CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This study employ descriptive qualitative. According to Ary, qualitative research is conducted to describe the current status of phenomenon that while exist at the time of study.37 Adler and Clark in Sylviene, stated that descriptive research design is to describe groups, activities, or event with focus on structure, attitude or behaviour. One of characteristic of the descriptive research is that there is no control of treatment as it is around in experimental research.38

The current status of phenomenon in this study is students strategies in overcoming speaking problem in speaking class of second semester English department in Tarbiyah faculty IAIN Sunan Ampel.

B. Population and sample

According to Arikunto , the large group about which the generalization is made is called population, and the small group that is observed is called sample.39

In this research, the population is speaking class of second semester students in English department of Tarbiyah faculty IAIN Sunan Ampel. There are three classes: IIA, IIB, and IIC, each class has once meeting a week. All of second semester students are considered as population because the population of second semester students are considered homogenous, the writer take 50% of each class, the result is 60 students are selected as sample.

C. Data Instruments

In this research, the researcher used questionnaire in order the answer well organized and systematically to get the data based on the research problems.

Questionnaire refers to a set of questions that is written in the places of paper in order to get some information. According to Subana and Rahadi, there are two types of questionnaire, those are structure or close form questionnaire and unstructured or open form questionnaire.40

A structure or close form questionnaire contains of the questions and alternatives answer to them. The answers provided for each questionnaire should be exhaustive answers of all possible responses an at the same time mutually exclusive. A structured or close form include suggested answer. So the respondents should choose the chosen answer. The administration and

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scoring of a structured questionnaire are straightforward and the result lends them to analyze.

An unstructured or open form does not include suggested answers. The respondents will be given subjective question, in which the respondents are given an opportunity to answer the question freely, based on their opinion.

In addition, according to Singarimbun and Effendi, there are three kinds of questionnaire, those are: close-form question, open – form question, and semi open – form question.41

Close-form question is the respondent has no chance to answer the question freely, because in this form has been there the answer. For example: ‘yes’ and ‘no’ question.

Open-form question is the respondent can answer the question based on their opinion, because in open question there is no alternatives answer for the respondents.

The last is semi open question, in this question there is an alternatives answer but the respondent can also give the answer based on their opinion.

This research take the combination of both questionnaire types (close-form, open-form, and semi open question) above because in addition to the a

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valuable choice. The respondents were also given the change to answer and solve the question based on the personal opinion.

D. Data Collection

According to Mouton and Murcia in Nunik, the data collection can be viewed as overall scheme of scientific activities in which scientist engage in order to produce knowledge.42

The data collection was obtained from the questionnaire and distributed to the respondents on April 29th 2009, these were the steps:

1. Explaining the students clearly about the way to answer the questionnaire
2. Distributing to all students
3. Observing the students when they fill the questionnaire, if they find difficulty or unclear question
4. Collecting the answer of questionnaire and ready to analyze the data of the students’ problem and their strategies in learning speaking.

E. Data Analysis

The data analysis from the questionnaire involve some steps, they are follow:

1. Identifying the problems faced by the students in learning speaking
2. Finding the way how the students minimize the problems in learning English

42. Nunik Lukitasari, “The Problems In……, p.42
3. Analyzing the data after being identified. To get the percentage of each item questionnaire, the researcher used the formula as stated below:

\[ P = \frac{F}{N} \times 100\% \]

\( P = \) The percentage of students problem
\( F = \) The number of frequency of the respondents answer
\( N = \) The number of respondent

This research used to note the result of questionnaire, the format and the table can be seen below:

<table>
<thead>
<tr>
<th>No</th>
<th>Components of problems</th>
<th>Number of students’</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

4. Describing students’ way to minimize the problems

5. Drawing the conclusion
CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The findings of this study are discussed in accordance with the statements of problems stated previously in chapter I: (1) what problems do second semester students’ of English department at IAIN Sunan Ampel face in learning speaking? (2) what are their strategies in overcoming such problems? Each of findings is described and provided with supporting data. The following section presented details findings of the study.

1. The Problems Faced By Students’ in Learning Speaking

Based on the result of data analysis, some causes of students’ problems in learning speaking English are find as follow:

The causes of students’ problems in relation to inhibition were that in learning speaking students felt worried in speaking English. 30 students (50%) less confidence in speaking English, 12 students (20%) felt afraid if they were wrong pronunciation, 7 students (11.67%) felt afraid of lecture, then, 11 students (18.33%) felt unnatural to speak English.

Some causes of students’ problems in relation to nothing to say were also found in learning speaking. In terms of why the students felt afraid to speak in class, 28 students (46.67%) felt uncertain for speaking English in class because they had little vocabulary, 12 students (20%) felt difficult to understand the topic/ material, 4
students (6.67%) afraid of lecture, 10 students (16.67%) afraid if they were wrong pronunciation. Then, 6 students’ (10%) had less confidence in speaking English in class.

