

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The fourth chapter reports on the result of the research and discussion. It consists of the data presentation and data analysis.

A. Findings and Discussion

In this data presentation presents of the students' problem in daily English speaking activity at MA Terpadu Al-Anwar and some opinion of the English teachers about these problems depend on the students and the teachers' strategy to overcome student's ability in daily English speaking activity.

1. Student's Problems In Daily English Speaking Activity

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately. In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting adult learners' oral communication, components underlying speaking proficiency and specific skills or strategies used in communication (Kang Shumin, in Jack and Willy's book, 2002:204).

Student problem in daily English speaking activity means learning problem in achieving the English goals, and speaking mastery of the English. The goal of English language teaching is that students can

understand and imitate what the students have listened from the teacher and students can master of speaking. Understand what the students have listened from the teacher means students are able to understanding and express the material.

MA Terpadu Al-Anwar is sheltered by boarding schools that have rules for using English and Arabic to interact every day according to a predetermined schedule. So, new students must be able to adjust their new rules and habits. The researcher observed the first grade of MA Terpadu Al – Anwar and on average they are new students in schools that require daily English speaking activity. From those data, researcher gets the point that students' has many problems daily speaking activity.

Automatically they will experience various difficulties in the adjustment stage. Moreover, they never have experience speaking every day. There also students who are pessimistic before they try. They imagined something they had never done before.

There are several factors that make it difficult for them to speaking English every day. The following is student's problems in daily English speaking activity at MA Terpadu Al-Anwar.

a. The Student's Vocabulary Problems

One of the factors that affect speaking English is vocabulary.

Students must get a lot of vocabulary, because without vocabulary

they will not know what they must say to explain the intent and purpose of talking to their friends.

It is supported by Jill statement (2008:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies.

New students of ten grades often have difficulty in vocabulary, because the vocabulary is too foreign or they rarely use it.

“I am not familiar with foreign languages in Islamic boarding schools. Moreover, there are a lot of truly foreign vocabs that I never met on junior high school.” (Int – Informan 1).

They also have a limited memory period for remembering vocab that increase every day. They have difficulty maintaining the vocabulary that they have memorized.

The researcher found that almost students’ problems are about forget the vocabulary, and unfamiliar with the new vocabulary. Because their habit is use Javanese vocabulary not English vocabulary.

One of the students admitted if they came to school with vocab that was lacking and difficult to remember a lot of vocab.

“Less vocab and remembering vocab is very difficult” (Int – Informant 2).

While listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information (Mendelsohn & Rubin, 1995, p. 35 in Jack and Willy's book, 2002:204).

The conclusion is that schools require to use English every day, so that students familiarize and understand the vocabulary that they get when interacting. In that way students can also remember the vocabulary that increases every day.

b. Student's Pronunciation Problems

In speaking English pronunciation is also very important, because pronunciation is one of the good language factors. Harmer (1998:11) said that user of the language must know how to say a word that is how to pronounce it.

There are students who already have English speaking experiences when they are in junior high school. But, they still have difficulties when speaking, it is pronunciation.

“To change the Javanese accent was very difficult. Whereas in the past I had studied English in a language boarding school. Need habits and knowledge to change Javanese accent into English dialect” (Int – Informant 5).

They have difficulty adapting to the second language because their mother tongue is too strong. So, the adjustment process that

they need is also long, so that students master speaking English fluently.

If students use good and correct pronunciation, it will be easily understood by listeners. Jill (2008:66) stated that understanding of the features of pronunciation helps learners understand when they listen to the language.

There are also students who find difficulty to say the vocabulary because they do not know how to pronounce it.

“I am still confused that how do I say the language (Int – Informant 2)”.

Thus, to speak a language, one must know how the language is used in a social context. It is well known that each language has its own rules of usage as to when, how, and to what degree a speaker may impose a given verbal behavior on his or her conversational partner (Berns, 1990 in Jack and Willy’s book, 2002:204). Because of the influence or interference of their own cultural norms, it is hard for nonnative speakers to choose the forms appropriate to certain situations.

c. Student’s Grammar Problems

Word compilation is a factor that students often encounter when speaking English.

