

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

After the researcher displays the research using the method of observation which had been conducted while learning process was running and interview with English teacher and students of the eighth grade of MTs Al-Istiqamah Banjarmasin. The researcher briefly present the research findings and discussions that the researcher had observed.

1. The Causes Students' Difficulties in Speaking English

To get information about the difficulties in speaking English, the researcher did observations and interview. Through observation, the researcher obtained data from one class of the eighth grade students in MTs Al-Istiqamah Banjarmasin. The observations were did during English learning process in the eighth class MTs Al-Istiqamah Banjarmasin. In this study, the researcher used an observation checklist. Researchers conducted checklist observations in the observed class. Here some difficulties that found by the researcher:

a. Fear of Mistake

When conducting observations, the researcher observed that when the teacher asked students to read conversation in front of the class, the students take a time to come in front of the class. The student afraid say a wrong thing in English. Students are less likely to

participate in speaking activities because they are afraid that the teacher or other students will make fun of them or criticize them. Additionally, students are afraid of speaking in English.

It was also supported by the result of interview with the students, the researcher found that 10 of 15 students add that they were afraid of making mistake when speak in English. Firstly, 6 students stated that they afraid to say wrong thing. One of them said, “*saya takut salah pengucapan saat di suruh membaca kalimat bahas a inggris*” (“I afraid of mispronouncing when asked to read English sentences”) (Student 6, interview season, october, 17, 2022). The other one added, “*saya takut salah arti karna bahasa inggris susah*” (“I afraid of being misunderstood because English is difficult”) (Student 2, interview season, october, 17, 2022). On other hand, student 3, student 9, student 12, and student 13 stated that they afraid of being laughed at by other students and concern on how others judge them when they speak in English. One of them said, “*saya takut di ketawain dan dikatain temen saat berbicara bahasa inggris*” (“I afraid being laughed and being judge by others friend when speak in English”) (Student 13, interview season, october, 17, 2022).

So, the researcher found that most of students had factors in fear of making mistakes when speak in English, it was proven that they take time when students were asked to come forward in front of the class , they were afraid to try speaking English and afraid of

making mistakes when read English sentences.

b. Anxiety

In the observation sessions, the researcher observed that when the teacher asked students to speak in English, they look nervous, even when they read English sentences they lower the voice so the other cannot hear their voice.

In the interview sessions, it is found that 11 of 15 students feel anxious when they speak in English. The students feel anxious mostly when they have to speak in English in public. 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 gugup karna tidak lancar berbicara bahasa inggris*” (“I usually feel nervous because I cannot speak English fluently”) (Student 5, interview session, October, 17, 2022). Student 1, student 11 and student 14 do not feel comfortable when speak in English, one of them said, “*saya merasa tidak nyaman berbicara bahasa inggris karna takut salah*” (“I do not comfortable when speak in English because afraid of making mistake”) (Student 1, interview session, October, 17, 2022).

c. Shyness

The next difficulty in speaking English is shyness. It could be proved when the teacher asked one of the student to give opinion, the students needed a few minutes to answer, when they speak English

they stutter, their mind go blank and forget what to say.

In the interview sessions, 7 of 15 students feel shy when speak in English. One of them said “*saya merasa malu karna tidak bisa bahasa inggris*” (“I feel shy because I can not speak English”) (Student 3, interview session, October, 17, 2022). The other one added, “*saya malu berbicara bahasa inggris karena takut dibilang “sok inggris” sama temen*” (“ I feel shy speaking in English because I fear of being called “sok inggris’ by my friend”) (Student 10 , interview session, October, 17, 2022).

d. Lack of Confidence

In observation sessions, the researcher found that the students felt lack of confidence when they speak in English. It proved when the teacher asked students to read a conversations with partners they look feel worried and not confident in speaking English

In interview sessions, 7 of 15 students were not confidence speak in English in front of their friend and in public. 4 students stated they feel fear and worry while Student 7, student 3 and student 9 feel shy and nervous speak in English in classroom and in public. One of them said “*saya merasa tidak pd berbicara bahasa inggris karna takut diketawain teman*” (“I feel not confident speak in English because fear of being laughed by friend”) (student 7, interview session, October, 17, 2022). But 8 of 15 students feel confident speaking English. Student 1, Student 4, Students 10, and Student 15 feel more

comfortable speak in English with friends while Student 2, Student 13 and student 11 feel confident speaking in English both with friends and in public. One of them said, “*Kalau berbicara bahasa inggris di depan kelas dengan teman-teman ya pede saja, tapi kalau tampil di depan banyak orang dan di tempat umum pasti merasa gugup dan malu*” (“I am confident speak in English in front of class with my friends, but I will be nervous and shy when I have to speak in English in front of other people and in public”) (Student 13, interview session, October, 17, 2022).

e. Lack of Motivation

In the observation session, the researcher found that some students look not interested when learning English. It could be proved when the teacher come to class and explain the material the students not excited.