Based on the result of data analysis, some causes of students’ problems in relation to low or uneven participation were also found in learning speaking. The students were less participating in class because of some reason. The result showed that 12 students (20%) were lazy to participated, 16 students (26.67%) felt afraid if they were wrong pronunciation, 17 students (28.33%) felt that the topics were uninteresting, 13 students (21.67%) less motivated by lecture. Then, 2 students (3.33%) felt unconfidence.

Some causes of students’ problems related to mother tongue use were also found in learning speaking. There were some effects of mother tongue used in using the language. 15 students (25%) felt difficult in pronouncing the word, 18 students (30%) felt that there were many redundancy words in English, 27 students (45%) they were unnatural in speaking English.

Some causes of students’ problems related to speech act were also found in learning speaking. The students had difficulties in relation with speech act, 12 students (20%) had difficulty in pronunciation, 23 students (38.33%) felt difficult in grammar, 15 students (25%) felt that they had little vocabulary, 10 students (16.67%) felt that their fluency was not good.

Some causes of students’ problems in relation to pronunciation were also found in learning English. The students felt difficult to pronounce the word because some
reasons. 13 students (21.67%) felt difficult in pronouncing the words, 33 students (55%) had difficulties to pronounce vowel and consonant. Last, 14 students (23.33%) felt difficult in voice and voiceless.

Some cause of students’ problems in relation to grammar were also found in learning speaking. Using grammar also had influence in learning speaking. 30 students (50%) thought that they had difficulties in understanding grammar, 25 students (41.67%) felt that they had no idea if they thought too long. Last, 5 students (93.33%) thought that they did not understand grammar.

Some causes of students’ problems related to vocabulary were also found in learning speaking because vocabulary had influenced in learning speaking. 40 students (66.67%) felt that they had difficulties to use and difference noun, verb, adjective and adverb. 20 students (33.33%) felt confused with prefix, suffix and affix.

Some causes of students’ problems in relation to fluency were also found in learning speaking. Students felt their fluency was not good because of some factors. 25 students (41.67%) felt that they had no time to practice, 10 students (16.67%) lazy to participate in class, 15 students (25%) were nervous and unconfidence to speak English in class. Then, 10 students (16.67%) felt ashamed if their friends laughed at them.

Last, some causes of students’ problems in relation to oral communication. Students felt difficult to understand oral communication because of some reason. 20 students (33.33%) felt difficult in understanding pronunciation, 10 students (16.67%) felt that native speaker spoke too fast, 4 students (6.67%) were still difficult to
differentiate the pattern between Indonesian and English, 26 students (43.33%) felt
difficult with the similarity in pronouncing the words.

2. Students’ Strategies to Overcome Their Speaking Problems

Based on the questionnaire result, some strategies were used by students’ to
overcome their speaking problems, those are;

First, to overcome the problem related to inhibition, the students’ tried to
increase their confidence by being active in class and increasing their English by
speaking English out of class with their friends.

Second, to overcome the problem related to nothing to say, the students’ were
drilled to be more active and confident in speaking in class and they tried to
understand about the difficult topic.

Third, to overcome the problem related to low or uneven participation, the
students’ prepared the material before and motivated themselves to be confident in
participating in class.

Fourth, to overcome the problem related to mother tongue used, the students’
practiced their English not only on English Day but they usually speak English with
their friends everyday.

Fifth, to overcome the problem related to speech act, the students’ joined
some English Clubs in campus and also practiced it everyday by speaking with their
friends. They also often listened to the native speaker conversation.
Sixth, to overcome problem related to pronunciation, the students’ tried to pronounce a new word everyday by opening the dictionary to know how to pronounce the word and often asked and answered questions in class. They also listen to western song that use English as the language in order that they familiar with the sound.

Seventh, to overcome the problem related to grammar, the students’ studied hard about tenses in order to make their speaking better and do the exercise which related to the grammar. If they had difficulties in learning grammar they asked it to their friends. They also joint some English courses to get more knowledge about grammar.

Eighth, to overcome the problem related to vocabulary, the students’ memorized the vocabulary and often used dictionary if they found new difficult word. Students also read English story book or English magazine in order to get new vocabulary.

Ninth, to overcome the problem related to fluency, the students’ tried to understand more about pronunciation and grammar. They also practiced English everyday in order to make their fluency better.

Tenth, to overcome the problem related to oral communication, students’ often listened to the Western song and watched Western movies that used English as the language. They also tried to speak with native speaker.
B. Discussion

This section presents the discussion based on the findings of the study. The discussion is concerned with the students’ problem in learning speaking and their strategies to overcome such problems.

