

Chapter Four

Finding and Discussion

This chapter discusses the result of the research based on the data from the interview. The findings of this research are the inhibiting factors in communicating with native English speakers and the strategies to cope with those problems. The findings of this research are also strengthened by some theories and data from four participants who were interviewed by the researcher.

Inhibiting Factors in Communicating with Native English Speakers.

The researcher found four inhibiting factors among the students which inhibit them in communicating with native English speakers. Those inhibiting factors are lack of psychological state, lack of linguistic competence, lack of English speaking skills, and lack of culture knowledge. In this part, the researcher discusses the inhibiting factors in communicating with native English speakers followed by supporting statement from expert related to those topics. Then, the researcher also puts the statement from the participants. Further discussion about these findings is presented as follows:

Lack of psychological state. Apparently, the findings of this research found that lack of psychological state is one of the inhibiting factors faced by students in communicating with native English speakers. According to Wang, Ahn, Kim, and Lin-Siegler (2017), lack of psychological state is factors which threaten non-native English speakers when communicate with native English speakers which refers to students psychological such as feeling anxious, afraid, and nervous. The findings show that the participants mentioned many problems

related to the lack of psychological state which divided into three parts below.

Those problems are feeling lack of self-confidence, feeling nervous, and feeling afraid. The explanations are presented below:

Lack of self-confidence. The participant of this research has different statement related to the lack of self confidence. In the interview session, Sky said “we feel lack of self-confidence in getting communication using English language”. Sky also added, “because we will communicate with native English speakers who have been master in English language, so I feel unconfident, I am afraid to make mistakes”. From the answer, lack of self-confidence is one of the problems obstructing the students in communicating with native English speakers. It is happened because the students were still overthinking and afraid of making mistakes in communicating with native English speakers. Therefore, this raised distrust of the students in communicating with native English speakers, and it affected their performance. It is in line with Liu and Jackson (2008) who stated that factor which inhibits students in EFL context in communicating English language is low confidence in their spoken English.

Feeling nervous. Feeling nervous is one of problem that the participants face when they communicate using English language. It happens not only when they communicate with native English speakers, but they also feel nervous when communicating with non-native English speakers. Tiera stated, “So, the inhibiting factor for me when communicating with native English speakers is because I feel nervous”. Tiera also added, “I am also fear [nervous] with native English speakers and I do not know why”. From the statements, the participant also faces another

problem in communicating with native English speakers which is feeling nervous. Feeling nervous often happens among students to communicate with native English speakers. It occurs because the students rarely use English language in their daily communication, so the students feel nervous when they have to use other language for communication with new people (native English people) This finding is in line with Wang, Ahn, Kim, and Lin-Siegler (2017) who mentioned that one of the problems which hampers the students to communicate with native English speakers is feel nervous.

Feeling afraid. One of the fears experienced by the participants is they are afraid of making mistakes when getting conversation with native English speakers. Tiera said, “Then, it maybe I feel afraid what they said or what I said will make miscommunication”. Feeling afraid can influence the students’ performance in communicating with native English speakers. Tiera added, “I feel afraid if I miss understand to catch up what the native speakers said to me, so it will cause misunderstanding and break the conversation”. From the statements, feeling afraid haunted the students when they communicated with native English speakers. The participants were afraid if they did not understand what the native English speakers said. Therefore, many students were overthinking towards their understanding of what the native English speakers said. This problem is also in line with what Wang, Ahn, Kim, and Lin-Siegler (2017) who mentioned that feeling afraid is one of the problems from psychological state which obstructs the students in communicating with native English speakers.

It can be concluded, that lack of psychological state is factor which obstructs the students in communicating with native English speakers. The problems are lack of self-confidence, feeling nervous, and feeling afraid. Therefore, it makes the students stuck in the middle of the conversation; the student cannot deliver the topic; or the students feel afraid to break the conversation.

Lack of linguistic competence. The other factors inhibiting the participants in communicating with native English speakers is lack of linguistic competence. Wang, Ahn, Kim, and Lin-Siegler (2017) mentioned that one of the factors which make the students afraid to communicate with native English speakers is lack of linguistic competence. There are so many problems related to lack of linguistic competence. Nevertheless, the researcher found three problems faced by the participants when they get conversation with native English speakers. The first is related to pronunciation. The second is related to grammar knowledge. The last is related to vocabulary. The explanations are presented below:

Poor pronunciation. Three participants of this research mentioned that they had problems related to pronunciation hampering their communication with native English speakers. Sky stated, “but if pronunciation, I have problem on it. Because, I ever mispronounced.” From this statement, it could be seen that the way to pronounce the word in English language is difficult. Further, Sky also said, “native English speakers do not understand what I said, like they are confused with the meaning”. Therefore, pronunciation is an important aspect in the communication with native English speakers.

