

## **Chapter Four**

### **Findings and Discussions**

This chapter shows the result of this study based on collected data from participants. The researcher interviews two students and one English teacher to obtain the data. To keep the privacy, the name had been changed in terms of pseudonym names such as Olaf, the student, as participant 1, Elsa, the student, as participant 2, and Anna, an English teacher, as participant 3. Additionally, the researcher also uses the speaking grade in order to compare with students' speaking performance in the classroom. Further, scholars' arguments will also be used to discuss the data.

#### **Findings**

In this research, there are two main findings, namely the challenges faced by EFL students in speaking in English and the strategies implemented by EFL students in solving the challenges. These results are based on two Mechanical Engineering Department students with different English backgrounds. Their statements are also supported by the English teachers' statements regarding their attitudes in the classroom.

#### **“English is hard” : Olaf’s challenges and strategies in speaking in English**

The first participant was the sophomore of Mechanical Engineering Department. Historically, he caught the differences between school and university when he learnt English. He stated that the differences were in university he had to participate actively in the classroom through presentation and asked when

presentation. Based on English teacher's data on students' performance, his speaking grade was 13% out of 20% in classroom presentation. Meanwhile, he believed that English was hard subject to learn when he studied in school. He stated the reason was because he did not like the English. Moreover, he thought that the English teacher was great but because he did not like the subject so he thought he had not understand. Therefore, he found some challenges in English especially in speaking.

Olaf faced two challenges in speaking in English when he studied in the university. The first challenges he faced was lack of vocabulary. He said that the reason why he lack vocabulary was because he seldom read an English book. He stated that "I seldom read an English book so I feel my vocabulary is limited"(P1.1.1). Meanwhile, Anna, his English teacher, also stated that Olaf had challenge in vocabularies. She stated that "his vocabularies still limited"(P3.1.4). Additionally, Olaf believed that when he had to deliver a presentation, he still bring a note. This also supported with Anna's statement where "his English has not really fluent but he confident and dilligent. So he can follow the material but when it comes to presentation emm.. he still needs notes"(P3.1.4). Further, it can be concluded that lack of vocabularies was the first challenge that Olaf had to face.

The second challenges that Olaf faced was nervousness. He stated that when he did the public speaking, he got nervous. What he meant by public speaking was the presentation in the classroom and also the public was the English teacher and other students. As what he mentioned "because I did not get

used to speak in front of my friends and the teacher in front of the classroom using English so I got nervous”(P1.1.2). He also got nervous in another case as follows. “When I want to come forward in the classroom.. I got nervous because I do not get used to speak in the public”(P1.1.2) and “I got nervous not only when I want to come forward but when I want to ask”(P1.1.2). However, he believed that this challenge commonly happened to everyone.

To overcome those challenges, Olaf had two strategies. First of all, Olaf did codeswitching when he spoke in English to overcome lack of vocabularies. Olaf believed that when he was speaking in English, he tried to mix it with Bahasa Indonesia. He stated that “I mix the language with Bahasa Indonesia”(P1.2.1). Further, he believed that when he did codeswitching, the teacher understood.

The second strategies he used was to overcome his nervousness when speaking in English. He stated that he tried to calm himself at the beginning and he saw his friends as statues. He said that “stay calm and see the audience as statues”(P1.2.2). He believed that when he did those ways, it could reduce his nervousness. As what he mentioned “I do not make it serious so it can reduce my nervousness”(P1.2.2). Further, he believed that by using this strategies his nervousness would reduce.

**“Most of my friends are not interested in learning English” : Elsa’s challenges and strategies in speaking in English**

The second participant was the sophomore of Mechanical Engineering Department. Historically, the English background between Elsa and Olaf was

different. When Elsa was in Senior High School, her English abilities was good. This happened because Elsa's environment supported her to speak using English. Moreover, the school status already *Rintisan Sekolah Bertaraf Internasional* (RSBI) and students' worksheet was in bilingual. Meanwhile, the teacher was using English when they spoke to the students at Senior High School. Thus, Elsa had good ability in English.

