

## Chapter Four

### Results and Discussion

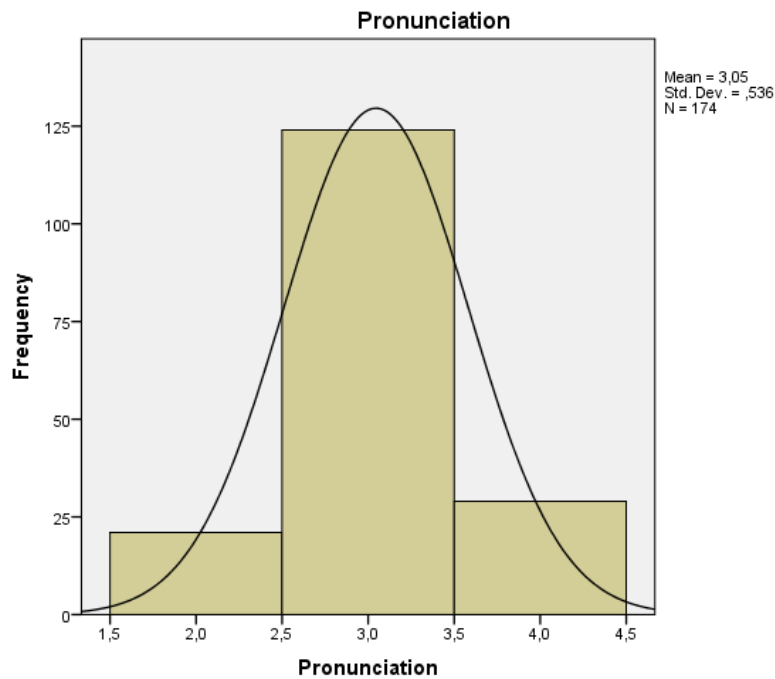
This chapter presents the information about the results of the data which have been gathered and analyzed. In this chapter, the researcher focuses on the answer of the first research questions is about the difficulties faced by students of a private senior high school of Yogyakarta in learning English speaking skills. The second section discusses the results related to Learning strategies employed by students of a private senior high school in Yogyakarta in English speaking skills.

#### **The Difficulties Faced by Students of a Private Senior High School in Yogyakarta in Learning English Speaking Skills.**

The first research question was “what are the common difficulties faced by students of a private senior high school at Yogyakarta in learning English speaking skills?” there were ten aspects of the students’ difficulties in learning English speaking skills. The following mean score of each category of students’ difficulties in speaking English was obtained by calculating the result of the questionnaire items using SPSS version 24. Furthermore, the researcher categorized students’ difficulties in learning English speaking skills into three categories using the formula as presented in chapter three (see table 8.). The mean score was categorized as “easy”, “moderately difficult”, and “highly difficult”. The researcher presented the mean score of each student’s difficulties category in the following figure.

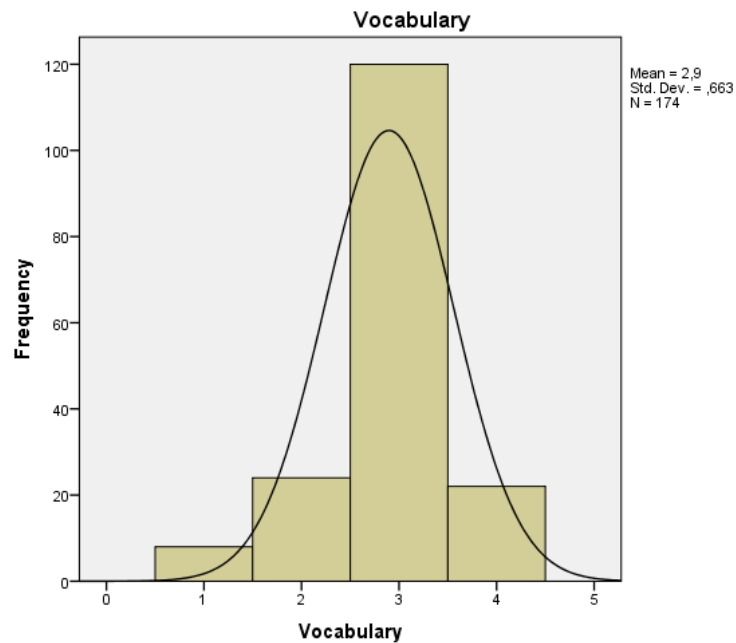
Figure 2.

