

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Students' Pedagogical Perspectives

For this variable, the researcher mostly found the data in the observation. To complete and elaborate the data, the researcher also gained some details from interview sessions. The data of students' pedagogical perspectives in developing their communicative competence are presented as follows.

a. Teaching Method

In the observation, it is found that the teacher implemented some characteristics of CLT method such as communicative activities, authentic materials, and small group activities by learners. Moreover, based on the interview, the teacher sometimes mixes the method but still keeping it interactive. With this method, the teacher emphasizes the practice rather than the theoretical discussions. Based on the interview session with the students, it is discovered that the students prefer practicing the material to discussing the theories. The students mostly practice the material in front of the class or in a classroom discussion. For example, they practiced the dialog they created about the topic discussed in front of the class. This method, which emphasizes the practices, is appropriate for the teaching goals that want to help the students in improving their speaking skill and help them to be able to communicate fluently in English.

To achieve the goals above, the teacher tried to use English as the language of instruction. Although sometimes it becomes a challenging part, the teacher still tried not to translating the word into Bahasa Indonesia when the students do not understand. She used some

movement or closely related word to help the students. Even so, most of the students used Bahasa Indonesia or at least mix it with English in classroom communication.

The materials were delivered communicatively. Sometime, the teacher invited the student to a discussion so that they were stimulated to process the material. In this case, the teacher was not fully explained the material but encouraged the students to elaborate their understanding toward the topic discussed. By this strategy, the teacher's and students' talk time were balance. The students paid attention when the teacher explained the basis of the topic and then some of them will actively participating in the discussion when they have to elaborate the topic. Unfortunately, there were few students who seem bored and passively participate in the learning process.

The tasks and assignments that were given to the students could stimulate and evaluate their speaking performance because when they had already discussed the topic, they had to practice it and share the result in front of the class.

b. Teacher's Attitudes

In the observation, the researcher found out that the teacher was very active in creating a conducive atmosphere in the teaching and learning process so that the students were encouraged to learn. For example, the teacher did some warming up before delivering the material and a little game in the middle of the learning process when she saw the students were started to feel bored or tired.

The researcher also found that the teacher maintained students' activeness by making sure that all of the students were actively participating in the learning process. When she saw a student kept silent or did not pay attention to the discussion, she directly asked and

built students understanding so that they were engaged to the discussion.

The teacher was very well prepared so that she was ready to be asked by the students. She regularly offered the students if they wanted to ask some questions before they moved to another discussions.

Lastly, when it comes to students' tasks or performances, the teacher provided feedback to the students' works. She gave some advices and messages for the students so that they know what they had to do to improve their skills and performances. Not to be missed, she motivated the students to learn more and review the material discussed outside the class.

c. Learning Environment

In the observation, the researcher discovered that the learning environment is comfortable enough to learn in it. The place is clean, neat and conducive. The class is far from unnecessary noises that may interrupt the learning process and disturb students' concentration. With this condition, the environment helped in maintaining students' focus because the students can fully concentrate and pay attention to the learning activity.

Based on the interview session, it is also found that the students feel comfortable with the classroom condition because all of them like a peaceful place for learning so that they can stay focus. One of them stated, "*Kalau tempatnya tenang belajarnya enak, kalau terlalu ribut dan banyak suara-suara bising yang mengganggu juga jadi susah fokus ke pelajarannya*" ("If the place is quiet, it will make me easy to learn. if it is too noisy and there are a lot of annoying sounds, it will make me hard to stay focus on the learning process") (Student 15, interview session, May, 26, 2022).

The classroom interactions were also supportive and able to encourage the students to communicate. For example, when a student saw her friends were actively participating in the discussion, it was obvious that she was also eager to join into the discussion. The teacher also gave every the student the same portion and time to communicate and interact in the learning activity.

2. Students' Psychological Perspectives

For this variable, the researcher mostly found the data from interview sessions. To complete and elaborate the data, the researcher also gained some details from observation. The data of students' psychological perspectives in developing their communicative competence are presented as follows.

a. Anxiety

In the interview sessions, it is found that 15 of 15 students feel anxious when they have to speak in English. 8 of 15 students add that they feel anxious mostly when they have to speak in English in public such as speech activity and some performances. The kind anxious feelings they feel are vary. Firstly, 11 students stated that sometimes they feel self-doubt, nervous, and worry. One of them stated, "*Biasanya saya merasa tidak tenang dan khawatir*" (I usually feel uneasy and worried) (Student 4, interview session, May, 26, 2022). Student 3, Student 11, Student 12, and Student 13 may extremely feel loss of words. One of them said, "*Bahkan kalau sudah sangat gugup di depan banyak orang saya bisa kehilangan kata-kata dan bingung ingin mengucapkan apa*" ("Moreover, when I feel very nervous, I can lose my words and do not know what to say") (Student 12, interview session, May, 24, 2022).