In the interview session, In the interview session, 8 of 15 students are not interested in speaking English, they said that English is difficult to learn. One of them said “*saya tidak begitu tertarik berbicara bahasa inggris karna bahasa inggris susah*” (“I am not intereted to speak in English because English is difficult) (student 6, interview session, October, 17, 2022). While 7 of 15 students are intersted in speaking English. Student 7, student 9, student 2 and student 15 state that they try improve their speaking skill because they want study abroad. One of them added, “*saya ingin kuliah diluar*

negri karena saya ingin jadi relawan PBB dan berteman dengan orang luar negri” (“I want to study abroad because I want to be UN volunteer and make friends with foreigners”) (student 15, interview session, October, 17, 2022). On the other hand, Student 1, student 4, and student 11 state they they want to improve their speaking skills in order to communicate well with foreigners. One of them added, “*saya ingin bisa berbahasa inggris karna ingin jalan2 keluar negri jadi bisa berkomunikasi dengan orang sana dengan lancar*” (“I want to be able speak English because I want to travel abroad, so I can communicate with people there”) (student 1, interview session, October, 17, 2022).

f. Lack of Pronunciation

In the observation session, the researcher found that the students had lack pronunciation. It could be proved when the teacher asked one students to read the sentences, the student was wrong when pronounced every word. She did not pronounce correctly.

In the interview session, 12 of 15 students felt difficult to speak English because between pronunciation and are different. One of them said, “*saya tidak terbiasa berbicara bahasa inggris karna susah apalagi kosa kata dan cara pengucapan nya berbeda*” (“ I am not used to speak in English because it is difficult, espeacially the vocabulary and pronunciation are different”) (student 2, interview session, October, 17, 2022). The other one added, “*saya tidak bisa menyebut huruf “R” jadi saya kesulitan mengucapkan kata bahasa*

inggris tertentu” (“I cannot pronounce the letter “R” so I have difficulty to pronounce English certain words”) (student 6, interview session, October, 17, 2022).

g. Lack of Vocabulary

The next difficulty in speaking English is lack of vocabulary. The researcher found that the students seemed difficult to speak English. When the teacher asked a question, the students cannot express their ideas for answer the question. The student also have limited vocabulary and often include mother tongue in speaking English. In learning English process, none of students have a dictionary which they can use to find the meaning of English words.

In the interview session. 12 of 15 students facing speaking difficulties when they speak in front of class because some students do not know vocabulary and the meaning of English word. One of them state, “*kadang saya tidak tau apa yang ingin dikatakan dalam bahasa inggris karena saya tidak banyak tau kosakata dan tidak tau arti dari kata tersebut*” (“sometimes I do not know what to say in English because I do not know much vocabulary and the meaning of the English word”) (student 11, October, 17, 2022). The other one added, “*saya kesulitan ketika ingin mengatakan kata-kata dalam bahasa inggris karena tidak ada kamus untuk mencarinya*” (“I have difficulty when I want to say English words because there is dictionary to look up the meaning”) (student 7, October, 17, 2022). The students

show various techniques for determining an English word's meaning. Some students ask their friends and the teacher what the unfamiliar words mean, and others remember similar or very similar words. One of them said, “*kalau saya tidak tau arti dari kata bahasa inggris nya biasanya saya bertanya ke temen atau ke guru*” (“if I do not know the meaning of English word, I usually ask my friends of the teacher”) (student 12, October, 17, 2022).

h. Poor in Grammar

In the observation, The researcher found that the students feel poor in grammar. Most of students struggle with English grammar. When the teacher asks the student to speak in English, she can pronounce the words but not put them together.

In the interview session. 11 of 15 students stated that their problems are a fear of making mistakes and a lack of knowledge about how to put certain words together into a proper sentence that is grammatically correct. One of them said “*biasanya kalau bicara kan spontan saja, tapi kalau berbicara bahasa inggris sering bingung dalam menyusun kata-katanya menjadi kalimat karna harus menggunakan grammar dengan benar*” (“usually speaking is spontaneously, but when speak in English I confusion in arranging words into sentences because have to use grammar correctly”) (student 9, interview session, 17, Oct, 2022).

2. The Teacher Effort to Overcome The Causes of Students' Difficulties in Speaking English

The researcher obtained the data through observation and interview the English teacher about the solutions to overcome students' speaking difficulties in speaking English. The teacher uses some strategies to overcome the students' speaking English difficulties in speaking learning activity. Here some solutions to overcome the difficulties applied by the English teacher.

