Chapter Four

Finding and Discussion

This chapter presents the findings of study on the students perception toward the THP as an english speaking activity at MTMMY. There are some findings that are described in this section. The finding data collected from the research is correlated with some theories and research facts found in the field. The writing of this research finding result is supported with interview data obtained from interviewees. This section is also followed by discussion that is supported by theories and book or journals that are related to the study. The description of this chapter is divided into two topics. First, the advantages of the THP as an English speaking activity perceived by the students of MTMMY. Second, the problems that are faced by the students of MTMMY in conducting THP in the field.

Student's Perception on the advantages of the THP as an English Speaking Activity.

In this section, the researcher found some findings based on the first research question about the advantage of the THP as an English speaking activity. In this research, the researcher involved five participants of MTMMY in academic year 2016. The findings were based on the interview results that have been carried out by the researcher. The findings basically showed that the students got some advantages through joining the THP as an English speaking activity. The advantages of THP were:

Improving the student's public speaking skill quality. Based on the interview result from five students of MTMMY about the advantage of the THP

activity, there were two students whose perceptions were that the program can help students' capability in public speaking especially on his speaking capacity with people, even with the native speaker. Besides, it can increase vocabulary and teach his companion or friend. This fact is reported by Maheer who said: "THP can improve the student's public speaking quality and increase vocabulary and teach their student companion or friend" (R1.03). It is in line with Hafidz recognition: "Students felt improved in their public speaking capacity because they got additional exercise/practice such as pronunciation and conversation exercise outside classroom" (R4.02).

The statement of two students above indicates that with the THP as an experiential learning in speaking activity can improve their public speaking quality. It is corresponding with Malik's statement (2016) that the experiential learning can develop students` public speaking quality by supporting them with practical speaking activity. It is corresponding with the aim of THP that basically aims to encourage student doing practice as much as possible and to trains students to get used to speak eagerly in the real situation with native speaker. As stated by Nikita (2011) public speaking, just like any other skill, require constant practice in order to be improved. The more students practice the conversation with native speaker, the more they improve their English speaking skill.

Besides, based on the students' recognition that they encouaraged to try to speak a lot by teaching their companion or friends. It also shows that students in the THP can perform the chance to speak well in this activity. According to Ur

(1996) among characteristics of successful speaking activity are: the student talks a lot in the activity of learning process. It can be understood from the student's idea to teach their companion or friend and involve participation of their college or friend. This condition, of course becomes a description of the increase of student's public speaking quality. In addition, the student have high motivation and are brave to express their idea or opinion in English utterances that is easily comprehensible among themselves.

**Enriching student`s mastery of vocabulary.** Besides increasing student`s public speaking quality, THP can help students in enriching their mastery of vocabulary. While the students joining THP and they have a chance to take in turn in the convesation with their interlocutor or with native speakers of English, they automatically try to correctly use, remind, even try to find the vocabulary that they need in the conversation.

The explanation above is corresponding with Maheer who said: "THP can improve the student's public speaking quality and increase vocabulary and teach their student companion or friend" (R1.03). In line with that, two other students agreed that THP help them in enriching their mastery vocabulary and trains them to use vocabulary appropriately. As Nasyed's recognized that: "THP activity trains the students to use grammar and vocabulary they have learned appropriately and correctly". (R2.03). Moreover, Daus, in this case, also said: THP activity helped students enriching vocabulary in English and supporting their experience to speak using English language with native speakers" (R3.04). Therefore, from those three students` statement, it indicates that THP can help the students in

enriching their mastery of vocabulary. According to Ur (1996) among

characteristic of a succesful speaking activity are: learners try to easily understand

how their language accuracy in the activity process.

Increasing the student's self confidence to speak English with native speakers. The result of THP activity have affected the students' self confidence

that the students have courage to speak English with the native speaker of English,

especially. Speaking with native speakers although there are still many mistakes

whether in pronunciation or in using exact vocabulary, in fact, generated the

courage of the studentsto improve their self confidence. There were recognitions

reported by some students after joining the THP.

