CHAPTER V

DISCUSSION

This part will discuss the research findings in this study. There are three research questions that are aimed in this study. The discussion will be divided into three part of the research questions. Firstly, it discussed the students' difficulties in online speaking class. Secondly, it discussed the factors that cause the difficulties in online speaking. The last part was discussed about the strategies of students to overcome the difficulties in online speaking.

1. The Difficulties Experienced by Students' in Online Speaking Class

The researcher found in the study that the students' difficulties in online speaking class including self confidence, nothing to say, structure (grammar and syntax), lack of time, environtment and vocabulary.

Firstly, the lack of confidence that related to afraid for being mistake, having nervous and shynesss. The students have difficulty in speaking English because they are afraid of being wrong in speaking English. They are afraid when people around them will make fun and laugh for the mistakes that they make when speaking English. Besides that, the students' lack of confidence also affects how the students speak English. If they are not confident it would be failed to practice. It is related with the statement from Mustafa (2018) that say most of the students felt doubt to speak English because what other may think if they find the mistake. So, it can laugh at them or insult them. To keep far from those problems, the students prefer to keep quite or speak as less as possible. The same statement

also from Taiqin (1995) that stated ninety-five percent of students said that they had diffciculty speaking because they were afraid of making errors in class, they were not confident and comfortable if they made mistakes and it will lose their self-respects.

Secondly, the problems that related to the students when they have nothing to say. The students said that they were unable to speak because they are confused and didn't know for what to say. They must be told in earlier for what topic they want to talk to before the conversation takes place. It related the statement from Ur (1991) that the problems that faced by the students in speaking including nothing to say when they can't think of anything to say and feel insufficient in language skills to express eactly what they want to say. In addition, Taiqin (1995) also add that as long as the students can get their ideas across their mind, they will have the completed of the communicative process and have survived.

Thirdly, the students stated that they had a difficult in structure that including grammar and syntax. The grammar involves how confused the students in placing the correct verb in a different situation in a sentence of a conversation. In addition, they have difficulty in the passage where usually the sentences between Indonesian language and English language are reversed and are not the same as Indonesian language. This is supported by a statement from Tasmia (2019) that said almost of the students were low in mastering the grammar because it is very important to strengthening the structure and improving the fluency in speaking English and Mustafa (2018) said that the arrangement of words (syntax) in mother tongue is different from the syntax of English. The next

problems involve the lack of time. The students said that they did not practice speaking English in class or outside the class. This is due to the lack of available time whereas that they can speak English freely. These of course also due to pandemic conditions like this which allows them to have no more time in speaking English that caused by the division of time in learning English which not only teaches speaking skills but other skills too. This statement related to Hetrakul (1995) that say, the students only use frequently English language in the class and less frequent outside the class. It means that they have a limited time to learn English in class, and they also don't have enough pressure to practice the English language for speaking outside the classroom.

The fifth problem is the environment, whereas the environment from parents, teachers and friends. The fifth problem is the environment, whether it's the environment of parents, teachers or friends. It starts when they are not motivated by the environment around them and also when they are used as mother tongue in their speaking activities for daily life. The students said that if they were in the school environment, the teacher still applied the use of Indonesian which was more than English when teaching. This of course will make the students familiar with the use of Indonesian language even in learning English. Not only that, the home environment is also dominated by the use of Javanese language in speaking and the environment comes from friends who are not very supportive because they mostly did not use English dominantly in the speaking process. This of course related to the statement from Hetrakul (1995) that said the students using English frequently only in the class and seldom outside of the class hereas the students

still didn't have enough pressure or motivation to practice English outside the class in order to get used with speaking English and also supported by the statement from Ur (1991) that said the students are only using the mother tongue in speaking activities because it is easier to be understand and the class will be less disciplined or less motivated due to using only one target language. It means that there is need for a combination of other languages so that they are more encouraged to be better so that the use of mother tongue is often used in the classroom. The last problem is vocabulary, when the students said that in the early stages of learning to speak English is fluent with the vocabulary. The facts, the students are only had a very low vocabulary so they cannot maximize the speaking process. Certainly, they will be confused and difficult to speak English fluently. Sometimes the students only dare to speak if they use easy and familiar vocabulary instead of complicated ones. This related with the statement from Tasmia (2019) that said the students had a lack of vocabulary whereas they can't practice it well with the others. They are only remembering or memorizing the vocabulary that only relate with their lesson at school.

