

## CHAPTER IV RESEARCH FINDING AND DISCUSSION

### A. Research Finding

Based on observations, interviews, and questionnaires with all first semester English Education Department students of class B IAIN Kudus, the writer found that students experienced several constraints when conducting dialogues and monologues in English. Apart from that, the writer also found solutions that can be done by students of first semester English Education Department students class B IAIN Kudus to overcome their constraints in dialogue and monologue. The following is how the writer explains the research findings;

#### 1. Students Dialogue Constraints in Basic Spoken English Class

According to the result of interviews and questionnaires with the first semester of English Education Department students class B, the writer found that there were several constraints experienced by students when conducting dialogue in English. Especially in foreign language classes, of course, students experience their own constraints. There are five different types of constraints, as can be seen below, as stated by English Education Department students:

##### a. Lack of confidence

Lack of self-confidence affects students' courage to carry out dialogue in English, because lack of self-confidence makes students unable to express widely what they feel.

*“when i’m having a dialogue using English, sometimes i dont feel confident. I’m afraid of making mistakes in words and pronunciation, but even so, i still try to be confidence”<sup>1</sup>*

This was also expressed by student three in an interview:

*“when i do dialogue in English, i feel less confident, especially when in front of the class or*

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<sup>1</sup> Student two, interview by the writer, October 19, 2023, interview two, transcrip.

*being watched by many people. I'm embarrassed because i'm not very fluent in English. I'm afraid of making mistakes in words and pronunciation, even so, i still try to be confident".<sup>2</sup>*

Based on the results of the questionnaire, there were six out of 38 students who felt less confident when conducting dialogue in English. Students said:

(1) i dont know; (2) because the pronunciation is dificult; (3) because that my weakness; (4) i think because i never practice; (5) because i rarely interact with many people and tent to be introverted; (6) fear of mistake.

According to the result of the questionnaire above, students feel less confident because they rarely carry out dialogue in English. Apart from that, some students are not confident because they are afraid of being noticed by people and making mistakes. This is shown based on the resultd of research field notes observations on October 10, 2023. When students practice in front of the class and are noticed by other students, some students appear to show their lack of self-confidence. When conducting dialogue in English, the voice they produce tent to be quieter and lack expression.<sup>3</sup>

#### **b. Do not dare to speaking English**

The questionnare results showed that there are four out of 38 students who experience constraints not daring to speak English, because they are not yet very proficient it. Therefore, some students experience constraints when conducting dialogue in English because it is not our everyday language. As state by student one in the interview:

*" i'm from the English Language Study Program, so we should be able to speak English. But it's not easy to learn, especially when it*

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<sup>2</sup> Student three, interview by the writer, October 19, 2023, interview three, transcrip.

<sup>3</sup> Observation sheet data by writter, October 10, 2023, transcrip.

*comes to speaking English. I think speaking is difficult, but is fun when we already know the grammar, i can't communicate with many people using English, because English is an International language, so if we can speak English it will be very useful for us".<sup>4</sup>*

This is proven by the statements of students who experienced this constraints in the questionnaire:

(1)lack of English vocabulary (2) i'm not do it (3) dont know (4) because my pronunciation in English is not fluent.

According to the information above, students feel fear being wrong in grammar, pronunciation, vocabulary and lack self-confidence. This is a constraints for students to speak English, because they are still laymen and are still learning about English.

### **c. Fear being wrong**

When students carry out dialogue in English, they experience constraints because they are afraid of making mistakes. This often happens when learning in foreign language. According to the students are:

(1)because i fear if someone judge my English, (2)i'm afraid of mispronunciation or grammar errors, (3)because i scared to make a mistake, (4) wrong wear in pronunciation, (5)lack of self-confident and fear of grammatical errors, (6)because my grammar, vocab are not good and i have to learn more English to improve my skills, (7)because sometimes i forgot specific vocabulary that i want to say, (8)because i am not confident in my English speaking skills, (9)because im not enough knowledge, (10)simply because everyone has expectations, (11)lack of confidence, (12)fear of mistakes due to lack of confidence and lack of practice, (13)i quite panic when doing dialogue in English.

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<sup>4</sup> Student one, interview by the writer, October 19, 2023, interview one, transcrip.