According to Nasyeed, The THP trains the student's self confidence to

courageously speak English with Englishnative speakers (R2.02). Maheer said:

"The THP activity increasing the self confidence of students" (R1.02). Another

student stated that after joining the THP, they have courage to speak in public. It

is in line with Daus statement: "The THP activity makes student become

courageous to speak in front of public" (R3.08). Different statement that

emphasized more on the courage of using vocabulary with native speaker was

reported by Nazhief: "The THP was generating the student's courage to express

their mastery of vocabulary to be a sentence with native speakers" (R5.02).

Based on the student's recognition about their courage to speak with

English native speakers as theirself confidence improved came up after joining the

program, it indicated that they perceived improvement of self confidence where

their were successful in speaking ability in foreign language especially. This

finding was consistent with Syafris'(2014) study on English Day Program (EDP) activities: seeking and inviting native speaker to the campus done by the EFL students in *STAIN Bukittinggi*. The result from the recognition of Syfris`s participants, Murcia (2011), indicated that the program can improve communicative competence and enhance students' confidence in speaking English This activity is also useful to build up students' courage, students' self-confidence, students' self-esteem, and overcoming students' anxiety to speak English. It is corresponding with Malik (2016) statement that experiential learning trains the learners to face and overcome their shyness in conveying their thoughts or ideas and in performing their English speaking ability. Moreover, according to Roger (1969) argued that the process of discovery of knowledge and solutions in the experiential learning grows student`s competence and confidence.

Increasing the student's linguistic competence. The THP activity has been conducted by several students of MTMMY as part of outside English learning. It also has increased the linguistic competence of students. In this program the students try to use grammar and vocabulary correctly in accordance with the English language material provided by the teacher in the classroom. This program has also helped the students at enriching their vocabulary and made them have experienced in using English in public especially when they meet with the native speakers.

The explanation above is corresponding with Nasyed's recognition that stated: "The THP activity trains the students to use grammar and vocabulary they have learned appropriately and correctly" (R2.03). While Daus, in this case, said:

"The THP activity helped students enriching vocabulary in English and supporting their experience to speak using English language with native speakers" (R3.04).

Basically, what have been conducted by the students of MTMMY in the THP activity was included in the experiential learning activity. At least before joining the program, the students prepared themselves to enrich vocabulary that are often used in conservation including the use of grammar. It is prepared in order to avoid many mistakes when practice it in the field. This is expected to support the students' competency and build the students' capacity in enriching vocabulary.

According to Malik (2016) the experiential learning activity can motivate students` participation and encourage students to directly speak in turn with an English native speaker actively. The experiential learning activity will develop students' confidence and competence in their English speaking activity. Experiential learning activity trains the learners to face and overcome their shyness in conveying their thoughts or ideas and in performing their English speaking ability.

Broadening the student's insight about social, cultural, and economic of the other country. The existence of THP activity conducted by the students of MTMMY provides a pleasant experience. Besides increasing their skill quality in public speaking, revealing their courage and self confidence to speak English with native speakers and their linguistic competence, the pleasant experiences were also obtained by them through joining this program as well as broadening the

students' insight about social cultural lives of the native speakers with whom they spoke to.

In this THP activity, the topic they spoke can be ensured just discuss about self introduction, hobby and their social culture in their respective countries. The interesting topic is when the students or the tourists tell each other about their countries, their people, community, culture and the recent social situation happen in their respective countries. Here is both student and tourist can perceive the pleasant experience and getnew insight the native speaker's country. It is in accordance with Nazhief statement: "The THP activity provides the student's insight about social, cultural, and economic of the tourists' country who involve in speaking" (R5.03).

The purpose of the THP is basically to improve students' English speaking ability and trains students' confidence to speak English. Also, it is as an outside English learning that encourages students' motivation toward their participation to learn English. According to Robertson (2005) the program is not only to educate professionals for a certain field but it has to help students to be aware of cultural values, form human mutual relationship, collaborate, be open, adapt to the new situation, creatively express their ideas, accept responsibility and challenge. Thus, broadening the students' insight about social, cultural, economic and political situation of the other country is one of the purposes of the THP activity.

