CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The findings in this research are discussed about the results which are collected by the researcher in order to answer statements of the problems mentioned in chapter I.

1. The Students' Speaking Problems

According to the result of data analysis, the researcher finds some problems in speaking which are faced by the students of English Teacher Education Department. The data obtained are analyzed by using the formula which has explained on previous chapter (see chapter 3). The formula is to determine the total of students of English Teacher Education Department who face problems in speaking English in order to know certainly a dominant problem in speaking which is faced by the students on percentage charts.

The problems obtained from the research are classified into four categories according Penny Ur, those are; inhibition, nothing to say, low or uneven participant and mother-tongue used.⁴⁴

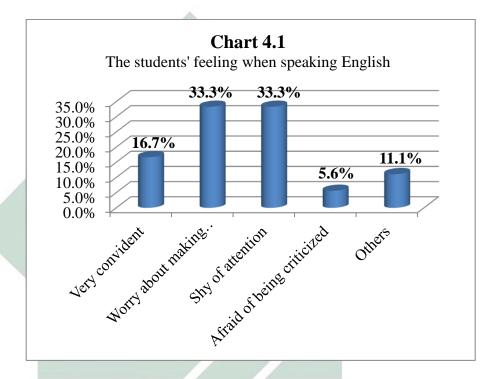
Each category is displayed on charts. Each chart is explained by the researcher descriptively as follow:

⁴⁴ Penny Ur, "A Course in Language..... p.121

a. Inhibition

The problems faced by students of English Teacher Education

Department in inhibition category are explained on chart 4.1 as
follow:

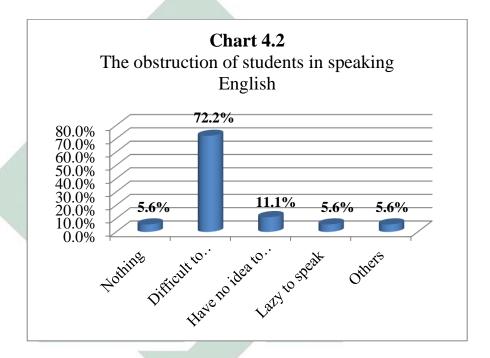


According to questionnaire, some students face problem in speaking because of worry about making mistake and shy of attention. Those two problems are the highest problems which students face in category inhibition. It is seen on chart 1 that the tendency of students in worry about making mistake is about 33.3%. It is the same as total of students who are shy of attention which is 33.3%. 16.7% students are very confident in speaking English. It is not more than the total of students who face problems when speaking English. Only 5.6%

students who feel afraid of being criticized and 11.1% students face other problems like hesitation in communicating by using English

b. Nothing to say

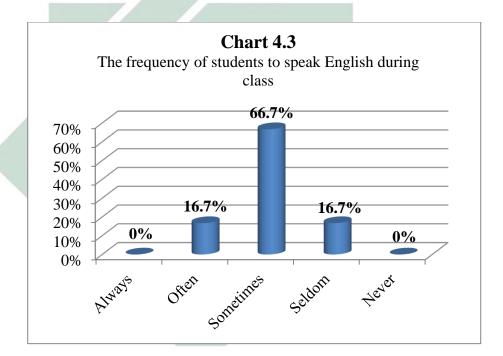
The students who face problems in category nothing to say are clarified on chart 4.2 below:



In chart 2, Difficult to express information in mind is the largest problem which is faced by students of English Teacher Education Department by percentage 72.2%. Difficult to express information in their mind is the largest problem which is faced by English Teacher Education Department. For the next, have no idea to speak obtains students' answer around 11.1%. Students who are lazy to speak English get percentage for about 5.6%. Another 5.6%

students answer nothing that obstructs them to speak English. And the last 5.6% students are interrupted by other problems.

Problems which obstruct the students in this category can also be seen in frequency of the students in speaking English. The students do not use English to speak too often during class. It is like on chart 4.3 as follow:

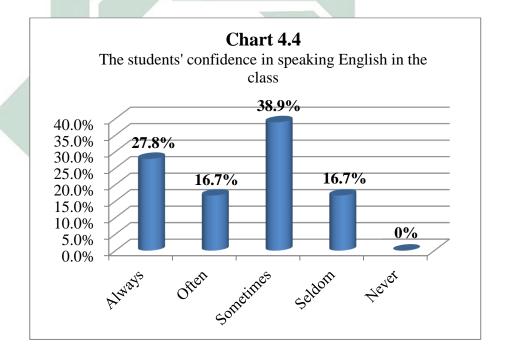


From chart 3 above, it seems that the frequency to speak English of English Teacher Education Department students is not too active in using English as communication during class. It happens because of majority students get difficulty to express their idea as on chart 4.2.

c. Low or uneven participation

Low or uneven participation happens because of less confidence in students' personality when they speak English and domination of other students who have more confidence.

