

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Finding

1. Problems faced by students in English speaking performance

Based on the results of observations that the reserchers conducted while learning English, it turns out that there are still many students who have difficulty with vocabulary because they have a small vocabulary. This can be seen when presenting group results in front of the class and when the students doing dialog with the teacher, many are silent because of the lack of vocabulary.

Based on the results of interviews with 17 students regarding the problems often faced by students in English speaking performance, the average answer is the lack of vocabulary that they have so that they have difficulty when asked to have a dialogue or speak English in front of the class like presentations without preparation. As the results of interviews with students stated:

"I am afraid that if the discussion contains a lot of vocabulary that I do not know, because my vocabulary is minimal, it becomes a problem for me." (ATM, 2024)

Likewise, other students stated:

"I don't have much vocabulary so sometimes I'm afraid to speak English. I'm afraid to speak English because my vocabulary is a little afraid of suddenly going blank".(KSH, 2024).

The same thing was also said by other students, namely:

“I feel nervous when speaking because my vocabulary is limited.”(WP, 2024)

“When I speak in front of the class, I'm afraid there will be vocabulary that I don't know.”(N, 2024).

According to respondents from ATM, KSH, WP and N, it is clear that they have problems in speaking English because they do not have a lot of vocabulary so they have difficulty when asked to speak English, this is evident when researchers conducted observations, it was seen that respondents ATM, KSH, WP and N were confused about finding vocabulary when speaking English, respondents often stuttered in their pronunciation, were nervous and even silent because they could not pronounce it.

Based on observation another problem that arises apart from this vocabulary is that the grammar composed by students is often wrong, students do not really understand how to compose the correct grammar from several existing vocabularies so that when spoken it becomes strange and difficult to translate and understand, the student have problem in grammar when they doing dialog and without preparation.

As a result of the reserchers observations of 17 students, it was seen that almost half of them made mistakes in the grammar they used, resulting in mistakes in pronunciation and the meaning they heard.

As the results of interviews with several students stated that:

“My biggest fear is that the grammar is wrong so that the meaning is different from what is intended.”(N, 2024).

“The biggest fear is being afraid of the wrong meaning or people not understanding what I'm saying because my grammar is still lack .”(SM, 2024)

“I am a little nervous when speaking English because I have little bit of vocabulary makes my grammar wrong and will be difficult for my friends who are listening to understand.”(RM, 2024).

“I'm afraid of pronounce it wrong because my grammar is bad, so the person I'm talking to or the audience won't understand my pronunciation.”(M. M, 2024).

“Because it is not an everyday language, it is difficult to pronounce or spell sentences in English. So I often get nervous because I am afraid of being laughed at because my English is not good, especially since my grammar is very bad.”(Na, 2024).

Based on the results of interviews with 5 representative students regarding their inability to master grammar, it turns out that this is due to the lack of vocabulary they have and also not being good at composing their vocabulary, making their grammar bad and difficult to understand. This inability makes students nervous, not confident and nervous when asked to come forward to convey their grammar.

Based on observation the student apart from having insufficient vocabulary and grammar, it turns out that another problem is due to a lack

in pronunciation, when the student dialog, presentation and speech they must have problem in pronouncatioan.

According the interview with the student as stated by the following student:

"I am afraid because my pronunciation is not right. I am afraid that what I say will not be understood because my pronunciation is not clear and good, because I have a problem with pronunciation that is not fluent" (DMH, 2024).

"The problem is that my pronunciation is not right, so I am afraid to go forward in case my friends laugh at me."(RD, 2024)

"I have problems with pronunciation so I am not brave enough when there is a dialogue or speech in English."(RM, 2024).

"My fear is that people won't understand me because my pronunciation when I speak."(S, 2024).

According to respondents DMH, RD, RM and S, it can be understood that the problem they face when speaking English is due to their pronunciation being lack in pronunciation , even though they know the vocabulary, their pronunciation is less fluent so it sounds funny and even makes their friends laugh because the pronunciation and writing are different.

Based on the observation results, it is also apparent that respondents are somewhat stiff in their pronunciation and even their pronunciation

sounds strange because it is not quite right, even though respondents know the correct vocabulary, they are just not fluent in pronouncing it.