### *Pronunciation*



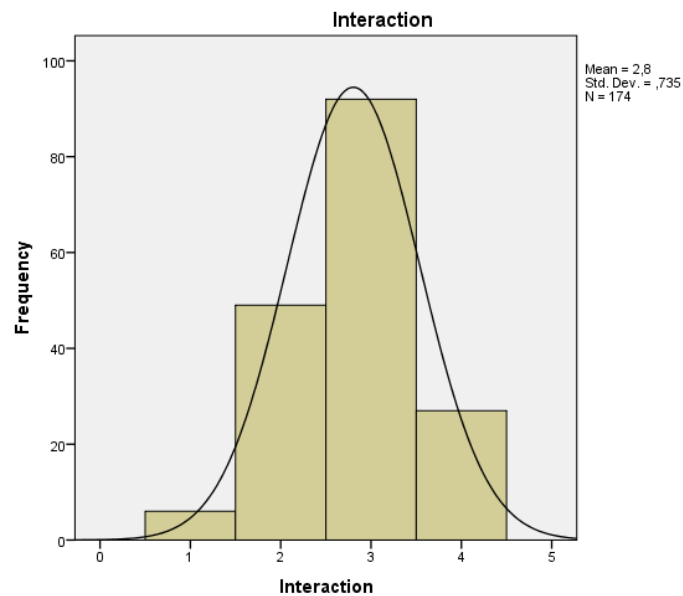
**Pronunciation.** The mean score of “pronunciation” was 3.05. Based on the students’ difficulties categories in speaking skills (see table 8.), 3.05 belongs to “highly difficult” category. It can be concluded that pronunciation was the highly level of difficulties in learning English speaking skills. Based on the results above, the researcher found that “pronunciation” has the highest mean score among the students’ difficulties in learning English speaking skills. It means that in speaking English the students often pronounced the word inaccurately. It was supported by Heriansyah, (2012) learners faced difficulties or challenges in speaking English; such as lack of vocabulary, poor or unusual pronunciation, and poor of grammar.

Figure 3.

*Vocabulary Mastery*

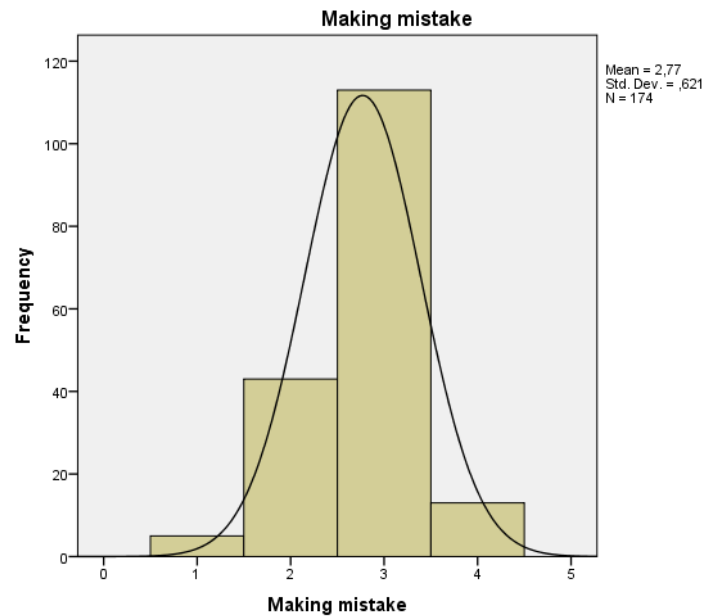
**Vocabulary mastery.** Vocabulary mastery became the second highest mean score of students' difficulties category in learning English speaking skills. 2.90 were the mean score from vocabulary mastery. Vocabulary mastery belongs to "moderately difficult" category. It was supported by Al Rabadi & Bataineh, (2015) the students' difficulties when speaking English were vocabulary, for instance students do not know the vocabulary, and they used mother tongue language when they have to speak English in the classroom.