This chart 4.4 explains that some students still do not have confidence in themselves when they speak English. It seems like on the chart 4.4 below:

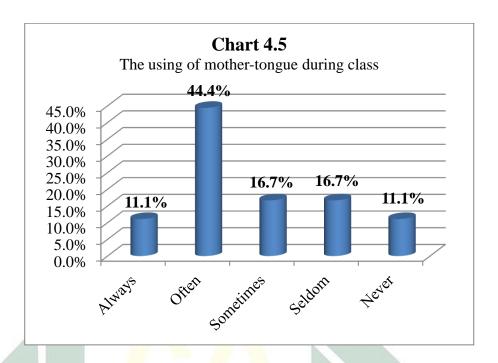


There are 38.9% of students whose answers "sometimes". It means the activity in communicating by using English during class is lack. The answer "sometimes" means the students speak English only when they are forced to speak English by the lecturer. It is found in the researcher's observation result. The researcher finds in the class

observation that there are some students only speak by lecturer's asking. Total 27.8% of students always feel confident when they speak English. Then, students who are often confident to speak English around 16.7%. The total students who are often confident are as many as total students who are seldom to feel confident to speak English, which is 16.7%.

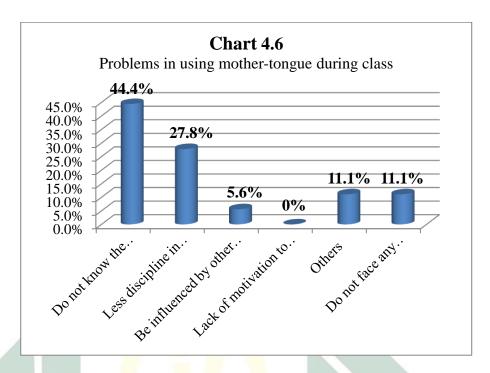
d. Mother-tongue use

The next problems which are faced by students of English Teacher Education Department are using mother-tongue during lesson. The answers on questionnaire which has been distributed list that a big part of students of English Teacher Education Department still use mother-tongue to communicate during class, see chart 4.5 below:



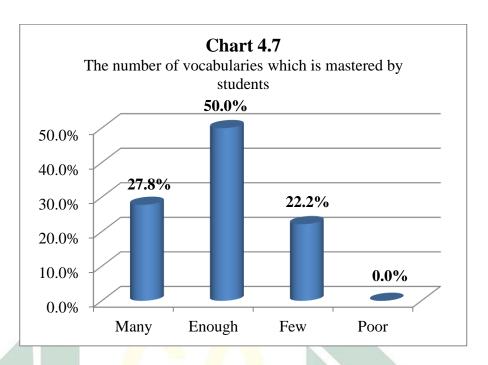
Based on chart 5 above, the problems in using mother-tongue are still found in English Teacher Education Department Students. around 44.4% from total of English Teacher Education Department Students are often to use their first language (mother-tongue). In fact, there are 11.1% students always use their mother-tongue during class. Frequency of students whose answers sometime for about 16.7% and 16.7% others answers seldom in using mother-tongue. There are only 11.1% students who are never use mother-tongue when they are in the class.

The rate of students who use their mother-tongue during class is strengthened by obstructions which students experience in speaking English as follow:



Students do not know the meaning of the words in English for about 44.4%. It is the largest problem which is students face in speaking using their mother-tongue during class. Then, for about 27.8% feel less discipline in speaking English during class. Being influenced by other students who use mother-tongue is also faced by English Teacher Education Department students for about 5.6%. 11.1% students are faced other problems in using mother-tongue during class.

The percentage of students who do not know the meaning of words in English is showed on the chart 4.7 below about the number of vocabularies which is had by students of English Teacher Education Department.



Students who have many vocabularies are as many as total students who face difficulty in less of discipline in speaking English during class on chart 6 for about 27.8%. It makes possible those students who have many vocabularies do not face difficulty in meaning of the word in English as on chart 6. Whereas, 50% students have enough vocabularies and 22.2% others only have few vocabularies. It proves that there are still many students who do not know the meaning of some words in English. It is like on interview of students who face difficulty in meaning of word in English that unknowing the meaning of vocabularies is a main reason to use mother-tongue when speaking English.

