STUDENTS' DIFFICULTIES IN RETELLING PAST EXPERIENCE: A CASE STUDY AT ONE PRIVATE JUNIOR HIGH SCHOOL IN PALEMBANG

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CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents the following subtopics: (1) research finding, and (2) research discussion.

4.1. Research Findings

There were two research findings in this study: (1) the result of students' difficulties in retelling past experience at MTs An-Nur Palembang, and (2) the result of factors causing the students' difficulties in retelling past experienceat MTs An-Nur Palembang.

4.1.1. The Result of Students' Difficulties in Retelling Past Experience at MTs An-Nur Palembang

The result of students' difficulties in retelling past experience already done with the rubric named: Analytic Descriptors of Spoken Language (Council of Europe, 2001) in Luoma (2019). It is the rubric which contain of students's assessment in speaking test. There are four points of Analytic Descriptors of Spoken Language; accuracy, fluency,interaction and coherence.

In this research, there are nine participants who include to espouse the result. The researcher find that there are several related to students' retelling their past experience. The themes and code of qualitative data were gained from observation and interview were summarized in the table below:

Table 1: Theme and Codes for students who have Problems in Retelling Past Experience.

No	Theme	Code
1	Accuracy	a. Most of students felt lack of aptitude when they are speaking. So they could not make some accuracy in speaking performance.
		b. Most of students felt they could not express the story because they have limited vocabulary. So, they felt hard to reach good accuracy in speaking activity. In this case, lack of aptitude could be the factor.
2	Fluency	a. Most of students said if they are not fluent enough in speaking because English is a foreign language. This case could be the mother-tongue use in speaking factors.
3	Interaction	a. Most of students felt they could not interaction in a good way with the partner in speaking activity because

		they felt shy when speaking in front of the class.
		b. Most of students felt shy to speaking English in front of the partner when their turn to speak in front of the class whiles other students watching them.
4	Coherence	a. Most of students felt lack of motivation when others gave negative evaluation to their performance in speaking.

The themes and codes in table were described to find out the students' difficulties in retelling past experience. There are four types of students' difficulties problem in retelling past experience.

The first one is accuracy. Accuracy refers to how correct learners' use the language system is. It is including their use of grammar, pronunciation and vocabulary.

The second one is fluency. Fluency refers to the ability to talk without pauses, without repeating things and without getting stuck and confused. Speaking fluency pertains to the ability to produce the spoken language without undue pausing or hesitation (Skehan, 1996, p.2). For examples, the fluency mistakes while speaking English.

The third one is interaction. Interaction is an occasion when two or more people or things communicate with or react to each other. Interaction in the classroom is very important especially in speaking class.

The las but not least is coherence. Coherence is also the logical arrangement in speaking or how every part of answer is connected with another sentence. It is also important because the students could find their own mistakes by coherence.

Based on those four difficulties, the descriptions about theme and code table about students' difficulties in retelling their past experience in MTs An-Nur Palembang were as follows:

4.1.1.1 Accuracy

Based on the data obtained through speaking test, I found that one of the causes of students' difficulties in speaking is because of they had lack of accuracy. The accuracy are including the use of grammar, pronunciation and vocabulary. According to the result, some students have problem in accuracy while retelling their past experience. In speaking test, some students were lack of accuracy caused of their vocabulary mastery skill. For example, they were not say the correct word while speaking. Then, students who have a problems in accuracy also have a problem in pronunctiation. I noticed that some students have a pronunciation problem in some English words then made them misspell the words. So, based on the result of speaking difficulties, lack of accuracy was affect students speaking performance.

4.1.1.2 Fluency

Fluency in speaking is a measurement both of production and reception of speech, as a fluent speaker must be able to understand and respond to others in conversation. In this study, I found that some students have a problems in fluency while speaking English. For example, the students were blank while speaking. So, they were not continue what they want to say. Another cases are when the students stuttering while speaking English. The students who stuttering sometimes forget about what they want to say, then start to make filler while speaking English. In this study, some students need to be more fluent to make their partner understand about the situation in their past experience.

