

CHAPTER IV

RESEARCH FINDINGS

A. The Description of Data

The description of data is made by the writer based on the classification of the students speaking activities, kinds of classroom activities which often is used in class. Based on the classification of the students speaking activities, language is very important for communication. By using language, could understand what people mean. Mastering English for communication is important for an English student. Speak English in classroom activities should be done by English students. So students can improve their vocabulary.

The analysing of this data is uses questionnaire and interview for the students the students answer the multiple choice questions by answer a (always), b (often), c (seldom), and d (never). From the answer of the students, the writer will find what is classroom activity used in classroom and their speaking activity.

Table 1.1 The collecting answer

NO	Students' name	Multiple answer									
		1	2	3	4	5	6	7	8	9	10
1	A Miftahul Ulum	B	B	C	C	C	B	C	B	A	B
2	Adelia Pamayanti	B	B	C	B	C	B	C	C	A	B
3	Dede Andini	B	B	C	B	C	C	C	C	A	C
4	Dede Silvia	B	C	C	B	C	B	C	B	B	A
5	Egista Sri H	B	C	C	B	C	C	C	B	A	C
6	Eka Puspitawati	A	C	C	C	C	A	A	A	A	A
7	Eva Silvia W	B	C	C	B	C	C	A	A	A	B
8	Faaris NurSyaifullah	B	B	B	B	C	B	B	C	A	A
9	Falasifa Ajda	B	B	B	B	C	C	B	B	A	A
10	Fitra Bela W	B	B	B	C	C	C	C	A	A	A
11	Halimatusaadiyah	B	C	B	B	C	B	B	A	A	B
12	Khusnul Khotimah	A	B	B	B	B	B	D	B	A	A
13	Marisa Romdon	A	B	C	C	B	C	C	B	A	C
14	Marsinah	B	B	C	C	C	B	C	B	A	A
15	Megawati Shaquila	A	B	B	B	C	C	C	B	B	A
16	Mila Silvia F	A	B	C	C	B	C	C	B	A	C

17	M Yasir Khafami	A	C	C	C	C	A	B	B	B	A
18	Nisa Aulia	C	C	B	C	B	B	B	A	A	B
19	Njaik Kurnia	A	B	B	C	C	C	C	A	B	C
20	Nuraeni	A	B	B	B	B	C	C	B	A	B
21	Putri Oktaviani	A	C	C	B	B	B	C	A	B	B
22	Qurrotu Aini	B	B	C	B	C	C	C	B	A	A
23	Ridho Hafizh F	B	B	C	B	C	C	C	C	B	B
24	Sri Rahayuningsih	B	B	B	C	B	B	C	A	A	A
25	Sri Rahayu	B	C	B	C	C	B	A	B	B	A
26	Ulung Hidayatullah	B	C	C	C	C	B	B	C	A	B
27	Uun Hunayah	B	C	C	C	B	B	C	B	A	A
28	Vina Nabil H B	A	A	A	B	B	D	D	B	A	C
29	Wida Robiyah	B	B	C	B	C	C	C	B	B	A
30	Wilda Najiya	A	B	B	C	B	C	C	A	B	A

1.2 Describe Data of Questionnaire

Base on the result of questionnaires above the writer could describe students' classroom activity.

1. According to the questionnaires from respondents, teacher uses variation methods in teaching speaking there is 60 % or

18 students responds that teacher always use variation method. 36,6 % or 11 students said often and 3,3 % or 1 student said seldom. Variation method makes students enjoy to study and practice in classroom activity.

