

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

What is the factors causing problems faced by English language students in understanding English lessons at senior high school SMK AL-IHSAN?

This chapter presents the research findings and discussion. The findings of this study refer to the results obtained by data sources in the form of teacher questions during the learning process. These findings are the results to answer the two research questions. The analysis of the findings will be explained in the discussion section. The discussion has described the results of the research with the theory used in this study. In this chapter, the researcher prevented the finding and discussion about students' difficulties in understanding English. The findings were based on data analysis of interviews and observations.

1. The Result of Interview

One of techniques of collecting data used by the researcher was interviewing. By doing this interview, the researcher got the information needed for this research. The researcher conducted the interview with 10 students and English teacher in IX A of SMK Al-Ihsan Sampang. Based on Sadtono are divided into two categories⁴⁸:

⁴⁸ Suryanto, *Difficulties and Strategies in Learning English: An Analysis of Students From English and Non-English Education Department in Indonesia*, 2021.

a. Linguistic Problems

1) Lack of Vocabularies

When interviewing students about English vocabulary, students are confused if the teacher explains the lesson in English and they don't understand what the teacher's words mean. When the students are given an assignment by the teacher, they also use Google Translate to interpret or use vocabulary when speaking and writing English. They also have difficulty in remembering the vocabulary that will be used in speaking and writing English. The one student's comment is:

R: "do you like English lessons or not?"

S2: "I like it."

R: "why do you like it?"

S2: it's fun but it's a bit difficult to understand miss

R: "what does it mean to understand how?"

S2: "Yes, I understand the meaning, so you have to think first about the meaning and then answer not like Indonesian."

R: "So, is there a solution to speaking in English?"

S2: "I usually memorize first so that when I speak fluently."⁴⁹

From the results of the data above, it can be concluded that students are still lacking in vocabulary and are confused by many vocabularies to be used when they are reading and speaking in English..

2) Lack of Grammar

According to the results of the interview, students said that when they spoke English, they felt less confident and were afraid

⁴⁹ Interview on Monday January 8th 2024

of making a mistake or the teacher not understanding what they were saying, so when the teacher told them to speak English, sometimes they used Indonesian or even kept quiet. From the interview results, one student commented about grammar:

R : “Do you like English or not?”

S3: “I like it, but it's difficult to understand, I don't understand how to arrange it, I don't know how to arrange it.”

R : “Are you afraid to go forward?”

S3: “brave though afraid”

R : “what is the solution to talk about?”

S3: “I usually speak English when I'm not playing games like Duolingo.”

R : “Does the application really help you?”

S3: “not bad for filling free time too, it's fun to be able to learn English.”⁵⁰

The results of the data above indicate that students have difficulties speaking English because of a lack of grammar. Students find it difficult to arrange the words into sentences with the correct grammar when speaking and writing English.

3) Lack of Pronunciation

This interview conducted on 26th February 2024 by meeting the student directly. When the researcher asked to the teacher about the pronunciation of words, they said that they were confused about pronouncing words in English, because if they were wrong in their pronunciation, they were afraid of being laughed by friends and scolded by the teacher, so that sometimes they became

⁵⁰ Interview on Monday January 8th 2024

sad, afraid when they were told to read or speak English. The student opinion about pronunciation:

R : “May I know if you like English lessons or not ?”

S1 : “not really sir because sometimes it’s hard.”

R : “How difficult is it ?”

S1 : “In my opinion, English is difficult, the way to pronounce it and to write and to use the words are different. Sometimes it makes me scared if I’m asked to read or come to the front of class miss. So I have to translate first, then I say it sir”.⁵¹

Based on the results of the statement above, the researcher can conclude that students have difficulty in speaking and reading English due to poor pronunciation. The students have difficulties in pronouncing English words because the writing and the speaking are different, and they are also afraid to pronounce the wrong word when speaking and reading.

b. Psychological Factor

1) Lack of confidence and Fear of mistake

Students who conducted interviews with the researcher commented about their confidence:

R : “are you afraid of being asked to come forward or not?”

S4 : “afraid nervous, not confident miss”

R : “is there a solution to learning English or not especially speak English?”

S4 : “I usually listen to your songs or watch movies”

R : “if the teacher told you to come to the front of the class ?”

S4 : “just show me something else”

R : “Ok, thank you for your time, I think that's enough. Wassalamualaikum.”

S4 : “yes, the same as walaikumsalam.”

⁵¹ Interview on Monday January 8th 2024

From the data above, the researcher can draw the conclusion that students find it difficult to speak in English because of a lack of confidence and are afraid of making mistakes when they practice speaking in front of the friends.

