

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

There were two statements problems that had to be answered on this research. The first problem was about the students' competence in English speech in Darul Hijrah Islamic Boarding School for Girls. The second problem was about the students' most difficult aspect in performing English speech in Darul Hijrah Islamic Boarding School for Girls academic year 2015/2016. The data of this research was collected from test. Test was used for collecting the data about the students' competence in English speech and the students' most difficult in performing English speech in Darul Hijrah Islamic Boarding School for Girls academic year 2015/2016. Based on the research finished by the researcher during the two months from on September, 1st 2015 until November, 1st 2015 in 4 TMI club at Darul Hijrah Islamic Boarding School for Girls and here were the result about the students' English speech competence the students' most difficult in performing English speech.

Finding Test

Table 4.1 English Speech Test Schedule of 4 TMI Grade Students of Darul Hijrah Islamic Boarding School for Girls Academic Year 2015/2016

| No | Date of Meeting | Time | Club |
|----|------------------------------|------------------------|------|
| 1 | Monday, 28 September 2015 | 20.30 until 22.00 a.m. | I |
| 2 | Wednesday, 30 September 2015 | 20.30 until 22.00 a.m. | II |
| 3 | Monday, 05 October 2015 | 20.30 until 22.00 a.m. | III |
| 4 | Wednesday, 14 October 2015 | 20.30 until 22.00 a.m. | IV |

a. Test of 1st speech training club of Ummi Hani Dormitory.

Monday, September 28th 2015, the researcher took the research which hold in 1st speech training club of Ummi Hani Dormitory that the activity began at 20.30 until 22.00 am. The total students of 4 TMI grade were 24 students. There researcher tested 7 students to perform English speech. The test of 1st speech training club of Ummi Hani Dormitory can be seen through the table below:

Table 4.2 Students' English Speech Score of 1st Speech Training Club of Ummi Hani Dormitory.

| Respondent | EY | BL | P | En | V | SK | O | M | L | R | Total | Score |
|------------|----|----|---|----|---|----|---|---|---|---|-------|-------|
| M | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 32 | 80 |
| A.F | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 37 | 92.5 |
| F.A | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 28 | 70 |
| N.S | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 29 | 72.5 |
| S | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 24 | 57.5 |
| M | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 27 | 67.5 |
| A.I | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 26 | 65 |

The table above showed that students who got score 80-100 were 2 students, students who got 60-<80 were 4 students and students who got score 40-<60 was 1 student.

b. Test of 2nd speech training club of Ummi Hani Dormitory.

Wednesday, September 30th 2015, the researcher took the research which hold in 2nd speech training club of Ummi Hani Dormitory that the activity began at 20.30 until 22.00 am. The total students of 4 TMI grade were 24 students. There researcher tested 7 students to perform English speech. The test of 2nd speech training club of Ummi Hani Dormitory can be seen through the table below:

Table 4.3 Students' English Speech Score of 2nd Speech Training Club of Ummi Hani Dormitory.

| Respondent | EY | BL | P | En | V | SK | O | M | L | R | Total | Score |
|------------|----|----|---|----|---|----|---|---|---|---|-------|-------|
| N.A | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 23 | 57.5 |
| F.R | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 34 | 85 |
| L.S | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 23 | 57.5 |
| L.E | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 27 | 67.5 |
| D.I.R.J | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 30 | 75 |
| I.S | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 23 | 57.5 |
| Z.F | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 25 | 60 |

The table above showed that students who got score 80-100 was 1 student, students who got 60-<80 were 3 students and students who got score 40-<60 were 3 students.

c. Test of 3rd speech training club of Ummi Hani Dormitory.

Monday, October 05th 2015, the researcher took the research which hold in 3rd speech training club of Ummi Hani Dormitory that the activity began at 20.30 until 22.00 am. The total students of 4 TMI grade were 24 students. There researcher tested 8 students to perform English speech. The test of 3rd speech training club of Ummi Hani Dormitory can be seen through the table below:

Table 4.4 Students' English Speech Score of 3rd Speech Training Club of Ummi Hani Dormitory.

| Respondent | EY | BL | P | En | V | SK | O | M | L | R | Total | Score |
|------------|----|----|---|----|---|----|---|---|---|---|-------|-------|
| D.A | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 28 | 70 |
| R.W | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 34 | 85 |
| H.G | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 28 | 70 |
| J.N | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 26 | 62.5 |
| A.N | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 36 | 90 |
| A.M | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 33 | 82.5 |

Table 4.4 Continued

| | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|----|------|
| M.A | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 35 | 87.5 |
| S.A | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 26 | 62.5 |

The table above showed that students who got score 80-100 were 4 students and students who got 60-<80 were 4 students.

d. Test of 4th speech training club of Ummi Hani Dormitory.