1. The Problem of Learning Speaking in Speaking Class

Ur mentioned the problems faced by the students’ in learning speaking were: inhibition, nothing to say, low or uneven participation and mother tongue used.\(^43\)

Based on the research finding of this thesis, the researcher found that there were some problems faced by second semester students’ in learning speaking at Tarbiyah Faculty IAIN Sunan Ampel Surabaya

The result of the questionnaire showed that most of the students’ did not completely master the three primary elements of speaking; they are vocabulary, grammar and pronunciation.

The writer also found that most of the students speaking ability were not really good, for example, in their vocabulary. This is ironic because vocabulary constitutes the main element that should be mastered by every student if he wants to be able to speak English well. In other words, if a student or someone wants to speak English, he must firstly master vocabulary before mastering other elements of

\(^{43}\) Penny Ur, *A Course In*................., p. 121
speaking. As a matter of fact, based on Burns and Joyce’s opinion in kurniasari that vocabulary or content words are the first recognisable elements of spoken language to develop.44

As revealed and confirmed by the result of the questionnaire, it shows that most of the students had difficulties to master vocabulary, and they also still had difficulties in comprehending of using noun, verb, adjective and adverb in communication. Being confused with prefix, suffix, and affix words is another problem in vocabulary.

Based on the fact above, it is not surprising that many students’ spoke English less fluently. It was because most of the students were not really enthusiastic to practice their vocabularies outside the class. It indicates that there are two possibilities why they did so. Firstly, the students are too lazy to practice speaking and use dictionary. They only open the dictionary if they found difficult or strange words in the lesson material. Secondly, the students are still feeling embarrassed in practicing speaking English with their friends.

Many experts say that enthusiasm or strong will is the primary thing for someone to get success and high accomplishment in his life. In short, equipments and opportunity are important things to get success, but the most important thing is enthusiasm or motivation. If the motivation strong enough, it provokes a decision to act.

44. Vida Kurniasari, “Students Strategies…….., p.13
Another is most of the students are often uncertain for speaking in the classroom because of little vocabulary. It was because the lecturer gave too difficult materials/topics. They were difficult in speaking English because the topic was seldom to discuss or hear so they had limited time to think about the topic and were not ready with the vocabularies that they used. So it made some students passive in the class. This finding is also supported by Ur’s idea that low or uneven participation is compounded by the tendency of some learners to dominate, while other speaks very little or not at all. In addition they also felt afraid if they were wrong in pronounication, and sometimes they felt that the topics were uninteresting and they did not understand the materials as well.

Another problem that makes the students’ speaking ability is not really good is because of the interference of grammar in speaking. Based on the result of the questionnaire, from 60 students that the writer investigated, 50% of students were not really interested in grammar because they considered grammar as the problem when they spoke English. They did not master the grammar well so it made them felt shy and afraid to speak English. They had no idea if they thought too long about grammar when they make good sentences.

Harmer in Lukitasari states that a necessary knowledge of grammar is essential for competent users of language. It is because grammar plays an important

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45. Penny Ur, *A Course In................*, p. 121
46. Nunik Lukitasari, “*The Problems.......* p.16
role in the language where it can guide the speaker to the purpose he wishes to when he is delivering ideas through language. Moreover, grammar will make someone’s communication clearer and more accurate. In short, correct grammar will avoid misunderstanding among the people or students in their communication. Moreover, some of the students said that it would be better if grammar was just ignored in speaking, but others also said that they disagreed with the ignorance of grammar in speaking.

In addition, problem that makes the students’ speaking ability not really good is that most of the students were difficult to pronounce words clearly. This fact is based on the result of the questionnaire. In writer’s opinion, there is a possibility that the students did not frequently and regularly practice how to pronounce words clearly. Consequently, this makes their tongue become stiff to pronounce words. It was because they seldom practiced the way to pronounce words in their daily life.

They also thought that they had less confidence in speaking English because they were afraid of making mistakes and felt that it was unnatural to speak in English. This finding is supported by Ur’s statement that learners are often inhibited about trying in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.47 Moreover, they are still difficult to differ in pronouncing vowel and consonant. It is because in pronouncing vowels and consonant between Indonesia and English is

47. Penny Ur, A Course In…………….., p. 121

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different so sometimes it made them confuse to pronounce vowel and consonant in English. In this case the teacher’s role is very needed.

The teacher should be able to identify and correct the students’ sound that they are mispronouncing. They were also difficult if they tried to speak with native speaker because the native speaker speaks too fast. It made them difficult to understand the pronunciation of the native speaker.

