

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and discusses the result of the research based on the data that collected from observation and interview twelve students. The findings of this research are design to answer the research question related the study. The subject of this research is students from An-Najah Islamic Boarding School.

A. Findings

In this part, the researcher would like to present the data related to the research question: (1) How are the students' speaking competence in delivering English speech at An-Najah Islamic Boarding School for Girls? (2) How do the students practice their speaking competence in delivering English speech at An-Najah Islamic Boarding School for Girls?. To investigate the research question, the research used two technique of collecting data, there are observation and interview. There were twelve students from junior high school in An-Najah Islamic Boarding School. The researcher analyzed the data students' speaking competence in delivering English speech based on the theory in chapter II.

1. Students' speaking competence in delivering English speech

After the collecting data from twelve students of observation, based on paulo's theory in the chapter two about six aspects are pronunciation, grammar, vocabulary, fluency, comprehension, and task. The researcher found that pronunciation of them; two students equivalent to and fully accepted by educated native speaker, seven students errors in pronunciation were quite rare, and three students errors never interfere with understanding and rarely disturb the native

speaker, accent may be obviously foreign.

Then, the researcher found that grammar of them; three students able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar were quite rare, and nine students control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.

After that, the researcher found that vocabulary of them; two students speech on a levels was fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references, five students could understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary, and five students able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary was broad enough that he rarely has to grope for a word.

Next, the researcher found that fluency of them; two students has completed fluency in the language such that his speech was fully accepted by educated native speakers, three students able to use the language fluently on all levels normally pertinent to professional needs. Could participate in any conversation within the range of this experience with a high degree of fluency, and seven students could discuss particular interest of competence with reasonable ease, rarely has to grope for words.

After that, the researcher found that comprehension of them; two students equivalent to that of an educated native speaker, six students understood any conversation within the range of his experience, and four students comprehension were quite complete at a normal rate of speech. Finally, the researcher found the task of them; ten students' speaking proficiency equivalent to that of an educated native speaker and two students would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Could handle informal interpreting from and into language.

The main findings of the first research question provided tangible support for the effectiveness and efficiency of public speaking instructions. Specially, students who received only instruction on public speeches performed better on all measures than did their peers in the control group who received the regular instruction of speaking competence. From the results of the observe, it is clear that the majority, not all of the students, experienced an increase in their learning outcome. Overall, the results of the current study suggest that use of Delivering English Speech can improve students' competence. This pattern of findings suggest the importance of getting used to English speech for the students.

Students with stronger speaking competence tend to be better speakers, while students with low speaking competence tend to be weaker speakers. The findings from this study that students who deliver English speech make gains in their speaking competence and can also reduce their fear of speaking. The main advantage of delivering English speech is giving the opportunity to learn and practice the language more intensively and meaningfully. In this research, the

students can improve their speaking competence more in English speech program. In English speech, students do not just do the activities in delivering English speech, or practice grammar points, and language functions, but while they are practicing these, they have the chances to apply what they learn in daily speaking daily activities. Therefore, can increase practice of delivering English speech for the purpose of using it communicatively contributed to the development of speaking competence. In addition to see directly, the researcher also used video recording with the aim of repeating carefully to see how students' speaking competence are when delivering English speech in public and the way researcher measure based on six aspects that have been conveyed previously.

2. How do the students prepare to practice their speaking competence in delivering English speech

The findings of how do the students prepare to practice their speaking competence in delivering English speech found by data collected based on interviews. There were twelve students that became respondents in this research and following by ten questions interview. Some questions and how students respond that kind of related to the students' practice their speaking competence in delivering English speech. The researcher showed the finding from question interview and answer presented below;

- a. In your opinion, how is the good delivery of English speech?

The question were asked to know about how the good delivery of English speech. The students respond to this question as mention below.

