CHAPTER IV

FINDING AND DISCUSSION

Following previous chapter, this part presents the research findings and discussion. Based on the results would like to expose the answer to statement of problems and discussion in accordance of interviewed on speaking problems faced by UMM buddies who were participated in *Learning Express* program 2017. The findings and discussion to clarify the result which include:

4.1 Finding

The research findings are presented focuses on statement of problems that stated in this chapter. There are four students who were interviewed in this research that already joined Learning Express program in 2017. The result of document analysis includes: (1) The problems that faced by UMM buddies in joining Learning Express program; (2) The way they encounter the problems in Learning Express program.

In this research, the findings are used interview result which taken based on interview transcription (see appendix) and codified as follows:

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4.1.1 The Problems Faced by UMM buddies in Learning Express program

This research conducted the interview in September – November 2019. There were total four participants of Learning Express program in 2017 as respondents of this research. Based on the result of interview, there were some problems faced by University of Muhammadiyah Malang (UMM) buddies who were joined in Learning Express Program in 2017.

4.1.1.1 Linguistic Problems

In linguistic problems there are three common problems faced by UMM buddies in learning express program as follows:

a. Lack of Vocabulary

Having a lot vocabulary knowledge is a good way to speaking English fluently. The students or the buddies can’t speak English with native speaker, if they lack vocabulary. The problems that face with some UMM buddies were stated in the data or interview below:

“It was more about lack of vocabularies” (Ap2, R2, Li16)

Another respond was deliver from another respondent:

“Yes, it was more about vocabularies knowledge and context”

(Ap3, R3, Li8)

“I think it is more about vocabularies, because they mix their vocabularies dialect” (Ap3, R3, Li32)
“It was more about conversation with them, for example, they used to mix their English vocabularies with their dialect in Chinese, Malay, and Indian.” (Ap3, R3, Li24)

“Yes, I did. It was more about pronunciation and vocabularies. For example, one time I said “prom” and they toughed and I was like “what is going wrong?” they said: why did you say porn” and I was like say “no, I did not, I say prom” (AP3, R3, Li36)

Moreover, another statement from respondent has the same problems:

“Yes, if I have to speak with professional and I don’t understand their diction.” (AP4, R4, Li40)

Another respondent gives the real example the lack of vocabularies:

“The real example is option of selected vocabulary. It means not really familiar in our environment. The word is “spectacle” it means glasses” (AP5, R5, Li34)

In conclusion, vocabulary is the most required skill when speak English in fluently. It is on vocabulary knowledge are that basic to developed all the other skills, reading, writing, speaking, and listening. Meanwhile, people need to use words in order to express themselves in any language. In addition, the correct words needed when trying to have a conversation in English.

b. Lack of Grammar

Grammar is one of the important thing that need in speaking English. Especially in communication is an activity that needs to audience
understands what you mean. This is can make good communication between each other.

“I started the conversation just say it without paying attention to the grammar and the pronunciation is correct or not. the important thing is I try to talk directly with SP students with the English skills that I have” (Ap2, R2, Li10)

Moreover, another respondent has same problems related to lack of grammar:

“Command problems for me is from pronunciation and I feel unconfident with my English speaking skill, especially in grammatical error. Another problem is time management with other participants”

(AP5, R5, Li24)

In short as conclusion, grammatical is one of skill to mastered in speak English. The prevalent problem faced by UMM buddies was 'lack of grammatical', while being of making mistakes was the prime cause of problem which hindered them to speak. And then knowing its grammatical and semantic still on learning process for UMM buddies. It is happened difficulties in using tenses and tenses because in Bahasa we are never use tenses to speak.

c. Lack of Pronunciation

Participants with good English pronunciation are likely to be understood. Therefore, UMM buddies as participants of Learning program have directly conversation with SP students already use first language in daily activity must have responsibility to deliver message in good way accents. So, for this case based on experienced by respondent were have lack of pronunciation that explains in data interview:
“Yes, I did. I feel difficult to understand SP students’ pronunciation and also difficult to express my pronunciation, I feel my pronunciation has Java accents. Sometimes, it is problems to make good conversation because my partner hard to understand what I am saying.” (Ap2, R2, Li6).

