

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Finding**

To make the readers understand, the writer will describe the problems in teaching and learning English on speaking skill from the first observation until the last observation to make the readers understands with the sequence. The writer conducted the research only for eleventh grade of tourism major at SMK Bina Banua Banjarmasin. The class consisted of 29 students. It was divided into 15 male students and 14 female students.

Based on the interview and observation, it was found there were some problems in teaching and learning English on speaking skill of students at the eleventh grade of tourism major at SMK Bina Banua Banjarmasin. They were:

#### **1. External problems of speaking skill**

##### **a. The first observations**

The writer did the first observation on Monday March, 28<sup>th</sup>, 2016. The class started at 08.20 a.m. until 09.30 a.m. In this meeting before the teacher came to the class, the students were busy talking with their friends, eating something, and so on. The writer came to the class earlier from the teacher. When the writer came to the class, the students are friendly; they gave a seat for the writer. A moment later, the teacher came to the class; the students were in control during the teaching and learning activity.

Based on the first observation in the class which were done by the researcher that the teacher only used English in pre-activity while greeting with students, such as when he said “*Good morning, everybody. How are you?*” as the effect, the students felt that they had no motivation to use English because the teacher does not motivate the students to use it.

b. Second Observation

The writer did the second observation on Monday April 11<sup>th</sup>, 2016 which was still in the same class. The class started at 08.20 a.m. until 09.30 a.m. They did the same activities like the first observation. In this meeting before the teacher came to the class, the students were busy talking with their friends. After the teacher and the writer came to the class, they were in control during the teaching and learning activity.

Based on the observation in this meeting, the teacher sometimes invited the students to make a dialogue in English. For example, the teacher asked the response of students about the material. He questioned “*Do you understand? Do you have any question?*” Sometimes the students answered with “*Yes!*” and mostly were quite. Because the students were seldom to response the questions of teacher, then the conversation cannot run well.

### c. Third Observation

The writer did the third observation on Monday, April 25<sup>th</sup>, 2016. The class started at 08.20 am until 09.30 am. They did the same activity like in the first and second observation. In this meeting, before the teacher came to the class, the students were busy talking with their friends and go out from the class. After the teacher and the writer came to the class, they were in control during the teaching and learning activity.

Based on observation, the teacher sometimes put the material of speaking in short time. The teacher did not give waiting time to students to learn the material of speaking in specific topic. Therefore, the students are seldom practice to speak English because there was no much time for the teacher to teach students in speaking.

Based on the third observation, the teacher was seldom to give feedback to students in speaking English because the teacher himself was seldom to speak to students in English. The teacher did these activities mostly while reading activities in the class because the material that has to be taught to them was limited to sharpen their reading ability, not their speaking.

### d. Fourth Observation

The writer did the last observation on Monday May 02<sup>nd</sup>, 2016 which was still in the same class. The class started at 08.20 a.m. until 09.30 a.m. Based on the last observation, it was found that the environment of the school was not supporting enough with the speaking skill of the students. It because there was no

activity such as extracurricular that motivates the students to join in this activity. If the school provides this activity, the students can practice their English more because usually, the English club or whatever, asks the students to compete in English, not just in speaking skill but also in other skill to students.

Last, most students wanted and expected the teacher to give them feedback on their performance. The decisions that the teacher made about how to react to students' performance depended upon the stages of the lesson, the activities, the types of mistake made and the particular student who was making that mistake. If the teacher corrected whenever there was a problem, the conversational flow as well as the purpose of the speaking activity was destroyed. If the students were corrected all the time, they could find that this was much unmotivated and became afraid to speak.

#### e. Teacher's Interview

Based on the interview with the teacher, it was found that the school used 2013 curriculum was used by the school, which was not focused the skill of students in speaking. So, the curriculum of the school also gave effect to the students' performance in speaking skill because the students of the eleventh grade in tourism major were taught about English only 2 hours in week.

#### f. Students' Interview

Based on the interview with the students at the eleventh grade of tourism major, it was found that the teacher sometimes spoke with English in the class. It

was proven by 11 students who stated that the teacher sometimes spoke with English while the teaching and learning process happen in the class. Then, there were 5 students who answered that the teacher was seldom to use English. And the last, there were 3 students who answer that the teacher never speaks with English.

It is found, based on the interview with the students, there were 13 students stated that the teacher sometimes asked the students to chat with him in English. There was 1 student who answered that the teacher rare to make a conversation with students. And there were 5 students said that the teacher never asking the students to chat with him, either in the class or out of the class.