To overcome fear of mistake, anxiety, shyness, lack of confidence and lack of motivation. The teacher create a harmonious atmosphere when teaching speaking. So, the students will feel comfortable when they speak English. Also the teacher create a friendly and open classroom environment. Mrs. I.N stated that "*saya melakukan pendekatan kepada murid agar saat saya menjelaskan materi mereka nyaman dan mudah memahami pelajaran. Seorang guru juga harus mengajar dengan kasih sayang agar koneksi antara murid dan guru terhubung*" ("I take approach to students so that when I explain the material they are comfortable and easy to understand the lesson. A teacher must also teach with love, so the connection between student and teacher is connected") (interview session, October, 20, 2022). When the students feel afraid of making mistake, shy and worry in speaking English. The teacher give motivates to them. The teacher advised the students not to be afraid to make mistakes when speaking English because they can learn from them. When students make

a mistake speaking English, the teacher does not scold them. The teacher give more attention and motivation in building student's confidence.

To overcome lack of pronunciation. The teacher uses drilling technique. To improve pronunciation, the teacher used strategy by imitating and repeating words, phrases, and even whole. Through repetition practice, the teacher gave instructions that students must be followed. The teacher pronounces a word or sentence correctly, then the students repeatedly the teacher's instructions. The result of interview with Mrs. I.N as the English teacher. She stated that "*dengan menggunakan teknik drilling. Apabila siswa salah pengucapan. Saya bisa langsung mengoreksi nya kemudian mereka meniru penyebutan nya dengan benar*" ('with using drilling technique. If the students say wrong pronunciation. I immediately correct it, then they imitate the pronunciation correctly') (interview session, October, 20, 2022).

To overcome lack of vocabulary. The teacher uses dialogue strategy. when applied the dialogue strategy, the teacher divided the students into small groups. Then the teacher gave some vocabulary to the students and asked them to make a dialogue and then present it in front of class. The result of interview with Mrs. I.N as the English teacher. She said that, "*dengan menggunakan dialogue, itu dapat meningkatkan pengetahuan kosa kata siswa serta melatih siswa untuk berbicara dalam bahasa Inggris di kelas atau di depan umum*" ("with using dialogue, It can increase students' vocabulary knowledge as well as train students to speak

in english in classroom or in public”) interview session, October, 20, 2022).

To overcome poor in grammar. Students are encouraged by the teacher to always try to speak English without first considering grammar. Also, if students make mistakes, teachers correct them instead of scolding them right away. The teacher need to present grammar correctly so that students are not afraid of grammatical mistakes during speaking practice. The result of interview wirh Mrs. I.N as the English teacher. She stated that, “*biasanya saya membiarkan mereka berbicara terlebih dahulu, setelah mereka selesai saya menganalisanya dan mengatakan grammar yang benar*” (“Usually I let them talk first, after they finish I analyze and tell the correct grammar”) (interview session, October, 20, 2022).

B. Discussions

Based on the research findings. The discussion is about the factor students’ speaking difficulties in English and the solutions applied by English teacher to overcome the difficulties.

1. The Causes Students’ Difficulties in Speaking English

The researcher wants to discuss the problem in speaking learning process based on theory from Juhana (2012, p.101) and other theorist.

The first problem is fear of mistake. The students felt that they afraid of making mistake when speak in English. The students afraid say a wrong thing in English. Students are less likely to participate in

speaking activities because they are afraid that the teacher or other students will make fun of them or criticize them. Additionally, students are afraid of speaking in English. It is appropriate with Juhana's statement (2012, p.101) that students' fear of being laughed at by other students or criticized by the teacher is linked to the issue of correction. Students are concerned about what other people think. They take it very seriously when they make mistakes during their speaking performance because they don't want to be embarrassed about their mistakes. Therefore, it is the very sensitive thing that causes their fear.

The second problem is anxiety, shyness and lack of confidence. Anxiety, shyness and lack of confidence is same thing because the students feel nervous, shy and worry when they speak in English. The feeling of nervous, shy and worry makes their mind go blank or that they will forget what to say. It is appropriate with Juhana (2012, p.101) that Shyness is an emotional thing that many students feel when they required to speak in English class and shyness also one of the most common issues with students' speaking performances is shyness. It is also appropriate with Tuan & Mai statement (2015, p.8-13) that students speaking problem are inhibition. Inhibition is the students feel worried about making mistakes, fearful of criticism or shy of the attracts when they are trying speaking English in the classroom.

The third problem is lack of motivation. Some students were unmotivated to participate in the speaking learning activity, which had a

significant impact on their speaking ability because they lacked interest, pleasure, or enjoyment, which decreased their confidence. Students' motivation is very important. It's not good to have less motivation. Self-confidence suffers when one lacks motivation. Students' difficulty speaking English was known to be caused by low self-confidence. It is appropriate with Juhana (2012, p.101) that motivation has become one of the most reviewed variables in psychological factors studies. Less motivation can affect them to be undesirable. Less motivation leads to low self confidence. Low self-confidence was known as a difficult in speaking English faced by student. Students with low motivation because they lack interest, pleasure, or enjoyment.

