

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher would report the findings during data collection as an endeavor to answer the research question, the findings and discussions of the research will be delivered as follows.

4.1 Findings

This study aims to determine how EFL students narratives in learning English apply reading and speaking skill. These findings describe the variety of experiment students when learn reading and speaking . The kinds of reading and speaking skill used by students are narrative down interesting ideas, reading and speaking skill references, discussing with friends, understanding more deeply the topic, collecting material related to the topic, etc.

4.1.1 Difficulties in Comprehending Reading Materials

Reading comprehension skills play a pivotal role in shaping their proficiency in the English language. The advantages intrinsic to proficient reading comprehension are instrumental in facilitating cognitive development. However, an inherent challenge surfaces when one attempts to independently address comprehension hurdles, which, in this case, primarily manifest as difficulties in grasping unfamiliar vocabulary, particularly in the context of grammatical nuances associated with verb interpretation. This predicament is compounded by a lack of intrinsic motivation towards reading materials. Consequently, these factors converge to constitute the predominant impediment to the reading proficiency.

This can be seen from the following self-reflection quote:

“I was having a lot of difficulties because my vocabulary was very lacking so that when there was material that was given I always didn't understand the content, especially when it used verb 1, verb 2 and verb 3. This made me a little stressful because it's not only vocabulary but I also have difficulty in interpreting the verb in a sentence because every word when faced with a sentence must have a different meaning”.

The participant's remarks delineate a substantial impediment stemming from a pronounced lexical deficit. This deficiency manifested as a pervasive challenge in comprehending instructional materials, particularly those employing verb conjugations in various tenses, including the infinitive (verb 1), past tense (verb 2), and past participle (verb 3). Consequently, the participant experienced heightened levels of psychological distress. This distress was exacerbated by the realization that the issue extended beyond mere vocabulary limitations, encompassing a struggle with discerning the nuanced functions of verbs within the context of sentences. This predicament highlighted the participant's recognition of the necessity for assigning distinct semantic interpretations to individual words within the framework of a sentence.

“Not to mention my lack of interest in reading which makes my reading activities very boring for me to do, because when reading I feel sleepy and make my mind not focus on the books I read, in the end I keep reading but my focus is not on reading anymore but on things others, thus making me not understand what I read earlier”.

The participant expressed a noteworthy deficiency in their enthusiasm for reading, an aspect that significantly detracted from their engagement in reading activities. This diminished interest led to a sense of tedium during reading sessions, causing them to experience drowsiness and a loss of concentration while

perusing written material. Consequently, the participant reported persisting with their reading endeavors; however, their cognitive focus diverged from the text at hand towards extraneous matters, ultimately resulting in a reduced comprehension of the previously read content.

Internal and external factors also greatly influenced me in learning to read, thus affecting loss of self-motivation and lack of curiosity in other topics, as in self-reflection quote as follows:

"In addition, my motivation was also lacking at that time because I was too focused on making money so a lot of time was wasted learning to read and the atmosphere of the room and environment did not support me to be able to read. Plus I prefer to watch and listen to reading so when I When reading a sentence, I have to repeat several times reading the sentence so that I can understand what the sentence itself means.

The participant reported a dearth of motivation during the specified period. This deficiency in motivation stemmed from an excessive preoccupation with financial pursuits, which consequently resulted in a substantial allocation of time towards activities unrelated to reading proficiency. Furthermore, the participant perceived a non-conducive atmosphere within the room and surrounding environment, which further hindered their reading endeavors. Additionally, they expressed a personal preference for auditory and visual learning modalities, indicating a predilection for watching and listening as opposed to reading. Consequently, when engaging in textual comprehension, the participant articulated a need to repetitively reiterate the reading of sentences to attain a comprehensive understanding of their semantic content.

"When reading I prefer to read topics that are familiar to those that are not at all so when there is new reading that might be good for me

in terms of vocabulary and other knowledge and when I see the topic is unfamiliar to me, I will not read it because it's not interesting to me, even though I haven't read the contents."

Furthermore, the participant's reading preferences manifest a proclivity for familiarity over novelty. They exhibit a distinct inclination toward selecting reading materials characterized by subject matter with which they are already acquainted, as opposed to topics entirely foreign to their prior knowledge base. In instances where they encounter unfamiliar subjects, their predilection is to abstain from engaging with the content, deeming it uninteresting. This predilection persists even in cases where the participant has not yet perused the contents of the unfamiliar material.