Student 1, Student 2, Student 4, Student 5, Student 6, Student 7
Student 8, Student 9, Student 10, Student 12, Student 13, Student 14,

Student 15 agreed that they are afraid of making errors while speaking in English. One of them answered “*Saya terus berfikir bagaimana kalau-kalau ada kesalahan ketika saya berbicara menggunakan Bahasa Inggris, tapi saya tetap mencoba dulu saja*” (“I keep thinking if I make some mistakes while speaking in English, but I keep trying”) (Student 5, interview session, May, 26, 2022). In contrast with that, Student 3 and Student 11 avoid to speak in English in public. One of them stated, “*Ya kalau bisa jangan saya yang maju dan berbicara menggunakan Bahasa Inggris di depan orang banyak, yang lain saja banyak yang lebih fasih*” (“If it’s possible, I won’t let myself come forward and speak in English in front of many people. There are still many friends who are more fluent”) (Student 11, interview session, May, 26, 2022).

Eleven of fifteen students confirmed that they are concern on how others judge their English speaking skill. One of them said, “*Saya selalu khawatir tentang apa yang orang lain pikirkan ketika melihat saya berbicara menggunakan Bahasa Inggris, apalagi dengan teman yang lebih lancar speaking nya*” (“I always worry about what people think when they see me speaking in English. Especially with friends who can speak English fluently”) (Student 9, interview session, May, 24, 2022).

Most of the students stated that their problems are afraid of making mistakes and not knowing how to construct some words into a proper sentence which is grammatically correct. One of them answered, “*Menurut saya masalah yang biasanya saya dan teman-teman hadapi kalau ingin berbicara dalam Bahasa Inggris adalah kebingungan dalam menyusun kata-katanya menjadi kalimat, sehingga tidak jarang kami berbicara menggunakan Bahasa Inggris tapi susunan katanya seperti berbicara dalam Bahasa Indonesia*” (“In my opinion, the problem that my friends and I often encounter when

speaking in English is confusion in arranging words into sentences. So it is not strange for us to speak using English words but in Bahasa Indonesia structure”) (Student 7, interview session, May, 24, 2022).

b. Attitude

In the interview session, the researcher found that 8 of 15 students think that English is difficult to learn. Student 3, Student 5, Student 8, Student 11, and Student 13 stated that speaking in English is hard to practice although they have a bunch of vocabularies. While Student 2, Student 6, and Student 12 said that English is hard to learn because they are lack of vocabularies.

11 of 15 students confirmed that they enjoy learning to speak in English in the classroom. One of them *added* “*Kalau sewaktu belajar di dalam kelas sih asik-asik aja, tapi kalau sudah praktek sehari-hari di luar kelas yang diwajibkan pada minggu Bahasa Inggris saya kurang suka*” (“I enjoy studying in class, but I do not like when I required to practice my speaking in English week”) (Student 9, interview session, May, 24, 2022). The other one *added*, “*Kalau dikelas asik belajarnya, tapi kalau berbicara menggunakan Bahasa Inggris yang sehari-hari diluar kelas itu agak asal-asalan tapi tetap enjoy saja sih*” (“Learning in class is fun, but I practice carelessly, when I have to speak in English in daily life”) (Student 1, interview session, May, 24, 2022). On the other hand, Student 3, Student 11, Student 12, and Student 13 feel bored when they have to speak in English in English Week. One of them said “*Ya kalau sudah minggu berbahasa Inggris saya banyak diam saja*” (“When English week comes, I prefer to be quite and do not talk that much”) (Student 11, interview session, May, 26, 2022). The other one said, “*Kalau sudah minggu Bahasa Inggris rasanya ingin cepat-cepat kembali ke minggu Bahasa Arab lagi biar bisa sedikit lebih leluasa ngomongnya*”

(“When English week comes, I want to go through it as soon as possible and come back to Arabic week, so I can talk freely”) (Student 12, interview session, May, 26, 2022).