Other students also expressed their constraints, such as:

*“The problems I feel when dialogue is in English are, for example, when there is an assignment to give a dialogue. I have a bit of difficulty memorizing the dialogue because I don't speak fluently. and also I'm afraid if I make a mistake when having a dialogue in English. mistakes such as forgetting vocabulary and making mistakes in grammar.”<sup>5</sup>*

Student three added:

*“My problem is more insecurity. When i see people who speak fluent English, i feel less confident, i am afraid of reading wrongly, and i'm also afraid of not being able to express the sentence correctly when speaking in English”.<sup>6</sup>*

The results of the questionnaire above showed that 13 out of 38 students experienced fear being wrong when having dialogue in English. According to the information above, fear being wrong is a constraints that many students experience. Students are afraid of grammatical errors, pronunciation errors, a lack of vocabulary and lack of self-confidence. The fear being wrong arises when they are required to speak English in front of the class.

#### **d. Do not enough vocabulary**

Vocabulary is one of the obstacles for students in carrying out dialogue in English. Based on the results of the questionnaire that was distributed by the writer, the results show that do not enough vocabulary is the obstacle most experienced by students. 14 out of 38 students indicated that they experienced a lack of vocabulary conducting dialogue in English. Some of the

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<sup>5</sup> Student one, interview by the writer, October 19, 2023, interview one, transcrip.

<sup>6</sup> Student three, interview by the writer, October 19, 2021, interview three, transcrip.

explained the reason why they experienced difficulties with vocabulary. As written by:

(1)still study, (2)i dont know, (3)i still dont have enough control my vocabulary, (4)not very good in English, (5)because sometimes i'm still embarrassed to carry out dialogue, (6)dont know enough vocabulary in English, (7)because i rarely speak English, (8)study holder, (9)do not enough vocabulary, so, i was confused about what to say and because the nervousness factor of dealing with people also really affected me, (10) because i haven't mastered a lot of vocabulary and am afraid to speak. (11)lacking in reading, (12)not yet, (13)i'm still thinking if i want to say, (14)lack of vocabulary.

This was also expressed by student three, she also experienced constrains with vocabulary when conducting dialogue in English, student three said:

*"Feeling embarrassed, lacking self-confidence, afraid of pronouncing the vocabulary wrongly and misunderstanding the meaning of the vocabulary i say".<sup>7</sup>*

Students two added:

*"My feeling when doing dialogue in English is I am happy and a little nervous, also I can improve my pronounce and vocab the doing dialogue with other people".<sup>8</sup>*

Based to the information above, students experience problems with vocabulary because of the small amount of vocabulary they have, so they feel afraid and confused when carrying out dialogue in English. Lack of vocabulary also affects the self-confidence of some students.

According to the data presented above, vocabulary is the constraints most experienced by students. This was proven then the writer made

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<sup>7</sup> Student three, interview by the writer, October 19, 2023, interview three, transcrip.

<sup>8</sup> Student two, interview by the writer, October 19, 2023, interview two, transcrip.

observations using field notes on September 12, 2023. When the lecturer gave material, then asked students to look for other vocabulary, mostly from students who were just silent and looking confused, only a few students could give their opinion.<sup>9</sup>

#### e. Unsupportive environment

An unsupportive environment makes it difficult for students to speak English well. This is proven by the results of the questionnaire, where only one out of 38 students experienced this constraints. “alot of people dont really speak English well, which makes it hard for me to converse with someone in full English”.

## 2. Students Monologue Constraints in Basic Spoken English Class

According to the result of interviews and questionnaires with English Education Department students class B, the writer found that there were several constraints experienced by students when conducting monologue in English. Especially in foreign language classes, of course, students experience their own constraints. There are five different types of constraints, as can be seen below, as stated by Tadris English Students:

#### a. Fear

In the case of learning English, fear arises when students are requite to speak in front of the class of many people. Fear occurs because they are not yet fluent and have not mastered English. This was conveyed by student one in the interview,

*“Certainly, the monologue was a new experience for me. But when i did the monologue in front of many people, i felt araid. I was afraid that i would make a mistake, that my voice would shake, that my voice wouldn’t be loud enough, or even worse. Bad again”.*<sup>10</sup>

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<sup>9</sup> Observation sheet data by writer, September 12, 2023, transcrip.

