

Chapter Four

Finding and Discussion

This chapter describes the finding of this research based on the data that have been collected through interview in order to answer the research questions. To begin with, the challenges in speaking English among the students of English Language Education Department of private university in Yogyakarta are explored in detail. During the interview session, there are five challenges found in speaking English, namely poor pronunciation, interference of first language, lack of grammatical structure, fear in making mistake, and lack of confidence. Besides, the researcher categorizes seven findings of strategies to improve their challenges in speaking English, namely practicing debate, sharing with friends, asking for feedback from friends and teachers, practicing in speaking English everyday, listening to music, watching movie, and looking up the dictionary and practicing the pronunciation.

The challenges in speaking English among students of English Language Education Department in the private university in Yogyakarta

In this section, the researcher found that students faced similar challenges in speaking English based on the result of the interview. These following findings are the challenges in speaking English faced by the students at English Language Education Department in the private university in Yogyakarta.

Finding 1: Poor pronunciation. The first finding was poor pronunciation. Fani, Mega, and Lita argued that they found challenges in pronouncing some words

in English when they speak. It was shown from Fani's statement that "the problem in speaking that I face is pronunciation. Sometimes I know and understand what I am talking about, but when I say it's not proper and not correct". At this point, Fani told that the challenge she faced in speaking English was pronunciation. Besides, when she delivered her message, it could not be well. It was in line with Hetrakul (1995) who stated that the problem which is often faced by students in speaking English is about pronunciation. Thus, the pronunciation is a challenge faced by participant in speaking English.

In addition, Mega and Lita also shared that their pronunciation was mostly incorrect. This statement is proven by Mega who stated that "in pronunciation, I am afraid that is not accurate. For example, there are some unfamiliar pronunciation and vocabulary, which make me pronounce them incorrectly" and Lita who explained that "the other problems is pronunciation. We know how to spell it, but I am hesitant about the pronunciation of the words". Mega and Lita told that they find difficult to pronounce some words in English because English pronunciation and spelling are different. Based on Rajadurai (2006), poor pronunciation can inhibit communication skill and there are also misunderstanding in conversation caused of poor intelligibility that disturb the listener. As a result, having poor pronunciation is encountered by students in their speaking activity.

Finding 2: Interference of first language. The challenge which is commonly faced by participant is interference of first language. It was supported by the statement from Fani "sometimes when I am speaking, my first language

accent influences the accent itself”. Fani also added that “and also my mother tongue influences my speaking”. Therefore, she told that mother tongue or first language often influence in speaking English.

Based on the participant’s statement, it could be concluded that there is possibility for the participants to produce some mistakes or errors in learning second language especially English (Mede, Tatal, Ayaz, Çalışır, & Akın, 2014). In addition, interference refers to the problem that students present in oral speaking activities in aspects related to the correct pronunciation of English sounds (Sinha, 2009). In short, having interference of first language was faced by students in speaking activity. Therefore, when the students speak English, they still have interference by their first language

Finding 3: Lack of grammatical structure. Another finding is lack of grammatical structure. Fani said that “when I am developing a sentence, for example ‘I will go’. Sometimes I do not know which one use future. Therefore, I just say it without thinking grammar”. At this point, she told that she rarely thinks too much about grammar. Besides, Mega said that she was not good in grammar. The following statement is stated by Mega “my grammar is still wrong”. Therefore, two participants argued that they have challenges in speaking English namely grammar.

From the statements above, it can be seen that when they had to speak, they found it was difficult to use correct grammar. Moreover, they were still confused and difficult in using the right grammar when they are speaking English.

This finding is in line with Tanveer (2007) who stated that lack of grammar structure is one of problem makes student passive rather than active to participate in speaking activity. Thus, difficulties in understanding grammar makes students become passive to participate in speaking activities.

Finding 4: Fear in making mistake. The next finding is fear in making mistakes. Fear in making mistakes is a challenge that occurs in speaking English. It was started by Fani and Mega. They reported that when they speak English, they fear in making mistakes. It is proven in Fani statement that “sometimes I am afraid in making mistake when speaking”. Mega also added by saying “I am affraid of making mistake when speaking”. Thus, this explanation describes that they feel afraid of making mistakes in speaking English.