4.1.1.3 Interaction

Nowadays, interaction in the classroom is very important especially in speaking class. I found the phenomena in speaking class at MTs An-Nur Palembang that there is interaction whiles the students retelling their past experience in the classroom. In this research some students have problems to understand each other. For example, the students were not have a good relation while speaking. Some students were confused about what their pairs said. Another cases are the students were not have eye contact each other. So, some of students have miss of communication while speaking English. Language classroom can be seen as sociolinguistic environments (Cazden, 1988) and discourse communities (Hall and

Verplaetse, 2000) in which interaction is believed to contribute to learners' language development. In fact, this study is about retelling their past experience each other. So, the students need the interaction with their partner while speaking. But, some students have difficulties in interaction. For example, they were not made an eye contact while retelling their past experience.

4.1.1.4 Coherence

Coherence is the logical arrangement of talk or how every part of answer is connected with another sentence. It is describes the way anything, such as an argument (or part of an argument) "hangs together". In this research, some of students have a difficult in coherence. It makes their partner confuse while speaking. For example, some students lacking orderly continuity. It makes the speaking activity were out of topic. Another cases they are not relevant to the topic while speaking English. Without coherence, a discussion may not make sense or may be difficult for the audience to follow. If something has coherence, its parts are well connected and all heading in the same direction. It's an extremely important quality of speaking.

4.1.2. The Result of Factors that Caused Students' Difficulties in Retelling Past Experience at MTs An-Nur Palembang

Based on the result of interview I found that there are some factors that caused students' difficulties in retelling past experience such as: lack of aptitude, mother-tongue use, shyness, and lack of motivation.

4.1.2.1 Lack of Aptitude

Lack of aptitude is one of the factors that caused students' difficulties in retelling pas experience. The result of interview showed that most of students were claimed that the ability of students' speaking skill is depends on their intelligence. One of the students that have been interview said, *"I agree because my friend who is smart is also good in English."* The other student also said, *"I agree with that. If the person is good at English she or he is probably a smart person."* (April, 2020). However, there was a student who disagree that the ability of speaking is caused by the student's intelligence because she found that there are the student who are in top 10th in her class, they are not able to speak English well.

Language aptitude is one of the most reliable factors explaining individual differences in L2 success among adolescent and adult learners, along with motivation (Dörnyei & Skehan, 2003; Gardner, 1980; Skehan, 1991). So it can be concluded that the students who has intelligence must be able to speak English well.

4.1.2.2 Mother-tongue use

The meaning of mother tongue can often be referred to as your first language or native language. It is the language that you most commonly speak. The result of interview showed that most of students are claimed that the ability of students' speaking skill is depends on their mother-tongue use. There are some students said that the mother-tongue language affects their habit of speaking English. One of the students said that *"Maybe it (mother-tongue used) would change the way we speak. Not as good as English native speaker.".* In addition, there is a student said *"Yes. Because that (mother-tongue) language is often used in daily activity."*

The concept of mother tongue interference can be viewed as a transfer that affects learning both negatively and positively. It means that there is possibility for the learners to produce some mistakes or errors in learning a second language especially English. This idea is supported that there is high probability of cross-linguistic influence in second language acquisition and this influence may produce some errors which are caused by negative transfer (Mede, Tutal, Ayaz, Calışır, & Akın, 2014). In conclusion, the students who are affected by mother-tongue used are difficult to explore their speaking.

4.1.2.3 Shyness

Shyness is one of the factors of students' difficulties in speaking English. In this research I interviewed some students about how they felt shy while speaking English, especially when retelling their past experience. One of the students said *"I*

am not shy when practicing it (English) at home. But, I get shy when I have to do it in public. I am afraid to get laughed by people." (April, 2020). It is supported by Baldwin (2011) further explains that speaking in front of people is one of the most common phobias that students encounter and feeling of shyness make their mind go black or that they will forget what to say. The others student said *"Yes, sometimes I feel shy. It is because I do stammered, then I have no idea about it." (April, 2020).* Bowen (2005) argued that some shy learners are caused by their nature that they are very quite. In summary, the students are still shy while speaking English because of some reasons. First, they think they will make a mistake when they talk. Second, they are afraid of being laughed by their classmate due to their low ability in speaking English.

