Chapter IV

Findings and Discussions

This chapter presents the findings of the research and the discussion which deals with the details of explanation and interpretation of the findings.

4.1. Research Findings

In this research, the researcher would like to present the results of the data collected from the observation and interview the participants in SMA N Tilamuta. The researcher took the data of this research by doing observation and interview with 24 students. In observation, they made conversation in pairs and then they practice the conversation in front of class. And also in interview, the researcher did interview to the students about their problems and the causes of the problems when they performed conversation in front of class. After collecting the data from the students by doing observation and interview, the researcher analyzed the data.

4.1.1. Research findings based on the data collected through the observation

The researcher observed their teaching and learning process only one time. When the researcher observed their teaching and learning process, the teacher gave one topic to the students and then made the conversation in pairs. The researcher observed their activities. The table below is their teaching and learning English process.
### Table 1. Teaching and Learning Activity

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects of Observation</th>
<th>Frequency of Occurrences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher tells the students of how to make the dialogue</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The teacher gives the example of how to write the dialogue and then make the conversation</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gives one topic to the students and asks them to make the conversation in front of class</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher divides students into pairs</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The students write the dialogue and then rehearse the conversation with their partner on their seats</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The teacher ask the students to do the conversation in front of class with their partner</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students practice the conversation in front of class with their partner</td>
<td>100 %</td>
<td></td>
</tr>
</tbody>
</table>

The table 1 presents about the observation when their teaching and learning activity. The first one the teacher told the students of how to make the dialogue; the second was the teacher gave the example of how to write the dialogue and then make the conversation; the third was the teacher gave one topic to the students and asked them to make the conversation in front of class. In this case the teacher gave a topic about “describe things”. The fourth was the teacher divided students into pairs and the next one was the students wrote the dialogue.
and then rehearses the conversation with their partner on their seats. And then the teacher asked the students to do the conversation in front of class with their partner. Finally, the students practice the conversation in front of class with their partner. And all of the aspects above, their (the teacher and students) did those so, that frequencies about 100 %. After the researcher observed them, the researcher interviewed them. In observation, the researcher asked the teacher gave the students a topic. In addition, the teacher gave a topic about “describe things”. The researcher means, they have a topic to talk.

Table 2. Students’ Performance in Conversation

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Frequency of occurrences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1.</td>
<td>The students are nervous while practicing the conversation in front of class with their partner</td>
<td>67 %</td>
<td>33 %</td>
</tr>
<tr>
<td>2.</td>
<td>The students talk quietly while practicing the conversation</td>
<td>46 %</td>
<td>54 %</td>
</tr>
<tr>
<td>3.</td>
<td>The students speak appropriately while practicing the conversation</td>
<td>46 %</td>
<td>54 %</td>
</tr>
<tr>
<td>4.</td>
<td>The students convey message coherently while practicing the conversation</td>
<td>50 %</td>
<td>50 %</td>
</tr>
<tr>
<td>5.</td>
<td>The students show anxiety while practicing the conversation</td>
<td>71 %</td>
<td>29 %</td>
</tr>
<tr>
<td>6.</td>
<td>The students hesitate while practicing the conversation</td>
<td>75 %</td>
<td>25 %</td>
</tr>
<tr>
<td>7.</td>
<td>The students speak fluently</td>
<td>25 %</td>
<td>75 %</td>
</tr>
<tr>
<td>8.</td>
<td>The students pronounce the words correctly</td>
<td>4 %</td>
<td>96 %</td>
</tr>
</tbody>
</table>
### The students' performance conversation in front of class

<table>
<thead>
<tr>
<th></th>
<th>The students use adequate vocabulary</th>
<th>The students can understand each other</th>
<th>The students speak in correct grammar</th>
<th>The students have appropriate eye contact to each other</th>
<th>The students speak enthusiastically</th>
<th>The students speak reluctantly</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>54 %</td>
<td>46 %</td>
<td>100 %</td>
<td>92 %</td>
<td>8 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The table 2 presents about students’ performance conversation in front of class. It shows 67% students are nervous. It is because the students are afraid to be wrong. There are 46% students who talk quietly, 46% students speak appropriately and it is same with the students talk quietly when they perform conversation in front of class. As many as 50% students convey message coherently, 71% students show anxiety, 75% students hesitate, 25% students speak fluently, and 4% students pronounce the words correctly. It means that this item (students pronounce the words correctly) has low frequencies in that table when the students performed conversation. Fifty four percent of the students use adequate vocabulary, 92% students can understand each other, 100% students do not speak in correct grammar, 71% students have appropriate eye contact to each other, 38% students speak enthusiastically, and 46% students speak reluctantly. After their teaching and learning process, the researcher interviewed them to support and collect the data.
4.1.2. Research findings based on the data collected through the interview