Based on the results of deeper observations, it turns out that even though there are some who are not able to pronounce, there are also some who can and are good at pronounce it, only lacking in the vocabulary they have so that when pronounce it there is still a mixture of Indonesian, but the pronunciation that is uttered is good and fits in with English pronunciation.

The existence of these problems could be due to a lack of practice by teachers, so that students are less accustomed to speaking English and are not used to new vocabulary due to a lack of practice.

2. Strategies Used by Students in Overcoming Speaking Problems in English Speaking Performance

Based on the results of interviews with students, it turns out that there are problems faced by students, and this also makes students have several strategies that are carried out to overcome these problems so that their performance is good.

Based on observation the student who have problems with the speech or presentation including asking for help from their classmates, as stated by the following student:

“If there is a problem when I speak English I usually use the help of friends or ask the teacher. The strategy that I apply is asking for help and

also using body language to make it easier to understand what I mean” (DMH, 2024).

Other students also said the same thing, namely:

“Usually I ask my friends for help to correct my pronunciation. My strategy is to ask my friends for help so that my performance is good and optimal” (MHZ, 2024).

According to respondents DMH and MHZ, it is clear that they do have problems in speaking English, but they are able to overcome this by using the strategy of asking for help from friends, where before the respondents come to the front of the class, they ask their classmates to check their pronunciation and vocabulary so that when they appear in front of the class, it does not look like they have made many mistakes.

Based on the results of the observation, students who have problems with speech or presentation definitely use the strategy of asking friends for help. It turned out that the respondents were indeed right. When it was their turn to be called to come to the front of the class, they asked their friends to check whether the vocabulary they said was correct or wrong so that when they appeared in front of the class, they did not make too many mistakes when speaking English.

Apart from asking for help from their friends in class, it turns out that some students also ask for help from teachers to check or correct them when they speak English, as stated by the following students:

"When speaking English, I prefer to use gestures and ask for help from the teacher. My strategy is to ask for help to correct grammar and pronunciation from the teacher" (AF, 2024).

The same thing was also conveyed by several other students, namely:

"Usually I change words or ask the teacher for help, but my strategy is to ask the teacher or a friend to correct it before it is displayed" (LR, 2024).

"When I have problems with speaking, I usually ask the teacher to help me correct my words." (N, 2024).

"If I'm nervous and my pronunciation is wrong, I usually ask the teacher to tell me the correct word." (M. M, 2024).

Based on the results of the statements of the 4 respondents above, it is clear that they do have difficulties in speaking English, but they do not just remain silent about their shortcomings.

There are also some students who use a strategy of combining Indonesian and English when pronouncing English, rather than remaining silent, they choose to combine the two languages in order to continue speaking, as stated in the following student statements:

"When there is a problem, especially with vocabulary, I will change the words I can't into Indonesian. My strategy is to process the word into Indonesian, so that it is better than being silent and reducing the value of my appearance" (ATM, 2024).

The same thing was also conveyed by other students, namely:

"I deal with it by changing the words I don't know into Indonesian words. My strategy to keep the appearance good is to mix English with Indonesian" (KSH, 2024).

Several other students also said the same thing, namely:

"When speaking and I say the problem I change it to Indonesian. Usually I get around the problem by changing some words to Indonesian to stay confident in English and it looks a little better than suddenly being silent" (S, 2024).

"I cope by changing the words I don't know into Indonesian."(SR, 2024)

"If I have a speaking performance such as a speech or an assignment in English, I usually change it to Indonesian or use simpler words."(RC, 2024).

"When speaking and I say the problem I change it to Indonesian"(S, 2024).

"If I am speaking and there is a problem such as my vocabulary is lacking, I will mix it with Indonesian."(N, 2024).

According to the 7 respondents, it is clear that in overcoming the problem in speaking English, namely by using the strategy of combining two languages or switch to native language, namely Indonesian and English. When there is vocabulary that they do not know, they only use Indonesian so that it appears that there are two languages that they use when

speaking English and this is clearly seen when the author conducted observations in the field.

From the results of observations, student who have problem with vocabulary when they doing dialog and presentation they use switch to native language ,students use this strategy to keep their performance good and complete it well..