The finding of this research is in line with Goktepe (2014) who found that the problem which is often faced by the students is feel afraid in making mistakes when speaking English. Moreover, sometimes the students feel afraid when they made mistakes in speaking English. It means that they are weak and unable to speak english. As Anthony (1998, as cited in Tartakovsky, 2016) who indicated that the students may believe that making mistake is a sign of weakness or incompetence in sepaking English. Therefore, fear in making mistakes can be considered as another challenge for participants in speaking English.

Finding 5: Lack of confidence. The researcher found that lack of confidence is one challenges faced by two participants in speaking English. In this challenge, Mega mentioned that “I am not confident when speaking” and Lita

stated that “sometimes I am not confident when speaking, especially with people who have good English skills”. At this point, Mega and Lita told that they lack of confidence when they speak with people who have better speaking in English.

From the statements above, Mega and Lita agreed that they had lack of confidence when their speaking ability is not really good. According to Gruber (2010), lack of confidence is an attitude that affects students’ difficulties because confidence could support students to achieve their goals. Moreover, the participants who are lack of confidence or have lower proficiency levels, it will make them embarrassed when they are speaking. Thus, lack of confidence is the challenge in speaking activities.

The strategies used by the students to improve speaking skills

This research also shows that there are seven categories for strategies used by the students to improve their challenges in speaking English. The results of the strategies used by students in speaking English are presented below:

Finding 1: Practicing debate. The participants can improve their critical thinking and communication skills through practicing debate. Fani stated that “I often practice debate”. At this point, she told that she often practices debate to improve her speaking skill.

It was supported by the argument of Othman (2013:1507) who explained that debate is an activity that can encourage students in better learning courses, because they engage in learning course actively, broadly, deeply and personally. Moreover, debate provides a valuable opportunity to develop students’ speaking

skills. Through debate, participants get easier to speak and express their opinions or ideas. It is in line with Rybold (2006:2) who stated that students can be a better speaker in any situation to share their ideas through debate. Therefore, practice debate is a strategy to improve students speaking skill.

Finding 2: Sharing with friends. The participants need friends to practice the language. The participants can share with friends to improve their confidence in speaking skill because friends is an important part. Therefore, sharing with friends is very important in learning language to improve their confidence in speaking skill . Fani talked that “sharing (it means that sharing the idea) with friends”. At this point, Fani told that she shared the idea with her friends. On the other hand, Lita stated that “I often practice with my friends to handle my problem which is inconfidence”. Based on Lita’s statement, it concluded that to improve her confidence, she often practices with her friends.

For example, the participants can practice their speaking skills through group discussion. It is the activity in which they address about something and tell each other about their opinions or ideas. Based on Littlewood (1999, as cited in Kaddour, 2016) stated that discussion makes students more able and suitable to use foreign language as well as to speak about their experiences. Moreover, group discussion can increase participants’ speaking skills in English (Ur, 1991). In the same sense, Hetrakul (2005) stated that group discussion or English club can decrease students’ challenges in speaking English. Therefore, participating in group discussion is also strategy to improve students speaking skill.

Finding 3: Asking for feedback from friends and teachers. This strategy includes asking for feedback from friends and also from teachers. The participants can use asking for correction in speaking English. They can ask their friends or teachers who are more proficient in the target language. This fact is stated by Lita. She assumed, “(I will be) asking others about the way to pronounce it”. This explanation described that Lita asked others in order to know how to pronounce some words in English. Besides, other participants asked with her friend and her teacher for the meaning and the purpose of the words. Fani shared the same idea with Lita. She said, “asking (the meaning and also the purpose of the words) my friend and also my teacher”. The third statement came from Mega who asserted that “checking the grammar (to know whether the structure of the sentence is correct or not) or asking my friend about that”. At this point, Mega told that she asked her friends to help her in monitoring her grammar.

Based on statements above, it can be seen that asking feedback is useful for students to improve their ability in learning and teaching process (Titchener, 2008; Evan, Hastshorn & Strong-Krause, 2011). The purpose of giving feedback is that the participants can improve their ability to express their ideas without fear in making mistakes because their mistakes are part of the learning process. Feedback helps participants to maximize their abilities and raise their awareness during the learning process. Besides, the participants will get additional information to support their weaknesses and to motivate them during the learning process. Therefore, asking feedback is useful for students to improve their speaking English ability.