2. The Causes of Students' Speaking Problem

After knowing the speaking problems which are faced by students of English Teacher Education Department, the researcher find out the causes which make those problems occur by interviewing the students who have chosen. There are total six students from first, third and fifth semester of English Teacher Education Department who are interviewed by researcher. In reporting the result of the research, the researcher uses students A until student F. These are the result of interview about the causes of problem in speaking English Teacher Education Department students:

a. The causes Students A's speaking problem

In student A's interview, student A says that student A is not confident when speaking English. Student A is afraid of doing mistakes in speaking English, because of the understanding of the meaning vocabularies is still low. Student A realizes that she still needs more practice to make her speaking well. Less of vocabulary is one of her problem beside situation in the class which also affect student A in speaking English.

b. The causes Students B's speaking problem

According to interview, the student B's confidence is on and off. It means students B sometimes confident, sometimes not. Students B is confident when the material of lesson in the class is

easy, the student B feels difficult when the topic is difficult for him to talk about. Less of preparation before he comes to the class usually obstructs him to speak English during class. He says that he usually prepare everything about the material, such as listing vocabularies that relate to topic of lesson. It makes him comfort to speak English during class.

c. The causes Students C's speaking problem

Student C is very confident when speaking English in front of class. Student C says that the important thing in speaking English is the braveness to speak English. Student C has a trick how to speak English confidently. That is, try to think that people in front of him are stones. It makes student C calm when speaking in front of others people. Preparation is also an important thing for student C to make his speaking better. Student C says that the situation of the class does not affect him in speaking English. He sometimes uses mother-tongue when he faces vocabulary he does not know the meaning.

d. The causes Students D's speaking problem

Student D is also confident when she speaks English during class. Because, the situation of the class helps student D to get feel comfort. Student D says that when she speaks English in front of the class is like she speaks with her friends. She is comfort in giving information by using English. Student D get difficult when her

friends ask her about the topic then she cannot find the answer. The cause that obstructs student D in speaking is less of vocabulary, because vocabulary is important for her. She also faces difficulty in grammatical structure. She is confused in memorizing pattern of tenses.

e. The causes Students E's speaking problem

In result of student E's interview, researcher finds that student E is unconfident in speaking English. She says that she is nervous when she speaks English in front of many people. When student E is nervous, she is confused what she wants to say. The preparation before speaking can help her in understanding the material but not her nervousness in speaking English. Attention of other students in class makes student E more nervous when speaking in front of the class. Less of practicing speak English causes student E get nervous every time she speak English in front of people.

f. The causes Students F's speaking problem

Student F sometimes gets nervous when he speaks English in front of other people, but according to the situation of the class. Student F cannot say information appropriately in front of many people. He believes that speaks English in front of many people is always difficult. Student F often loses his vocabulary when he speaks English. Student F states that preparation before speaking always

leads to better performance. Student F's speaking is still according to the situation of the class. The noisy of the class obstructs student F in speaking English.

3. The Dominant Students' Problem in Speaking

From the data which are obtained from questionnaire and interview, the researcher finds the dominant problem which is faced by students of English Teacher Education Department. There are some problems which are obtained from students' answer on questionnaire. Problems which are faced by majority students in English Teacher Education Department can be seen on table 4.1 below:

Table 4.1

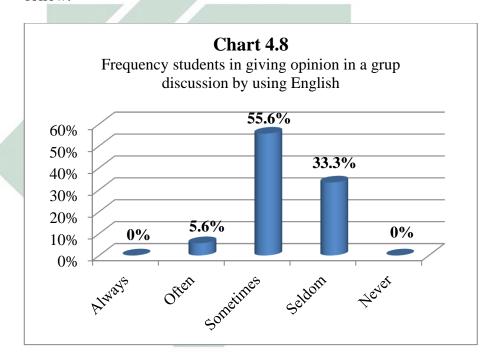
Problems Faced by Students

Problems	Percentage
Worry about making mistake	33.3%
Shy of attention	33.3%
Do not know the meaning words in English	44.4%
Difficult to express information in mind	72.2%

According to the table 4.1 above that there are four problems which are faced by students in speaking English. For about 33.3% students feels worry about making mistakes when they speak English. There are also 33.3% students in the same inhibition category who face problem in shy of attention. In mother-tongue use category there

are 44.4% students do not know the meaning of words in English. In the next nothing to say category, there are many students who face difficulty in expressing information in their mind for about 72.2%.