In addition, there is one student who uses a strategy by using gestures or body language when dealing with difficulties in pronouncing vocabulary, as stated by the following student:

"When speaking English, I prefer to use gestures and ask for help from the teacher. My strategy is to ask for help to correct grammar and pronunciation from the teacher" (AF, 2024).

The same thing was also conveyed by other students, namely:

"When there is a problem in speaking English I will use body language to avoid mistakes in pronunciation." (RM, 2024).

According to the 2 respondents above, it is clear that they use the strategy of use a gesture for avoid misunderstanding when they do not pronounce the words properly. the students also use this strategy to be able to replace the vocabulary they do not know.

Based on these results, it can be concluded that some student when they doing presentation they choose use the strategy of use a gesture to show something they don't know the vocabulary.

Apart from these strategies, it turns out that there are also students who use strategies using simple word, as shown in the results of an interview with one of the following students who stated:

“If I usually use simple words so as not to use too many words. My strategy if I have a performance assignment and there are obstacles, I will have a simple vocabulary and I understand it.”(WP, 2024).

The same thing was also conveyed by other students who stated:

“When my pronunciation is wrong I will use a simpler sentence but the meaning is the same. When I am presenting or having a dialogue or a speech I tend to choose a simple sentence so that the topic remains the same but the pronunciation is less and I master it.”(In 2024).

Based on the results of interviews with the two respondents, it is clear that even though they lack vocabulary, they overcome this by using simple word so that they do not have difficulty finding vocabulary in pronouncing English.

Based on observation the student who have problem in vocabulary when they doing dialog, presentation and speech the student suddenly use a simple word for Avoid mistakes and create easier words to cover up the students' limited vocabulary problems, so that their performance in English can be maximized.

B. Discussion

1. Problems faced by students in English speaking performance

Based on the research results, it was found that the problems faced by students in English speaking performance, namely as follows:

a. Lack of vocabulary

Based on the results of interviews and observations, many students have problems with the lack of vocabulary in English, inadequate vocabulary greatly affects students in performing in class. Researchers found that students who have insufficient vocabulary tend to avoid learning discussions and also avoid speaking English. The results of the study also found that the lack of vocabulary in students resulted in a less pleasant learning atmosphere because they felt afraid that when the teaching and learning process the vocabulary of the learning topic on that day was not mastered by students. So this can hinder the smoothness of the learning process and the performance they will do

This problem is in line with the opinion of (Vallete, R, 1997) Problems in lack of vocabulary can make someone unable to make good sentences, learners will also tend not to understand every word and also cannot express their thoughts and ideas.

Lack of vocabulary is also a significant problem faced by students. Without adequate vocabulary, students will find it difficult to express their ideas, feelings, and thoughts clearly. This can hinder their ability to speak fluently and confidently. Research by (Nation ,2001) shows that good vocabulary mastery is essential to achieving language

fluency. Students who have limited vocabulary tend to be more hesitant in speaking, which can result in disjointed and ineffective communication.

b. Poor in grammar

The researcher also found that students have problems in word formation. When conducting observations and interviews, researchers found that many students made mistakes in using grammar so that this reduced the success of their performance. When students did a deadpan class presentation, they had difficulty using past tense and also present tense such as the use of "Had" and "Has" so that it changed the meaning of what the students wanted to convey.

According to (Hermer, 2007) Students who have poor grammar will find it very difficult to speak English properly and correctly because the learner does not arrange the proper structure so that it can change the meaning of each student's words. Students who have grammar problems in speaking performance will tend not to dare to speak or they will be afraid to say something because of the students' have problems in grammar.

c. Poor in pronunciation

In this study, students also experienced problems in pronunciation, poor in pronouncation has a big impact on student performance. Like when students present a speech or dialogue, students will start to feel uncomfortable and silent because they are afraid that

their pronunciation is not correct. Researchers found that students would feel embarrassed when their pronunciation is incorrect, which causes students to lack self-confidence, thus hindering the student's performance process.