Finding 4: Practicing in speaking English everyday. The participants need to practice their English everyday, so that they can increase their speaking skills. It can be seen from all participants' statements. Fani mentioned that "regarding accent, I am learning a lot and continue to practice everyday. For example in reading and googling, I listen and imitate the sound of native speaker". At this point, Fani told that she often practiced in speaking English from native speaker. Besides, Mega asserted that "to build my confidence, firstly I prepare what I am talking about and then practice it. For example in presentation, I have time to prepare about what I want to say, then I practice it". Based on Mega's statement, she always prepared what she wanted to talk about and then she practiced it. Thus, this strategy can build her confidence in speaking English.

From the statements above, practice English everyday is one of the ways to help students improve their speaking skills. Besides, this strategy help the participants feel more confident when speaking English. It was in line with Baggour (2015) who argued that practicing English speaking as much as possible is the essential step to build up self-confidence. Therefore, this strategy can be used for students to build their confidence.

Finding 5: Listening to music. The researcher found that listening to music is useful for the participants to remember new expression and they also can pronounce some expression that have been heard. By listening to music, it helps them to develop their speaking skills. Fani stated that "listening to music". It also happens to Mega that she also applies listening to music to memorize English words in speaking. She told that "other strategies are listening to the speech and

music in English”. At this point, Fani and Mega assumed that listening to English music is one of strategies to cope up their challenges in speaking English.

Based on statements above, listening to music can improve participants' speaking skills in mastering vocabulary and pronunciation. The participants will be confident to speak English when they have a lot of vocabulary and have of good pronunciation. It is supported by the argument of Kurnianto (2016) who mentioned that English songs are the effective tool to improve vocabulary and pronunciation. Both of them are the important parts in speaking. By listening to music, the students can develop vocabulary and pronunciation when they speak English fluently.

Finding 6: Watching movie. Another learning strategy is watching movie. This strategy is an interesting activity that can help participants to improve English speaking skill. Besides, it gives benefits for participants to learn about pronunciation. It can be seen from Fani's statement who asserted that “sometimes I am watching movie to learn pronunciation”. At this point, Fani told that sometimes she watched movie to improve her ability in pronouncing some words using English.

From the statement above, Zohdy (2009, as cited in Syarifudin, 2016) mentioned that watching English movies can help the students to learn about new vocabulary, pronunciation, and different accents. Other expert, Krashen (1989, as cited in Chuang, 2001) talked that drama and movies are good for students' input in speaking English. Therefore, this strategy has function for participants to

exposure their speaking skill students outside their class. In other words, Keith Robinson (2007: 2) stated that “when you see an actor speaks in a movie, you will listen to their pronunciation and connect it in learning”. As a result, watching movie gives some benefits for students such as students can learn about the component in English and they will get input in speaking English.

Finding 7: Looking up the dictionary and practicing the pronunciation. Dictionary is a useful resource for participants. They need to open dictionary to know the meaning of some words that they find in speaking English. In other words, dictionary helps them to understand what a word means, to find out the meaning of word, and to give them a lot of information about a word. This statement is proven by Lita who stated that “I am looking up dictionary” and Mega who asserted that “look up the dictionary and practice the pronunciation”. From two participants’ statements, it concluded that they were looking up the dictionary in order to know the meaning of the words. Also, the student can practice their pronunciation to make them understand how to pronounce some words in English.

Based on the statements above, dictionary is an important source for finding various information about words in language (Walz, 1990). Besides, the students can find unfamiliar words in sentences without depending on teachers’ explanation through looking up dictionary (Gu 2003; Miyanaga, 2006). In addition, Berthier & Ralph (2014) added that students can do repetition, imitation, and drilling in learning words or pronouncing words accurately, because it can help them and support them in learning the language to achieve functional

communication in daily life. Therefore, by looking up some words in dictionary and practicing the pronunciation, it makes students easier to practice in speaking English fluently.