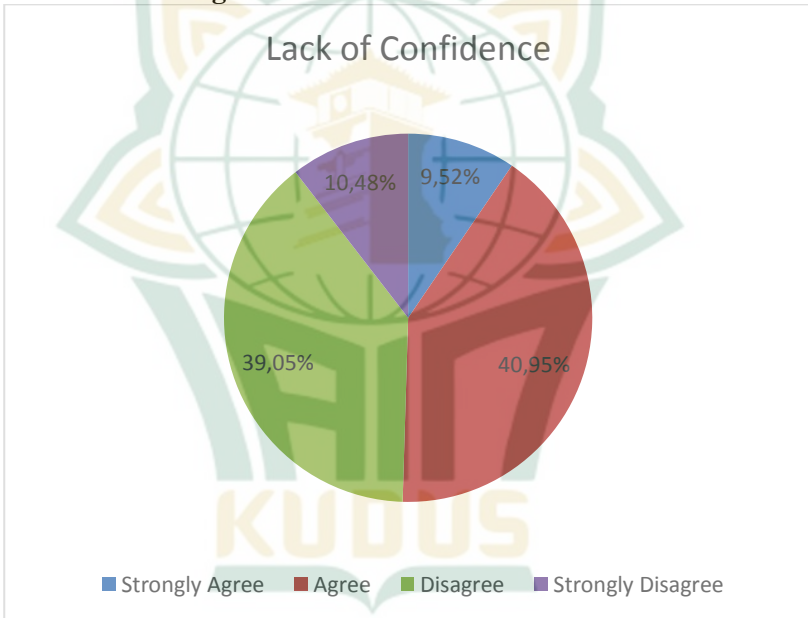
From the table above, the researcher found that, agreeing statements to various questions related to lack of confidence obtained the highest total score,

⁷Jihan, the interview from researcher, November 5, 2023, Transcript

namely 43 total statements. Meanwhile, the strongly agree statement was only at 10 total statements. On the other hand, disagreeing statements also received a high total of 41 statements, while disagreeing statements received 10 total statements.

Furthermore, the researcher also converted the data into a percentage diagram in order to provide a proportional or relative distributive picture of each value in the dataset. The following is a depiction of the percentage diagram of student statements related to lack of confidence:

Figure 4.8 Pie of lack of confidence



The percentage diagram above shows that there are 9.52% of students who strongly agree that they are not confident when speaking English, and as many as 40.95% of students who agree. So the total number of students who agree that they are not confident is 50.47%. On the other hand, there were 39.05% students who disagreed, and 10.48% students strongly disagreed that they were not confident when speaking English. So the total number of students who disagree if they are

afraid of being wrong is 49.53%. So, it can be concluded that in the class, there are slightly more students who are not confident when speaking English in class.

e. Lack of motivation

Motivation for students is very important for their learning development. They will be more active in learning to speak English if their school and family support the children by motivating them, and encouraging them to study harder. However, it is different if students lack motivation like some students in grade 7 at an Islamic Junior High School in Kudus. They feel less confident because their friends cannot be spoken to in English and the environment is not supportive.⁸ One of the factors of student success must be based on motivation. Motivation must come from friends, teachers, and most importantly, motivation from parents and motivation from oneself.⁹

Table 4.5 Result of questionnaire lack of motivation

No	Item	SA	A	D	SD	Total
	Lack of motivation					
1	I do not like speaking English	0	5	13	3	21
2	I am not interested in learning English	0	6	12	3	21
3	I do not want to learn English to go to foreign countries	0	2	11	8	21
4	I do not want to learn English for my future	0	2	7	12	21
5	I do not expect to speak English fluently	1	2	10	8	21
Total		1	17	53	34	105
Note: SA : Strongly Agree A : Agree D : Disagree SD : Strongly Disagree						