Most of the students stated that when they try to speak in English they feel afraid of making mistakes especially in grammatical context and most of the time they feel confused in making a good sentence. One of them stated, “*Mungkin karena terlalu memikirkan grammarnya jadi akhirnya tidak bisa lancar ngomongnya, tapi kalau tidak dipikirkan jadinya berantakan sekali susunan kalimatnya tapi yang penting sama-sama paham*” (“Maybe because we think too much about grammar, we can’t talk fluently in English. However, when we are not concern about it, the sentence structure will be messed up. The most important is we understand each other”) (Student 10, interview session, May, 26, 2022). Some others added that they commonly hard to pronounce some word so they pronounce it perfunctorily, “*Beberapa kata terkadang susah untuk dilafalkan ya kalau mau cepat biasanya kami sebut asal-asalan saja*” (“Some words are hard to pronounce so sometimes we pronounce it carelessly as we want”) (Student 15, interview session, May, 26, 2022).

6 of 15 students feel confident speaking English. Student 2, Student 5 and Students 7, and Student 10 feel more comfortable speaking in English with friends while Student 1 and Student 4 feel confident speaking in English both with friends and in public. One of them said, “*Kalau bicara sama teman-teman ya pd-pd saja, tapi kalau tampil di depan banyak orang pasti masih agak gugup dan malu-malu*” (“I am confident talking in English to my friends, but I will be shy and nervous when I have to speak in English in front of the public”) (Student 7, interview session, May, 24, 2022).

When it comes to making mistakes while speaking in English, the students show various attitudes. Student 1, Student 4, Student 5, Student 7, and Student 10 prefer trying to fix the mistakes by asking to someone or teacher or finding out in the dictionary. Student 2, Student 6, Student 8, Student 9, Student 14, and Student 15 choose to let it go without trying to fix the errors or trying find out the correct one. On the other side, Student 3, Student 11, Student 12, and Student 13 feel confused and frustrated when they make mistakes while speaking in English.

Table 1

Students' attitudes when they make mistakes in speaking English

No.	Attitude	Frequency
1	Trying to fix	5
2	Ignoring	6
3	Confused & frustrated	4
Total		15

c. Aptitude

In the interview session, the researcher discovered that 3 of 15 students claimed that they are kind of sensitive of grammar patterns but they mostly cannot recognize its different function. Student 1, Student 2, and Student 8 recognized that different pattern of sentences has different meaning and function but when they communicate they cannot apply it in their daily lives, "*Sebenarnya cukup paham kalau pakai verb 2 berarti kegiatannya sudah berlalu, kalau ada will berarti akan terjadi, tapi kalau auxiliary verb nya ada beberapa dalam satu kalimat agak lambat mendeteksi maksudnya*" ("Actually, I understand the pattern like v2 for the past action and will for telling the future. However, when there are some auxiliary verbs in one sentence, I will

get confused”) (Student 8, interview session, May, 24, 2022). On the other side, 8 students claimed that sometimes they notice the different function of different sentence pattern, but most of the time they cannot recognize it. One of them stated, *“Kalau dijelaskan paham, tapi kalau lagi berbicara sehari-hari susah untuk diterapkan, ditambah lagi teman-teman yang lain juga tidak terlalu mengerti itu jadi sering kali tidak terpakai”* (“When somebody explains me about it, I will understand but it is too hard to implement it in daily life. Moreover, most of the friends do not use it, so we seldom practice it”) (Student 14, interview session, May, 26, 2022). Opposite with that, Student 3, Student 11, Student 12, and Student 13 clearly stated that they cannot recognize the different function of different grammar pattern in sentences.

When it comes to unfamiliar English words, the students show different ways to identify the meaning. Student 2, Student 3, Student 5, Student 6, Student 7, Student 11, Student 12, and Student 15 commonly look for the meaning of the unfamiliar words by looking for the words on their dictionaries. Student 4, Student 9, Student 10, Student 13, and Student 14 easily ask to friends or teachers to find out the meaning of the unfamiliar words. In a more skilled way, Student 1 and Student 8 try to find out the meaning of the unfamiliar words by guessing and remembering some similar or closely similar words to it. One of them said, *“Kalau gak tau, dikira-kira saja kak bunyinya atau tulisannya mirip sama kata-kata apa. Ya, kadang benar kadang juga bisa salah”* (“When I do not know the meaning I will try to guess it by its sounds or its writing then try to remember some similar word. Sometimes it could be true and it could be false”) (Student 1, interview session, May, 24, 2022).