In addition, Tiera had similar problem in pronunciation. She said, “mispronunciation, because sometimes they (native English speakers) have different word like between flower and flour have the same pronunciation”. Moreover, Tiera also said that we must know the context and topic that we discuss with native English speakers so that it could decrease miscommunication. Furthermore, Snow also had similar problem with Sky and Tiera. Snow stated, “mispronunciation, because they speak to fast, and it makes the word unclear. Native English speakers have speaking pace which is different from Indonesian people, no wonder if some words that they said is unclear. Snow also stated that in getting communication with native English speakers, we must listen carefully so we knew words that they pronounce.

Finally, it can be concluded that pronunciation is one of the problems in lack of linguistic competence inhibiting the participants in communicating with native English speakers. It can be seen that three out of four participants mentioned the same problem. Pronunciation problem happens because sometimes the participants were wrong in pronouncing some English words and the native English speakers have different style to pronouncing English words. Moreover, native English speakers had different speaking pace between the students. It is supported by Wang, Ahn, Kim, and Lin-Siegler (2017) who mentioned that one of the problems in communication with native English speakers is pronunciation.

Lack of grammar knowledge. Two participants of this research mentioned the other problem which inhibits their communication with native English speakers. The problem is related to grammar knowledge. Sky said,

“because in speaking, it is not necessary to use correct grammar rule, so that I am afraid to use incorrect grammar”. Eventually, they will get carried the grammar structure when they communicate using English language. Therefore, it made them stuck when getting communication with native English speakers. Then, Tiera also said the same problem related to grammar. Tiera was overthinking about the grammar when she communicated with native English speakers. She said, “Like grammar, because I am still confused to use present, past, and future”.

Therefore, based on the participant’s answers, it could be concluded that grammar was one of the problems in linguistic competence stumbling the student in communicating with native English speakers. The participants were still afraid to use grammar structure and they were still confused on how to communicate using present, past, and future. Those participants’ problems related to Wang, Ahn, Kim, Lin-Siegler (2017) who mentioned that lack of grammar knowledge is one of the problems in communicating with native English speakers.

Lack of vocabulary. Lack of vocabulary is the other problem from linguistic competence faced by the participants in communicating with native English speakers. Aurora said, “The first, I am afraid that I have limitation in vocabulary”. Then, Tiera also answered that she was also lack of vocabulary. Tiera said, “I have lack of vocabulary”. She felt that she was still lack of vocabulary in English language, so she was afraid if it would make the native English speakers misunderstand. Further, the answer was emphasized by Snow who stated, “I feel that I have limited vocabulary”.

From the participants' answer, it can be seen that vocabulary is one of the problems which can obstruct the students in communicating with native English speakers. In fact, English language has a lot of vocabulary which not all students know the meaning. Sometimes, native English speakers use some vocabulary which the students do not know the meaning. Therefore, vocabulary also becomes crucial aspect in communicating with native English speakers. It is supported by Wang, Ahn, Kim, and Lin-Siegler (2017) who mentioned that vocabulary is one of the problems in linguistic competence which can inhibit the students in communicating with native English speakers.

Lack of English speaking skills. The other factor which can inhibit the participants in communicating with native English speakers is lack of English speaking skill. According to Sharma (2008), the factor which also can hamper the students in communicating with native English speakers is lack of English speaking skills. There are two problems related to lack of English speaking skill are presented as follows:

Lack of English communication skills. Speaking skill is like a bridge for communicating with other people using English language. Therefore, if the students are lack of English speaking skill, it will influence their communicating with other people especially with native English speakers. During the interview, Sky said, "we feel our English is still incorrect". Sky also added that she was afraid if the native English speaker did not understand. She thought that she still had bad pronunciation whereas native English speakers had good pronunciation. Thus, she wondered if she would mishear with native English speakers.