Figure 4.

*Interaction*

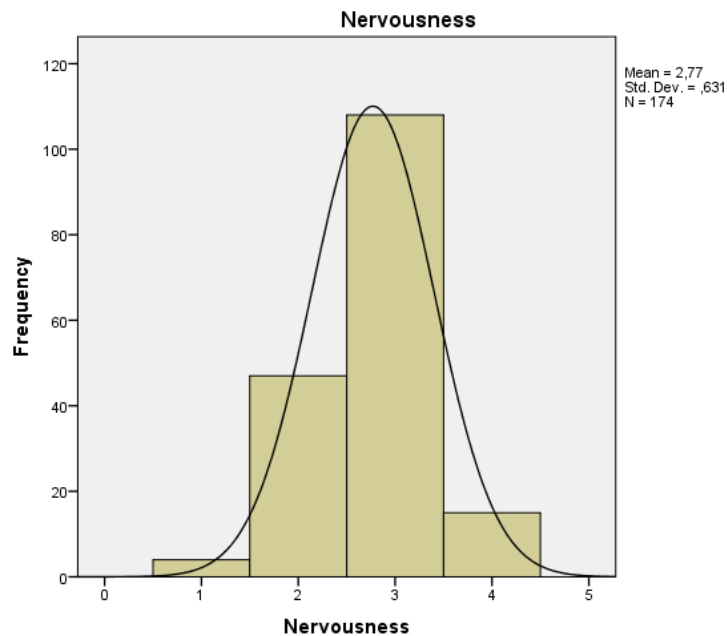
**Interaction.** The mean score of “interaction” was 2.80. From the result of this study, the researcher categorized the mean score based on the students’ difficulties in speaking English into “moderately difficult” category. It can be concluded that interaction belongs to medium level of difficulties faced by students in a private senior high school at Yogyakarta. According to Lourdunathan & Menon (2017), in learning English speaking skills the learners believe that there is much interest, where there are so many learners who lack of interaction between the learners and native speakers and it makes learning process to acquire speaking skills was difficult.

Figure 5.

*Making Mistake*

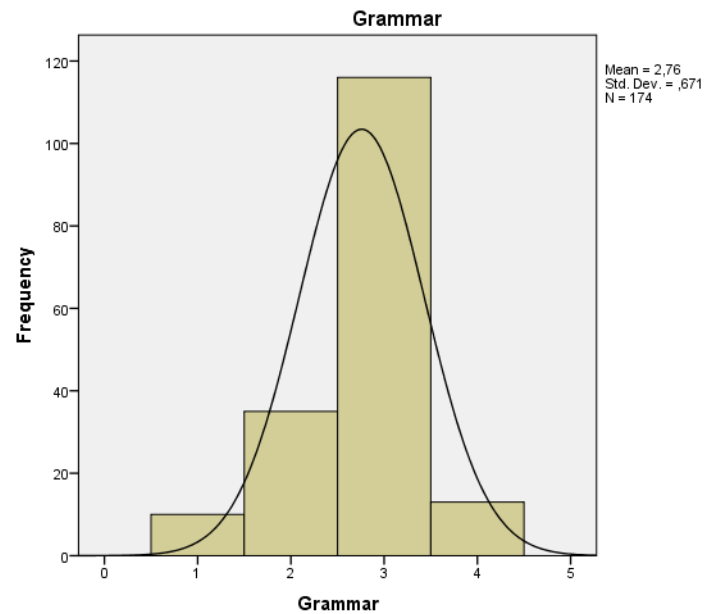
**Making mistake.** The mean score of “making mistake” was 2.77. Based on the students’ difficulties category in learning English speaking skills, fear of making mistake belongs to “moderately difficult” category. From the results of this study, the researcher found that making mistake was the difficulties in medium level when students spoke English. There was theory that supported by Öztürk and Gürbüz (2014), in learning English speaking skills, fear of making mistake is one of difficulties faced by learners.

Figure 6.

