

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the research finding. The research finding obtained from the questionnaire that distributed to all students at SMP Islam Darussalam Dongko students and interview to all English teachers' at SMP Islam Darussalam Dongko. The research finding presented to answer the research problem those are; what are the students' speaking problem and what will the teacher do to solve the students' speaking problem.

From the questionnaire that distributed to all students, the researcher can get the data what kind of the students' speaking problem and how many percent students that have the speaking problem. From the interview to the English teacher, the researcher got the data about the validity of students' speaking problem and the data about the way to solve the students' problem.

A. Students' Speaking Problems

There are four kinds of students' speaking problem and the researcher got the data from the questionnaire that have distributed. For making easier in understanding see the following table.

Table 4.1

No.	Speaking Problem	Intensity		
		Never	Seldom	Often
1.	Inhibition	24%	56%	20%

No.	Speaking Problem	Intensity		
		Never	Seldom	Often
2.	Nothing to say	35%	54%	11%
3.	Low or uneven participation	13%	51%	36%
4.	Mother tongue use	23%	35%	42%

From the table above, the researcher explained more about the research finding on this study. For each point of speaking problems, there are some aspects or some questions that must be answered by the students.

1. Inhibition

Inhibition is the students' feeling that worried about making mistakes, worry for getting criticism, and feeling shy when they speak English. For the point about worried making mistakes, the researcher divided into four aspects, that are worried about making mistakes in vocabulary using, worried about making mistakes in grammar, worried about making mistakes in pronunciation, and worried about making mistakes in body language. For making easier see the following presented data.

Table 4.2

No.	Speaking Problem	Intensity		
		Never	Seldom	Often
1.	Worry about making mistakes	17%	63%	20%
2.	Worry for getting criticism	34%	46%	20%

No.	Speaking Problem	Intensity		
		Never	Seldom	Often
3.	Feeling shy	22%	57%	21%

Based on the table above, all aspects on inhibition are faced by students. For worry about making mistakes showed only 17% students that never faced this problem, and more of 80% students ever faced this problems. It's mean that almost 180 from 217 students faced this problems and only 37 students that never faced this problems.

Worry about getting criticism showed that only 34% students that never faced this problems, 46% students seldom, and 20% students often. It's showed that 66% students ever faced this problems. If look from the accounting of students, there are 143 from 217 students that ever faced this problem and there are 74 students never faced this problems.

The last aspect of inhibition is feeling shy. It showed that 22% students never, 57% students seldom, and 21% students often faced this problem. It showed that 78% students ever faced this problem and only 22% students never faced this problems. It's mean that there are 169 students ever faced this problem and 48 students never faced this problems.

From the explanation above, the intensity of students' ever faced inhibition are higher than the intensity of the students never faced inhibition.

From the table above, there is more detail data about worried of making mistakes. See the following table:

Table 4.3

No.	Speaking Problem	Intensity		
		Never	Seldom	Often
1.	Worry about making mistakes in vocabulary use	5,99%	72,35%	21,56%
2.	Worry about making mistakes in grammar	13,36%	68,2%	18,34%
3.	Worry about making mistakes in pronunciation	17,91%	62,67%	19,35%
4.	Worry about making mistakes in body language	30,41%	49,76%	19,81%

2. Nothing to Say

Nothing to say explained as the students often feel nothing to say when they get the topic that not familiar for them and they don't have a motivation to express themselves. There are two questions that be answered by the students. From the questionnaire that distributed got the following data

Table 4.4

No.	Speaking Problem	Intensity		
		Never	Seldom	Often
1.	Lack of topical knowledge	26%	61%	13%
2.	Don't have motivation to express themselves	44%	48%	8%

Based on the table above, showed that students faced all aspect on nothing to say problems. If we look from the presentation of often, it showed that very little students that faced this problem, but if we look from never or ever, the intensity of students ever faced this problems are higher than the intensity of students never faced this problem. The students seldom are the same with the students ever faced this problem.

There are 160 from 217 students ever faced lack of topical knowledge, and only 57 students never faced this problem. For the second aspect, the range of students ever and students never are not too far. There are 121 from 217 students ever faced don't have motivation to express themselves and 96 students never faced this problems.

3. Low or Uneven Participation

Low or uneven participation means that there is a tendency in the class. The students that more active will more often to speak and the other students just listening. All members of the class have not the same opportunity to speak English. From the questionnaire that distributed, got the following data:

Table 4.5

No.	Speaking Problem	Intensity		
		Never	Seldom	Often
1.	Low or uneven participation	13%	51%	36%

Based on the table above, the intensity of students ever is higher than the students never faced this problem. Only 13% students never faced and 87% students ever faced low or uneven participation. It means that there are 188 from 217 students ever faced and 29 students never faced low or uneven participation. It showed that the range between students never and students ever are too far.