The data of this research was obtained by distributing the interview to the students. The questions on interview consist of some indicators about students’ general information in learning English such as students’ like to learn English, students’ find it difficult to learn English, students’ like to speak English, students’ like to make conversation in front of class, when students make conversation, the teacher or classmates care about them, and consist of psychological factors and cause that lead to the problems (psychological factors) faced by students in doing English conversation such as students’ anxiety while practicing the conversation in front of class, students’ shyness while practicing the conversation, students’ lack of confidence while practicing the conversation, students’ lack of motivation while practicing the conversation, and students’ fear of making mistake while practicing the conversation.

a. The Students’ General Information in Learning English

In this case, when the researcher interviewed the participants most of them like to learn English because one of them said that English is most important language, it is international language.

The questions below were consisted of: (1) the students’ feelings to learn English (like or unlike); (2) students’ find it difficult to learn English; (3) students’ like to speak English; (4) students’ like to make conversation in front of class; (5) when students make conversation, the teacher or classmates care about them.
Graph 1 shows the students’ general information in learning English. The graph is the result of interview that answered by students to express their opinion about general information in learning English. There are five questions that showed in the graph, they are: 1) Do you like to learn English? 2) Do you find it difficult to learn English? 3) Do you like to speak in English? 4) Do you like to make conversation in front of class? 5) When you make conversation, do you think your teacher or classmates care about you? Each question will discuss bellow.
1) Do you like to learn English?

Based on graph 1, it can be interpreted that there are 17 (71 %) students who like to learn English because they think learning English is interesting to them and also English is international language so we can know about foreign language like one of student’s statements. And other students answered that they did not like English because, they have no more vocabulary to speak English and written English does not same with the pronunciation. Here are the English transcripts of citations’ the student’s SMA N I Tilamuta in English language class XI in interview about students like to learn English (see appendix for the original words from the students’ statements).

S#1: (I like English because English (lesson) is fun and adds knowledge)
S#3: (Because English is an international language)
S#4: (Because I like English (lesson))
S#5: (Because English (lesson) is frequently)
S#6: (Because English is enjoyable and used for international communication)
S#11: (Because learning English is fun)
S#14: (Because I really want to speak English)
S#15: (Because English is impressive language)
S#16: (Because English is interesting)
S#18: (I think, English is required in this era)
S#22: (Because English is easy)
S#24: (Because I like English)

Based on graph 1 about students who do not like to learn English, the percentages of this question about 29 %, it means that there are 7 students who do
not like to learn English because their reasons are the written English does not
same with the pronunciation, difficult to understand, very bored to them, and
English is not interesting.

2) Do you find it difficult to learn English?

The question is about students’ difficulties in learning English obtain high
score. All of students answered they difficult to learn English and the percentage
is 100 %. The students’ quotation (English transcript) from the interview as
follows:

S#1: (I have difficulty in interpreting the meaning and pronunciation)
S#2: (Written English is not same with the way it is read)
S#4: (Written English is not same with the way it is read, so it is
difficult for me)
S#5: (It is difficult to understand the meaning of the words)
S#6: (It is hard to translate the difficult words and it is difficult to
understand the discourse given by teachers)
S#9: (It is difficult for me to make sentences and speak English)
S#10: (It is hard to find the meaning)
S#11: (I do not have enough vocabulary)
S#14: (Because I am not so fluent in speaking English)
S#17: (I find it hard to speak and write in English)
S#19: (It is difficult because I do not understand)
S#23: (I do not exactly know the meaning)
S#24: (I keep mispronouncing English words)

(see appendix for the original words from the students’ statements in
interview)
3) **Do you like to speak in English?**

Following the graph 1, the questions about do you like to speak in English get score are about 58 %. It means that there are 42 % students who do not like to speak English. Here are the students’ answered from the interview which do not like to speak English. *(These are the English transcript from the students’ statements in interview, see appendix for their original words)*

S#8: (I am lazy)
S#13: (I do not like it because it is difficult)
S#17: (Because I am bored)
S#20: (Because English is hard or difficult to interpret)
S#23: (Because I am not confident)
S#24: (Because I am afraid to pronounce the words incorrectly)

4) **Do you like to make conversation in front of class?**

Following the graph 1, the questions about do you like to make conversation in front of class presents 58 % and have same scores with the question about do you like to speak English? Here are the English transcripts about students’ answered from the interview which do not like to make conversation in front of the class *(see appendix the original words from the students’ answered about they do not like to make conversation in front of the class)*.