*Nervousness*

**Nervousness.** From the results of this study, the mean score of nervousness was 2.77. Based on the students' difficulties category, nervousness belongs to "moderately difficult" category. It can be concluded that students of a private senior high school in Yogyakarta felt nervous in speaking English. Hence, it was supported by the research from Park and Lee, (2005) that anxious or nervous may hinder the ability of learning speaking and performance skills. It can be concluded that higher the anxiety, the lower the English speaking skills performance.

Figure 7.

*Grammar*

**Grammar.** The mean score of “grammar” was 2.76. Based on the students’ difficulties category, this mean score belongs to “moderately difficult” category in learning English speaking skills. It can be concluded that students stated if grammar was the moderately difficulties in learning English speaking skills. It was supported by the following theory; lack of grammar knowledge prevented the learners to practice English in speaking skills (Mukminin, Masbirorotoni, Noprival, Sutarno, Arif, & Maimunah, 2015).

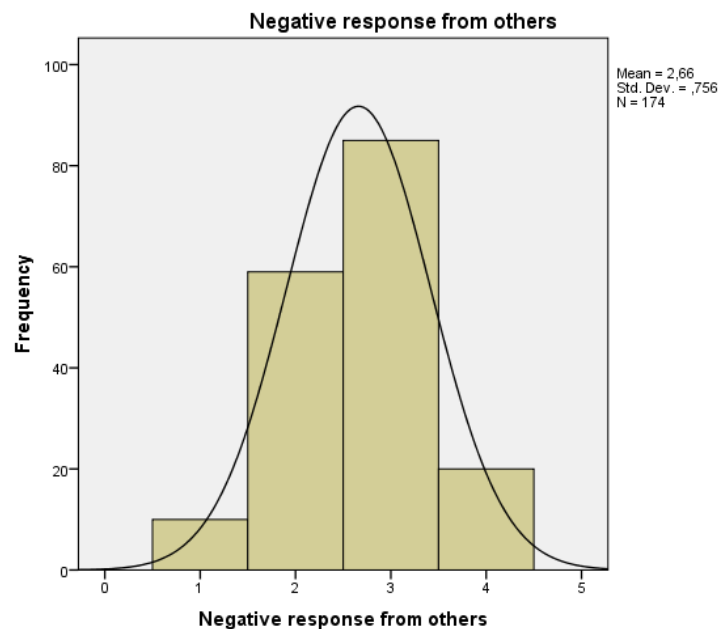
Figure 8.

*Confidence*

**Confidence.** The mean score of confidence was 2.67, and confidence belongs to “moderately difficult” category since the mean score of these difficulties was reputed to moderately difficulties category in learning English speaking skills. Hence, it was supported by the theory from Naheed (2015), difficulties or challenges in speaking English was came from lack of confidence which are individual factor in learning EFL.

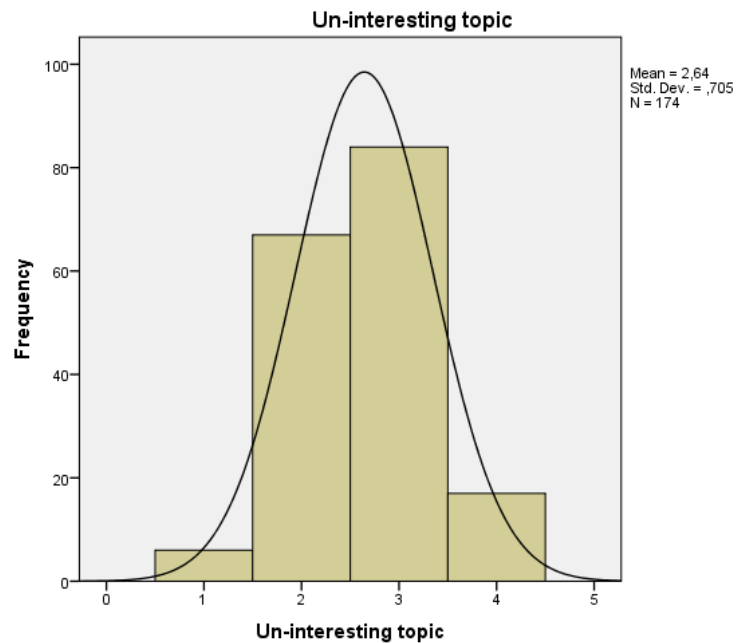


Figure 9.