Encouraging the students` attitude to love English Lessons. Meeting and speaking with tourists is interesting and challenging for the students. The

hospitality and welcome of the tourists to students who wish to learn speaking in English and their concern to correct the students' mistake in pronunciation of English word become distinctive attraction for students to love English lesson. The students become excited to practice their English ability and to enrich their vocabulary and their grammatical capability in the real situation to support their effort in improving competency and proficiency. According to Murray (1983) stated that students would be fun to study of something real and fun.

The THP conducted by the students at MTMMY becomes impetus to students to be more eager in studying English. This program is also to improve competency of studentsin speaking English. Maheer stated: "The THP makes the students loving English language and increasing the students' competency in English" (R1.06). It is corresponding with Sprau and Keig (2011) stated that the experiential learning model can best server and encourage the student`s interest of a subject.

THP is an effective program as the means for training/practicing the Students' English Skill. The THP which is conducted at MTMMY was proven as an effective means for students to practice their English skill directly with native speakers. This program, at least may support the students to train their courage in expressing their idea without concern about doing mistakes. In addition, speaking with native speakers, the students can hear directly the word pronunciation spoken by native speakers.

The advantage of joining the program as described at the sentence above actually has been perceived and recognized by the students. According to Daus:

"Many students perceived that the THP was useful as means/chance to study and increase the skill in English" (R3.09). Another student, Nazhief, reported that: "The THP activity became a means of direct practice in English learning to the students and they can hear a correct pronunciation from a native speaker" (R5.01).

The THP more emphasizeson direct practice and exercise in English speaking. This program is identical with experiential learning theory proposed by Kolb (1980). Experiential learning refers to the learning style that tends to be oriented to the activity which encouraging the students to interact with the environment, including the situations and people involved.

According to Majid (2016), experiential learning is a learning strategy centred to the students and oriented to the activity. During experiential learning, the students try out strategies and procedures of an action theory, get results and feedback, and then organize present information and experiences into an action theory. As Kolb (1984) said that experience as the source of learning and development.

Student's Perception on the Problems Faced by Students of MTMMY in Conducting THP

The problem encountered by the students in the THP was obstacle or barrier found in the field when they are doing communication with native speakers. This problem, absolutely will hamper the success in attainment of learning purpose and therefore it should be considered to improve further implementation of program.

There are several problems that were found in the research of the THP. The problems encountered by the students in the field were: 1) lack of time allocation, 2) lack of mastering grammar and vocabulary, 3) large number of group members causes ineffective and create unpleasant environment for the tourists, and 4) the lack of funding support from the school.

Lack of time allocation. The time limitation is the common problem that is usually found in any program with different target and purpose. The time limitation is always related to many programs should be completed in a certain time simultaneously. Sometimes the time limitation related to inappropriate time and opportunity. This condition is reported by Maheer: "In conducting THP, the students have time limitation because the THP is conducted in Friday as our school holiday, while the touristscan be easily found and there are many of themon Sunday" (R1.08). In addition, the difficulty to practice THP was also caused by the minimum time allocated. Furthermore, Maheer said: "The students perceives the difficulty to practice THP because of a minimum time limitation" (R1.09).

Another student assumed that the obstacle to practice in Tourist Hunting Program is the time limitation causes the difficulty to share time in speaking in group with native speakers. Daus stated: "There is just several students that can do practice in conversation with English native because of time limitation to share time to speak in turn" (R3.13).

A long duration of time to prepare practicing English, especially in speaking exercise or conversation lesson is most required. Practice in English

speaking as experiential learning needs long time, because it was a learning process that will be related to the environment outside the classroom, interacted with native speaker and other people that need certainly a mutual understanding one another to attain common goal. According to Malik (2016) stated that implementation of experiential learning activity needs much time process. It is because basically the activity sometime is ran outside of the classroom and encourages learners to interact with the enviorement including the situation and the people involved. Therefore, many of respondents perceived the problem of time limitation in joining the THP.