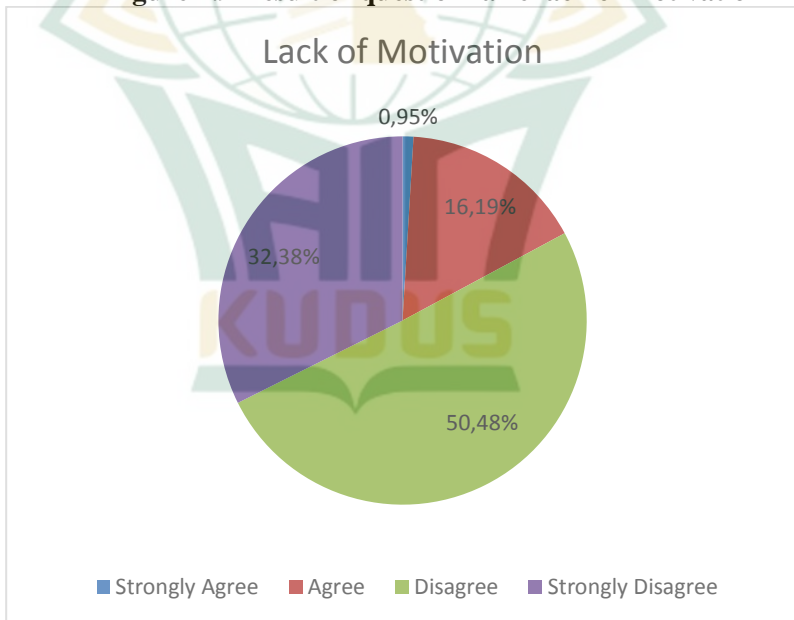
⁸Verlita, the interview from researcher, November 5, 2023, Transcript

⁹Mr. Tri the interview from researcher, December 1, 2023, Transcript

From the table above, the researcher found that, agreeing statements to various questions related to lack of confidence obtained quite low the highest score, which was 17 total statements. While for the statement strongly agree is at the lowest, which only has 1 total statement. On the other hand, the disagree statement obtained the highest total statement, which was 53. Meanwhile, the statement of strongly disagree also obtained a fairly high number, namely 34 total statements.

Furthermore, the researcher also converted the data into a percentage diagram in order to provide a proportional or relative distributive picture of each value in the dataset. The following is a depiction of the percentage diagram of student statements related to lack of confidence:

Figure 4.9 Result of questionnaire lack of motivation



The percentage diagram above shows that there are only 0.95% of students who strongly agree that they experience a lack of motivation in speaking English,

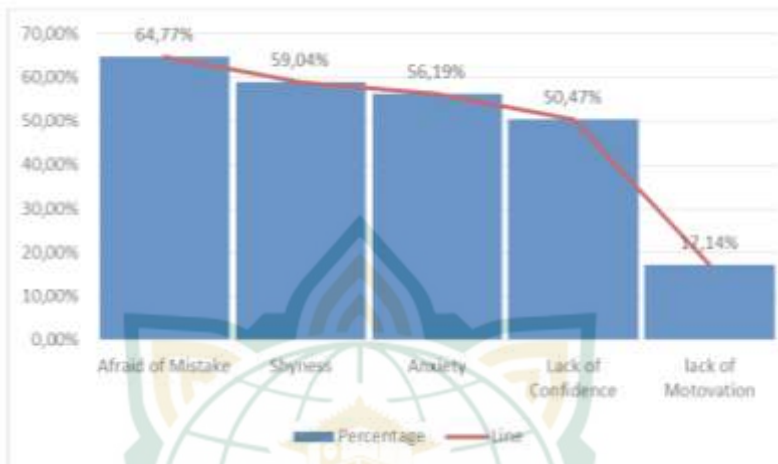
and 16.19% of students who agree. So the total number of students who agree that they experience a lack of motivation is 17.14%. On the other hand, there are 50.48% students who disagree, and 32.38% students strongly disagree if they experience a lack of motivation. So the total number of students who disagree if they experience a lack of motivation is 82.86%. So, it can be concluded that the students of grade 7 A have good enough motivation to support them in developing their English speaking ability.