S#8: (I am shy)
S#13: (I do not like it because I do not understand English conversation)
S#17: (Because I do not know about English)
5) When you make conversation, do you think your teacher or classmates care about you?

Finally, the last question in students’ general information in learning English is: “when you make conversation, do you think your teacher or classmates care about you?”, concerning this question there are 50% students who attracted the teacher’s and the classmates’ attention and 50% students who did not get the attention from the teacher and the classmates when they perform conversation in front of the class. Some of them said that the other classmates were busy about their business and about the teacher’s attention; sometimes the teacher gave attention to them when they learned to practice speaking English.

b. Psychological factor faced by students in doing English conversation

In this research, when the researcher interviewed the students, the researcher also asked causes that lead to the problems about psychological factors faced by students in doing English conversation. The graph below is psychological factors faced by students in English conversation.
The graph 2 pointed out about psychological factors faced by students in doing English conversation. The first item about students’ shyness when they conversation in front of the class, this item get score about 75 % or there are 18 students who felt shyness when they perform in front of the class. The second item about students’ anxiety when they perform in front of the class, this item gets score about 92 %. It means that most of the students felt anxious when they perform. And the third item has highest score about 100 %. It means that all of
students fear of making mistake when they perform conversation in front of the class. The fourth items get score about 88% students lack of confidence when they perform. The last item about lack of motivation gets score about 58% where this item get low score in psychological factors faced by students in doing English conversation. Each item will be explained below.

1) **Do you feel shy when you make conversation in front of the class?**

Referring to the cause of shyness, some students answered that they felt shy due because of she was shy because of lack of confidence, does not fluently to speak, and shy because other friends look her. This was represented by participants:

S#1: (I am embarrassed because I am not confident)
S#2: (Because my friends look at me)
S#4: (I fear that my friends will laugh me)
S#5: (Because I do not speak English fluently)
S#9: (Because I could not speak English)
S#10: (I am afraid of mispronouncing the words)
S#13: (Because I do not know English)
S#16: (Because I am a shy person)
S#17: (It is embarrassing for me to stand in front of class)
S#19: (I am ashamed to talk in front of class)

*(See appendix for the students’ answered in their original words in interview)*
The comments (English transcript) above are because they do not fluently pronounce the English words and they are embarrassed because other friends are looking them, because of they are shy persons, and they are shy to talk and so on.

2) Do you feel anxious when you make conversation in front of the class?

In the interview, most of the students said that when the students practiced the conversation in front of class, they lack of self confidence and they are ashamed. It is caused by personality factors such as fear of being wrong or being laughed at by friends, difficulty to pronounce the English words, poor vocabulary, and feeling nervous when get attention from the teacher. The participants’ comments in interview are as follows:

S#1: (Because I am afraid of being wrong in English pronunciation, so nervous)
S#5: (I am nervous and lack of confidence)
S#7: (I am not yet mastering the material so, I am afraid of mispronunciation)
S#9: (I am very nervous because it is difficult to pronounce the English words)
S#12: (I am anxious because I am ashamed)
S#13: (Because my friends often mocked me)
S#17: (I am nervous because I am not used to)
S#19: (Because I lack of vocabulary)
S#20: (I get nervous when the teacher looks at me)

(Those are English transcript from students’ answered in interview. See appendix for their original words)
3) **Do you fear when you make mistake in conversation?**

Regarding fear of mistake, it is the most frequently chosen (100%) by the students as their obstacle to speak in practice conversation. This kind of obstacle made them reluctant to practice the conversation in front of class. Most of them mentioned that the cause of their fear mistake was they were afraid of being laughed by other friends as represented by participants’ comments:

“Takut salah karena akan ditertawakan teman-teman”.
(I am afraid of making mistake became my friends will laugh at me)

4) **Do you feel unconfident when you make conversation?**

Regarding to lack of confidence, students found this feeling as an obstacle for them to speak in conversation when they perform in front of class. The causes of feeling lack of confidence were the other friends laugh them and do not fluent to pronounce it (the English words). Most of them said that they lack of confidence because the other friends will laugh them if they have mistake to pronounce the words and also they said that they do not have in English ability, and they felt lack of confidence because of not interesting in learning English as S#13 and S#14 explained (English transcript):

S#13:  (Because I do not have the ability in English)
S#14:  (I do not trust myself because I am not so interested in English)
5) **Do you feel not motivated in conversation?**