When the students were asked about how they see their English speaking performance, they have different answers. Student 1,

Student 4, Student 5, Student 7, and Student 10 stated that they have good English speaking performance. While, Student 2, Student 6, Student 8, Student 9, Student 14, and Student 15 claimed that their English performance is average and they need to learn and practice speaking in English more. Lastly, Student 3, Student 11, Student 12, and Student 13 realized that they have poor English speaking performance.

Table 2

Students' English speaking performance

No.	Performance	Frequency
1	Good	5
2	Intermediate	6
3	Poor	4
Total		15

d. Motivation

In the interview session, the researcher found out that 11 of 15 students are interested in speaking in English. Student 1, Student 2, Student 4, Student 5, Student 6, Student 7, Student 8, Student 9, Student 10, Student 14, and Student 15 try to speak in English fluently while Student 3, Student 11, Student 12, and Student 13 are not interested in speaking in English because they think it is a hard thing to do and they always find difficulties in speaking in English. One of them stated, "*Saya gak begitu tertarik, karena saya selalu merasa kesulitan.*" ("It is always difficult for me to speak in English, I do not interested in it") (Student 11, interview session, May, 26, 2022)

The 15 students have numerous motivations in improving their communicative competence of English speaking skill. Student 4, Student 7, Student 9, and Student 10 agreed that they try to improve

their English speaking skill because they want to study abroad someday, *“Ya terus belajar saja, semoga kalau sudah lancar bisa sekolah ke luar negeri dengan mudah karena sudah lancar speaking nya”* (“Just keep learning. I hope I can study abroad easily when I can speak English fluently”) (Student 4, interview session, May, 24, 2022). On the other hand, Student 1, Student 2, Student 5, Student 6, Student 8, Student 14, and Student 15 feel necessary to improve their English speaking skill because they realize that mastering English is becoming an important skill to have especially in this era, *“Sadar sih kak sebenarnya kemampuan untuk berbicara dalam bahasa asing terutama Bahasa Inggris itu penting saat ini jadi harus terus belajar”* (“I realized that the ability to speak in foreign language, especially English, is important so I have to learn”) (Student 2, interview session, May, 24, 2022). The other one added, *“Ya belajar saja dulu kak, nanti kalau sudah bisa kan jadi lebih mudah mengakses berbagai hal yang berbahasa Inggris”* (“Just keep learning. By mastering English, we will access many things easily”) (Student 6, interview session, May, 24, 2022). Contrastingly, 4 of 15 students speak in English in order to avoid the punishment. One of them said, *“Sebenarnya malas dan kesulitan, tapi ya mau bagaimana lagi daripada kena hukuman karena berbicara menggunakan Bahasa Indonesia atau Bahasa Banjar”* (Actually, I feel lazy and find it difficult to practice it in daily life but I still do it rather than I have to get punished because of speaking in Bahasa Indonesia or Banjarese”) (Student 13, interview session, May, 26, 2022).

The students keep implementing speaking in English in their daily life for some reasons. Student 2, Student 5, Student 7, Student 10, and Student 15 implement speaking in English in their daily lives because they want improve their English speaking skill and to be fluent in speaking in English. In contrast, Student 3, Student 11,

Student 12, and Student 13 speak English in their daily lives because they feel forced to do it and if they do not speak in English as obligated, they will get some punishment and improvement, *“Daripada kena hukuman disuruh menghafal atau membuat essay lebih baik saya mencoba saja berbahasa Inggris sebisa saya”* (“I rather try to speak in English as much as I can than I have to be punished by memorizing some vocabularies or creating an essay”)(Student 3, interview session, May, 24, 2022). The other one added, *“Asal-asalan saja yang penting tidak ada kata-kata Bahasa Indonesia atau Bahasa Banjar maka tidak akan dihukum”* (Just do it carelessly. As long as we do not use Bahasa Indonesia or Banjarese words, we won’t get punished”) (Student 13, interview session, May, 26, 2022). On the other hand, Student 1, Student 4, Student 6, Student 8, Student 9, and Student 14 stated that they felt forced at the first time but then now they realize the importance of English speaking skill and try to improve their skill so that they feel more comfortable to speak in English in their daily lives now than before, *“Awalnya sih memang merasa terpaksa dan kesulitan tapi lama-lama jadi terbiasa dan ya dicoba terus saja”* (“We feel forced to do it at the first times but now we feel accostumed and keep practicing”) (Student 1, interview session, May, 24, 2022).

