

Chapter Four

Finding and Discussion

This chapter presents an analysis of collected data in order to answer the research questions. The data were gathered through interviews with participants of this study. Here, the difficulties in speaking among the first year students of the English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) are elaborated into some parts and the discussion. As an introductory question, the researcher asked the participants whether they have difficulties in speaking activity in the classroom such as presentation, interview, discussion, describing something, telling a story, speech, and having a question and answer session. During the implementation of those activities, there were four findings of difficulties in speaking English found in this study, namely difficulties in pronouncing English words, lack of vocabulary, low self-confidence and using grammar.

Difficulties in Speaking English among the First Year Students English Education Department of Universitas Muhammadiyah Yogyakarta

After conducting interviews to the participants, the researcher found that they faced similar difficulties in speaking English in terms of pronouncing English words and vocabulary mastery. These following findings below are the difficulties in speaking by first year students at the EED of UMY.

Difficulties in pronouncing English words. The first finding was difficulties in pronouncing English words. The participants got difficulties in pronouncing English words during speaking English activities. It was shown from a statement of participant three that “in speaking activities, the problem was in pronunciation” (P3.1).

At this point, participant argued that they found difficulties in pronouncing some words. Moreover they also shared that their pronunciation was not clear. This statement was proven by participant three who stated “sometimes, my delivery when doing presentation was not clear and sometimes I mispronounced certain words” (P3.5) and participant two who asserted that “sometimes our pronunciation was wrong or our friend pronounced incorrectly so that we did not understand” (P2.2). Participant two and three told that sometimes their pronunciation was wrong so that the message could not be delivered well. According to Hetrakul (1995), the problem which is often faced by the students in speaking is about pronunciation. They felt difficult to pronounce certain words. In English, pronunciation and spelling are different. For example, ‘o’ sometimes could be pronounced “ɑ” like in “on” and “a” just like in “our”. Therefore, the students did not easily recognize the pronunciation.

Lack of vocabulary mastery. All of the participants that the researcher interviewed were lack of vocabulary mastery. Vocabulary is an essential part of speaking. Due to lack of vocabulary, students cannot express their ideas in sentences. It was proven by the statements of the participants. Participant one stated “because of the lack of vocabulary, we cannot tell daily activities even though we notably understand and have ideas about them” (P1.4).

Participant one did not know what to say because of the lack of vocabulary. It was different from participant two that made the speaking English stagnant. Participant two stated that “we have less vocabulary so that we often cannot speak fluently” (P2.3). What participant one and participant two experienced could also be called as confusion in transferring language. Participant one was confused in transferring language so that he

could not speak and participant two was confused in transferring language so that he cannot speak fluently. These were caused by the lack of vocabulary.

Besides, the lack of vocabulary made participant three worried Participant three asserted that “sometimes I was nervous to speak because I lack vocabulary” (P3.6). Lack of vocabulary is one of the difficulties faced by all participants. Based on Shahzadi, et al. (2014), the students could not also express themselves well or adequately because they lack adequate and appropriate vocabulary. Although the students had slightly different experiences in speaking, they told that lack made them being scary.

Low self-confidence. One of the difficulties commonly faced by students was having low self-confidence. This could be seen from the participants’ statements. Participant one stated that “the difficulty in speaking was having confidence” (P1.1), and participant two asserted that “the difficulty in discussion is a lack of confidence” (P2.4). It proved that lack of confidence became one of the difficulties in speaking. Low self-confidence was a crucial factor that affected students’ difficulties because confidence could support students to reach their goals (Gruber, 2010).