*Negative Response from Others*

**Negative response from others.** The mean score of “fear of negative response from others” was 2.66. Based on the students’ difficulties category in learning English speaking skills, it belongs to “moderately difficulties” category. Furthermore, from the result of this study, fear of negative response from others was the third lowest mean score in difficulties that faced by students when they are speaking English. The fear of negative response from others was one of difficulties that faced by English learners in speaking skills, such as there was mocking from others also decreased the motivation to speak English (Mukminin, Masbirorotoni, Noprival, Sutarno, Arif, & Maimunah, 2015).

Figure 10.

*Un-interesting Topic*

**Un-interesting topic.** According to students at a private senior high school in Yogyakarta, un-interesting topic was become to the second smallest mean score in students' difficulties category. The mean score of un-interesting topic was 2.64, and it belongs to "moderately difficult" category of students' difficulties in learning English speaking skills. A fundamental of un-interesting topic in practicing English was prevented the learners to increase their speaking performance (Rahman & Deviyanti, 2018).

Figure 11.

*Motivation*

**Motivation.** Motivation became the smallest mean score of students' difficulties in learning English speaking skills, since the mean score was 2.56. Based on the result, motivation belongs to "moderately difficult" category in speaking English. It can be concluded if students of private senior high school believed that motivation was the moderate level of students' difficulties in learning English speaking skills. It was supported by theory from Rahman and Deviyanti (2018), in learning English speaking skills, students' motivation gave serious effort in increasing speaking ability.

