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ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 29, 2022 Revised: January 9, 2023 Accepted: February 19, 2023 Published: December 30, 2022</p> <p>Keywords: Speaking Teacher Strategies Students' Problem</p>	<p>This study aimed to find out students' problem in English speaking and the teachers' strategies to overcome students problem in English speaking. In this study, researcher used descriptive qualitative method to describe and interpret an object in accordance with reality. Descriptive methods implemented for data analysis presented descriptively. The subjects of this study were 2 English Teachers of SMA Muhammadiyah 3 Makassar and 5 students' of the 10 grade that were randomly chosen. The instrument used to get data was interview. The results of all data collected by interviewing the students' problem in speaking are lack motivation, shyness, and anxiety when they speak English and the teacher strategy in english used direct method in maintain the problems and made students accustomed to English by always using english in class during the teaching and learning process.</p> <p>This is an open access article under the CC BY SA license.</p> 
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INTRODUCTION

Speaking is a basic point in learning English and the actual vernacular since without talking we can't convey a conversation. As per Siahan (2008) as we probably are aware speaking capacities are a part of the instructive modules in tongue teaching, and this creates the impression that talking is a fundamental inquiry in learning. Subsequently, talking should be aided by students since it permits them to speak with others. Inside the setting of Indonesian, when teachers instruct talking they will fixate more on instructing examination and semantic use.

Connected with the meaning of speaking, understudies need to develop further communication in English in case they need to push ahead their talking aptitudes. Unfortunately, tracking down openings to talk English in a country where English isn't the nearby lingo can be outrageous for students. The school seems, by all accounts, to be the as it was put where they can be obliged to retain English and to sharpen talking. In the illustration, students should pay more thought.

As a matter of fact, not every one of the understudies in the school can communicate in English well on the grounds that they are not familiar with communicating in English in regular day-to-day existence. Besides, not all understudies practice their English in the study hall since there are numerous hindrances in conveying their thoughts. As we probably are, aware, Speaking is perhaps the most troublesome expertise, in light of the fact that unknown dialect students are now and again hesitant to commit errors while attempting to talk. One of the issues in figuring out how to talk is that understudies

are reluctant to communicate thoughts, language, and how to utilize syntax, jargon, and articulation in speaking with others (Hughes, 2011:6) Students who can discuss smoothly in English with great sentence structure, elocution, familiarity, exactness, understanding, and jargon fitting to be considered to have abilities in English. Likewise, they frequently stress over what others could say or think about their companions.

These issues make impractical conversation and talking a tedious development. In development, the education and learning readiness didn't run well. The teacher can't pass on all the textures that should be problematic since the educator in a manner of speaking requires time to frame the students' discussion. This issue might be available in light of the fact that students are still inside the handle of distant tongue acquisition. For sure despite the fact that students have a burden in passing on their viewpoints or ends, they persistently endeavor trouble to speak with one another in the example.

Educators need a technique so understudies can dominate talking abilities to lessen this problem. Facilitator in the homeroom that works with understudy learning. This is in accordance with what Khamkhien in his exploration (2010), that the teachers as a facilitator in the study hall make the homeroom a teacher of intelligence and finds the opportunity to set up the material for the intelligent class. In addition, educators should associate the subjects in the material with what is now known to students in language abilities, individual lives, and their genuine circumstances. Educators ought to make arranging, reflect on, and assessment in every one of the educational experiences. During the time spent reflection teachers ought to can recognize the issues looked at by understudies

RESEARCH METHOD

It goes without saying that you should pursue your objective in a variety of ways in order to considerably increase your chances of success. The objective of the research is to identify the strategies English teachers employ to help students overcome their learning challenges in differentiating between nouns and pronouns. The research methodology employed is a descriptive qualitative method.

SMA Muhammadiyah 3 Makassar students served as the study's subjects. Five kids from class X served as the study's subjects. The researcher used the responses of other students and selected 5 students to represent class X.