4.1.2 The Attention of Student in Learning Reading

When considering the process of reading comprehension, a notable phenomenon emerges whereby a proclivity towards somnolence and reduced cognitive comprehension manifests, leading to a decrement in motivation. This phenomenon is particularly pronounced when confronted with intricate or unfamiliar English-language materials, thereby inducing a reluctance to engage fully with the presented content, as elucidated in the ensuing reflections:

"Yes, I paid attention but because of my lack of vocabulary sometimes it made me not understand what the lecturer explained so that it made me sleepy and lazy to pay attention to it again, in the end my interest was less in learning reading. My motivation to learn reading was there, when I start to understand a little what is being explained and sometimes have to be repeated to be explained then I understand the essence of the explanation".

The participant acknowledged their diligent effort to remain attentive during

the educational sessions. However, they reported grappling with a deficiency in their vocabulary, which occasionally hindered their comprehension of the lecturer's explanations. Consequently, this linguistic impediment led to feelings of drowsiness and diminished enthusiasm, discouraging their sustained engagement with the instructional content. Ultimately, this had a detrimental impact on their interest in the subject of reading. Nevertheless, the participant expressed a latent motivation to enhance their reading skills, particularly when they began to grasp fragments of the lecture content. They noted that repeated explanations were sometimes necessary for them to discern the core concepts and essence of the presented material, suggesting a gradual improvement in their understanding.

"Sometimes, if most of the explanations are in English, I feel lazy because I don't really know and understand what is being said. I like to imagine unclearly when the lesson is boring for me and pretend to read the material even though I don't understand the content at all, have to open the dictionary first and interpret the vocabulary that I don't know, it takes a lot of time and my mind because I see a lot his words alone made me sleepy and stressed."

The participant in this study reported experiencing a sense of inertia when confronted with predominantly English explanations during instructional sessions. This sentiment arises from a perceived deficiency in their comprehension of the conveyed information. In instances where the subject perceives the lesson content as uninteresting, they resort to engaging in imaginative, albeit nebulous, contemplations. Moreover, they simulate active participation by feigning comprehension of the material, despite harboring a fundamental lack of understanding. Consequently, they find it necessary to resort to dictionary references in order to decipher unfamiliar vocabulary, a process that consumes a

substantial amount of time and mental effort. The participant also described encountering feelings of somnolence and heightened stress in response to the excessive presence of unfamiliar terms within the instructional materials, further exacerbating their difficulties in engaging with the content.

At times, the participant experiences interference with their concentration due to the behavior of their friends during class. Casual conversations, joking, or light-hearted chatting among peers disrupt their ability to concentrate on the presented explanations or reading materials. Consequently, this distraction hinders their comprehension of the provided educational content, leading to subpar performance on assignments. As a consequence of these disruptions, the participant is increasingly apprehensive about attending reading sessions, echoing the sentiments expressed by other students who share similar reservations about their intent to engage in the learning process.

"My friends also sometimes invite me to talk or ask unclear questions to me during class so I don't focus on paying attention to the lessons that are being explained. check it out".

The participant further conveyed that their peers occasionally extend invitations for informal discourse or pose ambiguous queries to them while in the midst of classroom sessions. These interactions disrupt their concentration and divert their attention away from the ongoing pedagogical instructions.

4.1.3 Difficulties in Comprehending Speaking Materials

Learning to speak requires good mental readiness and preparation of the material to be presented. Many individuals often experience a lack of confidence

and the sudden emergence of fear when speaking, which is a natural occurrence. However, these feelings can be attributed to a lack of practice in this case, resulting in difficulties in delivering clear and understandable speech. This response serves as the reflection on the matter.

"For the difficulty in speaking, I have experienced many difficulties which greatly affected my speaking, which is my lack of confidence when I want to speak because my vocabulary is very minimal. The fear of speaking always arises in my mind, I am afraid to say the wrong thing, I am afraid that my friends will laugh at me -friends, even I am very worried about my pronunciation whether what I say is in accordance with the proper grammar or not".

The participant expressed significant challenges related to their speaking abilities, characterized primarily by a pronounced lack of confidence in verbal communication, stemming from a notably limited vocabulary. This deficiency in language proficiency instigated a pervasive apprehension regarding speaking, manifesting as persistent fear of uttering incorrect statements or becoming the subject of ridicule by peers. Furthermore, the participant exhibited heightened concerns pertaining to pronunciation and adherence to grammatical rules when expressing themselves orally. These concerns collectively indicate a complex set of barriers impeding the participant's speaking performance, primarily attributed to deficient vocabulary and associated anxieties regarding verbal communication.