2) Anxiety and Shyness

Students who conducted interviews with the researcher had physical problems such as fear of making mistakes and shyness, as evidenced by the first subject. The statement from one of the students is as follows:

- R : “Then if asked to come forward, you will be happy, right?”
 S5 : “I’m happy, even though I feel shy miss, I was asked to come to the front of class and continue to speak English. I’m nervous and afraid if I’m wrong miss.”⁵²

Based on the results of the data above, researchers can conclude that many students feel shy and afraid when they speak English. They feel nervous and anxious when speaking English in front of the class.

a. Linguistic Problems

1) Lack of Vocabulary

Regarding the questions used in questionnaires 5 and 6 which discussed vocabulary in understanding English, they answered that they still had difficulties finding and understanding English

⁵² Interview on Monday January 8th 2024

vocabulary. Some of them answered that English was difficult, and many did not like it.

Question : Are you afraid if the teacher tells you to speak and write English? (give your reasons)

Answer: yes, because I don't have many vocabularies

Question : What are your difficulties when asked to speak and read English?

Answer: Lack of mastery of English vocabulary, do not know how to read it.

2) Lack of Grammar

Based on the questionnaire I gave, they said that they had difficulty in composing words when they wanted to speak and write in English, they preferred to use Indonesian because it was easier and more fluent for them to use Indonesian compared to English.

Question : Are you afraid if the teacher tells you to speak and write in English? (give your reasons)

Answer: Yes, because you are not familiar with other countries' languages

Question : What are your difficulties when asked to speak and write in English?

Answer: how to arrange words, different from the Indonesian language.

3) Lack of Pronunciation

The researcher found that the students did not have the best way to produce the language when speaking English. It means that almost all the students did not have good pronunciation when speaking English. In a questionnaire containing questions on questions 5 and 6, half of the 31 students said that they had difficulty pronouncing words in English because they did not know how to read from writing.

Question : Are you afraid if the teacher tells you to speak English?
(give your reasons)

Answer: Yes, I'm afraid because it's difficult to speak

Question : What are your difficulties when asked to speak English?

Answer: when I want to speak in English

b. Psychological Problems

1) Lack of Confidence and Fear of Mistake

Judging from the questionnaire questions, students said that they lacked confidence and were still nervous, afraid of making mistakes and of being laughed at by friends when they were wrong.

S1:

Question : Do you think learning English is difficult? (give a reason)

Answer: Not bad

Question : Are you afraid if the teacher tells you to speak and read English?

Answer: Yes, I'm afraid because I'm afraid to say the wrong word

S2:

Question : Do you think learning English is difficult? (give a reason)

Answer : Yes, it is difficult because the language is difficult to understand

Question : Are you afraid if the teacher tells you to speak and read English? (give your reasons)

Answer: Fear and nervousness

2) Anxiety and Shyness

The students were shy when the teacher asked them to speak English in front of the class. The students feel shy when they speak in English with their friend or teacher in classroom.

S1:

Question : During the English lesson in class, how did you feel?

Answer: Confused, stressed, happy

Question : Do you think learning English is difficult? (give a reason)

Answer: Quite difficult

S2:

Question : Do you think learning English is difficult? (give a reason)

Answer: Difficult because the language is difficult to understand

Question : Are you afraid if the teacher tells you to speak English? (give your reasons)

Answer: Afraid because it is nervous and the language is difficult, embarrassed

2. The Result of Observation

The observation was conducted to learn the process of learning in the class. The researcher used observation to collect data. The researcher observed the students' problems and difficulties in speaking English. The researcher made the observation twice: on 26th February 2024 and 29th February 2024. The class consisted of 25 persons. The name of the teacher is Indah Fitriyatul Imamah. The class began since the teacher called the greeting, checking the students and explained the learning objectives then gave an ice breaking.

On the teaching learning process, English teacher asked a question to students dealing with the topic given before, it is also called by apperception. After giving a question, he chose the students to answer the question. It was repeated until all the students got the chance. He also gave other questions related with the topic. Then English teacher clarified the correct answer. If students did not know the vocabulary, the teacher would give them know the vocabulary directly or chat. When there are some grammatical errors, he will correct it then. Beside that teacher gave some jokes to entertain the students. Next the tacher continue to explain the topic by demonstration and lecturing.

By the end of the lesson, the teacher concluded the material, asked students' difficulties about the material given by the teachers and gave a

chance for students for asking anything for him as the reflection so that the teacher knew the advantages and the disadvantages of the learning.

a. Linguistic Problems

1) Lack of Vocabulary

Based on observation data, students are confused when they speak English because they do not understand the vocabulary they will use. Even when the teacher speaks English, the students do not understand and only stay silent when asked to speak English.