4.1.2.4 Lack of Motivation

The last factors that affect students' difficulties were lack of motivation. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. The result of interview showed that some of students are agree to claim that motivation is important in order to improve their speaking ability. One of the students said that she is excited to speak English well if she is motivated by the teacher. In fact, the students have their own motivation and want to improve their speaking skill but they do not have supporting situation to practice speaking.

Lack of motivation is the fear of making mistakes or errors, most of all. Some students' were still anxious about making errors. Social factors, as well, seemed to be important for the informants in speaking English: support from friends or family or teachers was seen as important and according to some students helped to build-up motivation. Thus, in improving speaking skill the students need to have motivation not only from their own self but also from their environment.

4.2 Discussion

Based on the result of data analysis by using thematic analysis, I found that there were several things that could be the difficulties and factors of students' in retelling past experience. The difficulties in retelling past experience are including; accuracy, fluency, interaction, and coherence. The students in Mts An-Nur Palembang have these four difficulties while speaking test. Thus difficulties have similar factor behind this difficulties. It is proved in interview section, when the students said about the factors that their faced while retelling their past experience. Meanwhile, the factor in retelling past experience are including; lack of aptitude, mother-tongue use, shyness, and lack of motivation. Those factors also were found by other researcher.

The first factor is lack of aptitude. Lack of aptitude factor means unfitness or unskilled. It is seems like lack of understanding the lesson of speaking. Based on Carroll (1981) the aptitude factor generally refers to the specific talent for learning a foreign or second language. There was two indicate in lack of aptitude factor

among students in this research: age and habit. The participants on this research are the eighth grades students, based on their age range between 13-14 years old. However in this age students learn English when the teachers ask them to learn in the class only. Then the habit factor is because the student is rare to speak English. For many the process included studying grammar and vocabulary, but also learning how to recollect words from memory and to use conversational English, accepting one's shortcomings as a nonnative speaker, and also realizing the main function of English as a tool for communication and setting goals that one can achieve. Jackson & Doughty (2015) found that a major line of development with research where aptitude information is used to diagnose learner strengths and weaknesses. So, the lack of aptitude could made students find the weakness of their speaking skills.

The second one is mother-tongue used. The meaning of mother tongue can often be referred to as your first language or native language. It is the language that you most commonly speak. In this research, students have a habit about speaking with native language while speaking class. However, mother tongue meaning is always referencing the language that the child has used from birth for important and impacting times in the child's life. In other hand, the mother tongue meaning for a child involves more than just language and includes the child's personal, social and cultural identity. So, because of the habit of speaking with native language, the students felt difficult to speak English as good as an English native speaker. Moreover, Benson (2004), Ozfidan (2017), and Behjat, Taghinezhad, and Dastpak (2018) found the similar result about mother-tongue use factor made the difficulties in speaking. The choice of words and expression carry different meaning across

cultures and where in one language asking direct questions is considered intrusive, in another it is inquisitive. This means that the language chosen when speaking is thought about before it is delivered.

The next one is shyness. Shyness is one of the factors that students find in this study. The fact that many of the students reported that they would rather speak with non-native speakers than native speakers of English shows that sympathy or similarity with the listener made speaking easier. As cited in Horwitz et al. (1986, p.127), the fear of not being understood, for instance because of accent, or the fear of seeming stupid might cause anxiety, which might prevent the learner from speaking. Win (2017) states that shyness can vary from mild feelings to moderately uncomfortable in social circumstances to debilitating levels of anxiety that interfere in people with the process of socialization. This shows in some interviews, for example: This probably has to do with social factors and feedback, too, as in the example where the students had tried to talk English in overseas. Thus, social embarrassment can affect people's speech. It seems that intelligence is a highly valued attribute in current society, and thus it is no wonder that non-native speakers of English are concerned about seeming stupid, especially when one has achieved a certain status as a member of the society. Some students also seemed to be somewhat concerned about what other people thought of them and their English skills. As one student maintained, it also seems that people do not have many chances to practice speaking English, but when they suddenly have to speak English at school it might be quite confusing. Schumann's (1979) views on language and culture shock apply to this study, as learning to speak English seemed somewhat a

similar process to experiencing culture shock: the speaking process over a long term was like the culture shock process, where first one experiences excitement, then insecurity realizing one's ignorance, then denial, but then understanding, realization and acceptance.

