

CHAPTER IV

FINDINGS

In this chapter, the researcher discussed the finding of the research. It presented the percentage of the questionnaire and the reason form interview data of TBI 1A, 1B, 1C, 1D, 1E, 1F, and 1G (49students) in IAIN Tulungagung.

A Findings

Indicators	Result
A. Self-determination and personal choice	Almost students learn english speaking skill because of students motivation. Although some of them felt responsible about their responsibility to become english student and some of them learning english speaking because of students aim to get better occupation
B. Optional experiences and flow	Most of the students claim that English is not easy and not too difficult, because student finds their own way to learn english speaking
C. Interest	Most of the students are interested to learn english speaking because of students responsibility to become english student and some of them learning english speaking because of students aim to get better occupation
D. Cognitive engagement	Most students felt that they are

<p>and self-responsibilities</p>	<p>felt responsible for the lack of English mastery in their society, but they had nothing to do about it.</p>
<p>E. Knowledge of result</p>	<p>Most students understand what what will they do with their own english speaking skill.</p>
<p>F. Reward and punishment</p>	<p>Most of the students claim that rewards are not students concern even though some parents still give some present to support students study</p>
<p>G. Cooperation and engagement</p>	<p>Most of the students claim that their consideration of taking course at TBI IAIN Tulungagung is not influenced by their close friend. although to learning english speaking needs partner to practice. Most of students practice by their own by sing along english song.</p>

B Data Presentation

In this part, the researcher discussed the results of the questionnaire of the students' motivation in choosing TBI as major in TBI TBI 1A, 1B, 1C, 1D, 1E, 1F, and 1G in IAIN Tulungagung in IAIN Tulungagung. Each indicator divided into two questions, favorable questions and favorable to make sure the questions are valid.

a. Self-determination and personal choice

Favorable Question:	Answers	Score	Freq
"I learn english speaking because of my own will"	SA	5	12
	A	4	37
	N	3	6
	D	2	8
	SD	1	0

At this point, it showed that there are 40 students) agree that student learn english on their self-determination and there are 12 students that storingly agree that student learn english skill because of

their own will. Besides that, we can notice that there are 12 students that are chosen TBI because external factors.

“...from the beginning, I really liked western songs. I often to sing along the song, and I find that western song had deep meaning. Futhermore, English is an international language and professional occupation needs english speakign skill” (YP)

“because I want to be a tour guide at Bali. so, English speaking is a must” (SS)

“because English has become a necessity in the world of work and I want to work in multinational companies” (HC)

From the answer from YP, it could be seen that YP learn English speaking because of his hobby to sing along western song and he find that english song had deep meaning. YP also realize that learning English speaking had a better prospect because, English is an international language and professional occupation needs english speaking skill. Futhermore the importance of English speaking skill also supported by SS and HC. They stated that English skill will support their professional occupation in the future.

“...English was my favourite subject since I was elementary school because my teacher was so passionate to teach and friendly to us. When I was Junior High School my English teacher was so killer, but it doesn't effect me to love English. Then I take course at TBI, and ir will be my one of reasons to learn English speaking...” (SD)

According to SD, the teacher also one factor to influence students to take course at TBI. the way how teachers teach English could make students easy to understand and attract students to love English without forcing students to love English without giving any external simulation. Another way how teachers influence students to learn at TBI because teacher recommendation. Students will ask any recommendation about to planning where student will continue their education. Of course teacher will give a proper recommendation based on students' condition and students will because teacher knows their students. Sometimes, the teacher's performance in front of students makes students interested or makes students are easy to understand the material that is delivered by the teacher. The experience of fun learning effects on the positive impression that English is fun and easy. A friendly teacher will make the boundaries dismissed and will make students trust the teacher so, sometimes students ask about some personal problems.

“...in my opinion English language is so modern and it will be necessary if you want to continue your study aboard..” (NA)

The third consideration why students learn at TBI IAIN Tulungagung is because it will be necessary if you want to study aboard. According to NA English Language seems modern that will

upgrade NA's life to a part of world society. Futhermore, according to NA English speaking skill will be necessary when you study aboard that makes you easier to communicate.

Unfavorable Question:	Answers	Score	Freq
I learn English speaking because an external factors force me	SD	5	4
	D	4	36
	N	3	10
	A	2	12
	SA	1	2

In this question, it showed that 36 students disagreed and 10 students strongly disagree and there are 13 students agree and 5 students claim that they are learning English speaking because of forced by external factors.

According to a data interview, parents is one of the external factors that force students to take course at IAIN Tulungagung. although most of the data source had their own prespective what student will do, in TBI major there are few students who claimed that they are learn

English speaking because of situation to force student to adapt with the situation.

