

## **CHAPTER 4**

### **RESEARCH FINDING AND DISCUSSION**

This chapter reports the findings of the current research and its discussion. The findings and discussion are presented separately. The findings are explained into two parts: speaking problems from questionnaire results and factors affecting students' speaking performance from observation results.

#### **4.1 Findings from Questionnaires**

As explained in Chapter 3, there were two questionnaires used in this study. One was completed by the students and the other one was completed by the English teachers. The results from questionnaires completed by the students are presented first followed by the result of questionnaires completed by the English teachers.

##### **4.1.1 Findings from Questionnaire Completed by the Students**

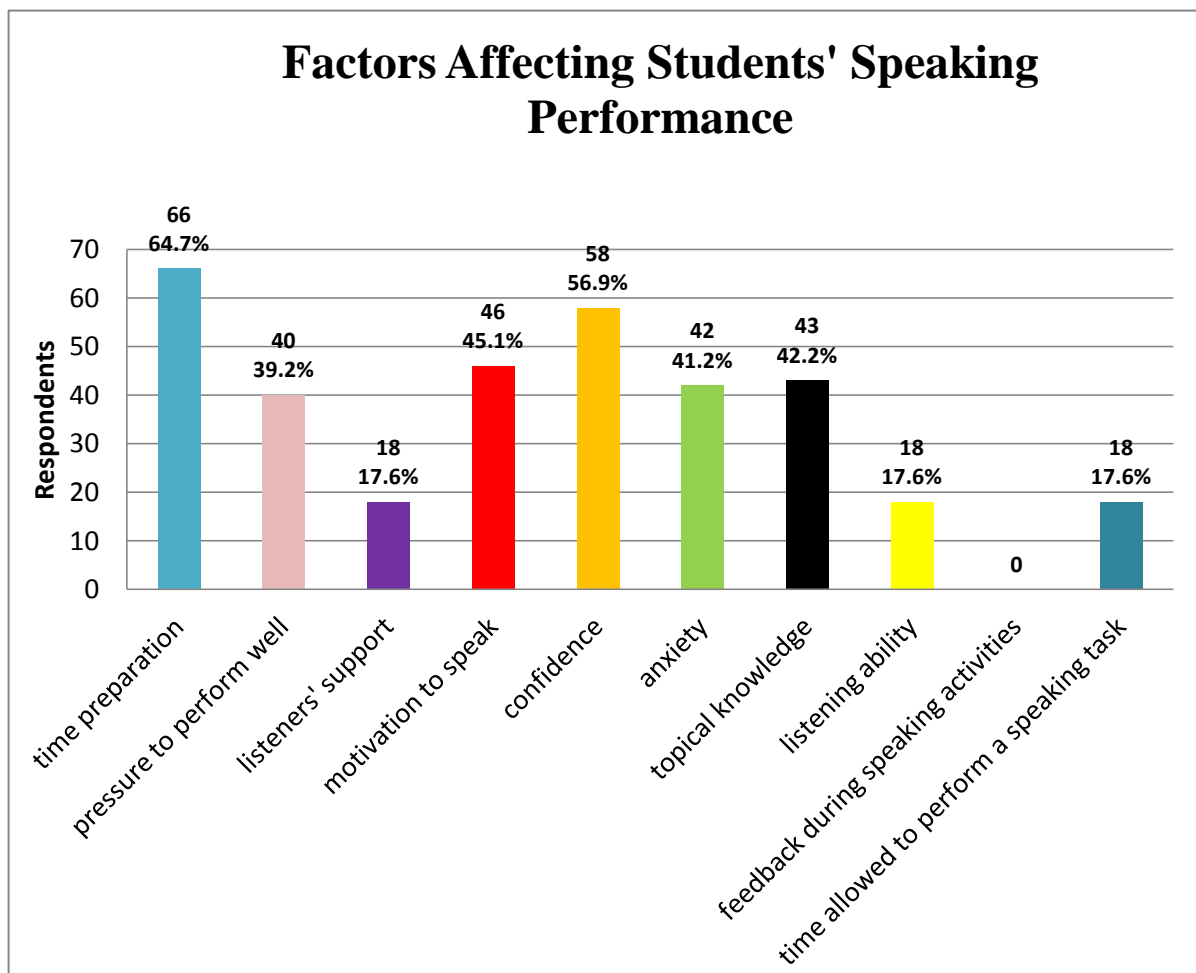
The students were asked to complete the questionnaires of the students that consisted of two parts. Part 1 was related to the students' demographic Information. In part 1, there were two items (gender and age). Part 2 of the students' questionnaires was related to the factors affecting students' speaking performance and speaking problems. There were ten items as factors affecting students' speaking performance and seven items as students' speaking problems. Below is the result of data collection from student questionnaire part 1.