Elsa found some challenges in speaking in English along she studied English in university eventhough her speaking grade was 16% out of 20% based on English teacher's data on students' performance. The first challenge was the unsupportive environment in the classroom. As what mentioned by Elsa, she tended to go with the flow because of unsupportive environment. She believed that the environment gave an impact to her. She stated that "I just do what my friends do because if I want to be the active student, I think they would not like it.. so I follow them"(P2.1.1). Moreover, she felt that environment could limit her ability improvements. Therefore, she needs to do hard effort to develop her ability in speaking in English.

The second challenge was lack of vocabularies as what she stated "Vocabulary"(P2.1.2). Elsa believed that her vocabulary was not rich because she felt that the facilitator did not give many improvements on it. She confirmed that "the facilitator had not improve students' ability"(P2.1.2). However, the guidance from English teacher was needed to improve her ability in speaking in English.

The third challenge was grammar. Elsa believed that when she wanted to have a presentation or writing, the grammar was only corrected by the teacher and there was no follow up from the teacher. She stated that “when I want to do a presentation or writing, the teacher only corrected and there was no follow up from the teacher”(P2.1.3). Meanwhile, Anna confirmed that Elsa had challenge in grammar. Anna confirmed that when Elsa wanted to speak, she tried to look the use of grammar first. As what Anna mentioned that “That is the problem because even the other people before they speak they see the grammar first”(P3.1.1).

Elsa had three strategies to overcome those challenges. The first strategies was Elsa tried to encourage herself to be one step ahead from her friends. She stated that “Encourage myself in the classroom”(P2.2.1).

The second strategies was Elsa used Google translate machine to browse the unknown vocabularies. She stated that “Browsing on the internet.. google translate”(P2.2.2). Further, she used it when she already prepared the material for presentation and she did not know the meaning of vocabularies in the material. As what she mentioned that “for example when my friend and I already prepared the material for presentation and we do not know the meaning. So we just browsing in the classroom”(P2.2.2).

Elsa did personal approach to the English teacher was the third strategies she used. She believed that she asked to the English teacher whether the grammar was right or not. She stated that “Approach to the teacher whether the grammar is

correct or not”(P2.2.3). Further, the English teacher was directly gave the feedback to the students.

### **Discussion**

This part explained two topics of this study such as the challenges and strategies in learning speaking skills based Olaf and Elsa experiences. There was similarity of challenges faced by Olaf and Elsa namely lack of vocabulary. Meanwhile, there were the differences of challenges from both participants; Olaf and Elsa. Olaf faced nervousness as the other challenge while Elsa faced the unsupportive environment and lack of grammar knowledge as the other challenges. Moreover, there was no similarity of strategies implemented by Olaf and Elsa. Olaf had two strategies that implemented by him to overcome the challenges such as codeswitching and seeing the audience as statues. Besides, Elsa had three strategies that implemented by her to overcome the challenges such as encouraging self, using Google translate machine and making personal approach to the teacher.

**Challenges in speaking in English.** There was the similarity of challenges faced by Olaf and Elsa such as lack of vocabulary. Meanwhile, there were the differences of challenges from both participants; Olaf and Elsa. Olaf faced nervousness as the other challenge while Elsa faced unsupportive environment and lack of grammar knowledge as the other challenges. The details were presented below.

**Lack of vocabulary.** This was the first challenges faced by two participants, Olaf and Elsa. Olaf felt his vocabularies were limited because he

seldom to read an English book. Meanwhile, Elsa felt her vocabularies still limited because there was not any improvement from the facilitator. However, vocabulary had an important role for the students to achieve their speaking proficiency. This is supported with Khan, Radzuan, Shahbaz, Ibrahim and Mustafa (2018) who argued that vocabulary was the most essential part in learning foreign language. Similarly, vocabularies had an impact not only in receptive skills but also in productive skills such as speaking. Therefore, it could ease them to communicate with other people when they had enrich their vocabularies.

**Nervousness.** This challenge was faced by Olaf in speaking in English. He felt nervous when his English teacher asked him to come forward and deliver the presentation. Not only that, he also got nervous when he wanted to ask a question in presentation classroom. He felt this challenges because he did not get use to speak in front of his English teacher and his friends. Moreover, he conciously knew that this problem commonly happened to everyone. However, nervousness commonly happened to many student when they wanted to speak and it could give an impact to students' language learning. As what mentioned by Moghaddam and Ghafournia (2019) who stated that it naturally happened to the students when they had to speak. Similarly, nervousness also could prohibit students' language learning and students' oral communication.

