

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

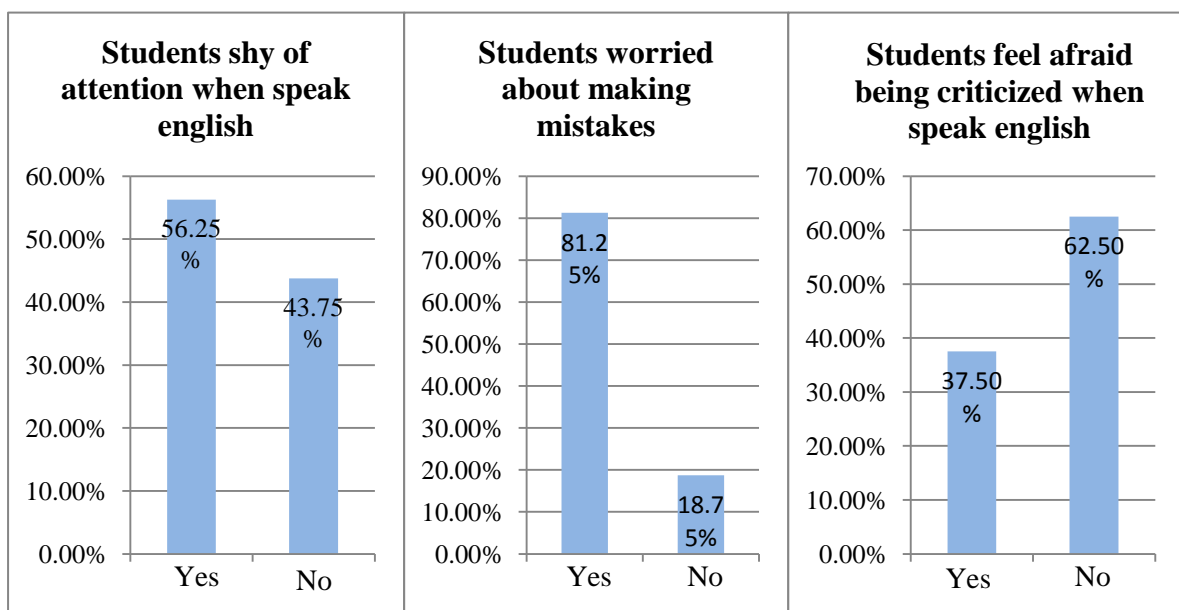
The findings in this study are discussed in relevance to the statements of problems mentioned in chapter I, there are: (1) The students' problems in speaking at fifth semester of English Department at IAIN Sunan Ampel Surabaya (2) The causes of problems faced by students in speaking English. Each of findings described and provided with supporting data. The following section presented details findings of the study.

1. The Problems Faced by Students in Speaking English

Based on the result of data analysis, some problems faced by students in speaking English are found as follow:

Figure 1.

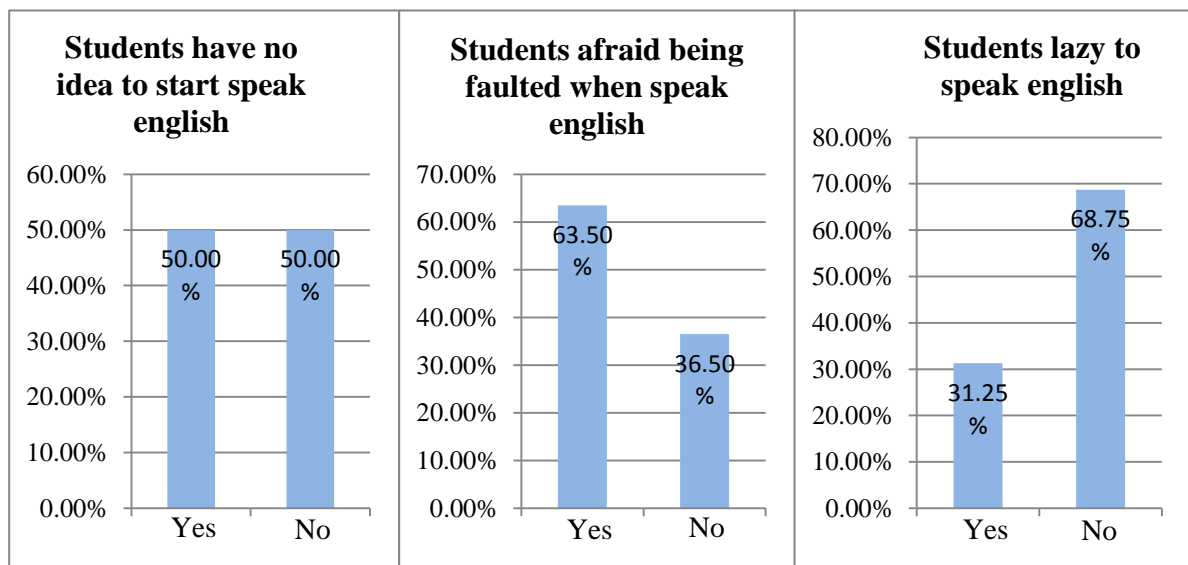
Problems in learning speaking related with inhibition