**Table 4.1 Students' Demographic Information**

No.	Category	Details	Total N= 102	
			N	%
1.	Gender			
		Male	4	3.9
		Female	98	96.1
2	Age			
		Under 15 years	2	2.0
		15-17 years	92	90.2
		18-20 years	8	7.8

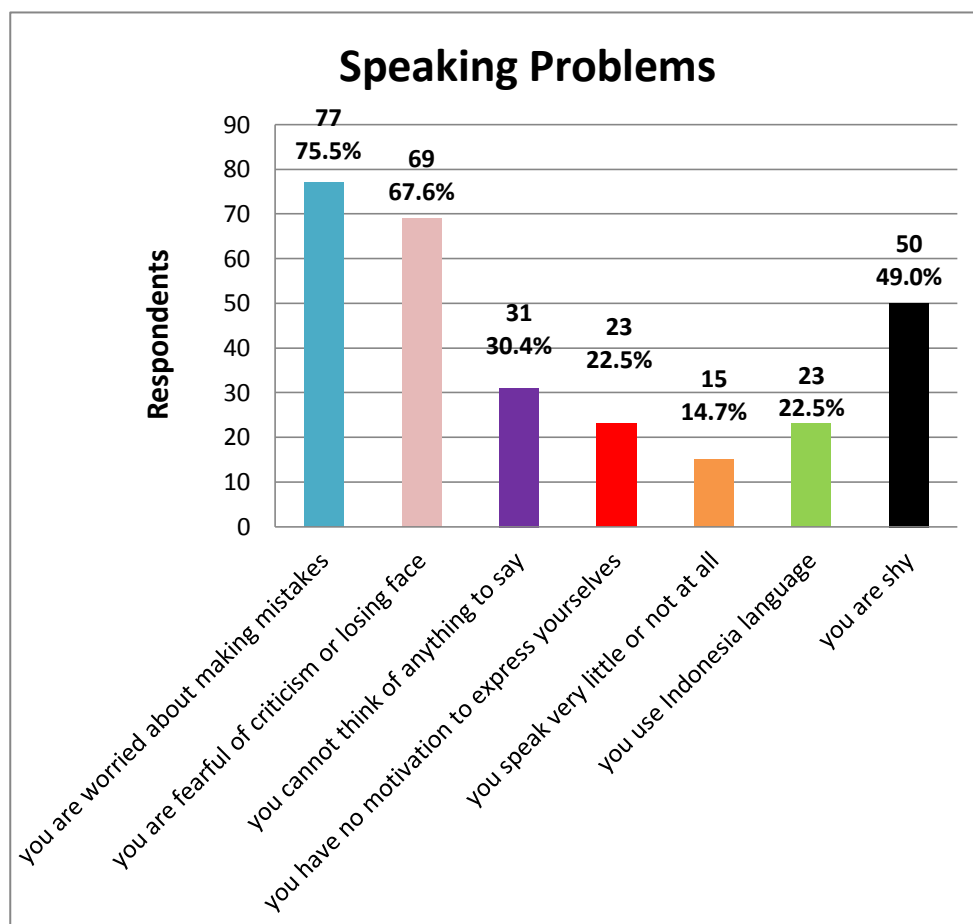
Based on the table above (4.1), most respondent is females. In general, the respondents aged around 15-17 years old.

The following chart represents the results from students' questionnaire part 2.

**Table 4.2 Factors Affecting Students' Speaking Performance**

Based on the chart, most students believed that time preparation and confidence affected their speaking performance. More than 40% students thought that motivation to speak, knowledge of the topic, anxiety and pressure to perform well influenced their speaking performance. There are few students who choose listeners' support, listening ability and time allowed to perform a speaking task as factors that affecting their speaking performance. Interestingly, there is no students choose feedback during speaking activities as factors that affecting their speaking performance.

Table 4.3 Students' Speaking Problems



The chart above (4.3) showed that unconfident of speaking performance were caused by feeling worried about making mistakes, fearful of criticism or losing face. More than 20% of them agreed that they were shy, had no idea what to say, had no motivation to express themselves and always combined Indonesia language when they spoke English. A few of them claimed that they spoke English in limited words or did not speak at all in learning English.

