

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter, presents the data related to the research questions covering the several factors that affect students speaking skills. Those factors give contribution toward students' speaking proficiency.

#### **A. Factors Affecting Students' Speaking Skills at MA Darul Hikmah**

There are several factors and problems that affect students who study English in a country that is not a native speaker. These factors can come from many components including social environmental problems, cultural differences. These problems cause students to have poor performance in language learning. If the teacher wants to help students overcome their difficulties in learning speaking skills, they must identify several factors that influence their speaking performance. The speaking performance of students is influenced by factors such as performance conditions, affective factors, listening skills, topical knowledge factors, and feedback during speaking assignments (Tuan & Mai, 2015).

## 1. Performance Conditions Factor

Factors related to performance conditions. Learners do speaking activities in different conditions. In this case the students do speaking activities not only at school, with the background they must stay in the *pondok* while learning in school applies. So, with the environment and some activities in the *pondok* it is very influential for them in speaking because students have the time to train themselves to speak English so that they encourage as much as possible in developing their speaking skills.

From the findings of this study, the performance conditions in developing speaking skills were from activities in the *pondok*. One of the agenda that creates an environment that contributes to students' speaking skills is "Activities after Subuh and after Asar". The realization of this program produces a factor of performance conditions in improving students' speaking skills.

The factors that influence students are in activities outside the classroom. The results of interviews, activities outside the classroom there are additional vocab, practice pronunciation and conversation. Students here live in a dormitory, so, there are programs outside the classroom that are carried out every day (after Subuh and after Asar). There is something done every week including speech training and storytelling. So, after praying Subuh the students have vocabularies. The

main agenda in the yard is memorizing vocabulary. The students also learn speaking, such as having presentation, speech, and memorizing vocabulary. The learning process seems more active than learning in the class because the students have more time to practice.

*These activities start after the dawn of adding vocabulary (vocab) in English and Arabic depending on the week (Arabic week of vocabulary in Arabic) the same after daily Asar. Especially for grade 7 after the division of vocab is told to make a sentence (the vocab is put in the sentence) then the language section is justified.*

*For grade 7 MTs it is permissible in Indonesian, first it was 3 months apart but now the child is different from the old one, so the time interval made 6 months after that is not allowed to speak Indonesian required to speak English and Arabic.*

From the results of observations above, the researcher can conclude that at MA Darul Hikmah, in accordance with school regulations students are required to speak English and Arabic to train themselves in language through activities in *pondok*. For students who violate the program or do not take part in the activity, then they get a punishment that has been arranged by the language supervisor. The researcher has interviewed Mr. Liwa'i as a language supervisor said that:

*Mild punishment for students who violate the system that has been compiled by the school is in the ears (for female) and puts up (for male). The punishment is more severe, for students who use Javanese, the punishment is to shave the head for male and for female if it is already severe it uses red hijab in learning every day.*

The interview results from Mr. Furqon, factors that affects students' speaking ability is not only from the teacher, the scope of the teacher is only in the classroom and which affects students more is activities outside the classroom. Mr. Furqon said that:

*Here there is a program to speak Arabic and English (week turn). And the environment that is very influential for the students, by its nature is mandatory (if there is no punishment). So, like it or not they have to use English and Arabic. With the penalty factor, the effect was enormous, without the penalty the impact was difficult. The main times are obedient because there are penalties but with a long time they became a habit to speak in English and Arabic to communicate in every day. Here the program has been designed for 6 years from 7, 8, 9 grade MTs to 10, 11, 12 grade MA to be continuous.*

The process of learning activity outside of school time makes students feel enjoy in increasing their English ability by themselves. This appears from response of students in the yard when they studying English outside of school. Actually, students in senior high school also get direct effect. They are demanded to be excellent in their English especially in speaking proficiency. The students in senior high school are asked for guiding their junior students. Moreover, the material is unlimited. Students in junior high school may ask material out of teacher ability. Directly, students in senior high school fell shy whether their proficiency is low.

Some activities reflecting the performance condition are presented as the following table.