On the other hand, confidence was also identical to nervousness. Participant two stated that “beside low of confidence, it must be nervousness” (P2.12). Nervousness occurred when the students were worried and anxious. If the students felt worried, they could not handle themselves and they could not believe in themselves. Therefore, their self-confidence decreased. All participants agreed that they felt nervous. Participant one stated that “I was already confident in my mind. I was willing to talk a lot and had compiled the sentence, but in front (audience) I felt nervous and then forgot” (P1.2). It was followed by participant two who asserted “the most difficulties I felt during

discussion was getting nervous and lack of confidence. It is because I should speak in front of people” (P2.5). Participant two also added that “besides my less understanding, sometimes I forgot what I had already known because other students paid attention to me” (P2.7). Moreover, participant three stated that “I was nervous when doing speech and the nervousness made what I had already memorized disappeared and ended up irrelevantly” (P3.2)

Based on the participants’ statements, it could be concluded that nervousness influenced the students’ confidence. Actually nervousness and confidence were unity. Nervousness was one part of confidence that could not be overcome. Based on Shahzadi, et al. (2014), the students feel fearful to speak English in front of other people because they lack of confidence. Fear and worry are a part feeling that are similar. Being fearful refers to ‘frightened or worried about something’.

Difficulties in grammar use. This difficulty was faced by participant one and participant two. Both participants had difficulties in grammar use especially in direct or spontaneous time. Participant one stated “for example, when I forgot one of my speeches, I replaced with my own words that are not in line with the grammar. After that, I can be fluent again” (P1.9). It was added by participant one who stated “practically, I did not know whether my grammar was wrong or right” (P1.11). Moreover, it was followed by participant two who asserted that “speaking is spontaneous, and it makes me confused (in using grammar)” (P2.8).

Participant one and participant two had difficulties in grammar use if they spoke spontaneously. The first participant used improper grammar because of urgency. She forgot to use proper grammar. In addition, participant two told “For example, I used ‘she

do', sometimes no 'es' instead of 'She is' or 'she does'. It was just as 'does not know' became 'do not know'" (P2.9). It was in line with Shatz and Wilkinson (2010) who stated that there are some of the common grammar problems faced by English language learners such as the misuse of preposition, articles, past tense, and the third person singular. Based on the difficulties in grammar use, both participants faced the same problem in use grammar, but the case they faced was different.

Factors Affecting Students' Difficulties in Speaking English

From the data, the researcher found seven factors leading to the difficulties in speaking English faced by the first year students of the EED of UMY. Each factor can cause several difficulties, or a difficulty can be affected by a number of factors. Lack of knowledge was one of the factors affecting the difficulty in vocabulary mastery. Meanwhile, lack of practice became the factor affecting lack of vocabularies and students' difficulties in using grammar. Moreover, the attention of the audience could be the factor affecting students' self-confidence. Besides, environment was the factor affecting students' vocabularies. Moreover, accent from mother tongue and different spelling could be the factor which made students difficult in pronouncing English words. The last was lack of motivation. It also could be the factor affecting students' self-confidence.

Based on the explanation, the researcher categorized the factors that affected the difficulties. The difficulties faced by students are explained in each factor. Here are the factors affecting students' difficulties in speaking English.

Lack of vocabulary knowledge. Knowledge is an important aspect in study so that the students should enrich their knowledge. The knowledge that should be increased

by students is in terms of vocabulary, grammar, and pronunciation. Some of difficulties that happened because of a lack of knowledge were stated by participant one. He told “the factor (lack of vocabulary) was because we lacked vocabulary knowledge” (P1.14). It was also stated by participant two who explained when interviewed about what factor students caused lack of vocabulary. He answered that “it was the knowledge, vocabulary and the use of good English language. It was because some people were using slang” (P2.13).

The lack of knowledge could also be caused by less reading, and it made students become less knowledge. It happened to participant two who explained factors affecting lack of vocabulary. “I am not reading enough” (P2.16). Based on the explanation, the students faced difficulties especially in vocabulary because they are lack of knowledge.

Lack of practice. Practice regularly could improve students’ skills. Practice was needed by students to increase their skills in learning activities such as speaking activities. Many difficulties were found due to lack of students of practice.

The first was lack of vocabulary because the students lacked practice. Participant two stated that “the main reason (lack of vocabulary) was because of lack of practicing” (P2.14). Participant two also stated that lack of practice made students forgot the course that had been taught. It was proven by the statement of participant two that “we had a lot of vocabulary, but we rarely use it. We forgot it because it was not commonly used” (P2.15). The explanation above described that practice affected the vocabulary. If the students practice continuously, the vocabulary will improve. On the other hand, if the students lack practice to memorize, they will forget those words.