Furthermore, the researcher compares the percentage of each factor that hinders students' speaking by taking the total percentage of data from students who strongly agree and agree on each factor to find out the most prominent factor that hinders students' speaking English. So that the following data can be obtained:

Table 4.6 Result of questionnaire obstacles in speaking english

No	Factor	Percentage		
		SA	A	Total
1	Afraid of Mistake	18,10%	46,67%	64,77%
2	Shyness	9,52%	49,52%	59,04%
3	Anxiety	8,57%	47,62%	56,19%
4	Lack of Confidence	9,52%	40,95%	50,47%
5	Lack of Motivation	0,95%	16,19%	17,14%
Note: SA : Strongly Agree A : Agree				

Figure 4.10 Graphics of obstacles in speaking



The data shows that children who are afraid of mistakes when asked to speak English show the highest number, which is as much as 64.77% of all student statements about afraid of mistakes. While in the second position is shyness which shows 59.04% of all student statements about shyness, then followed by anxiety with 56.19%, then lack of confidence with 50.47%, and finally lack of motivation with the lowest number, which is only 17.14% of all statements. It can be concluded that fear of being wrong is the most prominent barrier to speaking English experienced by students at Islamic Junior High School students in Kudus class 7 A.

The findings above show that there are several obstacles faced by students in class 7 A when they want to speak English such as afraid of mistake, shyness, anxiety, lack of confidence, and lack of motivation. However, the most prominent among these obstacles is afraid of mistakes which shows a figure of 64.77% with details of 49 statements agreeing and 19 statements strongly agreeing out of 105 total statements related to afraid of mistakes.

2. The strategies to overcome student's obstacles in speaking English

In every problem, there must be a strategy to deal with the problem at hand. In the problem of obstacles in practicing speaking in English, students must realize what obstacles they experience so that they have difficulty learning to speak in English. On the other hand, students must also find the right strategy to overcome these obstacles.

From the interviews with some of the students, the researcher found that the students of class 7 A used some strategies that they felt could help them to overcome the various obstacles that the researcher had mentioned above. This is related to the desire to speak English fluently and correctly. Some students use:

a. Accuracy-Oriented Strategy

Which focuses on the form of their speech and looking for the right grammar, so that they can find out what is wrong with what they say and correct it.¹⁰ The reason is because some of them are not yet correct in pronunciation, and also according to them the pronunciation of English is different from the writing¹¹. In addition, they also want to deepen their understanding of English.¹²

b. Social Affective Strategy

On the other hand, some are afraid of making mistakes in pronunciation. In this case, they try to overcome their shortcomings by using the Social Affective Strategy, which allows learners to pay attention to their emotional components in a social environment. Thus, they can control their own fear and enjoy oral communication in order to speak effectively.¹³ This is similar to what another student said.¹⁴

¹⁰Jafitz, the interview from researcher, December 10, 2023, Transcript

¹¹Naya, the interview from researcher, December 10, 2023, Transcript

¹²Qanita, the interview from researcher, December 10, 2023, Transcript

¹³Fauzi, the interview from researcher, December 10, 2023, Transcript

¹⁴Hafiz, the interview from researcher, December 10, 2023, Transcript

“Saya menggunakan Social Affective kak. Karena saya sering takut kalau salah berbicara dalam Bahasa Inggris kak. Jadi saya berusaha untuk menghafalkan atau memperhatikan guru Bahasa Inggris saat sedang mengajar atau pada saat jam pelajaran.”¹⁵

c. Fluency-Oriented Strategy

In addition, there are also those who find it difficult to pronounce and read each word. So, they try to memorize English words. In this context, students use Fluency-Oriented Strategy to be able to recognize the character of each word such as pronunciation, rhythm, intonation, and clarity in pronunciation so that listeners can pay attention better. Some also reasoned that they considered the pronunciation, rhythm, intonation, and clarity of each word to be very important in speaking English.¹⁶ Another student also said the same thing.¹⁷