**Table 4.1****Activities Reflecting the Performance Condition Factor**

No	Summarized data
1	Development of students' speaking skill in dormitory.
2	Vocabulary after Subuh and after Asar.
3	Students have unlimited time to learn English.
4	Students get punishment because lazy and not obey
5	Practice speech, story telling

In addition, the teacher plans a learning planning that is performance in the delivery of the theory of English and the practice of English. Performance conditions have an impact on speaking performance. One of interesting teaching program is determining English lesson becomes English practice and English theory. In that situation, students are given much of time to use English as foreign language. Because of students in the common school cannot understand English appropriately because they did not like English or foreign language. Every meeting in a week are more challenge full for students because there seems various practical agenda in English practice class. Most of teacher fill in the English practice by having presentation or retelling.

In speaking domain, the existence of English practice class and is evolve. Most of source shows that the position of English practical class used for having presentation and retelling. However, model of

learning in English practical class is based on teachers' strategy. In the certain time, teacher can use English practice class to fill English material. This is possible because English material in this class is fast delivered.

As for other agendas in English practice that apply outside classroom, including activities after Subuh and after Asar, memorizing vocab, practice pronunciation and conversation. Students train themselves in speaking English every day in order to familiarize students in using English. With a long time students will automatically be able to speak English correctly and well. Moreover, weekly activities include practice speech, storytelling and debate, it is one of the activities in improving students' speaking abilities. So English does not only accept material but also practice. English theory and English practice will not be separated.

Teachers' role and teaching program cannot be separated each other. They are supposed to be important factors that can stimulate and also facilitate students to learn and practice their English better. The table below summarized activities showing the teachers role and teaching program at MA Darul Hikmah.

**Table 4.2**  
**Teaching Program**

No	Summarized data
1	Teachers give models and examples about using English for communication purpose.
2	Sometime watching video to enjoying for students.
3	Development of curriculum.
4	School cannot separated with <i>pondok</i> .
5	Build theory and practical English class because of development of curriculum.
6	Development of curriculum because of agreement reached by school and <i>pondok</i> .

Based on the observation that have been obtained, the teacher builds the learning process in the classroom and outside the classroom through a number of learning programs used at MA Darul Hikmah in improving students' speaking skills so, that students become better speakers. As for the programs used, what was revealed by Mr. FQ (English teacher) follows the interview results:

*It may be necessary to know first about the curriculum of the MA Darul Hikmah, the curriculum used here, the national curriculum and the curriculum from the Gontor hut are put together. Especially for English from the national curriculum the total study hours are 51 hours in one week of class 10 (2 hours), class 11 (2 hours) and class 12 (2 hours). The curriculum of the Gontor hut which is added is grammar, reading comprehension, composition (writing). So specifically speaking is included in the national curriculum.*

*Moreover, additional activities outside the classroom are adding vocab, practice pronunciation, conversation practice. Students here live in a dormitory. So, there are programs outside the classroom that*

*are carried out every day (after dawn and after beauty). There is something done every week including speech training, storytelling.*

The results of the interview above, the researchers concluded that the programs to improve students' speaking skills through English language education teachers and English language supervisors from senior students. through the process of special learning to improve students' speaking skills in the classroom and outside the classroom and also there are several activities held by the school such as adding vocab, pronunciation and conversation for students more motivated in learning English.

**Table 4.3**

**Competency Standard for Graduates (SKL-MP) in English**

No	English language SKL-MP (IPA and IPS program )
1	Listening Understanding interpersonal and transactional meanings, formally and informally, in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in the context of daily life.
2	Speaking Expressing meaning verbally in interpersonal and transactional discourse, formally and informally, in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in the context of daily life .
3	Reading



	Understanding the meaning in interpersonal and transactional written discourse, formally and informally, in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in the context of daily life.
4	<p>Writing</p> <p>Reveal written meaning in interpersonal and transactional discourse, formally and informally, in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in the context of daily life.</p>

## 2. Affective Factor

Affective factors, one of the most important influences on the success or failure of language learning may be the affective side of students (Oxford, 1990). In this study, the researcher concluded that there are three categories that enable students to activate themselves in learning English especially speaking skills:

### a. Motivation

Students have the highest motivation in learning speaking which has support from parents, teachers and also from the desire to learn languages. Motivation is very important for students in English language learning especially if they live in a school environment, motivation for them is from teachers and classmates.