2. Teacher uses variation methods in teaching speaking make students feel better in their speaking skill there is 3,3 % or 1 student said always, 60 % or 18 students said often and 36,6 % or 11 students said seldom. This teaching use variation method is good . Because of every students have different motivations to study. So students can enjoy to study.
3. In study activities, the students use English language, and frequency speaking activities in classroom activities there is 3,3 % or 1 student said always, 36,6 % or 11 students said often, and 60 % or 18 students said seldom.
4. Students study conversation in the classroom. Activity conversation can get easy the students in improving and practicing their speaking skill. There is 53,3 % or 16 students said often and 46,6 % or 14 students said seldom they can practice easy with activity conversation. Because conversation is the most fundamental form of oral

communication. The students can practice and improve their vocabulary, and train confidence.

5. In classroom, lecturer teaching speaking use role play method and make students enjoy in studying. Role play activities seldom used in classroom. Because lecturer uses variation method. 66,6 % or 20 students said seldom.
6. When study, some students feel difficulty in speaking. There is 6,6 % or 2 students said always, 43,3 % or 13 students said often, 46,6 % or 14 students said seldom and 3,3 % or 1 student said never. They feel difficulty because lack vocabulary and lack confidence when they will speak, and there is said never because she has habitual and often train to use English language.
7. In classroom activity, students sometimes feel afraid when they will front of to speak. There is 10 % or 3 students said always, 20 % or 6 students said often, 63,3 % or 19 students said seldom and 6,6 % or 2 students said never.
8. Teacher asks students to make exercise like conversation every lesson in order to can application in daily activity.

There is 30 % or 9 students said always, 53,3 % or 16 students said often and 16,6 % or 5 students said seldom.

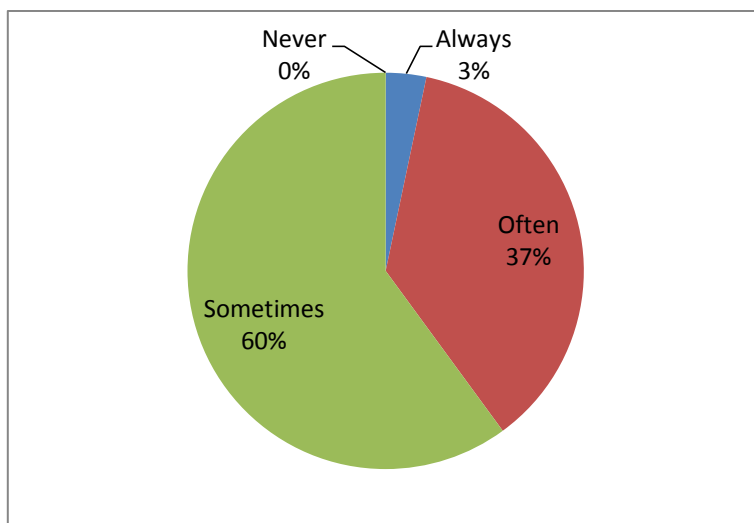
9. Students like English and they want to add knowledge. About 30 % or 21 students said always and 30 % or 9 students said often. Motivation students study English from themselves.
10. Students motivated can speak fluency and become a teacher when saw a lecture teach very well. About 50 % or 15 students said always 30 % or 9 students said often and 20 % or 3 students said seldom.

B. Students' Speaking Activity

Language is very important for communication. By using language could understand what people mean. Mastering English to communication is very important for an English student. Speak English in classroom activity especially speaking class should be done. The students' speaking activity is show in table below :

Table 2 : The Frequency of Students' Speaking Activity

No	Frequency of speaking	Number	Percentage
1	Always	1	3,3
2	Often	11	36,6
3	Sometimes	18	60
4	Never	0	0
	Total	30	100



From interview, the writer can know how frequency student's speaking activities in class. There are 3,3 % or one respondent said "always" spoke English in classroom activity. She always speaks English as communication language when study. As reported by one respondent, Vina Nabil H B :

....saya selalu berbicara menggunakan bahasa inggris ketika belajar, karena sudah sedikit terbiasa dan dalam speaking class atau kegiatan conversation di haruskan berbicara menggunakan bahasa inggris.
(Appendix 2.28)

'.... I always speak use English language when study, because has habitual and in speaking class or conversation activity must to speak use English language....'

