CHAPTER IV
RESULTS AND DISCUSSION

A. RESULTS

This chapter presents and describes the result of this study. The data obtained from the observation, and the instruments will be analyzed and elaborated to answer the research problems mentioned in chapter I. The results are what factors cause the students unable to speak English during English class and is motivation as the most dominant factor of inability of students’ speaking during English class.

1. Factors Which Cause The Students’ Inability To Speak English During English Lesson

a. Lacking of motivation in speaking English

When I observed the students for eight meetings, I can conclude that most of the students do not like English. In the first meeting (see appendix 4), most of them do not have motivation in learning English, since they do not pay attention to the teacher and did not participate in the discussion. They were passive, since they only kept silent when their teacher asked them to answer the questions. On the other hand, only some students are interested in learning English. They participated and were
active during English class. As we can see in the second meeting (see appendix 5), many of them were the smart ones. However, they were not too active during the learning and teaching process. Actually, they were able to answer the questions, but they felt embarrassed to do it. Most of them depended on the teacher’s translation only. They even could not translate the questions when the teacher asked them to translate the questions. In the third meeting (see appendix 6), only some of them who were active and others were not. They did not like learning English, since they did not care about the lesson.

The same thing happened at the fifth meeting (see appendix 8), although their teacher gave opportunity for them, most of them did not participate in the discussion. They had less motivation in studying English, they just kept silent when their teacher asked them to involve in the discussion. In the sixth meeting (see appendix 9), the teacher had given opportunity for the students, however, most of them did not pay attention to the teacher. They only kept silent, which means that they did not have any motivation in learning English. In the seventh meeting, many of them were the smart ones. However, they were not too active during the learning and teaching process. Since, their teacher did not give them opportunity to read or translate the text. During English class, they seemed that they do not like when their teacher speaks English, since they do not get the point of their teacher’ speech, they also said “Ya Allah pak! 
Kenapa kok berbicara menggunakan bahasa Inggris?, ngomong apa sih pak?” (See appendix 4). At the result of questionnaire, only forty four percent of students like when their teacher speak English, it means that fifty six percent of students do not like when their teacher who speaks English.

From those observations above, we can conclude that:

- Most of the students do not like English, as we can see at first, second, third, fifth, six, and seven meeting. They did not pay attention to their teacher, they even did not know what was the topic of the lesson.

- Most of students do not have any motivation in learning English, they did not have any preparation, as we can see almost in every meeting, they just kept silent, did not participate in the discussion. When their teacher asked them to translate or answered the passage or text, they did not do it.

Beside the students do not like English, they do not like speaking English either. In the result of questionnaire, seventy percent of students (see appendix 13) answered that they only can speak English little. Half of them also answered that they do not only never speak English during English lesson, but also they do not want to be able to speak English. The same thing that we can see in the result of interview (see appendix14, question number 1), five students said that English is not really important in this modern era, since they do not need it in their life. Some students do
not want to be able to speak English since after graduating from Senior High School, they will find out job in the companies as an employer, therefore to be able to speak English is not important for them. In their opinion, companies need energy, not ability in speaking English. They also do not like forward someone who is speaking English, since they do not understand what he/she is talking about.

b. Lacking of vocabulary

One of the factors which influence the inability of the students in speaking English is vocabulary. In the result of questionnaire, seventy percent of students know little about vocabulary of English, then sixty percent of them can not arrange some vocabulary become a sentence. For instance, when they want to say “saya ingin makan” in English, they can not arrange it into English. As we can see on the result of questionnaire below:

<table>
<thead>
<tr>
<th>No</th>
<th>Items of question</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Very</td>
</tr>
<tr>
<td>3</td>
<td>Do you know much vocabulary in English?</td>
<td>1 %</td>
</tr>
<tr>
<td>4</td>
<td>Can you arrange some vocabulary become a sentence?</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table of result of questionnaire
From those data above, we know that the students do not much vocabulary in English, and not many of them can arrange some vocabulary in English. As we can see in the result of interview (see appendix 14, question number 5), most of them said that they can not arrange some words into a sentence.