“I think it is more about pronunciation, I try to minimize the pronunciation mistakes as much as possible. Besides that, the uncommon problems that I felt during the program were how SP students had bright ideas and more indirectly dominated UMM buddies to add or give more consideration to the existing ideas. Sometimes their young people’s egos come out” (Ap2, R2, Li32)

“Yes, I did. It was more about pronunciation. For example, when SP students say “10” it means “ten” but they say t-e-n, sound “e” like accents in Chinese people” (Ap2, R2, Li36)

Another respondent has similar statement like:

“Yes, I did. It was more about pronunciation and vocabularies. For example, one time I said “prom” and they toughed and I was like “what is going wrong?” they said: why did you say porn” and I was like say “no, I did not, I say prom” (Ap3, R3, Ln36).

The last experiences from respondent related to lack of pronunciation:

“For me the problems specifically for me in pronunciation. When I am talking I am still thinking what I say” (AP5, R5, Li36)

As expressed, all of the respondent faced the same problems in lack of pronunciation. Followed by another statement from another respondent,
participants can’t speak English with clearly pronunciation because they are from various ethnic. Which is their accent influence their pronunciation in speaking English.

4.1.1.2 Non Linguistic Problems

a. Lack of Self Confidence

The prevalent problems are faced by UMM buddies was lack of self-confident. This condition like shy uncomfortable as well, and feel insecure with English skill they have. Less of confident that one of problems can be affected by a person's emotional state for some reason. The problems related lack of confident were stated in data interview:

“*In personal, I am quiet person. I mean I am speaking up when it is needed. Sometimes, I feel unconfident, anxiety.*” (Ap2, R2, Li8).

“It was the problem that I feel about pronunciation and sometimes I feel inferior because I feel the youngest and also unconfident to speak up.” (Ap2, R2, Li24).

“Every performance, I feel unconfident because SP students have more ability to speak English as mother tongue.” (Ap2, R2, Li40)

This problem also happened for another respondent:

“I used to speak English with Indonesian people as second language learner, and when I speak English to native speaker, my confidence that was built up, suddenly broke down” (Ap3, R3, Li34).

To conclude, lack of confident still a problem faced by UMM buddies because they are still get used to talking directly with people who use
English as a second language. while SP students already use English as first language.

b. Anxiety

Anxiety can be affected by a person emotional state and then affect their English. Some people feel uncomforeted when they confront with direct speech with person use first language. Therefore, anxiety is one of problems in speak English. In this case, UMM buddies also get this problem in communication apprehension to deliver message or idea during the program. This is data by interview explains the anxiety experienced by UMM buddies in learning express program.

“In personal, I am quiet person. I mean I am speaking up when it is needed. Sometimes, I feel unconfident and anxiety” (Ap2, R2, Li8).

“For example, when presenting the results of discussions or ideas of Design Thinking steps that I have I feel anxious anxiety and nervous” (Ap2, R2, Li24).

The same experienced also happened for other respondent:

“Yes, I did. I think it is because we spoke directly to people with English as their language and because of that, I had some anxiety and confidence problems” (Ap3, R3, Li6).

The last experienced also happened for another respondent:

“I feel nervous, the example when I am maintaining the prototype in steps of Design Thinking in ideation steps” (Ap5, R5, Li38)
In short, anxiety happened in UMM buddies because they feel fear when speaking English because they know they are not native speaker and it makes feel so anxiety to make mistake when speak English with SP participants.

c. Shock Culture

Facing new person as friends from another country have impact to probability for some people to face a new culture. Culture shock is a term which describes the anxiety produced when a person moves. Three of Four respondent are faced the same problems in their experience in joining learning express program, they were having shock culture experience. The explanation is mention in the data interview:

“Yes, I did. Example about SP students culture in action. They really committee with anything. It means in positively can influenced UMM buddies to more active and productive with their committee” (Ap2, R2, Li24).