Based on the interview which was done by the researcher after the observation, it was known that the factor of teacher based on the interview with students was the teacher seldom to teach about speaking in the class. Based on the interview with the students, the teacher rarely gave feedback to them because the teacher was rare to speak English, made dialogues or chats with students, and gave material of speaking in limited information.

#### g. Headmaster's Interview

The headmaster said that the credit of English subject was added, from 2 credits became 4 credits in a week. It because the headmaster hoped that the students of tourism major were able to master English well, so that in the future, they can give the best service to customers while they do practice of apprentice as the travel agent, guider of tourists, or work in a hotel. Therefore, because the

practice of English was not enough in this major, then the students had not enough time to practice it. Indirectly, the school was not support the use of English in the class.

Based on the interview with the headmaster, the school had made the English club for students but only in limiter amount, it meant, there was no many students who involve in this club. Even though, he hoped that these students can use their English to blend with other students in order to encourage the other students to speak English, too. The headmaster also hoped that someday, the teachers and students are able to speak with English, with the slogan “One day one English”. It means, not just the students who ask to mastery English but also the teacher as the educator for students.

## **2. Internal problems of speaking skill**

### **a. First Observation**

Based on the observation, the students were able to pass the test of reading easily but they found it was difficult to use English to communicate. To help the students improve their speaking skills, it was necessary for them to make it as habituation for students to overcome their problems. Moreover, the teacher needed to know the factors that affect their students’ speaking performance so that they can deal with these factors to help the students improve their speaking performance.

b. Second Observation

In addition, based on the observation, which were done by the researcher, it was found that that the students have nothing to express because the teacher had chosen a topic which was not suitable. It is difficult for many students to respond when the teacher asked them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

c. Third Observation

Another problem in speaking class was that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him. When the students were asked to work in groups, not all of them were eager to contribute their opinions in English. Some of them participated actively but the others spoke very little or not at all.

d. Fourth Observation

Finally, when all or a number of students share the same mother-tongue, they tended to use it because it was easier for them. Firstly, when the students were asked to have a discussion about a topic that they were incapable of, if they wanted to say anything about the topic, they will use their own language. Another reason was that the use of mother tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no

encouragement from the teacher. Finally, if teacher frequently used the students' language, the students will feel comfortable to do it.

e. Teacher's Interview

Based on the interview with the teacher, it was found that there are some factors come from students' side. The first problem that the students often encounter was inhibition. When students try to say things in a foreign language in the classroom they were often inhibited. They were worried about making mistakes, fearful of criticism or losing face. They were shy of the attention that their speech attracts.

In addition, it was also found that most of students kept quite while teaching and learning process. It was also happened when the teacher asked their response about the lesson, they listen the explanation from the teacher but the teacher could not know whether they understood or not about the lesson because they kept silent in the class. Meanwhile, the teacher wanted to make the students usual with the speaking although in short expressions.

f. Students' Interview

Students often complain that they cannot think of anything to say and they have no motivation to express themselves. Based on the interview, the students had nothing to express because the teacher had chosen a topic which was not suitable for them or about which they knows very little.

In brief, the findings from the interview and observation delivered to both the teachers and the students showed that when the students learn speaking, they encountered many problems. According to the teacher, most common speaking problems were that the students spoke very little or nothing because they were often inhibited. The teacher said that the students could not think of anything to say. Moreover, they often used mother tongue and they had no motivation to express themselves. The results from student interview were nearly the same as from the teacher interview. The students reported that they spoke very little or nothing in speaking class. Most of the time, they could not think of anything to say so they used mother tongue. It is because the English teacher seldom to speak with English while teaching and learning process in the class. The teacher only uses English in pre-activity while greeting with students, such as when he say *“Good morning, everybody. How are you?”* as the effect, the students felt that they had no motivation to use English because the teacher does not motivate the students to use it.

## **B. Discussion**

The similar study conducted by Tuan & Mai (2015) to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The subjects of the study were two hundred and three grade 11 students and ten teachers of English. The research instruments used in this study were questionnaires and class observation. The results of the study indicate that the students faced many problems such as (1) they spoke very

little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discuss in groups or in pairs; (4) their participation was low or uneven; (5) they did not have motivation to express themselves; (6) they were fearful of criticism or losing face; (7) they had a habit of translate the information in the textbook into Vietnamese before they speak; (8) they looked at their textbook when they speak. The results also show that there were many factors affecting students speaking performance as follow: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers' feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.