c. **Lacking of confidence**

The next factor which influences the students’ inability to speak English during English class is confidence. When I observed them, most of them were embarrassed, did not feel confidence in being active in participating during the learning English process. In the first, second, third, and fifth meeting (see appendix 4, 5, 6, and 7) they kept silent. When their teacher asked them to read, translate, or answer the questions, they did not want to do it, although they knew the answer, they only kept silent. In the result of questionnaire, we can see that seventy percent of students feel less of confidence when they speak English in their class. When I interviewed them, they said that they feel un-confidence when they speak English, they are afraid to make mistakes, since pronouncing a word in English is difficult. As we can see in the result of questionnaire, forty three percent of students said that pronunciation makes English difficult. As we can see on the result of questionnaire below:
Table of result of questionnaire

<table>
<thead>
<tr>
<th>no</th>
<th>Items of question</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>often</td>
</tr>
<tr>
<td>8.</td>
<td>Have you ever speak English during English lesson?</td>
<td>_</td>
</tr>
<tr>
<td></td>
<td>Items of question</td>
<td>Very confidence</td>
</tr>
<tr>
<td>9.</td>
<td>Do you feel confidence when you speak English in your class?</td>
<td>3%</td>
</tr>
</tbody>
</table>

From that table above, we know that more than half of students never speak English during the English lesson, which means that they never practice to speak English during the English lesson. From question number 9, we can conclude that most of students do not feel confidence to speak English. As also we can see in the result of interview (see appendix 14, question number 5), they do not want to speak English since they are shy, they are afraid to make mistakes, they said that English is difficult in pronunciation.

d. Lacking of knowledge of grammar

Another factor which takes in the inability of the students in speaking English is grammar. When I interviewed the students (see appendix 14, question number 5) almost all of students said that there is much structure of English which has to be mastered, especially
when they speak English. They not only do not understand about the English grammar, but also can not arrange words into a sentence.

e. Environment

As we can see in the result of interview (see appendix 14, question number 5), the school environment supports the inability of students in speaking English. All of students do not speak English, so that when there is a student who tries to learn to speak in English, the others insult them, since they are different and pretend to be the cleverest one. As conclude, there are no opportunities for them to practice speaking not only in the classroom, but also outside of the class.

f. Lacking of teacher’s role

In the result of class observation (see appendix 4 to 11), we can conclude that most of the teachers did not give the students opportunities to speak English. It happens in the four meetings. In the first meeting, the interaction patterns occurred in the class was teacher to students where the teacher talked almost all the time. The teacher dominated the time by translating the paragraph without asking one or some students to translate it. When the second discussion happened, the interaction pattern was the same, she did not give chance for them
to read the question. In the second meeting, the teacher used bilingual, both English and Indonesia. He was good in involving students in the learning process. He explained the text clearly, so that they understood the topic. However, he did not give them opportunity to translate the text. He even translated the questions. This made them depended on him, so that they were passive. In the third meeting, the teacher used bilingual, both Indonesia and English. The teacher was too active in the class; we called as “teacher’s talk”. She read the text and translated it by herself, she did not give any opportunity for them to read it or even tried to translated it. The same thing happened in the seventh meeting, the teacher used bilingual, both English and Indonesia. He was good in involving students in the learning process. He explained the text clearly, so that they understood the topic. However, he did not give them opportunity to translate the text. He even translated the questions. This made them depended on him, so that they were passive.

As we can see at the result of questionnaire, only forty six percent of students said that their teacher often asked them to speak English, then only thirty one percent of students said that they their teachers do not give them opportunity to speak English during English lesson. Finally, only forty six percent of students said that their teacher
often asked them to speak English. As we can see on the result of questionnaire below:

**Table of result of questionnaire**

<table>
<thead>
<tr>
<th>No</th>
<th>Items of question</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>often</td>
</tr>
<tr>
<td>12</td>
<td>Has your English teacher ever asked you to speak using English?</td>
<td>4%</td>
</tr>
<tr>
<td>13</td>
<td>Does your teacher give opportunity to the students for speaking English during English lesson?</td>
<td>11%</td>
</tr>
<tr>
<td>14</td>
<td>Does your English teacher motivate the students to speak English?</td>
<td>40%</td>
</tr>
</tbody>
</table>

From the data of questionnaire above, we can say that less of half of students said that their teachers do not really help them to be able to speak English. As also we can see in the result of interview (see appendix 14, question number 5), almost all of the students said that their teacher encouraged them to speak English, however, in fact, their teacher dominated the time during learning and teaching English process. Of course, they do not like their teacher’s technique, it does not help them to make them able to speak English. So, the teacher’s technique takes a role in causing the students’ inability in speaking English.
g. The teacher’s technique

From the class observation, we can conclude that most of the teachers do not give speaking activities during English lesson (see appendix 4 to 11), most of the teacher read and translate the passage by their self, then they answer the task by their self. They did not give opportunity for the students to be active participated during learning and teaching process, more over give them speaking activities.