Fear of misunderstanding due to native English speakers fast speaking pace. The other problem in lack of English speaking skill is fast speaking pace from native English speakers. In fact, native English speakers have different speaking pace with students in Indonesia who learn English language. Therefore, it is one of problems which hamper the participants in communicating with native English speakers. In the interview session, Aurora stated, “The second, native speakers speak faster than us who learn English language. So, I am afraid if I do not know what they said”. Additionally, Tiera also answered the same thing. She said, “Because they speak very quickly, because they are native English speakers of the English language.” Tiera also added that she wondered if she did not catch what the native English speakers said to her, and it led to miscommunication. She was also afraid that it would ruin the conversation with native English speakers. Furthermore, Snow stated, “native English speakers speak quickly, so I face difficulty to catch up because I am still learning.” She added that for example, they (native English speakers) spoke something, but they (native English speakers) spoke too fast, it made her did not understand. She also said that she must listen carefully to catch what the native English speakers said.

It can be concluded that speaking pace from native English speakers is the problem which obstructs the students when getting communication with native English speakers. The participant still face difficulty to catch what the native English speakers said, even though they know the words. Therefore, it makes them worry if there will misunderstand toward the native English speakers.

Lack of cultural knowledge. Based on the interview, one participant revealed that lack of cultural knowledge is one of the factors she faced in communicating with native English speakers. This factor is in line with Wang, Ahn, Kim, and Lin-Siegler (2017) who mentioned that lack of culture knowledge is one of the factors inhibiting the students in communicating with native English speakers. Aurora said, "I do not know the native English culture. Aurora also added that she did not understand how to know whether the native English speakers had good mood or bad mood. Sometimes, native English speakers wanted to spend their time without disturbance.

It can be concluded lack of cultural knowledge is one of the factors which can obstruct the participants to communicate with native English speakers. It can be seen from one of the participants who mentioned that she had inhibiting factors toward the culture of the target language. In fact, the western culture is different from Indonesian culture. Furthermore, the participants still do not know well about the culture of the target language. Therefore, it will influence their performance in communicating with native English speakers, like they become unwilling to ask or communicate, because they are afraid if they disturb the native English speakers.

In conclusion, this research found out nine problems categorized into four inhibiting factors which obstruct the students in EFL context to communicate with native English speakers. It was proven by the data obtained such as the first category is lack of psychological state which consists of lack of self-confidence, feeling nervous, and feeling afraid. The second category is lack of linguistics

competence which consists of poor pronunciation, lack of grammar knowledge, and lack of vocabulary. The third category is lack of English speaking skills which consists of lack of English communication skill and native English speakers fast speaking pace. The fourth category is lack of cultural knowledge which consists of one problems related to lack of culture knowledge of the target language.

The Strategies to Cope with Inhibiting Factors in Communicating with Native English Speakers

The researcher found out seven strategies to cope with inhibiting factors in communicating with native English speakers. In this part, the researcher discusses how the students do to cope with their inhibiting factors in communicating with native English speakers followed by supporting statements from expert. Then, the researcher also put the statement from the participants. The strategies are divided into two parts. The first is the strategy can be done by the students directly when they communicate with native English speakers. The second is strategy can be done by the students in learning process. Further discussion about these findings is presented as follows:

Using communication strategies. This strategy done by the students to cope with the inhibiting factors directly in communicating with native English speakers. Jeharsae (2012) pointed out that communication strategies can be used by the students to solve their problems in communicating with native English speakers. There were three ways that the students do. Those solutions are asking

to the other people, asking for the repetition, and asking to explain the definition of the word. The strategies are explained below:

Asking the other people. Asking to other people is the easy strategy which can be done by the participants when they do not understand what the native English speakers said. Sometimes, the participants asked to their friends who roughly understood what the native English speakers said. Sky stated, “so, sometimes I will ask my friends”. Sky also added that sometimes she could not catch up what the native English speakers said because the pronunciation was difficult to understand. It could be concluded that asking the other people became right strategy in communicating with native English speakers. This strategy used by the students if when they did not know the word related to the pronunciation. Therefore, the conversation would run well. This strategy is in line with Jeharsae (2012) who mentioned that asking to other people is one of the solutions in communication strategies.