<sup>10</sup> Student one, interview by the riter, October 19, 2023, interview one, transcrip.

Several students also expressed feelings of fear in the results of the questionnaire; there were nine out of 38 students who experienced fear when conducting dialogue in English. The following is a student statement:

(1)lack of learning, (2)afraid of making mistakes, (3)panic attack,(4)shy, (5)vocabulary, (6)afraid of pronouncing it wrong, (7)because i don't understand the monologue material (8)i quite panic when doing monologue in English, (9) not enough knowledge.

According to the information above, students feel afraid because they are afraid of making mistakes, such as mistakes in pronunciation and vocabulary. When students perform monologues in front of many people, it makes them panic and feel embarrassed.

#### **b. Shyness**

Shame can arise when someone feels that they being watched or exposed to attention from other people and feels that they are unable to meet the expectations or standards expected by the audience. This often happens to students when doing monologues in English. As expressed by student two in an interview':

*"If i do an English monologue in public, i feel very embarrassed, but if my monologue is not seen by many people, i am very confident".<sup>11</sup>*

Shyness is a constraint that many students face. This was stated in the questionnaire results; only six out of 38 students experienced embarrassment when doing a monologue in class.

(1)because i fear if i use wrong pronunciation, (2)i dont know, (3)i dont know, (4)because i am shy, (5)shame,if my pronuntiation is wrong, (6)lack of self-confidence.

According to the explanation above, students experience shyness because they are afraid of making mistakes in the pronunciation of English words. Apart

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<sup>11</sup> Student two, interview by the writer, October 19, 2023, interview two, transcrip.

from that, a lack of self-confidence also triggers a growing sense of shame in students. This happens because they feel cared for by many people.

### c. Anxiety

In learning foreign languages, many students are not very fluent in English. When students perform monologue in English, anxiety arises when they have to speak in front of many people and become the center of attention of the audience. Based on the results of the questionnaire, anxiety is an a constraints that many students experience. This show that nine out of 38 students who experience anxiety when giving monologues in English. As the students explained:

(1)because doing monologue (for example a speech) really drains social energy, (2)nervous, (3)afraid of saying something wrong, nervous, (4)rarely speaks in front of many people, (5)because i shyness, (6)i have social anxiety and just overall get super nervous when talking to new people, (7)because i am a shy person and afraid of speaking wrongly in public, (8)because i'm not sure about the vocabulary i'm saying, (9)Sometimes panic.

Some students admit that they experience social anxiety when dealing with lost of people.

*“The problem I faced during the monologue was that it was definitely awkward, and it was also difficult to speak in public. I also have social anxiety, so when speaking in public and speaking alone in front of many other people, I get very nervous and don't feel well”.*<sup>12</sup>

From the result of questionnaire, it was concluded that nervousness often occurs when students conduct monologue in English. Some students feel afraid of making mistakes in front of many people, which gives rise to anxiety in some students.

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<sup>12</sup> Students one, interview by the writer, October 19, 2023, interview one, transcrip.



#### d. Lack of Self-confidence

There are many constraints that students face when learning a foreign language, but none is more detrimental than students' lack of self-confidence. Lack of self-confidence can be a constraints for students trying to improve their ability to speak English..

This is proven by the results of the questionnaire: there were 12 out of 38 students who experienced a lack of confidence when performing a monologue. The following is a students statement:

(1)i dont know, (2)introvert, (3)because they lack self-confidence and are afraid of comments, (4)because, it's hard to say, (5)because i'm not confident when speaking English in public, (6)lack of training self-confidence due to lack of vocabulary and constructing good and correct sentences, (7)because due to lack of experience and rarely doing monologues himself, (8)rarely practice, (9)i'm not do it, (10)having an interesting problem to solve drives creativity, (11)when i'm in public i feel less confident, but when i'm alone i feel confident because it's just me doing a monologue, (12)because i rarely interact with many people and tent to be introverted.

