**CHAPTER IV**

**FINDINGS AND DISCUSSIONS**

**4.1 Research Findings**

The purpose of this research was to analyze and find out what factors made English Education Department Students’ inactive in speaking through three stages of the instrument namely interviews, observation sheets, and tests. The data of this research were students of English Education Department of Universitas Muslim Nusantara Al-Washliyah Medan. The sample participants for this research amount 30 respondents and were taken from students in semester 2 to semester 8.

Result of this research, the researchers found that the inactive factors of English Department students in speaking English was influenced by factors that came from personal and environment. Personal factors include self-confidence, shyness, lack of vocabulary, pronunciation, and tenses. Second is environmental factors include the habit of using Indonesian, need friend to talk in speaking English, easy of communicating without English, and the lack of demand in speaking English.

* + 1. **Result of Interview**

In the interviews, the researcher used open ended questions to find out the reason students were inactive in speaking English and close ended question to find out the factors causing students inactive in speaking English. From the open questions the researcher found several challenges faced by student and might be the reason students were inactive in speaking English.

The challenges faced by these students varied, such as lack of vocabulary, errors in pronunciation, shyness, tenses, grammar, and nervous when speaking in English. The most answers obtained by researcher from students were 66,6% of students saying that the challenges they faced in speaking English were tenses. The majority of students feel confused and even do not know what tenses they use when they speak. Students said that when wanted to speak English, they only spoke using the vocabulary they knew. And, when they are speaking, sometimes they also stop speaking because lack of vocabulary. This was also proven from the data which showed that 63,3% of students said that in the form of a lack of vocabulary to speak.

Apart from the challenges they face, this does not make students hate English. Many students actually say that English is fun and cool. And there are also students who feel confident when they speak English, but there are also those who feel shy, nervous, and afraid when they speak English especially in public. It can be seen in the pie chart below.

Figure 4.1.1 Result of Open Ended-Questions

Table 4.1.1 Result of Close ended-question

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Question** | **Yes** | **No** | **Sometimes** |
| 1. | Do you often speak English? | 7 | 5 | 18 |
| 2. | Do you feel that your English speaking ability is good enough? | 8 | 14 | 7 |
| 3. | Are you shy when speaking in public? | 18 | 4 | 8 |
| 4. | Do you often feel nervous when speaking English in public? | 14 | 3 | 12 |
| 5. | Do you need a friend to practice English together? | 25 | 1 | 4 |
| 6. | Are you worried about your pronunciation when speaking English? | 20 | 3 | 7 |
| 7 | Do you often feel confused about which vocabulary to use before speaking English? | 13 | 6 | 11 |
| 8. | When you are speaking English, have you ever suddenly stopped speaking due to lack of vocabulary? | 24 | 1 | 5 |
| 9. | When your friends speak English better than you, are you motivated to study English even more? | 27 | 0 | 3 |
| 10. | Do you often use Indonesian when speaking to your classmates? | 19 | 0 | 11 |
| 11. | Are you worried and embarrassed when your friends correct you when you speak English? | 6 | 21 | 3 |
| 12. | Do you always avoid classmates who are speaking English together? | 2 | 15 | 13 |
| 13. | Do you often practice English by yourself? | 13 | 0 | 17 |
| 14. | Have you ever joined a friend who is speaking English? | 22 | 3 | 5 |
| 15. | Do you know what tenses you use when speaking English? | 6 | 10 | 14 |

From the findings of the interview results in the table above, it shows that 80% of the majority of students lack of vocabulary in speaking, which can be seen in the eighth question point. Apart from lack of vocabulary, 66.6% (question point 6) of students are also worried about their pronunciation. They tend to feel that their pronunciation is not quite right. This can be seen from 56.6% (thirteenth point) of students' lack of practice in speaking English. The fifth question shows that 83.3% of students need friends to practice English with. Then on the tenth question point it shows that 63.3% of students use Indonesian in their daily conversations. That is, students do not use English to communicate especially as they are students of English education. And, the majority of students sometimes also don't know what tenses they use when speaking (question point 15)

From the findings above, the researcher stated that the reason students were inactive in speaking English was caused by two factors, namely external factors (environment) and internal factors (personal). Environmental factors such as the habits of students who do not use English in their daily conversations. They tend to use the local language because they think it's easy to do when they want to communicate. And personal factors such as lack of vocabulary, pronunciation, tenses, shyness, and lack of confidence

* + 1. **Result of Observation Sheets**

According to Sugiyono (2018) the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena.

Table 4.2 Percentage Score

|  |  |  |
| --- | --- | --- |
| **SCALE** | **LEVELS OF ACTIVITY** | **PERCENTAGE** |
| 1 | Strongly Active | 0% - 24,99 |
| 2 | Active | 25% - 49,99% |
| 3 | Inactive | 50% - 74,99% |
| 4 | Strongly Inactive | 75% - 100% |

In collecting data, researchers used observation sheets to determine student inactivity and activity in the learning process and activities outside the classroom. The results of the observation data can be seen in the following table and discussion. The researcher conducted the research on May 16, 2023 to May 23, 2023. Before observing, the researcher prepared several statements on a piece of paper and made observations on English language education students in semester 2 to semester 8.