Asking for repetition. In fact, native English speakers has different speed with Indonesian people who learn English language. Therefore, sometimes it makes the participants afraid if they missed the native English speakers word. Some participants asked the native English speakers to repeat what they said. In the interview session, Aurora said, “then, I also ask for repetition”. Furthermore, Snow said, “I should ask, “I’m sorry, what did you say?” or Pardon?”. Snow also added that because of the speaking pace, the native English speakers spoke faster than her, it made her missed the word that native English speakers pronounced even though she knew that word. Two participants mentioned that asking for

repetition was one of the strategies which could be used to deal with inhibiting factors when communicate with native English speakers. By using this strategy, the students can reduce misunderstanding toward the native English speakers. This strategy is in line with Jeharsae (2012) who mentioned that ask for repetition is one of the solutions in communication strategies.

Asking to explain the definition of the word. Lack of vocabulary is common problem which obstructs the students in EFL context to communicate with native English speakers. Aurora said, “For vocabulary, I usually ask them to explain”. She also added that for example they [native English speakers] wanted to drink something and I did not know the meaning, so I asked them to explain more. From the participant’s answer, it could be seen that sometimes the students did not know what the meaning of that word when they communicated with native English speakers. Eventually, the students would ask to describe that word or ask the definition of that word. This strategy can be used directly when the students do not know what the native English mean. This strategy is also in line with Jeharsae (2012) who asserted that asking to explain the word is one of the solutions in communication strategies.

It can be concluded, that using communication strategies is one of the strategies which can be used directly when the students communicate with native English speakers. The solution can be done by asking to other people, asking for repetition, or asking to explain the word. Therefore, it can reduce misunderstanding and miscommunication between the students and the native English speakers, so it makes the communication run smoothly.

Asking for repetition. This strategy is other strategy which can be used by the participants directly when they communicate with native English speakers. Aurora stated, “For the speaking pace I ask them to speak slowly”. She also added that she would explain to native English speakers that she still learned English language. Then, Snow also stated, “I ask them to speak slowly”. There were two out of four students who mentioned that asking for repetition was the strategy which could be used when they over helmed in communicating with native English speakers. It is in line with Wang, Ahn, Kim and Lin-Siegler (2017) who found the strategy which can be used in communicating with native English speakers; it can be from of interaction in asking for repetition. In fact, native English speakers speaks faster than students in EFL context. The solution is by asking them (native English speakers) to speak slowly.

In solving problem related to the speaking pace of native English speakers, the participants can ask for repetition. It will make them more understand about what the native English speakers speak and decrease misunderstanding between the students and the native English speakers.

Practicing the target language. In fact, some participants feel embarrassed if they have to communicate using English language. The participants think that they have bad pronunciation, so they feel inferior when communicating with native English speakers who have good pronunciation. Therefore, one of the participants of this research practiced the target language before she communicated with native English speakers. Sky stated, “I will practice the target language first”. She also added that practicing the target

language was done to know how to pronounce that word in the correct pronunciation. This strategy is in line with Buckingham (2009) which who stated that practicing the target language is one of the strategies which can build the students' self-confidence and motivation.

It can be concluded, that practicing the target language is a good strategy for improving the pronunciation. Before plunging directly to the field, the students already know how to communicate with native English speakers. Therefore, it will decrease the students to mispronounce which makes the native English speakers do not understand.

Improving English speaking skills. This strategy is common strategy the participants do in their learning process. This strategy is in line with Wang, Ahn, Kim, and Lin-Siegler (2017) who mentioned that improving English speaking skill is a strategy the students can do by listening to the music, watching western movies, and reading an English book or novel. In this research, the researcher found three solutions to solve the inhibiting factors among the students when they communicate with native English speakers. The first solution is listening to the music. The second solution is listening to the native English speakers. The third solution is watching the English video. The explanations are presented below:

Listening to the music. Listening to the music is an easy strategy in improving either pronunciation or vocabulary. The participant of this research mentioned two different major when they listened to the music. One of the participants listened to the music for improving her pronunciation. Sky stated, "And then, I also listen to the music". She also added that she faced inhibiting

factors in pronunciation when communicating with native English speakers, and the easy way to know how to pronounce and practice the pronunciation was by listening to the music.

Another participant also used this strategy. Aurora said, “Firstly, I listen to the music”. Furthermore, Snow also had the same answer. She said, “Or listening to the music”. She also added that by listening to the music she would know the meaning of some new words. It can be seen from the students’ answer, that by listening to the music, the participants can overcome their inhibiting factors when communicating with native English speakers. Sky improved her pronunciation by listening to the music. In contrast, Aurora and Snow improved their vocabulary by listening to the music.