An instrument is a device used to gather data for research. Researchers will employ observation, interviews, and documentation in this study. In order to determine how the learning process was carried out and to determine whether there were facilities and infrastructure that could support the teacher's strategy in overcoming student learning difficulties, researchers observed the state of the SMA Muhammadiyah 3 Makassar, including the facilities and infrastructure used during the learning process. Additionally, researchers interviewed students in order to gain a general understanding of the learning challenges that students faced and to identify the techniques that teachers employed to help students overcome these challenges. In this study, researchers conducted documentation to learn how many teachers and pupils they used as research subjects. Documentation is done to gather information about the condition of the school.

RESULT AND DISCUSSION

The research conducted the research at sma muhammadiyah 3 makassar in the first semester in the academic years 2022/2023. The subject of the research was the students in tenth grade. The findings of the research based on the result of the writing test and the research question answer.

1. The Students Problem in Speaking English

a. The Students didn't have mativasion

Based on the results of interviews conducted by researcher, found that the main factor that students experience when speaking English is the lack of motivation in speaking

Researcher:Apakah kamu pernah latihan berbicara bahasa inggris didepan kelas? (Have you ever practiced speaking English in front of the class?)

Student3: paskuji smp (when I was in middle school)

Researcher: seberapa sering sih kamu pernah latihan bahasa inggris? (How often do you practice English?)

Student3: tidak (no)

Based on the results of interview with class X students at SMA Muhammadiyah 3 Makassar, the results of interviews conducted by researcher, found that the main factor that students experience when speaking English is the lack of motivation in speaking English. , due to lack of mastery of vocabulary in English.

b. The Students are Shyness

Based on the results of interviews conducted by researchers, found that the second factor that students experience when speaking English is Shyness in speaking.

Researcher :what do you feel when you speak English (apa perasaan kamu ketika berbicara bahasa inggris)?

Student2: shy (malu)

Based on the above utterances, we can conclude that students feel embarrassed where the researcher asks students about how students feel when speaking English and students feel embarrassed.

Researcher : What do you think is your problem when you speak English in front of the class? (menurut kamu apasih masalah kamu ketika kamu berbicara bahasa inggris di depan kelas)?

Student4: shy just as hard to mention (malu-malu sama sulit di sebutkan)

Based on the results of interviews with class X students at SMA Muhammadiyah Makassar, the results of interviews conducted by researcher, found that the second factors that students experience when speaking English is Shyness in speaking, because they are embarrassed when they say English words or the pronunciation is not good.

c. The Students are Anxiety

Researcher:What do you think is your problem when you speak English in front of the class?(menurut kamu apasih masalah kamu ketika kamu berbicara bahasa inggris di depankelas)?

Student2: hard to say he said (sulit disebut kankatanya)

Researcher: Does it make you reluctant to speak English? (apakah membuat kamu enggan dalam berbicara bahasa Inggris)?

Student2: hard to say (sulit disebutkan)

Based on the results of interviews with class X students at SMA Muhammadiyah Makassar, the utterances above we can see that the researcher asked to the students about what is problem when speaking English practice and the students said that the pronounce of English is very hard to pronounce and second question that researcher asked to the students what makes students reluctant to speak English and the the students answer he felt difficult pronounce the word from the statment about it show that students felt anxiety when speak English because of pronunciation.

2. Teacher's Strategies in Solving the Student's Problem in Speaking

Researcher: How do you get students used to speaking English (Bagaimana cara Anda untuk membiasakan siswa dalam berbahasa Inggris)?

Teacher: To familiarize students with English, I provide reading activities. (Untuk membiasakan siswa dalam berbahasa Inggris saya memberikan kegiatan membaca) (reading practice).

In the utterances above, the researcher asked a question to one of the Muhammadiyah 3 Makassar high school teachers about the method he used to get his students used to English. In this section the teacher explains that what he uses is to always use English in the delivery of subject matter in class so that students are familiar with the pronunciation and English words.

Researcher: How is the process of student interaction during the teaching and learning process of English (Bagaimana proses interaksi siswa saat proses belajar mengajar bahasa Inggris)?