The same experienced in shock culture also happened for another respondent:

“Yes, I did. One time, one of the SP students asked for my Instagram account, and when I had a new friend, I could look through their images and likes from bottom to top and they said in Singapore if someone did that, they would call them stalker” (Ap3, R3, Li42)

Another respond is coming up from another respondent with same problems:

“Oh course, I have it. The real shock culture I feel accents in Mandarin. Another shock culture is when I am wearing muslim fashion. Another one
is unpredictable statement from SP participant comments about “nose”

He say your nose is really small and it is shock statement for me because I never heard before from another person. (Ap5, R5, Li42)

All things considered, in Learning Express program 2017, many of the participant was feel shock culture. Moreover, shock culture gives impact obstacles to behavior intercultural communication process which block in effectively cross cultural communication. In addition, culture shock is not something can avoid in intercultural communication, the unawareness of it and lack of specific social skills make the lives of UMM buddies during the program faced shock culture in a new culture. Even though, living in another culture is undoubtedly a new experience of them.

4.1.2 The Way How They Encounter their problems

There are some problems that faced by UMM buddies while joining in Learning Express program in 2017. The interns also have their own ways in order to encounter their challenges. It is proven based on the interview result.

The problems faced by UMM buddies in implementing their Learning Express program 2017 are presented as follows:

a. Independent Learning

In encounter the speaking problems that faced by UMM buddies in Learning Express program is independent learning as follows:

“I try to memories many vocabularies and applied in daily conversation to build habit to use English language. So far, it is working” (Ap2, R2, Li22)
“In my school background, I am not boarding school. So I thought hard to study independently. Like looking for a new vocabulary, speaking in English as often as possible so that my pronunciation slowly improves and personally I am an introvert for that I realize this shortcoming by increasing social interaction with others” (Ap2, R2, Li28).

Another solution stated by another respondent:

“I like watching movies with English subtitles and hearing English podcast” (Ap3, R3, Li22)

“I practice my speaking by chatting with English” (Ap3, R3, Li2)

The related experienced from another respondent to solve their problems:

“In my opinion, I Think watch many Singaporean YouTuber to make you usual with their accent” (AP4, R4, Li30)

The last experienced from another respondent to solve the problems:

“Watching more video TV show with clear accents and have it subtitle. The example Ellen show” (AP5, R5, Li28)

“Reading English book like novel, biography and watching more video in YouTube with subtitle” (Ap5, R5, Li22)

All the participants UMM buddies use internet as solution in independent learning. As we know in modern era, internet is one of media education to facilitate learning something more easy specially to get information instantly.
b. Course

In terms have a good ability in speaking, respondent has their own solution:

"I learn English every day, but I started to like English when I joined Senior high school especially when I join courses in PARE (Kediri)"

(Ap2, R2, Li20).

Course is option of solution to build the speaking ability in English and also give environment in good way to make English as habit in daily conversation.

c. Joining Organization

In this research founded solution from respondent is based on their experience to solve their speaking problems:

"By joining such organization or find friends to make conversation with them, cause studying language is not from book or class, but from your habit and make it your behavior. (AP4, R4, Li22)

As expressed, one of five respondents who were experienced to solve their problems with joining the organization English. This is a new perspective and experienced to solve the speaking problems.

4.2 Discussion

This part is presents the discussion of data findings with the theories stated on chapter II. There are two problems in speaking problems faced by UMM buddies in Learning Express program is linguistic and non-linguistic. All the this, will be discuss related to speaking problems faced by UMM buddies on Learning Express program in 2017 and solution based on faced their opinion.
Based on data interview findings, the difficulties of speaking problem faced by UMM buddies are relevant with the statement from (Thornbury, 2000), problems on speaking is factors of knowledge and skills due to the lack of confidence of the speaker. UMM buddies faced speaking problems in Learning Express program that is linguistic problems such as lack of vocabulary, lack of grammatical, lack of pronunciation. While another problem in non-linguistic problems is lack of confident, anxiety, and shock culture.