Based on the questionnaire, students' speaking problems in relation with inhibition are; 56.25% of students feel shy to speak English, 81.25% worried about making mistakes.37.5% feel afraid to be criticized when spoke English incorrect.

Figure 2.

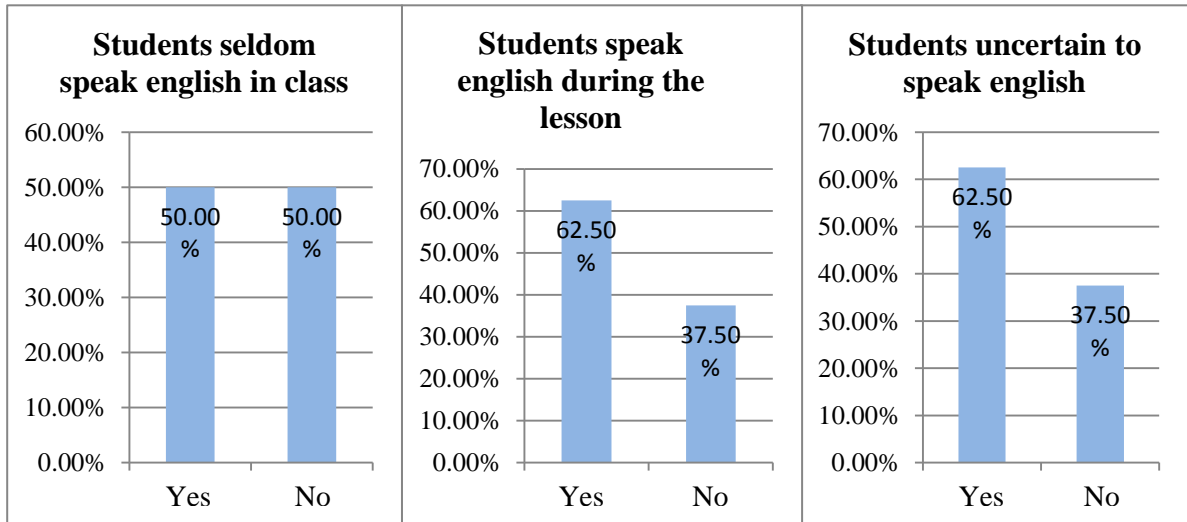
Problems in learning speaking related with nothing to say



Some students' speaking problems in speaking English that related with nothing to say are found by the researcher. 50% Students have no idea to start speaking English, students are afraid of being faulted when speak English 63.5%, and 31.25% students are lazy to speak English.

Figure 3.