According to the results of the questionnaire above, most students are not confident because they rarely do monologues in public and are afraid that they make a mistake. This was also conveyed by student one in the interview:

*“My problem is that when i do an English monologue in public, i feel shaky, i'm nervous about being seen by other people. Then i'm a pessimistic person, so i think more about what i'm going to say later if i comment. So i haven't been confident when having to English monologue in public.”<sup>13</sup>*

According to the statistic above, it can be concluded that lack of self-confidence arises because

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<sup>13</sup> Student three, interview by the writer, October 19, 2023, interview three, transcrip.

students rarely or even have never done a monologue in public. Fear and embarrassment also trigger students who lack confidence in monologue.

#### **e. Lack of Motivation**

Lack of motivation is one of the constraints that can influence students when learning a foreign language. Without motivation, learning goals will not be achieved optimally. Based on the results of the questionnaire, there were two out of 38 students who experienced this problem when doing monologue in English.

(1)there are no circumstance or situation than encourage or require the ability to communicate in English, (2)little have motivation.

### **3. Students Solutions in Dialogue and Monologue Constraints.**

Due to the various constraints experienced, students have various solutions to solve these constraints. Lack of vocabulary is the most common constraints experienced by students. The questionnaire results show several ways for students to resolve their constraints in Dialogue, as follow:

(1)i dont know, (2)search in dictionary, (3)study, (4)by looking for more new vocabulary, (5)Learn grammar, learn correct pronunciation,(6)try to add more vocabulary,(7)trying to study again, (8)have to be confident, (9)learn more vocabulary from story books or something, (10)i learned English and more confident, (11)study harder, (12)practice correct pronunciation, (13)learn more vocabulary, (14)study holder, (15)practice more grammatical English, (16)increase your vocabulary and try to practice public speaking, (17)speak a lot of English, practice a lot, (18)learn more and more, get friends to chat with in English and be more confident, (19)being overconfident, (20)i don't, i just le it i guess, (21)learn more foreign vocabulary that i have not heard and studied, (22)add vocabulary, (23)exercise often and dare to more active, (24)taking breath 5 second and exhale it for 3 second, so that my mind can be calm and can think clearly, (25)idk, (26)dont know, (27)with repeated practice, (28)try to be confident, (29)with exercise,

(30)haven't found it yet, (31)improve my skill and vocabulary, (32)increase vocabulary, (33)practice more by reading English none, (34)by practicing every day, (35)improve self-confident, (36)not yet, (37)get to know yourself, do things that make you comfortable, practice skills and experience, (38)increase vocabulary.

According to the results of the questionnaire above, it shows several solutions that students use to overcome their constraints when conducting dialogue in English. 11 out of 38 students overcame their constraints by expanding their vocabulary, six out of 38 students overcame them by doing a lot of English speaking practice, six out of 38 students overcame their constraints by studying a lot, seven out of 38 students overcame their constraints by increasing their self-confidence, three out of 38 students overcame it by doing a lot of studying grammar and pronunciation, and five out of 38 students have not found the right solution to overcome their constraints. Doing a lot of practice is also very necessary. Students do a lot of English dialogue practice to solve their constraints. This was also expressed by students one and two, regarding how they overcame their constraints.

*“The way i overcome constraints in dialogue is by practicing everyday. Someday i have small conversation with my friends using English. Keep reading a lot of English books.”<sup>14</sup>*

Student two added:

*“Of course, i have to practice a lot at home. Because with a lot of practice and study, we become more fluent, so i will be confident when carrying out dialogue in English. That's all.”<sup>15</sup>*

According to the results of observations using field notes on September 12, 2020. There was a vocabulary review activity provided by the lecturer. Where, at the beginning of each study, students have written down some

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<sup>14</sup> Students 1, interview by the writer, October 19, 2023, interview 1, transcrip.

<sup>15</sup> Students 2, interview by the writer, October 19, 2023, interview 2, transcrip.

of the vocabulary they found, and it increases every week. Then, the review is carried out in pairs of 2-3 students, and they exchange, memorize, and make sentences based on the results of the vocabulary they found. This activity is very helpful and is a solution for students who are still lacking in vocabulary. Because every week they get new vocabulary from their own findings and their partner's vocabulary.<sup>16</sup>

According to the data above, students solve their constraints in dialogue with English by adding a lot of vocabulary. One of them is having a vocabulary review activity before learning begins. This activity is very effective and helps students improve their vocabulary. Apart from that, by practicing a lot of English dialogue, it makes them more fluent in speaking English and makes them confident in having dialogue in English.

