

## Chapter Four

### Findings and Discussions

This chapter has findings and discussions. In findings, the researcher explains about influencing factors of students' speaking skill. In addition, the researcher writes down about research discussion supported by some related literature and interviews quotation. In this study, the researcher collects data from participants who are going to be mentioned as P1, P2, P3 and P4.

#### **Influencing Factors of Students' Speaking Skill at EED of UMY**

After the researcher collected data using interview, the researcher found that there were three main influencing factors that help students to improve their speaking skill at EED of UMY. They were language input, language output and psychology. In language output, it consisted of technology use and environment. In this part, the researcher discussed the influencing factors in speaking skill. The researcher put participants' statements and then discussed them by contrasting, supporting, or connecting to literature from experts.

**Language input.** In language input, there were five findings found. The first finding was teacher. The second finding was interlocutor. The third finding was printed materials. The fourth finding was audio materials. The fifth finding was audio visual materials.

**Teacher.** The first language input that became one of influencing factors was teacher. To speak English, students needed input from their language teacher. As said by P1, he got input from his English teacher's speaking. P1 said:

The input was from teacher who taught me in that course. (P1.1)

In our environment where we took a course, we used full English, our teacher asked that it was necessary for us to speak English so I got much input. (P1.2)

P3 got pronunciation from his English teacher. P3 mentioned:

Personally, what I ever did is I imitate. I mean that every person has role model. For example, in this EED of UMY, there is lecturer whose both pronunciation and speaking are good. When this lecturer explains, I pay attention a lot. Aha I see about how to pronounce this. It is like imitating from lecturer because so lecturer becomes role model. (P3.11)

From the findings above, two participants mentioned about English teacher as their input while teaching and learning process goes on. It could be concluded that students could get and learn his English teacher's speaking and pronunciation from their English teachers to improve their speaking. It was also in line with Renandya (2013) who stated that students could receive an input from their language teachers.

***Interlocutor.*** The second language input that became an influencing factor in students' speaking skill was interlocutor. Interlocutor is a person whom students can speak English with. It is supported by Abbassi's (2016) study result that revealed about one of influencing factor in speaking skill is interlocutor. From the interlocutor, students could get input. After students got input, their speaking skill would be better.

P4's fluency could improve his speaking skill. He got fluency by speaking English to foreigners. P4 stated:

Input that I get is I often speak to foreigner. I make myself brave to speak directly although I was not good at speaking English in the beginning especially speaking fluently. However, day by day, I often listen foreigner speaking fluently and I start to analyze how foreigner speaks. (P4.4)

Based on the result found, student decided that his interlocutor was foreigner. The process of getting input was mentioned as follows. First, the participant tried to listen foreigner speaking fluently. Then, the participant could see foreigner's speaking skill. Finally, the participant could speak to foreigner. In line with this, Krashen (1989) as cited in Chuang (2001) argued that students who wanted to get input of language could get involved in communication. From the findings above, student began to pay attention how foreigner spoke as well. By speaking English to foreigner, the participant would be fluent to speak English.

***Printed materials.*** The third finding that became an influencing factor in speaking was printed materials such as magazine, newspaper, textbook, novel, education book and research book. Before students spoke English, they needed input and one of inputs was doing extensive reading.

P1 could enhance his speaking skill through reading. P1 explained:

In printed media, you can read via magazine, newspaper and another kind of printed media to enrich your speaking skill. (P1.4)

P1 got grammar and vocabulary after reading. His statement was shown below.

The more we read, the more vocabulary and grammar we know correctly.

(P1.8)

In addition, P2 read textbook as well to increase his speaking skill. P2 said:

Before lesson started in my classroom, I ever bought attractive textbook in order to understand the lesson easily. (P2.1)

The advantage of reading extensively was getting vocabulary. P2 could know more vocabulary after he read novel and newspapers. P2 said:

We often read novel or western newspapers to increase our vocabulary.

(P2.13)

P3 supported P1 who stated about magazine. P3's statement was:

I improve my speaking skill by reading English magazine every certain day. Every certain day, I have time to read. (P3.11)

P3 read education and research book to improve his vocabulary and grammar. P3 explained:

I also often read English books like education book, research book. Their languages consist of being both being informally and formally. I also enrich my vocabulary in reading. It can enrich grammar from that media.