In my opinion, the good delivery of English speech is using the good words, you must look in front of the audience, look their eyes, and you can speak with them like you tell story to them (Student SS). I think we must be confident, loud the voice, and convey it with movement. So, that listeners can understand what we are conveying (Student SNA). It is about how loudly he/she convey the content of the speech in public, both in terms of pronunciation and from facial expressions, it is very important and influential in delivering a speech. This will show how far they know and understand the text they convey (Student NN).

Based on the answer above, the researcher conclude from the students' answer that the good delivery of English speech is using the good words, must look in front of the audience, look their eyes, and we can speak with them like we tell story to them. Then, must be confident, loud the voice, and convey it with movement. So, that listeners can understand what we are conveying. Don't forget also use facial expression. the both in terms of pronunciation and from facial expressions, it is very important and influential in delivering a speech.

b. How do you prepare your English speech?

Furthermore, this question were asked more specific part in this research. It is purposed to know the students do for preparing their English speech. For this case, the students gave several answers.

I prepared my English speech at first by searching the theme, when the theme is done, many ideas will flow naturally in my head. It is kinda simple but for choose the good language to follow by it is kinda hard. After that, the text is done and I will memorize it (Student NN). I tried to practice in front of the mirror and then I

tried again practice in front of my friends to exercise my confident (Student SS). I wrote down the Indonesian text, then I translated it to English by my self use a dictionary and then I memorize the English text that I have been translated (Student NFA).

Based on the answer above, the researcher conclude from the students' answer that the most of the students have almost the same ways. They practice in front of the mirror to build their confidence, make a speech text in Indonesian first and then translated to English using a dictionary, then after that they memorize it.

c. Is delivering an English speech difficult? Please give me a reason.

This question were asked about whether students had difficulties when delivering an English speech, then the researcher asked the students to give their respective reasons. The students respond to this question as mention below.

In my opinion, delivering English speech not really difficult if we understand about the text. Therefore, before we deliver the speech, we must understand what the content of the speech that we are going to deliver and have to be brave (Student DA). I think that easy if we practice continuously, with frequent practice will be ready and appear confident deliver the speech in front of the audiences, it can also reduce our nervousness (Student NN).

Based on the answer above, the researcher conclude from the students' answer that actually delivering English speech not really difficult if they understand what they say and practice continuously. Besides that they must brave and confident appear in front of many people.

d. Are the many obstacles that you experience when delivering English speech in front of people?

This question were asked about the obstacles when their delivering the speech in front of the people. For this case, the students gave several answers.

My obstacles was nervous, shy, difficult to say, and also not confident cause seldom deliver the speech before (Student ADM). I think so many obstacles, this is my obstacles; We must starting from being confident, after that have to come forward, next we must try to memorize the speech, and sometimes scolded by supervisor language section if did not memorize yet (Student NP).

Based on the answer above, the researcher conclude from the students' answer that most of all the students was nervous and not be ready because lack of self confidence when deliver the speech in front of public.

e. How is the method applied in the implementation of English speech program at this boarding school?

In this question, the researcher would like to know how the method applied in the implementation of English speech program at that boarding school and this is the answered of them.

The method in this Islamic Boarding School applies to us to deliver an English speech without text (Student DA, AFR, SS, NFA, SNA, ADM). To obey the language section rules in this Islamic Boarding School, example like following the speech in right day, come forward in the right time, and spirit when follows speech everytime (Student NP, AM, ANH, IA).

Based on the findings interview, the researcher got same answer from all students about the method, it was applies them to deliver an English speech without text and have to obey with the language section rules in that Islamic boarding school.

f. What do you think about the benefits of English speech?

This question the researcher were asked the students about the benefits of English speech. The students respond to this question as mention below.

In my opinion, the benefits of English speech are making us be confident person, it makes our language better than before, increasing our speaking competence, and also have many vocabularies (Student NFA, SS, ADM, NP, SNA). I think the benefits of English speech are can be a good speaker, a translator, and make it easier for us to communicate with foreigners (Student AFR).

