

## CHAPTER IV

### RESEARCH FINDING

This chapter presents and describes the result of this study. The data obtained from the study questionnaire and interview will be analyzed and elaborated to answer the research problem mentioned in chapter I. the results are the result of questionnaires, the result of interview and what impact of English program on students' speaking confidence.

#### A. Finding

According the research problems of the research, the finding presents the result of research based on the statement of the problems. They are about the impact of *English program* on students' speaking confidence and cause of the impact happened.

These data had been collected by the researcher on July 21<sup>st</sup> 2016. Based on the research procedure and data analysis technique, the data were collected by giving questionnaires and interview as well.

#### 1. The Impact of English Program

The students were asked to fill in questionnaire. The questionnaire was intended to support the primary data of the research. The following discussion will discuss the students' responses dealing

with the impact of *English Program* for their speaking skills. There were fifth teen students in the class completing the questionnaire.

NO	QUESTIONS	YES	NO
1	I prefer like English when <i>English program</i> ran	10	5
2	I do not like English after <i>English program</i> stopped	3	12
3	I speak English actively outside the school when <i>English program</i> ran	6	9
4	I rarely speak English outside the school after <i>English program</i> stopped	13	2
5	I speak English actively in English lesson time when <i>English program</i> ran	10	5
6	I do not speak English in English lesson time after <i>English program</i> stopped	8	7
7	My teacher speak English when <i>English program</i> ran	11	4
8	My teacher rarely speak English after <i>English program</i> stopped	6	9
9	My friends speak English when <i>English program</i> ran	9	6
10	My friends do not speak English after <i>English program</i> stopped	12	3
11	I always speak English when <i>English program</i> ran	9	6
12	I rarely speak English after <i>English program</i> stopped	10	5
13	<i>English Program</i> make my speaking skill increase	12	3
14	Without <i>English Program</i> make my speaking skill	8	7

	decrease		
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Adapted from: Tika Mudyanita, "The Contributions of English Day Program Towards Students' Speaking Skill", UNNES, 2011

#### 4.1 Table of Questionnaire

The formula to calculate the percentage of questionnaire is:

$$\frac{\sum x}{n} \times 100\%$$

$$\sum x = \text{total answer}$$

$$n = \text{total student}$$

The results of the questionnaire will be interpreted as follows :

Question number 1 asked the students whether they like learning English when the *English program* applied. The result is 66.67% students answered YES. 33.33% students answered NO.

Question number 2 asked the students whether they like learning English when the *English program* stopped. The result is 20% students answered YES. 80% students answered NO.

Question number 3 asked the students about their activeness in speaking English outside the school when the *English program* applied. The result is 40% students answered YES. 60% students answered NO.

Question number 4 asked the students about their activeness in speaking English outside the school when the *English program* stopped.

The result is 86.67% students answered YES. 13.33% students answered NO.

Question number 5 asked the students about their activeness in speaking English at English class when the *English program* applied. The results is 66.67% students answered YES. 33.33% students answered NO.

Question number 6 asked the students about their activeness in speaking English at English class when the *English program* stopped. The results is 53.33% students answered YES. 46.67% students answered NO.

Question number 7 asked the students about their teacher whether they speak English when *English program* applied in their school. The results is 73.33% students answered YES. 26.67% students answered NO.

Question number 8 asked the students about their teacher whether they did not speak English when *English program* stopped in their school. The results is 40% students answered YES. 60% students answered NO.

Question number 9 asked the students whether their friends speak English when *English program* applied in their school. The results is 60% students answered YES. 40% students answered NO.

Question number 10 asked the students whether their friends did not speak English when *English program* stopped in their school. The results is 80% students answered YES. 20% students answered NO.

Question number 11 asked the students whether they always speak English when *English program* applied in their school. The results is 60% students answered YES. 40% students answered NO.

Question number 12 asked the students whether they rarely speak English when *English program* stopped in their school. The results is 66.67% students answered YES. 33.33% students answered NO.

Question number 13 asked the students whether *English program* in their school give an improvement towards their speaking skill. The results is 80% students answered YES. 20% students answered NO.

Question number 14 asked the students whether without *English program* in their school give an improvement towards their speaking skill. The results is 53.33% students answered YES. 36.67% students answered NO.

Based on the finding of the result of the questionnaire, it can be concluded that the *English program* at MA Plus Burhanul Hidayah has good impact on students' speaking confidence. The teachers and the students mostly more active speak English when the *English program* applied. They agree that *English program* in their school should improved because they understand that *English program* is a good program to improve their speaking skills in English.

The interview was conducted on Thursday, July 21, 2016. It was aimed at obtaining the data about the impact of English Program on students' speaking confidence gained from the result interview which consist of four teen items. The results of the data was classified into 9 variable factors which contain some sub variable factors.

Students Responds	Percentage
Yes	80%
No	20%

Table 4.2 Students responds to question "Do you always and express your opinion/idea in the class?"

To the first the idea in the questions show that that there were 20% participants who said that they less of express their opinion in the class. It happens because of majority students get difficulty to express their idea. Some of them have difficult to express their opinion.

And the result showed that there were 80% participants who said that they do not have only difficulties to express their idea during learning in the speaking class. They were more confidence to giving participant in the class. Because the *English program* made students active to speak. It could be explanation that their active expressing the idea in the class as one of the *English program*' impact.

Student Respond	Percentage
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• Cannot speak fluently	30%
• Less vocabulary	40%
• Error in grammar	30%

Table 4.3 Students responds to question “what make you difficult to express your opinion in the class?”