(P3.4)

Therefore, based on findings above, there were three participants who mentioned about printed materials. In printed material, they could read magazine,

newspaper, novel and book to increase their speaking skill. In line with these findings found in this study, Day and Bamford (1998) as cited in Renandya (2013) stated that students could have an input in their language from doing extensive reading. They also get vocabulary in their extensive reading to improve their speaking skill. Lukitasari's (2008) study as cited in Tuan and Mai (2015) showed that students who did not learn vocabulary would have low speaking skill. Participants' statements also revealed that they read textbook, education book and research book. Renandya (2013) pointed out that student got input from lesson being learned by themselves. They also got grammar from reading. Lukitasari's (2008) study result showed that students who did not learn grammar could not speak English well.

*Audio materials.* The fourth language input that became an influencing factor of speaking skill was audio materials. To get input, students could do extensive listening. P2 stated about music as audio for improving his speaking skill. P2 said:

Essentially, I understand what is said by other people via television broadcasting or youtube or even via music. (P2.3)

In this study, P3 also stated about music as student's audio material. Here was an evidence from P3.

I often listen to English music. If there is music that I like, I like to listen to that music. It is also for increasing vocabulary and correcting mistaken pronunciation. (P3.3)

Those two participants who stated about music were supported by P4. P4 explained:

I listen to song I try to sing by imitating exactly what singers sing. (P4.2)

Thus, from these participants, the conclusion was that student listened to music to improve students' speaking skill. Additionally, music gave students input as well. Day and Bamford (1998) as cited in Renandya (2013) said that to get input, students could do listening extensively. Furthermore, from music, student could get vocabulary and correct pronunciation. Akhyak and Indramawan (2013) stated that vocabulary mastering was one of characteristics for people who had a good speaking skill. In getting pronunciation, Harmer (2007a) suggested that to get pronunciation, students could learn from different English audios. That is why students can select their favorite English audios such as music, news, speech and podcast.

***Audio visual materials.*** The fifth language input that became as one influencing factor in speaking was audio visual materials. Audio visual material is often used in teaching and learning process of speaking skill. Ahmad (2013) as cited in Tiarawati (2015) stated that audio visual material is a material used by students by both listening and watching at the same time. There is a reason why audio visual contributes to students' speaking skill. Madhuri (2013) pointed out that students are easier to absorb lesson using audio visual material. It means that audio visual material helps students in getting input.

P1 mentioned that he could watch from computer and television to get input. P1's statement is shown as follows.

The examples of electronic media you can watch are from computer, television. (P1.3)

P2 also mentioned about television broadcasting and youtube as audio visual material for improving speaking skill. P2 mentioned:

Essentially, I understand what is said by other people via television broadcasting or youtube or even via musics. (P2.3)

P2 mentioned about education content to enhance speaking skill. P2's statement is enclosed below.

The thing that can increase speaking skill is for example, we watch content whether it contains education or not. It can increase speaking skill. (P2.4)

According to P2, news, documentary and film are audio visual to make P2's speaking skill better. P2 said:

The examples are watching news, documentary or film with subtitles because we understand exactly what they say. (P2.6)

P2 watches video and news when learning speaking skill. P2 mentioned:

Source of learning speaking skill is only from video or from television's news that use foreign language. (P2.7)

First of all, at least understand what they say when we watch for example: if we watch news we try to understand what happens inside. (P2.8)

Furthermore, P2 got pronunciation from audio visual. P2 stated:

Pronunciation because we can imitate like what is mentioned by video clip. (P2.10)

P3 gave another statement. P3 enjoyed video in English to enhance his speaking skill. P3 said:

Speaking or productive skill needs input first. I get input from electronic media like video. I often watch and listen to English video like in youtube channel. (P3.2)

From findings found above, participants liked to watch computer, television, television broadcasting, youtube, education content, news, documentary, video and film in English. It is supported by three experts. First, Tiarawati (2015) stated that the examples of audio visual material are television broadcasting, film, computer and video. Second, Ahmad (2013) as cited in Tiarawati (2015) mentioned about television as audio material. Third, Madhuri (2013) said that internet is as the example of audio visual material. In addition, participant got pronunciation from audio visual material. It is supported by Adela (2017) who mentioned that from audio visual material, students can learn pronunciation.

To sum up, the researcher found five findings in language input to improve students' speaking skill. The first finding was teacher. The second finding was interlocutor. The third finding was printed materials. The four finding was audio materials. The fifth finding was audio visual materials. By having these five findings in language input, students' speaking skill will enhance significantly.



**Language output.** There was one finding related to language output. Language output consisted of one finding. It was environment. This finding was needed by students to produce their speaking skill.

