

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the research, and it's divided into two sections. The first section describes the data gained by held by interviews and questioner related to a fresh student in Poltekkes Banjarmasin learning English for Nutrition. The discussion consists of analyzing the data described in the finding by comparing it with the theories that had been collected in the study.

The second section contains a deeper explanation of the result and its relation with the theoretical review that the researcher uses in this research.

A. Findings

Based on a two-months study of interview and questioner, from August 25 up to October 25, each class contained 40 people consist of three class, the researcher picks five people from each class and came up with result that students in the study had difficulty especially in vocab for some reasons, one of them is being disinterested or do not have motivation in learning English, so they did not have any more effort to master it. Students mention that they were almost never using English beside in the class. Much students thought English is hard

for those not used to English, the difficulty in vocabulary, speaking, writing, reading, and listening.

The researcher gave three days for students to fill the questioner form on August 30, and submitted it on September 05. What the researcher earn from the questioner form are students face some problem in learning English, also they thought English is hard to learn, the environment they lived and learned being causes of their English limitation.

The interview phase is divided into five sessions, with one session containing three students, held during September 2020.

Table 1

The Schedule of Questionnaire and Interview

Session	Date
The first session was held on	Monday, September 07.
The second session was held on	Tuesday, September 08.
The third session was held on	Friday, September 10.
The fourth session was held on	Monday, September 14.
The fifth session was held on	Wednesday, September 16.

1. Here are some problems they face to learn English.

There are some problems that students face in learning English, based on the research.

- a. Foreign vocabulary that they never known before. English in general and English word that students use in their class is different, they faced difficulty in memorizing the new word, also they have difficulty uttering their vocabulary is that they are not used to it. Here is the example of words students use :

Table 2

List of Vocabulary in Nutrition Science

Abstinence	Pantangan
Avoidance	Penghindaran
Appetite	Nafsu makan
Cope	Menanggulangi
Endurance	Daya tahan
Staple	Bahan baku
Grain	Butiran padi

Immunization	Imunisasi
Nutrient	Bahan gizi
Regiment	Aturan hidup
Arthritis	Radang sendi
Bleeding	Pendarahan
Chicken pox	Cacar air
Constipation	Susah buang air besar
Dehydration	Kurang cairan
Diarrhea	Diare
Heartburn	Rasa panas di dalam perut berhubungan dengan pencernaan
Measles	Campak
Sore throat	Sakit tenggorokan
Swollen	Bengkak
Perspiration	Keringat
Recovery	Kesembuhan
Sanitary	Bersih, sehat

- b. The difficulty of reading and translating words. Students mention they have difficulty when reading long English sentences because English for their major has different English vocabulary with English in general. They have to learn English vocabulary for the Nutrition major in the beginning.
- c. The difficulty in writing words. Students mention that they writing English based on their lettering, not pronounce, which makes students having difficulty developing their writing ability. This also applies to the difficulty students faced when they reading English vocabulary. When students dictate English words, such as staple, they will pronounce s-t-a-p-l-e. Students writing and reading English words based on written codes and not by written literature.
- d. The difficulty in using *to be* and *s/es*. Students have difficulties in discerning and remembering the use of *to be* and *s/es*. Students struggle to discern using between *to be* in the present and past tense, in the present tense, use *am, are and is*, and if it in the past tense using *was and were*,

students have difficulty in memorizing using it for a plural and singular point of view.

Usage of *es* when used in the verb, the word ending with *y* that is consonant, like study, they will change became *I*, example study-studies.

- e. The difficulty of organizing words into another sentence. Students mention what causes they have struggled in organizing words is because they did not know grammar and tenses correctly. They did not know what grammar should use in the sentence, and the other reason is the lack of vocabulary.
- f. The environment students lived and learned did not support the process of English usage, even if it just a simple sentence because there is no partner to train their English, and also they got blamed for using incorrect grammar.
- g. Lack of self-confidence. Students thought that they will get bullied when they using incorrect English, which causes them to have low self-confidence. Like most common events in Indonesia where people use

English but with incorrect grammar, they are blamed and laughing by others. It causes people to feel afraid to use English.

- h. Students had nervous when confronted with English practice like speaking or writing. Students mention that they got nervous when practicing English because they unusual using the English words, not to mention they perform it in front of others and the risk of being blamed and laughed at if there are faults both in grammar and miss-spelling vocabulary.
- i. Students got not enough time to learn in the class. Study English in the class just for two hours is not enough clearance for students. Students are expected to study English by themselves outside the class, not to mention the lecturer just teach students about English basic all the time.
- j. Lack of motivation to learned English further. Students mention that they have not been motivated to learn English besides the lesson they got in class. In the first place, students thought that English is a hard subject to learned and they did not like it. Students were afraid of making a mistake.