2. The Factors Experienced by Students' That Cause the Difficulties in Online Speaking

From the results of this study, it was found that there were six factors that caused difficulties in speaking English in this online class as follows: self-disstructs, lo vocabulary, grammar, lack of motivation, lack of practice and limited time. of the six factors are then grouped into two factors, namely internal factors and external factors. according to Soekamto (1992) internal factors are

factors that all the potential that exists in a person and external factors are all related things outside the person. Therefore, it is grouped that the internal factors consist of self-disstructs, vocabulary, grammar and lack of motivation. while external factors are lack of practice and limited time.

First, the students said that the factor that caused the difficulty in speaking was lack of self-confidence which included shyness as well as nervousness. For this, it related to what inside the students because self-confidence is a psychic factor when someone who instinctively arises by himself. Therefore, if a student experiences self- distrust and it is an attitude that has become a habit that is embedded in a person. This is related to the statement from Juhana (2012) which says that students' self-confidence arises when the interlocutor does not understand the conversation and vice versa. In this case, they prefer to be silent when the other is speaking and it clearly proves that they lack confidence in communicating. In addition, according to Soekamto (1992), internal factors that influence include a person's character, self-confidence and student personality.

The second internal factor is the lack of vocabulary. Most of the students will only use familiar or easy vocabulary when speaking. This certainly explains that the student has a very low vocabulary so that they are not able to speak English well or fluently. There are also those who say that when they see a conversation related to difficult vocabulary, so they will have difficulty for understanding it. Of course, this statement is related to the opinion of Suwandi and Rafida (2019) who said that the result of the lack of vocabulary had made them not confident in speaking English with other people. This is because they do not know

enough vocabularies that is sufficient in terms of communicating.

The next internal factor is grammar. Grammar is the rules in English. Many students have difficulty as a consequence of these rules. One of them is related to tenses. Tenses explain the division of verbs that have several forms so that it will confuse and make it difficult for them to use the right rules for the sentence to be talked. Certainly, a poor understanding of grammar makes them unable to distinguish or put the correct words in a sentence. Sometimes the understanding of grammar is not explained in detail by the teachers. Actually, they need a really detailed and clear understanding so that they will appear brave and confident about the sentences to be talked. This statement relates to experts, namely Suwandi and Rafida (2019) who said that the factor that influenced students' difficulties was grammar where there were still many grammars mistakes and made them less confident when speaking English.

The last internal factor is the lack of motivation. Lack of motivation is caused by various parties in the child's own environment. First, from the environment of friends, there are still a lot of friends who are not very supportive in the sense that there are no friends who can be invited as interlocutors to practice speaking English. Sometimes friends who are not very interested in English so it is rare for them to discuss the lesson with others and even discuss the lessons that they think are more important. As parents and teachers, they only know the child's grades are good and only give praise without having to be involved in other things. Besides, some parents only know about the child's good grades in English and ignore it. They just know without any reaction or anything else. This statement relates to

Juhana (2012) who said that the lack of motivation will result in students not wanting to speak English. Motivation is a key or a very important role to show a student's readiness to communicate. In addition, Irmawati (2016) adds that there is a lack of motivation to study actively in English because they only think English is not so important.

Next is the first external factor, namely, the lack of practice in speaking English. The students said that when they were in the classroom, the teacher just gave too many notes and didn't really care if the students had to practice it or not. Therefore, they do not have much time to maximize their speaking practice and produce good results. This is certainly supported the statement from Suwandi and Rafida (2019) which said that the lack of practice and appearance to speak English was one of the factors for these students which resulted in them having difficulty speaking English with others.

The last external factor is the unfamiliarity for them in using English in everyday life. they use Indonesian more often because it is their mother tongue and also the language of daily communication. Therefore, English is not a language that is used to interact with each other. In addition, if the student not used to use it, they will be confused and afraid of the sentence being spoken is correct or not. This is also supported by Suwandi and Rafida (2019) who explained that several factors that influence children to have difficulty speaking English include the infrequent use of English in their daily lives because there are no friends or interlocutors who can speak English when outside of school.