B. Discussions

1. Students’ Pedagogical Perspectives

To present this data, the researcher implemented Lim and Morris’ theory which stated that the students’ pedagogical aspects may cover 3 components, they are teaching method, teacher’s attitude and learning environment. (Lim & Morris, 2009)

a. Teaching Method

In the interview session, it is found that the teacher does not always implement only CLT method in every teaching process but she still keeps it interactive for the students to learn. Even so, she always implements some characteristics of CLT method such as communicative activities, authentic materials, and small group activities by learners. This strategy is in accordance with Larsen-Freeman's (2000) statement about CLT characteristics which are communicative activities, the use of authentic materials, and learners' activities in small groups. This strategy of teaching fits the students' characteristics who like practicing rather than theoretical discussion, and it is also suitable for the teaching goals that want to help the students in improving their speaking skill and help them to be able to communicate fluently in English. According to Gulzar (2021), there are several components that a teacher needs to consider while selecting a method for his/her teaching process, some of them are the students' profile which is also including learners characteristics, and the learning objectives.

In the observation, it is also found that the teacher tried to maximally use English as the language of instruction even though sometimes the students talk in Bahasa Indonesia. Krashen (1981) stated that the less first language use in class, the better the teaching. Correspondingly, Cook (2008) argued that there are some conditions in a teaching and learning process where the teacher uses students first language such as explaining grammar, tasks, and exercises to the students. Furthermore, the research of Bozorgian & Fallahpour (2015) showed that the small amount of first language use can be a facilitative tool in achieving a wider range of teaching and learning purposes such as conveying meaning, classroom management, creating a friendly environment, reducing students' anxiety, communication, and etc.

The teaching materials were delivered communicatively. This is in line with Teng (2017) who said that active teaching practices help students learn the material effectively. Teacher can enhance the effectiveness of teaching by combining several practices such as conducting demonstrations, showing videos, and connecting students to extra resources. This strategy of delivering materials may enhance students' learning motivation.

After they had already discussed the topic, the students had to practice it and share the result in front of the class. This will stimulate and evaluate students' communicative competence. According to Meisuri (2017), the teacher have to make sure if the tasks facilitate the students with chances for continuous feedback which measures improvement in skill or comprehension. In addition, Ellis (2006) added that effective communication is best achieved by engaging learners in performing their task and assignments so that they can develop their communicative competence.

b. Teacher's Attitudes

In the observation, the researcher found out that the teacher was very active in creating a conducive atmosphere in the teaching and learning process so that the students were encouraged to learn. According to Loveless (2022), positive learning atmosphere that can support the learning activity do not just happen on its own, it has to be created. Thus, creative teacher has to be able to serve an interactive activities that can engage students attention and encourage them to learn.

The researcher also found that the teacher maintained students' activeness by making sure that all of the students were actively participating in the learning process. It is clearly stated in Mufaridah (2017) that students creativity and communicative competence in

speaking skill come from the action that they do by themselves as the result of exploring what in their mind. The teacher should facilitate this creativity by providing more rooms for the students to get involve in classroom activities. Thus, when the students are actively participating in the activities they can explore more and get more exposure from English speaking practice.

The teacher was very well prepared so that she was ready to be asked by the students. According to Tumanduk et al. (2018), teacher readiness is a requirement for effective teaching because it may affect students learning achievement. In this case, the teacher prepare the materials and tasks so that she will master the material that wil be delivered while sometimes she offers the students to ask so there will be a friendly interaction between the teacher and the students.

Lastly, when it comes to students' tasks or performances, the teacher provided feedback to the students' works. This is in line with Stenger (2014) who said that providing students with meaningful feedback may greatly enhance their learning achievement. It is also a communicative way to give them some information about things they need to be improved.

c. Learning Environment

In the observation, the researcher discovered that the learning environment is comfortable enough to learn in it. The place is clean, neat and conducive. The class is far from unnecessary noises that may interrupt the learning process and disturb students' concentration. With this condition, the environment helped in maintaining students' focus because the students can fully concentrate and pay attention to the learning activity. According to Al Omairi & Al Balushi (2015), attention and focus can be one of significant aspects in learning process because it helps students to be concern on what is important.