Vina's statement above means that lecturer uses English and students must speak English. Vina always tries to speak English practice in front of the class and discussion.

This statement means, students must speak English in classroom activity. Because teacher uses English in order to their speaking skill can increasing.

There are 36,6 % or 11 respondents belong to "often" categories of the used of English when every classroom activities. The respondents used English with their lecturer in classroom activities, as Falasifa Adja said:

....Saya sering menggunakan bahasa inggris dalam aktifitas kelas. Karena tuntunan dari dosen, kita harus menggunakan bahasa inggris

dalam setiap aktifitas kelas. (Appendix 2.9)

'.... I often use English in classroom activity. Because of lecturer's demand, we must to use English in every classroom activity....'

Falasifa's statement above means that she often uses English in classroom activities. Because of lecturer's demand, in order to students can improve their vocabulary. As Faaris Nursyaifullah's statement, he said :

....Saya sering menggunakan bahasa inggris ketika belajar agar saya bisa terlatih berbicara bahasa inggris. Karena dosen pun selalu menggunakan bahasa inggris dan kadang-kadang di terjemahkan ke dalam bahasa Indonesia. Karena kita masih kurang kosa kata. (Appendix 2.8)

'.... I often use English when studying so I can trained to speak English. Because lecturer always use English and sometimes translated into Indonesian. Because we still lack the vocabulary....'

It means that they must use English in classroom activities. The lecturer demand students to use English. Usually the lecturer requested them to use English for answering the lecturer's question or when they asked something, they must use English. It means that the lecturer required the students to speak English during the class.

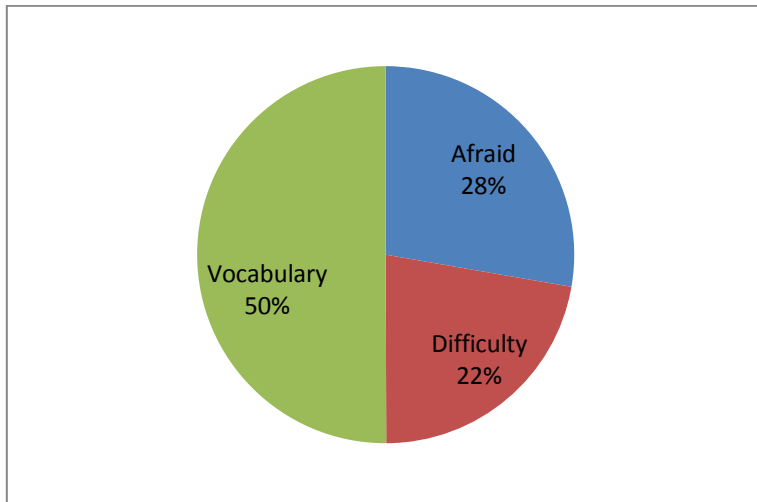
C. The Reasons of Seldom Use English

As have known that to learn English is not easy, moreover in speaking skill. Jordan said that difficult in speaking to discuss on may be caused by shyness or personality factors which are independent of the language being used. Many student have individual difficulties with pronunciation, stress, intonation, or overall rhythm. At times, their speech may be virtually unintelligible to others students or the tutor. In this cases, some kind of individual and /or self access help will be needed centre.¹

Table 3 : The Reasons of Seldom Use English

No	Frequency of speaking	Number	Percentage
1	Low confidence self and afraid	5	27,7
2	mistake	4	22,2
3	Difficulty Vocabulary	9	50
	Total	18	100

¹ RR. Jordan, *English for Academic Purpose*, (New York: Cambridge University Press, 1997), 205



27,7 % stated “Low confidence self and afraid mistake” categories of seldom use English, it was including afraid if their grammar was wrong and shy to speak English. As one respondent said :

.... karena belum memahami grammarnya, takut salah ngomong....