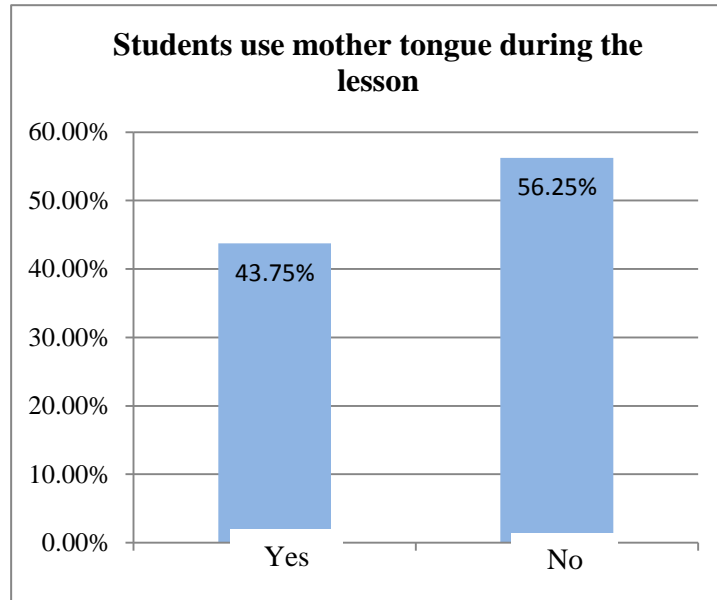
Problems in learning speaking related with low and uneven participation



Next, The researcher finds that students participation in speaking English are low. It is showed by questionnaire that 50% of students seldom speak English in the class, 37.5% of students do not speak English during the lesson, and 62.5% of students uncertain to speak English.

Figure 4.

Problems in learning speaking related with mother tongue used



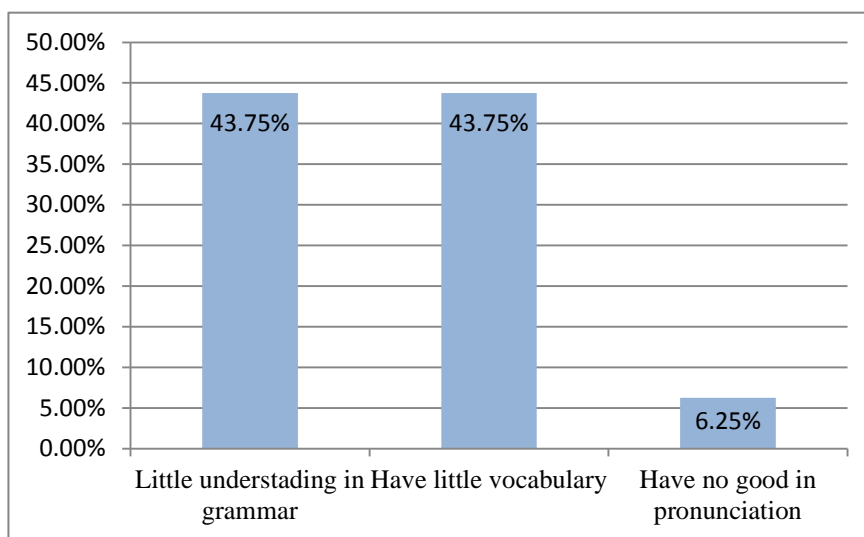
The last problem is mother tongue used. The data shows that 43.75% students use mother tongue during the lesson.

2. The Causes of Students' Speaking Problem in Speaking English

From the data of students' speaking problems above, the researcher finds some causes that cause the problems as follow:

Figure 5.

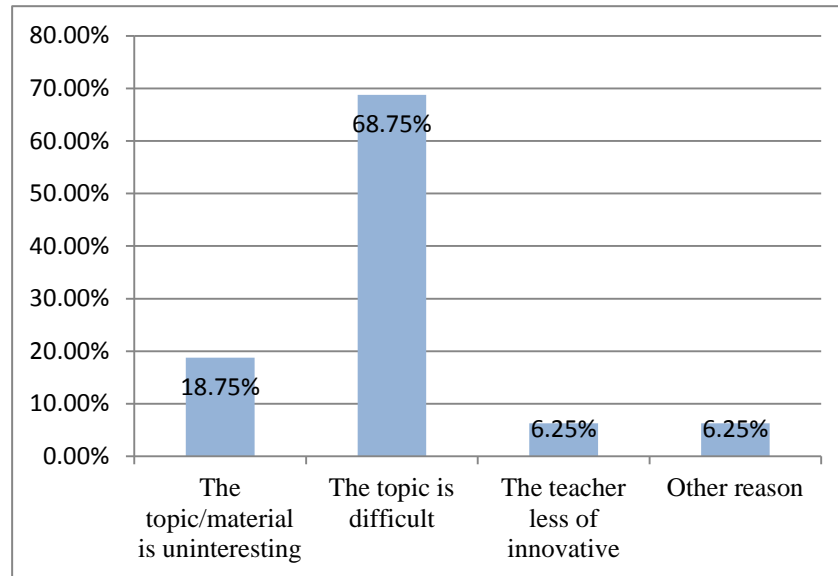
the causes of students feel afraid when they speak English