The second one was that lack of practice influenced the difficulties in using grammar. Participant one stated that “In my opinion, it was because of lack of practice. For example, I can still think about grammar directly when writing, but it was so hard to arrange grammar in my mind when speaking” (P1.16). This was similar to a statement of participant two that “In grammar, I lacked practice to speak spontaneously. In addition, actually I knew the use of grammar, but it was different case when I should speak spontaneously. We had to talk and think at the same time. Writing can be checked, but it will be forgotten when speaking” (P2.22). Based on the explanation, the difficulties in speaking were affected by many factors. One of them was lack of practice that affected lack of vocabulary and using grammar.

The attention of audiences. Audiences are another influential factor in speaking. It was proven by participant two who stated “I became nervous when people in front of me paid attention to me” (P2.25). Participant two added that “I was already confident in my mind. I was willing to talk a lot and had compiled the sentence, but in front (audience) I felt nervous and then forgot (the statement)” (P1.2). The audiences were not only the students but also the teacher. The teacher also became the factor affecting the difficulty in speaking as participant two stated that “The lecturer assessed what we said in a question and answer session” (P2.27).

Audiences became a factor affecting students’ self-confidence, and it was a kind of difficulties in speaking English faced by students. The first and second statements explained that audiences made the students nervous. On the other hand, the third statement by participant two showed that attention from the lecturer affected their speaking.

Environment. Environment was a factor that affects individuals. Students also learned from environment because it also helped them to develop their skills. Participant one stated “I am not from an environment that habitually uses English as my language so that I cannot obtain vocabulary from the environment. If my environment used English as a language, I would certainly know a lot” (P1.15). It also happened to participant three that an environment in where he previously occupied did not use English. He told that “My base was not in English (environment) so that I only know few vocabularies” (P3.7). Thus, from the explanation of participant one and participant three, environment really takes an important role in enriching vocabulary that will lead to students’ confidence in speaking.

Accent and mother tongue. An accent is the way in which people in a particular area, country, or social group pronounce words. Mother tongue is the first language that you learn when you are an infant, rather than a language learned at school or as an adult. Sometimes an accent happens because of the mother tongue, which sometimes makes difficulties in speaking English.

An accent is attached to each individual and it is usually difficult to change an accent on an individual. It was supported statement from participant three that “because I am Javanese, my accent affects my English accent (P3.8). Indirectly, participant three stated the most comfortable accent to use is the accent of mother tongue. Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them (Tuan & Mai, 2015).

An accent is also identical to mother tongue. Participant two stated that “some mother tongues of the Indonesian people are different” (P2.19). Some students cannot

change their accent so that they usually get difficulties in speaking English, especially in pronouncing English words.

Different spelling. The Indonesian language has different spelling of alphabet from the English language. It troubles the students in pronouncing. It was stated by participant two that “The Indonesian language is clear to be heard while the English language sometimes sounds unclear. In the Indonesian language, the spelling and pronunciation are the same, but English language is inconsistent. Sometimes “o” can be read as “a” while in Indonesian language “a” still pronounced as “a”, “baca” just read by “baca”. In English language the spelling and pronunciation are different” (P2.20). From the statement of participant two, the difference of spelling of words from pronunciation makes a difficulty in pronouncing. This difficulty was one of the difficulties in speaking English faced by students. Based on Goldsmith (1995) as cited in Pallawa (2013), each language is a structurally different system. In English language and Indonesia Language have different structural systems. It was proven based on explanation above explained that the spelling and the pronunciation were different.

Lack of motivation. Motivation is very influential for the students. Less motivation can affect them to be undesirable. It happened to participant one who stated “we were usually less confident because we lacked to force (motivate) ourselves. If we wanted to gain something, we have to force ourselves” (P1.12). It means that motivation is needed to gain something, such as having self-confidence. Less motivation will impact on the low self-confidence. Low self-confidence was known as a difficulty in speaking English faced by students.

Talked about motivation, based on Lai (2011) motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation appeared from the student's desire and influenced the thing that students did. Student with lack of motivation mean that student did not interest, pleasure or enjoy made the student's confident were decrease.