The fourth problem is lack of pronunciation. The students had lack of pronunciation and make low participant in speaking English because they difficult to pronounce certain words clearly. According to them the English words and the pronouciation are different. It is appropriate with Juhana's statement (2012, p.101) that the problem which is often faced by the students in speaking is about pronunciation. They felt difficult to pronounce certain words because in English between pronunciation and writing are different. Based on Nakhalah (2016, p. 96), Students found it difficult to pronounce certain words because English is pronounced and spelled differently. They found some words difficult to say. Therefore, it was difficult for the students to understand the pronunciation.

The fifth problem is lack of vocabulary. The important aspects of speaking English is vocabulary. The students had limited vocabulary and often include mother tongue in speaking English because English is a foreign language that is rarely used in their daily activity. They difficult to memorize and they do not have dictionary. Thus makes it difficult for them to arrange words when speaking English. It is appropriate with Juhana's statement (2012, p.101) that students feel difficult when they were learning speaking because they had limited vocabulary. Based on Shahzadi, et al. (2014, p.159), the students could not also express themselves well or adequately because they lack adequate and appropriate vocabulary. It was appropriate with Tuan & Mai (2015, p.8-13) that there are four types of speaking problems in English lesson: inhibition, nothing to say, low or uneven participant and mother - tongue use.

The sixth problem is poor in grammar. The students did know what they are going to say and feel if they make a grammatical error, their teacher will say that they made a mistake. Usually students are afraid to speak English because of the grammar that always makes them dizzy. It is appropriate with Fitriani, et al, (2014, p.4) that grammar is difficult because learners do not study the structures in isolation. Learners also seem to have mastered certain structures. It is not uncommon for learners to relapse when introducing new formats to the interlanguage

So, from the explanation of the finding above, the researcher found several students difficulties in speaking English, they were fear of making

mistake, anxiety, shyness, lack of confidence, lack of motivation, lack of pronunciation, lack of vocabulary and poor in grammar.

2. The Teacher Effort to Overcome The Causes of Students' Difficulties in Speaking English

Many strategies or technique can solved speaking English difficulties. In this research, the researcher got the data about the solutions to overcome students' speaking difficulties through observation and interview the English teacher. To overcome students' difficulties in speaking English, the teacher uses some strategy in speaking English lesson. Here some efforts to overcome the difficulties applied by the English teacher.

To overcome the difficulties about fear of mistake, anxiety, shyness, lack of confidence and lack of motivation. The teacher create a harmonious atmosphere when teaching speaking. So, the students will feel comfortable when they speak English. Also the teacher create a friendly and open classroom environment. When the teacher discuss learning activities in the classroom, they also help students become more comfortable speaking English by improving their concentration and creating a positive atmosphere. It is appropriate with Juhana's statement (2012, p.101) that to improve concentration while studying English, it is necessary to build an emotional relationship between teachers and students to help them overcome the fear of making a mistake. It is also

appropriate with Aftat (2008) that to encourage the students' motivation, teachers should provide constant encouragement and support as well ask question that reveal the basis of a students' problems doing this becomes very important, because encouragement also gives students a feeling of secure and welcome in their learning

To overcome lack of pronunciation. The teacher uses drilling technique. To improve pronunciation, the teacher use strategy by imitating and repeating words, phrases, and even whole. Through repetition, the student follows the teacher's instructions. Students repeat the teacher's instructions when the word or phrase is correctly pronounced. It is appropriate with Thornbury's statement (2005, p.72) that that drilling is imitating and repeating words, phrases and even whole utterances. The process of repeating is the focus of drilling.

For lack of vocabulary. The teacher uses dialogue strategy. When applied the dialogue strategy, the students are divided into small groups by the teacher. The teacher then instructed the students to construct a dialogue and then present it to the class after providing them with some vocabulary. It can also train students and expand their vocabulary to speak in english in classroom or in public. It is appropriate with Thorbury's statement (2005, p.72) that dialogue practice also provides a useful change of focus teacher led classroom interaction. Teacher can manage the class by making a group of dialogue before practicing.

For poor in grammar. The teacher gives the students advice to

always try speaking in English without first considering the grammar, and when students make mistakes, the teacher corrects them rather than scold them. Students may be more comfortable and confident around her as a result, and they may think that the teacher will correct their grammar if necessary. It is appropriate with Juhana's statement (2012, p.101) that overcome the fear of making a mistake, the teacher to help them to improve concentration while studying English, it is necessary to build an emotional relationship between teachers and students.