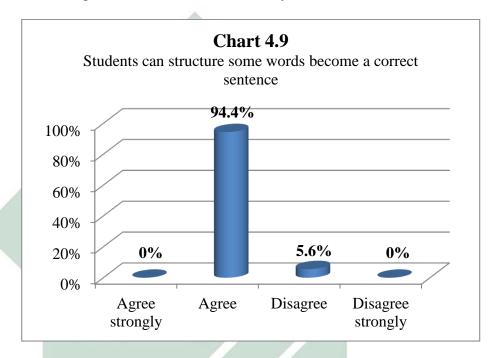
In low or uneven participation category, students' frequency in giving opinion in a group discussion can be seen on chart 4.8 as follow:



Students' frequency which can be seen on chart 4.8 above shows that their active level in learning speaking process is still low. It is because only 5.6% students who are often giving their opinion in a group discussion. Whereas there is larger frequency who is sometimes giving their opinion using English around 55.6%. And the rest of

students who are seldom to give their opinion in a group discussion are also more than students who active in giving opinion for about 33.3%.

Their passive in speaking is opposite with their ability in structuring words into sentences correctly as on chart 4.9 below:



For about 94.4% students can arrange words into sentences correctly. Their ability in structuring sentence is different with their active in speaking English. But actually if they are able to structure a sentence correctly, they should also be able to communicate by using English. But this situation does not happen in English Teacher Education Department UIN Sunan Ampel. Students in English Teacher Education Department still face this problem in their speaking because of the problems which are found on the table 4.1

B. DISCUSSION

This section presents the discussion based on the findings of the study.

The discussion is concerned with students' problems in speaking, the causes and the dominant problem in speaking English.

1. The Students' Speaking Problems

The result from questionnaire shows that there are still some problems which are faced by English Teacher Education Department students in speaking English. It is like what has been explained on the charts, the researcher finds some problems which are faced by students in speaking English, such as; worry about making mistake (33.3%) and shy of attention (33.3%). These two problems in the inhibition category are still experienced by students of English Teacher Education Department. It is like what statement of Penny Ur that Learners are often inhibited about trying to say things in a foreign language in the classroom; worry about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attract. In this research, the researcher finds that worry about making mistake and shy of the attention are problems which are much happened to the students of English Teacher Education Department than other problems in inhibition category.

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⁴⁵ Penny Ur, "A Course Of language...... p.121

The researcher also finds another problem that the students still do not know the meaning of some words in English (44.4%). As students of English Teacher Education Department, it should not be an obstacle for them, because knowing the meaning of words in English is their obligation as English Teacher Education Department students. But in the fact, it still happens to their difficulty in speaking English. It is like the result of observation that students are still confused when lecture asks them to explain what the meaning of vocabularies which there are on the topic of the lesson. Less of vocabulary which they have also influences the problems which occur in their ability in speaking English. Whereas only about 27.8% students who have many vocabularies in English.

The last problem which is faced by English Teacher Education Department students is difficult to express information in mind (72.2%). Almost all students face this problem. Their difficulty in expressing the information in their mind is strengthened by student B's statement that he sometimes has the difficulty in expressing the information that actually he has in his mind. He feels difficult to express the information because he thinks that he is less of preparation before he speaks English during class.

2. The Causes of Students' Speaking Problem

The researcher finds some causes which cause students of English Teacher Education Department get difficulty in speaking English from interview which is done with six students as samples and from the answers of questionnaire. After finding the problems which are faced by students, the researcher analyzes what cases which cause those problems occur. The researcher clarifies the causes which cause the problems occur one by one briefly and clear.

First, Worry about making mistake is one of the problems that are faced by students of English Teacher Education Department. This problem occurs because students who face this problem feel unconfident when they want to speak English. It is like what student A says that she often feels afraid of doing mistakes in speaking English. She realizes that her ability in English is still low. The hesitation of her ability herself makes this unconfident feeling occur.

Second, shy of the attention is also a problem which is faced by English Teacher Education Department students. Shy of the attention is uncomfortable feeling when students speak English and get the attention from other people. This Uncomfortable feeling of attention from other people when speaking English is caused them infrequently in communicating by using English in front of other people. It means students who face this problem less in practicing to speak English with other people. Student E states that she feels very nervous when she speaks English in front of other people. The attention of other students makes her more nervous when she speaks English in front of class. It makes her lose

information she want to say to audience. Less of practicing makes her feel difficult to communicate by using English comfortably.