4. Mother Tongue Use

Mother tongue use explained as the students often use their mother tongue to express themselves when they get one topic and they feel that mother tongue is easier than the target language (English Language). In this research, the researcher took mother tongue as Javanese Language and Indonesian Language. From the questionnaire that distributed shown that this speaking problems is highest. See the following data:

Table 4.6

No.	Speaking Problem	Intensity		
		Never	Seldom	Often
1.	The students use mother tongue to express themselves	40%	46%	14%
2.	The students feel that mother tongue is easier	5%	24%	71%

Based on the table above, the students faced all aspect on mother tongue use, indeed the second aspect become the most common problem on speaking at SMP Islam Darussalam Dongko. The data showed that the students that use mother tongue are 55% students and 40% students never

use mother tongue when they doing speaking. it's mean that there are 119 from 217 students ever faced this problem and 98 students never faced this problem. It showed that not too far the range between students never and students ever.

The second aspect is the students feel that mother tongue is easier. It become the highest presentation between all speaking problems. There are 71% students often, 24% students seldom, and only 5% students never faced this problem. It's mean that there are 206 from 217 students ever faced this problem and only 11 students never faced this problem. It showed that almost students at SMP Islam Darussalam Dongko faced this problem and this problem influenced the happening of the other speaking problems.

B. The Teacher Do To Solve The Students' Speaking Problem

The research findings at point one showed the kinds of the students' speaking difficulty at SMP Islam Darussalam Dongko. Based on the study, the students faced all kinds of speaking problem. This problem should be solved by the English teacher. The researcher conducted the interview to English teacher at SMP Islam Darussalam Dongko to het the validity that the students' face the speaking problems like the data above or not and to get the information about what the teacher do to solve the students' speaking problems. The data about the teacher do to solve the students' speaking problem as follows:

1. Inhibition

Based on the data that gotten from questionnaire showed that students faced inhibition. It's mean that they feel worried about making mistakes, feel worried for getting criticism from their friends or their teacher, and feeling shy when they doing speaking. From the interview that was conducted by researcher, the teacher said that the students face the inhibition. The students worry about making mistakes on vocabulary using, grammar, pronunciation, and body language. The students also feel worry for getting criticism from their friends or their teacher. When the one of students doing speaking in the front of the class, the other teacher laugh, it make the students feel not confidence and feel shy. According to one of teacher, the students doing speaking with softly voice. They speaking not sociable like when they speaking by using Indonesian language.

Based on the data above, the solving for worry about making mistakes, the teacher ask the students to master the vocabulary, so that they will understand the material that given. If the students making mistakes when they doing speaking, the teacher don't give correction directly. The teacher only make a note about the students' mistakes, then give the correction generally at the ending of learning activity. The informant 3 said that,

“ Don't blame the students directly, it can make the students feel unconfidence when they doing speaking, the teacher only make a small note and give the general correction at the end of the study.”

The solving for worry for getting criticism, the teachers give the motivation before learning started. The teachers give the motivation for students to feel confidence and feel not afraid for getting criticism. The teachers also don't give criticism personally, so that the students don't worry for making mistakes and getting criticism again. It is suitable with the explanation from informant 3,

“Before learning started, the students given the motivation and don't give the critic personally, so that the students don't feel worry for getting criticism again.”

The solving for feeling shy, the teachers give the motivation to feel confidence when they doing speaking by giving a reward with always praise and never embarrass the students. It is the same with the explanation from informant 1, she said that,

“Ask the students to feel confidence when they doing speaking and don't be afraid for getting criticism, so that they can learn from their mistakes.”

2. Nothing to Say

From the interview that was conducted, the teachers said that the students face the speaking problem nothing to say. It's mean that students lack of topical knowledge when they get not familiar topic and they can't express themselves. The teachers said that some students master the topic that given some students not. When they get not familiar topic they don't know what they want to say. It caused by their habit. They are lazy to master the vocabulary and lazy to open the dictionary. Lack of topical

knowledge make the students don't have motivation to express themselves. It also caused by their feeling unconfidence.

Based on the problems above, the teachers have some solving. The solving for lack of topical knowledge, the teachers give a base concept on the topic that given at the beginning of learning and give a keyword to make students easier to understand the topic.

“Giving the base concept at the beginning of the learning, so that the students able to know what will be learnt.” (informant 2)

The solving for don't have motivation to express themselves, the teachers give motivation to the students, change their mindset that English is not difficult, give the learning about body language, and point the students from high motivation to low motivation, so the lower motivation will imitate the higher motivation.