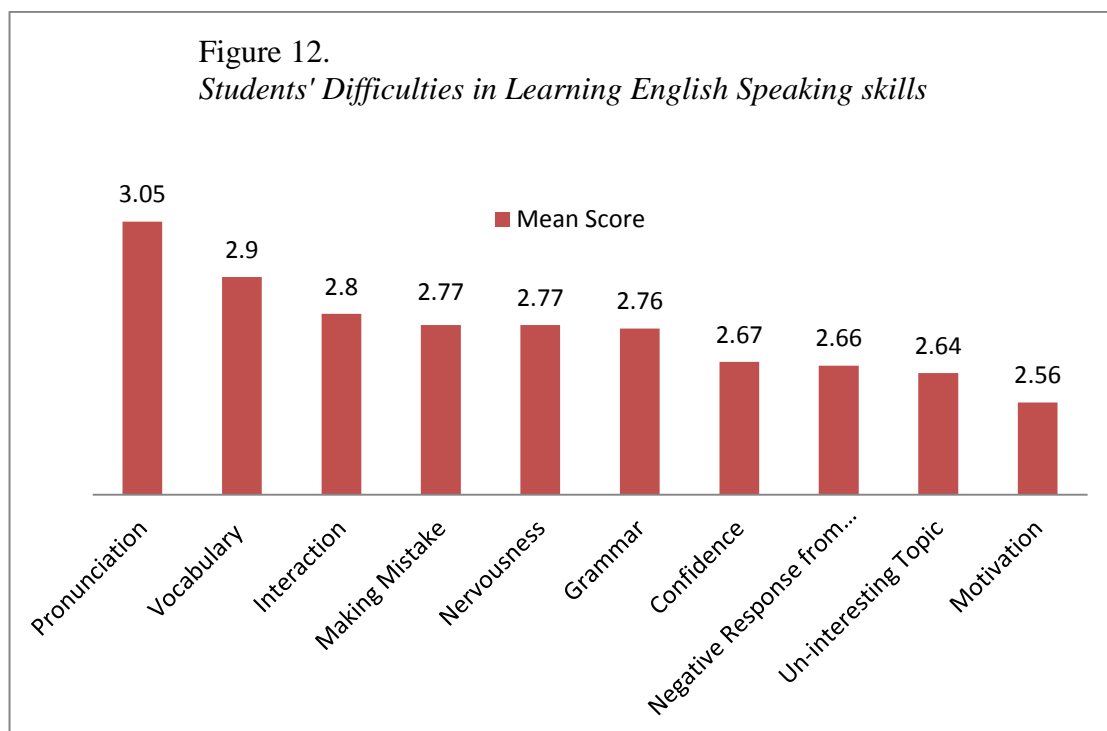


Figure 12 showed the mean score for each student's difficulties in learning English speaking skills. Firstly, pronunciation (M=3.05), vocabulary mastery (M=2.90), interaction (M=2.80), making mistake (M=2.77), nervousness (M=2.77), grammar (M=2.76), confidence (M=2.67), negative response from others (M=2.66), un-interesting topic (M=2.64), and motivation (M=2.56). The total mean score of ten difficulties is 2.75. Based on the results of this study, it can be concluded that from ten of the students' difficulties in learning English speaking skills belongs to "moderately difficult" category, since the mean score of each students' difficulties was higher than 1.00- 2.00 and was lower than 3.01- 4.00. Hence, the "pronunciation" became the highest mean score of the students' difficulties and belongs to "highly difficult" category. It can be concluded that "pronunciation" was the most frequently faced by students of a private senior high school at Yogyakarta in learning English speaking skills because students often pronounced word inaccurately in speaking English.

## Learning Strategies Employed by Students of a Private Senior High School in Yogyakarta in English Speaking Skills

In this section, the researcher answered the second research question about students' learning strategy in learning English speaking skills. There were 174 students filled the 15 questionnaire items related to learning strategy in English speaking skills. To explain the students' learning strategies in learning English speaking skills, the researcher categorized learning strategies into five strategies. The five categories of learning strategies were namely memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies. Furthermore, the researcher presented each mean score of the learning strategies in the following table.

Table 10.					
<i>Result of the strategies used by students in learning English speaking skills</i>					
	<b>Metacognitive strategies</b>	<b>Affective strategies</b>	<b>Cognitive strategies</b>	<b>Memory strategies</b>	<b>Social strategies</b>
<b>Mean score</b>	3.01	2.30	2.19	2.10	1.98

Table 10 showed the mean score of each strategy in learning English speaking skills. First, the table presented that students applied metacognitive

strategies (M=3.01), affective strategies (M=2.30), cognitive strategies (M=2.19), memory strategies (M=2.16), and least strategies applied by students of a private senior high school at Yogyakarta in learning English speaking skills was social strategies (M=1.98).

**Metacognitive strategies.** The mean score of metacognitive strategies was 3.01. Based on the category of students' strategies in learning English speaking skills (see table 9.). The mean score of metacognitive strategies belongs to "often" category. In addition, based on the result of this study, mean score of metacognitive strategies was the highest score, it can be concluded that these strategies were often applied by students of a private senior high school in Yogyakarta in learning English speaking skills. Students applied metacognitive strategies to plan, monitor, and evaluate the language in learning process. According to Liu (2004), metacognitive strategies can help the students become an effective learners in learning the language especially in speaking English since the learners pay attention in learning process. A possible explanation about why metacognitive become the most preferred strategies because it allowed the learners to overview the lesson, to pay attention in the classroom, and to self-monitoring and self-evaluating the language learning.

**Affective strategies.** Affective strategies became the second highest score in this study. Based on the result, the mean score of affective strategies was 2.30 and belongs to "rarely" category. It can be concluded that students of a private senior high school at Yogyakarta rarely used affective strategies in learning English speaking skills. Oxford , (1990) stated that the setting of language use affects strategy employment and classroom interaction offers little

opportunity for the use of affective strategies with the exception of questioning for clarification. Therefore, the students used affective strategies to serve regulate emotions, motivation, and attitude when they learn speaking English.

**Cognitive strategies.** The mean score of cognitive strategies was 2.19. Based on the students' learning strategies in speaking skills, cognitive strategies belong to "rarely" category. It can be concluded if students of a private senior high school at Yogyakarta rarely applied the cognitive strategies to learn English speaking skills. According to Liu (2004), cognitive strategies encompass the language learning strategies of identification, grouping, retention, and storage of language material, as well as the language used strategies of retrieval, rehearsal, and comprehension of production of words, phrases, and other elements of the second language. Therefore, the students used cognitive strategies to practice and send the meaning or message when they practice their speaking English.

