

Chapter Four

Findings and Discussions

In this chapter, the finding of the clarified interview are categorised, and connected to the theories and also explained by the researcher. The format of this chapter consist of finding and discussion. The first part is the findings of the research. and then followed by the discussion of the finding. The discussion of the research is strengthened by some theories related to the research. The quotation is also included.

English Speaking Problem Faced By EED Students When Speaking English

Finding 1: Inhibition. According to my two respondents the first problem they faced in speaking English is inhibition. They often worry to speak in English, so they were lack of practice because they were afraid of making mistake. Respondent 1 stated, “I feel shy because I am not acostumed to speak in English” (Respondent 1, 2016). Respondent 2 stated as following:

I feel nervous when I speak in English moreover in front of the audience.

When speaking English and my friends correct my grammar about tenses for the example the usage of verb 1 and verb 2 it makes me demotivated and decrease my self-motivation (Respondent 2, 2016)

This finding is strengthened by the argument brought by Tuan and Mai (2015) who stated that foreign language learners worried about making mistake, fear to be criticized, and losing face. In line with Tuan and Mai, Urrutia and Vega (2010) argued that difficulties in speaking foreign language were affected by

shyness. This indicates that when students fear in making mistake, shy, and fear to be criticized their speaking skill will be inhibited.

Finding 2: Lack of topical knowledge. The second problem was deal with lack of topical knowledge. Two of my respondents stated that they did not know what to say in English. They were confused to choose the appropriate word. Respondent 2 stated, “Grammatical problem is occurred when I speak English, I have to think the correct grammar quite long before I speak” (Responden 2, 2016). Respondent 3 also stated, “Diction election issue. I used to have too much filler, because I am confused and forget sometimes. I feel that I am lack of vocabulary mastery” (Respondent 3, 2016).

The choice of appropriate words became one of the problems to determine the sentence that will be produced by my respondents. On the other hand grammatical problem is occurred when they want to speak. They often think too much about grammar error. So, it hampered the chance to have conversation in English. They did not know whether the chosen word was appropriate or not. To cope with that problem, filler often occurred within the sentences they made. Filler influenced their speaking ability as well, because if they pause too much and give too much filler, it will decrease the idea of certain topic. Then most important one is the problem of vocabulary mastery. Based on Baker and Westrup (2003) that is difficult for students to respond other’s because they have little ideas about what to say, which vocabulary to use, and using grammar correctly. Ellis (2008) also said learning difficulties are affected by types of knowledge. In

addition, Ferrari and Palladio (2007) stated that the background knowledge of students will affect the difficulty.

Finding 3: Low participation. Having a partner is helpful thing to improve speaking skill, but unfortunately to have a partner in improving speaking skill is not that easy for my respondent. Respondent 1 stated, “I don’t have a partner to train my English. Unequal language proficiency level in class room, there are much better English of my class mate” (Respondent 1, 2016). Respondent 3 also stated, “Lack of training to speak in English” (Respondent 3, 2016).

It is proven by their argument that they did not have any partner to practice their English continually. In fact, having a partner will help them a lot. This condition made my respondents were not able to practice their English for their daily activities. The result of lacking opportunity to practice English is that the student incapable to take their role in the class. Tuan and Mai, Khamkhen (2010) stated that lacking of opportunity to practice English is another prominent problem in advancing English ability.

Finding 4: Mother tongue used. As a foreign language, English demands good pronunciation. The good pronunciation will lead to good understanding. However, having a good pronunciation quite difficult for some of the learner. Because of the influence of their mother tongue. Mother tongue often influence their pronunciation. Respondent 2 stated, “I used to speak in Javanese and it influenced my English, so I speak English in very Javanese accented” (Respondent 2, 2016)

It happened to my respondents as well. Javanese accented (medok) often occurred when they speak English. In line with Hammer (1991) that there are some reasons why students still use mother-tongue in the class. Firstly is when they have to discuss about topic that they are incapable of. Secondly it is natural. This means that the using of first language is natural when they meet people who have same mother-tongue.

Strategies used by EED students to overcome English speaking problem

In order to cope with the problem, the respondents do several strategies. And the strategies are:

Finding 1: Self-talk. The chance to speak English may seem insufficient for some students. To improve their English, the students need to practice their English more. They need to make a habit on having English conversation every day. To cope with problem one of the respondents argued that he need to do self-talk in order to improve his English. This self-talk is the way to accustom to English. It can be seen from Respondent 1 statement. Respondent stated, “I found the way to overcome my Weakness, it is self-talk” (Respondent 1, 2016).

It was supported by the argument of Kumaravadivelu (2003) who stated that language is best learned when the learner understand, say, and do something with the language, this indicates that to reduce or overcome speaking problem, students should practice to speak English as often as possible.