As we can see in the result of questionnaire, only thirty two percent of students admit that their teacher often gives them speaking activities during English lesson. Forty four percent of students like with their English teacher’ technique in speaking learning and sixty eight percent of them are not really able to comprehend the techniques that are used by their English teacher in speaking learning. As we can see at the result of questionnaire below:
Table of result of questionnaire

<table>
<thead>
<tr>
<th>no</th>
<th>Items of question</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>often</td>
</tr>
<tr>
<td>15</td>
<td>Does your English teacher give you speaking activities during English lesson?</td>
<td>32%</td>
</tr>
<tr>
<td>16</td>
<td>Do you like the methods that are used by your English teacher in speaking learning?</td>
<td>8%</td>
</tr>
<tr>
<td>17</td>
<td>Do you able to comprehend the methods that are used by your English teacher in speaking learning?</td>
<td>1%</td>
</tr>
</tbody>
</table>

From those data, we can conclude that their teachers do not use appropriate technique for the students. It is one of the factors which roles in the inability of students in speaking English during the English class. When I interview the students (see appendix 14, question number 5), they said that their teacher’s techniques in teaching English, especially in speaking, do not help them to be able to speak English.

2. Lacking Of Teacher’s Role As The Most Dominant Factor Of Students’ Inability In Speaking English During The English Lesson

From the explanation above, we can conclude that there are many factors which influence the inability of the students in speaking English such as lacking of motivation of the student, lacking of vocabulary, lacking of confidence, lacking of knowledge of grammar, environment, lacking of teacher’s role, and the teacher’s technique. However, the most dominant factor which causes the
students unable to speak English during English lesson is lack of teacher’s role. The teacher’s does not give the students speaking activities. He/she seldom asks the students to speak English. During the observation class for eight meetings, from the first until eighth meeting, the interaction pattern was teacher’s talk. The teacher dominated the time by reading and translating the text, he/she also answering the questions by her/himself. In the result of questionnaire (see appendix 13), only less of half of students like their teacher and their teacher’s technique. In the result of interview (see appendix 14), eight of ten students said that they do not like their teacher’s technique in teaching English, since the teacher dominated the time during the learning and teaching process. She/he does not help the students to be able to speak English.

B. DISCUSSION

From the data analysis, it can be found that there are some factors which influence the students’ inability to speak English.

1. Lacking of Motivation

Most of the students do not have motivation in learning speaking. Motivation has big role in determining the successness or the failure of learning a second language. As stated by William, Michael, and Francis, In the learning second language, the learner who has willingness or purpose to learn second language intend to be more successful compared with the learner
who does not have willingness and purpose, on the other hand, we can say that motivation is thoughts and feelings of willingness which cause the learner learns a second language. This factor includes into affective factor which has to do with the emotional side of learning a second language.

Motivation of the students in learning speaking is the biggest factor which influence in learning a second language. Most of the students of first and second students of Ma’arif Senior High School have learned English since elementary, junior, until senior level, they also have known much or some vocabulary of English, however, they are unable to speak English, the answer is less of motivation of them. They do not have desire, willingness to learn it. This has to be come out from their own self. As said by Williams, motivation is the thoughts and feelings that we have, which make us want to do something. Motivation influences these three following aspect:

a. Why people decide to do something

Some of the students have reasons to learn speaking English. As I got the data from interview (see appendix 14, question number 3), they want to be able to speak English since:

- They want to go to abroad, that is why they want to be able to speak English in order that they are able to speak with foreigner.

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They want to get much more knowledge about physics, Bahasa Indonesia, Biology, Geography, Religion, and so on. They want to add their knowledge in English, not only theoretically, but also practically, by speaking English.

However, in the fact those reasons do not encourage the students to learn speaking. They refused when their teacher asked them to participate in the learning process, so that the teachers dominated the time.

b. How long they want to do it

Since they do not have motivation in learning English, it does not take long time to keep on trying speaking English.

c. How hard they are prepared to work to achieve it

Most of the students do not have any preparation in learning English, more over learning speaking\(^{53}\). When the learning and teaching process occurred, they did not know what the topic was, they did not care about the lesson (see appendix 4, 5, 6, 7, 9, and 10).