In solving constraints during monologues, students have solutions that are used to deal with their constraints. The results of the questionnaire show various solutions used by students to face constraints when monologues using English in public. As follows:

(1) i don't know, (2) fight it, (3) study, (4) by convincing myself that i can, (5) practice a lot, (6) i don't know, (7) i will study again, (8) lots of practice, lots of study, confidence, (9) motivate yourself more to get used to communicating in English, (10) i joined UKM STEC (Student English Club) to learn public speaking, (11) often try to practice, (12) try to be confident, (13) pray, (14) i don't know, (15) try to be more confident and improve your abilities, (16) train yourself to become a more confident person in English by practicing speaking, (17) you have to be confident and practice a lot, (18) study again, look for motivation and practice often at home, (19) overconfident again, (20) i try to think much about and just go for it, although sometimes it backfires on me and i start to overthink about the little things lol, (21) talking to yourself in front of the bedroom mirror, imagining if you were speaking in public in front of many people, (22) stay in comfort zone, (23) practice often and dare to be more active, (24) 1. Convince

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<sup>16</sup> Observation sheet data by writer, September 12, 2023, transcript.

myself that the vocabulary i spoke is correct, 2. Check dictionary or google, (25)i dont know, (26)watch in social media, (27)practice over and over again, (28)try to be confident and study hard, (29)be more active in studying and practicing, (30)not yet, (31)improve my skill and vocabulary, (32)maybe by learning to monologue yourself, get used to learning it, (33)reread the material about monologues, (34)practice to be more confident in public, (35)you have to be confident and practice a lot, (36)not yet, (37)respect yourself, don't be afraid to make mistakes, (38)self-confident.

According to the results of the questionnaire above, it shows several solutions that students used to overcome their constraints when performing monologues in English. 12 out of 38 students overcame their constraints by increasing their self-confidence, 10 out of 38 students overcame them by doing a lot of English speaking practice, six out of 38 students overcame their constraints by studying a lot, two out of 38 students overcame their constraints by expanding their vocabulary, one of 38 students overcame this by joining the organization on campus STEC (Student English Club), and seven of 38 students have not found the right solution to overcome their constraints. Students believe in themselves to overcome their constraints. Because the key to success is being confident and believing that they can do it. This was described by student one and student three in their interview.

*“I solve my constraints during the monologue by believing from my heart that I could do it. By increasing my self-confidence. I try not to care about what other people say; I definitely have to believe, and I have to be able to do it. and with lots of practice, of course.”<sup>17</sup>*

Student three added:

*“During the monologue I try to be calm, believe in my abilities, be more confident, and learn a lot of*

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<sup>17</sup> Students 3, interview by the writer, October 19, 2023, interview 3, transcrip.

*practice to improve my speaking ability in English.”<sup>18</sup>*

According to the data presented above, to overcome the constraints faced by students, a lot of monologue practice in English are needed. With a lot of practice, students will get used to doing monologues in English, so they will have the courage to perform monologue in public. Apart from that, students also participate in campus organizations STEC (Students English Club) to improve their English English skills because a supportive environment makes it easy for students to master English, especially speaking English.

## **B. Discussion**

This section contains a discussion of the results. In this research, there were three questions asked by the writer. Students' constraints in dialogue and monologue and how the resolve these constraints are the main research topics of first semester English Education Department students in class B IAIN Kudus. Based on the results of research, observations, and interviews, it shows that students' constraints and solutions in dialogue and monologue in English are very deserve. The following is a summary of the research results of first semester English Education Department students in class B IAIN Kudus.