Finding 2: Reading English book to enrich the vocabulary. Vocabulary is the important element in English. The sentence in English is built by the combination of vocabulary. Vocabulary mastery is a kind of obligation that

every single student should master it. The sentences found in a book can really help the students to improve their language. Vocabulary enrichment can be done through reading English book. Respondent 1 argued “I enrich my vocabulary through reading book” (Respondent 1, 2016). Other respondent also argued the same, “Reading a book can also enrich vocabulary” (Respondent 3, 2016). On the other hand, the students need to open dictionary to know the meaning of the word they find in English book. “I open the dictionary to know the meaning of certain word” (Respondent 2, 2016). Reading book and then finding the meaning of certain vocabulary are the way on how do the students enrich their vocabulary.

Finding 3: English debate practice. Having partner in practice in English is very helpful to improve speaking ability, moreover if we join the debate. Practice in the debate can improve our speaking skill and critical thinking. The debater is forced to think and speak quickly; therefore speaking ability is improved gradually. Students who join the debate trained to build the sentences quickly and efficiently. Respondent 1 stated, “To enrich vocabulary I join debate club” (Respondent 1, 2016).

Debate can also be categorized as a group work to improve speaking skill. Ur (1991) stated that there are five solutions to reduce speaking problems. Group work is believed to increase oral practice from students. Through group discussion, students are given the same chance to speak English by using the topic given. Group work is not only from the teacher but also from students’ initiative. This means that to overcome their difficulties, they should make a group then try

to speak English. Hetrakul (2005) stated that group work or English club can decrease students' speaking difficulties.

Finding 4: Daily conversation in English. Communication is the way to deliver people's idea. The idea can be transferred smoothly by having a good conversation. To have a good conversation, we need a good language. As a foreign language English takes a role on global communication. The problem on foreign language can be reduced by practicing English for daily activities. The habit on practicing English for daily activity is very helpful. Students who used English as foreign language will be significantly improved. It is in line with the argument brought by the respondent, "I use English for daily conversation with my friend, I try to be more active to speak English" (Respondent 1, 2016). Moreover the also try to accustom to speak English with their lecturer. "I try to speak English with my lecturer and also I accustom to use English" (Respondent 2,2016). Thus, practicing English will help a lot in improving speaking skill.

Finding 5: Making a note. English as a foreign language demands the user of it to be more active. The activeness can be reflected through making some note on grammar or certain vocabulary. It helps a lot for the nonnative language learner. The learner will easily memorize the meaning and the objective of the text. The notes are used as students remainder for retelling the students to speak in correct grammar. Respondent 2 said "I make a small note for my grammatical problem" (Respondent 2, 2016). In conclusion, note is the remainder for some student in order to make no more error in grammar. It helps the students to structure their sentences.

Finding 6: Self-motivation. The most important thing to improve speaking skill is motivation. Self-motivation takes important role for nonnative language learner. The students often being underestimated and intimidated by their environment. The environment means the people who stand around the native learner, for the example is class mates, lecturer, and people who have more capability in English. On that circumstance students often underestimated and intimidated to speak English. If they do not have a good self-motivation they will be demotivated. Therefore, they will shy to speak because they fear of making mistake and lack of confidence. According to Zua (2008) to overcome students' fear of mistake there will be three ways. Firstly is emotional relationship between students and teacher should be built. This means that students should feel comfortable when they speak English and they will feel okay after making mistake. Secondly is students' concentration should be improved. This is intended to make students understand about the knowledge. Then, they will be more comfortable in speaking English. Thirdly is reducing nervousness. Fear of mistake can lead to nervous so that this should be reduced. Some students reported that they take a breath before speaking English to reduce the nervousness. Respondent 1 stated, "I try to be brave to speak English" (respondent 1, 2016). Respondent 2 also stated, "I used to motivated myself to speak in English. I overcome my problem by encountering my nervousness. I have to be brave to speak in English" (Respondent 2, 2016). In line with respondent 1 and respondent 2, Respondent 3 stated, "Improving my self-confidence to speak in English" (Respondent 3, 2016).

To overcome shyness and lack of confidence, Pesce (2011) and Ye Htwe (2007) give the solutions. To overcome students' shyness Pesce stated that classroom environment will reduce students' shyness. Students should be comfortable in the classroom so that they will not be shy to speak English in front of the class.

Finding 7: Looking for partner to practice English. To practice the language we need partner. Partner is an important part to improve speaking skill. The improvement of speaking skill depends on how much we practice and how good our partner is. Therefore looking for partner to improve speaking skill is very important. One of my three respondents said, "I have to look a partner that has the same purpose to speak in English everyday" (Respondent 3, 2016).