(Appendix 2.14)

‘.... Because haven’t understood grammar, afraid if speak mistake...’

The statement above means that maybe she wanted to speak every classroom activities, but she was afraid if she did mistake in his grammar. So only some classroom activities, they speak use English as conversation activities, question and answer from lecturer.

This problem has relation with Geoffrey Leech, that he definition grammar as “ Grammar refers to the mechanism according to which language works when it is used to communicate.”² Its mean that grammar is a science that studies how a language works to communication.

22,2 % said that they seldom use English because of difficulty. Many people thought that English was difficult to be studied. As one respondent said :

....merasa kesulitan berbicara bahasa inggris dalam segi pronunciation dan grammar.... (Appendix 2.4)

‘ ... feel difficulty to speak English in pronunciation and grammar... ’

The statement above means the students feel difficult when they are speaking, from pronunciation and grammar. Every beginning was difficult but if tried to learn, students would master knowledge. English could be learnt if have desire to do it.

² Geoffrey Leech, *English Grammar for Today*. (London: The Macmillan Press, 1982)

50 % from respondents said they seldom use English because lack of vocabulary. They are lack of vocabulary because still first semester. As one respondent said :

...jarang, karena saya merasa kurangnya kosa kata. Jadi saya merasa belum percaya diri.... (Appendix 2.10)

'....Seldom, because I feel lack of command my vocabulary. So I feel haven't confidence....'

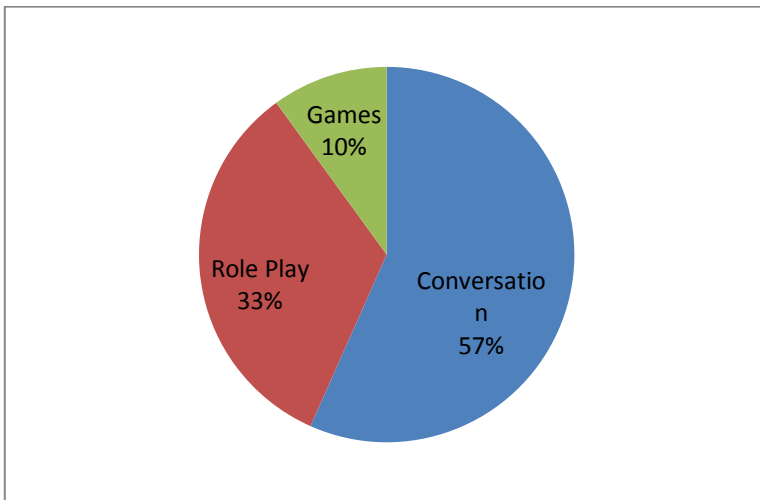
The respondent's statement above said that she seldom use English because lack of vocabulary. The students are still first semester and lack of confidence.

D. Kinds Of Classroom Activities

As an English Department student, should use English as a daily communication especially in classroom activities. After the collecting the data, the writer have gotten the data about the kinds classroom activities that often they use in classroom to make they easy and enjoy to study English.

Table 3 : Kinds of Classroom Activities

No	Classroom Activities	Number	Percentage
1	Conversation	17	56,6
2	Role Play	10	33.3
3	Games	3	10
	Total	30	100



The percentage kind of classroom activities was 56,6 % of respondents. They often use English in conversation activities because lecturer often asks students to make conversation and discussion with others. The students feel easy to learn speaking with conversation.

Because conversation is part from daily activity often used. As one respondent said :

....aktivitas conversation, karena dalam conversation kita langsung praktek ke depan dan bisa menumbuhkan rasa percaya diri. (Appendix 2.8)

'....Conversation activity, because of conversation we can practice directly in front of and can grow confidence....'

The respondent's statement above said that lecturer asks students to make conversation and speak in front of with their friend. They often make conversation and discussion with others. That is make them easy to use English in learn speaking.

According Marianne Celce-Murcia, One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication.