In this case, student learning motivation is very important for the achievement of student learning and is the obligation of the teacher to increase student motivation. Referred to as learning English is very difficult for students who have not heard or talked often at all, so they need to motivate their teachers to add desire or willingness to learn passionately.

In this research, the results of the observation at MA Darul Hikmah in Mr. Furqons' class, motivation is not only by praising or encouraging students but also by making students active in learning, creating a conducive classroom atmosphere, creating varied learning methods, and creating activities that involve all students in the class. The following is presented the results of field note in observing Mr. Furqon class.

*Mr. Furqon creates a conducive classroom atmosphere, a class that is safe, comfortable and always supports students to be able to learn with a calm atmosphere and create varied learning methods so that students do not get bored in learning by holding game conversations, and also create activities that involve all students in the class by holding discussions related to learning topics so that each other will share knowledge, ideas or ideas in completing individual tasks and supervised by the teacher.*

From the results of observations above the researcher can be concluded, it is clear to us that the role of the teacher in student learning motivation is very important, if the teacher does not participate in student learning motivation then students are less

creative and not provoked to be active. Therefore the role of the teacher is very influential on student learning motivation and its main purpose is to achieve achievement and improve the quality of learning in the learning process.

b. Self-confidence

Self-confidence in learning speaking skills, with confidence they can do English activities without fear of being wrong even they are brave in training themselves to be good speakers. From the research findings, students at MA Darul Hikmah Tawang Sari Tulungagung were very confident in learning English, especially speaking. Because they are trained to talk every day and not only those mentioned but, they also train themselves by looking for practice friends to further improve themselves. Practice alone is not easy, especially when they want to develop your speaking skills in English. Find friends who have the same goals, namely those who want to talk more confidently in English. Implement the "English Only" rule when you hang out together, where everyone has to speak in English in one or two hours. By having a supportive friend, they will feel more comfortable speaking English without feeling insecure.

In addition, students are not afraid to make mistakes when they want to talk because they believe that learning must have errors.

If they find themselves struggling to pronounce a long and difficult English sentence, pause for a moment and give them a few seconds to breathe, then continue talking. The key to speaking English with confidence is practice, practice, and more practice. Consistent with English travel and always allocate time every day to speak English.

*Mr. Furqon 'class. When learning English they use full English in communicating with their teachers and friends. During the learning session, students do what questions they have not understood and what they want to know using English and are not afraid of mistakes in speaking.*

The result of the observation above concluded that students at MA Darul Hikmah are very confident in speaking English, they are filled with English in their daily and always train themselves to be more confident in speaking English effectively.

This is common phenomenon that in the learning process especially in speaking class, students are shy to speak English. The role of teachers to give motivation and direction is successful to make the atmosphere of speaking class to be active. As a facilitator, teacher takes a little of action, as it happening in the Mr. Furqons' class.

*In this phenomenon, the researcher believes that the teacher gives a good model in using English to communicate. The teacher speaks when she gives direction, asks for condition, greets, and gives motivation. Because of the built atmosphere the students' self-confident improves consequently, they participate fully in every activity set by the teacher.*

c. They do not feel anxious

They do not feel anxious in learning English, not ashamed if there are wrong words. With that they can learn affectively. The results of the findings in this study indicate that some of the students at MA Darul Hikmah experienced speaking anxiety resulting from three factors: Communication apprehension, fear of negative evaluation, and test anxiety. The most influential factors come from the environment around them, classmates and themselves. Many of them stated that they were afraid when they had to speak English in front of the class because they were embarrassed when they made a mistake. They also stated that they felt uncomfortable when their classmates laughed at them when they made a mistake in speaking in class. Even so, they feel fine when they get feedback or correction from their teacher when they make a mistake in speaking activities. Students also say that they have difficulty composing words into the correct sequence of words to express their opinions because they feel lacking in vocabulary and knowledge about grammar. Furthermore, students also showed some attitudes related to their anxiety such as talking haltingly, embarrassed, playing their own hands, and confused when they were troubled to remember a word.

Teachers also know that their students experience speaking anxiety. Therefore, he always motivates and encourages them to dare to speak in English even though mistakes can occur. Teachers

to always make the classroom atmosphere comfortable and friendly to reduce students' speaking anxiety. Because it can trigger serious problems such as making students who experience anxiety become passive in class.