In terms of lacking in motivation, 58% students mentioned that the teacher does not motivated them by seeing cause of their lack of motivation is caused by the teacher’s way of teaching and the teacher very bored for them and also the teacher was not interesting for them, as S#8, S#12, and S#13, S#15, S#21, S#22, S#23 explained (English transcript):

S#8: (I do not have motivation because the teacher is monotonous in teaching)

S#12: (I do not have motivation because I think only certain people are considered by the teacher)

S#13: (I do not have motivation because I do not understand English lesson)

S#15: (I do not have motivation because if I am wrong in pronunciation, my friends laugh at me, it makes me unmotivated to learn and make my confidence disappear)

S#21: (I do not have motivation because the teacher is not attractive)

S#22: (I do not have motivation because the teacher is not so enthusiastic in teaching)

S#23: (I do not have motivation because the teacher bores me)

**4.2. Research discussion**

In previous chapter, it has been explained by expert, Shumin in Richards and Renandya (2002, p.204) that speaking a language is especially difficult for
foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. In order to express the idea effectively the speaking should comprehend the meaning of all things that we want to communicate. Most of students think that when they perform, speaking English is difficult. They found some difficulties to express ideas, feelings. That is why; it is important to find out students’ problems and causes the problems itself in doing English conversation.

Based on some previous studies, it was found that most students have problems in English conversation when they perform in front of the class. They have different causes.

4.2.1 Research discussion based on the data collected through the observation

Based on the data analysis of the data through observation, the researcher observed their activities. After the researcher observed them, the researcher interviewed them. In observation, the researcher asked the teacher gave the students a topic. And the teacher gave a topic about “describe things”. The researcher did observation in teaching and learning process to know about students’ problems in doing English conversation. The data in observation are collected by using observation check list. In observation, there are 21 items that the researcher observed; they are, numbers 1 to 7 are about teacher activity in the classroom and numbers 8 until 21 are about students’ performance the conversation. After their teaching and learning process, the researcher interviewed them to support and collect the data.
4.2.2 Research discussion based on the data collected through the interview

In this case, the data of this research was obtained by distributing the interview to the students. And the questions in interview that discussed in this case about psychological factors faced by students in English conversation. Each question was discussed bellow.

a. Do you feel shy when you make conversation in front of the class?

Based on result in research findings, the researcher found that the students were shy because the other friends were laughing at them if they made mistake. Regarding to the cause of shyness, Saurik (2011) (as cited in Juhana, 2012, p.101) indentified that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their pairs. This fact is also found in the data of this research that students’ shyness because they nervous. In this sense, they are afraid of being laughed by their other friends when they have a mistake in conversation in front of class with their pairs.

b. Do you feel anxious when you make conversation in front of the class?
Based on result in research findings, to turn to the cause of anxiety, students said that they felt anxious to speak in conversation when they perform in front of class because they got nervous and fear what they said was wrong and the others said that lack of vocabulary and the other friends will laugh them if they have a mistake in pronounce the wrong words.

These responses are relevant to the argument that not knowing the meaning of words or sentences can make students feel anxiety to speak. Having limited vocabularies, students find it difficult to convey what they wanted to say. This condition can create students’ anxiety resulting in their reluctance to speak (Gebhard, 2000).

c. **Do you fear when you make mistake in conversation?**

Regarding fear of mistake, it is the most frequently chosen (100%) by the students as their obstacle to speak in conversation in front of the class. All of them mentioned that the cause of their fear mistake was they were afraid of being laughed by their friends.

Those comments are relevant to the reports by Frank Middleton (2009) (as cited in Juhana, 2012, p.105); stated that students are afraid of making mistake because they are worry that their friends will laugh at them and receive negative evaluations from their pairs if they make mistake in speaking English. This is the condition those students when they perform conversation in front of class, finally those problems are obstacle them to practice the English conversation in front of the class.
d. **Do you feel unconfident when you make conversation?**

Based on result in research findings about students’ lack of confidence when they perform conversation in front of class, students found this feeling as an obstacle for them to speak in English class. The cause of feeling lack of confidence was their inability to speak English. This is in line with Brown, (2001) stated that students lack confidence and feel that they cannot speak English because they think that they do not have the ability to speak English well (do not fluent to pronounce the English words).

e. **Do you feel not motivated in conversation?**

In research findings, 58 % students mention that the teacher does not motivate them so they lack of motivation when they practice conversation in front if class. With respect to the causes of lack of motivation, Nunan (1999) elaborates the causes of the students’ lack of motivation are uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he said, very often become source of students’ motivation. Uninspired teaching, for example, affects students’ motivation to learn.