**Unsupportive environment.** This was the other challenges faced by Elsa when speaking in English. She stated that she tended to go with the flow because of unsupportive environment. She did that because of she believed when she

wanted to be an active student in the classroom, her friends would not like it. By seeing this condition, Elsa felt that her environment limit her ability in learning English especially speaking. Furthermore, she needed to do a lot of effort for learning English.

The unsupportive environment in the classroom gave a bad impact for the students in the learning process. This is supported with Alharbi (2015) who stated that the unsupportive environment in the classroom would make the students demotivated to learn and did not make them to be creative students.

**Lack of grammar knowledge.** This was the next challenges faced by Elsa when speaking in English. Grammar was the common issues faced by the students in learning speaking skills. The students tended to see the use of grammar first before they spoke. It happened to Elsa where she felt that she had challenges in grammar. Elsa stated that grammar had affected her speaking skills in presentation classroom and her writing. Furthermore, she believed that there was no follow up from teacher to enhance her grammar when speaking in English.

This is also supported with the research that was done by Abrar et.al (2018) stated that grammar as one of challenges faced by the participants in speaking in English. Similarly, grammar was the biggest concern of them when speaking in English because they had to think carefully of what they want to say. Furthermore, Abrar et. al (2018) stated that eventhough the participants lack of grammar knowledge, they still encourage theirselves to speak using English.



**Strategies implemented by EFL students.** There were differences in implementing the strategies from both participants, Olaf and Elsa. Olaf implemented two strategies such as codeswitching and seeing the audience as statues. Meanwhile, Elsa implemented three strategies such as encouraging self, using Google translate machine and making personal approach to the teacher. The details were presented below.

**Codeswitching.** This was the first strategy implemented by Olaf to cope his challenges when speaking in English. He stated that when he spoke English, he mixed his language with Bahasa Indonesia. He used this strategy to overcome his limited vocabularies. He also stated that his English teacher understood what he spoke in the classroom.

Hartmann, Choudhury and Bali (2018) defined codeswitching as one of the way to communicate by using two or more languages that the speaker fluent with the language in conversation. It means codeswitching helps not only the teacher but also the students to communicate each other.

**Seeing the audiences as the statues.** This was the second strategy that Olaf used to overcome his nervousness. He stated that he need to calm himself first before he spoke in English. When it came to his turn to speak, he saw his audiences which were his friends as the statues. He believed that it could reduce his nervousness when he was speaking in English. Unfortunately, there was not supported with the research related with challenges in speaking in English.

**Using Google translate machine.** This was the first strategy that Elsa used to overcome their challenges in speaking English. Elsa used google translate to overcome her challenge when speaking in English. She stated that she used google translate to search an unknown vocabulary. Google translate machine was a tool for the students to enhance their English capabilities. This is in line with the research that was done by Bahri and Mahadi (2016) who stated that Google translate machine commonly used by the students to develop their skills in English language learning.

**Making personal approach to the English teacher.** This was the second strategy used by Elsa to overcome her challenges in speaking in English. She stated that she used this strategy to overcome her grammar knowledge. She did personal approach to the teacher and made sure whether her grammar right or not. Moreover, she stated that the teacher directly gave a feedback to Elsa. As what mentioned by Heryanti and Hazairin (2017) stated that asking a suggestion to the other people was necessary because it could improve students' performance in the classroom.

**Encouraging self.** This was the third strategy that Elsa used to overcome her challenges in speaking in English. She stated that she had to encourage herself in the classroom. Furthermore, she believed that she could one step ahead from her friends. This is supported with the research that was done by Heryanti and Hazairin (2017) about learning strategies used by the students to improve their speaking performance in the classroom. One of the strategy was self-talk in social

strategies. Further, Heryanti and Hazairin (2017) stated that the students used self-talk to prepare themselves in the classroom.

Based on the explanation above, students' English background was affected to students' performance in learning speaking skills. Moreover, the student who has high grade in speaking English still have some challenges when speaking in English. Therefore, all of the challenges can be solved if the teacher also support students' performance when speaking in English by making a better learning atmosphere in the classroom.