

Chapter Four

Finding and Discussion

This chapter presents the result of the research. This chapter reports and discusses the finding of the research about difficulties faced by students of EED UMY in doing Group Discussion”. The researcher reports the finding and connects it with some theories to support the research and to obtain the answer of the research question.

Difficulties Faced By EED Students in Group Discussion

To answer the research question of this research, the researcher took the data through interview with three participants of EED of UMY in batch 2014. The researcher found some finding with the difficulties faced by student in group discussion. Base on the data from interview, there were six problems in doing group discussion which were encountered by the participant in this research. They consist of lack of vocabulary, pronunciation mistake, grammar mistake, lake of self-confidence, shyness and fear of making mistake.

Lack of vocabulary. According to the data analysis, lack of vocabulary was found as one of the difficulties in doing group discussion for two of the participant in this research. There were two participants saying that lack of vocabulary is the problem in doing group discussion. The following statement was stated by two participants below:

“So actually we have what to say in our brain. But it is difficult to speak up. Moreover it uses English. So it is usually get inferred with Bahasa Indonesia, too”. (P2.11)

“Sometime, the difficulties in group discussion maybe when I should answer question from the lecture given in group discussion and if the lecturer speaks using English, it is very difficult for me” (p1.05)

For instance, participant two said that when they have to speak English, they have to make a sentence but they have not memorized lot of vocabulary in English. So, sometimes they still using *Bahasa Indonesia* when they speak in group discussion. Besides that, participant one also had difficulties when she should answer question given from the lecturer. Sometime, she had difficulties to understand the meaning of the word when the lecture speaks English, because they lack of vocabulary.

Supporting the data above, Thornbury (2005) stated that in EFL classes many students often find some difficulties when they try to express what they want to say because they find themselves struggling with their limited word and expression. This statement shows that students' vocabulary mastery was very limited, so they cannot spoke fluently. They found it was difficult to make sentence when they tried to express their ideas. They do not know how to say it when trying to speak in English because they did not have many vocabularies. So, they still use *Bahasa Indonesia* and also still try to remind the words when they speak. If they had limited vocabulary, they will have limited competence in speaking also.

Pronunciation mistake. Meanwhile, another difficulty of group discussion faced by student was pronunciation mistake. Sometimes, the students still mispronounce the word when they are speaking English. It can be seen in the following statement below:

"Sometimes I found it difficult to learn or practice to speak English because my friend did not speak English well too. So, I did not understand what he wanted to say". (p2.12)

Participant two said when she spoke in English; sometimes she did not know how to say some vocabulary in English. So, the student still pronounced the words incorrectly when student spoke in English. Student also could not understand what their friends talk in group discussion

because their friend did not speak English well too. The statement above is supported by Bada, Genc and Ozkan (2011) who said that usually students have unpronounced speech that reflects lack of experience with English sounds, rhythms and words stress and student's poor listening to native speaker or because of teacher's miss pronunciation as non-native speaker. Therefore, pronunciation mistakes are one of the main factors that impede the students from doing their speaking activities freely and without any stress. They were not fluent at speaking English so that when they had to speak English, they felt difficult. It was hard for her to communicate with other student in speaking class because some of the students were not fluent in speaking English.

Grammar mistake. Based on the data gained, the entire participant found difficulty in grammar. The participants said that they were not good in grammar, too. The following statement is stated by one of the participants.