In addition, the teacher is also a corrector so that students do not feel anxious in the wrong pronunciation or incorrect sentence structure. The teacher gives a good corrector so that students feel "the wrong is learning" with that mistake they can know what they are still lacking and need to be improved and students are more curious and want to develop themselves in speaking.

From observations at MA Darul Hikmah, all teachers and mentors in the field of language as corrector for students in learning in class and outside the classroom. Students not only go to one of the teachers they consider to be their guiding teacher but they can with all the teachers in the school even though the teacher is not the one who taught them. Students who have errors, cannot do assignments and speak English and Arabic are not correct, all teachers can immediately justify or correct the students' assignments.

*Mr. Furqons' class, when English subjects are in progress, researchers can see Mr. Furqon gave a topic "the girl and spider" then read by students. After that Mr. Furqon immediately confirmed the wrong words read by students, and was given exercise to be done in class after the students were presented what they had done. If there is a mistake the teacher immediately corrects and justifies it.*

The results of the observations above concluded that Mr. Furqon as a corrector for students and has a teacher's role as a high corrector. He is not angry if students say the wrong words but he is justifies and corrects students well so students do not feel difficult and afraid to learn languages even students are more interesting to learn English and happy in learning.

The researcher also conducted an interview with Mr. Furqon said that:

*The role of the teacher as a corrector for students. for example students here often say the wrong words "Scout" they are commonly referred to as "scoot" but are actually called "scout". That is one example!! So, the role of the teacher as a corrector is very important.*

From the interview above the researcher concluded that the teacher as a corrector for students so that students knew what was wrong and would not work on that mistake again. Students can improve themselves in speaking English and can develop their potential as a good speaker in the future. With the teacher as a guide, the good of corrector and able to help students in speaking. So, students do not feel anxiety and fear in learning English.

Moreover, in improving the speaking skills students are not solely talking but, improve their skills in speaking so that they become good and right speakers. These skills include pronunciation, one of the most important skills, students must justify their pronunciation so that

native speakers do not confuse what will be delivered. Besides, grammar and vocabulary also as skills in speaking are rather important because by memorizing as much as possible from vocabulary they will be more confident in speaking and not feeling anxious. So the arrangement of grammar, if the wrong arrangement of grammar allows it to not understand for those who listen. Then improving your skills will automatically to speaking fluency.

### **3. Listening Ability Factor**

Listening ability. Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation. Therefore, a person of course cannot respond if he cannot understand what is being said. That means talking is closely related to listening. From the findings of this study, one method and strategy in learning English used by Mr. Furqon is a movie or recording related to learning topics to be more interested and fun for students in learning.

One medium that is effective enough for students to quickly master English is to get used to and love songs in English. Can also sing the song. By hearing the songs they were left to hear words and sentences in English. Besides feeling happy with the song, they immediately learned to sharpen their listening and speaking. So that their English skills will increase. The key is happy with English songs.



Not only songs, movie or short videos are also very interesting for students in learning English. Isn't this a good way for their English to develop. From here students can learn to recognize both standard and non-standard expressions and sentences spoken by actors and actresses through watching and listening. Watching a movie or short video can help students get used to sentence words, expressions from native speakers. This can also help students listening and speaking.

The researcher has an interview with Mr. Furqon that:

*Several methods or media are used, one of the media in improving students' speaking is through listening and watching a video related to the topic presented. The method is very interesting for students and very pleasing to students in learning so they do not feel boredom in learning English. Listening and watching videos have an impact on students' speaking because they can learn the correct pronunciation and sentence structure of the video.*

The results of the interview above, the researcher can conclude that the teacher does not only use the lecture method, questions and answers in the delivery of material to students but also conducts different activities and always looks for new methods in teaching so students do not feel empty and also happy in learning English. The methods that are available and are very interested in using videos in teaching besides that, always hold games related to the topics presented to add self-interest to students who prefer English and are happy every time they study at MA Darul Hikmah.

#### 4. Topical Knowledge Factor

Topical knowledge factors are one of the factors that influence students in improving their speaking skills. In speaking students must know what they will convey through certain topics so that they are not confused in speaking. With that, students must know and understand what the topic means so they can talk in the direction of the topic. If students do not know or understand the topics they will convey, they cannot talk in detail. Therefore, it is possible to understand the core of the speaker by the audience.