The causes of students' speaking problems faced by students such as shy, worried about making mistakes in speaking English, feel afraid of being criticized when speak English incorrect are caused they have little vocabulary 43.75% , little understanding in grammar 43.75% , and have no good in pronunciation 6.25% .

Figure 6.

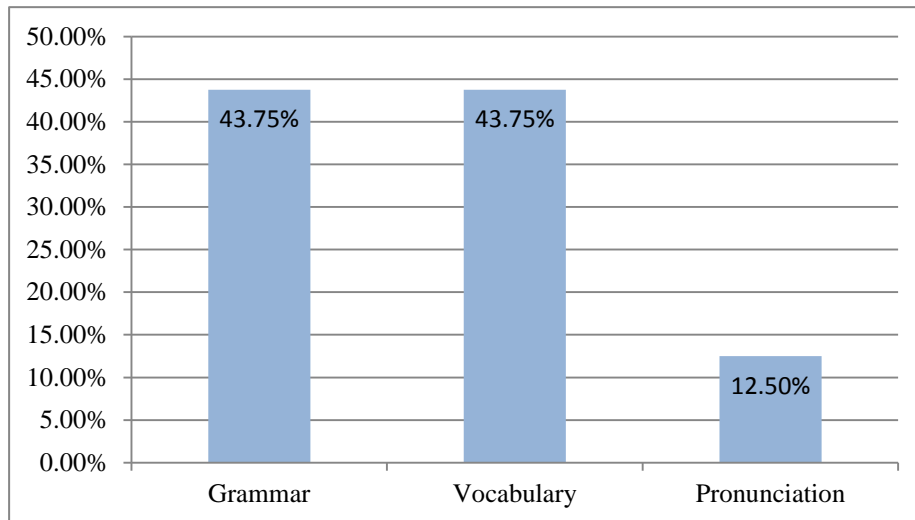
the causes of students lazy to speak English



Next problems is related with nothing to say, the researcher finds students do not active during the lesson. It is caused by uninteresting material 18.75% , the topic/ material is difficult 68.75% , 6.25% the teacher less of innovative, and 6.25% for other reasons.

Figure 7.

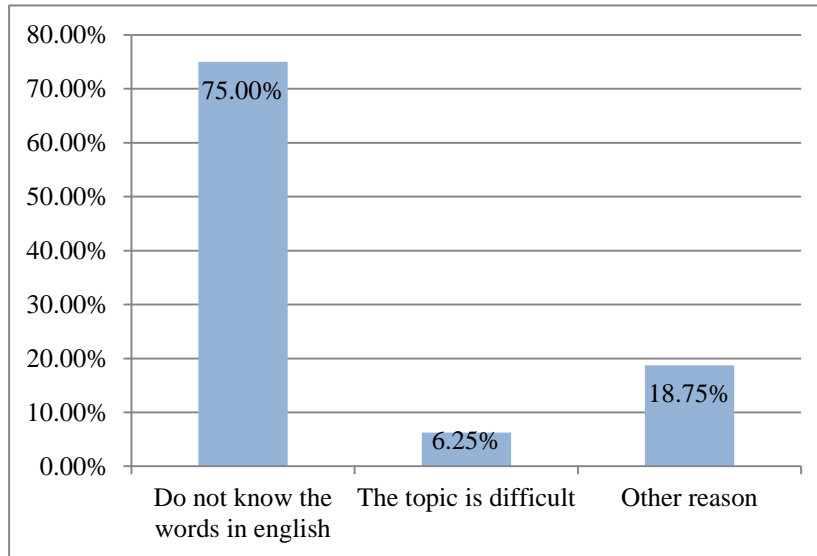
the causes of students do not active in speak English



Many students seldom speak English or worse they do not speak English during the lesson. It is happened because they do not master grammar 43.75%, 43.75% do not master vocabulary, and 12.5% of them do not master the pronunciation.