“Giving the example and point the students from higher motivation to the lower motivation, so that the lower motivation will imitate what the higher motivation do.” (Informant3)

3. Low or Uneven Participation

From the interview that was conducted, the teacher said that the students face the speaking problems low or uneven participation. The teachers said that actually teachers treat the students with the same treatment, but there the students more often to speak or more active, they are the students that have good pronunciation.

Based on the problems above, the teachers have some solving for this problems. The teachers make the same opportunity for all students to do speaking. The teachers also point the students that low ability tightly,

so that they will be able. For making the same opportunity at the speaking activity, the teachers make a small dynamic group (the group member is not always their classmate) and always monitor the students at the speaking activity, so that they will get the same opportunity.

“Make the same opportunity for students in speaking activity.”
(Informant 1)

4. Mother Tongue Use

From the interview that was conducted, the teachers said that the students face the speaking problems mother tongue use. The students often use Indonesian language to express themselves. This problems happened because of the students less of vocabulary mastery. When they want to say something, they don't know what the meaning on the English language. The students also feel that Indonesian language is easier than English language. The students feel that English is something rare, so they less in motivation to learn more about English language.

Based on the problem above, the teachers have some solving to solve mother tongue use. The solving for the students often use mother tongue, the teachers ask the students to master many vocabularies and give the correction when the students include the mother tongue. The teachers give a correction indirectly, but the teachers only make a note and give correction at the end of the learning. According to Informant 2, she said that this problems is caused by the students' mastery on vocabulary.

“This problems caused by the students’ vocabulary mastery are low, so the students should master many vocabularies and habituating them to often speak in English language.”

The solving for the students’ feel that mother tongue is easier, the teachers habituating the students to more often speak by using English language, giving motivation to students to learn more about English because English is an International language. The teachers also don’t give too difficult and too many topics, so when they can learn a little about English language, they will motivated to learn more and more about English language. The most important way is change the students mindset that English is not difficult, so that they will be motivated to learn about English language especially on speaking skill.

“Don’t give too many and too difficult topic for students, so when they feel little able about English, they will be motivated to learn more about English and change their mindset that English is not difficult.” (informant 3)

C. Discussion

1. Inhibition

Based on the data on research finding showed that students face inhibition. The data showed 20% students often and 63% sometimes feel worried about making mistakes; 20% students often and 46% sometimes feel worried for getting criticism; and 21% students often and 57% sometimes feel shy when they speaking. They feel worried about making mistakes, worried for getting criticism from their friends or their teacher, and the students feel shy when they speaking. The teacher said that students worried about making mistakes on vocabulary, grammar,

pronunciation, and body language. Students is not sociable and softly voice when they speaking.

The research finding above suitable with the theory from Juhana (2012:101) about the kinds of psychological problem on speaking that faced by students, those are fear mistakes, anxiety, shyness, lack of confidence and lack of motivation. Aftat in Juhana (2012:101) said that fear mistakes is influenced by students' fear of being laughed at by other students or being criticized by the teacher. Gebhard (2000) in Juhana (2012:101) said that shyness is the most problem in speaking. Anxiety also become the students' problem on speaking and make the students feel not comfortable when they doing speaking. The data above also suitable with theory from Penny Ur (1996) that students speaking problem is inhibition. Inhibition is the students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

Based on students' speaking problems above, the teacher will give more motivation for students to learn more and master the vocabulary, so that they can understand the English material. The teacher ask the students to feel confidence when they speaking. The teachers also don't blame the students directly when they speaking, but the teacher give the correction generally. The teachers always give a reward when the students doing speaking. In essential, the teachers as a motivator and facilitator for students.

The presented data above is suitable with theory from Zua (20018) in Juhana (2012:103) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learners process it will enhance their study interest. According to Keramida (2009) in Juhana (2012:102), motivating the students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

Nguyen Hoang Tuan and Tran Ngoc Mai (2015) give the suggestion to solve the students' inhibition based on their study at Le Than Hien High School. The teacher should help their students to overcome inhibition and shyness by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in the class, reminding students not to worry about making mistakes and giving them clear instructions and sufficient guidance.

2. Nothing to Say

Based on the research finding above, showed that 13% students often and 61% sometimes lack of topical knowledge; and 8% students often and 48% sometimes don't have motivation to express themselves. The students faced the speaking problem lack of topical knowledge. The teacher said that it caused of themselves. They less in vocabulary mastery, so they will difficult to understand the topic that given. The teacher also said that if the students pay attention when the teacher explain they can master the topic.