Wednesday, October 14th 2015, the researcher took the research which hold in 4th speech training club of Ummi Hani Dormitory that the activity began at 20.30 until 22.00 am. The total students of 4 TMI grade were 24 students. There researcher tested 8 students to perform English speech. The test of 4th speech training club of Ummi Hani Dormitory can be seen through the table below:

Table 4.5 Students' English Speech Score of 4th Speech Training Club of Ummi Hani Dormitory.

| Respondent | EY | BL | P | En | V | SK | O | M | L | R | Total | Score |
|------------|----|----|---|----|---|----|---|---|---|---|-------|-------|
| P.A.N | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 23 | 57.5 |
| Y.R | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 37 | 92.5 |
| R.Z | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 38 | 95 |
| R.A | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 22 | 55 |
| R.U | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 28 | 70 |
| A.N | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 24 | 57.5 |
| R.S | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 25 | 62.5 |
| S.R.F | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 28 | 70 |

The table above showed that students who got score 80-100 were 2 students and students who got 60-<80 were 6 students.

The result of the students' English speech competence in English speech training activity from test of 1st speech training club of Ummi Hani Dormitory until 4th speech training club of Ummi Hani Dormitory in Darul

Hijrah Islamic Boarding School for Girls academic year 2015/2016 can be seen in the following table.

Table 4.6 English Speech Performance of Students of 4 TMI Grade in Speech Training Activity in Darul Hijrah Islamic Boarding School for Girls Academic Year 2015/2016.

| Respondent | EY | BL | P | En | V | SK | O | M | L | R | Total | Score |
|------------|----|----|---|----|---|----|---|---|---|---|-------|-------|
| M | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 32 | 80 |
| A.F | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 37 | 92.5 |
| F.A | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 28 | 70 |
| N.S | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 29 | 72.5 |
| S | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 24 | 57.5 |
| M | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 27 | 67.5 |
| A.I | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 26 | 65 |
| N.A | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 23 | 57.5 |
| F.R | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 34 | 85 |
| L.S | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 23 | 57.5 |
| L.E | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 27 | 67.5 |
| D.I.R.J | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 30 | 75 |
| I.S | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 23 | 57.5 |
| Z.F | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 25 | 60 |
| D.A | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 28 | 70 |
| R.W | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 34 | 85 |
| H.G | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 28 | 70 |
| J.N | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 26 | 62.5 |
| A.N | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 36 | 90 |
| A.M | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 33 | 82.5 |
| M.A | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 35 | 87.5 |
| S.A | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 26 | 62.5 |
| P.A.N | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 23 | 57.5 |
| Y.R | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 37 | 92.5 |
| R.Z | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 38 | 95 |
| R.A | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 22 | 55 |
| R.U | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 28 | 70 |
| A.N | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 24 | 57.5 |

Table 4.6 Continued

| | | | | | | | | | | | | |
|-------------|----|----|----|----|----|----|----|----|----|----|------|------|
| R.S | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 25 | 62.5 |
| S.R.F | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 28 | 70 |
| Total Score | 83 | 77 | 71 | 94 | 79 | 90 | 83 | 91 | 98 | 93 | 2143 | |
| | | | | | | | | | | | Mean | 71.4 |

Explanation:

EY : Eye Contact

BL : Body Language

P : Poise

En : Enthusiasm

SK : Subject Knowledge

O : Organization

M : Mechanic

V : Vocal

L : Language

R : Rate

Based on the data on table 4.6, it was identified that the highest score of the English speech performance was 95 and the lowest score English speech performance was 55. The accumulative score was 2143 from 30 students.

Based on the result of score students' English speech performance, it was found the categories in 4 TMI Grade of Darul Hijrah Islamic Boarding School for Girls. The students' score were categorized into:

- a. Excellent category, 9 students (31%) with score 80-100.
- b. Good category, 14 students (45%) with score 60-<80.
- c. Fair category, 7 students (24%) with score 40-<60.

d. Poor category, 0 students (0%) with score 20-<40.

e. Very poor category, 0 students (0%) with score 0-<20.

Table 4.7 The frequency distribution of 4 TMI Grade Students' English Speech Performance Score from test of 1st speech training club of Ummi Hani Dormitory until 4th speech training club of Ummi Hani Dormitory in Darul Hijrah IslamicBoarding School for Girls academic year 2015/2016.

| No | Score | Frequency |
|----|-------|-----------|
| 1 | 80 | 1 |
| 2 | 92.5 | 2 |
| 3 | 70 | 6 |
| 4 | 72.5 | 1 |
| 5 | 57.5 | 6 |
| 6 | 67.5 | 2 |
| 7 | 65 | 1 |
| 8 | 85 | 2 |
| 9 | 75 | 1 |
| 10 | 60 | 1 |
| 11 | 62.5 | 2 |
| 12 | 90 | 1 |
| 13 | 82.5 | 1 |
| 14 | 87.5 | 1 |
| 15 | 95 | 1 |
| 16 | 55 | 1 |
| | Total | 30 |

To know the competence of students of 4 TMI grade of Darul Hijrah IslamicBoarding School for Girls in performing English speech and categories of students of 4 TMI grade of Darul Hijrah IslamicBoarding School for Girls in performing English speech, the writer used accounting of mean formula as follows:

$$\begin{aligned} \text{Mean} \quad : M &= \frac{\sum X}{N} \\ &= \frac{2143}{30} \\ &= 71.4 \end{aligned}$$

So, the mean score was 71.4, it can be categorized in “good category”.