#### 4.1.2 Findings from Questionnaire Completed by Teachers

The content of the questionnaire for teachers consists of 2 parts. Part 1 deals with students demographic information, while section 2 deals with factors affecting students' speaking performance and speaking problems. In part 2, there were ten items as factors affect students' speaking performance and seven items as students' speaking problems. The result of this questionnaire part 1 as followed:

There were two female teachers who completed the questionnaires. Teacher A is more than 40 years old it means that she has many experiences in teaching English. She has been teaching English for 15 years. The teacher A has finished Master's Degree. Teacher B is also more than 40 years old and has been teaching English for 10 years old. The education level of teacher B is Bachelor Degree. Below is the result of data collection from teachers' questionnaire part 2:

**Table 4.4 Factors affecting Students' Speaking Performance**

No.	Factors Affecting Students' Speaking Performance	Teacher/s who gave respond
1.	Time for preparation	A
2.	Pressure to perform well	-
3.	Listeners' support	-
4.	Motivation to speak	A,B
5.	Confidence	A
6.	Anxiety	-
7.	Topical knowledge	A
8.	Listening ability	-
9.	Feedback during speaking activities	-
10.	Time allow to perform a speaking task	A

Other Factors:

Less Vocabulary

Based on the table above, there is differences answer between these two teachers. Teacher A selected more than five points, while teacher B only selected one point in this questionnaire. The same opinion that they selected is in motivation to speak affected students' speaking performance point. Teacher A believed that time for preparation, confidence, knowledge about topical, and time to speak are factors affecting students' speaking performance. She also said that limited vocabulary they memorized is main factor affecting students' speaking performance. Interestingly, listeners' support, anxiety, listening ability, feedback during speaking activities and pressure to perform well are not affecting students' speaking performance.

**Table 4.5 Students' Speaking Problems**

No.	Students' Speaking Problems	The teacher/s who gave respond
1.	They are were worried about making mistakes	A
2.	They are fearful of the criticism or losing face	A
3.	They cannot think of anything to say	A
4.	They have no motivate to express themselves	A
5.	They speak very little or not at all	-
6.	They used Indonesia language	A
7.	They are shy	A,B

The table (4.5) showed that only the teacher A who thought that students have speaking problems such as anxiety in making mistakes, anxiety of criticism or losing

face, had no idea what to say, had no motivate to express themselves, combined Indonesia language. Teachers A chooses put the exact number was related to the students' speaking problems, while the teacher B chooses only one speaking problems. Both of them had the same opinion that the students were shy when they spoke English. Interestingly, there is only one item from this questionnaire that was not selected. The internal is the students speak in limited words or did not speak at all in learning English.

#### 4.2.3 Findings from Class Observation

This study used two classes for class observation, they are XI Accounting 1 and X Marketing. In English lesson, the students in XI Accounting 1 were active to speak English and always pay attention to the teacher in giving explanation. On the Other side, the students in X Marketing were passive in English lesson. They could not speak English well and no attention to the teacher in class. The students often played their "gadget" in class.

Here, this study found how students performed and what their problems in speaking English. There are some speaking problems that occurred in class:

##### **Problem 1: Students were not active during classroom discussion**

This problem occurred when the teachers asked the students to make a group and when students discussed the topic in groups.

Observation 2, Teacher A, XI Accounting 1 class

'Students were not active during classroom discussion' in the following case:

Student 1: *"Boleh nggak sih kalau kita topiknya tentang karena keluarga saya memberikan kejutan saya mejadi bahagia?"* (Can we used the topic about family give surprise and it makes me happy?).

Student 2: *“Kita bisa menggunakan topic itu. Orang tua memberikan kejutan sebagai cause dan kita mejadi senang sebagai effect.”* (We can use that topic. Parents give me surprise as cause and we are happy as effect).

During that discussion, some of the students were active to give their opinion in the groups but the others were passive. The other students just played their gadget and keep silent.

### **Problem 2: Students used languages other than English**

This problem occurred in group discussion.

Observation 1, Teacher A, XI Accounting 1 class

‘Students used languages other than English’ found in the following case:

Student 1	:	<i>“Iki piye?”</i> (How it is?)
Student 2	:	<i>“Sing meh tak interview sopo?”</i> (Who will I interview?)

During the discussion, they prefer use other language such as Indonesia or Javanese language to English.

### **Problem 3: Students just read the text during speaking performance**

This problem occurred during speaking performance in front of the class. The students often focused on the Text Book and read what had written on piece of paper. They could not memorize every single words of their work. It make them did not speak naturally.



#### **Problem 4: Students ignored others student's speaking performance**

This problem occurred when some of students speaking in front of the class. There was no attention by others students at the speaking performance. The students preferred chat with their friends or prepared their own task before performing. Some of the students played their "gadget" in class.