“...I Learn English speaking skill because its my obligation as TBI student, eventhough I am not a willing to be a TBI student. I will try to adapt with the situation” (KM)

b. Optional experiences and flow

Favorable Question:	Answers	Score	Freq
“I English Speaking because it is not too difficult or easy	SA	5	6
	A	4	25
	N	3	10
	D	2	13
	SD	1	5

At this point, it showed that there are 30 students agree and 6 students vote that English is not too easy or not too hard. On the other hand there are 20 students are disagree and 5 students strongly disagree vote that English is not too easy or not too hard.

According to interviewed students, most of them that difficult or not are relative. Most of the students stated that they always got solution in each difficulty by discussing their problem with their friend or lecturer. This statement also supported by questionnaire data. If we

look at the favorable question, there are 32,65% students admit that English is too difficult. And there are 34,69% students admit that English is very difficult. The first group who admit that English is not too difficult or too easy actively find their solution for every problems. It can be concluded that there are awareness to learn although it is difficult or, there are barrier.

“...it could be easy and it could be difficult. difficult because of there are two accent that makes difficult to learn and its hard to find partner because we cannot practice english speaking skills alone.” (NA)

“...I think that English is difficult, but I decided to learn it seriously, although I got something that makes me confused, I ask to my friend or to my lecturer...” (SD)

Although most of the students agree that learning English speaking is not too easy or too hard, there are 32.6% students (16 students) are disagree and 4.0% students strongly disagree that students learning English speaking because it is too easy or too hard. The possibilities students do enrol in TBI because external factors forced students to take course at TBI it is likely still exist. But, some students had some trouble on studying English.

“ we got lack of chance to practice english speaking, we got only 1,5 ours in a week to practice English” (KM)

“in my opinion, universities only emphasize theory, whereas English skills are just as important” (WS)

“English is too difficult to pronounce, especially the British one, so you have to hear it from the original speaker” (SS)

Unfavorable Question:	Answers	Score	Freq
“I learn English speaking because it is very difficult or very easy”	SD	5	5
	D	4	21
	N	3	20
	A	2	12
	SA	1	6

At this point, it showed that there are 59,18% (29 students) are disagree and 2,04% (1 student) disagree that English is not too easy or too hard and 34,69% (17 students) agrees and 2,04% (1 students) agree that english is very difficult or very easy. From the unfavorable question data pattern, the shape of data supports the favorable question. So, it can conclude most students agree that students take course at TBI because it is not too easy and too hard.

c. Interest

Favorable Question:	Answers	Score	Freq
“I practice English speaking because of my own interest”	SA	5	4
	A	4	40
	N	3	5
	D	2	15
	SD	1	2

At this point, it showed that there are 61,22% (30 students) agree and 6,12% (3 students) strongly agree that practicing English speaking because of student interest. furthermore, there are 24,48% (12 students) disagree and 4,08% (2 students) strongly disagree practicing English speaking because of student interest. This data also supported by questionnaire data.

“yeah, because become English teacher is my goal...” (SD)

According to SD she learn English speaking because she needs to use her English skill as her qualification. Beside of that most of students had an opinion about their English skill. Most of them wil use their English skill to be used in their occupation.

Unfavorable Question:	Answers	Score	Freq
“Learning English Speaking is not my interest”	SD	5	10
	D	4	45
	N	3	5
	A	2	4
	SA	1	0

At this point, there is 47 students are disagree and 10 student are strongly disagree that Learning English Speaking is not my interest. besides that, there are 7 students are agree and 0 students strongly agree that learning English speaking is interesting.

“ the needs of my occupation forced me to study again mas ... hahaha” (SS)

According to SS, he got external enforcement from his occupation because his goal is, to work aboard. He felt uncomfortable with his pronunciation, and he got a lack of speaking practice, so he went to Kampung Inggris and take collage at TBI to resolve his problem.

d. Cognitive engagement and self-responsibilities

Favorable Question:	Answers	Score	Freq
“When I mastered English, I want to spread my English because my society lack of English mastery”	SA	5	0
	A	4	35
	N	3	7
	D	2	15
	SD	1	7

At this point, all samples are divided into two big groups, the first one approximately 38 students felt responsible for students’ society English speaking and the other one there are 19 students stated that they are irresponsible about students’ society English speaking mastery and 7 students strongly disagree. This questionnaire data also empowered by interview data.

Although the questionnaire data showed the great number of students who felt responsibilities for the lack of English speaking mastery in their society, the interview data shown that most of students had no idea about their responsibilities of the lack of their society English.

“ no, i’m not. Because my sechedule was so full” (KM)

According to interview data, AD and SD had a straight plan about what will she do about the lack of English mastering in her society

“When I was little I want to become a teacher for isolated village with the lack of infrastructure” (AD)

“... indeed, so I spare my free time to teach children around my house, although I’m not teaching English only...” (SD)

Unfavorable Question:	Answers	Score	Freq
“although I learn at TBI, I don’t feel responsible of the lack of English mastery on my society”	SD	5	2
	D	4	38
	N	3	7
	A	2	12
	SA	1	5

In this question, about 61% (30 students) disagree and 2,04% (1 student) strongly disagree that they are didn’t felt responsible for their society’s lack of English speaking mastering. and there are 22,45% (11 students) are agree and 6,12% strongly agree that they are didn’t feel responsible for the lack of English mastering in student society.