From those discussions above, finally we can say that lacking of motivation of the students cause them unable to speak English during English lesson. They should motivate their own self to learn to speak English, although their teacher has motivated and encouraged them to speak English, then there is no motivation that comes from their own self, this is useless. English is a very important language in this modern era, everything uses

\(^{53}\) Ibid., p.38
English. For instance, Internet uses English, there are many job vacancies that need ability in speaking English, and so on.

2. Lacking of vocabulary

Ability of mastering vocabulary has to do with the intelligence of the students. Brown, added another factor in influencing the development of second language learning is intelligence, the ability to acquire and retain knowledge. From this statement, we can say that the students who are able to memorize one vocabulary of English that they were taught or they ever heard, they could be successful in learning a second language. After observing the students during English class, we can conclude that the students have less vocabulary, since their teachers always dominate the time, they read and translate the text by their self. Most of them also answer the task by their own self. This technique make the students know little about vocabulary. The teachers should give many opportunities to the students to read and translate the passage by their own self. So that they do not depend on their teachers’ explanation. It makes them know more vocabulary, since they try to find out the meaning of the passage. The teachers also have to give opportunity for them to translate the questions and answer by their own self, if there is a

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mistake, the teachers can correct it. This technique can make them be active participating during the English.

3. Lacking of confidence

As has discussed in chapter 2, self-confidence is one of influencing factor in learning a second language. Dulay stated that self-confidence is very much related to second language development.

During observation, delivering questionnaire and interviewing the students, I notice that they feel un-confidence to speak English. They were embarrassed, and kept silent when their teachers asked them to read the text, more over speak in another language, English, which the words are difficult to be pronounced. Monarth, believed that shyness is a form of social anxiety. Shy people are often more likely feel anxious about speaking than their less shy peers. They often have less experience with telling stories at parties, giving presentations, and speaking up. They tend to be observers rather than participators, they also tend to be audience than players\(^5\). They should be active participating and involving during the learning and teaching process. They had better read and translate the text, translate and answer the questions by their own self, it can make them decrease their shyness in being active

during the English class. If they can do it, they will be able to try to learn speaking English.

4. Lacking of knowledge of grammar

Most of the students in the first and second year of Ma’arif Senior High School 4 Driyorejo are afraid to speak English, since they do not comprehend with the grammar. According to them, before speak English, they have to understand the grammar early, since they are afraid to make mistake. Brow, said that in learning language usually occurs mistakes, it is like any other human learning, they learn to swim, ride a bike or play tennis, however, they make mistake by falling down from a bike, having broke-arm or leg. It is also happens in language learning. Children make mistake in the process of first language learning, the same thing occurs in the second one. The mistakes are ordinary thing in learning a second language, the significant thing is by profiting from mistakes, by using mistakes to obtain feedback from the environment and with that feedback to make new attempts which successfully more closely approximate goals.56

Finally, we can say that the students should not be afraid to make mistake in learning a second language, since it can make them able to speak English.

5. Environment

Dulay confirmed that the quality of environment determines the success or failure of second language learning. There are two kinds of language environment, formal and informal environment. School where the students learn a second language involves in formal environment. The success of second language learning in formal environment does not give significance development in a second language learning. Dulay said that it depends on the teacher’s technique. He confirmed that language environment involves situation in a restaurant or shop, talking with friends, in the process of teaching and learning in the class and many others. The students interact with their friends who speak Indonesian in daily life. When their teachers asked them to speak, they did not do it. When some of students try to speak using English, the others insult them. This environment does not support the students tom learn speaking English. They do not have opportunity to learn speaking English, not with their family, more over in the school, where becomes the main place for learning process of English.