"When I speak, I still stammer because I am nervous and afraid to say the wrong words, for example when I am asked a question, there I am confused and afraid because which answer should I say considering I am still lacking in vocabulary".

The participant's also discourse reveals a persistent speech impediment characterized by stuttering when engaged in verbal communication. This phenomenon is ascribed to heightened levels of anxiety and apprehension,

stemming from a fear of articulating incorrect or inappropriate vocabulary. A specific illustration of this speech difficulty occurs when the participant is posed with a query, as they experience a state of perplexity and trepidation. This cognitive dissonance arises due to their limited lexical knowledge, leading to uncertainty in selecting the most suitable response among the available options, thus intensifying their linguistic challenges during conversation.

"When I speak, I still stammer because I am nervous and afraid to say the wrong words, for example when I am asked a question, there I am confused and afraid because which answer should I say considering I am still lacking in vocabulary".

Furthermore, the participant's highlights a persistent issue of speech disfluency characterized by stammering during verbal communication. This disfluency is attributed to heightened levels of anxiety and fear that emanate from the apprehension of uttering incorrect words. A notable illustrative scenario mentioned by the participant involves responding to inquiries, which often induces confusion and anxiety. This confusion stems from a dilemma surrounding the selection of an appropriate response, driven by a perceived deficiency in their lexical knowledge. In essence, the participant's experiences underscore the intricate interplay between speech fluency, anxiety, and vocabulary limitations within the context of verbal communication.

The process of adapting to English as a medium of communication holds considerable advantages. In the context of engaging in dialogues or addressing queries, individuals stand to benefit from a diminished level of perplexity and a reduced requirement for prolonged introspection prior to crafting their responses.

This heightened proficiency in linguistic recall ideally serves to mitigate occurrences of self-acknowledged nervousness and apprehension when formulating answers to questions. Nevertheless, it is imperative to underscore that individuals may not invariably discern the enhancements in their conversational skills. Consequently, notwithstanding their proficiency in the language, instances of anxiety and disquietude may still manifest during the course of responding to inquiries, as reflected below:

"When you start talking, you have to think about which words and sentences to start, even though before you start speaking I write them down on a paper or book, but when I start practicing, I still can't."

The participant's statements above provide insight into the cognitive processes involved in the act of verbal communication. Despite having pre-planned and transcribed words and sentences in advance, the act of initiating speech requires a cognitive deliberation. This contemplation pertains to the selection of appropriate words and sentence structures to commence the verbal expression. Notably, even with a written script or notes prepared beforehand, the participant continues to experience difficulty in the execution of speech practice, implying potential challenges in translating written language into spoken discourse during the act of articulation.

"Speaking in front of lecturers or dealing with lecturers often suddenly forget what sentence I want to say, nervousness, fear and worry are already integrated in my mind, for example at that time when I was facing the lecturer and the lecturer asked me immediately I forgot the meaning of the word government, there I asked the lecturer several times to repeat the question but still I forgot the word".

The participant's also in the statement above reflect a pronounced difficulty in oral communication within academic settings, specifically when

required to interact with lecturers. The participant frequently experiences instances of momentary memory lapses, wherein the intended sentences or ideas elude them during such interactions. These episodes of cognitive impairment are accompanied by a complex emotional response characterized by nervousness, fear, and anxiety, all of which manifest as intrinsic components of their psychological state. An illustrative incident highlights this phenomenon, where the participant found themselves unable to recall the meaning of the word "government" when directly questioned by a lecturer. This occurrence prompted the participant to seek repeated clarifications from the lecturer, but regrettably, the intended term remained inaccessible within their cognitive faculties.

4.1.4 Ways to Help in Learning English

Lack of vocabulary and difficulty in pronunciation are obstacles to my difficulty in learning English, especially in speaking, even though several methods have been used, such as watching youtube and listening to music, but it is still a bit difficult, such as:

"Not all of them helped, first I tried to learn from watching youtube but sometimes the language used was very high, then I looked for shows with low language but the pronunciation is very difficult to pronounce. Running out of quota is also an obstacle, especially when I don't have money to buy quota, in the end a feeling of laziness arises not to look for shows on YouTube anymore".