### **1. Students Dialogue Constraints in Basic Spoken English Class**

According to research conducted by the writer, the constraints faced by students will hinder students learning of English in English Education Department students class B. The following are the constraints faced by students:

#### **a. Lack of confidence**

There were seven out of 38 who experienced a lack of confidence when having dialogue using English. Several aspects that can cause a lack of self-confidence for students such as feelings of guilt, shame, unrealistic expectations of perfection, a false sense of humanity, fear

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<sup>18</sup> Students 1, interview by the writer, October 19, 2023, interview 1, transcrip.

of change or making mistakes, becoming depressed, and so on.<sup>19</sup> Based on research results, a lack of self-confidence arises when students conduct dialogue in English, they become less confident when in front of the class or in front of many people. Students feel embarrassed because they are not yet fluent in English. They are afraid of making mistakes in everything.

Lack of self-confidence also arises because students are afraid of making mistakes. The mistakes that many fear is errors in pronunciation. Students are afraid of making a mistake in pronunciation because it will be heard by many people, and then they will get comments from other people. For students who are still learning, English pronunciation is a quite a big challenge. This happens because students are not used to having dialogue in English for daily activities.

#### **b. Do not dare to speaking English**

English is an international language that must be studied and mastered by students, especially those majoring in English. English is very important to learn because it is a communication language that is used almost all over the world. Students' lack of courage in using English greatly affects how they can improve their English Skills. This is because there is no habit of speaking in English, so students do not have good preparation and experience of speaking English.<sup>20</sup> Therefore, some students experience constraints when conducting dialogue in English because it is not our everyday language.

In this constraints, students are afraid to speak because they have not mastered English fluently. The research results showed that four out of 38 students did not dare to speak English. Students are afraid to speak

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<sup>19</sup> Dea Aries Fitriani, et all, A Study on Students English Speaking Problems in Speaking Performance, *Jurnal Pendidikan dan Pembelajaran*, Vol 9, No 4, 2015, p 6.

<sup>20</sup> Joko & Ami, An Analysis of Students' Difficulties in English Conversation Practice. *Journal of Education, Linguistic, and Literature (JCELL)*, vol 2, no 3, 2023.

because they are not yet fluent in English, such as vocabulary, grammar, and pronunciation.

It was also conveyed by students that speaking in English was difficult because they rarely communicated using English. Because students come from English education study programs, they must be able to master English language skill. However, this is a challenge for some students because they are not yet able to master English and do not dare have conversations using English in everyday life.

### c. **Fear being wrong**

Students expressed that they were fear being wrong then conducting dialogue in English. Fear of making mistakes arises because students are not yet fluent in English; this was conveyed by several students who experienced this problems. When conducting English dialogue in public, students become less confident, the fear of making mistakes always arises in them, such as fear of making mistakes in English pronunciation and also fear of not being able to express what they say.

Learning a foreign language requires courage to do so and practice their abilities. The fear of making mistakes that arise will only affect their courage in communicating, their knowledge and skills in English. The problem right or wrong is not a big thing that students need to worry about. Someone must have the courage to start a conversation so that self-confidence can arise, even if they have low ability or a poor understanding of vocabulary.<sup>21</sup>

This constraints is the obstacle most experienced by students. This is proven by the results of the questionnaire: there were 13 out of 38 students who were afraid of making a mistake in carrying out dialogue. Fear of being wrong arises because students are afraid of people comments, errors in grammar, a lack of

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<sup>21</sup> Joko & Ami, An Analysis of Students' Difficulties in English Conversation Practice, *Linguistic and Literature (JCELL)*, vol 2, no 3, 2023.



vocabulary, and mistakes in pronunciation. Lack of self-confidence is also a factor in students being of making mistakes in English dialogue.

**d. Do not enough vocabulary**

The lack of interaction using English is a weakness for students who want to improve their' speaking skills. Because the lack of vocabulary makes it difficult for students to communicating in English. Vocabulary, besides pronunciation and grammar, is an important part of speaking skills that speakers must master to achieve fluency. Vocabulary is an important skill for learning to listen, read, write, and speak. We cannot communicate without vocabulary. The two correlate in various aspects of communication, one of which is speaking fluency.<sup>22</sup>

According to the results of the interview, it shows that students experience problems with vocabulary; this was describe by student one, who experienced this problem. When doing English dialogue in public, students feel embarrassed and lack confidence because they dont have much vocabulary. They are afraid of pronouncing words in English incorrectly, and it will make them embarrassed because many people will notice them.