Speaking problems are discovered by participants of UMM buddy in Learning Express program. Based on Hinkel (2005), claims communication issues arise in the light of the fact that they questioned about a word that they did not understand, a form of word that they did not have a clue how to use or found that they could not convey their suggested value. Moreover, according to (Thornbury, 2000) there are some linguistics knowledge like; genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary, and phonology. UMM buddies faced lack of vocabulary because the diction is limited, it is happened because UMM buddies just use vocabulary mainstream to use it for Indonesian people it means the diction of word is easy to understand another Indonesian people. Another problem is grammatical error, the basically UMM buddies use structured of tenses in conversation but sometimes they felt grammatical is not important thing, because as long as the audience understand what they say is enough. That is way make some of UMM buddies in Learning Express program has lack of grammatical. The last problem from linguistic aspect is pronunciation. The background study of two participants in Leaning Express program is different, let say UMM buddies from Indonesia who use English as
second language it means just for a few moment use English in daily activity. While SP students from Singapore who use English as first language it means whole activity use English. So the result, UMM buddies has lack of pronunciation because the environment and habit in daily conversation use Bahasa. Those problems already mention are relevant with to (Richards, 2008) claims there are some typical learner’s problems in speaking, those problems are lack of vocabulary needed to talk, lack of grammar, lack of pronunciation.

Based on expert Khan (2005) claims in his research that some of his participants have psychological problems in speaking. This emphasizes that psychological problems also affect participants. The problems of non-linguistic is lack of confident and anxiety. For the first, confident are crucial ability in speaking ability because as UMM buddies who guide for SP participants during the Learning Express program every single day having interaction each other. Therefore, in the process UMM buddies get lack of confident because make conversation in directly with SP students who already have English speaking skill in good way as native speaker. Another problem are anxiety is comes up when UMM buddies explanations their idea during the Learning express program, especially in "ideation steps" Design Thinking method. UMM buddies felt anxiety to make mistake in front of SP students when they presented in discussing forum. Another problem founded in this research from non-linguistic aspect by faced by UMM buddies in Learning Express program is shock cultured. Shock cultured happened because the differences between Indonesian culture and Singaporean culture. Specially to face the mix accents from SP participants, sometimes make UMM buddies get confused and being misunderstanding. Other than that, the
funniest moment felt by UMM buddies when they sharing about daily activity with SP participants. They found cross cultured understanding, the example about the habit of use social media, the habit for Indonesian people and Singaporean people to spend their time and many more about cross culture understanding.

UMM buddies in Learning Express program is buddy of Singapore Polytechnic (SP) students. SP students use Singlish in daily activity even during Learning Express program. Based on David Crystal (2003) explain a bilingual education system was introduced in Singapore in the 1950s, with English being used as a unifying language alongside Chinese, Malay, and Tamil. English, however, re-maintained government language and legal system, and retained its prominence in education and media. The use among the general population has also been steadily increasing. In a 1975 poll, just 27 per cent of people over the age of forty appeared to understand English, while the proportion was over 87 per cent for fifteen- to twenty-year-olds. There is also evidence of quite widespread use in family settings, and the development of a new local variety, known as Singlish. From explanation above about the existence of Singlish as language of Singaporean people. Difference in background of study and culture of UMM buddies and Singapore polytechnic students that made shock culture occur during the learning express program took place.

From the interview that has been done by researcher, there are several solutions that based on respondent to encounter their speaking problems in Learning Express program. All the respondents use internet to encounter their speaking problems. In addition, the respondent use media like YouTube, podcast, book to increase their English speaking skill. The another solution from two of
respondent is use course before joining the Leaning Express program to increase the speaking skill in English. The last solution from one of respondent use joining the organization like English club to increase speaking skill in good way and get new friends to practice English skill. That is the way all respondent to encounter their speaking problems in Learning Express program. Moreover, after joining Learning Express program all participants from UMM buddies felt big impact for their life, especially in social life and speaking ability in English.

Hence, all the points that has been discussed are relevant with theorist that stated on chapter II. The problems that faced by UMM buddies and the solution that relevant with benefit of joining Learning Express program.