However, there will be many distractions that need to be prevented in order to maintain students' focus such as settings of the classroom, school environment, noises from both outside and inside the classroom, teacher voice and method of teaching.

Based on the interview session, it is also found that the students feel comfortable with the classroom condition because all of them like a peaceful place for learning. Matra Pendidikan (2013) stated that learning atmosphere should be comfortable and peaceful which may prevent the students from stresses and noises that can interrupt students' concentration.

The classroom interactions were also supportive and able to encourage the students to communicate. Learning atmosphere is not only limited to the physical settings of the class but also the interaction between teacher to students, and student to student (Munawaroh, 2017). Furthermore, Doughlas (2001) added that learners' communicative competences are enhanced when they interact with each other through oral or written discourse. Therefore, a classroom environment should able to initiate students to interact with each other.

2. Students' Psychological Perspectives

To present this data, the researcher implemented Budianto's theory which stated that the students' psychological aspects involve at least 4 components such as anxiety, attitude, aptitude, and motivation. (Budianto, 2010)

a. Anxiety

In the interview sessions, it is found that 15 of 15 students feel anxious when they have to speak in English. 8 of 15 students add that they feel anxious mostly when they have to speak in English in public

such as speech activity and some performances. This is in line with Shumin's finding (1994) that the anxiety influenced her students' speaking performance and it happened when they have to share their ideas in English in public, especially in front of native speakers. They feel different kind and level of anxiety. Firstly, 11 students stated that sometimes they feel self-doubt, nervous, and worry. This case is in accordance to what stated by Brown (1994) ESL or EFL language learning is a complex task that is influential to human anxiety, it is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. Secondly, 4 students claimed that they may extremely loss of words when they feel anxious speaking in English. Shumin (1997) also added that extreme anxiety mostly happens when EFL students become tongue-twisted or loss of words which often brings to discouragement and the feeling of failure.

13 students stated that they are afraid of making errors while speaking in English and the two other students avoid speaking in English in public. In another circumstance, eleven of fifteen students confirmed that they are concern on how others judge their English speaking skill. This case is in accordance with Brown (1994) who said that adults are concerned with others' judgments. They take it serious about making mistakes in their speaking performance because they do not want to feel embarrassed for the errors they make while speaking.

Most of the students' problems are afraid of making errors and not knowing how to construct some words into a proper sentence which is grammatically correct. According to Murcia (2001), Grammar become a tough thing because learners do not learn structure one in a time. They will have no idea if they think too long about its grammatical order when they construct a sentence. Students have to learn more about English structure so that they can speak English fluently.

b. Attitude

In the interview session, the researcher found that 8 of 15 students think that English is difficult to learn. According to Fitria (2021), there is a positive correlation between students' perception toward a language to their learning achievement. Moreover, Williams (2021) stated that perception includes the way we act as our respond to an information. It is also a process where we take the information from our environment and use the information to interact or act to respond to the information. Thus, the way students see a language or how they think about a language will affect their language learning performance. As in this case, when the students think that English is hard, some will respond by learning more and some will respond by being frustrated.

11 of 15 students confirmed that they enjoy learning to speak in English in the classroom. In Nurjanah (2011), it was stated that when the students enjoy learning a lesson, it means that they have interest toward the lesson and they are engaged to learn. When the student feel enjoyed in learning, it will help them to grasp the skill or the material given easier. In this case, when the students enjoy learning to speak in English in the classroom, it will boost their motivation to improve their speaking skill and communicative competence because they are interested in it. On the other hand, when the students do not enjoy learning to speak in English in the classroom, it will make them feel bored and tired toward the learning activity so that they cannot master the skill maximally.

Most of the students stated that when they try to speak in English they feel afraid of making mistakes especially in grammatical context and most of the time they feel confused in making a good sentence. Some others added that they commonly hard to pronounce

some word so they pronounce it perfunctorily. Robby (2011) stated that fear of making errors in speaking English is one of main factors of that hinder the students from practicing to speak in English. Moreover, fear of being laughed and criticized by others commonly make them stop practicing. Thus, it is important for the teacher to convince that errors are normal in learning. Furthermore, in CLT, the objectives of learning process is focused on the components of communicative competence and not limited to the ability to use correct grammar or linguistic competence (Brown, 2007)

6 of 15 students feel confident speaking English. Clément (1980) claimed that self confidence is a key to increase learning motivation as a consequence, more confident learners will have greater communicative competence and they will achieve the better experience of psychological adjustment and cross-cultural adaptation. The lack of confidence in speaking English may occur as a result of the lack of speaking practice exposure so that it is essential to create learning activity that is able to initiate students to communicate and to provide them with the opportunity to practice their speaking skill as many as possible. Therefore, they can enrich their self-confidence in speaking in English and develop their communicative competence.