Based on the answer above, the researcher conclude from the students' answer that the benefits of English speech are cultivate self-confidence, increase their speaking competence, make they language better than before, have many vocabularies. Besides, make it easier of them when they want to communicate with foreigners.

g. Do you feel any good impacts after delivering English speech?

This question were asked the students about good impacts after their delivering English speech. The students gave several answers.

Yes, now I feel more confident and appear brave in front of the public when deliver the speech (Student NFA, DA, SNA). Yes, the impacts are making me not shy again, that improve my language, and increase my vocabularies (Student SH).

Based on the answer above, the researcher conclude from the students' answer that they are more confident than before and also increasing their vocabularies from the dictionary they have.

h. How do you practice your speaking competence in that boarding school?

This question were asked about how do the students practice their speaking competence in that boarding school. The students respond to this question as mention below.

I do practice my speaking competence every time when I free and nothing assignment (Student NFA). I do with memorize , study hard , and practice continuously in front of my friend or mirror. The most important thing is don't be shy must be brave (Student DA, SNA). I do practice by moving a lot for explain to audiences, so that they will understand it (Student IA).

Based on the answer above, the researcher conclude from the students' answer that most all of the students do their practice by memorizing, and then practice in front of their friend or mirror, they must understand what will they say.

i. Do you have any strategies to improve your speaking competence before delivering the speech?

This question were asked the students strategies to improve their speaking competence before delivering the speech. The students gave several answers.

Yes, I have. My strategies to improve my speaking competence are be ready, be confident, don't be afraid standing in front of the public, and have to memorize it fluently (Student AM, NP, IA). Yes, I have. My strategies are often speak English with friends and often open the dictionary to find out new vocabularies that we

don't know before (Student SNA, ADM, ANH).

Based on the answer above, the researcher conclude from the students' answer that their strategies to improve their speaking competence are must be ready, be confident, be brave when standing in front of the audiences, memorize fluently, and don't be lazy open dictionary to find out the new vocabularies.

j. With your good speaking competence, what do you want to achieves in the future?

This question were asked the students do want to achieves in the future. The students respond to this question as mention below.

With my good speaking competence, I want to go to other countries talk with foreigners and to the best univercity (Student AM, IA, SH, NN). The thing I want to achieve in the future with good speaking English is to become an Ambassador (Student NFA). I want to be a motivator or translator and I want to teach many people how using good speaking. (Student AFR, SNA)

Based on the answer above, the researcher conclude from the students' answer that most all of the students they want to talk with foreigners. Beside that, there want to be motivator or translator and there also want to become ambassador.

B. Discussion

This part presents about the discussion of research findings. The purposes of this research are to analyze the students' speaking competence in delivering English speech and to analyze the students prepare to practice it. Based on the research question in this research, which were about students' speaking competence in delivering English speech at An-Najah Islamic Boarding School and about the

students prepare to practice their speaking competence in delivering English speech.

1. Students' speaking competence in delivering English speech

Speaking competence is able to speak something well. It means that the competence of human focuses on the speaking how they communicate to one another. While English speech is speech that delivered by students using English language and how useful English speech to increase their speaking skill, because it can help to develop students' overall fluency, motivate students to master English, improve self-confidence, competitive attitude, discipline, and requires them to consider how they speak as well as what they say. This is useful for speaking in any situation, public or otherwise.

Based on the result of data that researcher gathered, the way how delivering English speech were in following. Based on the theory in chapter II from Brown, it is found that in delivering English speech have six aspects of speaking to be score; pronunciation, grammar, vocabulary, fluency, comprehension, and task. The researcher analyzed how the students prepare to practice their speech as below.

For the first aspect is about pronunciation, coast of this research the researcher conducted in Junior high school level, it was natural that not all students were good at pronunciation, but still the researcher found that there were some students who were good at pronunciation, two students have good pronunciation when delivering a speech. For the second aspect is about grammar, the researcher found three students good enough in grammatical while the other students still got some mistakes in grammatical.

Then is about vocabulary, the researcher found two students good at vocabulary but doesn't mean the other students lack at vocabulary. Because every day the students always get new vocabularies. After that is about fluency, the researcher discover two students are clear in delivering a speech event without text.