**Memory strategies.** The mean score of memory strategies was 2.16. Based on the students' learning strategies category, memory strategies belongs to "rarely" category. From the result of the mean score, these strategies rarely used by students of a private senior high school in learning English speaking skills. Students used memory strategies to remember new English word using certain media such as sound, image, or picture, and flashcard. According to O'xford (1990), memory strategies are making an association and reviewing, these strategies employed by students when the learners faced difficulties of vocabulary learning. The words and phrases can be associated with visual image that can be stored for communication. Therefore, the students rarely used media or visual image for remembering new English word.

**Social strategies.** The mean score of social strategies was 1.98. Based on the students' learning strategies category, social strategies belongs to “never” category. From the result of this study, social strategies were the lowest mean score in learning speaking skills. It can be concluded that students of a private senior high school never used these strategies in learning English speaking skills. Meanwhie, in social strategies, such as asking questions, cooperating, and emphasizing with othersis a learning strategies that facilitate language learning through interaction with others. Social strategies allowed the learners to interact with each other. Based on the result of this study, it can be concluded that the privete senior high school students in Yogyakarta are not really interested to learn the language with each other.

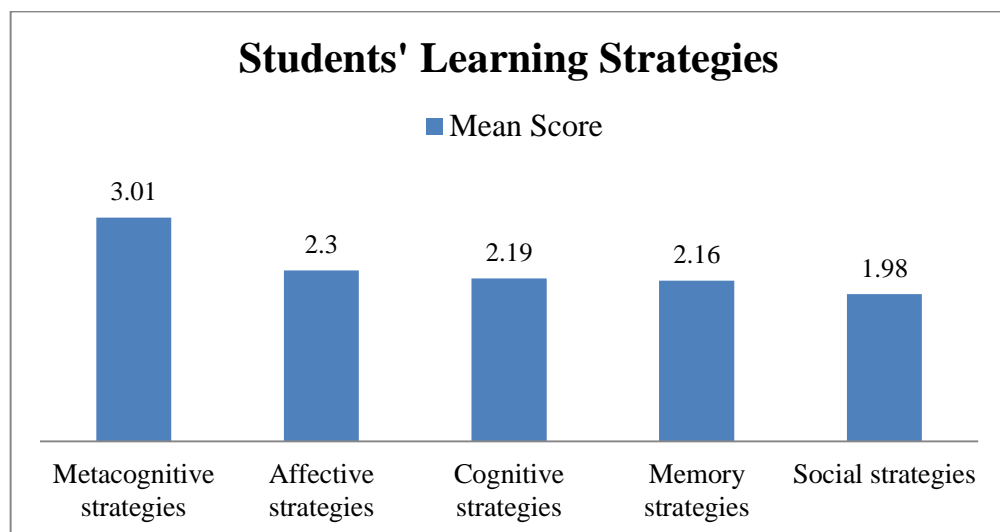


Figure 13.

*Result of Learning Strategies in Learning English Speaking Skills*

Figure 13 presented that the mean score of each learning strategies in learning English speaking skills. In this study, there were five learning strategies,



namely metacognitive strategies, affective strategies, cognitive strategies, memory strategies, and social strategies. Based on the category of learning strategies in speaking English (see table 9.), from five learning strategies, there was one learning strategies (metacognitive strategies) belongs to “often” category since the mean score higher than 3.00 and it can be concluded that metacognitive strategies often applied by students of a private senior high school in Yogyakarta in learning English speaking skills. Furthermore, there were three learning strategies belongs to “rarely” category, since the mean score of each strategies were higher than 1.00-2.00 and lower than 3.01-4.00. It can be concluded that three learning strategies (affective, cognitive, and memory strategies) were the strategies rarely applied by students of a private senior high school in Yogyakarta in learning English speaking skills. Besides, from five strategies, there was one strategy belongs to “never” category, it was social strategies. Social strategies belong to “never” category; since the mean score was lower than 2.00. It can be concluded that students of a private senior high school in Yogyakarta never applied social strategies when they learnt English speaking skills. Furthermore, since the mean score of metacognitive strategies was the highest mean score of students’ learning strategies category, metacognitive strategies become learning strategies more frequently used by students of a private senior high school in Yogyakarta in learning English speaking skills since the students often pay attention, evaluate the learning English speaking skills.