“Saya memilih menggunakan Fluency-oriented strategy kak. Karena saya sering kesulitan dalam pengucapan Bahasa Inggris ataupun cara membacanya. Jadi, saya ingin belajar dan menghafal Bahasa Inggris dengan baik dan benar.”¹⁸

Finally, the strategy that students choose to overcome their speaking barrier problem is the attempt to think in English strategy which allows students to think in a foreign language as much as possible during a real conversation. So, students tend to think more about sentences in English and ignore their native language, and then they speak the sentences in English.¹⁹

In addition to the strategies of each student, teachers also have their own strategies to help students

¹⁵Anthoni, the interview from researcher, December 10, 2023, Transcript

¹⁶Jihan, the interview from researcher, December 10, 2023, Transcript

¹⁷Laras, the interview from researcher, December 10, 2023, Transcript

¹⁸Verlita, the interview from researcher, December 10, 2023, Transcript.

¹⁹Rizky, the interview from researcher, December 10, 2023, Transcript.

improve their speaking skills. The teacher invites students to communicate with each other using English. They are also trained to listen to English dialogs from the internet.

“Siswa setiap harinya selalu dilatih, diajak berbicara dengan Bahasa Inggris, antara siswa dengan siswa sekelas maupun di luar kelas atau disuruh mendengarkan percakapan berdialog berbahasa Inggris di internet.”²⁰

The teacher also provides motivation by giving praise to students who are not good at speaking. In addition, for students who want to perform and are able to speak well, the teacher will give rewards as a congratulation.

“Motivasinya memberi pujian kepada siswa yang kurang baik dalam berbicara Bahasa Inggris, dan memberikan reward kepada siswa yang mau tampil dan mampu berbicara Bahasa Inggris dengan lancar.”²¹

The findings above show that each student has their own strategy to improve their speaking skills. In addition, teachers also have their own ways to help students develop their speaking skills.

B. Discussion

1. The Students Prominent Obstacle In Speaking English at an Islamic Junior High School in Kudus

In practicing English speaking skills, there are bound to be obstacles that learners experience. In general, the barriers that students often experience when practicing speaking include fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. This is in line with what Krismanti and Siregar said that there are several

²⁰Mr. Tri, the interview from the researcher, December 1, 2023, Transcript.

²¹ Mr. Tri, the interview from the researcher, December 1 ,2023, Transcript.

psychological factors that prevent students from practicing speaking in English classes.²² These factors include:

a. Afraid of Mistake

The reason students are afraid of making mistakes in learning to speak English is because they feel learning to speak English is difficult. In addition, they read less so they are afraid of making mistakes in pronunciation. According to Middleton in Juhana, the majority of students who learn English as a foreign language are afraid to try speaking English.²³ In this context, they don't want to look stupid in front of the class. In other cases, they also worry about how their pronunciation sounds, and are afraid of sounding silly.

b. Shyness

It is not easy for students to interact with other students or teachers using English in class if they feel shy when speaking English in front of the class. The students feel embarrassed, afraid of being laughed at if they make mistakes in front of the class. As revealed by Juhana that most English students hesitate when speaking the language because they are afraid of making mistakes. They are also afraid of being ridiculed by their friends.²⁴ No one likes to look stupid in front of others. As a result, shy people choose to remain silent rather than embarrass themselves.

c. Anxiety

It is difficult to overcome anxiety if children make mistakes when learning to speak. They feel scared, embarrassed and afraid because they are not used to speaking English. This is in line with Brown

²²Ninuk Krismanti and Maria Margaretha Siregar, "Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin," *LETERA; Jurnal Ilmiah Kependidikan* 12, no. 2 (2017): 64-65.