To improve the students ability in speaking English, the teacher has to create conducive environment for ELT, these are the ways:

a. Exposure (linguistic input), there are three points of this input. First, the teacher’s talk, which means, the teacher explain or presents what is the

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topic of the learning and teaching process. Second, materials, which means, there must be materials that are going to taught and learned by the teacher and the students in the learning and teaching process. Beside the teacher’s talk and materials, the students have to show their work display. It could be in competence of oral production, such as presentation or written one, such as an article.

b. Classroom management, it involves seat arrangement, intensive interaction, and fair distribution of questions. In the learning and teaching process, the appropriate of seat arrangement is needed to support the successness in creating conducive environment of learning and teaching. not only seat arrangement, seat arrangement is also needed in creating conducive environment of learning and teaching. since, intensive interaction makes the students become active participating in learning and teaching process, which can support the successness of them. The last thing is fair distribution of questions. The teacher has to distribute the questions in the leaning and teaching process to all level of the students, both high and low level.

c. Facilities, to create conducive environment for ELT, there should be good facilities which involve language laboratory, book corner, and teaching media.\textsuperscript{58}

\textsuperscript{58} It was taken from Mrs. Zuliati Rohmah M.P.d as my advisor.
6. **Lacking of teacher’s role**

According to class for eight meetings, we can say that most of the teachers dominated the talk during learning and teaching process. They not only read and translate the passage, but also answer the task by their own self. Nunan explained that teacher-dominated classroom talk is one type of unequal power discourse, which means the teacher has the power to determine the topics, distributes the turns, give feedback, and ask most of the questions among other things\(^{59}\).

From this statement we know that there is no balancing interaction between the teacher and the students.

The teachers were active, play the main during learning and teaching process, and visa versa, the students only kept silent, became audience, where they should become the main participants in the classroom.

Finally, we can conclude that the teacher gave them less motivation, to encourage and support them for learning speaking English.

7. **The teacher’s technique**

Harmer confirmed that the effective speaking involves a good deal of listening, an understanding of how the other participants are feeling, and

knowledge of how linguistically to take turns or allows others to do so\textsuperscript{60}. From that statement we know that speaking activities that are given by the teacher should provide the students with opportunity to learn all the skills, especially oral communicative one, since as stated that by Lindsay and Knight, we speak for many reasons, to be sociable, because we want something, because we want other people to do something for someone else, to respond to someone else, to express our feelings or opinion about something to exchange information, to refer an action or even in the past, or future, the possibility of something happening and so on\textsuperscript{61}. The same thing which is said by Richards and Renandya, the effective interactive activities should be manipulative, meaningful, and communicative\textsuperscript{62}. Manipulative means, the activities have to make the students willing to speak, to persuade them in order to speak up, for instance, the topic is about the things that relate with their teenager life, such as, about love, friendship, and so on. Meaningful means, the activities have the clear purpose of the speaking. For instance, if the purpose of the speaking is about greeting, then the activities that are created have to relate with greeting. The lat aspect is communicative, which means, the activities have to make the students interact with their friends.

\textsuperscript{60} Jeremy Harmer, \textit{The Practice of English Language Teaching}, (Edinburgh Gate:Longman,2001), p.271

\textsuperscript{61} Cora Lindsay, and Paul Knight, \textit{Learning and Teaching English}, (New Jersey: Oxford University,2006), p.57

However, in fact, the teachers never provide the students with those criteria above of speaking activities, they only learn about the theory, not the practice. This causes the students’ inability to speak English during English lesson. The teacher should be a motivation for his/her students, he/she should encourage them to speak English. However, he/she not only becomes a motivator, but also as a prompter, participant, and feedback provider. As stated by Harmer, the teacher has three roles during speaking class:

a. Prompter: during speaking class, students sometimes get lost, they can not think of what to say next, or lose the fluency we expect of them. We can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best opinion. However, we may able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively, without disrupting the discussion, or forcing students out of role, it will stop the sense of frustration that some students feel when they come to lose of language or ideas.

b. Participant: teacher should be a good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teacher may want to participate in discussions or role-play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.
c. Feedback provider: when the students are in the middle of a speaking activity, over correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may gets students out of difficult\textsuperscript{63}.

Harmer also said, it is very important for teachers to correct mistakes made during speaking activities in different way from the mistakes made during a study exercise. When the mistakes of students occur, the teacher should let them, since, if the teacher interrupts it in the middle of speaking activities, the teacher will destroy the purpose of the speaking activity, to make them speak up. So, the teacher has to wait until the speaking activity over\textsuperscript{64}.

\textsuperscript{63} Jeremy Harmer, \textit{The Practice Of English Language Teaching}. ( Edinburgh Gate:Longman,2001), p.375
\textsuperscript{64} Ibid., p.94