From the explanation above, there are field notes from observations at MA Darul Hikmah stating that:

*In English subjects, each time a meeting will be given by the teacher a topic that will be studied at the meeting. Then at the meeting students and teachers must study, speak and explain according to the topic will not be excessive than the topic that has been determined. So, every time you start learning students must know the topic first.*

From the observations the researchers concluded that students at MA Darul Hikmah must speak English in class and outside the classroom. Students have themes and topics for their teachers or language mentor in practicing their English especially in their daily speaking. In addition, students get many theories in English in terms of how to say English words, how to use certain patterns in English, how to express ideas in English. The implementation of English theory is expressed through the existence of English practice in the classroom. More understanding can be achieved by students because of

practical communication in English. The teachers assume that the importance of English as an instrument to communicate not only for English teachers, but also all teachers and students. As a result, all members of the school try to use English when they interact with each other. The habit of teachers to use vocabulary and pronunciation is a model for students to emulate. As a note the following fields show the habit of using English.

*I see Mr. Furqon as a model in English language learning, as a teacher that justifies when students have errors related to vocab and pronunciation and uses English fully in learning so students get used to listening to English and automatically students will be able to speak because students must speak English with the teacher and also his friend.*

From the results of observations above the researcher can conclude that all of teachers at MA Darul Hikmah make a model for students in developing the ability to speak English. Not only English teachers. MA Darul Hikmah students must speak Arabic and English with everyone who is in the school environment by participating in daily activities programs. Automatically students will speak English as long as they are in the school environment.

## **5. Feedback during Speaking Activities**

Feedback during speaking activities. Most students want and hope their teacher gives them feedback about their performance. However, all talking production must not be handled in the same way. The teacher must give feedback to students who have problems and students who have not been well understood and always give

encouragement to them so that they improve themselves in learning English, especially speaking.

Actually, feedback practices can help students build self-assessment and self-regulation abilities in relation to their thinking, motivation and behavior during learning. On the other hand, feedback process away from being an 'after the assessment event' transmission of information from teacher to student and towards having dialogue to build students' knowledge, skill, confidence and perception about themselves as learners. Feedback is very important in the learning process of skill, especially for beginners. Beginners or students will get helpful encouragement through teachers' feedback.

In this research, teacher's feedback is given in various activities. The feedback is directed to improve students' speaking proficiency, feedback with basic of English acquisition and feedback based on presentation. One of field note shows feedback given to students by having informal English dialogue to basic of tenses. Teacher also asks for material and gives feedback by using exercise or asks students directly.

*I watch that Mr. Furqon always let students to have discussion each other related to material. While students have a discussion, Mr. Furqon rounds the class and giving more explanation inside of discussion. Mr. Furqon always using in English in aspect of sentence structure and others. I also see that in his teaching. Mr. Furqon teaches tenses. For example in asking students and giving example of material, he always explains what kinds of tenses used teacher speak English almost full time during learning process. The students feel comfortable to hear the teachers' explanation. When the teacher gives*

*feedback and questions, students give good responds by asking some questions related to English materials.*

*The researcher believes that by teaching material with tenses used the students are familiar with the tenses use to enhance their speaking proficiency.*

*Before doing exercise, teacher gives additional information To make the material more clear to understand.*

Feedback is given when Mr. FQ is in the process of giving English material through discussion. Besides, feedback is also given when the students do exercises and oral practice. Oral questions are given after the teacher gives additional explanation related to the material. The role of feedback in this learning is very important to enhance student comprehension.

Another way the teacher gives feedback is shown in class. The following is presented the results of field note in observing Mr. Furqon class.

*The presentation shows active speaking between presenter and audience. In this activity, teacher was fully as facilitator. After having presentation, teacher clarifies the material briefly and let students to have an examination. As usual, while students have an examination, teacher give feedback related to material presented.*

Practically, feedback is given by the teacher in different kinds of activities. During conducting discussion and presentation, the teacher gives attention to the students' performance. The feedback given is intended to correct students' speaking and to strengthened students' understanding about the discussed material.