**Environment.** A language output that became influencing factor was about environment. Environment was needed for students to develop their speaking skill. The function of environment was as media to produce their speaking knowledge.

In environment, there were two findings that the researcher found in this study. The first finding was English forum. The second finding was friends.

*English forum.* The first finding that became a part of environment in speaking skill was English forum. In English forum, students would be influenced by this factor to speak English. P1, P3 and P4 mentioned about different English forums that happened in their learning environment.

Joinning speaking club could make student deliver his idea. P1 said:

Recently, I have been joining organizations that have English activities inside like speaking club. In speaking club, we are trained to speak all the time for expressing what our opinion is in front of people. (P1.5)

P1 was also interested to join debate. P1 mentioned:

Usually, I join debate and in debate, I am trained to speak. In debate, you are both demanded to speak English accurately and understandbly by other people. (P1.6)

Furthermore, in speech, hopefully, students who joined it would be good at pronouncing in speaking English. P1 also liked speech. Here, the word of you refers to the participant. P1 explained:

You join activities in campus organization like speech. (P1.7)

During studying English department, P3 had presentation and group work. Through the activities, they practiced speaking to improve their speaking skill. P3 stated:

In EED of UMY, there are courses that improve students in speaking English like presentation and group work. (P3.9)

English forum also could make students fluent in speaking English. P4 said:

To have fluency of speaking, I have to train like I often do presentation when I get lecture. From that, I can train my speaking in front of people. In the beginning, it was not easy, it needed a process to be able to speak fluently. However, day by day I get much input, my speaking skill has been trained because I have been accustomed to presentation. (P4.3)

From three participants' statements found in this study, the conclusion was that there were many English forums for students to join. These English forums help them in improving their speaking skill. Based on this study's result, they revealed about speaking club, debate, speech, presentation and group work. Furthermore, students could do speech to enhance their speaking. In speech, students could record their speech that was as an example of non communicative

speaking environment (Bashir et al., 2011). In presentation, students could increase their speaking skill. Nadia's study result (2013) found that presentation could make students' communication easily. In group work, a discussion often happens. Alonso (2012) argued that both students and teachers knew discussion in speaking activity very well. Using a discussion in group work is for sharing idea and knowledge among students.

*Friends.* The second finding was friends. By having friends, students could make speaking environment by themselves. P3 mentioned about local friends as part of environment to increase his speaking skill.

P3 spoke English with his friend at his dormitory. P3 said:

From friendship factor or environment, in the beginning semester, at boarding house, I stayed with person who took English faculty as well. He had better English than mine. Every certain day, we scheduled what time to speak English with topic decided by us. (P3.7)

In short, participant revealed about local friends as student's environment in speaking skill. It is supported by Bashir et al. (2011) who said that students could make their own speaking environment. There were live communication and non live communication. Live communication means that there is interaction at that time. On the other hand, non live communication means that interaction does not happen at that time. Furthermore, Bashir et al.(2011) also stated that doing direct communication and telephone activity were as examples of live communication. Meanwhile, Bashir et al. (2011) also mentioned that in non live

communication, a recording of students' speech was an example of non live communication.

In language output, the researcher found that environment was influencing factor of speaking English. In environment, English forum was found as first detailed finding of environment in this study. The second detailed finding of environment in this study was friends.

**Psychology.** Psychology is one of the influencing factors in speaking skill. Psychology function is for supporting students' speaking skill. Ariyanti (2016) stated that in psychology, there are confidence and motivation. In psychology, the researcher found two findings. First, it was confidence. Second, it was motivation.

**Confidence.** Students who wanted to speak English needed a good psychology. Confidence was needed by students in speaking skill. P2 stated about confidence. Here was the statement from P2.

If I speak English, I enjoy it then at least we can understand English.

Essentially, I understand what people say. (P2.2)

From this statement above, P2 felt confident by saying the word of enjoy.