Several challenges were encountered by the participant during their learning process. Initially, they attempted to acquire language skills through online resources such as YouTube; however, they faced difficulty due to the

advanced linguistic content present in some of the videos. Subsequently, the participant sought out materials with simpler language, but encountered difficulties related to the pronunciation of the content. Furthermore, constraints related to data usage emerged as an impediment, particularly when financial limitations prevented the participant from purchasing additional data quota. Ultimately, these challenges led to a sense of apathy, which discouraged the participant from further pursuing language learning through YouTube.

"I also listen to songs to learn the pronunciation of words and vocabulary that I don't know but when I listen to the song I hear a lot of unfamiliar vocabulary. Listening to English Mp3 recordings in the let's learn English application, to improve pronunciation in speaking I am in English because English is written differently and the pronunciation is different, but I always find it difficult to pronounce vocabulary that is too long, for example the vocabulary "Inchoate", which until now I still find it difficult to pronounce".

In the participant's reflection above, it is evident that they employ a multifaceted approach to enhance their language skills, with a particular focus on pronunciation and vocabulary acquisition. One prominent strategy they employ involves listening to songs as a means to familiarize themselves with the pronunciation of unfamiliar words. This method is aimed at addressing the challenge of encountering unknown vocabulary. However, the participant expresses a noteworthy observation: that songs often present an abundance of unfamiliar vocabulary, potentially making it challenging to grasp and retain the desired pronunciation.

Additionally, the participant reveals their utilization of English Mp3

recordings within the "let's learn English" application, aiming to refine their pronunciation skills in spoken English. They acknowledge the distinctive nature of English, where the written form may diverge significantly from the spoken rendition, highlighting the importance of refining their pronunciation to achieve proficiency. Notably, the participant identifies a specific challenge in the pronunciation of lengthy words, exemplified by the term "Inchoate," which they continue to struggle with, emphasizing the persistence of certain pronunciation difficulties in their language learning journey.

Utilizing the application serves as a valuable method for the individual to enhance their spoken language skills, primarily concerning the acquisition of everyday conversational abilities. Nevertheless, occasional confusion arises due to the overwhelming presence of numerous unfamiliar words within the application's content. For novice learners seeking to develop their speaking abilities, employing the technique of memorizing vocabulary and engaging in self-dialogue represents a fundamental approach. However, it is imperative to note that consistent daily practice is essential to reap the benefits of this method effectively. Failing to engage in daily practice may result in the emergence of feelings of nervousness and a lack of confidence when conversing with others, such as:

"I use an application for speaking practice, namely English grammar. This application focuses more on how to use grammar in daily conversation, at first I was stressed opening this application because I was confused by the many word changes displayed, then I tried to learn again but in the end I still have difficulty in using lapau words, verbs etc. Writing vocabulary over and over so that I can remember the vocabulary when I read or watch videos but this method is sometimes less effective because I have to write several times in my notebook before I remember it".

The participant's reflective response underscores their utilization of a specific language learning tool, namely the "English Grammar" application, which serves as a platform for honing spoken language proficiency. This application is distinguished by its primary emphasis on practical grammar application within the context of everyday conversational settings. The participant's initial interaction with the application was marked by a notable degree of stress, stemming from their perceptible bewilderment occasioned by the multitude of grammatical transformations and variations presented therein. Subsequently, they embarked upon a determined reengagement with the application in a bid to enhance their linguistic competence. Despite their earnest efforts, the participant concedes to persistent challenges, particularly in the effective utilization of idiomatic expressions, verb conjugations, and related components of language. To bolster their vocabulary retention, the participant employs a mnemonic technique involving repetitive transcription of vocabulary items. However, this method occasionally falls short of yielding optimal results, necessitating repeated inscription in their notebook as a means of reinforcing memorization and comprehension.

"I also paste vocabularies that I don't know around my room so that when I wake up in the morning or look for something around the room where I paste the vocabulary, I can review and practice speaking in front of a mirror. Talking to myself like crazy, I combine English and Indonesian when speaking in front of the mirror, not only in front of the mirror I talk to myself but also in the bathroom before I take a shower. Indeed this method is effective but when I talk to friends or lecturers, I feel insecure. I confused when I have to talk to the other person, I am nervous and suddenly forget the vocabulary that I often mention in talking to myself in the mirror".