33,3 % of respondent feel easy and enjoy when study used role play activity. They feel easy learn to speak use English when they practice role play. As one respond said :

....praktek langsung seperti aktifitas role play ketika tugas UTS memainkan suatu drama. (Appendix 2.14)

'.... Direct practice is like a role play activity when task mid test plays a drama...'

It meant is role play activity make students enjoy learnt speaking. They command their vocabulary directly with speak in front of others.

According to Stephen D. Hattings, based on his observation in the conversation class, the role-play would same to be the ideal activity in which students could use their English creatively and it aims to simulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.³

10 % of respondent enjoy learn and feel easy speaking in games activity. When lecturer gives a game to students student feel enjoy study.

....Games, seperti permainan tebak kosa kata (Appendix 2.2)

'....games, as guess the vocabulary....'

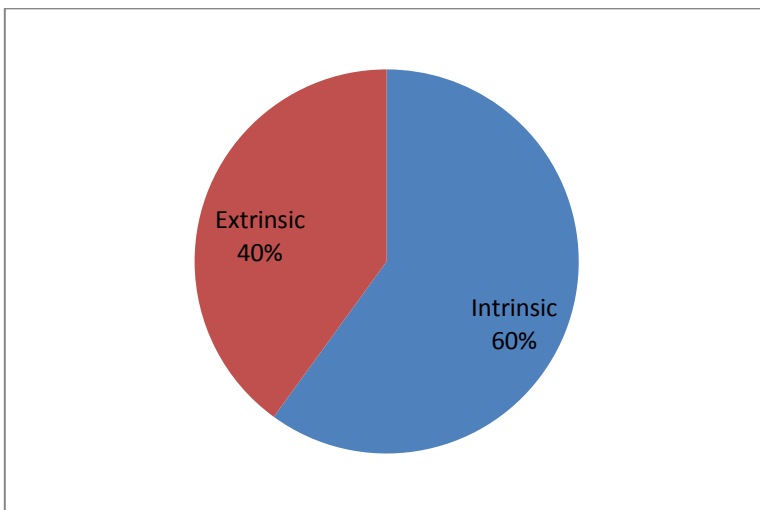
³ Jack, C. Richard, (Ed), Teaching Action : *Case Study from Second Language Classroom*, (USA : TESOL, Inc., 1998), 307

E. The Reasons of Learning English Viewed from Motivation

People would do something is based on their motivation. Motivation supported someone to do the thing he wanted. Someone did many activities are supported by motivation, including learning activity. As a student he should have motivation to get what he wanted. The table below the students' motivation to learn English.

Table 4 : Motivation of Learning English

No	Motivation	Number	Percentage
1	Intrinsic motivation (Like English, Add knowledge)	18	60
2	Extrinsic motivation (Support from parents, to be a teacher, to get job)	12	40
	Total	30	100



Percentage of respondents said that motivation to learn English because internal motivation as they want to add knowledge was 60 %.

One of the respondent had an statement :

karena ingin bisa bahasa inggris dan menambah pengetahuan saya.

(Appendix 2.6)

‘...because want to can English and add my knowledge...’

The statement above shown that she want to know about English. She tried to learn English, had a motivation to learn English. Someone would get nothing if did not want to know something, but if had a high motivation, would get what he wanted.

The respondents who had motivation to learn English because of encouragement from parents was 40 %. One of the respondent had a statement :

motivasi saya masuk jurusan bahasa inggris karena dorongan dari orang tua. (Appendix 2.2)

‘....My motivation learn English majors because of encouragement from parents....’

Murray said that motivation is construct (hypothetical concept) consisting of forces that affect a person's perceptions and behaviours in attempt to change situation that unsatisfactory. From the theory of Murray shows that external stimuli very important role for the growth of motivation, although internal motivation is more important than external motivation, but still the role of teachers in generating student motivation is still needed to change perceptions and behaviour in learning process.