#### **Problem 5: Teachers ignored the students' mistakes**

This problem occurred when the students speaking English in front of the class. When students made mistakes in pronouncing some words, the teacher A did not try to stop and correct it. She keeps quiet and encourages them to continue their performance

#### **Problem 6: Students looked nervous during speaking performance**

This problem occurred during the student performance in front of the class. During performance, they confused about what to say and they keep silent. This unconfident becomes a problem in English speaking performance.

#### **Problem 7: Students talked less**

This problem occurred when the teacher asked the students to speak English in front of the class.

Observation 1, Teacher B, X Marketing class

'Students talked less' also found in following case:

Teacher B	: " <i>Ayo dang ngomong</i> " (Let's speak)
Students	: " <i>Nggak bisa Bahasa Inggris Bu</i> " (I cannot speak English Mom)

In performing English speaking, some of students said that they cannot speak English. They just spoke little in front of the class.

#### **Problem 8: Students did not pay attention to teacher's explanation**

This problem occurred during teacher B explained the material to the students in class X Marketing. The students were noisy when the teacher B explained the materials. It caused the students missed the teachers' explanation

Those are speaking problems found in two different classes. There are similarities between those two classes, but some of them have different problem. These problems not only came from the students but also from the English teachers. There were many speaking problems which are found in X Marketing class.

## **4.2 Discussion of the Findings**

In this part, this study investigated the speaking English problems and factors affecting students' speaking performance that was found at SMK Muhammadiyah 2 Klaten Utara. The discussion of findings is presented according to the research questions which in Chapter 1.

### **4.2.1 What are the problems encountered by students of SMK Muhammadiyah 2 Klaten Utara when they are learning to speak English?**

Based on students' questionnaires, it shows that the students are reluctant to make mistakes and they are afraid of criticism or losing face in English speaking performance. There is more than 20% of them mention their problem in speaking English as follow: shy, confused about what to say, no motivation to express themselves and mixed Indonesia language in speaking English. Few of them claimed that they spoke in short time and limited vocabulary or not spoke at all in English lesson

The teachers' questionnaires shows that only the teacher A who thought that students had speaking problems such as the students were worried about making mistakes, they were fearful of the criticism or losing face, they could think of anything to say, they had no motivation to express themselves, and they used Indonesia language when they spoke English. Teachers A chooses put the exact number was related to the students' speaking problems, while the teacher B chooses only one speaking problems. The teachers said that their students were shy when the spoke English. Interestingly, there is only one item from this questionnaire that was not selected. The internal is the students speak in limited word or did not speak at all in learning English. According to Tuan and Mai (2015) speaking problems are inhibition, lack of topical knowledge, low participation, and mother tongue.

There are the different perspectives between the students and the English teachers. The majority of students said that they are reluctant to mistakes and they were fearful of criticism or losing face in performing while all the English teachers said that their students were shy in performing speaking task in front of the class. Few of the students claimed that they spoke English in limited words or did not speak at all in learning English but it is different with the teachers' perspective. According to the teachers, students spoke English in limited words or did not speak at all that not becomes students' speaking problems.

Based on classroom observations, this study found some speaking problems occurred in class such as (1) students were not active during classroom discussion; (2) students' used languages other than English; (3) students just read the text during speaking performance; (4) the students ignored others students' speaking performance; (5) teacher ignored the students' mistakes; (6) students looked nervous during speaking performance; (7) students talked less; (8) students did not pay attention to teacher's explanation.

There are some of speaking problems was found in classroom observation but those problems were not exposed in the questionnaire of

teachers and students. There are some students' speaking problems that did not find in the result of questionnaires such as (1) students were not active during classroom discussion; (2) students just read the text during speaking performance; (3) the students ignored others students' speaking performance; (4) teacher ignored the students' mistakes; (5) students looked nervous during speaking performance; (6) students did not pay attention to teacher's explanation. Based on the questionnaires and classroom observation, only two speaking problems that same such as (1) the students used languages other than English; (2) and they talked less.

The results of this study also confirmed the results of previous study. In their study, Tuan and Mai (2015) explained that most of the students and the teachers thought that the students spoke very little or nothing in speaking class. It is maybe the students at Le Thanh Hien High School could not think of anything to say, so they spoke very little or nothing in speaking class. Maybe when the students spoke English, they were worried about making mistakes then laughed by the other friends. It is different with the results from the students' questionnaires and teachers' questionnaires in the current study. In this study, most of the students said that they were worried about making mistakes and the teachers said that their students were shy when they spoke English. It is because the students at SMK Muhammadiyah 2 Klaten Utara barely spoke English in class or outside of the class and it makes them worried about making mistakes when they pronounced word in English then laughed by the others who make them felt ashamed. The students did not feel confident when they spoke English. The students at SMK Muhammadiyah 2 Klaten Utara mixed English and other language such as Indonesia language or Java language.