²³Juhana, "Psychological Factors That Hinder Students from Speaking in English Class (A Study in a Senior High School in South Tangerang, Banten, Indonesia)," *Journal of Education and Practice* 3, no 12 (2012): 101.

²⁴Juhana, "Psychological Factors That Hinder Students from Speaking in English Class (A Study in a Senior High School in South Tangerang, Banten, Indonesia)," *Journal of Education and Practice* 3, no 12 (2012): 101.

who states that one of the most difficult challenges for students to overcome when learning to speak is the fear of making mistakes saying something wrong, stupid, or incomprehensible.²⁵ When children are worried, their speech performance will decline. In some cases, worry causes neurological disorders that make children unable to speak at all.

d. Lack of Confidence

Confidence is the main factor that needs to be done if you want to speak English fluently, but not all students can be confident in the classroom or outside the classroom. Students feel less confident, afraid of being wrong, not daring to answer questions given by the teacher due to lack of learning to read and lack of vocabulary. As expressed by Nijat et al, students' lack of confidence largely stems from their inability to communicate in English.²⁶ When students cannot communicate well and fluently in English, they will lose confidence and feel embarrassed. Teachers also have an impact on students' speaking confidence. A teacher who does not give encouragement to his students can cause them to lack confidence when speaking English..

e. Lack of Motivation

Motivation for students is very important for their learning development. They will be more active in learning to speak English if their school and family support the children by motivating them, encouraging them to study harder. However, if students lack motivation, they feel less confident because their friends can't talk to them in English and they can't speak English because the environment is unfavorable. According to Babu, students' hesitation to speak English in class occurs due to lack of motivation in

²⁵H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy-2nd ed.* (New York: Longman, 2001), 269.

²⁶Nijat Nazifullah et al, "Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils," *American International Journal of Education and Linguistic Research* 2, no. 2 (2019): 66.

learning.²⁷ If students feel comfortable and familiar with their group, then they will be more willing to take risks and feel more confident. students' motivation is very important to acquire any knowledge or skill. Therefore, their motivation to speak English must come from the teacher.

Based on the research results previously described, it shows that Afraid of Mistake is the most prominent barrier to speaking English experienced by students at Islamic Junior High School Students in Islamic Kudus class 7 A. This statement is in line with that expressed by Khan, who said that most students hesitate to speak English for fear of what their friends will think if they find mistakes.²⁸ They are afraid of their friends making fun of them or insulting them. So, they choose the safe path by staying quiet or communicating as little as possible.

This can be seen from the research results which say that afraid of mistakes shows the highest number, which is as much as 64.77% of all student statements about afraid of mistakes. While in second position is shyness which shows 59.04% of all student statements about shyness, then followed by anxiety with 56.19%, then lack of confidence with 50.47%, and finally lack of motivation with the lowest number, which is only 17.14% of the overall statement. This is supported by the findings of Juhana, in her research showing that fear of making mistakes is the most common psychological cause, which is at 37%, followed by shyness with 26%, Anxiety with 18%, lack of confidence, and lack of motivation with 13% and the lowest is lack of motivation. This needs further attention so that teachers realized that learners' fear of making mistakes is the biggest obstacle to their speaking ability.

²⁷A. Rames Babu, "Teaching Spoken English for Non-native Students: Problems, Solution and Techniques," *ELTWeekly*, June 21, 2010.

²⁸Gulam Mustafa Ali Khan, "Difficulties in Speaking English and the Possible Solutions," *Linked in*, December 28, 2015. Learners' fear of making mistakes is the biggest obstacle to their speaking ability.

2. The strategies to overcome students' obstacles in speaking English

Referring to the results of the above research, it is known that the students of class 7 A used several strategies that they felt could help them to overcome the obstacles in speaking English. Among the strategies used is:

1. Accuracy-Oriented Strategy.

This strategy focuses on the form of speech spoken by the learner and looks for the right grammar. This is in line with Sutthinaraphan and Wasanasomsithi who define that Accuracy-Oriented Strategy is a strategy that emphasizes the form of speech and the use of grammar.²⁹ By using this strategy, learners can recognize the mistakes they make and correct them.