Based on research results, lack of vocabulary is the constrains most often experienced by students. The result of questionnaire shows, there were 14 out of 38 students who experienced this problem. They are confused about what to say, and the nervousness factor is facing people is also very influential. Their lack of vocabulary can make it difficult for students to carry out dialogue in English.

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<sup>22</sup> Muhammad Dzulfiqor Umar et al, English Pronunciation Problems Analysis Faced by English Education Students in the Second Semester an Indo Global Mandiri University, *Jurnal Bahasa dan Sastra*, vol 10, no 1, 2022

### e. Unsupportive environment

Students find it difficult to speak English because they are not yet fluent and are hindered by the surrounding environment, where English is still rarely used.<sup>23</sup> An unsupportive environment is one of the constraints that has a big influence on students ability to improve their speaking skills. By not supporting the environment for speaking English, it will be difficult for students, because they will not be able to explore their abilities in dialogue. However, students are not really aware of this constraints.

Based on the research results, there was one students who experienced this constraints. In an unsupportive environment, students cannot communicate and carry out dialogue in English. This makes students unable to explore their abilities in English.

## 2. Students Monologue Constraints in Basic Spoken English Class

The constraints faced when performing a monologue in English for students in the first semester of English Education Department class B are as follows:

### a. Fear

Students feel afraid to do an English monologue because they are not used to doing this activity. They are afraid of being noticed by many people.<sup>24</sup> According to students, doing an English monologue is a new experience that must be tried. However, students feel afraid of monologue in front of many people. Students are afraid that if they make a mistake, their voice will tremble, making it difficult to get their voice out. Fear also arises if they make a mistake and receive comments from their listeners.

Based on research results, there were nine out of 38 students who were afraid to do a monologue in

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<sup>23</sup> Joko & Ami, An Analysis of Students' Difficulties in English Conversation Practice, *Linguistic and Literature (JCELL)*, vol 2, no 3, 2023.

<sup>24</sup> Irina Karpovich, The Use of Monologue Speaking Tasks to Improve First-year Students' English-speaking Skills, *Education Sciences*, vol 11, no 6, 2021.

English. Fear arises because students are afraid of making mistakes, such as mistake in vocabulary and pronunciation. Students' lack of knowledge regarding monologues also causes fear, panic attacks, and a lack of self-confidence.

#### **b. Shyness**

Shyness is a psychological condition that causes a person to feel uncomfortable socializing or avoid social contact. Many students experience emotional pain when they have to speak in class, which suggests that shyness can be a source of difficulty for students in learning their activities, especially in speaking classes.<sup>25</sup> Shyness arises because they are not confident; they are confident if they do a monologue without an audience but become embarrassed if lots of people pay attention.<sup>26</sup> They are also embarrassed if they make mistakes in pronunciation of English words.

Shame arises when students feel that they are being watched by other people and that they are unable to meet the expectations or standards expected by that person. Students are embarrassed if they do a monologue in front of many people, even in front of a class that is paying attention to their friends. Based on the research results, there were six out of 38 students who felt embarrassed when giving a monologue in public.

#### **c. Anxiety**

Anxiety is a negative emotion that can interfere with learning a foreign language, including English. When someone speaks in public because they are not used to doing so, they may feel anxious. A person may exhibit tremors, a pale face, sweat profusely, and be

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<sup>25</sup> Win Lystianingrum, Psychological Problems and Challenge in EFL Speaking Classroom, *Language & Language Teaching Journal*, vol 10, no 1, 2017, p 36.

<sup>26</sup> Students 2, interview by the writer, October 19, 2023, interview 2, transcrip.

nervous when speaking.<sup>27</sup> Most students have problems with their speaking skills, this can be seen when speaking in public. They feel nervous, stressed, and lack confidence.

Anxiety is feeling that arises from a dangerous situation and is also a state of anxiety that will occur at a certain time and place. This is proven by research results showing that there were nine out of 38 students who experienced anxiety when giving monologue in public. When doing a monologue in front of many people, they become nervous, embarrassed, afraid of making mistakes, and unsure of what is being said.