The last but not least is motivation. It is involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation in children predicts motivation later in life, and the stability of this relationship strengthens with age. In other hand, Brown (1980) states that motivation is an inner drive, impulse, emotion or desire that moves one to a particular action (in Minghe and Yuan, 2013). Lack of motivation is also the fear of making mistakes or errors, most of all. Some students' were still anxious about making errors. Social factors, as well, seemed to be important for the informants in speaking English: support from friends or family or teachers was seen as important and according to some students helped to build-up motivation. Harmer (1983) states that the motivation is affected by a number of other factors, most of which have to do with the learner's attitude to language, in other hand the attitude is influenced by people around him. In fact, negative feedback had resulted in embarrassment and prevented some from speaking English for a long time. However, for some students, their current English speaking had succeeded in improving their confidence in their English speech skills and their readiness to speak. According to Wilkins (1972), the knowledge of the psychology of EFL (English First Language) acquisition is of significance for the understanding of motivation in ESL (English Second Language) learning. Motivation was the key for this development; students who had adopted the idea of

success in delivering the message or communication being the most important element in speaking English seemed to be more relaxed about speaking and did not mind errors as much. This was also the case for some of students, but most seemed to be still quite insecure about their English speech skills. Literary skills seemed much more developed than speech skills, for example one student reported that she wrote texts in English for her work but could not speak a lot of English. There is probably a chance that writing for some students does not need an extra confidence that speaking directly to someone.

In summary, the student difficulties factors were made by students itself. In this case students have their own reasons about difficulties factor that their faced while speaking in retelling their past experience. The students felt nothing to say because of their lack of aptitude. They felt not good enough of their pronunciation because of their mother-tongue use. The students felt not confident because of their speaking skills because of shyness. Their also fear to making mistakes or errors because of lack of motivation. Lack of aptitude, mother-tongue use, shyness, or even lack of motivation was the factor that makes students felt they are not good enough in English speaking skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions

In this chapter, all of the results from finding had been concluded. I also presented the suggestions that were expected to be useful for lecturers, students, and other researchers.

5.1 Conclusions

Based on the results of this study, it can be concluded that the causes of students' difficulties in retelling past experience in one private junior high school in Palembang were lack of aptitude, mother-tongue use, shyness, and lack of motivation. First factor is lack of aptitude. It showed that most of students are claimed that the ability of students' speaking skill is depends on their intelligence. Second is mother-tongue use. In this case, most of students said that the mother-tongue language affects their habit of speaking English, especially in pronunciation. Third is shyness. Fact shows that the students are still shy while speaking English because of some reasons; they are think they will make a mistake when they talk and they are afraid of being laughed by their classmate due to their low ability in speaking English. The last but not least is the lack of motivation. In fact, the students have their own motivation and want to improve their speaking skill but they do not have supporting situation to practice speaking.

In summary, based on those factors I conclude that the students speaking skills could be more increase if they have some support from their environment, especially in school. Most of the students felt hard to speak when their environment was unconditionally with their ability to speaking English.

5.2 Suggestions

The research was focused to find out the difficulties and the factors that caused students difficulties in retelling their past experience without giving the solution to reduce the student difficulties because the limitation of time.

The result of the study indicates that the eighth grade students of Mts An-Nur Palembang in retelling their past experience are faced some difficulties. By knowing the difficulties and the factor in speaking English, I hope that the students can find out the way that can increase their speaking skills, because they know which part their weakness was in speaking English.

Furthermore, based on what I found in this case. I expect that the teacher can help to improve the students speaking ability in classroom, such as try support the students to speaking English in classroom or give the students a motivation self confident while speaking English in classroom. Teacher should observe their students to learn what they can do, can almost do, or cannot do and keep records of teaching theories related to observed behaviors with dates of occurrence.

Last, I hope that the next researchers who want to conduct the similar research can give the solution to handle the students' difficulties in retelling their

past experience, and also find out other factors that caused students' speaking difficulties.