The participant also described their proactive efforts to address their vocabulary limitations by adopting a method of immersive self-exposure. They have strategically placed unfamiliar vocabulary words in their living environment, thus facilitating spontaneous encounters with these terms during their daily routine, such as upon awakening or while searching within their room. Subsequently, they engage in rigorous self-practice by articulating these words in front of a reflective surface, employing a self-dialogue technique encompassing a blend of English and Indonesian. This practice extends beyond the confines of the bedroom, extending to their bathroom regimen preceding a shower. While acknowledging the method's effectiveness in enhancing vocabulary retention and fluency in solitary situations, the participant expressed apprehension and insecurity when communicating with peers and instructors. They reported experiencing moments of nervousness, leading to vocabulary lapses and forgetfulness during interpersonal interactions, despite their prior familiarity with these terms through their self-practice endeavors.

4.2 Discussion

This section presents a discussion of the research results. This study analyzes how to apply reading and speaking skills during learning. Based on the four questions I made. I have the same difficulty learning reading and speaking skills. In the first question which discusses difficulties in reading the material, it is explained that: "lack of vocabulary and lack of interest in reading". Students said the lack of vocabulary because when there was material given they still did not

understand the content. As a student said, "I have a lot of difficulty because my vocabulary is very lacking so that when there is material that is given I always don't understand the content, especially in it using verb 1, verb 2 and verb 3. This makes me a little stressed because it is not only only vocabulary but I also have difficulty in interpreting the verb in a sentence. Range of language impairments, including problems with listening comprehension, vocabulary, oral expression, narrative production, figurative language, and grammar (Nation, 2005; Nation & Snowling, 1997; see Hulme & Snowling, 2009. When these children read for meaning, their difficulties often extend beyond literal interpretation to higher levels of processing, such as making inferences (Cain & Oakhill, 1999) and monitoring comprehension (Ehrlich, Remond, & Tardieu, 1999). Jordan in Wardani (2015) states that teaching vocabulary is a very important task in teaching English because vocabulary is related to all language learning and is a concern for language skills.

My lack of interest in reading lies in the Expository Text which triggers my disinterest in reading. this explains in my answer that is, "I'm not interested in reading". I say lack of interest in reading because it is very boring to do. as someone who has done reading activities. Interest in reading is a high desire or inclination (passion) to read (Siregar, 2004). The definition is in line with Darmono's opinion which states that reading interest is a tendency encouraging reading interest someone do something to reading (Darmono, 2001) interest in reading grows from students each so that for increasing interest in reading needs awareness every individual. Read is a wish and the will to progress and success. a

lot of reading then students will have good knowledge new and reading skills with the flow of thoughts that students have obtained and interest in reading can be grown and developed so that the habit reading can add more extensive knowledge. Our low interest in reading greatly affects the quality of the Indonesian nation. The low interest in reading causes us not to be able to follow the development of science knowledge and information in the world, which in the end will have an impact on being left behind Indonesian nation. Therefore we need to emulate the efforts made Developed countries, namely by growing interest in reading from an early age and applying it to students society, especially in the nation's shoots who will later inherit this country (Sularso, 2020).

My motivation can last as my level of understanding goes to the next level. By knowing the results that have been achieved, I will try harder improve learning outcomes. Enhancement learning outcomes can be more optimal because I feel interested in improving the learning outcomes that have been achieved previously. "Learning results can be seen from the occurrence of changes in the input results in the form of motivation and hope for success" (Keller in H Nashar, 2004). including that in the form of design and management motivational that has no direct effect to the amount of effort devoted by students to achieve learning goals.

The change happened to someone inside disposition or human being in the form of mastery of science and skills acquired through effort really done in one certain time or in a relative time long. According to Dimiyati (2002) that, "The condition of students who are good in learning will cause the student eager to learn and able complete the task well, the opposite with students who are sick, he

doesn't have a passion for learning". Motivation is not only important because it becomes factors that cause learning, but also facilitate learning and learning outcomes.

Learn skills speaking is not as easy as it seems seen. Ability to speak foreign languages speaking is an ability that complex of self-confidence, self-respect and self-enhancement. Furthermore, Brown (2000) states that there are three types of affective factors that influencing students in the process learning, namely achievement motivation, self-confidence and anxiety. Brown also added that proficiency language can be achieved if there is learning environment that makes participants students have a high level of self-anxiety low and high levels of self-resistance low. From various studies that have done, self-anxiety factor is considered as one of the most important affective factors influential for students in English speaking activities in class.