When it comes to making mistakes while speaking in English, the students show various attitudes. First, some try to fix the mistakes by asking to someone or teacher or finding out in the dictionary. Second, some students choose to let it go without trying to fix the errors or trying find out the correct one. Lastly, some others feel confused and frustrated when they make mistakes while speaking in English. In this case, the students showed various responses and efforts in improving their English speaking skill. According to Carbonaro (2005), students efforts may be differ from one another because of the differences in their intrinsic and extrinsic motivation. It

is proven that in this case, the students who has high motivation will try to give more efforts than the students who has low motivation in learning to speak in English.

c. Aptitude

In the interview session, the researcher discovered that 3 of 15 students claimed that they are kind of sensitive of grammar patterns but they mostly cannot recognize its different function. This is in line with one of the factors serve components of aptitude by Carroll (1973) which is grammar sensitivity. Carroll (1973) stated that grammar sensitivity is the ability to recognize the function of words in sentences. It does not limited to the ability to name function, but rather the ability to detect if words in different sentences perform the same or different function. It seems logical that skills to do this help in another language mastery.

When it comes to unfamiliar English words, the students show different ways to identify the meaning. Firstly, some students look for the meaning of the unfamiliar words by looking for the words on their dictionaries. Second, some ask to friends or teachers to find out the meaning of the unfamiliar word. Lastly, some others guess and remember some similar or closely similar words to it. This skill is some kind of phonetic decoding that was stated by Carroll (1973) that it is an ability to distinguish foreign sounds and to encode them in a manner such that they can be recalled in the next times. This would certainly seem to be a beneficial skill involved in successful ESL and EFL learning.

When the students were asked about how they see their English speaking performance, they have different answers. 5 students stated that they have good English speaking performance 6 students claimed that their English performance is average and they need to

learn and practice speaking in English more, and 4 students realized that they have poor English speaking performance. According to Sudrajat (2021), it is clear that there is a correlation between students language learning aptitude and their speaking performance. Thus, language learning aptitude can be a point to predict the success of students' English speaking performance.

d. Motivation

In the interview session, the researcher found out that 11 of 15 students are interested in speaking in English. Prayitno (1984) claimed that interest is one of internal factor that determines students' attitude and activeness in mastering a skill so that the stronger their interest, the harder they learn. In lined with this, it is shown in the observation that the students who are interested in speaking in English have better English speaking performance and have more motivation to learn and improve their skill than the students who are not interested in speaking English.

The 15 students have numerous motivations in improving their communicative competence of English speaking skill such as they want to study abroad someday, or they realize that mastering English is becoming an important skill to have especially in this era, or simply just to avoid the punishment. Saari (2012) stated that the form and level of motivation can be vary in a specific situation meaning that different students will have different motivation in engaging to an activity or to attain a speacific goal. It will be very supportive if the motivation can boost students interest in improving their skill and competence so that they are eager to learn and enjoy the learning activity. Unfortunately, some students do not have a positive motivation in improving their comptence. They just do the activity, in this case speaking in English, because they want to avoid the

punishment. According to the students, the punishments are commonly in form of improvements such as memorizing some vocabularies, creating an essay, and so on. In accordance with this case, Moberly et al. (2005) stated that the use of punishments come with consequences. Punishment can lead the students to some responsess such as, calculation of risk and lack of motivation. These responses are definitely not conducive to build and foster students' competences.

The students keep implementing speaking in English in their daily life for some reasons. 5 students keep implementing speaking English because they want improve their English speaking skill and to be fluent in speaking in English. 4 students keep implementing speaking in English in their daily lives because they feel forced to do it and if they do not speak in English as obligated, they will get some punishment and improvement. On the other hand, 6 students clarified that they felt forced at the first time but then now they realize the importance of English speaking skill and try to improve their skill so that they feel more comfortable to speak in English in their daily lives now than before.