In Tuan and Mai (2015), the lowest number of the teachers selected that the students at Le Thanh Hien High School were shy when they spoke English in front of the class. While the lowest of the students selected that they had no motivation to express themselves. It is maybe the students at Le Thanh High

Scholl did not understand about the topic that was explained by the teachers. In this study the lowest number of students said that they spoke little or not at all in English lesson. According to the English teachers at SMK Muhammadiyah 2 Klaten Utara, the students spoke limited words or did not at all in learning English that not become students' speaking problems.

Based on classroom observations, there is only one different of speaking problems between the previous study and this study. Tuan and Mai (2015) found that whenever the students made mistakes, the teachers stopped them and corrected the mistakes. Here, the teacher ignored the students' mistakes. When the students made mistakes, the teacher keeps quiet and encourages them to go on their task.

#### **4.2.2 What are the factors that affect speaking performance?**

Based on the students' questionnaires, it shows that most students mentioned that time preparation and confidence affecting their speaking performance. There are more than 40% of the students thought that motivation to speak, topical knowledge, anxiety and pressure to perform well influenced their speaking performance. The lowest number of the students said that listeners' support, listening ability and time allowed to perform a speaking task as factors that affecting their speaking performance. Interestingly, the students did not choose feedback during speaking activities as factors that affecting their speaking performance.

Based on teachers' questionnaires, the teachers said that motivation to speak affected students' speaking performance. The teacher believes that time for preparation, confidence, knowledge of topical, and time allow to perform a speaking task as factors that influencing students' speaking performance. The teacher also said that less vocabulary was influenced students' speaking performance. Interestingly, the teachers thought that pressure to perform well, listeners' support, anxiety, listening ability, and feedback during speaking that not become factors affecting students' speaking performance.

There are different perspectives between the students and the English teachers about the factors affecting students' speaking performance. The majority of the students believed that time preparation affected their speaking performance while the teachers thought that motivation to speak affected their students' speaking performance. The lowest number of the students mentioned that listeners' support, listening ability and time allowed to perform a speaking task as factors that affecting their speaking performance. The students did not choose feedback during speaking activities as factors that affecting their speaking performance.

This is relevant with the teachers' questionnaires because the teacher thought that feedback during speaking task did not affect their students speaking performance. The teachers also selected that pressure to perform well, listeners' support, anxiety, listening ability that not become factors affecting students' speaking performance. According Tuan and Mai (2015) students' speaking performance can be affected by the some factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (motivation, confidence and anxiety), listening ability and feedback during speaking activities.

The results of this study also confirmed the result from previous study. In their study, Tuan and Mai (2015) explained that most of students said that listening ability as the most influential factor that affecting their speaking performance. The students also selected that pressure to perform well influenced their speaking performance. It is maybe the students at Le Thanh Hien High School should get good value from the teachers when they spoke English. The students also thought that anxiety, time allow speaking task, topical knowledge, motivation to speak, and confident could influence their speaking performance. It is maybe the students confused when pronounce some word in English and the students did not understand about the topic that given by the teachers, so they had no motivation to speak English and they are

not confident when they spoke English. The lowest number of the students thought that time for preparation could affect their speaking performance.

This is different with the results of the current study. The most of the students at SMK Muhammadiyah 2 Klaten Utara said that time preparation influenced their speaking performance and the lowest number of the students thought that listeners' support, listening ability and time allowed to perform a speaking task as factors that affecting their speaking performance. In this study, the teachers' feedback during speaking activities did not influence students speaking performance.

In their study, Tuan and Mai (2015) explained the most of the teachers agreed that topical knowledge affected students speaking performance. Maybe in Tuan and Mai (2015) study, if the students understood about the topic, they can speak English very well. The teachers also thought that listening ability, motivation to speak, confidents, time for preparation, and pressured to perform well as an important factor that affecting students' speaking performance. The lowest number of the teachers agreed that time allowed to perform a speaking task affected their students speaking performance.

Based on teachers' questionnaires in this study, most of the teachers agreed that speaking motivation affected their students speaking performance. It is because the students not confident and afraid to make mistakes when spoke English. The English teacher at SMK Muhammadiyah 2 Klaten Utara said that low vocabulary as factors affecting students speaking performance. In this study, the teachers thought that pressure to perform well, listeners' support, anxiety, listening ability, and feedback during speaking did not affect students' speaking performance.

This chapter reports and discusses the research findings and discussion. The next chapter concludes the finding of the study.