Lack of mastering grammar and vocabulary. Fears of making mistake to express idea in the sentence, get nervous when starting to speak and shy because of the lack of confidence to speak correctly in conversation practice is common problem that cannot be avoided by the students. The problem above certainly --- realize it or not --- becomes the students' obstacle that should be handled to support the attainment of program goals.

Several problem reported by the students. According to Maheer: "The students get the difficulty and fears doing mistake in pronunciation of English words" (R1.10). In addition, he said : "The lack of vocabulary in English words and shyness become one factor obstructing the process of Tourist Hunting Program" (R1.012).

Fears of making mistake in using grammar and vocabulary become the students' obstacles to exercise their conversation. It was stated by Daus: In practice, many students fear doing mistake in using grammar and vocabulary"

(R3.06). While Hafidz said: "Nerve causes students forget to use right vocabulary in English" (R4.05).

According to Ur (1999) the problem encountered by the students of MTMMY above was included in the inhibition category. In the speaking practice activities, commonly learners are inhibited in trying to say something in a foreign language especially English. They often too worried about making mistakes, fearful of criticism or losing face, or simply learner shies that their speech might attracts crowd's attention. The inhibition in speaking practice above may make student speechless or have nothing to say. Mostly the students still get mixed up with the precise word to convey their ideas, thought, or feeling. They cannot think of anything to say and seems no motivation to express themselves because of the guilty feeling that they should be speaking.

Fears of making mistake to express idea in the sentence, get nervous when starting to speak and shy because of the lack of confidence to speak correctly in conversation practicewere also caused by the habit of students to speak with mother tongue use. If this habit is conducted continuously, it can result the weak improvement in conversation learning. Ur (1999) said that many learners neglect the rule of expressing themselve using foreign language. Some learners probably feel unnatural to speak to one another by using a foreign language. They tend to and prefer to use their mother tongue, they perhaps think that it becomes more exposed and easier to convey their thought.

Too large amount of students cause ineffective and create unpleasant environment for the tourist. The number of group in conducting this program is

also became an obstacle to the attainment of program goals. When the number of group in the THP too much, it might cause the problem of time allocation to speak among group members. The number of group members might restricted in involvement and participation of each group member evenly. Moreover, if one of the group member has confidence and competency in English speaking, he would dominate the conversation and ignoring the other member.

The finding of problem above is supported by the student's report such as Daus, who said: "Because the THP activity consist of 5-10 students in one group, some of students found it difficult to get turn in practice of English speaking (R3.12). This corresponding to Ur (1999) explanation about low or uneven participation. He described that when a minority of talkative participant dominated to speak as the activity regulation to achieve a task, this means other learners will have only very little talking time to improve their speaking ability. This problem was actually also caused by the tendency of some learners who have got used to express themselves confidently, while others speak very little cause they have less confidence or not speak at all.

Besides, the THP in group sometimes caused prejudice of the tourist. This situation was described by Nazhief: "The THP activity in group causes prejudice and fears of the tourist so that they would avoid when they are persuaded to speak" (R5.04). Thus, some tourists feltunconfortable with the presence of many foreign people, so they tried to avoid them.

The Lack of Funding Support from School. Whatever types of program conducted, funding is the most important factor to the success in attaining and

achieving program goals. Many program are dormant caused by the minimum of fund even the program will be halted. Funding support is the most necessary wherever and whenever the activity is. This THP requires enough money as operational cost. The students of MTMMY must prepare the cost for themselves, because there is no funding support to this program. As a student, it was ensured that they just had little money to go forward and backward in seeking and meeting with the tourists.

One of the problems perceived by all students of MTMMY was the lack of funding from their school to run the program. Hafidz complained this situation with his statement: "The THP activity makes the students have to spend a lot of money from themselves for accommodation and consumption cost on the trip (R4.07). Furthermore he said that it is caused by the lack of funding support from school leader to the Tourist Hunting Program activity (R4.08).

According to Malik (2016) the problem faced by the students in implementing the experiential learning was expensive cost. The probability of running this kind of experiential learning activity is quite different from the learning process generally. It is because the education institution that the students study there have to spend some costs to accomodate or facilitate the students as a supporting learning. Even sometime students also have to have their own cost in the experiental learning case.