According to the data above, students feel anxious because they have to speak in front of many people. When they monologue in public, they become nervous, embarrassed, afraid of making mistakes, and unsure of what they are saying. In fact, this is normal because for some students, it is a challenge in itself, and they are not used to doing English monologues in public.

#### **d. Lack of self-confidence**

One of the emotional conditions that makes the process of learning to speak English difficult is a lack of self-confidence. Emotional states like this can interfere with the language learning process, and students will experience feelings of tension, worry and nervousness.<sup>28</sup> Students are not used to speaking English in front of many people. Some of them are not confident enough to do a monologue in English. Lack of self-confidence indicates that students' public speaking skills are still less than optimal, making them feel afraid to speak and was afraid of other people's comments.

Based on the research results, it shows that there are 10 out of 38 students who are not confident in

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<sup>27</sup> Andi Ahmad Fauzi et al, *Students Anxiety of Speaking English in Public*, Proceeding International Conference on Educational of Suryakencana, 2021.

<sup>28</sup> Ulfa Nadila et al, *Self Confidence Factors of Students in Speaking English in Banjarmasin*, international in conference on social sciences & humanity economic and politics, 2020, p 143

performing English monologues in public. These findings show that lack of self-confidence is the obstacle most often experienced by students compared to other obstacles. A lack of self-confidence arises because they are afraid of comments from other people. Lack of self-confidence arises because students rarely or never do monologues in public. Fear and embarrassment also trigger students' lack of confidence in monologue.

#### **e. Lack of Motivation**

A learner needs motivation to attempt and develop his understanding of a new language, which is necessary for language acquisition. A motivated student aspires to achieve. So, in the absence of it, he would undoubtedly be unable to exert the necessary effort.<sup>29</sup> According to the research results, there were two out of 38 students who experienced this problem. In the student environment, monologues are not an activity they usually do; there are no circumstances or situations that encourage them to need the ability to communicate in English, so their motivation is lacking.

### **3. Students solution in Dialogue and Monlogue Constraints.**

Dialogue is defined as attention for mutual understanding and mutual accomodtion to a problem or situation through the process of learning and teaching inquiry. In other words, dialogue is a conversation between two or more people. It is also a form of literature from in which two or more parties engage in a discussion.<sup>30</sup> . Monologue is defined as a students individual oral work with the aim of practicing all areas of the language system, which improves students language skills and self-confidence. In monologue, the speaker needs a clear task and

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<sup>29</sup> Irina Karpovich, The Use of Monologue Speaking Tasks to Improve First-year Students' English- speaking Skills, *Education Science*, 2021.

<sup>30</sup> Nurfizah Sahib, Using Dialogue-games in Improving Speaking Ability of participants of Advanced Level of PIKIH Program, *Celebes of Linguistic Journal*, Vol 1, No 2, 2019, p 24.

time for preparation.<sup>31</sup> Dialogue and monologue are two speaking activities that are different in their use. Based on research results, it shows that students have the same way of overcoming their constraints when carrying out dialogues and monologues in English. Students who have mastery of vocabulary can communicate their ideas, knowledge, and opinions more effectively. Mastery of all language skills is assisted by good vocabulary mastery. A good vocabulary improves comprehension and speaking ability.<sup>32</sup>

According to the research results, increasing vocabulary is one of the solution that students must take to solve their constraints. Students overcome their constraints in conducting English dialogue by improving their language skills. Both in terms of pronunciation of words and increasing vocabulary, because they don't have enough vocabulary. Increasing self-confidence is very necessary; apart from that, students also do a lot of practice. Students practice doing dialogue and monologues. With lots of practice, it help students improve their pronunciation and grammar. Fluency in speaking English increases students' confidence in carrying out English dialogue and monologue in English. In addition, students engage in campus groups (STEC) to enhance their English proficiency because learning in a supportive environment facilitates mastery of the language, particularly speaking it.

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<sup>31</sup> Irina Karpovich, et all, The Use of Monologue Speaking Tasks to Improve First-Year Students English-Speaking Skills, *Education Sciences*, vol 11, no 6, 2021.

<sup>32</sup> Mauloeddin Afna, The Correlation Between Vocabulary and Speaking Skill, *Journal of Linguistic, Literarure and Language Teaching*, Vol IV, No 1, 2018, 47.