Based on the result of the interview to the students speaking class, the researcher found some causes that make student difficult to express their opinion in the class which is because they cannot speak with fluently, 30% as causes of participants face, 40% participants said that they lack of English vocabulary, and 30%% participants said that they lack of grammar knowledge.

Student Respond	Percentage
Yes	46.67%
No	53.33%

Table 4.4 Student responds to question “Do you feel nervous when you speak or communicate in class?”

According to the result from the interview there were 46.67% participants agreed that the students feel nervous when they speak English, and there were 53.33% participants said that they do not feel nervous when they communicate in

the class. The tables above show that the students who do not feel nervous are being majority of *English program's* impact.

Student Respond	Percentages
<ul style="list-style-type: none"> <li>• Worry making mistake</li> </ul>	40%
<ul style="list-style-type: none"> <li>• Less preparation</li> </ul>	20%
<ul style="list-style-type: none"> <li>• Difficult to speak English</li> </ul>	40%

Table 4.5 Student respond to question “What makes you nervous during learning in the class?”

The students' responds from the interview show that the causes that make students feel nervous during learning in the class are 40% participants said that they were of making mistake, 20% participants said that they were less preparation before learning activity and 40% participants said that they feel difficult to speak in English.

According to the result students responds above can be seen that could be explanation the problem face students learn speaking in the class this indicate the majority of students because they do not feel confidence in the speaking class.

Student Respond	Percentage
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Yes	60%
No	40%

Table 4.6 Students respond to question “Do you think communicative in front of making you feel shy when you speak English?”

According to the students respond from the interview, it show that 60% of the participants said that they agreed most of them who have problem face when they communicate in front of making they feel shy when they speak English because their friends and there were 40% participants said that they were against about the cause students feel shy to speaking English in the class.

The majority of student still has cause of lack confidence because their friends not feeling shy to speak English and rarely to speak up. But, they usually participate and give contribution in the class, even they only sitting down on their seat not in front of the class.

Student Respond	Percentages
• Less practice	30%
• friends	50%
• Worry making mistake	20%

Table 4.7 Student responds to question “What the causes you feel shy when you speak English?”

The students respond from the interview show that the cause students feel shy when communicating in English is that 30% participants said that they were did not have enough practice in the class, 50% participants said that they are felling shy because of their friends, and 20% participants said that they are worried of making mistake

When the student speak English in the class, they feel shy because their friends. The students usually give contribution in the class even their grammar is not perfect. They listened and answered the teacher explanation to the material and they were as listener by their friend when speak English.

Student Respond	Percentages
Yes	50%
No	50%

Table 4.8 Student responds to question “Do you wait for an appropriate time to express your idea?”

The students respond from the interview show that there were 50% of the participants said that they agreed as the reason only waiting the occasion to demonstrate their idea because the cause students’ who have lack confidence. It was because they rarely communicate in the class. And there were 50% of the participants said that they were against about the cause students waiting the occasion to demonstrate their idea.

Student Respond	Percentages
Yes	40%
No	60%

Table 4.9 Student responds to question “Do you feel afraid when you speak English?”

The students respond from the interview above show that there were 40% of the participants agreed to say that they feel afraid when they speak English. And there were 60% of the participants said that they were against about feeling afraid when they speak English with fluently in the class.

Student Respond	Percentages
Fear making mistake	40%
Grammar understanding	20%
Have no good pronunciation	30%

Table 4.10 Student responds to question “what make you feel afraid when you speak English?”

The students respond from the interview above show that there were some causes of students who have lack confidence in the learn speaking such as 40% participants said that they were worry about making mistakes in speaking

English, 20% participants said that they were lack grammar understanding when they want speaking English, difficult to arrange the sentences and 30% participants said that they had no good in pronunciation so the afraid if their pronunciation is not fluently.

The impact English program on students' speaking confidence
Active expressing the idea
Do not feel nervous to communication
Do not feel afraid making mistake

Table 4.11 Recapitulation the impact of English program on students' speaking confidence

According to student respond from the table 4.11 above that there are 3 impact of English program on students' speaking confidence. The students express their idea in the class actively, the students do not feel nervous when they communicate in the class, and the students do not feel afraid making mistakes when they speak English because they were against their problems because of joined *English program*.

## B. Discussion

This section presents the discussion based on the findings of the study. The discussion is concerned with the impact of *English program* and the result of the interview.

### 1. The Impact of English Program

The result from the questionnaires above shows that *English program* has impact on students' speaking confidence. It is like what has been shown on table 4.1, the researcher concluded that students increase their speaking confidence through *English program*.

The result from the questionnaires above shown that it is able concluded that *English program* has good impact in students' speaking confidence.

Based on the research finding of this thesis, the researcher finds that there are some *English program's* impact on students' speaking confidence at MA Plus Burhanul Hidayah.

First, students do not feel nervous is one of the impact that are faced by students of MA Plus Burhanul Hidayah. They do not feel very nervous when they spoke English in front of the class, because they used to speak in front of their friends in *English program*. Every meeting, the student must speak English or tell story depend on the topic that teacher give.

Second is students active expressing idea. In *English program*, students were trained to be active student where they have to give their opinions in every topic that teacher gave. So, students used to express their opinions without feeling shy.

Third, students do not feel afraid. Students also learn to ignore making mistake in *English program*, it means student must speak English what they want to say without thinking the sentences wrong or right.