2) Lack of Grammar

Based on the results of observations, students have difficulty speaking English because they do not know how to arrange words to speak or their choice of words is still confusing. Some students also speak Indonesian when asked by the teacher. They also, when told to come forward in front of the class, they do not use English during conversation. They seem difficult to do some questions given by the teacher.

3) Lack of Pronunciation

The researcher employed observation. The observation was conducted to know the process of teaching and learning speaking that was conducted in two meetings and students' problems and the causes of their difficulties in understanding English. The students seem difficult in understanding English because they do not have many vocabularies to understand it.

b. Psychological Problems

1) Lack of confidence and Fear of mistake

On the observation, the teacher asked one of the students to introduce herself in front of the class. But most of the students lack the confidence to speak English. And then students lost their confidence in speaking English in front of their friend because they thought they did not do well when speaking English.

2) Anxiety and Shyness

On the observation, the teacher asked one of the students to introduce herself in front of the class. Some students feel anxious and shy when they speak in English with their friend or teacher in classroom.

B. Discussion

Based on the research findings, the researcher will discuss the research. The discussion is about the students' difficulties in understanding English. The factors that cause students' difficulties in learning to understand and the teachers' strategies to solve their difficulties in understanding English.⁵³ After describing the data, the researcher needed to analyze the data because it was still raw. It is appropriate with the answer to the problem statement. The explanation will be presented below:

⁵³ Wahidah, S. F., *Students' Speaking Problems and Factors Causing it*. (Journal Logika, 2016), 2.

Based on the results of the research, the students in class XA feel difficulties when they try to understand English. The researcher wants to discuss the problems in English as seen from the questionnaire and interview.

1. What is the factors causing problems faced by English language students in understanding English lessons at senior high school SMK AL-IHSAN?

The researcher found the students' difficulties, such as linguistic problems and psychological problems as follows:

a. Linguistic Problems

Linguistic problems are those that make the students' speaking abilities poor. In general, linguistics comprises the details of vocabulary, grammar, and pronunciation.⁵⁴ But in this research, the researcher only found two difficulties that students experienced as follows:

1) Lack of Pronunciation

English is not for Indonesian students because of English as a foreign language. Based on Gilakjani (2012), pronunciation must be given more attention when learning English. It is because pronunciation is very important in speaking English and must be taught in learning English. Almost all of the students still have difficulties in speaking English. Students did not have enough vocabulary, had poor pronunciation, were afraid of making mistakes,

⁵⁴ Wahidah, S. F., *Students' Speaking Problems and Factors Causing it*. (Journal Logika, 2016), 2.

and did not want to speak English.⁵⁵ If they have bad pronunciation, it makes other people not understand what they are trying to say. Despite the fact that it caused some people to misunderstand the meaning.

Based on the finding data, students did not have good pronunciation, so it will make them cannot increase their speaking abilities. It can be a big problem for the students if they did not mastering pronunciation because if they have bad pronunciation it make other people did not understand about what they want to say. The other reason why pronunciation is difficult because pronunciation in English language is different from other language. There are a lot of words that have similar pronunciation, for example “weak” with “week” and “pour” with “poor”. These words are similar in pronunciation but have different meanings. It makes it difficult for students to determine the true meaning.

2) Lack of Vocabulary

Some of the English students find it difficult when dealing with vocabulary. They find it difficult to figure out how to fit the vocabulary so that the other person will understand and connect with what is being said.

From the results of the interview and questionnaire, almost all of the students said that the vocabulary in the English language is

⁵⁵ Suryanto, *Difficulties and Strategies in Learning English: An Analysis of Students From English and Non-English Education Department in Indonesia*, 2021.

very difficult. It is because their knowledge of vocabulary is low. They also said that the vocabulary in English is difficult to memorize. Based on the researcher's observation, when the teacher gives some vocabulary for the students to memorize, they only memorize that word and do not try to use it when speaking with their friends, so that they do not know how to apply the words when they want to speak or to write in English.

b. Psychological Problems

The major issue that most students face is psychological problems. It is because psychological factors can influence students' ability to communicate effectively. Therefore, not only from linguistic difficulties that the students have, but also from psychological difficulties such as a lack of confidence, shyness, and fear of making mistakes. Based on an interview and a questionnaire, the researcher found three problems that students have as follows:

1) Lack of Confidence and Shyness

Self-confidence may be the most critical thing in speaking English.⁵⁶

Confidence and shyness are the same thing, because when the students feel shy about speaking English, it means their fear of making mistakes. When students make a mistake when speaking and read English in front of their class or their friends, they will feel shy to pronounce English words.

⁵⁶ Suryanto, *Difficulties and Strategies in Learning English: An Analysis of Students From English and Non-English Education Department in Indonesia*, 2021.