Figure 8.

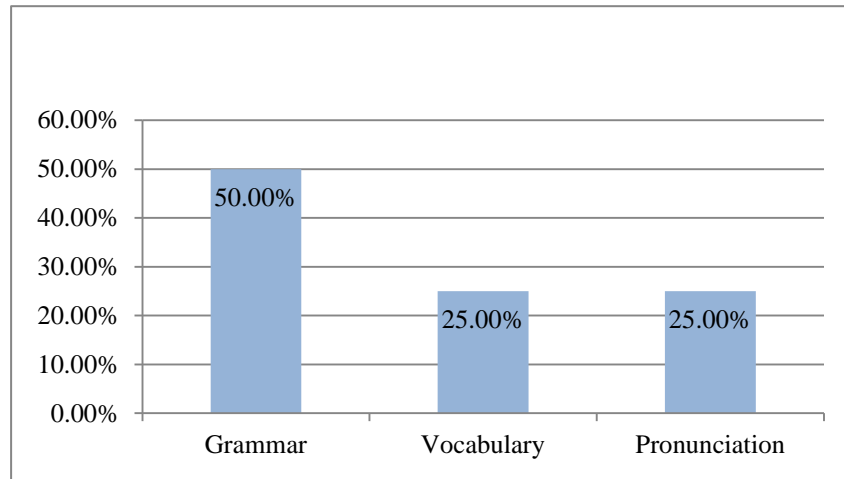
the causes students use mother tongue in class



The next problem is mother tongue used. The researcher finds that students' use mother tongue in the class. It is caused they do not know the words in English 75%, 6.25% the material was difficult, and 18% in other reasons.

Figure 9.

the component that cause the students do not active in speak English



To make the result more accurate, the researcher does interview to some of the students at fifth semester at English Education Department about the causes of students' speaking problems. From the interview, the researcher gets the data about the causes of students' speaking problems. The causes are, they have difficulties understanding on grammar , vocabulary, and pronunciation .

B. Discussion

This section presents the discussion based on the findings of the study. The discussion is concerned with the students' problems in speaking English and the causes of the problems occurred.

1. The Students' Speaking Problems

The result of the questionnaire shows that students at the fifth semester face some problems that make them do not actively in speak English. Such as inhibition, most of them face this problem. Jordan said in his book, difficulty in speaking may be caused by shyness or personality factor which are independent of the language being used.⁵² They feel shy, afraid and worried about making mistakes when speak English. These findings are supported by Ur statement that learners are often inhibited about trying to say things in classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.⁵³ If the students always feel that personality feeling, the students will have difficult time to practice their English.

Next, many students do not speak English during the lesson. It may be caused by some factors that make them de motivated to speak English. Whereas, motivation is important factor for learning. Students who have motivation will express their idea briefly. Harmer explains about intrinsic motivation in his book, that instrinsic motivation comes from within individual. Thus a person might be motivated by the enjoyment of the learning process it self.⁵⁴ So, teachers have important role to motivate the students, because teacher as the center of learning process who can creat an atmosphere in class. If the teacher is creative and the material is interesting, the students will have spirit and motivation to join the lesson.