The writer decided the students’ most difficult aspect of English speech performance by looking the lowest score of the ten aspects speech assessment.

Based on the test of 1st speech training club of Umami Hani Dormitory until 4th speech training club of Umami Hani Dormitory, the total score of ten aspects of English speech performance assessment were different each other, it can be seen in the table below:

Table 4.8 Total Score of Aspects of English Speech Performance Assessment.

| No | Aspects | Total Score |
|----|-------------------|-------------|
| 1 | Eye Contact | 83 |
| 2 | Body Language | 77 |
| 3 | Poise | 71 |
| 4 | Enthusiasm | 94 |
| 5 | Vocal | 79 |
| 6 | Subject Knowledge | 90 |
| 7 | Organization | 83 |
| 8 | Mechanic | 91 |
| 9 | Language | 98 |
| 10 | Rate | 93 |

B. DISCUSSION

After all the obtained data were presented in finding as result of this research, they were also needed to be discussed. There were two points will be discussed here. The first discussion was about the students' competence in English speech in Darul Hijrah IslamicBoarding School for Girls and the second was about the students' most difficult aspect in performing English speech in Darul Hijrah IslamicBoarding School for Girls.

1. The students' competence in English speech.

The finding data on the previous subchapter showed the average students' competence in performing English speech from test result, it was found that the highest score of the English speech performance was 95 and the lowest score English speech performance was 55. There were 9 students (30%) obtained excellent category, the score was about 80-100, 14 students (47%) obtained good category, with the score about 60-<80 and 7 students (23%) obtained fair category with the score about 40-<60 and there was no one who got score about 20-<40 and 0-<20.

The mean score of the 4 TMI grade students' competence in performing English speech was 71.4. The mean obtained from accumulative score divided number of respondents, $2143 : 30 = 71.4$. Based on the test result, it can be concluded that the 4 TMI grade students' competence in performing English speech was in good category.

2. The students' most difficult aspect in performing English speech.

Difficulties in performing English speech are often faced by students. In theoretical review, there were some common problems that faced by speaker when performing a speech. In this study, based on the test result, researcher found that average students of 4 TMI grade in Darul Hijrah Islamic Boarding School for Girls faced some difficulties in performing English speech during English speech performance, they were poise, body language and vocal.

1) Poise

The finding showed that poise got the total score 71. It was the lowest total score of English speech performance assessment, it was indicated that most of students were lacking in confidence. It was supported by Sethi and Baloch (2014), they said that most people who had difficulties in public speaking are caused by lack confidence. In this research almost all students seemed to face the same problem in performing English speech. Students were feeling afraid of making mistake and they were shy when they performed English speech in front of their friends. It was an evidence that in performing English speech required self-confident and this was considered as the most problematic for the students when performing English speech.

2) Body Language

The finding showed that poise got the total score 77. This problem was strongly related to the previous one. Nervousness affected students' body language. During performing English speech, because of they were feeling nervous, sometimes most of students were clumsy. It looked from their facial expression, body movement and also gesture. As were stated by Beebe and Beebe (2013, p.263) as a speaker, he or she must be acutely aware of what his or her face looks like while speaking. Because of nervous most students looked shaking hand, itching skin and sometimes they forgot what they had to say. It was supported by Lull and Coopman (2012, p. 25) they discussed that before, during and after giving a speech, speakers experience a wide range of sensations and behavior that spring from the internal causes of nervousness. These may include quivering voice, shaky hands, changes in body temperature, itchy skin, dry mouth, the main going blank, increased heart rate, shortness of breath, increased rate of speech, trembling legs, sweaty palms or cold hands and feet.

3) Vocal

The finding showed that poise got the total score 79. It was indicated that many students also had some difficulties in pronouncing words, it was because they performed speech in English. They found it difficult to pronounce English words because the pronunciation was

often different from words. Mispronunciation could lead to the misunderstanding among speakers and listeners. Consequently, it was important for them to know the right pronunciation of the words, because pronunciation is very important in speaking, if students did not clear in pronouncing words, it could influence the meaning of words. So that, students had to pronounce words clearly and students had to consider not only the pronunciation of the individual words, but also the connection between the words in the sentence. As was stated by Harmer (2007. P. 343), if students want to be able speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.