According to Jiil (2008:24) grammar is a description of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning.

So, if students do not use correct grammar, automatically the meaning of the sentence that they say will be different. It will make them misunderstand each other.

“The grammar is very difficult. When I do not pay attention or learn grammar, surely I will miss far. If there is no grammar, I will be confused about how to compile the sentence, later it can make a misunderstanding when I and my friends were interact (Int – Informant 4).

They know that grammar is very important when speaking English, as Informant 3 said,

“What’s more difficult is the compilation of words or grammar. For example, the phrase “baju kamu” if we do not know the grammar is “cloth you”, even though the correct arrangement is “your cloth”. Another difficulty is how to change regular and irregular verbs”.

So, they have difficulty using grammar when practicing. They also realized that when using grammar incorrectly, there would certainly be a misunderstanding between the giver and recipient of the information.

2. Student's Psychological Problems In Daily English Speaking Activity

When the writer observed the daily English speaking activity, the writer found that the students speaking English whenever and wherever. Even though the sentence they use is two languages, they try to speak using compulsory language. There are students who ask their friends when they do not know the vocabulary that they will use. And there are students who choose to be quiet when they do not know the vocabulary or sentence. But they understand each other when interacting.

Language rules in the Islamic boarding schools are indeed strict with the drill method every day. They ever frustrated when faced with many regulations about language. Especially when they getting punished for violating language rules. But, they remained enthusiastic and stayed in boarding schools, because they knew it would be very useful for them in the future.

Daily English speaking activity is a rule that must be adhered to by all students in the institution sheltered by Al-Anwar boarding school, resulting in many difficulties faced by students. The problem they faced not only about understanding or learning, but also about their psychological problems.

a. Culture Shock

They experienced a culture shock because there was no prior preparation. There are many difficulties they face when they enter the

world of Islamic boarding school that require English every day. One of them admitted it.

“I was shocked, people spoke using foreign languages, so I did not understand. The next day I was told about vocabulary. It is still difficult for me. Although in the past when junior high school was taught English, it was not used every day. And here the habits use English or Arabic, so I am confused what they are talking about” (Int – Informant 3).

Tenth grade students at MA Terpadu Al-Anwar face psychological problems when they are require to speaking English every day, because they must be able to adjust in the new scope. They have experienced due to mind pressure busy activity schedule. They even want to change schools due to pressure. Actually they lack of motivations.

b. Lack Of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Juhana (2012:103) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learner process it will enhance their study interest. So the students should to have the motivation so that their speaking performance will be successful.

“When I did not know anything I was stressed, instead I ever wanted to get out of the boarding school. I already cannot stand in this new and difficult habit” (Int – Informant 1).

c. Lack Of Confidence

Sometimes they are also embarrassed if they want to say something. They are afraid and not confident. They are afraid that the person they are talking to doesn't understand because their language is still messy. Juhana (2012:102) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension.

As Infomant 2 said, "I am not confident and afraid if I speak in English, sometimes I am embrassed if my sentence cannot be understood by them, while they are fluent in English.

d. Fear of Mistake and Shyness

They have also been faced with a job that cannot be avoided. There is an activity namely Muhadhoroh, about speech practice in front of their friends. That is where their courage is tasted. Juhana (2012:101), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

"When muhadhoroh activities, I was given the assignment. I am afraid that I cannot speak fluently in public. It feels mixed. Not confident and doubtful about myself. I am afraid to be laughed if it is not memorized or not fluently" (Int – Informant 4).

Many theorists argued that fear mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. Juhana (2012:101) adds that this fear is linked to the issue of correction

and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher. So, the student's low of motivation and low in participation in speaking activity.

e. Reasons of Students' Psychological Problems

Student psychology problems are not just listed above. There are many reasons why they were faced psychological problems. Starting from what is faced by informant A.