When they get the familiar topic they can. Lack of topical knowledge will influence on their expressing or body language using when they speaking. They lack in motivation to express themselves caused of they feel nothing to say when they get a topic that not suitable or not familiar about them.

The explanation data above is suitable with the theory from Rivers (1968) in Penny Ur (1996). He believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance.

Based on students' speaking problems above, the solving for students' feel nothing to say ,the teacher will give the base concept and keyword what the teacher will be taught at the beginning of the learning. The teacher also gives the familiar topic, so that the students will be easy to say something or doing speaking. The students' lack of topical knowledge cause the students have no motivation to express themselves. The teachers will give a motivation, change the students' mindset about English, giving learning about body language and set the strategy of learning speaking by point the students that have the highest motivation first to practice, so that the other students will imitate those student.

The presented data above is suitable with the theory from Nguyen Hoang Tuan and Tran Ngoc Mai (2015) in their suggestion to solve the students' speaking difficulty based on their study at Le Than Hien High School. They argued that the teacher should personalize and simplify

the topics in the textbook to make them easier, more interesting and relevant to their lives.

3. Low or Uneven Participations

The research finding above, showed that 36% students often and 51% students sometimes face the speaking problem that is low or uneven participation. The students have not the same a chance for speaking in the class. There are a tendency between students. The teacher said that, actually in the class all of students given the same opportunity, but still there is a tendency between the students. The students that have good speaking and pronunciation will more active in speaking activity.

The presented data above is suitable with the theory from Penny Ur (1996), that the students have not the same opportunity to speak English. There is a tendency of some learners to dominate while others speak very little or not at all.

Based on students' speaking problems above, to solve this speaking problem the teacher will point all of students, more often the students that have low ability, so they will be able. The teacher also will make the dynamic small group and monitor the students' activity, so that they will have the same opportunity to speak.

The presented data above is suitable with the theory from Penny Ur (1996) about the characteristic a successful of speaking activity. He argued that participation is even. Classroom discussion is not dominated by a minority of talkative participants; all students get the same a chance to

speak, and contribution are fairly evenly distributed. If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion.

4. Mother Tongue Use

The research finding above, showed that 14% students often and 46% students sometimes use mother tongue to express themselves; 71% students often and 24% students sometimes feel that mother tongue is easier. It showed the highest presentation problem that faced by students. It becomes the common students' problem English specially in speaking skill. It causes the students lazy to remember the English vocabulary, so they often include mother tongue when they speak English, because they don't know what they want to speak in English. In other word, the students' mind about English is difficult causing the students lack of motivation to learn more about English.

The students' mother tongue use caused by their habit. They use mother every day. The other teachers explain the material use mother tongue. When they want to say something or ask something to English teacher, they use mother tongue. It caused they feel comfortable to use mother tongue although in English class.

The presented data above is suitable with the theory from Penny Ur (1996), that the students feel that mother tongue is easier than the second language. The students often include mother tongue use when they speak

in second language. Harmer (1991) suggests some reasons why students use mother tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

Based on students' speaking problems above, to solve mother tongue use, the teachers give a correction when they include mother tongue and habituating the students to often speak by using English. The teacher also don't give too difficult and too many topic at the beginning learning, because if they little able, they will motivated to learn more and more. The teachers also change the students' mindset that English is easy or not difficult.

The presented data above is suitable with the theory from Nguyen Hoang Tuan and Tran Ngoc Mai (2015) in their suggestion to solve the students' speaking difficulty based on their study at Le Than Hien High School. The teachers should create an English speaking environment by encouraging the students to use English in the classroom to make it a habit, letting them watching films or videos in English and the teachers should also use English in the classroom frequently so that the students

have more exposure to the language. The teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their lives.

The data above also suitable with the theory from Penny Ur (1996) about what the teacher can do to solve the speaking problems. The teacher can do the activity base the activity on easy language. In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

D. Implementation

In this part, the researcher presented the best way what the teacher should do when the students faced the speaking problems. When students face inhibition, the teachers should give more motivation for students and don't blame the students directly, so that the students' feeling not down and they will feel confidence when they doing speaking.

When the students face nothing to say, the teachers should give the base concept or keyword at the beginning of the learning, so that the students understand what the material that will be learnt.

When the students face the problems low or uneven participation, the teachers should have the best way to avoid this problems. The teacher should

make the small dynamic group and always control the activity of the group, so that they get the same opportunity to speak.

When students face the speaking problems mother tongue use, the teachers should make the English speaking as the habit and the teachers don't give too many and too difficult topic, so that when they feel little able about English they will be motivated to learn more about English.