Next is about comprehension, the researcher noticed two students seems like clearly understand what their speech with their gesture. The last is about task, the researcher identified ten students good in their task. In this aspect, the researcher found almost all students great when their delivering a speech.

In addition to see directly, the researcher also used video recording with the aim of repeating carefully to see how students' speaking competence are when delivering English speech in public and the way researcher measure based on six aspects that have been conveyed previously.

2. How do the students prepare to practice their speaking competence in delivering English speech

For the discuss of how students' speaking in delivering English speech found out by ten questions interview. Based on the Paulo's theory in the chapter II, proposed that ten participants could be profer since in qualitative design the quality of the sample is more effective than number of the samples. Thus, the researcher takes the participants of this research were twelve students in An-Najah Islamic Boarding School for Girls and were taking from junior high school.

For the first question, the researcher were asked the students to know about how the good delivery of English speech. Then, the researcher conclude from the students' answer that the good delivery of English speech is using the good words,

must look in front of the audience, look their eyes, and we can speak with them like we tell story to them. Then, must be confident, loud the voice, and convey it with movement. So, that listeners can understand what we are conveying. Don't forget also use facial expression. the both in terms of pronunciation and from facial expressions, it is very important and influential in delivering a speech.

For the second question, the researcher were asked more specific part in this research. It is purposed to know the students do for preparing their English speech. After that, the researcher found the most of the students have almost the same ways. They practice in front of the mirror to build their confidence, make a speech text in Indonesian first and then translated to English using a dictionary, then after that they memorize it.

For the third question, the resarcher were asked about whether students had difficulties when delivering an English speech. Then, the researcher conclude from the students' answer that actually delivering English speech not really difficult if they understand what they say and practice continuously. Besides that they must brave and confident appear in front of many people.

For the fourth question, the researcher were asked about the obstacles when their delivering the speech in front of the people. After that, the researcher conclude from the students' answer that most of all the students was nervous and not be ready because lack of self confidence when deliver the speech in front of public.

For the fifth question, the researcher would like to know how the method applied in the implementation of English speech program at that boarding school. Then, the researcher got same answer from all students about the method, it was

applies them to deliver an English speech without text and have to obey with the language section rules in that Islamic boarding school.

For the sixth question, the researcher were asked the students about the benefits of English speech. After that, the researcher conclude from the students' answer that the benefits of English speech are cultivate self-confidence, increase their speaking competence, have many vocabularies. Besides, make it easier of them when they want to communicate with foreigners.

For the seventh question, the researcher were asked the students about good impacts after their delivering English speech. Then, the researcher conclude from the students' answer that they are more confident than before and also increasing their vocabularies from the dictionary they have.

For the eight question, the researcher were asked about how do the students practice their speaking competence in that boarding school. After that, the researcher conclude from the students' answer that most all of the students do their practice by memorizing, and then practice in front of their friend or mirror, they must understand what will they say.

For the ninth question, the researcher were asked the students strategies to improve their speaking competence before delivering the speech. Then, the researcher conclude from the students' answer that their strategies to improve their speaking competence are must be ready, be confident, be brave when standing in front of the audiences, memorize fluently, and don't be lazy open dictionary to find out the new vocabularies.

For the last question, the researcher were asked the students do want to achieves in the future. After that, , the researcher conclude from the students' answer that most all of the students they want to talk with foreigners. Beside that, there want to be motivator or translator and there also want to become ambassador.

The result of observation analyzed and interview reveal that it is clear that the majority, not all of the students, experienced an increase in their learning outcome. Overall, the results of the current study suggest that use of Delivering English Speech can improve students' competence. This pattern of findings suggest the importance of getting used to English speech for the students.

Students with stronger speaking competence tend to be better speakers, while students with low speaking competence tend to be weaker speakers. The findings from this study that students who deliver English speech make gains in their speaking competence and can also reduce their fear of speaking.