Moreover, P2 can be able to practice his speaking skill to foreigners. It means that he is brave in speaking English. P2 stated:

Outside classroom when we meet foreigners, we practice our speaking skill. (P2.11)

P3 would be brave after speaking English to his friends. P3 explained:

After practicing, we are not afraid to speak English. This is to train speaking skill so there is no problem, if we make some mistakes in speaking English. (P3.8)

P4 also supported P2 and P3 who mentioned about confidence. P4 said:

Input that I get is I often speak to foreigner. I make myself brave to speak directly although I was not good at speaking English in the beginning especially speaking fluently. However, day by day, I often listen foreigner speaking fluently and I start to analyze how foreigner speaks. (P4.4)

In conclusion, based on the results mentioned above, the signs found of being confident people were as follows. First, P2 enjoyed in speaking English. Second, P2 is brave to speak English to foreigners. Third, P3 did a lot of speaking practices to make him brave. Fourth, P4 hustled himself to speak English with foreigners directly. It means that they would be brave to speak English later. In line with this, Ebata (2008) as cited in Jamila (2014) mentioned about two characteristics of confident people. First, Ebata (2008) as cited in Jamila (2014) stated that students would be focused on their language learning after having confidence. Second, Ebata (2008) as cited in Jamila (2014) also added that students would learn language energetically after having confidence.

**Motivation.** Besides confidence, motivation was a part of psychological factor. Motivation played an important role in students' speaking skill. There were P2 and P3 who mentioned about motivation.

P2 stated about P2 has self motivation to learn language. P2 said:

Willingness or we want to learn as well. (P2.5)

Because of using speaking skill every day, P2 is motivated to learn many times. P2 said:

Because I use speaking skill in daily life at least in classroom or in conversation that requires assignment academically. (P2.10)

P3 supported P2 who stated about self motivation. P3 explained:

In motivation, personally motivation comes from myself. (P3.5)

Moreover, P3 also had another motivation. P3's motivation of learning language was from his friend who had better English. P3 stated:

I also feel challenged or I am motivated why? Because I speak English with people whom I know or my friends who have better English than mine, I am motivated to speak English because of there is motivation. (P3.1)

Luckily, I became a student at English Education Department of UMY (EED of UMY). Here, I started to like speaking and in semester 1, I met friends who had good speaking skill. From that, I had motivation to learn English especially speaking. (P3.6)

Moreover, P3 became motivated on learning of speaking skill because P3's English teacher became a good example for P3. P3 stated:

Personally, what I ever did is I imitate. I mean that every person has role model. For example, in this EED of UMY, there is lecturer whose both

pronunciation and speaking are good. When this lecturer explains, I pay attention a lot. Aha I see about how to pronounce this. It is like imitating from lecturer because so lecturer becomes role model. (P3.11)

P3 mentioned that he liked to speak English to everybody. It meant that he was motivated to use his speaking skill. P3 said:

What I do is practicing. I practice to speak English to everyone. (P3.12)

Because P4 had a struggle of learning speaking by watching native English speakers in youtube and imitating them, P4 was motivated to speak English. P4's statement is attached below.

I improve my speaking via some media like online media, I watch youtube, I see native speakers speaking English then I imitate them. (P4.1)

Moreover, P4 listened to song as well then P4 imitated the song. P4 said:

I listen to song I try to sing by imitating exactly what singers sing. (P4.2)

P4 was motivated to learn speaking skill because P4 practiced his speaking skill in front of mirror. P4 said:

I do practice all the time. First, I do practice. Actually, speaking depends on our effort. The more we get input the better it is. However, it is much better if we get input then we implement directly like speaking to ourselves or speaking in front of mirror to ask how you are. Then you answer by yourself, maybe, it is your effective way that makes you accustomed to like this. (P4.5)

Therefore, based on findings from participants' statements above, it could be concluded that students had motivation to speak English. That was why it had a key role for their speaking skill. In line with these findings, Ariyanti (2016) pointed out that a motivation was helpful because it could make student to learn a language. In characteristic of motivated people, Sakiroglu and Dikilitas (2012) as cited in Souriyavongsa et al. (2013) stated that after having motivation, students would be keen on learning a language.

This study found three essential influencing factors of speaking skill by four participants at EED of UMY. These influencing factors were to improve students' speaking skill. These were language input, language output and psychology.

In language input, there were five findings found. The first finding was teacher. This influencing factor was used by two participants. The second finding was interlocutor. This influencing factor was used by one participant. The third finding was printed materials. This influencing factor was used by three participants. The four finding was audio materials. This influencing factor was used by three participants. The fifth finding was audio visual materials. This influencing factor was used by three participants.

In language output, the researcher found that there was environment as influencing factors. In addition, English forum and friends were all parts of environment found by the researcher. In English forum, this influencing factor was used by three participants. In friends, this influencing factor was used by one participant.



In psychology, there are two findings found by the researcher. The first influencing factor was confidence. This influencing factor was used by three participants. The second influencing factor was motivation. This influencing factor was used by three participants.