The next problem is students do not know the meaning of words in English. The cause why this problem happens is because their mastery in vocabulary is lack. It is a basic cause which should be able to be handled by students of English Teacher Education Department. It is like student F's statement that sometimes he loses his vocabulary when he speaks English because of disturbance of situation in the class which affects his ability in speaking English. The situation in the class affect him in speaking English, but he thinks that vocabulary is the most important thing he should have. He says that speaking is arranging vocabularies into correct sentences. He says without vocabularies, he cannot speak English fluently. Less of preparation also affects how the students understand the words which are on the topic of the lesson in class. it is like a statement of student B that preparation before he comes to the class helps him to speak English better than he does not have any preparation. Pauline Jones states that talk as performance needs to be prepared for and scaffolded in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language. 46

⁴⁶ Pauline Jones, "Planning an oral language program". Melbourne:PETA.1996.p.17

Difficult to express information in mind is the last problem which is faced by students of English Teacher Education Department in speaking English. This problem becomes the problem which is faced by mostly students of English Teacher Education Department in speaking English. This problem occurs because students feel unsure how to deliver their information into sentences which are easy to understand. There are two causes according to interview, those are; less of vocabulary and less of understanding in grammatical structure. Mostly students say that thing which obstructs them in speaking English is less of vocabulary. And other students state that grammatical structure is also important to support their ability in speaking English. Student D says that she feels difficult to understand grammatical structure. It obstructs her although she has many vocabularies.

From problems which are faced by students of English Teacher Education Department, less of vocabulary becomes a common cause which mostly occurs in learning speaking English. From six students who are interviewed, they answer that less of vocabulary is the cause which causes them get difficulty in communication by using English. Some other students answer that grammatical structure also affect then in speaking English. The result is less of vocabulary which students have becomes the cause of the problems which are faced by students of English Teacher Education Department occur when speaking English.

3. The Dominant Students' Problem in Speaking

From problems found by the researcher in this research, the researcher concludes a dominant problem which is faced by English Teacher Education Department students. This dominant problem is related to other problems which are occurring when they speak English. Review about the problems which occur until become one dominant problem is going to explain clearly as follow:

Lack of vocabulary which is had by English Teacher Education Department students become basic cause which influences the students to communicate by using English. It is proved on chart 7 that students who have many vocabularies are not more than total of all students in English Teacher Education Department. Vocabulary is still an obstacle for students to increase their ability in speaking English. But actually almost all students can structure some words into a correct sentence in English.

For about 94.4% students are able to structure words into a correct sentence. However they do not know the meaning of some vocabularies, their ability in structuring a sentence correctly as on chart 8 cannot be applied when they speak English with other people. It is because the vocabularies they have are definite, so they have an impact in their ability in speaking English.

Lack of vocabulary forces the students to use mother-tongue when they do not know what words which should they use to explain information in English. Their less of understanding about the meaning of words in English obstructs them in communicating by using English. it is like on chart 6, mostly students face problem in less of understanding the meaning of words in English.

Using mother-tongue effects students' frequency in speaking English during class is not too active. It is seen on chart 3, the frequency students who often use English during class is a little, only 16.7%. It is very clear the differences with the frequency students who sometimes use English for about 66.7%. Moreover students who seldom use English are as many as students who often use English during class, that is 16.7%. It proves that they decrease their conversation by using English during class because of the using of their mother-tongue which is too often. It happens because the vocabulary they master is few.

Lack of frequency in their speaking English is also related to the problems which are faced by them. It is like on chart 1, worry about making mistake and shy of attention are problems which are mostly faced by students by total 33.3%. But those two problems are not the biggest problem which is faced by students of English Teacher Education Department. The dominant problem which is happened to students of English Teacher Education Department is Difficult to express information in mind. This problem is the dominant problem for English Teacher Education Department students, because for about 72.2% students of

English Teacher Education Department feel difficult to express information they have in their mind. It is like what the researcher explains before that the difficulty in expressing information in mind is occurred because of less of vocabulary which students have. They do not know the meaning of words in English, it causes they feel difficult in expressing information in their mind. Difficult to express information in mind is the dominant problem which is faced by English Teacher Education Department students. This problem is the largest problem of other problems which happen when speaking English in English Teacher Education Department UIN Sunan Ampel Surabaya.