Teacher: The process goes on as usual. (prosesnya berlangsung seperti biasa)

In the utterances above the researcher asked a question to one of the Muhammadiyah Makassar high school teachers about how the process of student interaction during the teaching and learning process took place in class. In this section the teacher explains that the teaching and learning process has taken place as usual, the meaning of the teacher's words means that the learning process takes place where the teacher explains the material and students listen and ask questions if students experience problems regarding the learning they are facing.

DISCUSSION

This section presents a discussion based on research findings. The results of this descriptive study are related to the answers to the problem statements that lead to the teacher's strategy and students' speaking problems.

1. Students Problem's in English Speaking

Based on the findings above, it can be seen that there are several students' problems in speaking English, including a lack of motivation, shyness and anxiety. It is in line with Ayu (2019) states that the difficulties that student speaker faces separate into two essential regions as follows: (1) Knowledge factors: the students don't yet know the parts of the language that empower creation. They are missing information on the language and the absence of training in intuitive talking itself and it is

very outside the realm of possibilities for them to dominate English effectively in learning. (2) Skill variables: the understudies' information isn't simply robotized to guarantee familiarity. As result may likewise be full of feeling elements, for example, the absence of certainty which might hinder familiarity.

Moreover according to Juhana (2012), there are a few factors that are remembered for mental elements that are connected with second language learning among them aren't as per the following: (1) Lack of Motivation is means Inspiration is the force of some who will achieve something. (2) Anxiety is Tension; simply talking is a somewhat disturbing feeling in the psyche. (3)Self-certainty it means Fearlessness is the main in language learning. It furnishes students with the inspiration and top energy to become sure about their own learning. (4) Shyness is one of the challenges that each understudy faces while learning another dialect and the element that causes hesitation to talk in English class. (5) Students' anxiety toward disparagement or giggling In light of the assertions above, many factors and reasons cause understudies to experience issues in learning speaking. Moreover the researcher only found three of them; they were pack of motivation, anxiety, and shyness. In speaking English activities, those are correlating each other where in such condition the student got low of self-confidence as the main role of it. In that case, students stated didn't confide to pronounce English word, it triggered anxiety and shyness to those mispronounce words, it affected on the student's activeness in the class and lead to the pack of motivation in English subject specially in speaking activity. Therefore, the researcher concluded the three problems of the student in speaking English of grade ten at SMA Muhammadiyah 3 Makassar are Shyness, Anxiety and lack of motivation.

2. Teacher's Strategies in Solving the Student's Problem in Speaking English

Strategy is everything that is used to achieve victory in achieving a goal. This implies that strategy is very necessary to admit something. Agreeing with Hamruni (2009), philosophy is characterized as an orchestration, procedure, or game plan of illustrated activities to achieve certain instructive goals. In the teaching and learning process according to Rahmawati, E., & Abdul, N. B. (2021). it is an added value for innovation and creativity if a teacher can implement learning that not only assesses students in terms of knowledge and skills, but what is no less important must also pay attention to find out the student's learning strategies used in learning. process . In the modern education system, students are expected to process an increased level of autonomy and show initiative in the learning process, examine learning materials and understand the content. In addition, teachers should provide more motivation to students so that students can be motivated in using their learning strategies to improve their abilities by using several methods in the teaching and learning process.

Based on the all extract for teacher interview researcher can conclude that proses of teaching the teacher used direct method in English speaking section of her teaching proses. Based on the It was analyzed by comparing the teacher's activities to the definition and characteristics of direct method teaching of some theory. This method was succeed for the students' problem, the real example was given by the teacher inspired the student to be brave in speaking English moreover it also designed to enhance student's interaction of each student. Those experiences in reading, pronouncing the word, did a dialogue with their friend build student's self confidence in speaking English.

CONCLUSION

Based on the findings then the conclusion are:

1. Students' Problem in Speaking are lack motivation, shyness, and anxiety when speaking English.
2. Teachers' Strategy in Teaching Speaking The results of the research found that the teacher used direct method in maintain the problems and made students accustomed to English by always using English in class during the teaching and learning process.

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