The researcher also asks the students about students' opinions about students' responsibilities of the lack of English speaking mastery in students' society. It is shown that most of students had their opinion about what students focuses on. Most students consider their career or they really had no idea about their responsibilities of the lack of English speaking mastery in students' society.

“...currently I have no idea about it..” (AP)

“... I have no idea about it, honestly I want to become teacher after finishing my undergraduate program...” (RS)

e. Knowledge of result

Favorable Question:	Answers	Score	Freq
“I learn English speaking for my occupation purpose”	SA	5	3
	A	4	43
	N	3	2
	D	2	15
	SD	1	1

At this point, there are 69,38% (34 students) and 6,12% (3 students) agree that learning at because TBI profile scholar likely success and there are 20,40% (10 students) and 1 student (2,04 students) disagree that they learn at TBI because TBI profile. Although TBI once was an

English education program, TBI also provides programs outside education.

“...yes, I know I can be a tour guide if I learn at English speaking...” (SS)

“...I think I could run my own English course after I get my diploma or teacher...” (AD)

Unfavorable Question:	Answers	Score	Freq
“ I don’t know that learn English speaking will help me in finding an occupation”	SD	5	10
	D	4	45
	N	3	0
	A	2	8
	SA	1	0

According to unfavorable questions, 91,83% of students disagree that learning English speaking, the other big opinion (42,86%, 21 students) stated that they agree that they didn’t know about the benefit of mastering English speaking. From the booth question (favorable question and unfavorable question), the students awareness about the importance of matering English speaking. From this question, researcher take a not that the awareness of the importance of English language skills in TBI students is quite high. This study also shows

that TBI students already have a vision of what students will do after mastering English speaking.

f. Reward and punishment

Favorable Question:	Answers	Score	Freq
“I get reward when I learn English speaking”	SA	5	4
	A	4	18
	N	3	7
	D	2	42
	SD	1	3

At this point, there are 51,02% (25 students) disagree and 2,04% of student strongly disagree that students get reward when students learn English speaking. On the other hand, there are 42,85% (21 students) are agree and 2,04% (1 student) agree that they get reward when they learn English speaking.

Although most students disagree that they are given rewards by external factors, there are 51,02% state that reward are not students' concerns. From those data above, we can conclude that students are not expecting any reward when they learning English speaking, but the

parents give their son/daughter some rewards that may support students learning.

“...I don't get any reward from my parents...” (SD)

“no, I my parents doesn't give me any reward. But, my parents bought me laptop to support my study” (NA)

Unfavorable Question:	Answers	Score	Freq
“reward is not my concern”	SD	5	4
	D	4	6
	N	3	9
	A	2	40
	SA	1	5

According to unfavorable questions, there are 75,51% (37 students) agree and 4,08% (2 students) agree that reward is not students' concern to learn English speaking. About 16,33% (8 students) disagrees and 3,04% (1 student) agrees that reward is not students' concern.

The questionnaire above, there are 8 students agree and 4 students strongly agree that rewards are students' concerns. Researcher takes

note that there are some possibilities such as students are no interested to take course into TBI and get external motivation.

g. Cooperation and competition

Favorable Question:	Answers	Score	Freq
“It is important for me to learn at English speaking because my close friend study English speaking too”	SA	5	0
	A	4	10
	N	3	1
	D	2	53
	SD	1	15

At this point, 46,93% (23 students) disagree and 18,36% (9 students) strongly disagree that students learn at TBI because their close friend is student of TBI. On the other hand, there are 28,57% (14 students) are agree and there is 2,04% (1 student) are strongly agree that students learn at TBI because their close friend is student of TBI.

The statement of “my decision is not related to my close friend taking course at TBI too” supported by previous question that most of students are taking course at TBI because of their own will such as statement from Fadilla:

“...it’s pure my onw decission...” (AD)

Unfavorable Question:	Answers	Score	Freq
“I can study Speaking although I had not any company in my class”	SD	5	0
	D	4	14
	N	3	6
	A	2	43
	SA	1	0

According to unfavorable question, samples were divided into two groups the first group are 59,18% (29 students) agree that their decision to learn at TBI is not concerned to close friend factor. The second group 34,69% (17 students) disagree that they are could study at TBI although the student had not any cooperation in their class.

From this indicator, most of the students’ decision is not influenced by friends factor because they had their own interest, self-determination. But some times the homeland where the students living is far away from IAIN Tulungagung, or maybe he/she must be the first person from their society who take course at IAIN Tulungagung. from this question, researcher find that that awareness of the importance of English language skills in TBI students is quite high. This study also shows that TBI students already have a vision of what students will do after mastering English speaking.