“Actually, I am not thing about entering the boarding school. But my parents wanted me to enter in the boarding school that was near my house. Then I was agree to enter in the boarding school. But I was surprised because the boarding school was obliged to speak English and Arabic. I hesitated when I was at school one week. I faced strict regulations and tight schedules. Sometimes I think want to move around is still not too long here. But I saw friends who were enthusiastic, I also got excited again and didn't move”. (Int – Informant A).

Informant A said if they don't know anything when they enter in the school. She just following the parents' wanted to enter in the school because the boarding school was close with her home. The first she shock with the rule about using English every day. She didn't confidence about her skill. But she sees her friend that they never give up, so they spirit again to study hard in the boarding school and study hard about English.

Then also the student who was motivated to study at the school because they were motivated by her neighbors who had attended school

there and managed to master English. She knew it would be difficult to adjust it, but he believed if he was also able to get through it all.

“I already know that the boarding school has own rules that is required to use English or Arabic every day. Before entering I was hesitant, but I still wanted to go to this school because my neighbor had alumni who from this school were proficient in speaking English. So I want to follow in his footsteps. If you see children who are proficient at speaking English it looks really cool, and I like it” (Int – Informant B).

There are also parents who were insisted just because the student was not accepted in her favorite school. So, the students cannot reject the wishes of parents.

“I was in this school because I was forced to, because I was not accepted in my favorite school. And my parents told me to enter the boarding school. And I just obey” (Int – Informant C).

The students were not comfortable because the rules and study schedule are very crowded. And there is no time for take a rest or free time for their self.

“The first entered here I felt uncomfortable with my situation. I want to running away from this boarding school. I want to go home to grandma’s house. Because of that, the rules are very strict, the activities are too. There is no time to take a rest. The time only in the afternoon when you take a bath or have dinner, and in the night when you want to sleep. Then 3 o’clock wake up to pray *Tahajjud*” (Int – Informant D).

because she wanted to continue learning to speak foreign languages thoroughly. He also admitted that surviving was difficult, because there are many obstacles that prevent it from achieving for success. But he believes if it is not long.

“I am a student’s alumni from this boarding school. So I really understand what activities are here. I was known if this boarding school has own rules. But I’m not worried at all. Because my sister was able to deal with this situation very easily. So I have do it. And finally I also continued high school here because in my opinion if you study only half-way, it won’t work. This is not easy, but I usually encourage” (Int – Informant E).

Actually there are many ways for students to be proficient in English. But we also have to see students' abilities and hearths. So that is in compulsion that continues when students begin to be better off.

3. The Teacher Overcome The Student's Problems In Daily English Speaking Activity

1. The teacher's solution in student's problem in speaking
 - a. The solution about long. t pronunciation is when the teacher listen or here student spoken using wrong English and pronunciation, it will be corrected directly.
 - b. Grammar structure needing the process. Actually they are understood about the grammar structure, but when they are practice they forgot about it. So we must also correct it directly.
 - c. We have schedule to provide lessons including providing new vocabulary for students. One day twice, they are in the morning and after lunch.
2. The teacher's solution in student's psychological problem
 - a. Calling the students to the office to be given understanding, and given something that does not burden them. So we give statement that, "Language is easy, enjoy, and fun. Do not be shy. If we want to speak English we need a process, so making a mistake is natural. Do not be afraid than do not want to practice, than your abilities won't develop."

- b. When we want to give a suggestion for them, we must know the character of the students first. Because sometimes the students is embarrassed to be reprimanded before the crowd.
- c. We also have activities to practice their language. we have not only English material but also English practice which contains practices on making conversations, making the role play, etc. The second is Muhadhoroh. The activity is to train them mentally so they want to use language. Because in muhadhoroh we use the four language, English, Arabic, Javanese, and Indonesia language. So, if they get a job in speech they have to memorize and understand the content. Can or cannot have to be able to.