Meanwhile, according to one way to improve your ability to speak English (Penny Ur, 1991) Students Talk a lot, The first characteristic is that when students feel satisfied with their learning abilities, students will tend to talk a lot and communicate with other people. Students who have good speaking skills tend to be able to express their thoughts or ideas with other people so they usually choose to keep talking to practice their speaking skills

Poor pronunciation is one of the common problems faced by students when speaking English. This can be caused by several factors, including lack of practice, the influence of the mother tongue, and a lack of understanding of English phonetics. When students are unable to pronounce words correctly, it can interfere with communication and make it difficult for listeners to understand what is being conveyed. Research shows that poor pronunciation can reduce students' confidence and affect their ability to interact effectively in English (Gilakjani & Sabouri, 2016).

2. Strategies used by students in Overcoming Speaking Problems in English Speaking Performance

Based on the research results, data was obtained that the strategies used by students in overcoming speaking problems in English speaking performance are as follows:

a. Use Seek help

Asking a friend for help

Students often feel more comfortable asking for help from peers when they have difficulty speaking English. This can create a supportive learning environment where students can share knowledge, correct mistakes, and practice together. This social interaction not only helps them find solutions to their problems but also increases their confidence in using English.

Research by (Dörnyei, 2001) also shows that peer support can increase students' motivation and confidence in learning a language.

Asking the teacher's opinion

Students can also seek guidance from teachers when they are having difficulties. Teachers usually have more experience and knowledge of English and can provide constructive feedback. By asking for their teachers' opinions, students can gain more effective strategies to improve their speaking skills and understand aspects they may have overlooked.

Teachers have more experience and knowledge of English, and can provide constructive feedback. According to (Hattie, 2009), effective feedback from teachers can improve student learning outcomes. By asking for teachers' opinions, students can gain more effective strategies to improve their speaking skills and understand aspects they may have overlooked.

b. Switch to the native language

From the results of observations, students who use the strategy of switch to the native language have a high level of success in their performance and also experience a lot of progress and improvement in their ability to speak English. Switch to the native language use, such as combining English with Indonesian, can be a useful strategy for students. It allows students to express their ideas more fluently, especially when they do not yet have the right vocabulary or sentence structure in English. While not ideal, it can help students feel more comfortable speaking and give them time to build their English skills.

Students will feel comfortable to speak so that it creates self-confidence so that they will talk a lot and find a lot of new vocabulary that will improve students' speaking skills. As explained by (Penny Ur, 1991) There are three characteristics of successful speaking ability, namely Student Talk a lot Students who feel comfortable when speaking will tend to talk a lot to improve their speaking skills.

Research by (Cook, 2001) shows that using a first language in a second language learning context can help students understand the structure and vocabulary of the target language. While not ideal, this can help students feel more comfortable speaking and give them time to build their English skill

c. Use Gesture

From the results of observations, if students experience confusion in expressing a difficult word or students forget the vocabulary for an object, they will use body language to continue their performance in front of the class. .based on the observation, the use of body language can help students express themselves more clearly, even when they have difficulty finding the right words. It can also help to attract the attention of the listener and make communication more effective.

According to (Mehrabian, 1971), non-verbal communication can affect how messages are received and understood. The use of body language can help students express themselves more clearly, even when they have difficulty finding the right words.

d. Use a simple word

From the results of interviews and observations, there were several students who chose to use simple words to avoid mistakes in grammar and also ignorance of vocabulary. When students perform in muhaddaroh, students will use simple words so that the speech they present is good and avoids problems .

Based on observation use a simple word is essential in communication, especially for students who are learning to speak. By choosing simple words, students can convey their messages more clearly and effectively. Easy-to-understand vocabulary helps to avoid confusion and ensures that the listener can follow what is being said without difficulty.

When students use simple vocabulary, they can also be more confident in speaking. This is because they do not have to worry about using complicated or technical terms that may not be understood by the listener. Thus, communication becomes smoother and interactions can take place better.

In addition, the use of simple vocabulary can also help students to adapt more easily to various communication situations. For example, in group discussions or presentations, students can focus more on conveying their ideas and arguments without being hampered by the complexity of the language. This also allows them to connect more easily with listeners, because the message conveyed can be well received. Relevant research shows that the use of simple language can improve comprehension and retention of information among listeners.

A study by Hoffman and Kahn (2015) found that when speakers use simpler language, listeners tend to understand and the speaker is more confident in conveying the contents of their thoughts because there are not too many words that have to be said or created, making it

easier for the speaker