⁵²Jordan, difficulty in speaking....., "*English for Academic Purpose*", p.205

⁵³ Ur, learners are often inhibited....., "*A Course in Language Teaching*", p.121

⁵⁴Harmer, intrinsic motivation comes....., "*the Practice of Language Teaching*", p.98

The last, students still use mother tongue in the class. If the students do not speak English during the lesson, an English environment will not be created. Usually students use mother tongue when they do not know the words in English, and the topic/material is difficult, it is caused of the students do not master the vocabulary in the topic. So, they use mother tongue to make their speaking clearer. As Ur states that in classes where all, or a number of, the learners share the same mother tongue, because it is easier, it feels unnatural to speak one another in a foreign language.⁵⁵

2. The causes of students speaking problems.

Based on the research finding of this thesis, the researcher finds that there are some causes of students' problems in speaking English at Tarbiyah faculty at IAIN Sunan Ampel Surabaya. The result of the questionnaire and interview shows the causes of students' speaking problems that most of the students do not completely master the three primary elements of speaking; they are vocabulary, grammar, and pronunciation.

Students feel afraid to speak English in the class because of the interference of grammaring speaking. Many of them think that grammar is the most difficult component. They do not master grammar well so it make them feel shy and afraid to speak English. They have no idea if they think too long about grammar when they make good sentences.

⁵⁵Ur, in class where all..., " *A Course in Language Teaching*", p.121

Grammar is sometimes defined as the way words are put together to make correct sentences.⁵⁶ Grammar is an important role in the language where it can guide the speaker to the purpose he wishes to when he is delivering ideas through language. Moreover, grammar will make someone's communication clearer and more accurate. In short, correct grammar will avoid misunderstanding among the people or students in their communication.

The researcher also finds vocab as the causes of students' speaking problem. This is ironic because vocabulary constitutes the main element that should be mastered by every student if he wants to be able to speak English well.

In the other hand, if a student or someone wants to speak English, he must firstly master vocabulary before mastering other elements of speaking. Based on Burns and Joyce's opinion in Hanunah that vocabulary or content words is the first recognizable elements of spoken language to develop.⁵⁷

It indicates that there are two possible reasons. Firstly, the students seldom practice their English. Secondly, the students are lazy to open dictionary.

Next, the other caused are the material is not interesting and the teacher is not innovative, these cause make students lose their motivation and loose their interest. In this case, the teacher should motivate the students by using some techniques to keep motivation up. If the right activities are taught in the right way,

⁵⁶Ur, grammar is sometimes...., " *A Course in Language Teaching*", p.75

⁵⁷Hanunah, vocabulary or content words..... " *students' strategies in overcoming speaking problems in speaking class of second semester at English department of tarbiyah faculty IAIN sunan Ampel Surabaya* " p.13

speaking in class can fun, raising general motivation and making the English language classroom a fun and dynamic to be.⁵⁸

The causes of students who do not active in speak English is also that some of them more difficult to pronounce words clearly. They are still difficult to differ in pronouncing vowel and consonant. It is caused in pronouncing vowels and consonant between Indonesian and English are different so sometimes it made them confuse to pronounce vowel and consonant in English. The teacher should be able to identify and correct the students' sound that they are mispronouncing.

In writer's opinion, there is possibility that the students do not frequently and regularly practice how to pronounce words. It was because they seldom practiced the way to pronounce words in their daily life. So, besides it made their tongue was difficult to pronounce in English, their vocabulary also did not increase.

Another cause is related to their mother tongue. Based on data questionnaire that the researcher gets, some of them use their mother tongue when they did not know the words in English. They also use their mother tongue when the material is difficult, in difficult material some of them do not master the vocabulary, so it inhibit the students to be active in English.

Based on the fact above, it is not surprising that many students speak English less fluently. All of them are because most of the students are not really enthusiastic to practice their English.

⁵⁸[Http://www.teachingEnglish.org.uk/articles/teaching-speaking-skills-2-overcoming-classroom-problems](http://www.teachingEnglish.org.uk/articles/teaching-speaking-skills-2-overcoming-classroom-problems)

The causes of problems mentioned before make some of the students become passive and unconfident in speaking English in the class. We have to remember what Hadfield and Charles said, the purpose of learning a language is to communicate in that language.⁵⁹

⁵⁹Hadfield&Charles, the purpose of learning.....”*Introducing to Teaching English*”,p.6