Another problem is related to their mother tongue. They felt difficult in pronouncing the words because they did not use English in daily communication. So it made them felt unnatural in speaking English. This finding is supported by Ur’s idea that in class where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they felt less ‘exposed’ if they were speaking their mother tongue.\(^{48}\) It makes them felt nervous and unconfident when they spoke English in class. Because they felt that their mother tongue still affected their speech so they felt shame if their friends laughed at them.

The problems above make some of the students become passive and unconfident in speaking in the class. It can be seen from the questionnaire that 30 students from 60 students that the writer investigated, were still unconfident in

\[^{48}\] ibid., p.121
speaking in the class. That inhibition will make their speaking ability not run well if the students did not have strategies to overcome those problems.

2. Students’ Strategies to Overcome Their Speaking Problems

In order to get the top achievement, particularly in speaking ability, the students need to force themselves to get more practices if they want to improve their speaking ability. The questionnaire showed that most of the students still had problems with vocabulary, grammar and also pronunciation. To overcome those problems the students had strategies in order to make their speaking ability better.

Most of the students’ said that they still had little vocabulary so to overcome that problem the students’ memorized the vocabulary and often used dictionary if they found new difficult word so their vocabularies would increase. They also tried to comprehend of using noun, verb, adjective and adverb in communication and practiced it in speaking. Students also read English story book or magazine to get new words. If they had a difficulty in vocabulary they could use code switching in their communication. This finding is supported by Fulcher who stated that if learner is speaking to someone with whom he or she has a language in common, a word or phrase taken from the common language may be used to overcome a communication difficulty.49

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49. Glenn Fulcher, Testing…..p.32
The problem that makes students’ speaking ability is not really good is that most of the students were difficult to pronounce word clearly. To overcome that problem the students tried to pronounce a new word everyday in order to create the physical sounds that carry meaning. They also listening western song in order to they familiar with the sounds of the words. They also used dictionary or asked somebody else to get correction and knew the differences of pronouncing between vowels and consonant.

The last thing in speaking ability is grammar. Based on the questionnaire it showed that most of the students had big difficulties in learning grammar. To cope the problem related to grammar, the students studied hard about tenses in order to make their speaking better. If they had difficulties in learning grammar they try to do the exercise in book related to grammar and asked it to their friends. Because by asking to their friend they would not feel afraid like if they asked to their lecturer in class. This strategy is also supported by Fulcher in his idea about cooperative strategies which mentioned that in face-to-face communication is possible for a learner who is having difficulty in communication to get help from the listener.\textsuperscript{50} Getting help can take the form of asking someone if they have understood, appealing directly for help in saying something, or providing an unknown word.

The students tried to understand more about pronunciation and grammar because some important factors that make us good in speaking English was

\textsuperscript{50} ibid., p.31
comprehending the grammar well and also right in pronunciation. They also practiced English everyday in order to make their fluency better. And they were increasing their confidence although sometimes their friend laughed at them.

Based on the questionnaire, to overcome the problems above the students tried to increase their confidence by being active in speaking class. They drilled themselves to be more active and confident in speaking in class because by often speaking in front of the audience, habitually, they would feel confident and did not feel shame although they had few mistakes in their speech. This finding is supported by Ur’s idea that the other characteristic of successful speaking activity is that participation is even.\textsuperscript{51} Classroom discussion is not dominated by a minority of talk active participants but all get chance to speak, and contributions are fairly evenly distributed.

They also increased their English by speaking English out of class with their friends, it was because they were more relaxed and they had much time to practice their speech. And they did not feel afraid of making mistakes and were mocked by their friends. Ur stated the characteristic of successful speaking activity is that learners talk a lot.\textsuperscript{52} As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may be seen obvious, but often much time is taken up the teachers talk or pauses. They also practiced their English not only when

\textsuperscript{51} Penny Ur, \textit{A Course In}………………., p. 120
\textsuperscript{52} ibid.,p.120
English Day but they usually spoke English with their friends everyday in order to make their mother tongue did not affect their speech little by little.

To more practice their English with other students that master English well, the students joined some English Clubs in campus because in English Clubs they would have more practices with the other friends that mastered English well. They also often listened to native speaker conversation in order listen to the right pronunciation from native speaker.

The students also often listened to the Western song and also watched Western movies in English. Some songs and movies that they listened were besides for learning also for enjoyment because at their age they still like listened and watched movies. They also tried to speak with native speaker to practice their oral communication like they saw at the movies.

If the students had problems with the material/topic that was very common for them, they would prepare the material before because by preparing all the material would make them easier to list the new vocabularies. Knowing the material and the vocabularies before would make them easy in making English conversation. This finding is also supported by Ur’s statement that the other characteristic of successful speaking activity is having high motivation; learners are eager to speak because they
are interested in the topic and have something new to say about it, or learners contributed to achieving a task’s objectives.\textsuperscript{53}

\textsuperscript{53} ibid., p.120