Learning by listening to the native English speakers. The other strategy that can be done by the participants is by listening to the native English speakers. Tiera said, “If grammar, I learn from them when they speak”. Tiera had inhibiting factors in linguistic competence especially in grammar knowledge. To overcome this problem, she would learn by listening to the native English speakers directly. Tiera would listen carefully when she communicated with native English speakers to comprehend how to use grammar correctly. Then, Snow also had the same answer. She said, “I think we should often listen to native English speakers”. She also added that she would watch and listen a vlog from native English speakers. By doing those things, she could learn the pronunciation, vocabulary, body language, and mimic. In conclusion, listening to native English speaker can be done in two ways. The first way is by speaking directly to native English

speakers which can improve grammar knowledge. The second way is by watching and listening to vlog from native English speakers which can improve pronunciation, vocabulary, body language and mimic.

Watching the English video. Watching video is one of the strategy which can overcome the students inhibiting factors in communicating with native English speakers. Aurora stated, “Secondly, watching music video or video lyric”. She also added that by watching the video, she could increase the vocabulary. Furthermore, Tiera had different way. She preferred to watch the movie to watch video or video lyrics. She said, “I usually watch a western movies”. She also added that she learned how to pronounce English word correctly by watching the movie. There were two types of English video that the students used to overcome their inhibiting factors in communicating with native English speakers which were watching video or video lyrics and watching English movies.

From those discussions, improving English speaking skill is one of the strategy that the participants can do to overcome their inhibiting factors in communicating with native English speakers. By improving English speaking skills, the students can improve their pronunciation, enrich their vocabulary, and learn the mimic and body language of the native English speakers, learn grammar knowledge. Improving English speaking skill can be done in learning process to make the participants more confidence when they communicate with native English speakers.

Joining organization activities. Extracurricular activity is an activity where the participants can enrich their culture knowledge of the target language.

This strategy is in line with Sun (2015) who stated that extracurricular activities will play as a key role for awaking the students' culture. One of the participants from this research joined one program in college. Aurora said, "Joining program in (English Department Students Association) EDSA which discusses native English speakers or the culture." By joining extracurricular, the students can get more exposure about culture of the target language. Therefore, the students can put themselves when they communicate with native English speakers.

It can be concluded that extracurricular is one of the strategies which can give knowledge to the students about the culture of the target language.

Extracurricular activities can be applied during the learning process. The activities can be from the teacher which can share their experience to introduce something about the culture and convention aboard that the participants are eager to know.

Communicative activities. There are some activities in communicative activities. One of the communicative activities is reading a piece of text. Reading a piece of text using English language can be used by the students to overcome their inhibiting factors in communicating with native English speakers. This way can improve the grammar knowledge, enrich the vocabulary, and give an insight to the students. Snow said, "Read an article in English language, actually every text using English language". She also added that from reading an article in English language made her learn many things such as grammar, vocabulary, and knowledge toward the culture.

From this statement, it can be concluded that reading a piece of text in English language like article can become a strategy to overcome the participants'

inhibiting factors. It is in line with Al-Harbi (2012) who mentioned that one of the communicative activities is by reading a piece of text. This activity also can build the participants' self-confidence when they communicate with native English speakers.

Using technology. Nowadays, technology has an important role. Every people use technology for many things. They are able to access the internet easily. They can download any application through the internet whenever they need. This phenomenon also happens to the students. In fact, they can download any apps related to the English language. For example, they can download an electronic dictionary to ease them search the way to pronounce the word correctly, or search what the meaning of the word. Sky stated, "Or sometimes I use an application like electronic dictionary to check the pronunciation. In contrast, Aurora had different answer. Aurora stated, "Then, if there is a new word, I directly look up to the dictionary. Furthermore, Tiera also had the same answer as Aurora's. Tiera stated, "Sometimes I do not know the meaning, then I usually use electronic dictionary".

Based on those statements, it can be concluded that using electronic dictionary can help the participants to overcome their inhibiting factors. The first, it can help the students to find the correct pronunciation of the word in English. The second, it can help the participants to find the meaning of the word they do not know. It can be used directly when they communicate with native English speakers. Therefore, this is an easy strategy which can be done by the participants.