2) Fear of Making Mistake

The students admit that they feel afraid to make mistakes when speaking English. They are afraid that their pronunciation and grammar are wrong. Students also fear arranging words when speaking English because of unfamiliar vocabulary and the fear of making grammar mistakes. Besides that, they will also be embarrassed if they make mistakes when speaking English.

Students' difficulty in speaking English is influenced by two factors, namely linguistic factors and psychological factors which is where students still have a lot of difficulties speaking English due to a lack of vocabulary and pronunciation.⁵⁷ Besides that, students also still lack confidence when speaking English. This research relates to Syakur (1997) speaking, which is a complex skill because it is related to components of grammar, vocabulary, and pronunciation.

2. How to solve problems faced by English language students in understanding English lessons at senior high school SMK AL-IHSAN?

There are some problems that the teacher has to solve. According to Ur Penny⁵⁸ based on observation and the interview result:

a. Use the group work

This improves students' speaking skills and also lowers the barriers for students who don't want to speak in front of the class. The solution is that the teacher assigns the task to the students, and then the teacher

⁵⁷ Wahidah, S. F., *Students' Speaking Problems and Factors Causing it*. (Journal Logika, 2016), 2.

⁵⁸ Ur Penny, *A Course in Language Teaching (Practice and Theory)*. (Cambridge University Press, 1996), 199.

makes a small group, which consist of 2-4 people depending on the need for achieving the learning. In groups of students discussing the material given by the teacher, the results of the group's work are afterwards presented in front of the class.⁵⁹

Based on the student interview:

“The solution for me having difficulty speaking English is to join an English group at school, so I often speak English there.” (ZR)

Based on the teacher interview:

R: “what kind of English learning is used miss?”

T: “I usually make a group to do English assignments, so they usually don't even do it by themselves.” (ME)

From the observation and interview, the researcher can conclude that forming groups can make students less afraid when speaking English because they do it not only alone but together.

b. Base the activities on easy language

In general, the level of language used by the teacher in learning activities in the classroom. The required vocabulary and grammar should be easy to remember and produce so that students can speak fluently without too much hesitation. Example is the teacher used dialog about the students' daily activities and a repetition task related to the words of greeting.⁶⁰

Based on her statement, the student :

“The teacher also teaches us to speak English when we don't know the meaning or reading. The teacher keeps repeating it so that we can easily understand it until it is correct.” (NC)

⁵⁹ Observation on Monday January 15th 2024

⁶⁰ Interview on Monday January 8th 2024

Based on the teacher's statement:

R: "how are they interested in speaking English?"

T: "I definitely greet my students first, I ask about their activities, so they can answer and understand when I speak English." (ME)

From the observation and interview results, the researcher can conclude that the teacher's teaching before the lesson starts needs to greet in a language that is easy to understand or in everyday language so that students can get used to speaking and answering in English.

c. Give some instructions or training in discussion skills

The teacher gives a topic, and students are encouraged to work on it and ensure that everyone in the group contributes to the discussion. Appoint a leader for each group who will organize participation.⁶¹

Based on teacher interviews:

R: "after greeting them in English then what about the next step miss?"

T: "Like yesterday's material about cardinal and ordinal numbers, I made a group first, and then they discussed it to make an example like that, and all students got their respective students." (ME)

As a result of the teacher interview above, the teacher gives instructions and discusses them with students.

d. Keep the students use the target language

The teacher uses role play and dialog in the teaching and learning process. In role-playing activities, the teacher gives the learners

⁶¹ Interview on Monday January 15th 2024

information such as who they are and what they think or feel. They have to speak and act from their new character's point of view.⁶²

R: "after discussing what the next steep miss?"

T: "I told them to speak English casually, I selected them one by one so that they all spoke according to what they understood." (ME)

The results of the teachers' interview, the teacher told the students to answer in English as well as possible so that students got used to speaking English.

Based on the data above, the researcher found that English teacher have a variety of different strategies in teaching English. Giving variety in teaching will make the students become easier in understanding the language.⁶³ The first, the teacher greets students and asks about daily activities, then repeats the words so, that they remind them or add to their English vocabulary. In the second, the teacher gave assignments to each student and then formed a discussion group to discuss and work on English learning materials together in groups. After finishing, the students were told to come to the front of the class to present their group assignment. The third, is when students present the results of their work, this is where the teacher starts an English conversation with the students.

⁶² Interview on Monday January 15th 2024

⁶³ Bonnie, P., & Mary, J.S. English Language Teaching Methods Used by Primary Teacher in One New Delhi.(India School. 2005)

From the statement above, it can be concluded that the solutions to students' difficulties in speaking English according to Ur relate to the results of the data that has been presented.⁶⁴

⁶⁴ Ur Penny, *A Course in Language Teaching (Practice and Theory)*. (Cambridge University Press, 1996), 199.