3. The Strategies of Students to Overcome the Difficulties in Online

Speaking Class

There are two strategies that used by the students related to the statement by Oxford (1990) that stated students use two strategies in learning to speak English. These strategies are direct and indirect. The directly strategies includes memory, cognitive and compensation while the indirect strategies are metacognitive, an affective strategies and social strategies. First, the direct strategies include memory when the students try to to write, read, memorize or remember the new vocabulary they have acquired. After success, they will try to practice with themselves in front of a mirror so that the memories implanted in their brains that can be practiced directly. this certainly shows that the children explained that the new vocabulary will be remembered and embedded in their brain memory so that they can immediately speak or practice using the vocabulary. This is in accordance with was said by Oxford (1990) in his book that in directly strategy related to memory, it is directly related to one aspect, namely reviewing well. It is a condition where children use structured reviewing where they review in a structured way to learn and remember the new vocabulary with basic stages such as writing, reading, memorizing and then practicing. In the writing stage, it is in accordance with the aspect of using mechanical techniques, which means that he transfers new vocabulary obtained through writing in a book so that it becomes something abstract to concrete.

Second direct strategies are cognitive whereas the students try to increase vocabulary by looking at various sources. Then after they learn it, they will try to practice it so that their tongue is flexible for pronunciation in terms of speaking

English. In addition, there are those who get help through sources such as online dictionaries or google translate and then transfer the language or message they want to say to the person concerned. Certainly, it was very helpful for them in terms of speaking English. Moreover, the student also stated that she studied the speaking material on YouTube and then digested and got the gist of the material and repeated it several times so that he could practice speaking on his own. This is also in accordance with what was said by Oxford (1990) which in cognitive strategies include practicing aspects, they repeat existing words and formally practice them with a sound or writing system. As explained in the related aspect, they will definitely learn how to pronounce and the intonation in these words. In addition, this is also related to the aspect of receiving, sending messages and getting the ideas, which uses sources to receive and send messages such as the Google Translate platform or the online dictionary to the interlocutor and find the material of speaking in Youtube and try to implement by it.

The third direct strategies are compensation. It means that enable the learners to use the new language for either comprehension or production despite the limitations in knowledge. This strategy was intended to make up the student inadequate repertoire of grammar and especially the lack of vocabulary. As the result of the research, the students stated that they will speak with the provision vocabulary they have. It indicates that they will keep trying to speak but only use the vocabulary they can afford. If this has not been able to help them, the student will try to ask the people around him for help to help speak English. In addition, there are also students who say that they will look for other topics or gaps with

words or vocabulary that they think are capable so that they can speak. This certainly same as also supported by Oxford (1990) who says the compensation strategy is the aspect of overcoming limitations in speaking and writing, namely at the stages of getting help, partially and totally avoiding communication and selecting the topic. this is related to what the students said in terms of getting help and selecting topics to avoid some difficult communication and they have not been able to master the vocabulary.

Next, metacognitive strategy which includes to the indirect strategy. The students said that they would study more and practice speaking English. Then, they will try to correct or evaluate past mistakes in order to perform better in the future. As the statement described by Oxford (1990) where he explains that in aspect of centering the learning in the overviewing and linking stage with already known material where they associate previously existing material and certainly it will help them more in speaking English. In addition, in the aspect of evaluating the learning at the self-monitoring stage, it means that the student identifies past errors or mistakes and tries to fix them by knowing the source of the most important or major errors.

Furthermore, in indirect strategies is an affective strategy. The students explained that they would calm down and just enjoy the conversation they were having. Even though there are mistakes in the process of speaking, they will still control their emotions and attitudes in terms of communicating with others. In other words, students try to try to perform better by remaining natural and without the slightest anxiety. This is in accordance with what was said by Oxford (1990)

that in the aspect of lowering the anxiety at the stage of using progressive relaxation, deep breathing or meditation, which means using techniques to relax everything in the body. Therefore, in aspect of taking the emotional temperature in the listening to the body stage, which is a signal to the body with positive sides such as stress reflexes, anxiety or anger, to be happy, interesting and calm.

The last indirect strategy is social strategies whereas language is the form of of social behavior and communication that occurs among and between the people. As the students explained that they would ask for help from teachers or friends who are more proficient in English regarding what was discussed whether it was correct or not and asked for an in- depth explanation. Besides that, there are also students who try to learn English by themselves by trying to find friends to talk to via online platforms with foreigners so that they can practice speaking English and make new friends from abroad. This is also in accordance with the statement from Oxford (1990) in the aspect of asking questions at the asking for clarification and verification stage where students will ask for explanations and get feedback on corrections. Besides, it is also includes asking for correction stage where students ask for help from others in a justification during a conversation. In addition, in the aspect of cooperating with others at the stage of cooperating with the press and cooperating with proficient users of the new language, which means that the remaining students try to cooperate with other language learners and native speakers to improve their speaking skills.