Table 4.3 Total Scale Result of Observation Sheet

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Question | SCALE | | | | Total |
| (1)  Strongly Active | (2)  Active | (3)  Inactive | (4)  Strongly Inactive |
| 1. | Manage to say what they wanted? | 9 | 6 | 11 | 4 | 30 |
| 2. | Seem to understand the English that the others used? | 12 | 9 | 8 | 1 | 30 |
| 3. | Manage to keep the talk going smootly? | 6 | 5 | 13 | 6 | 30 |
| 4. | Pronounce well enough to be understood? | 11 | 3 | 12 | 4 | 30 |
| 5. | Use suitable words and phrases? | 0 | 3 | 10 | 17 | 30 |
| 6. | Manage the necessary grammar? | 1 | 3 | 7 | 19 | 30 |
| 7. | Manage to clear up problems/misunderstandings without mixing languages? | 5 | 1 | 6 | 18 | 30 |
| 8. | Have opportunities to share their ideas with all group members? | 6 | 4 | 17 | 3 | 30 |
| 9. | Consider a number of ideas before coming to a decision? | 6 | 4 | 16 | 4 | 30 |
| 10. | Agree to the decision that were made? | 5 | 7 | 13 | 5 | 30 |
| Amount | | 61 | 45 | 113 | 81 | 300 |

From the total score above, it can be seen that the number of inactive classified scales is greater namely 113 scores. It can be concluded that of the 30 respondents 20% are classified as strongly active students, 15% are classified as active, 38% are classified as inactive, and 27% are classified as strongly inactive. From the result of the researchers’ observations, it can be seen in the sixth question that the strongly inactive scale is the largest number of all respondents namely 19 students. This means 63% of students can not manage grammar well. So, the researcher concluded that the reason students were inactive in speaking English was because most of students could not manage grammar properly.

* + 1. **Result of Test**

Table 4.4 Samples of Student Inactivity and Activeness Scales

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Initials** | **Aspects** | | | | | | **Classified** |
| Grammar | Vocabulary | Comprehension | Fluency | Pronunciation | Task |
| (0)-(1) | NPS | 0+ | 0 | 1 | 0 | 0+ | 1 | Strongly Inactive Student |
| (1+)-(2) |  |  |  |  |  |  |
| (2+)-(3) |  |  |  |  |  |  |
| (3+)-(4) |  |  |  |  |  |  |
| (4+)-(5) |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Initials** | **Aspects** | | | | | | **Classified** |
| Grammar | Vocabulary | Comprehension | Fluency | Pronunciation | Task |
| (0)-(1) | SRS |  |  |  |  |  |  | Inactive Student |
| (1+)-(2) | 2 |  |  | 2 | 2 | 2 |
| (2+)-(3) |  | 2+ | 2+ |  |  |  |
| (3+)-(4) |  |  |  |  |  |  |
| (4+)-(5) |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Initials** | **Aspects** | | | | | | **Classified** |
| Grammar | Vocabulary | Comprehension | Fluency | Pronunciation | Task |
| (0)-(1) | AH |  |  |  |  |  |  | Active Student |
| (1+)-(2) |  |  |  |  |  |  |
| (2+)-(3) |  |  | 3 |  | 3 |  |
| (3+)-(4) | 3+ | 3+ |  | 3+ |  | 3+ |
| (4+)-(5) |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Initials** | **Aspects** | | | | | | **Classified** |
| Grammar | Vocabulary | Comprehension | Fluency | Pronunciation | Task |
| (0)-(1) | SA |  |  |  |  |  |  | Strongly Active Student |
| (1+)-(2) |  |  |  |  |  |  |
| (2+)-(3) |  |  |  |  |  |  |
| (3+)-(4) | 4 |  |  |  | 4 | 4+ |
| (4+)-(5) |  | 4+ | 5 | 4+ |  |  |

**4.2 Discussions**

This study aims to find out and analyze the factors and reasons why English education students at the Universitas Muslim Nusantara Al-Washliyah are inactive in speaking English. Researchers used several strategies to find out the factors and reasons for the inactivity. Researchers used interviews to find out the factors students were inactive in speaking English, then researchers used observation sheets to observe student activities inside and outside the classroom, and finally researchers used tests to measure students' speaking ability to find out whether students' speaking ability was classified as inactive or active.

In the first strategy, namely interviews, the researcher found that the biggest factor in English education students' inactive in speaking English was caused by a lack of vocabulary. Then followed the pronunciation, shyness, and lack of confidence. In addition, students also lack practice in speaking English, this is because the majority of students need friends to speak English together. Some students stated that they were motivated to learn English because they saw their friends whose speaking skills were better than themselves. However, the majority 66.3% of them prefer to use Indonesian for communication, because it is considered easier to do.

Based on the explanation of the findings above, it shows that the reason English education students inactive in speaking English is caused by two factors, the first is environmental factors and the second is individual factors.

As a result of observations, researchers found that the reason students were inactive in speaking English was because they could not manage grammar properly. As a result, the majority of students cannot convey their ideas when they want to make or make decisions. Students also often mix languages when they speak in class, they even often use Indonesian outside of learning in class. What they should be as English education students must actively speak English, but the majority of students choose not to do so, and it has become a habit. From habit comes inactivity.

According to Brown (2001) the oral proficiency test scoring categories can be used with the subcategories of oral proficiency scores, as following :

**Level Description**

0 Unable to function in the spoken language

0+ Able to satisfy-immediate needs using rehearsed utterances

1 Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics

1+ Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands

2 Able to satisfy routine social demands and limited work requirements

2+ Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective

3 Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics

3+ Often able to use the language to satisfy professional needs in a wide range of sophisti cated and demanding tasks

4 Able to use the language fluently and accurately on all levels normally pertinent to professional needs

4+ Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker

5 Speaking proficiency is functionally equivalent to that of a highly articulate, well educated native speaker and reflects the cultural standards of the country where the language is spoken