"I'm also afraid my English grammars are wrong. Sometimes I had to speak incorrect grammar. For example, I am still confused using has or had when I speak English". (p1.08)

"Sometime I'm still confused to use correct tenses. For example I'm confused using was or am when speak using English language". (p1.11)

"In grammar of course I'm still lack of grammar, but the important thing is we can speak first. My friend surely will help me when I am making mistake in speak English". (p2.12)

"Yes of course, in grammar is very difficult to determine the correct and wrong sentence. I'm confused which one that must use 'was or am' when I speak English". (p3.05)

From the statement above, it can be seen that when they had to speak, they found it was difficult because they had to speak in correct grammar. For instance, participant one said that the students are fear of making mistake if they use incorrect grammar or miss pronounced the word when they speak English. Moreover, students were still confused and difficult in using the right

grammar when they are giving opinion in group discussion. Also, the students could not express the idea because of the limited understanding on grammar. In line with that, according to Davies and Pearse (2000), “many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.” (p.10)

Lack of self-confidence. Based on the responses to the question that the researcher asked in interview, participant one and three said they felt unconfident when they had speak to give opinion in group discussion. Two participants gave their responses as these following statements below:

“I feel lack of confidence because my speaking ability is still not good enough”. (p2.14)

“I was still unconfident because, I was afraid of making mistakes when I speak in front of the class. So, my weaknesses are, I’m study English but I have confidence to speak in front of the class or speak English aloud”. (p3.08)

The statements above indicate that, the cause of felling lack of confidence is that they feel their speaking ability is not really good. For instance, participant two said that when they were not ready to deliver their opinion then they fear of making mistake in saying something. So, the students were not sure that they could do something well since they know any confidence to do things. Moreover, students are lack of confidence and feel that they cannot speak English because they thought that they did not have the ability to speak English well with their limited knowledge of the language. In line with this, Kurtus (2001) stated that EFL students are hardly believing in their skill to speak English or even facing their teachers and classmates or simply they had no confidence in themselves.

Shyness. Based on the data from interview, there was one participant said that she felt shy when they had to speak English. It was explained by participant one as in the statement below:

“I’m shy because I’m afraid my friend will laugh at me if I make mistake when I speak using wrong grammar or vocabulary the words”. (p1.10)

“I was still unconfident because, I was afraid of making mistakes when I speak in front of the class. So, my weaknesses are, I’m study English but I have confidence to speak in front of the class or speak English aloud”. (p3.08)

Participants one thought her speaking ability was not good, and she was afraid when she talked. She thought that if she makes mistake such as in pronouncing and wrong vocabulary, or when she did not know how to say, her other friends will laugh at her. It can be concluded that students feel shy when they speak the foreign language because they think they will make mistake when they talk. Beside, the statements above indicate that, the cause of shyness is that they feel their speaking ability is not really good. For instance, participant two said that when they were not ready to deliver their opinion then they fear of making mistake in saying something. So, the students were not sure that they could do something well since they know any confidence to do things. Moreover, students are lack of confidence and feel that they cannot speak English because they thought that they did not have the ability to speak English well with their limited knowledge of the language.

From the data above, it was supported by Harmer (1992) shyness is the most obstacles that students of English as a foreign language faced because they felt uncomfortable to speak in front of their classmates and their teachers. Students often do not participate in EFL classroom in

natural manner because of shyness; so they are not able to perform in their tasks and achieve their goals.

Fear of making mistake. Another finding about student difficulties faced in group discussion is fear of making mistake. There are two participant mentions that they have the same opinion. The following statement was stated by the participants below:

“I know what I want to deliver but I fear of making mistake when I speak English. I’m also afraid my English grammars are wrong. Sometimes I had to speak incorrect grammar. For example, I am still confused using has or had when I speak English”. (p1.08)

“Sometimes, I am still difficult to express my opinion. So, I was fear of making mistake when speak English.” (p2.10)

Based on the statement above, it can be seen that the students were difficult to express their idea. Students were afraid of making mistake when they had to speak English in group discussion class. So, they were afraid of making mistake when they had to give opinion in group discussion. Moreover, students still had difficulties in pronouncing some English words and also difficulties in arranging a good English sentence or find a correct vocabulary and grammar. It could indicate that the students did not feel sure about their ideas or sentences when they spoke English; they were worried about making mistake. Those statement above was supported by Ur (2000) that learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts. Therefore, fear of making mistakes can be considered as another obstacle for students’ participations in group discussion.