2. Social Affective Strategy

In addition, some learners are also afraid of pronunciation mistakes. In this case, they tried to overcome their shortcomings by using the Social Affective Strategy, which allows learners to pay attention to their emotional components in a social environment. As stated by O'Malley and Chamnot in Hakim and Suniar that socio-affective strategies are strategies that assist learners in regulating and controlling emotions, motivations, and attitudes toward learning, as well as assisting learners in learning via contact and interaction with others.³⁰

3. Fluency-Oriented Strategy

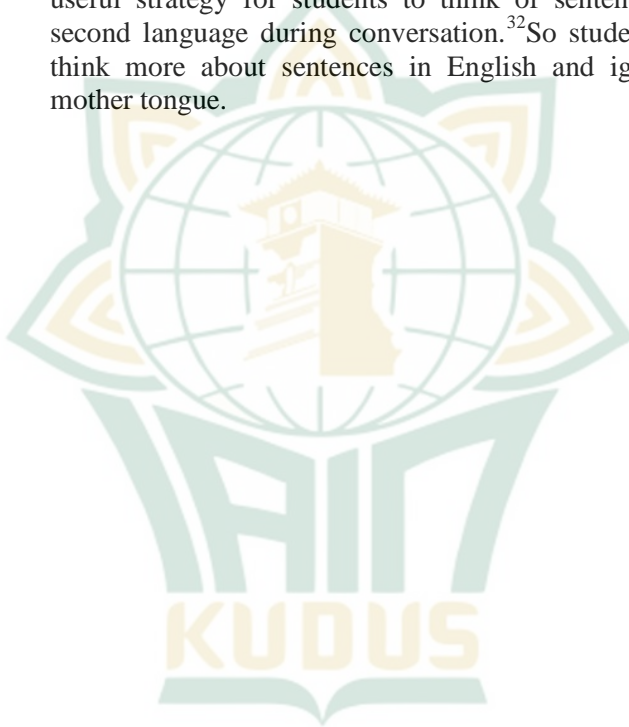
On the other hand, learners find it difficult to pronounce and read each word. So, they try to memorize English words. In this context, students can use Fluency-Oriented Strategy to be able to recognize the character of each word such as pronunciation, rhythm, intonation, and clarity in pronunciation so that listeners can pay attention better. According to Mirzae and Heidari, Fluency-Oriented Strategy emphasizes on fluency in a communication by

²⁹Kritnucha Sutthinaraphan and Panchalee Wasanasomsithi, "A Study of English Communication Strategy Use of Undergraduate Students Majoring in Science," *The New English Teacher* 11, no. 2: 103.

³⁰Lystiana Nurhayat Hakim and Yuan Suniar, "Socio-Affective Strategies in Enhancing Students' Speaking Motivation," *Jurnal Basis* 6, n.o. 1 (2019): 128.

paying attention to the rhythm, intonation and clarity of a word.³¹ This way, the interlocutor can identify the word properly.

Another strategy that students choose to overcome their speaking barrier problem is the attempt to think in English strategy which allows students to think in a foreign language as much as possible during a real conversation. As stated by Nakatani, Attempt to think in English is a useful strategy for students to think of sentences in the second language during conversation.³² So students tend to think more about sentences in English and ignore their mother tongue.



³¹Azizullah Mirazel and Najmeh Heidari, "Exploring the Use of Oral Communication Strategies by (Non) Fluent L2 Speakers," *The Journal of Asia TEFL* 9, no. 3 (2012): 136.

³²Yasuo Nakatani, "Developing an Oral Communication Strategy Inventory," *The Modern Language Journal* 90, no. 2 (2006): 156.