This research is different enough with the research which was conducted by other researchers before because this research investigated deeply about the influential factors both in teaching and learning English of speaking skill at the eleventh grade students of Tourism Major at SMK Bina Banua Banjarmasin.

Based on the result of the findings above, it was found that if the students encountered some problems in expressing their messages, willing, and feelings in English, they tended to use mother tongue as their communication strategy to overcome those problems. Here are the external problems and internal problems in the teaching and learning process of speaking skill at the eleventh grade students of Tourism Major at SMK Bina Banua Banjarmasin.

### **1. The external problems of speaking skill**

With regard to the research questions, the results indicated that there were a variety of factors that affect the students' speaking performance. It was found

that the teacher only used English in pre-activity while greeting with students. As the effect, the students had no motivation to express their feelings. The students were also seldom to response the questions of teacher, then the conversation cannot run well. The teacher said that most of students kept quite while teaching and learning process.

Based on observation, the teacher sometimes put the material of speaking in short time. The teacher did not give waiting time to students to learn the material of speaking in specific topic. Therefore, the students are seldom practice to speak English because there was no much time for the teacher to teach students in speaking.

The students reported that their performance was also affected by feedback during speaking activities and the pressure to perform well. Based on the interview with the students, the teacher was seldom to give feedback to them because the teacher never to speak with them by using English, make a dialogues or chat with students, and give material of speaking in limited information.

Based on the interview with the teacher, it was found that the school used 2013 curriculum was used by the school, which was not focused the skill of students in speaking. Because the practice of English was not enough in this major, then the students had not enough time to practice it. Indirectly, the school was not support the use of English in the class.

The environment of the school was not supporting enough with the speaking skill of the students. It because there was no activity such as extracurricular that motivates the students to join in this activity. If the school

provides this activity, the students can practice their English more because usually, the English club or whatever, asks the students to compete in English, not just in speaking skill but also in other skill to students.

## **2. The internal problems of speaking skill**

In the current study, the findings from the interview and observation delivered to the teacher and the students showed that when the students learn speaking, they encountered many problems. According to the teacher, the most common speaking problem was that the students spoke very little or nothing in speaking classes. The teacher said that the students could not think of anything to say. When the teacher asked their response about the lesson, they listen the explanation from the teacher but the teacher could not know whether they understood or not about the lesson because they kept silent in the class.

Moreover, their performance was affected by feeling worry about making mistakes. Since the teacher only speaks with English at the beginning of the lesson, a significant number of students claimed that they were fearful of criticism or losing face. They had no idea to say something during the class activities and they had no motivation to use English to express them.

The next two important factors are they often had no motivation to express themselves used mother tongue in the teaching and learning process of English. The results from student interview were nearly the same as from the teacher's interview. Most of the time, they could not think of anything to say so they used mother tongue. It is because the teacher was seldom to speak with English in the

class, so that the students are not familiar with speaking of English. Finally, confidence was considered to be a factor that had influence on students' performance. It supported by the teacher that he was seldom to speak English while the teaching and learning process happened in the class since he focused on the reading skill of students.

Regarding to the theoretical review in this research, the writer concluded that there were external problems and internal problems in teaching and learning English of speaking skill which influence the students' performance.

External problems in teaching consisted of the teacher were less in giving guidance to students in speaking skill. Next, there was no extracurricular which was provided by the school to support the students' mastery in speaking skill. Based on the interview with the teacher, the environment of the school also gave effect to the students' performance in speaking skill. Since the practice of English was not enough in this major, English are taught only 2 hours in week, then the students had not enough time and support from the environment to practice it.

From the result of findings, it can be seen that when students try to say things in a foreign language in the classroom they had some internal problems such as they were often inhibited. Next problem which affect to students' performance was low motivation to use English to express their feeling. The third, concentration learning of students was weak. It was because the teacher was seldom to teach English which focuses on speaking skill. Then was confidence of students. It considered being a problem that had influence on students' performance. If the school provided this activity, the students can practice their

English more because usually, the English club or whatever, asks the students to compete in English, not just in speaking skill but also in other skill to students. And the last was intelligence and learning success. The teacher said that the students' speaking performance was affected by topical knowledge which included in the intelligence of students and listening ability which will affect in learning success of students.

In general, from the results of the investigation, it was evident that the students encountered many problems in the speaking class. Moreover, there were many factors that contributed to their success and failure in performing speaking tasks. On the whole, the current teaching and learning of speaking skills at the eleventh grade of tourism major at SMK Bina Banua needed to be improved.