The other difficulties students face is in other English skill such as in grammar and speaking. Students feel afraid of using English is because they do not know what grammar they should use because they know incorrect grammar to be able to cause miscommunication. Speaking, on other hand needs courage and confidence in action, students that do not have that facing a hard time speaking English.

2. How the students overcome the problem that they face in learning English.

Based on the research, here is the way students overcome the difficulties they faced. Students using more than one method in helping them learn English especially Vocabulary, student 1 using a translator application and playing the game in a way to helping them with their limitation in vocabulary, while other students watching Youtube and reading international journals.

- a. Students improve their ability to write by constantly practicing, starting with simple sentences, and helping with the dictionary. Based on the research, there are five students make writing practice to improve their vocabulary and writing skill.

- b. Students make a note contained a list of vocabulary, form *to be*, and *s/es* to simplify them to memorizing, that note can go with you to practically memorize everything. Based on the research, there are seven students using this method in helping them memorizing Vocabulary.
- c. Reading English books such as international novels and journals, for some students, reading an English book can help them learn English, besides the lessons taught in the class. Students that have will know and understand English by reading English book to deepen their knowledge in English. Based on the research, there are three students read English books and journal.
- d. Watch Youtube that using English, students using this way to train their listening and speaking, watch Youtube in English can help them to learn how to pronounce the word and accustom them to hear English words and sentences. Students felt watch Youtube that using English can help their English better. There are five students watching youtube and English movies to train their English vocabulary skills.

- e. Take an English course, based on research, only a student take an English course to help her lack of English knowledge.
- f. Listening to English song, based on the research, this is the most disposable way students use to help them with their English, it makes sense since listening music help students learn English in a fun way. Students mention that they usually listening to an English song to help them. Listening to English songs is the most way students use in helping them learn English because it did not take much effort to do, students mention that they do not listen to English for learning by accident. They just do it, and before they noticed it, they'd already studied vocabulary.
- g. Video games, nowadays, the international-based game is very widespread. A lot of people from various countries gathered to perform a lot of international-based game. It required people who play the game using English to communicate with each other. This is one of the procedures that can use for people who want to learn English but too lazy or think that too hard to read an English book or watching English on Youtube.

Based on the research, there three students playing video games to help them with their English vocabulary limitations.

- h. Google translate, based on the research, many students using this to help them translate what word or sentence that they do not know. This application is really helpful for those who want to learn English. Because of all its benefits, students using this to make their English better. Students use a dictionary to know the vocabulary, whether it is a book or an online application, based on the research there ten students using a dictionary and translation application.
- i. Sharing with a friend who has better English or at least has more vocabulary. Based on the research, only three students using this method because of a lack of self-confidence.

B. Discussion

In this chapter, the researcher displayed the result of this research on the interview and questioner. The data analyzed and reported systematically based on a problem statement about the Vocabulary Problems' Analysis of Nutrition Freshman Students in Learning English for Specific Purposes.

Seven factors that impact the EFL learners to have poor performance in English learning based on Normazidah, Koo, and Hazita (2005),), but just six factors that the teacher finds in this research.

Based on the interview and questioner for the first factor, learners regards English is a difficult subject to learn, they have limitation in vocabulary, even less the vocabulary students learn is different from general English, in a sense, they have to learn and memorizing strange vocabulary so they think English is difficult. Students also mention that they have struggled with another English skill.

Based on the interview and questioner for the second factor, there is a lack of support to use English in the home environment and the community, learners mentioning that they have no chance to use English in daily life, it cause they not in the adequate environment if English usage, they have difficulty using it. Students get nervous when confronted with English directly like speak English because people would be blamed and laughed at them when they use incorrect grammar.

Based on the interview and questioner for the third factor, learners have insufficient or lacking exposure to the language as there is a limited opportunity to use English outside the classroom, for learners who are not English learners, the opportunity to use English is rare, not each learner can speak English, it makes their English is stuck, they cannot use English for daily conversation. Students mention they use English only in class, they are a very little bit change to use English outside the class.

Based on the interview and questioner for the fourth factor, learners have the limitation of vocabulary proficiency as well as English reading materials are not always available, learners feel that their English vocabulary is limited because they do not take too long to learn English, as they view it as difficult.

Based on the interview and questioner for the fifth factor, learners have unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language, learners think that they do not need to use English since they use mother language in daily life, people around cannot understand English, so they do not try hard to master English.

Based on the interview and questioner for the sixth factor, lack of motivation for learning or the negative attitude toward the target language. In the first place, learners have thought that English is difficult, English is not helpful in their daily life, and etc. They view English is difficult and have no motivation to learn it further. Students who mention that English is hard, and he does not like English in general.

The Researcher believes the learner would be difficult in learning English because they had thought that English was difficult and they did not have the motivation to learn it. Students have to think English is not that hard and start to like it if they want to know English well.

Finally, it can be concluded that the factors mention above are happening to non-English learners.